

Occupational Stress and the Performance of Non -Teaching Staff of Selected Universities in the South Eastern Nigeria

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ABSTRACT:

Occupational stress the greatest killer among white and blue collar workers. The monster is more prevalent among university workers especially the non-teaching staff. It is on this backdrop that the study was nurtured. The study essentially examined the effect of occupational stress and how it impairs the performance of the non-teaching staff in the south eastern universities in Nigeria. Descriptive research design was adopted. Data were collected using questionnaire, face to face interview, observation and focus group discussion. Major findings revealed that occupational stress do not have positive effect on the performance of non-teaching staff. Also the reduction of occupational stress has positive effect on the effectiveness of the employees under study. Based on the findings among the major recommendations is to decrease occupational stress of the non-teaching staff to increase their performance, and also to reduce the occupational stress of the non-teaching of the studied to improve their effectiveness.

Keywords: *Stress, Occupation, Executive, University, Non –teaching staff*

INTRODUCTION

Occupational stress is one of the most important workplace factor health risk for employees in developed and developing countries (Paul, 2002; Dana and Griffiin, 2002). There are a member of workplace factors called jobs stressors that make jobs stressful and difficult for the member of Non-Teaching staff of federal universities. Additional stressors concern inter personal relationship at work, such as conflict and the behavior of supervisors, conflict with colleagues, conflict with subordinate and conflict with management polices (Paul, 2002).

Stress is an environmental situation in which a person is required to perform the tasks that threatens to exceed the person's ability and resources for meeting it, under conditions where he or she expects a large difference in the reward

from meeting the demand verses not meeting it (Mc Grath,1976). In work life extreme stress is so aversive to employees that they will try to avoid it by withdrawing either psychological (disinterest or lack of involvement in the job e.t.c), physical (frequent late coming, absenteeism , laziness e.t.c) or by leaving the job entirely (Beehr and Newman, 1978).

Twenty years ago, technology in organization revolved around automation. The use of technology in the 21st century organization was simply a means for improving, enhancing banks resources and services via automated dispensing of cash, circulation or flow of fund, investment activities and acquisition systems. Today, automation has been replaced with a technological environment defined as the array of institutional networks,

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hardware, and application needed to provide users with access to resources and services in diverse setting (information high-ways). This environment is supported by an infrastructure impacted by personnel and organization-related issues. This environment is supported by evolution, the old generation organization mission of services and access to resources is still relevant but can phase-off if it fails to queue-in in the trend of the system. These services and resources, however, are taking one new meaning and constructs. A by-product of working in technological environment is stress. Stress is inevitable and constant because the world is continuously changing or evolving (Okeabaram, 2012).

Occupational stress which has existed in the university system in Nigeria from 1948 till date had organizational and individual causes. Schuler (1984) has observed that stress symptoms at work include apathy, withdrawal, dissatisfaction, irritability, absenteeism, ulcers, hypertension, and increased likelihood of coronary heart disease. There is evidence that these symptoms have existed in Federal Universities in Nigeria. Schuler (1984) also identified the sources of organization stress to include the four S's namely the supervisor, salary, security and safety, organizational change, work pace, work overload and the physical environment.

The prevalence of occupational stress and its negative effect on performance of university non-teaching staff is not only found in Nigerian Federal Universities. Since democracy in 1994 and probably till date, South African University non-teaching staff has been facing major changes in their work environment triggering the experience of stress. University non-teaching staff can be included in the group of South Africans enduring high levels of stress (Van Zyl and Pieterse, 1999; Jonas, 2001).

Research indicates that university non-teaching staff experience stressors in their work environments such as unsatisfactory work environment, lack of parity of pay with teaching staff, perception of uncertainty, role conflicts, threat of redundancy, inadequate salaries and time pressures (Engelbrecht and Eloff, 2001; Ndidi and Sibaya, 2002, Olivier and Venter, 2003).

Statement of the Problem

There is a challenge of the difficulty in determining the effect of occupational stress on the performance of the Federal University non-teaching staff in South Eastern Nigeria. There is also a challenge of the difficulty in finding out the effect of individual stress on the efficiency of Federal University non-teaching staff in South Eastern Nigeria. There is a challenge of the difficulty in evaluating the effect of the reduction of occupational stress on the effectiveness of Federal University non-teaching staff in South Eastern Nigeria. There is a challenge of the difficulty in highlighting the effect of the reduction of individual stress on the employee morale of the Federal University non-teaching staff in South Eastern Nigeria.

These challenges lead to barriers or lacks of gateways which lead to problems which this study will attempt to solve. There is also the problem of lack of knowledge of the causes, consequences and management of occupational and individual stresses in the Federal Universities in South Eastern Nigeria. There is also the problem of burnout. There is also the problem of absence of stress management programs in the Federal Universities in South Eastern Nigeria.

Objectives of the Study

The main thrust of the study is to determine the effects of occupational stress on the performance on University Administrators in South Eastern Nigeria. The specific objectives of the study are:

1. To determine the effect of occupational stress on the performance of Federal University non-teaching staff in South Eastern Nigeria.
2. To find out the effect of Individual stress on the efficiency of Federal University non-teaching staff in South Eastern Nigeria.
3. To evaluate the effect of the reduction of occupational stress on the effectiveness of Federal University non-teaching staff in South Eastern Nigeria.

Hypotheses

Ho: Occupational stress does not have a positive effect on the performance in Federal University non-teaching staff in South Eastern Nigeria.

H₁: Occupational stress has a positive effect on the performance of Federal University Administrators in South Eastern Nigeria.

H₀: Individual stress does not have a positive effect on the efficiency of Federal university non-teaching staff in the area studied.

H₁: Individual stress has a positive effect on the efficiency of federal University non-teaching staff in the area studied.

H₀: The Reduction of occupational stress does not have a positive effect on the effectiveness of Federal University non-teaching staff in the area studied.

H₁: The Reduction of occupational stress has a positive effect on the effectiveness of Federal University non-teaching staff in the area studied.

Literature Review

Conceptual Framework

Concept of Occupational Stress

Stress at workplace is a common feature and majority people experience it. Some jobs are associated with stress. The persons holding these jobs come under stress and suffer from the consequences. According to Crider, Goethals, Kavanaugh and Soloman, stress is a pattern of disruptive psychological and physiological functioning that occurs when an environmental event is appraised as a threat to important goals and one's ability to cope. According to J.D. Brodzinski, R.F. Scherer and K A Goyer, stress is the interaction between the individual and the environment characterized by physiological and psychological changes that cause a deviation from normal performance. According to Lyle E. Bourne, stress may be defined in many different ways, depending on one's perspective. From a physiological point of view, stress may be defined as any state during which the body tends to mobilize its resources and utilize more energy than it ordinarily would (Sheikh, 2006)

Any event in the environment may cause stress if the same is perceived as threatening. Any event may cause stress. It is not certain that the specific events are the causes of stress. Sometimes an event may cause stress but the same event may not cause stress some other time. The stress leads to physiological and psychological changes such as changes in heart

rate, skin resistance, respiration, blood pressure and endocrine activity. These changes will deviate a person from normal performance. These changes are known as stress response. These changes often lead to anxiety and fatigue. A moderate level of stress may have positive effect and person may work harder and for long hours but a low level of stress may have negative effect and adversely affect the performance of the employee (Steyn and Kamper, 2014).

Stress at workplace has become an important topic of study of organizational behavior. It has become important for effective practice of human resource management for (1) it has psychological and physiological effects on both employees and managers both affecting their health and performance at work, (2) it is a major cause of absenteeism and poor employee turnover, (3) employee under stress may cause safety problems to fellow employees specially when he is handling dangerous machines and equipments, (4) it makes an employee nervous and may lose temper, (5) it makes an employee non-cooperative in nature, (6) it may affect any member of the organization whether he or she is a worker, manager, old and young both (Anedi et al., 2014).

Stress is not always negative. Any event causing stress results into an action from person under stress. This action may also result into positive performance. If so, "the optimum level of tension will result in maximum performance". Optimum level of stress is difficult to determine as it depends upon the kind of occupation, age, sex and race of the employee. Overstress is always dangerous. No employee can escape its consequences. Too much stress is always detrimental and employees and organization both suffer from its ill effects. Positive stress works, as motivator (Schuler and Young blood, 1986; Schuler, 1984).

Concept of Organizational Reduction of Stress

The stressors or causes of stress at organization level can be effectively controlled and managed by the organization itself. The organization can implement the programs for its employees such as relaxation techniques, physical fitness programs, stress education, group discussions, family counseling, hobby workshops, sports and recreation facilities, time management, counseling in respect of drug and

alcohol abuse, obesity control techniques etc. to reduce stress (Sheikh, 2006; Schuler, 1984).

Ergonomics can be used to reduce stress at the workplace. Ergonomics is the technique used to reduce discomfort. It is a combination of industrial engineering physiological and psychological needs of the individual at the workplace. Comfortable chairs can be designed for sitting employees comfortably. Personal comfort is sought at the workplace for employees while working by the techniques of ergonomics.

Improved communications, proper delegation of authority reducing centralization of authority, jobs redesign specially to enrich them, proper selection and placement of persons at respective jobs, participative decision making and practicing the core techniques of human resource management are some of the strategies that can keep the stress under control (Sheikh, 2006; Schuler, 1984).

Certain sophisticated companies have massage centers at the workplace for their employees. High tech stress therapy is used in Japan to relieve hard working Japanese employees and executives from stress. They have developed brain mind gyms for stress reduction. Organization can reduce the heat, temperature and humidity and maintain soothing climate by its deliberate efforts. This helps in reducing stress at workplace (Schuler, 1982).

Individual Reduction of Stress

Individual reduction of stress is the personal effort to minimize the effect of already occurred stress. The following are some of the ways to manage stress individually;

- a. One should take proper balanced diet at proper time.
- b. Avoid drinking and smoking.
- c. Regular exercise for fitness.
- d. Know your strong and weak points.
- e. Relax for some time to control blood pressure, heart rate.
- f. Prayers like worshipping, offering Namaz, etc. meditations, yoga can help reduce tension.
- g. Effective time management by preparing daily lists of work according to their priorities and follow it.
- h. Plan your career.
- i. Open your heart to your friends, express your feelings, emotions, threats etc. It helps in relieving the mind from botheration.
- j. Take pride on your achievements and receive from others.
- k. Exercise control on yourself.
- l. Identify the factors causing stress. Try to keep away from them as far as possible. The above are the ways and means to keep stress in check. (Sheikh, 2006).

Theoretical Framework Occupation Stress Theories

	Low Job Demand	High Job Demand
Low Control	Passive Job	High-strain Job
High Control	Low-strain Job	Active Job

Figure 1: The job demands-control-support model design by Karasek

Karasek (figure 1) drew attention to the possibility that work characteristics may not be linearly associated with worker health and that they may combine interactively in relation to health. He initially demonstrated this theory through secondary analyses of data from United States and Sweden, finding that employees in jobs perceived to have both low decision latitude and high job demands were particularly likely to report poor health and low satisfaction. Later studies appeared to confirm the theory. For example, a representative sample of Swedish working men was examined for depression, excessive fatigue, cardiovascular disease and mortality. Those workers whose jobs were characterized by heavy workloads combined with little latitude for decision making were represented disproportionately on all these outcome variables. The lowest probabilities for illness and death were found among work groups with moderate workloads combined with high control over work conditions. The combined effect of these two work characteristics is often described as a true interaction, but despite the strong popular appeal of this suggestion there is only weak evidence in its support.

The Relevance of the Theory to the Study

According to the Job Demands-Control-Support theory, employees in jobs perceived to have both low decision latitude and high job demands were particularly likely to report poor health and low job performance.

If a non-teaching staff perceives that he/she does a lot of administrative job which is the back bone of every organization but has little or no input in decision making of the university, it builds up stress and stressful environment.

Managers of the Federal Universities create a stress free work environment for the non-teaching staff by communicating job requirement clearly, involvement in decision making and establishing fair and consistent performance objective for all employees.

Effort-Reward Model

Another broader model of work stress is Johannes Siegrist's "effort-reward" model. The model defines threatening job conditions as a "mismatch between high workload [high demand] and low control over long-term rewards" (103, p.1128). Siegrist emphasizes

personal control over long term reward since "distressing experiences often result from basic threats to the continuity of a crucial social role", among adults, often the occupational role. This is clearly the case "with job termination or job instability. However, related conditions of low reward and low security may also be identified, such as forced occupational change, downward mobility, lack of promotion prospects, jobs held with inconsistent educational background (status inconsistency) (103 p. 1128).

Components include piecework, shift work, noise, work pressure and increase in workload.

This theoretical approach is focused on the notion of social reciprocity, a fundamental principle of interpersonal behavior and an evolutionary old grammar of social exchange. Social reciprocity is characterized by mutual cooperative investments based on the norm of return expectancy where efforts are equalized by respective rewards. Failed reciprocity resulting from a violation of this norm elicits strong negative emotions and sustained stress responses because it threatens this fundamental principle.

The model of effort-reward imbalance (ERI) claims that failed reciprocity in terms of high efforts spent and low rewards received in turn is likely to elicit recurrent negative emotions and sustained stress responses in exposed people. Conversely, positive emotions evoked by appropriate social rewards promote well-being, health and survival. A major specification of this theoretical perspective concerns the work role, and in particular its contractual basis. So far, a majority of research evidence concerns ERI at work. More recently, this perspective has been applied to additional social roles in adult life.

According to the model (figure 2), effort at work is spent as part of a social contract that reciprocates effort by adequate reward. Rewards are distributed by three transmitter systems: money, esteem and career opportunities including job security. Each one of these components of work-related rewards was shown to matter for health.

The model of ERI at work claims that an imbalance between (high) effort and (low) reward is maintained under the following conditions:

1. Work contracts are poorly defined or employees have little choice of alternative workplaces (e.g. due to low level of skill, lack of mobility, precarious labor market),

2. Employees may accept this imbalance for strategic reason (this strategy is mainly chosen to improve future work prospects by anticipatory investment)

3. The experience of high cost/low gain at work is frequent in people who exhibit a specific cognitive and motivational pattern of coping with demands characterized by excessive work-related committed men and women suffer from inappropriate perceptions of demands and of their own coping resources more often than their less involved colleagues, because perceptual distortion prevents them from accurately assessing cost- gain relations.

The Relevance of the Theory to the Study

The Siegrist's model expands the concept of control typically used in research on Karasek's job demands-control model to include job security and upward mobility (promotion prospects)

Employees with good job security and upward mobility prospects are likely going to have a stress free environment promoting a good job performance

Empirical Literature on the Effect of Occupational Stress on the Performance of University Non-Teaching Staff

Archibong, Bassey and Effion (2014) did a study on the effect of occupational stress on the performance of university non-teaching staff in the Cross River State, University of Technology and the University of Uyo. The study also aimed at identifying the stress sources of the administrative staff in the two universities studied. The sample size used consisted of 279 (168 males and 111 females) who were the academic staff of the two universities.

The research instrument used was a structured and undisguised questionnaire. The questionnaire was structured in the sense that the questions were structurally sequenced and asked to the respondents in the same manner and no follow up questions were allowed. It was undisguised in the sense that the purpose of the research work which was to get primary data for publication purposes was disclosed to the respondents.

It was found that occupational stress did not have a positive effect on the performance of university non-teaching staff in the two universities studied. It was also found that the sources of occupational stress included job-related pressures like carrying work home, interpersonal relationships, career development. It was concluded that there was an urgent need to address the negative consequences of occupational stress to improve the performance of the university administrators.

Review of Empirical Literature

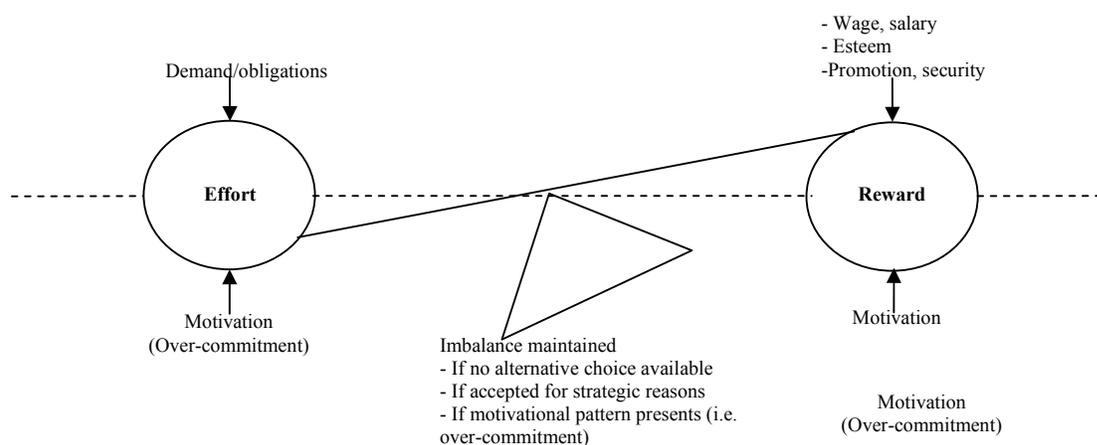


Figure 2: Effort-Reward model

Empirical Literature on the Effect of Individual Stress on the Efficiency of University Non-Teaching Staff

Plardiy, (2007) did a study on the effect of individual stress on the efficiency of University non-teaching staff in some South African Universities. The individual working as a University Administrator starts feeling the individual stress when the administrative workers starts being unable to achieve the individual goals and objectives. Goals are long term aims at a point in the organization's mission while objectives are short term goals at a point in the organization's mission. In the psychological contract, the non-teaching staff while striving to achieve the organizational goals and objectives also strives to achieve his or her own individual goals and objectives. If this contract is infringed on, the non-teaching staff begins to feel stress. The individual stress management strategies are the course of action to achieve the comprehensive stress reduction goals and objectives. Time management can be an effective individual strategy to deal with organizational stress. It is based on a large part on the identification of the individual's personal goals other individual strategies include good diets, regular exercise, monitoring of physical health and the building of good social support groups.

D.I. Aremu (2002) did a survey using a sample size of 506 University administrators in school, individual in Pretoria, South Africa and found that stress did not have a positive effect on the efficiency of University Administrator as it leads them not to do things right or minimize costs.

Empirical Literature on the Effect of the Reduction of Occupational Stress on the Effectiveness of University Non-Teaching Staff

Motseke (1998) did a study on the effect of the reduction of occupational stress on the effectiveness of University Administrators in some South African Universities in the Price State Province. He identified occupational stress to be the totality of organizational, personal, interpersonal, and environment stress. They are combined militated against the University Administrators doing things right and making an impact. So, there was a crying need to minimize the consequences of those stressors by the

adoption of occupational stress reduction strategies.

A starting point was to find out the causes and consequences of occupational stress. Case Analysis techniques were handy in ascertaining the problems of occupational stress such as alcoholism, drug abuse which sometimes tem from stress especially job or occupational stress. Eighty-eight percent of managers in one survey reported elevated stress reported elevated stress levels with most reporting feeling under more stress; than they could ever remember (Cavanaligh, 2000) Motseke (1998) found that the reduction of occupational or job stress had a positive effect on the effectiveness of University Administrator in Price State Province as the result of the survey showed

Empirical Literature on the Effect of the Reduction of Individual Stress on Employee Morale of University Non-Teaching Staff

Jones (2001) worked on the effect of the reduction of individual stress on the employee morale of 104 university administration in the universities in the Petersburg area in the Northern Province. He observed that a person can do several things to alleviate stress. Albretcht (2009) suggested the following to reduce job stress namely to;

1. Build rewarding, pleasant, cooperative relationships with as many of your colleagues and employees as you can.
2. Not bite off more than you can chew.
3. Build an especially effective and supportive relationship with your boss.
4. Understand the boss' problems and help him or her to understand yours.
5. Negotiate with your boss for realistic datelines on important prospects. Be prepared to propose headlines yourself, instead of having them imposed on you.
6. Find time everyday for detachment and relaxation.
7. Get away from your office from time to time for a change of scene and a change of mind.
8. Don't put off dealing with distasteful problems.
9. Make a constructive worry list. Write down the problems that concern you, and beside each, write down what you are going to do about it.

Meditation is another possible solution. Choose a quiet place with soft light, sit comfortably, and meditate by focusing your thoughts, for instance by counting breaths and then meditate on your thoughts or by visualizing a calming, location such as beach when your mind wanders, just get it back by focusing on your breathing or on the beach (Docar, 2004). Jones (2001) by doing a survey of 104 University Administrators in Universities in the Petersburg area of the Northern Province in South Africa found that the reduction of individual stress had a positive effect on the employee morale of University Administrators studied.

Gap in the Literature

The last section has showed that there is empirical literature in all the areas covering occupational stress and individual stress and their effects respectively in the performance and efficiency of University non-teaching staff either in some Universities such as Cross Rivers University of Technology and the University of Uyo or Universities in South Africa. Also, there is ample empirical literature on the reductions of occupational stress, organizational stress and individual or personal stress and their effects respectively on the effectiveness, activity and employee morale of the University either the Cross Rivers University of Technology and University of Uyo or Universities in South Africa.

The Gap in the Literature is that no authors to the best knowledge of the researcher has applied the effects of occupational stress and individual stress respectively in the performance and efficiency of University non-teaching staff in Federal Universities, located in the five states in South Eastern Nigeria. Also, no author to the best knowledge of the Researcher has applied the effects of the reduction, in occupational stress and individual or personal stress of University non-teaching staff in five Federal Universities each located in the South Eastern state.

RESEARCH METHOD

The study is descriptive methodology, we adopted survey design. Data were collected from both primary and secondary sources. Questionnaire, face to face interview, focus group

discussion and observation were the main tools used in eliciting data from respondents. Data collected were analyzed using parametric statistics.

Population, Sampling and Sampling Technique

The population consists of the non-teaching staff in the five Federal Universities that have the knowledge of the effect of occupational stress on their performance. They are 750 in number. They are distributed in the five universities as follows:

University of Nigeria, Nsukka	300
Nnamdi Azikiwe University, Awka	225
Federal University of Technology, Owerri	112
Michael Okpara University of Agriculture, Umudike, Umuahia	75
Federal University, Ndufu, Abakiliki,	3
Total	<u>750</u>

The Taro Yamane's formula is used to calculate the sample size. The formula is $n = \frac{N}{1 + N(e^2)}$ where n is the sample size, N is the population size, 1 is a constant and e is the error term (Asika, 2004). For N = 750 and is 2.5% for a two-tailed test at 5% level of significance, n = 511. The sample size is distributed to the five universities as follows:

University of Nigeria, Nsukka	204
Nnamdi Azikiwe University, Awka	153
Federal University of Technology, Owerri	77
Michael Okpara University of Agriculture, Umudike, Umuahia	51
Federal University, Ndufu, Abakiliki,	26
Total	<u>511</u>

Reliability of the Instrument

Both the Spearman's Rank Correlation coefficient and the Cronbach's Alpha Coefficient are to be used. The same version of the Research Instrument was administered to the same respondents at two points in time and their scores were correlated. A Spearman's Rank Correlation of 0.95 shows that the instrument is reliable. This was also confirmed by getting a Cronbach's Alpha Coefficient of 0.90.

Data Presentation

Table 1 shows the summary of the distribution of the questionnaire.

a. Response rate = $\frac{b}{a} = \frac{500}{511} = 0.978$
 b. Non-response rate = $\frac{c}{a} = \frac{11}{511} = 0.022$
 c. Total response and non-response rate = $\frac{b}{a} + \frac{c}{a} = \frac{500}{511} + \frac{11}{511} = \frac{511}{511} = 1$

From table 1, it is shown that out of the 511 questionnaires administered, 500 of them were returned. This gave a response rate of 0.978. of the 511 questionnaires administered, 11 of them were not returned. This gave a response rate of 0.022. The total response and non-response rate was 1.

Table 2 shows the summary of the personal data of the 500 respondents.

Table 1: The summary of the distribution of the questionnaire

Questionnaire administered	Questionnaire returned	Questionnaire not returned	Response rate
511	500	11	0.978

Source: Field Survey (2015)

Table 2: the summary of the personal data of the 500 respondents

1.	Sex	Frequency
	Male	299
	Female	201
	Total	500
2.	Married	Frequency
	Single	316
	Married	134
	Divorced	10
	Separated	19
	Widowed	21
	Total	500
3.	Age	Frequency
	Less than 20 years	76
	21 – 30 years	74
	31 – 40 years	88
	41 – 50 years	92
	51 – 60 years	94
	60 – 70 years	76
Total	500	
4.	Highest Educational Qualification	Frequency
	Senior School Certificate	163
	Royal Society of Arts	51
	Trade Certificate	23
	H.N.D/O.N.D	30
	First Degree	120
	Second Degree	80
	PhD	3
	ACA	30
	Total	500
5.	Number of Years Worked (Tenure or length of service)	Frequency
	Less than 10 years	96
	11 – 20 years	104
	21 – 30 years	136
	Above 30 years	164
Total	500	
6.	Status	Frequency
	Senior staff	151
	Junior staff	349
Total	500	

Source: The Demographic characteristics and the frequencies are got from the questionnaires administered (2016)

From table 2, it is shown that for the sex of the 500 respondents, 299 other them are male while 201 of them are female. For the marital statuses of the 500 respondents, they are married, single, divorced, separated and widowed. They have frequencies of 316, 134, 10, 19 and 21 of them respectively. For the ages of the 500 respondents, they are less than 20 years, 21 – 30 years, 31 – 40 years, 41 – 50 years, 51 – 60 years and 61 – 70 years. They have frequencies of 76, 74, 88, 92, 94 and 76 respectively.

For the Highest Educational Qualifications of the 500 respondents, they are Senior School Certificate, Royal Society of Arts, Trade Certificate, Ordinary National Diploma, Higher National Diploma, First Degree, Second Degree, PhD and A.C.A. They have frequencies of 163, 51, 23, 30, 120, 80, 3 and 30 of them respectively.

For the number of years worked (tenure or length of service), they are less than 10 years, 11 – 20 years, 21 – 30 years, and above 30 years. They have frequencies of 96, 104, 136 and 164 out of 500 respectively. For the statuses of the 500 respondents, they are Senior Staff and Junior Staff. They have frequencies of 151 and 349 of them respectively.

Data Analysis

Table 3 shows the analysis of the responses related to the first objective.

From table 3, it is shown that for the statement that occupational stress does not have a positive effect on the performance of the Federal University non-teaching staff in South Eastern Nigeria, the responses are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). They have frequencies of 291, 109, 33, 33 and 34 out of 500 respectively. These give percentages and valid percentages of 58.20, 21.80, 6.60, 6.60 and 6.80 respectively totaling 100. This gives a cumulative percentage of 58.20, 80.00, 86.60, 93.20 and 100.00 respectively.

For the statement that occupational stress has a positive effect on the performance of Federal University non-teaching staff in South Eastern Nigeria, the responses are Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. They have frequencies of 34, 33, 33, 109 and 291 respectively. These give percentages and valid percentages of 6.80, 6.80, 6.60, 21.80 and 58.20 respectively totaling 100. These give cumulative percentages of 6.80, 13.40, 20.00, 41.80 and 100.00.

Table 3: Analysis of the responses related to the first objective

Statements	Responses	F	Percentage	Valid percentage	Cumulative percentage	Calculated Z
1. Occupational stress does not have a positive effect on the performance of Federal University non-teaching staff in South Eastern Nigeria	SA	291	58.20	58.20	58.20	4.880
	A	109	21.80	21.80	80.00	
	U	33	6.60	6.60	86.60	
	D	33	6.60	6.60	93.20	
	SD	34	6.80	6.80	100.00	
2. Occupational stress has a positive effect on the performance of Federal University non-teaching staff in South Eastern Nigeria	SA	34	6.80	6.80	6.80	< 27.68
	A	33	6.60	6.60	13.40	
	U	33	6.60	6.60	20.00	
	D	109	21.80	21.80	41.80	
	SD	291	58.20	58.20	100.00	

Source: The Statements, Responses and Frequencies are got from the questionnaires but the rest are calculated from the Standard Package for the Social Sciences (S.P.S.S).

Table 4: Analysis of the responses related to the second objective

Statements	Responses	F	Percentage	Valid percentage	Cumulative percentage	Calculated Z
1. Individual stress does not have a positive effect on Federal University non-teaching staff in South Eastern Nigeria	SA	301	60.20	60.20	60.20	6.831
	A	119	23.80	23.80	84.00	
	U	26	5.20	5.20	89.20	
	D	26	5.20	5.20	94.40	
	SD	28	5.60	5.60	100.00	
2. Individual stress has a positive effect on Federal University non-teaching staff in South Eastern Nigeria	SA	28	5.60	5.60	5.60	-28.887
	A	26	5.20	5.20	10.80	
	U	26	5.20	5.20	16.00	
	D	119	23.80	23.80	29.80	
	SD	301	60.20	60.20	100	

Source: The statements, responses and frequencies are got from the questionnaires administered.

Table 5: Analysis of the responses related to the third objective

Statements	Responses	F	Percentage	Valid percentage	Cumulative percentage	Z score
1. The reduction of occupational stress has a positive effect on the effectiveness of Federal University non-teaching staff in South Eastern Nigeria	SA		61.20	61.20	61.20	
	A	306	24.80	24.80	86.00	
	U	124	4.60	4.60	90.60	
	D	23	4.60	4.60	95.20	
	SD	23	4.80	4.80	100.00	
2. Reduction of occupational stress does not have a positive effect on Federal University non-teaching staff in South Eastern Nigeria	SA	24	4.80	4.80	4.80	
	A	23	4.60	4.60	9.40	
	U	23	4.60	4.60	14.00	
	D	124	24.80	24.80	38.8	
	SD	306	61.20	61.20	100.00	

Source: The statements, responses and frequencies are got from the questionnaires administered.

From table 4, it is shown that for the statement that individual stress does not have a positive effect on the efficiency of the Federal University non-teaching staff in South Eastern Nigeria, the responses are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). They have frequencies of 301, 119, 26, 26, 28 respectively out of 500. These give percentages and valid percentages of 60.20, 23.80, 5.20, 5.20 and 5.60 respectively totaling 100.

For the statement that individual stress has a positive effect on the efficiency of the Federal University non-teaching staff in South Eastern Nigeria, the responses are Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. They have frequencies of 28, 26, 26, 119 and 301 respectively out of 500. These give percentages and valid percentages of 5.60, 5.20, 5.20, 23.80 and 60.20 respectively totaling 100. These give cumulative percentages of 5.60, 10.80, 16.00, 29.80 and 100.00 respectively.

From table 5, it is shown that for the statement that the production of occupational stress has a positive effect on the effectiveness of Federal University non-teaching staff in South Eastern Nigeria, the responses are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). They have frequencies of 306, 124, 23, 23 and 24 respectively out of 500. These give percentages and valid percentages of 61.20, 24.80, 4.60, 4.60 and 4.80 respectively totaling 100. These give cumulative percentages of 61.20, 86.00, 90.60, 95.20 and 100.00.

For the statement that the Reduction of Occupational Stress does not have a positive effect on the effectiveness of Federal University non-teaching staff in South Eastern Nigeria, the responses are Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. They have frequencies of 24, 23, 23, 124 and 306 respectively out of 500. These give percentages and valid percentages of 4.80, 4.60, 4.60, 24.80 and 61.20 respectively totaling 100.

Hypotheses Testing

Table 6 shows the computational details of the first two hypotheses.

$$Z = \frac{('n - P_0)}{\sqrt{\left(\frac{(P_0)(1 - P_0)}{n}\right)}} = \frac{(Vn)(('n - P_0))}{\sqrt{(P_0)(1 - P_0)}} \text{ where } x \text{ is}$$

the number of respondents that either strongly agreed or agreed with the alternative hypothesis statement, P₀ is the presented proportion and n is the sample size.

Source: x is got from Table 4.3, P₀ = 0.7 and n = 500.

Table 7 shows that on each of the first two hypotheses, the calculated Z values were negative and far less than the Table value which is 1.645. So the null hypothesis is accepted in each case. The alternative hypothesis is rejected in each case.

$z = \frac{\bar{x} - \mu}{s/\sqrt{n}}$ where \bar{x} is the sample mean, μ is the population mean, s is the sample standard deviation and n is the sample size.
For the third hypothesis,

$$\begin{aligned} \bar{x} &= \frac{5(306) + 4(124) + 3(23) + 2(23) + 1(24)}{500} \\ \bar{x} &= \frac{2165}{500} = 4.33 \\ \mu &= \frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3 \\ S^2 &= \frac{((\sum f)(x - (\bar{x}))^2)}{(n - 1)} \\ &= \frac{((306) [(0.67)]^2 + (124) [(0.33)]^2 + (23) [(1.33)]^2 + (23) [(2.33)]^2 + (24) [(3.33)]^2)}{499} \\ S^2 &= \frac{478.51}{499} = 0.958937875 \\ S &= \sqrt{S^2} = \sqrt{0.958937875} = 0.979253733 \\ Z &= \frac{\bar{x} - \mu}{s/\sqrt{n}} = \frac{(Vn)(\bar{x} - \mu)}{s} = \frac{(\sqrt{500})(4.33 - 3)}{0.979253733} \\ Z &= 30.3697633 \end{aligned}$$

For the 4th hypothesis,

$$\begin{aligned} \bar{x} &= \frac{5(310) + 4(130) + 3(19) + 2(20) + 1(21)}{500} \\ \bar{x} &= \frac{2188}{500} = 4.376 \\ S^2 &= \frac{((\sum f)(x - (\bar{x}))^2)}{(n - 1)} \\ &= \frac{((310) [(0.624)]^2 + (130) [(0.376)]^2 + (19) [(1.370)]^2 + (20) [(2.370)]^2 + (21) [(3.376)]^2)}{499} \\ S^2 &= \frac{527.312}{499} = 1.056737475 \\ S &= \sqrt{S^2} = \sqrt{1.056737475} = 1.1027977371 \\ Z &= \frac{\bar{x} - \mu}{s/\sqrt{n}} = \frac{(Vn)(\bar{x} - \mu)}{s} = \frac{(\sqrt{500})(4.376 - 3)}{1.1027977371} \\ Z &= 27.9002102 \end{aligned}$$

Source: x = 3, 4 are calculated from the formula

$$\bar{x} = \frac{\sum fx}{\sum f} \text{ from the values of } f \text{ got from Tables 5}$$

and 6, μ is calculated as 3, S² is calculated from

$$\text{the formula } S^2 = \frac{(f)(x - \bar{x})^2}{n - 1} \text{ and } n = 500.$$

Table 6: Computational details of the first two hypotheses

Hypothesis No.	Calculated Z value	Table Z value	Statistical Decision
1	-27.618	1.645	Accept H ₀
2	-28.887	1.645	Accept H ₀

Table 7: Computational details of the last two hypotheses

Hypothesis Number	Calculated Z value	Table Z Value	Statistical Decision
3	30.370	1.045	Rejection
4	27.900	1.045	

From Table 7, it is shown that for each of the third and fourth hypothesis, the calculated Z value is greater than the Table Z value at 5% level of significance = 1.645. So in each case, the null hypothesis is rejected and the alternative hypothesis is accepted at 8% level of significance and 95% confidence level.

Summary of Findings

- a. Occupational stress does not have a positive effect on the performance of Federal University non-teaching staff in South Eastern Nigeria.
- b. Individual stress does not have a positive effect on the efficiency of Federal University non-teaching staff in South Eastern Nigeria.
- c. The Reduction of occupational stress has a positive effect on the effectiveness of the Federal University non-teaching staff in South Eastern Nigeria.
- d. The Reduction of individual stress has a positive effect on the employee morale of Federal University non-teaching staff in South Eastern Nigeria.

CONCLUSION

That occupational stress did not have a positive effect on the performance of Federal University non-teaching staff implied that as occupational stress increased the performance of the Federal University non-teaching staff decreased. So the body's way of rising to a

challenge and preparing to meet a tough situation with focus, strength, stamina and heightened alertness led to a fall in the extent to which the Federal University non-teaching staff achieved their individual and organizational goals and objectives. Also as the process in which environmental events or sources threatened the well being of the Federal University non-teaching staff the extent to which they fulfilled the promises made to the stakeholders decreased.

RECOMMENDATIONS

- It is recommended that the Federal University Managers and Human Resource Specialists and supervisors in South Eastern Nigeria should backed by policy make efforts to:
- 1. Decrease occupational stress of the non-teaching staff to improve their performance.
 - 2. Decrease the individual stress of the non-teaching staff to improve their efficiency.
 - 3. Reduce the occupational stress of the non-teaching staff to improve their effectiveness.
 - 4. Reduce the individual stress of the non-teaching staff to improve their employee morale.

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