

**JOB STRESS AND EMPLOYEE PERFORMANCE AMONG ACADEMIC
STAFF OF THE UNIVERSITY OF BENIN**

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Stress occurs in various forms in every workplace. Stress has been defined by many in different ways. Olagunju (2018) defines stress as “a chronic complex emotional state with apprehension and is characteristic of various nervous and mental disorders”. According to Topper (2010) stress is a person’s psychological and physiological response to the perception of demand and challenge. Hence, Stress is a condition of physical and psychological mental disorder which occurs in a situation of pressure, when resources are unable to fulfill the demand of an individual (Syed, 2013).

Work-related stress is increasingly becoming a source of concern among organizations and employees around the globe (Gyllensten& Palmer, 2005; Khurshid, Butt & Malik, 2011) as productivity is basic to organizational effectiveness. Organizational performance refers to those attitudes' that have been assessed or measured as to their contribution to organizational goals (Cook &Hunsaker, 2001). High productivity can stimulate improvement and motivate employees (Prokopenko, 2018).

Job stress produces large number of undesirable effects for both individual and organization in both monetary and non-monetary costs which is rapidly increasing

the absenteeism rate of employers and employees. When people experience work-related stress in industrialized countries, they are made to become more familiar with what work-related stress is and how to manage it (WHO, 2005); however, in developing countries like Nigeria, employees of an organization have to be happy in order to deliver efficiency gains and first rate services.

Thus, according to Akinmayowa (2009) stress is not only detrimental to the individual's immediate emotional stability and behavior, but also for his or her long-term psychological wellbeing. Excessive stress at work could result in increased human errors and accidents, as well as negatively affect employees' productivity and their overall effectiveness on the job (Akinmayowa, 2009; Armstrong, 2006). Immense pressure at work has led to stress, which made it the number one factor causing illness.

Harvey and Brown (2006) revealed that the major stressors in the workplace includes changes in technology, downsizing, sudden reorganization and unexpected changes in the work schedules, competition for promotional opportunities, lack of participation in the decision making, and lack of employee empowerment. Based on the preceding it appears that stress can be managed but not eliminated (Johari, Shamsudin, Yean, Yahya& Adnan, 2019).

Stress is considered important by researchers because it affects the employees of an organization and its management. When force or pressure is exerted upon an individual, certain types of relationship are formed from the action (Dar, 2011).

1.2 Statement of the Research Problem

Problems such as the pressure to complete a lot of work in a short time and overload of work, for instance, could be a critical source of stress to employees which could reduce their performance necessitate the need for accessing the effect of stress on employees performance in organisations with a view to identifying the factors that contribute to stress in the employees, and proffer possible ways to solving some of these problems. Even though organizations are paying more attention now to employees compared to the past, the consequences of the trauma their employees go through cannot be over emphasized because they still place extra-ordinary demands on them to deliver. With jobs very difficult to come by these days in Nigeria, many employees are crumbling under this pressure. Cases of employee stress are therefore on the ascendancy (Daniel 2019).

This study will therefore focus on the effect of job stress and employees' performance of academic staff in a federal university with a view to assessing the factors that induce stress and its effect on performance across various levels and department; compares the level of stress undergone by university employees to ascertain the relationship between job sectors and stress on employees performance; and the possible ways to manage the adverse effect of stress on employees performance in the tertiary institutions.

1.3 Research Objectives

The aim of the study is to evaluate job stress and employees' performance of academic staff in a federal university. The following are the objectives of this study:

1. To determine the particular stressors experienced by academic staff in the university of Benin
2. To find out if job stress has any the implications on employees' performance in University of Benin.
3. To determine ways to manage the adverse effects of job stress on employees' performance in University of Benin.
4. To examine The Relationship Between Job Stress and Employee Performance

1.4 Research Questions

1. What particular stressor does academic staff of the university of Benin experience
2. Does job stress influence employees' performance in University of Benin?
3. What are the ways to manage the adverse effects of job stress on employees' performance in University of Benin?
4. What is the relationship between job stress and employee performance?

1.5 Research Hypothesis

In relation to the research questions, statement of problems, and the objectives of this research, the following hypothesis have been formulated;

H0: Job stress has no significant relationship with employees' performance of academic staff of the University of Benin.

1.6 Scope of the Study

This study is delimited to examining *job stress and employee performance among academic staff of the University of Benin, Edo State, Nigeria*. The focus is on identifying the various stressors peculiar to academic work within the university context, such as workload, administrative responsibilities, time pressure, research demands, student supervision, and other institutional factors that may contribute to stress. The study also assesses the extent to which these stressors affect employees' performance in terms of teaching effectiveness, research output, administrative efficiency, and overall job satisfaction.

The population of the study is restricted to academic staff across different faculties, departments, and ranks within the University of Benin. Non-academic or administrative staff are excluded, as the nature and sources of stress in their roles may differ significantly from those of academic personnel. The study also limits its geographical scope to the University of Benin and does not extend to other universities or institutions in Nigeria.

Conceptually, the study is confined to job stress as an independent variable and employee performance as the dependent variable. It investigates their relationship using selected indicators and seeks to identify possible coping strategies or

management interventions that can mitigate the adverse effects of job stress on academic performance.

Temporally, the study covers data and experiences relevant to the 2024/2025 academic session, reflecting the current realities of university academics in a post-pandemic educational environment characterized by increased workload, resource constraints, and changing institutional expectations.

1.7 Significance of the Study

This study will help management and staff to become aware of the causes of stress, the effects of stress and possible remedies for handling them. The study will also add to existing knowledge and will help to provide valid information for future researchers.

1.8 Limitation of the Study

The researchers encountered a number of limitation in the course of this study were; Time and financial constraints may have adversely affected the findings of this study. The sample size may not reflect the full characteristics of the sample population, also the employees were unwilling to fill questionnaires even when they were less busy,

CHAPTER TWO

LITERATURE REVIEW

2.1 Preamble

The chapter is devoted to exhaustive search, evaluation and analysis of works of authors, and scholars that are related to the research study. Different authors opinion will be used to give a more defined theoretical understanding of stress nature, its causes and the impact it will have on performance and productivity. This chapter contains the meaning of employee performance, and stress, the stress process, the causes or sources of stress at work, the effects of stress and management, it explains the relationship between stress, employee performance, duties and roles of academic staff in University of Benin the empirical and theoretical framework of stress.

2.2 Employee Performance

Dessler, (2009), the performance of workers is a genuine accomplishment for workers contrasted with the normal exhibition of workers. Mangkunegara, (2013) likewise depicts the output of workers as a quality and amount procured by an employee in playing out their obligations as per the duties doled out to that person. As per Gungor, (2011), worker execution is really what a specialist does or doesn't do. Employee execution can include: amount of yield, item quality, opportune yield, presence at work and cooperation, Macky and Johnson (2000) opined that enhanced staff execution can likewise enhance firm overall performance. They bring up that

the output of employees is said to be as a bundle what they have achieved, for each work, during a span of time. Seen thusly, performance is the transmission of the required outcomes, and execution can be appraised exploiting different boundaries that characterize the performance pattern of the undertaking after some time.

In relation to organization structure, performance is well-defined as how members of firms or an organizations help in actualizing the objectives of such organization (Ying, 2012). Firms can achieved this by setting a process that incorporates such organization that moves its work/procedures to its workers; setting explicit execution focuses to meet each working group and at last sorting out the objectives/methodologies of the organization; standard estimation of these people comparable to the concurred destinations; the utilization of results to recognize progress and/or management choices; and a continuous audit of the performance management system to guarantee that it keeps on adding to overall productivity, in consultation with staff (Macky & Johnson, 2000). Employees would give their utmost best when they feel or expect that their endeavors will be recompensed by the board. workers output is influenced by a lot of factors, such as, working conditions, work relations, preparing and advancement openings, professional stability, and the organization's overall strategies and techniques for remunerating representatives, and so forth Among each one of those elements that influence the exhibition of workers, the inspiration that goes with remunerations is vital. Incentives are an unusual pool of care to workforces and additionally aid firms to lead workers to give a valiant

effort in their job roles. The desired organization outcome can be reached productively and adequately, if the workers obtain a feeling of shared advantage, by accomplishing that expressed reason or objective. The organization should deliberately set out the compensation framework to assess the exhibition of the worker at all levels and give them compensation regardless of whether it is a significant or unacceptable results. The idea of performance is that the executive gives a prize framework that alludes; the requirements and targets amid the organization and workers, remunerating work both physically and remotely. The arrangement in addition commends if training and development is obligatory for workers to realize their conveyed targets.

Performance assess whether an individual plays out an occupation well. Execution is a fundamental standard for organizational outcomes and accomplishment. Campbell (1993) portrays work performance as an individual-level variable, or something an individual does, this separates it from a more encompassing construct, for example, organizational performance or national performance which are more elevated amount factors. Campbell considers special situations when portraying performance as a conduct. For instance, he clears up that performance should not be direct noticeable exercise of a man. It can involve mental production, for instance, answers and decisions. Notwithstanding, performance ought to be under the individual's control, giving careful consideration to whether the performance of interest is mental or behavioral. The work performance is term as a capability of employees to meet

their goals and those of the organization, in another light work performance can be viewed as the capacity of individuals to achieve their individual work aims, meet to their desires, achieve benchmarks or accomplish their organization objective (Ismail, 2009). There is no broad, acceptable theory about employees performance. The effectivity with which organizations regulate, make and stimulate their employees is a basic establishment for organizational performance.

Researchers agree that performance must be considered as a multi-dimensional issue. On the most fundamental level one can perceive a procedural aspect(i.e., behavioral) and a result part of performance (Borman and Motowidlo, 1993, Campbell, McCloy, Oppler, and Sager, 1993; Roe, 1999). The behavior perspective refers to what people do while at work, the activity itself (Campbell, 1990). Performance includes specific behavior (e.g., deals with customers, teaching insights to college undergraduates, programming computer software, storing up parts of an products). This performance recommends that simply actions can be scaled (i.e., counted) are seen as execution (Campbell et al., 1993). The performance concept expressively portrays behavior which is objective situated, i.e. behavior which the organization employs the worker to do well as performance (Campbell et al., 1993). Also, execution must be differentiated from effectiveness and from productivity (profitability) or efficiency (Campbell et al., 1993; Pritchard et al., 1992). Effectiveness refers to the assessments of the consequences of performance (i.e., monetary value of sales). In correlation, profitability is the ratio of effectiveness to the expense of achieving the

result. High employee's performance lead an organization and have more prominent open doors for workers than the individuals who have low performance (Vans cotter, 2000).

2.2.1 Indicators of Employee Performance

The performances of employees are the countable indicators of the amount of feet's actualised by an individual or company. They include

Service level: is a fraction of accomplishment, gotten by honourably trying products, collecting disparagement from buyers of products and services, by examining products factually. Divergent styles to enumerate the nature of an occupation combines finding out the level of a products and services that has been prohibited and over hauled. The degree of labour can equally be appraised by assessing the indisputability, level of constancy, thoroughness plus master judgment (Lockwood & Ward, 2013).

Performance: This is valued through figuring the size of units of products generated every day, of the week or every month. By way of the grand goal for personnel to complete the planned measure of work, they should set needs and timetables and devise approaches to discover approaches to improve efficiency. Subsequently, employee execution and overall execution are probably going to build (Lockwood & Ward, 2013).

Workmanship and advancement: this may not be effortlessly controlled by momentary measures yet over the long haul. Know that inventiveness and advancement can be dictated by assessing the accomplishment of set objectives and goals as opposed to long haul improvement. It very well may be estimated by deciding appraisals, for example, adaptableness and the capability to fine-tune to changes and the exploitation of varieties to realize intentions and aims (Lockwood & Ward, 2013).

Efficiency: it is a method of having the option to decrease exertion, assets and needless expenses. Efficiency relies upon how assets are utilized and the duration of time consumed to accomplish definite organizational aims. Viable workers can accomplish firm's aims, additionally utilizing less resource (Lockwood & Ward, 2013).

2.2.2 Factors that Affect Employee Performance

Different writers and agents have composed various related and individual issues that influence the execution of workforce in equally in deleterious and encouraging ways below:

Leadership: It is the cycle an individual utilizes to impacts a group to accomplish a set intentions or aims. (Northouse, 2007). Then again, the style of service is described by the methods of reasoning and practices of the pioneer which

characterizes the examples a pioneer utilizes while treating his devotees (Dubrin, 2004).

Leadership style: The leadership style embraced by any company is basic since it has a demerit or merit consequence on workers execution (Armstrong & Murlis 2004).

These as well as additional issues such as working conditions, skills level and other factors affect employee performance, nonetheless on behalf of the reason of the study, we will be looking at the following factors such as incentives, finances and non-financial incentives such as employee involvement in decision-making, employee empowerment and employee job security. The study will therefore focus on the above factors.

2.3 Incentives

As per Milton (2013), incentives are adaptable prizes offered in an assortment of approaches to accomplish explicit results. It is additionally termed affecting incredible activity. Incentives are utilized to empower activity or incredible exertion; they are motivating forces which can be given apart from wages. They remain now inspiration to workers. It very well may be money related or non-money related. They give energy to the workers for better efficiency of job execution. It is characteristic that nobody acts without reasons behind it. In this way, the expectation of compensation is a ground-breaking motivation to urge workers to put forth a

valiant effort in the role they perform. Notwithstanding money related Incentives, there are different elements that consist of employee participation in decision-making, employee empowerment and job security affecting workers performance.

2.3.1 Financial Incentives

Financial incentives are motivating forces which are another type of direct pay that surpasses salary all in all called, a performance-based pay plan. Dessler (2014) indicated that "Monetary motivators are prizes or reactions as a budgetary structure given to workers whose efficiency level surpasses the recently characterized levels". Werther and Davis (1989) likewise include that the motivating force plot fuses labourers' remuneration and execution by paying as indicated by the consequences of their work and not in light of the age or length of business. Then, as indicated by Hasibuan (2013) it expresses that as a methods for advancing the objective of coordinating and driving the quality and energy of workers to look for difficult work and be inspired to accomplish great work, so as to accomplish the expressed desires. The accessibility of incentives that give compensation dependent on work execution will upgrade the inspiration of staffs with an end intention to actualize predefined ends. Monetary motivations and prizes are considered to decidedly influence worker duty or devotion and execution. Employees remain in the company in light of the point that the expense of leaving the company is higher than the advantages of being there in the company (Saleem, 2011). Financial incentives and pay rates encourage

the continuation of work connections since they structure the premise of elevated levels of responsibility and inspiration of workers to improve execution. Firms must create systems that incorporate monetary motivators and compensations for instance advancements, rewards, benefit sharing or increase and imparting to investors (Development and Learning Organization, 2011). Employees need their results to be valued by giving those suitable advantages and advantages bundle as a compelling way not exclusively to accomplish their firm's objectives yet in addition to keep up their relationship with talented workers. Most jobs today are paid for by work-based remuneration or possibly halfway inclusive of administration installments. Since one activity is anything but difficult to explore, money related advantages dependent on substantial achievement appear to be reasonable and pragmatic and are consequently regularly utilized in the present society. This implies that numerous workers, particularly at a specific level (Supervisors) or an enormous aspect of the obvious achievement (Marketing, Consultation) are compensated for their exertion dependent on visual activity measures (Ambachtshee, 2008). The reason for work-based remuneration is to urge individuals to expand their inspiration and energy spent in the working environment, which is the reason their result, or as such, the organization's benefits. Through this instalment strategy, extraordinary advantages are forced and an adjustment in close to home conduct is pointed toward accomplishing the most noteworthy conceivable organization results. Financial incentives incorporate the accompanying.

Pay: The instalment frameworks that workers see as being fair and proportionate with their abilities and desire are unified compensation. Workers are offered money related award for their services called compensation which is a chief specification in management. Compensation must be firmly connected to the performance as per high achievers. Workers who do their best need sensible compensation that fulfils their requirements. An even handed compensation causes them to feel acknowledged so they hope to pay as per their endeavours since they would prefer not to be unacknowledged for their services. Cash is positioned at the top for making inspiration since individuals expect cash to satisfy the essential necessities of life so it persuades the workers more than some other motivating force. Others accept that cash is persuasive for satisfying their non-financial needs, for example, authority, rank and having a place with favoured groups. It is accepted that individuals who have more cash are all the more impressive in the public eye when contrasted with the individuals who have lesser cash. So it is simpler for them to have things their way. That is the reason cash is regularly seen as an indication of individual victory and achievement.

Bonuses: When workers arrive at specific guidelines and standards to finish a specific undertaking, they are given rewards.

Fringe Benefits: Advantages that labour force is given with their employment notwithstanding pay are called fringe benefits. The worker inspiration is impacted by

the accessibility of fringe benefits. The arrangement of fringe benefits will make a hopeful, persuading workplace and expands yield and deals. The roused labour force will prompt company greatness and success.

Vacations with Pay: firms guarantees the welfare of workers by gifting them breaks with pay. If employees have remained at work for longer extent, more than seven years only they are eligible for leave. These holidays can be beneficial for workers who want more time for aging parents, relatives or fulfil other assignments.

Pension: A conceded pay that labourers assemble during their working lives and that has a place with them after explicit time term. At the point when a worker arrives at a specific age of 1 and have finished one year of service, they are qualified for organization benefits plan. The target behind benefits plan is to spur and hold the workers. It is offered for remunerating workers for remaining with the firm until retirement.

2.3.2. Employee participation

Employee participation is characterized as to the depth workers have a feeling of power over their work. Workers participation illustrates work aptitudes and freedom in the working environment and is firmly connected to the thoughts of quality services and employment fulfilment that lead to improved execution (Mohammad, Mehrdad, &Mahyar, 2013). One of the expectations of better service performance is worker participation. Employee's interest furnishes workers with occasions to build

up their abilities and engages them with their work to appreciate the work. Worker participation is a worker activity that helps workers in offering viable types of assistance. Fruitful interest gives an occasion to share info about client examination, critical thinking and making new staff thoughts. At the point when client needs are met, the client can dole out a significant level of service performance. When workers have effectively taken an interest in participation, they are bound to hear remarks so as to improve service conveyance. At the point when senior administration tunes in to workers' remarks and acknowledges remarks, in this manner fulfilling the need to work with workers and motivators to buckle down for client desires. Fruitful cooperation implies that workers have a specific measure of hard working attitude. At the point when workers are enabled to play out their obligations freely and comparable to clients settling on significant choices, without the assent of managements, they have the ability to deal with their work and in this manner lead to work fulfilment. Moreover, participation at work gives occasions for workers to connect with others. At the point when staff moves are passed, they will appreciate this feeling of consistence. This will prompt more noteworthy employment fulfilment (Cheung & To, 2010). Staff participation advances effectiveness and development and simultaneously advances worker inspiration and comprehension of inspiration and trust in the organization. An equivalent occasion to take an interest in participating in decision making can attempt to give workers a feeling of pride and possession. Company can persuade their workers by giving occasions to follow their

thoughts by making workers commitment projects, for example, participatory administration and quality circles. Partaking supervisors will permit the staffs to share their considerations on a solitary stage and take an interest in joint participation. At standard get-togethers, less than twelve workers meet with their chief to talk about and oversee quality issues a feeling of achievement and at last enhance inspiration and employment fulfilment. A worker's inspiration to communicate their sentiments develops whenever the person in question is allowed the chance to share their perspectives on participatory decision making. Equivalent interest and commitment to participation can improve group execution and lead to better decision making. Work environments that show a positive acknowledgment of impartial interest in participation are less questionable, more productive and additionally rousing for different workers.

2.3.3 Employee Empowerment

Empowerment can be characterized as an assortment of practices that incorporate info sharing, delegation, and expanded worker freedom (Randolph, 2000). Govindarajan and Natarajan (2009) have indicated that worker empowerment implies persuading and permitting individuals to assume liability for improving the presentation of their obligations and adding to the accomplishment of authoritative objectives. The vision of empowerment engages workers who are furnished with more noteworthy adaptability and more prominent opportunity to settle on business

related choices. At the point when workers are enabled to accomplish something, it gives them responsibility for work. Empowerment causes them to zero in on their work and the effect of their performance on the organization. This expands their confidence and certainty. Conger and Kanungo (2008) connected the idea of worker empowerment with the way toward expanding the feeling of difficult work and taking out the reasons for sentiments of deficiency, while Burke (1986) underscored the exchange of capacity to labourers as the reason for human capital advancement. Kirkman and Rosen (1999) anyway characterize similar utilizing four measures as freedom, effect, comprehension and group quality and these remarks depend on different examinations followed by Ugboro (2016) and others. As to the overall advantages of staff empowerment, concentrates by Strauss (1977), House (1988) featured highlights, for example, developed discretion, a self-appreciation worth, expanded duty, etc. Kenneth and Sky (2010) and Shanker and Rao (2011) in their research on the influence of human resource development on selected production organizations in Europe and India, respectively, found significant interactions. As per Nissar and Menon (2014), any effect of staff empowerment on worker execution relies upon a portion of the social results, specifically the improvement of group quality, improved perception and so forth Barely any different investigations that depend on material discoveries have indicated a positive connection between these two significant functions, for example, staff empowerment and worker execution. One such investigation was directed by Ziang and Linchau (2010) on the exercises

of China's three biggest ports. Another investigation of empowerment of working class medical care directors in Mexico was led by Sensoca and Philips (2011). Different parts of human asset improvement in India's budgetary services have been featured by Yadav and Verma (2015) and Run et al. (2016). In the administration of business, comparative kinds of studies were led by Relued (2010), Proteco (2011), Singh and Aluwalia (2011), talking about issues in management, transportation and programming enterprises in Latin America and India. These examinations have demonstrated that worker empowerments are connected to employee performance.

2.3.4 Job Security

Koli and Llaci, (2005) have depicted Employment's security as assurance from work misfortune. This also will be a significant concern for staff. One reason individuals join the organization is this issue. There are a few creators who imagine that satisfactory employee stability is related with work. On the off chance that workers must be resolved first to leave they are the ones with the least work insight. Employment security frequently suggests employee stability in a specific organization and professional stability identified with singular work (Wayne, 2005). So, job security designates how an individual has a sense of security and secure from losing their employment by not participating in it. In any case, an assessment of different work related safety practices has likewise uncovered that another idea, including work related safety and work security, is identified with rights and systems

for fortifying the privilege to individual business as opposed to work in an organization, however this is a more extensive idea and incorporates numerous other research for example country employment policies, macro and micro parameters etc. job security remains a hallmark of employment and related problems in public sectors (Human Economic Institution. 2009). This is a gigantic bit of leeway since it permits genuine workers and experts to devote themselves to the work and give full consideration to the occupation as opposed to agonizing over their security at work. Then again there is a limit to the degree of security for some less trained staffs on the grounds that they try not to improve their results as it doesn't endanger their work. Hence job security in public companies is by all accounts very secure as far as hypothetical methodologies are concerned.

2.4 Stress

The term stress is a mind boggling and dynamic idea, work stress is essentially a mismatch between the individual capacities and organization's interest (Radiwal, 2011 & Jayashree, 2010). Stress starts with the demand and opportunity from environment for a man and finishes with the person's reaction to that demand and opportunity (Shah, 2003). As per Robbins (2004), "Stress is a dynamic condition in which an individual is faced with opportunities, requirement or demand identified with what he wants and which the result is seen to be both questionable and important". It is accepted from this definition stress likewise has a positive side

effects when it offers potential gain. Stress is a physical, chemical, or emotional factor that causes substantial or mental pressure and might be a factor in ailment causation (Merriam-Webster Dictionary). Stress condition is a state coming about because of a pressure particularly one of body or mental strain coming about because of variables that have a tendency to change an existent balance. Sherman, Bahlander & Snell (1996) additionally characterizes stress as any adjustive interest on an individual caused by physical, emotional or mental components that requires adapting practices. Besides Taylor Shelley (1995) portrays stress as a negative emotional encounters followed by expected biochemical, physiological, cognitive and behavioral changes that are coordinated either toward modifying the events or adapting to its effects. Bennett (1994) characterizes stress as a wide accumulation of physical and mental manifestations that outcomes from troubles experienced by an individual while endeavoring to adjust to an environment. This definition infers that the likelihood for stress to exist in light of the fact that the ecological circumstance displays an interest threatening to be bigger than a man's capacity and resources.

Stress as characterized by the UK Health and Safety Executives (HSE) is 'the unfavorable response individuals give to unreasonable weights or different sorts of interest put on them'. Stress exhibits a hazard to our health and performance at work. It happens when the weights or requests upon a worker, which may as well as may not be business related, move toward becoming 'over the top' and past the capacity of the employees to adapt. Professor Derek Mowbray (2010) depicts stress like this

'stress is at the wrong end of a continuum that incorporates the improvement of pressure, the redirection of strain, and the disaster that is stress, stressed individuals don't think and tend to freeze with nervousness. Inability to treat and take out stress regularly results in genuine physical conditions". Blumenthal (2003), opined that stress is anything that surprises individuals' capacity to keep up basic variable (which can be social, mental, emotional or biological in nature) inside satisfactory points of restrictions. The experience of stress includes an event that is demanding or resources and also the abstract sentiment of trouble experienced in its fear. An event could be experienced as unpleasant if individuals assess it as upsetting, regardless of whether an occasion is experienced as distressing relies upon a man's mental introduction with things like culture, otherworldliness, qualities, convictions and past encounters delivering the evaluation. Events that are assessed as being overpowering, undermining, unsuitable or confliction are well on the way to be experienced as distressing.

2.4.1 Concept of Stress

The word stress was coined by Selye in 1965, who gave the importance of stress as "the non-specific response of the body to any reason for change". It refers generally to the physiological reactions caused by any stressful occasion (stressor). Responses are initiated by the Autonomic Nervous System (ANS), which influence organs of the body and directing pulse, respiratory rate, vein, galvanic skin reaction, et cetera.

ANS is separated into two subsystems, to be specific Sympathetic Nervous System (SNS) and Parasympathetic Nervous System (PNS). Walter Cannon and Hans Selye are recognized building up stress as a genuine logical phenomenon. Advancement, as indicated by Darwin, is the nonstop physiological adjustment of an animal groups to its outer condition that guarantees its long term survival. Cannon authored the expression "fight or flight" to clarify the physical response of individuals when they encounter a potential debilitating occasion or circumstance. Predictable with Darwin, Cannon thought about the capacity to react rapidly to an outside danger by (battling or escaping) a positive developmental reaction that increases human survival. Selye expounded Cannon's work by investigating the long term effect of pressure, he built up a three phase hypothesis to disclose how living beings react to toxic stimuli.

Cannon and Selye in a general sense guided our comprehension and treatment of occupation stress in three vital ways. First, in accordance with Darwin's life form condition fit model and the value-based viewpoint, work stress is seen as a laborer workplace. Second, on the grounds that the two men exhibited transformative adjustment as a reactive procedure, social workers encountering stress are regularly shown as passive and exploited people, as opposed to active and dynamic creatures. Third, work stress today is viewed as a man focused issue with most pressure intervention intended to encourage responsive adapting rather than proactive adjustment of the work setting.

2.4.2 Stress Process or Response Stages

Arnold, Robertson and Cooper (1993) further simplified the stress process of Walter Cannon and Hans Selye. They believed that stress process is from; Alarm → Resistance → Exhaustion

The alarm is the first stage, the stressor or threat is identified or discovered, the body's response to stress at this stage is the alarm state. During this stage adrenaline will be produced in order to bring out the 'fight or flight response', the flight response would be to flee the source of danger while the fight response would be to stay and face or fight off the danger. The next stage will be the resistance stage, the second stage where the body will try to add up resources to help it cope through the adaptation stage and return stability to the individual's body, which has decided to either fight or flight. However, if for any reason the defense style does not work, or fails to adapt, it will lead to the third and final stage. The exhaustion is the final stage where all the body's resources are eventually depleted and the body is unable to maintain normal functions. The nervous system symptoms may reappear, long term damage may result, if the stage three is extended. The result can be in form of noticeable health issues and may in the worst case lead to death.

2.4.3 Types of Stress

Diverse types of stress have been distinguished throughout the years some of which could incorporate physical stress, psychosocial stress, mental stress, behavioral stress, and others. Stress have been characterized into three major types;

Eustress: Eustress is otherwise known as the positive kind of stress. The term was instituted by Hans Selye comprising of the Greek prefix eu-meaning good and stress, truly meaning good stress. It is a beneficial type of stress which could either be mental, physical, or biochemical. It refers to the positive reaction one has to a stressor, which can rely upon one's present feelings of control, desirability, location and timing of the stressor. Eustress occurs when the gap between what one needs to do and what one needs is slightly pushed, yet not in significant way, or, in other words more than what an individual can deal with. This encourages challenge and motivation since the objective isn't too far distant, eustress has an essentially positive connection with life satisfaction. It is a positive response to stress that creates a desire to accomplish and overcome a challenge and to increase performance, it has the following qualities;

Motivates, and focuses energy

- It is short-term lived
- It is usually within an individual's coping abilities
- It improves performance

Acute stress: This can likewise be called acute stress disorder or shock, it is a psychological condition emerging because of an alarming or traumatic event. This sort of stress is the most widely recognized and most recognizable type of stress. The individual knows why he is stress and can recognize the stressor or the reason behind the stress. Acute stress generally does not make extreme or permanent harm to the body.

Chronic stress: This kind of stress emerges from emotional pressure suffered over a long term of time in which an individual sees there is almost no control, it is results because of repeated exposure to circumstances that prompt the release of stress hormones. Chronic stress is the sort that wears the individual, and influences both emotional balance and health of the individual prompting breakdown and even death. Chronic stress is any stress that the body is subjected to on a regular basis or on a single occasion with enduring negative impacts. There are two types of chronic stress;

- The form that can be detected without the help of a professional e.g. insufficient sleep, little or too much exercise and others.
- The form that the pre-existing impact occurs within the body and can do damage causing obvious symptoms e.g. fungal ad viral infections, inflammation. This is known to be Subclinical (Obscure)

2.4.4 Causes of Stress at Work

Repetti (1990), McGronogle and Kessler (1990), Pervin (1992), agree with Arnold, Robertson and Cooper (1993) in talking about the causes or sources of stress. Arnold, Robertson and Cooper (1993), identified five major causes of work stress as: factors intrinsic to the job, role in the organization, relationships at work, career development and organizational structure and climate.

Factors intrinsic to the job

They explained the factors intrinsic to the job to include:

- **Poor working conditions**

This talks about the environment of the job which incorporate high level of noise, high or lowlighting, fumes, heat, poor ventilation frameworks, smells and other negative type of work environment hazards can influence a worker's by and large physical and mental state. The working environment physical design goes under poor working condition. On the off chance that an organization is poorly organized, with personnel who require contact spread all through, it makes poor communication network and creates in poor working relationships which can make stress to employees.

- **Shift work**

This includes workers having jobs which expect them to work in shifts, some of which includes working staggered hours, which influences a laborer's blood

temperature, metabolic rate, glucose levels, mental effectiveness, rest pattern, bringing about hypertension, gentle diabetes and peptic ulcers.

- **Long hours**

Long working hours have been the current condition of most jobs, since employer are endeavoring to maximized profit. Employees are made to work longer hours than anticipated in other to meet up with demand requests put on them. The long working hours required by many jobs seem to incur significant damage on employees' wellbeing and furthermore influencing them to endure a high rate of stress.

- **Risk and danger**

Risk and danger are related with the present day jobs. Jobs involving more risk and danger gives employees' higher feeling of stress. At the point when an employee is continually aware of potential risk and he is set up to respond promptly, this outcome is rush, breathe changes and muscles tension which are altogether observed to be long term threatening health issues.

- **New technology**

The introduction of new technology into the workplace has employee adjust consistently to new equipment, system, and ways of working. Prompting an incredible source of pressure at work on the worker. For example, a supervisor

prepared in the most recent techniques might be additional pressure for employees trained in the old ways and this may increase his stress level.

- **Work under-load**

This describes the issue of employees not being adequately challenged by their jobs, the work load at hand given to workers does not match the abilities and capacity of the employees. Job under-load is related with boring everyday practice, exhausting and under invigorating work which causes a great deal of stress for employees. This implies when employees are not given work which challenges their capacities and abilities they experience the ill effects of high state of stress.

- **Work overload**

Work load given to employees are frequently much more than the worker can deal with or over the limit of the employee. The worker has excessively work to do as a result of burden of datelines which regularly causes stress in employees.

Role in the Organization

When an employee's role in an organization is clearly defined and understood, and expectations placed upon are clear stress can be kept to a minimum. However, this is not the case in many work sites. Arnold, Robertson and Cooper (1993) continued to explain Role in the organization to include:

- **Role ambiguity**

Role ambiguity emerges when employees don't know and understand what is expected from them at the work environment and how performance are assessed. Employees don't know how and where they fit into the organization and they don't know of any reward regardless of how well they may perform. According to Johns (1996) there is substantial evidence that role ambiguity can provoke stress. Absence of direction can prove stressful, especially for people who are low in their resistance for such ambiguity.

- **Role conflict**

Role conflict emerges when two superiors of employee are placing conflicting requests. Workers encounter a high rate of stress and when endeavoring to adjust the two requests in trying not to resist both of the superior's instruction, leaving the employee confused and disappointed. Luthans (2002) separates three noteworthy kinds of job struggle. One type is the existing conflict between the individual and the job. A second kind of intra job struggle makes opposing assumptions regarding how a given job ought to be played. Finally, inter role conflict comes about because of contrasting requirements of at least two jobs that must be carried out at the same time. Luthans (2002) is of the opinion that although all the roles that men and women bring into the organizations are relevant to their behavior, in the study of organizational behavior the organizational role is the most important. Jobs, for example, equipment operator, clerk team leader, sales employee specialist, system

analyst, departmental head, vice president and executive of the board regularly convey clashing requests and desires. Conflict could negatively affect performance.

- **Responsibility**

In an organization, there are fundamentally two kinds of duty: Responsibility for individuals and obligation regarding things, for example, budgets, hardware and so forth. Responsibility regarding individuals causes a great deal of stress. Being in charge of individuals generally requires investing more energy associating with them, going to gatherings and endeavoring to address their issues, settling clashes and debate among them and settling on upsetting relational choices.

Relationship at Work

Dealing with management, colleagues, peers and subordinates can influence the manner in which an employee feels. Individuals, high on the requirement for relationship, work best in stable work teams where they can become more acquainted with one another well. It may extend the measure too far to propose that somebody high on this factor would suffer stress in the event that they were working with a large number of their circumstances, which did not enable relationships to frame, but rather it is likely that they won't work as well as and they might. Despite what might be expected, when an employee encounters poor working organization with superiors, partners and subordinates his feeling of stress increases. This is on the account that most employees invest such a great amount of energy and time at

the work environment and accordingly poor working relationship can influence them unfavorably. It is more probable that they would stay away from problems of enforced intimacy by taking part in few interactions as possible with others and by distancing themselves mentally. There are numerous individuals who don't care for the possibility that relationship at work ought to be something besides formal and entirely business related, even to the point of outside life not being discussed.

Career Development

Organizations have turned out to be adaptable, implying that power and obligation currently streams all through the organization. The work force has turned out to be more diversified. Jobs and careers get scarcer. For the individual who had been determined to ascend through an organization, the challenge has of late turned out to be greater. Opportunity to learn new abilities are presently getting to be requirements. Career development causes a considerable measure of stress employees through their working lives, workers need to continually develop their profession life. Staying stagnant is rapidly turning into an inadequate approach to deal with work. Lack of job security, fear of redundancy, obsolescence and various performance appraisal can cause pressure and strain. What's more the dissatisfaction of having achieved one's profession ceiling, or having been over promoted can result in stress.

Organization Structure and Climate

At the point when employees don't have feeling of having a place in the organization, they lack satisfactory opportunities to participate. These make them feel insignificant which could prompt strain and occupation related stress. In any case, Betts (1994) contended that the reasons for work stress shift among people since they originate from various background. In other words, one frame and level of stress may influence one employees more than the other. The two divisions are physical and psychological causes. He went further to express that, the physical causes include physical work overload at hand and physical environment – temperature, humidity, vibration etc. The psychological causes include mental workload and mental environment.

On the other hand, Robbins (2004) identified the following as causes of stress at work:

- **Economic Uncertainties**

At the point when the economy is contracting, individuals end up on edge about their job stability and this could prompt an increase in the stress level.

- **Technological Uncertainties**

Innovation can make an employee's skills and experience out of date in a very short time. Computers, mechanical robots, computerization and comparable types of

technological innovative development are threats to numerous workers and could cause stress.

- **Organizational Leadership**

This represents the administrative style of the organizations senior executives. Many senior officials make a culture described by stress, fear and tension. They set up unrealistic demands for employees to perform in a short time, force excessively tight controls and routinely dismiss workers who don't make the standards in time.

2.4.5 Effect of Stress

Job stress was characterized as those work uniqueness which present themselves as dangers to employee both physically, emotionally and mentally. In other words work uniqueness which causes stress was conceptualized to comprise of five magnitudes. One of the magnitude, physical environment, was not integrated in the present study since it was viewed as unstable in the administrative workplace (McLean 1974; Osipow and Spokane 1983). The strain was conceptualized to comprise of four psychiatric state of affairs of undertakings, the four psychiatric states of affairs given by Ilfeld, Almal, Maseem and Khan (2011).

Depression: Frequently feeling lonely, exhausted, discouraged, or low in energy; loss of sexual want; and having contemplations of potentially ending one's life;

Anxiety: Frequency of sour or upset stomach, feeling faint or dazed, hand trembling, maintaining a strategic distance from things, and feeling afraid or fearful;

Cognitive Disturbance: Frequently encountering trouble in recollecting things or concentrating; mind going blank;

Anger: Regularly losing temper; feeling basically irritated, annoyed, or critical of others; getting furious over less important things..

Three relationships are known to be significant psychosocial determinants of the mental as well as physical health of working people.

- The relationship between the employee and his or her job.
- Between the employee and other employees at work.
- Between the employee and the organization.

Blumenthal (2003) differentiated different effects of stress as follows:

- **Subjective effect:** This leads to tension, depression, disappointment, exhaustion and low confidence.
- **Behavioral effects:** leads to accident proneness, impaired speech, restlessness and distractions.
- **Cognitive effects:** stress that affects our thought process leading to difficulty or fear of making decisions, forgetfulness, hypersensitivity, mental blocks and trouble focusing or thinking clearly. This may be intensified by substances abuse.

- **Physiological responses:** this starts in the brain and spread to organs all through the body. Catecholamine from the adrenaline medulla causes kidneys to raise blood pressure and the liver discharges sugar into circulation system. The pituitary organ stimulates the release of corticosteroid, which resists stress however on the off chance that this is in the framework for a drawn out timeframe, it suppresses the immune system. These reactions are adaptive for managing stress as "fight or flight" however this reaction is infrequently used in urban work area. The amassing of stress product in the body is immune – suppressive having an influence in degenerative procedures and illnesses.

- **Effects on health:** prolonged exposure to stress has significant and detrimental consequences on health. Among possible difficulties, stress may play a role in causing afflictions like asthma, amenorrhea, coronary heart disease, chest pains, diarrhea, dyspepsia, headaches, diabetes mellitus, ulcers and diminished libido. In reality as we know it where AIDS is startlingly common, individuals should know that stress is immune-suppressive. HIV breaks down an individual's immune-system, which leaves them helpless against potential contaminations and ailments.

The most current aspect is focusing on how deficiencies in these areas are unsafe; work stress concepts likewise demonstrate how stress can be useful to health. Satisfying and health promoting work includes interesting and challenging obligations, genuine responsibility, opportunity for accomplishment by the

individual, acknowledgment for such accomplishment, and extension for individual progression and development. Michac (1997) indicated reasons for stress as; poor time administration, vague or undefined sets of responsibilities, sentiments of deficiency and instability, failure to complete things, absence of communication, terrible individual relationships, quality and complex nature of assignments. He additionally laid out purposes behind low productivity as; poor training in the organization, machine break downs, non-set up execution norms, absence of proper planning and inspiration, change, poor organizational environmental condition, insufficient communication at numerous levels, non-recognition with organization's objectives.

Occupational stress is viewed as rising and has moved toward becoming test for the employers in light of the fact that abnormal state stress is resulting in low efficiency, increased absenteeism and accumulation to other employee issues like liquor addiction, drug misuse, hypertension and host of cardiovascular issues (Meneze 2005). Personality factors have demonstrated tendency towards stress, uneasiness, and other occupational health issues results in various zones of medicine, and these components may add to sentiments of occupation disappointment and stress (Michie and Williams 2003).

2.4.6 Managing Stress

Claude and Cole (1992) suggested that in order to manage work stress effectively, management should consider doing the following:

Provide work which permits some personal choice in a manner which is carried out and the sequence in which it is carried out, encourage employees' participation and cooperation in decisions which influence them, management should set clear goals and targets and provide adequate feedback on performance as well as induct new recruits thoroughly. Management should provide training as an on-going updating process, provide consistent rewards for effective output, review performance gaps at the time of occurrence, and give employees the chance to attempt new obligations and distinctive assignments. Management should also design job to have even work pressures, encourage team working procedures and friendly work relations, provide secure and reasonable personnel practices and ensure work environment is free of hazards and risk.

This implies that if these approaches and measures outlined above are precisely actualized it could go a far way to limit the level of stress on employees. In the same view, Lucey (1994) said stress can be managed in an organization through increasing employees autonomy in their job, increase or decrease personal responsibility, allow more flexible working hours – by the used of flexi-time, job rotation and transfers, provide better working conditions, including social/fitness clubs etc. and institute a counseling service.

2.4.7 Relationship between stress and performance.

Stress is an all-inclusive component and workers from about each stroll of life need to confront stress. Managers today are fundamentally investigating the stress administration issues that add to bring down occupation performance of employee beginning from disappointment, high turnover ultimately influencing organizational objectives and destinations.

Employee performance is outcome accomplished and achievements at work. It is aimed for results as planned. Although performance evaluation is at the heart of performance management (Cardy 2004), the full process extends to all organizational policies, practices, and design features that interact to produce employee performance. One variable that has been receiving increasing attention as a key determinant of employee performance is employee engagement (Macey, Schneider, Barbera, and Young, 2009). Studies (Mone and London, 2010) suggest that fostering employee engagement will lead to higher levels of performance.

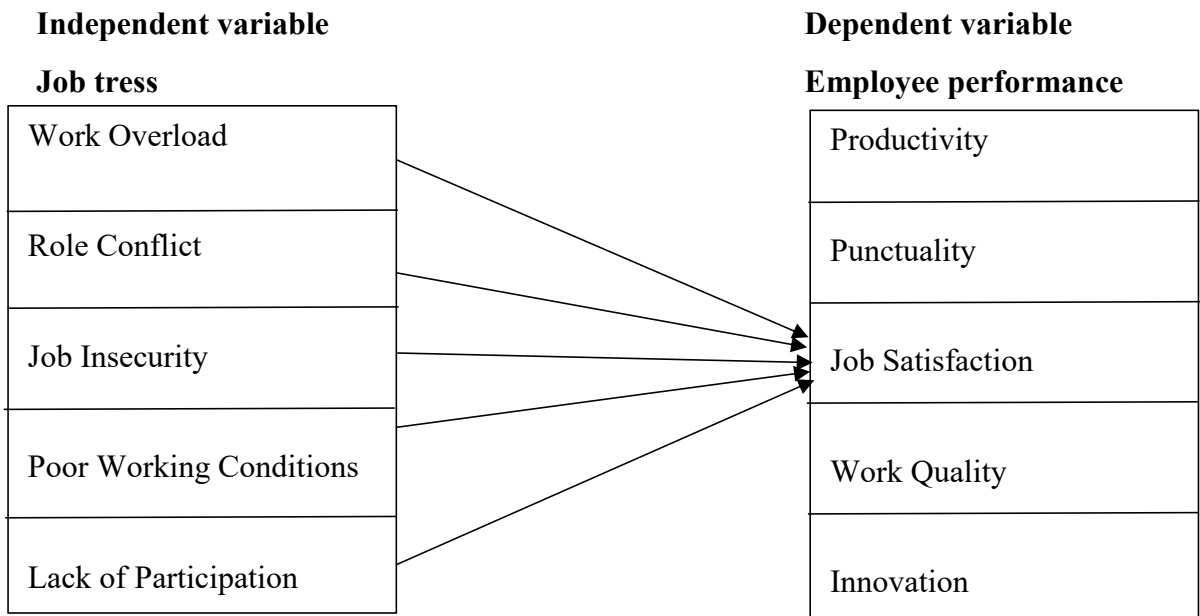
Mathis and Jackson (2000) suggested that to measure organizational human resource performance one has to consider unit labour cost, or the total labour cost per unit of output. The authors further stated that an individual performance depends on three factors which are; ability to do the work, level of effort and support given to that person. The relationship of these factors, widely acknowledged in management literature, is that Performance (P) is the result of Ability (A) times Effort (E) times

Support (S), that is: ($P=A \times E \times S$). Performance is diminished if any of these factors are reduced or absent. They further emphasize that quality of production must also be considered as part of productivity because one alternative might be to produce more but a lower quality.

Work-related stresses may be responsible for organizational outcomes such as decrease in performance, dissatisfaction, absence of inspiration and commitment, and an expansion in absenteeism and turnover.

Gbolahan and Catherine, (2012) looks at the connections between perceived stress and performance appraisal discomfort with center self-assessments and gender orientation as directing factors. Neither center self-assessments nor gender orientation altogether moderate the relationship between performance appraisal discomfort and perceived stress. Ladies earned less pay and their perceived stress was altogether higher than men's. The discoveries propose that HR professionals need to consider singular qualities more than organizational policy in effective of performance appraisal and stress reduction strategy and as a result worker-related interventions may be particularly pertinent.

2.4.8 Conceptual Framework



Source: Researcher’s Conceptualisation (2025)

This shows that job stress (independent variable) — influenced by stressors like work overload, poor conditions, etc. — affects employee performance (dependent variable), which in turn impacts organizational effectiveness.

2.5 Duties and Roles of Academic Staff In University Of Benin

Members of the academic staff are expected to enhance the learning environment through instruction, applied research, and scholarly activity that support the mission of the university. It is a basic principle that every member of the academic staff, of whatever rank, shall at all times be held responsible for competent and effective

performance of his/her duties/workload expectations and foster collegial relationships with supervisors, peers, students, and the University community

Primary duties of faculty include effective classroom teaching, academic advising and counseling of students, participation in departmental committee work, continuous development of the curriculum through assessment, applied research or scholarly activity, and service such as assisting in recruitment of students and initiatives designed to help students succeed academically, as well as other assigned duties such as provision of Course Outlines list of the required textbooks, readings (or material) to be covered in the course, general outline of the topics to be covered, schedule of term assignments and tests, description of the evaluation procedures to be used, and also the lecturer's policy regarding late submission of assignments. The lecturer's policy regarding classroom attendance;

The academic staff also check reference on the University's policies on academic dishonesty, including, cheating, and Impersonation during Examination, Class tests, and Semester Examinations.

Academic staff members shall be familiar with and adhere to the policies concerning scheduling and valuation of examination papers, and submission of marks, as described in the Academic Calendar.

2.6 Theoretical Review

Theories that focus on the specific relationship between external demands (stressors) and bodily processes (stress) and can be grouped in two different categories: approaches to 'systemic stress' based in physiology and psychobiology (Selye 1976 et al) and approaches to 'psychological stress' developed within the field of cognitive psychology (Lazarus 1966, 1991, Lazarus and Folkman 1984, McGrath 1982).

2.6.1 Systemic Stress: Selye's Theory

The popularity of the stress concept in science and mass communication stems to a great extent from the crafted work by the endocrinologist Hans Selye. In a progression of animal studies he saw that a variety of stimulus events (e.g., warm, cold, toxic agents) applied seriously and sufficiently long are fit for delivering common impacts, which means not specific to either stimulus. (Other than these nonspecific changes in the body, every stimulus produces, obviously, its particular impact, heat, for instance, produces vasodilatation, and cold vasoconstriction.) According to Selye, these nonspecifically caused changes comprise the stereotypical, i.e., particular, reaction example of fundamental stress. Selye(1976) characterizes this stress as 'a state showed by a syndrome which comprises of all the nonspecifically initiated changes in a biologic framework.'

This stereotypical reaction pattern, called the 'General Adaptation Syndrome' (GAS), continues in three phases;

(a) The alarm response involves an underlying shock stage and a resulting counter shock stage. The shock stage shows autonomic sensitivity, an increased adrenaline release, and gastro-intestinal ulcerations. The counter shock stage marks the initial operation of defensive procedures and is portrayed by increased adrenocortical action.

(b) If noxious stimulation proceeds with, the organism enters the phase of resistance. In this stage, the side effects of the alarm reaction vanishes, which apparently shows the life form's adjustment to the stressor. Nonetheless, while resistance from the noxious stimulation increases, resistance from different sorts of stressors diminishes at the same time.

(c) If the aversive stimulation persists, resistance offers path to the phase of exhaustion. The life form's ability of adjusting to the stressor is depleted, the indications of stage (a) return, yet resistance is no longer possible. Irreversible tissue damage show up, and, if the stimulation endures, the organism dies off.

In spite of the fact that Selye's work impacted an entire generation of stress researchers, shortcomings in his hypothesis were before long uncovered. The main shortcoming notable was, Selye's origination of stress as a response to a large number of different events which had the lethal result that the stress concept turned

into the blend for a wide range of methodologies. Along these lines, by turning into an equivalent word for different terms such as, tension, threat, conflict, or emotional excitement, the concept of stress was in threat of losing its scientific significance (Engel 1985). Other than this general reservation, particular basic issues have been raised. One criticism was directed at theory's center assumption of a nonspecific causation of the GAS. Mason (1971, 1975b) brought up that the stressors observed as effective by Selye conveyed a common emotional significance: they were novel, strange and new to the animal. Hence, the animal's state could be portrayed as far as weakness, vulnerability, and absence of control. Subsequently, the hormonal GAS reactions followed the (specific) emotional effect of such impacts as opposed to the influence of all things considered in accordance with this assumption, Mason (1975b) showed that in experiments where uncertainty had been eliminated with no GAS was observed. This criticism prompt a second, more significant argument: not at all like the physiological stress researched by Selye, the stress experienced by people is quite often the consequence of a cognitive meditation (Arnold 1960, Janis 1958, Lazarus 1966, 1974). Selye, notwithstanding, neglects to indicate those mechanisms that may clarify the cognitive transformation of 'objective' noxious events into the subjective experience of being stressed. Likewise, Selye does not consider methods for dealing with stress as important mediators of the stress– outcome relationship.

2.6.2 Psychological Stress: The Lazarus Theory

Two concepts are central to any psychological stress theory;

- i. Appraisal, i.e., people's assessment of the noteworthiness of what is happening for their well-being,
- ii. Coping, i.e., people's efforts in thought and activity to oversee particular requests (Lazarus 1993).
- iii. Coping, i.e.,

Since its first introduction as an extensive hypothesis (Lazarus 1966), the Lazarus stress theory has experienced a few fundamental updates (Lazarus 1991, Lazarus and Folkman 1984, Lazarus and Launier 1978). In the most recent version (Lazarus 1991), stress is viewed as a relation concept, i.e., stress isn't characterized as a particular sort of external stimulation nor a particular pattern of physiological, behavioural, or subjective responses. Rather, stress is seen as a relationship ('transaction') among people and their condition. 'Psychological stress refers to a relationship with the environment that the individual appraises as significant for his or her well-being and in which the demand taxes or surpass accessible coping resources' (Lazarus and Folkman 1986). This definition focuses to two procedures as focal mediators inside the person– environmental transaction: cognitive appraisal evaluation and adapting.

The concept of appraisal, brought into emotion research by Arnold (1960) and explained as for stress forms by Lazarus (1966, Lazarus and Launier 1978), is a key

factor for understanding stress significant transactions. This concept depends on the possibility that emotional procedures (counting stress) are reliant on genuine hopes that people show concerning the significance and outcome of a particular experience. This concept is important to individual differences in quality, intensity, and duration of an inspired feeling in environment that are objectively equivalent for various people. It is for the most part expected that the result state is created, maintained, and in the end changed by a particular pattern of appraisal. These appraisal, in turn, are controlled by various individual and situational factors. The most critical factors on the individual side are motivational dispositions, goals, values, and generalized expectancies. Important situational parameters are consistency, controllability, and approach of a possibly unpleasant occasion. Within primary appraisal, three segments are recognized:

- i. Goal relevance refers to the degree to which an experience refers to issues about which the individual cares for.
- ii. Goal consistency characterizes the degree to which a scene continues as per individual objectives; and
- iii. Kind of ego involvement assigns parts of individual responsibility, for example, confidence, moral qualities, inner self perfect, or sense of self personality.

In like manner, three auxiliary examination segments are recognized:

- i. Fault or credit results from a person's examination of who has responsibility of a specific occasion.
- ii. By adapting potential Lazarus implies a man's assessment of the prospects for producing certain behavioral or cognitive activities that will decidedly impact an personal important experience.
- iii. Future desires refers to the evaluation of the further course of an experience regarding goal harmoniousness or incongruence.

Particular examples of primary and secondary evaluation prompt various types of stress. Three forms are recognized: harm, danger, and challenge (Lazarus and Folkman 1984). Harm refers to the (mental) harm or misfortune that has just occurred. Danger is the expectation of damage that might be fast approaching. Challenge results from requests that a man feels certain about acing. These various types of mental stress are inserted in particular sorts of emotional responses, subsequently outlining the close combination of the fields of stress and emotions.

2.7 Empirical Review

Several studies have examined the relationship between job stress and employee performance across various sectors, including academic institutions. Ritchie and Martin (1999) observed that employees with a strong need for engagement often experience stress and alienation when placed in environments where autonomy is limited. Dunham (1976), in a study involving over 600 teachers, identified

increasing stress levels among educators, citing reorganization, role conflict, and job ambiguity as major sources of concern. Similarly, Blumenthal (2003) reported that stress disrupts decision-making, memory, and cognitive focus, which in turn impacts job efficiency. Frost (2003) argued that emotional pain within organizations lowers employee productivity and increases stress, especially in environments lacking psychological support.

Thompson and McHugh (1995) highlighted the problem of role ambiguity, which often results in psychological strain and poor performance. Michie and Williams (2003) linked occupational stress with chronic health issues and workplace inefficiency, identifying it as a key factor in absenteeism and employee turnover. Meneze (2005) pointed out that high levels of work-related stress contribute to cardiovascular problems, further impacting employee longevity and job satisfaction. Gbolahan and Catherine (2012) found that employee stress perception, shaped by gender and self-assessment, has a significant effect on individual performance appraisal.

In an earlier foundational study, Kahn et al. (1964) emphasized role ambiguity and role conflict as central elements contributing to job stress. Adebayo and Ezeanya (2010), focusing on Nigerian universities, identified administrative overload and limited decision-making power as critical stressors among academic staff. Azeem and Nazir (2008) found a negative relationship between job stress and satisfaction in

a study of Indian schoolteachers, supporting global patterns in educational institutions. Similarly, Ali, Farooqi, and Amin (2014) observed that academic stress significantly reduces productivity and engagement in Pakistani universities.

Further, Akingunola and Adigun (2010) discovered that lack of autonomy and excessive workload diminished staff performance in Nigeria's public universities. In the banking sector, Shahu and Gole (2008) noted that job stress is significantly associated with decreased productivity and increased employee absenteeism. Ofoegbu and Nwadiani (2006) also found that inadequate funding and high workload were key stressors that diminished motivation and effectiveness among university lecturers in Nigeria.

Chaudhry et al. (2011) found that excessive workload in Pakistan's private sector led to increased turnover rates and poor job performance. Anitha (2014) reinforced this finding by demonstrating that stress reduces employee engagement, which ultimately impacts organizational productivity. Nwadiani (2008) argued that job insecurity and slow promotion structures contribute to elevated stress among Nigerian academics. Ahmed and Ramzan (2013) reported a direct link between high stress levels and low performance in a wide range of Pakistani organizations. Bhagat et al. (2010) provided evidence that the impact of stress on performance is consistent across cultures, though the intensity and sources of stress may vary depending on the sector and region.

CHAPTER THREE

METHODOLOGY

3.1 Preamble

This section therefore specifies the procedures employed by the researcher in putting together the analysis adopted that is the instrument used for the study. This section was covered with the research design, population and sample, sampling techniques, source of data, data analysis method, operationalization and measurement of variables.

3.2 Research Design

Research design is the blue print of the study. It aims at assessing the effects of stress on employee's performance and productivity, the descriptive survey is adopted for the study as a source of primary data obtained from staffs of Uniben. The survey has an advantage of producing good amount of responses from a wide range of people and at the same time it provides a more accurate picture of events at a point in time. The method is selected by the researcher because it will assist in obtaining precise data on how employee's productivity and performance can be affected by stress, the causes of stress and procedures for managing stress. It would involve measurement, classification, analysis, comparison and interpretation of data.

3.3 Population and Sampling Technique

The population is the totality of the objects or elements being studied and to which the conclusions or generalization of the results will apply. The population of the study includes all academic staffs in the faculty of management science and faculty of Arts, which comprised of 150 staff from the faculty of management science and 172 staff from the faculty of Arts which was totaled to be 322 academic staff in the above faculties in the University of Benin, Benin City.

To determine the sample size of the population, Taro Yamane's formula was employed

The sample size was obtained using the Taro Yamene (1967) formula;

Sample Size - finite population

$$n = \frac{N}{1 + N(e)^2}$$

Where n= sample size

Where n = sample

N = Population (322)

e = level of sig (5% i.e. 0.05)

1 = Unity (a constant)

$$n = \frac{322}{1 + 322(0.05)^2}$$

$$\frac{322}{1.805}$$

$$n = 178.3$$

$$n = 178$$

This value was approximated to the nearest round figure 178. Consequently one hundred and seventy eight (178) copies of questionnaire was distributed to the respondents. Employees in each of the above faculty was randomly selected to ensure a fair representation from each of the faculty that make up the sample size

3.4 Operationalization and Measurement of Variables

The focus of this study was to derive the extent to which performance and productivity are affected by stress using University of Benin as a sample from a pool of academic state employees. The variables used to measure stress, performance; communication, anxiety, supervision, compensation package, motivation and stress scale which were included in the questionnaire.

Table 3.1 Operationalization and Measurement of Variables

S/N	Variables	Operationalization & Measurement	Representation in Questionnaire
1	Gender	2 scale interval	Question 1
2	Age	4 point interval scale	Question 2
3	Marital status	2 scale interval	Question 3
4	Working experience	4 scale interval	Question 4
5	Independent Variable: Stress	5 point likert	
6	Dependent Variable: Performance		Questions 6-14

Stress

Stress is operationally defined as any adjustive demand on an individual caused by physical, emotional or mental factors that requires coping behaviors. To be measured on a 5 point likert scale. The questionnaire on stress was adapted from Tepper 0(2011)

Performance

Performance is operationally defined as a potential of employees to meet their goals and those of the organization.

Questions on Performance is to be measured on a 5 point likert scale from never to always. The performance scale as developed by the researcher.

3.5 The Research Instrument

The questionnaire contains two sections; Section A and Section B. Section A covers the demographic information of the respondents, queries about personal information of the respondent are asked, there are gender; age, education, job experience marital status as check-list questions. Section B has three sub divisions which contains questions on Stress, Performance, entailing closed ended questions, five likert scale questions ranging from never to always was adopted (always=5, often=4, sometimes=3, seldom=2, never=1).

3.6 Source of Data

The research will embrace the use of primary data obtained using questionnaires.

3.7 Data Analysis

The statistical tools used for this study is the SPSS (20.0) version and both the statistics will be used. The descriptive method involved the use of the frequency distribution table, arithmetic mean and percentages, while the inferential method

involved the use of ANOVA, which determined the statistically significant differences. In the course of study the ANOVA will be used, which examines the relationship between a dependent variable and independent variable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Preamble

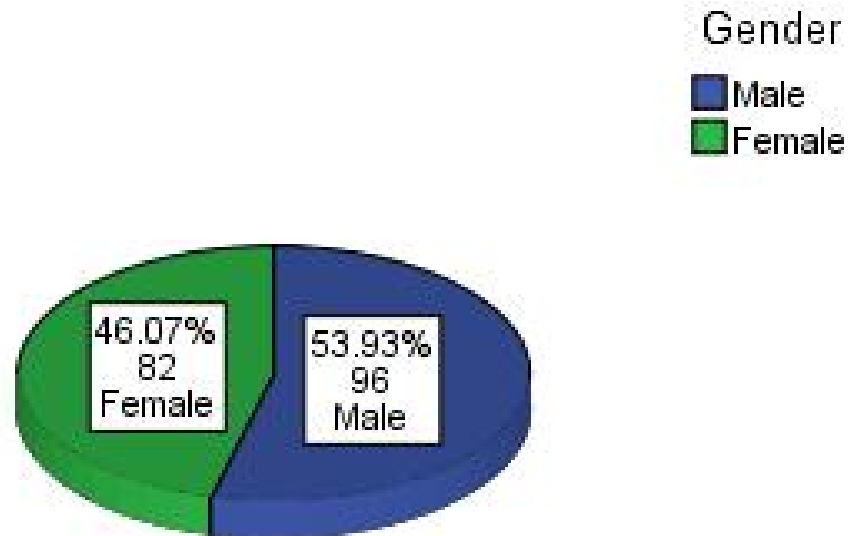
This chapter presents an analysis of the data generated for the study. The chapter begins with the analysis and presentation of the bio-data of the respondents; after which, a descriptive analysis, which involved the use of simple percentages, frequency, and mean, was employed in achieving the objectives as specified in Chapter One of the study. Thereafter, a multiple regression was carried out to test the hypothesis stated in the study.

A total of one hundred and seventy-eight (178) copies of the questionnaire were distributed by the researcher to academic staff of the University of Benin, Benin City, Edo state, in gathering data on the subject of study. Responses obtained from the respondents are analyzed in this section and the chapter ends with a discussion of the study's findings.

4.2 Demographics of Respondents

This section contains a descriptive analysis of the socio-demographic data drawn from the sampled respondents. The socio-demographic variables include the gender, marital status, academic qualification, and work section of the respondents.

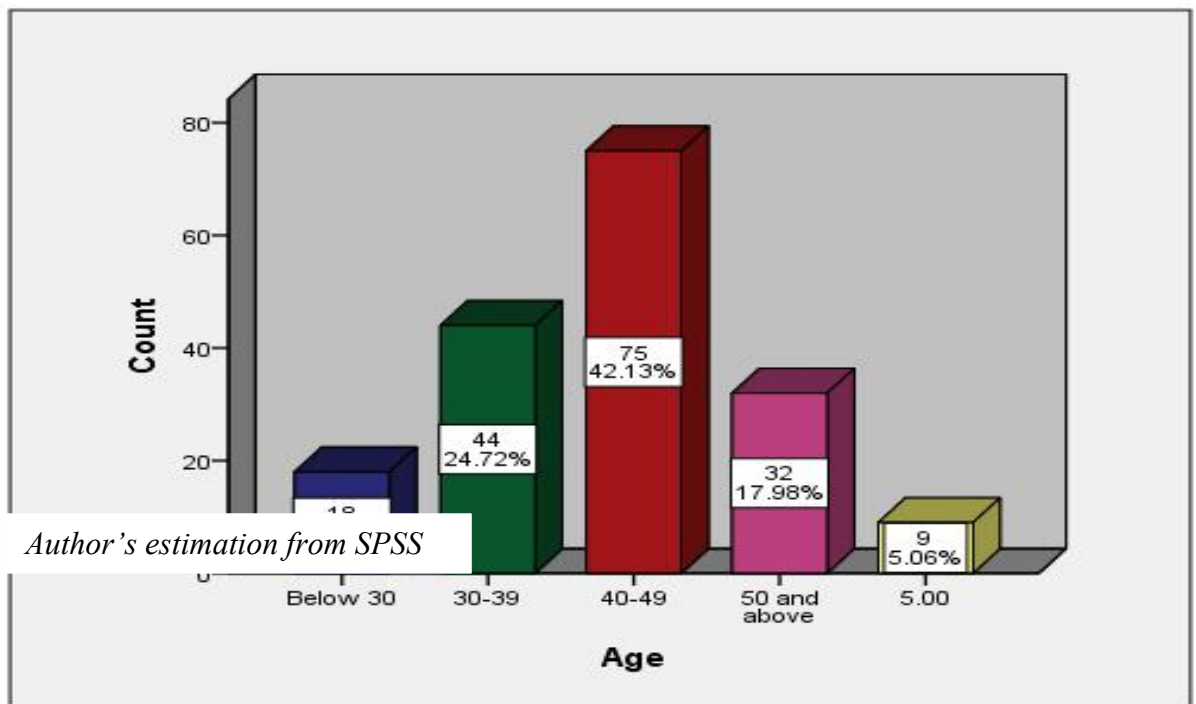
Figure 4.1: Gender



Author's estimation from SPSS

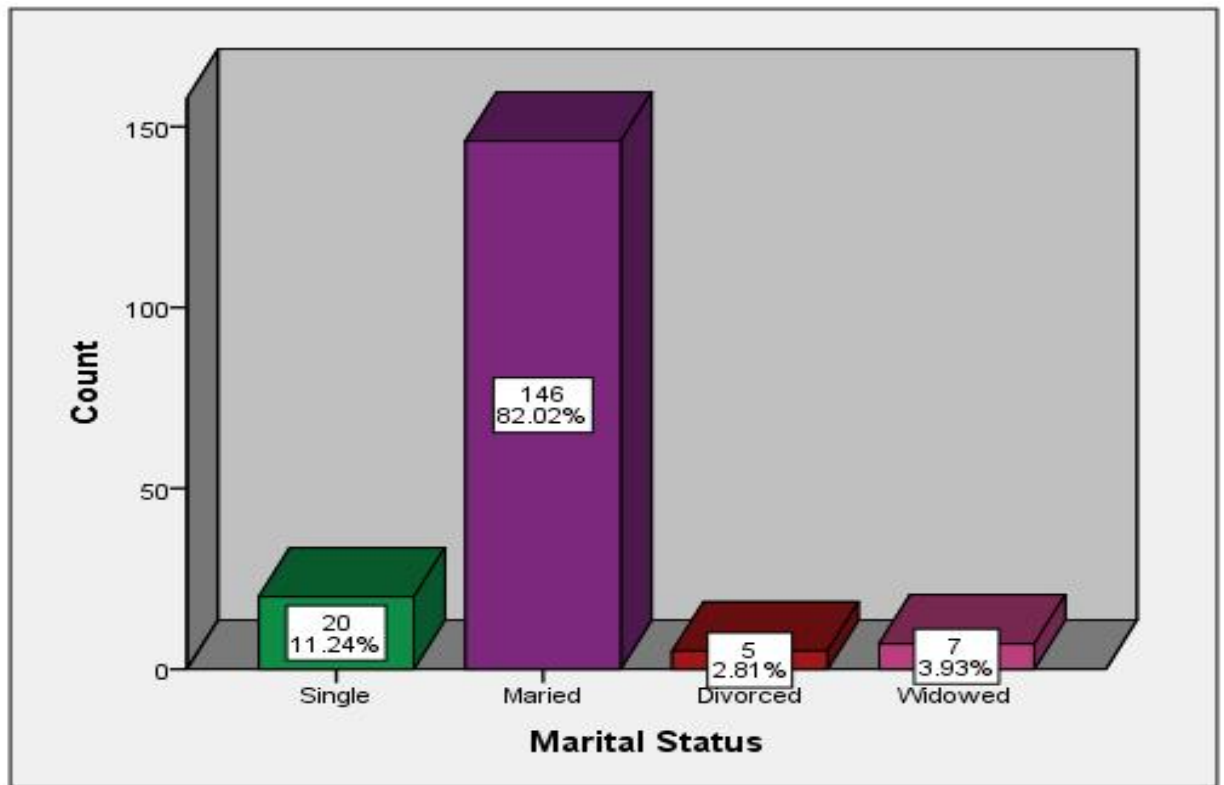
Data generated on the gender distribution of the respondents shows that 46.07% are female, while 53.93% are male.

Figure 4.2: Age



The age distribution shows that the majority of the respondents were within the ages of 40-49 years (42.13%), followed by those within the ages of 30-39 years (24.72%).

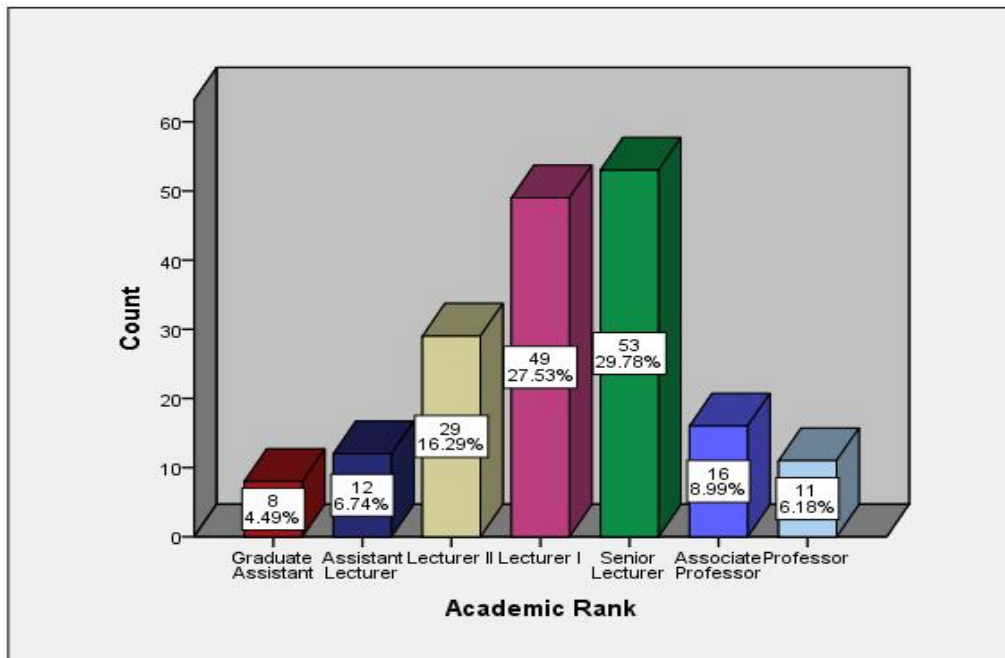
Figure 4.3: Marital Status



Author's estimation from SPSS

The result shows that the majority of Lecturers in the University of Benin are married, with only 11.24% still single.

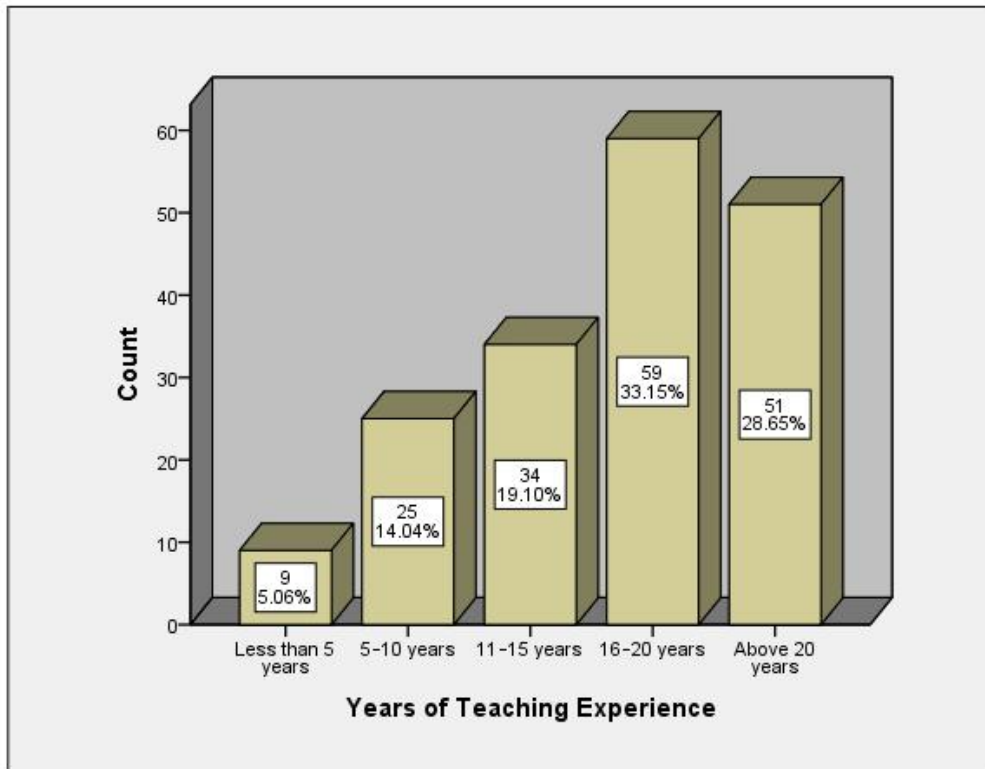
Figure 4.4 Academic Rank



Author's estimation from SPSS

Result of the analysis on the academic rank of the respondents shows that majority (29.87%) are senior lecturers, with only 8 (4.49%) graduate assistants.

Figure 4.5: Work Experience



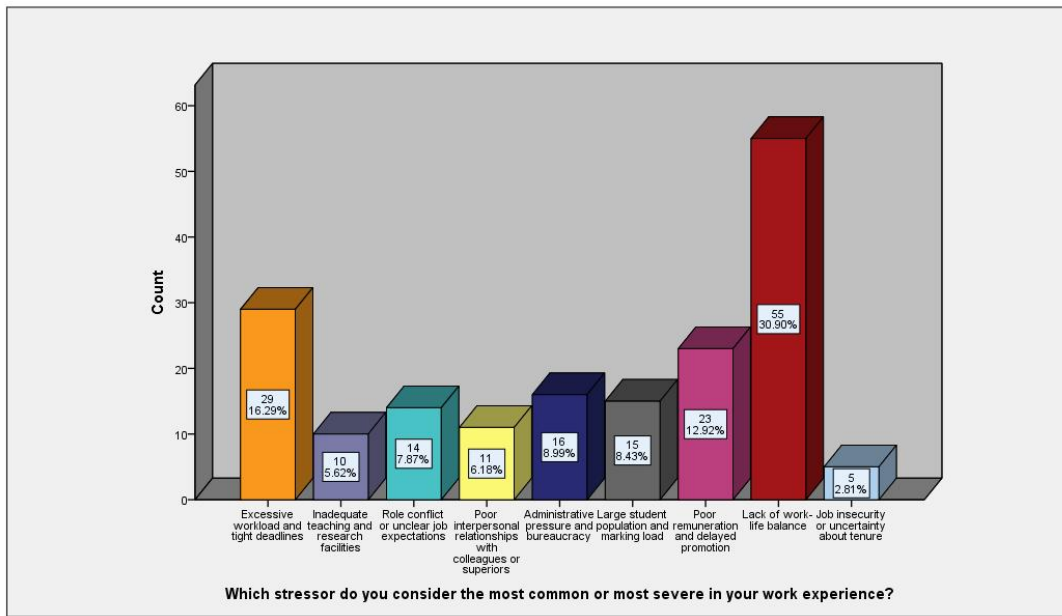
Author's estimation from SPSS

The majority of the respondents have been on the job for a period of 16-20 years and as such have gained much experience on the job.

4.3 Stressors Experienced by Academics in the University of Benin

This section analyzes the major sources of stress to lecturers in the University of Benin. The simple frequency and percentages are utilized for the analysis and represented in a bar chart.

Figure 4.6 Stressors Experienced by Academics in the University of Benin



Source: Authors' estimation from SPSS (2025)

The results reveal that the major stressor for university academics is a lack of work-life balance (30.90%), followed by excessive workloads (16.29%), poor remuneration and delayed promotion (12.92%), and administrative pressure and bureaucracy (8.99%).

4.4 Descriptive Analysis of Job Stress

This section provides a descriptive analysis of job stress. The analysis uses simple means and standard deviation to determine the extent of job stress among lecturers in the university of Benin.

Table 4.1 Descriptive Analysis of Mental Stress

Items	Mean	Std. Dev
My workload is often mentally draining.	3.25	1.35
I often struggle to concentrate due to work-related pressure.	3.05	1.07
Long working hours affect my ability to think clearly.	2.71	1.26
Frequent multitasking affects my mental alertness.	2.65	1.24
Total	2.92	1.23

Key: 0-1.99 = very low; 2.0-2.99 = low; 3.0-3.49 = moderate; 3.5-3.99 =high; 4.0-5.0 = very high

Source: Author's computation (2025)

The result on the level of Mental stress among university lecturers shows a mean of 2.92 and a standard deviation of 1.23. This indicates a low level of mental stress among academics in the University of Benin.

Table 4.2 Descriptive Analysis of Emotional Stress

Item	Mean	Std. Dev
I often feel emotionally exhausted after work	2.62	1.20
Dealing with students or colleagues sometimes leaves me frustrated	2.79	1.18
I sometimes experience mood swings due to job pressure	2.67	1.14
My job often makes me feel anxious or tense	2.31	1.18
Total	2.60	1.18

Key: 0-1.99 = very low; 2.0-2.99 = low; 3.0-3.49 = moderate; 3.5-3.99 =high; 4.0-5.0 = very high

Source: Author's computation (2025)

The analysis result

Table 4.2 Descriptive Analysis of Physical Stress

Item	Mean	Std. Dev
My job leaves me physically tired at the end of the day	2.70	1.34
I experience frequent headaches or fatigue due to work stress.	2.95	1.23
I sleep less than I should because of work demands	3.16	1.29
I sometimes fall sick due to job-related strain.	3.62	1.34
Total	3.11	1.3

Key: 0-1.99 = very low; 2.0-2.99 = low; 3.0-3.49 = moderate; 3.5-3.99 =high; 4.0-5.0 = very high

Source: Author's computation (2025)

The analysis result shows a moderate level of physical stress among lecturers in the university of Benin (×=3.11).

Table 4.4 Summary of Job Stress Among Lecturers in the University of Benin

Stress	Mean	Std-Dev	Result
Mental Stress	2.92	1.23	Low
Emotional Stress	2.60	1.18	Low
Physical stress	3.11	1.3	Moderate
Total	2.88	1.24	Low

Key: 0-1.99 = very low; 2.0-2.99 = low; 3.0-3.49 = moderate; 3.5-3.99 =high; 4.0-5.0 = very high

Source: Author's Computation (2025)

The analysis result shows an overall low level of job stress among university lectures. However, of the three dimensions of stress, physical stress which relates to bodily fatigue and breakdown due to workload and pressure was found to be the highest form of stress on lecturers in the university of Benin.

4.5 Descriptive Analysis of Employee Performance Among Lecturers in the University of Benin

The section presents a descriptive analysis of the performance of lecturers in the university of Benin. The statistical descriptive mean and standard deviation are used for the analysis.

Table 4.5 Employee Performance

Item	Mean	Std. Dev
I meet the required deadlines and targets in my work.	3.77	1.35
I am committed to achieving the university's academic goals.	3.90	1.14
I maintain high-quality teaching and research output despite challenges.	3.41	1.21
Job stress affects my productivity and overall work output.	3.60	1.09
I am often motivated and enthusiastic about my work.	3.73	1.16
My relationship with students and colleagues enhances my job performance.	3.60	1.23
I effectively balance teaching, research, and administrative responsibilities.	3.49	1.10
Total	3.64	1.18

Key: 0-1.99 = very low; 2.0-2.99 = low; 3.0-3.49 = moderate; 3.5-3.99 =high; 4.0-5.0 = very high

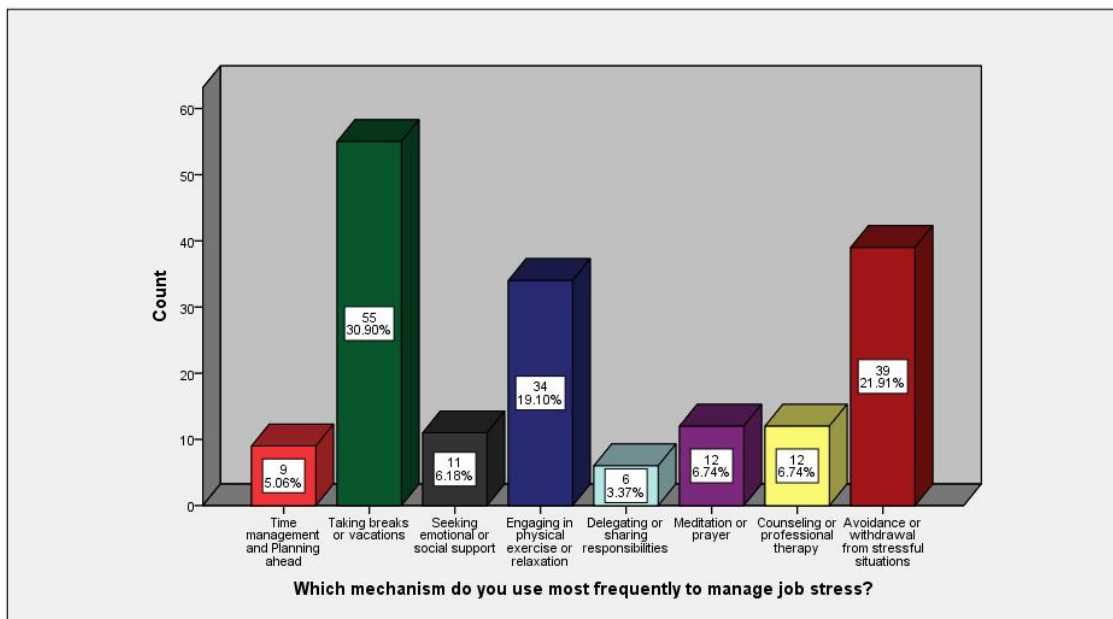
Source: Author's Computation

Result shows a moderate level of Job performance among lecturers in the university of Benin.

4.6 Stress Coping Mechanisms Among Lecturers in the University of Benin

The section presents analysis on the stress coping mechanisms adopted by lecturers in the university of Benin in managing work stress. The simple Bar chart is used to analysis the data collected on the subject.

Figure 4.7 Stress Coping Mechanisms



Author's estimation from SPSS

The analysis result shows that most lectures would rather take a break off the job or go on vacations when work stress is perceived to be high. This comes as coping measure with which to cushion he adverse effects of work pressures. Similarly, most

lecturers opt to avoid or withdraw from situations that causes stress, while most others choose to engage in physical exercise or relaxation to cope with work stressors. Conversely, the least reaction they choose as coping mechanism is to delegate or share their responsibilities.

4.7 Relationship Between Job Stress and Performance of Lecturers in the University of Benin

This section presents inferential statistics on the relationship between job stress and performance of UNIBEN lecturers, using the multiple regression model at <5% level of significance.

Table 4.6 Model Summary^b

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.253 ^a	.640	.480	.51283	1.98

a. Predictors: (Constant), Physical Stress, Emotional Stress, Mental Stress

b. Dependent Variable: Employee Performance

The model summary in Table 4.6 shows that the correlation coefficient (R) of 0.253 indicates a weak positive relationship between job stress factors (physical, emotional,

and mental stress) and employee performance. The coefficient of determination (R^2) of 0.640 implies that about 64% of the variation in employee performance is explained by these stress dimensions, while the remaining 36% is attributed to other factors not included in the model. The adjusted R^2 value of 0.480 further refines this estimate, confirming that, after accounting for sample size and the number of predictors, the model still explains about 48% of the changes in employee performance. The standard error of 0.51283 suggests a moderate level of prediction accuracy, indicating that the model's estimates are reasonably close to the observed values. Lastly, the Durbin-Watson statistic of 1.98, which is approximately 2, shows that there is no significant autocorrelation among the residuals, meaning the regression model is statistically sound and its assumptions are not violated. Overall, this result implies that job stress, comprising physical, emotional, and mental components, has a notable but not very strong effect on employee performance at the University of Benin.

Table 4.7 ANOVA^a

Model	Sum Squares	df	Mean Square	F	Sig.
1 Regression	3.137	3	1.046	3.976	.009 ^b
Residual	45.761	174	.263		
Total	48.898	177			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Physical Stress, Emotional Stress, Mental Stress

The ANOVA table shows that the regression model explaining the relationship between job stress factors (physical, emotional, and mental stress) and employee performance is statistically significant. The regression sum of squares (3.137) and residual sum of squares (45.761) indicate that a portion of the total variation in employee performance (48.898) is accounted for by the independent variables. The F-value of 3.976 with a corresponding significance level (Sig. = 0.009) is less than the conventional threshold of 0.05, confirming that the model as a whole is statistically significant. This means that the combined effect of physical, emotional, and mental stress significantly influences employee performance. In other words, at least one of the stress dimensions contributes meaningfully to predicting changes in employee performance among academic staff of the University of Benin.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.610	.293		8.908	.000
1					
Mental Stress	.137	.062	.164	2.215	.028
Emotional Stress	.160	.061	.194	2.629	.009
Physical Stress	-.047	-.071	.050	-7.670	.026

a. Dependent Variable: Employee Performance

The coefficients table explains how each dimension of job stress, mental, emotional, and physical, affects employee performance. The constant value of 2.610 represents the baseline level of employee performance when all stress factors are zero. The unstandardized coefficients (B) show the direction and magnitude of each variable's effect, while the significance (Sig.) values indicate whether these effects are statistically meaningful.

From the results, mental stress (B = 0.137, p = 0.028) and emotional stress (B = 0.160, p = 0.009) both have positive and significant effects on employee performance. This means that as mental or emotional stress increases moderately, employee performance also tends to improve, possibly because manageable levels of such stress can enhance alertness, focus, and motivation.

However, physical stress (B = -0.047, p = 0.026) has a negative and significant effect on employee performance. This implies that as physical stress increases, performance decreases, likely due to fatigue, physical exhaustion, or health-related strain that hinders productivity.

In terms of relative strength, the standardized coefficients (Beta) show that emotional stress ($\beta = 0.194$) has the greatest positive influence on performance, followed by mental stress ($\beta = 0.164$), while physical stress ($\beta = 0.050$) negatively impacts performance.

Overall, the findings suggest that while mental and emotional challenges can slightly enhance performance when kept within healthy limits, physical stress has a detrimental effect. Therefore, reducing physical strain while maintaining a supportive environment that manages emotional and mental stress effectively can help sustain optimal employee performance among academic staff of the University of Benin.

4.8 Test of Hypothesis

This section summarizes the regression results in order to test the formulated hypotheses developed in the study. The decision rule for accepting or rejecting the formulated hypothesis is as follows; where the calculated p-value is greater than 0.05 percent level of significance, we accept the null hypothesis (H_0), but where the p-value is lesser than 0.05 level of significance, we reject the null hypothesis.

Hypothesis one: *There is no significant relationship between job stress and employees' performance of academic staff of the University of Benin.*

The regression result shows that all dimensions of job stress are positively related with employee performance. Moreover, the ANOVA result indicates a significantly positive relationship with employee performance. Hence, we reject the null hypothesis and accept the alternative.

4.9 Discussion of Findings

The analysis of stressors revealed that the major sources of stress among lecturers include a lack of work-life balance, excessive workload, poor remuneration, delayed promotion, and administrative bureaucracy. These stressors are consistent with findings from earlier studies such as Ofoegbu and Nwadiani (2006), who found that academic staff in Nigerian universities often face work overload and role conflict due to competing teaching, research, and administrative responsibilities. The predominance of work-life imbalance as a stressor implies that lecturers struggle to balance professional duties with personal commitments, a situation that may affect both mental well-being and productivity.

Descriptive results revealed that overall job stress among lecturers in the University of Benin is low (mean = 2.88). However, when broken down into dimensions, physical stress (mean = 3.11) was observed to be moderate, while mental (mean = 2.92) and emotional stress (mean = 2.60) were relatively low. This indicates that while mental and emotional demands are manageable, physical strain arising from long hours, insufficient rest, and heavy workloads is more pronounced. The implication is that most lecturers are mentally and emotionally resilient, but continuous physical exertion may gradually lead to fatigue or burnout if left unmanaged.

In terms of employee performance, the study found that lecturers demonstrate a moderate to high level of performance (mean = 3.64), suggesting a strong sense of commitment to teaching, research, and administrative responsibilities despite the stress they encounter. Respondents generally reported meeting deadlines, maintaining quality teaching and research output, and showing motivation toward their duties. This indicates that the

University of Benin academic workforce is largely performance-driven, though the presence of stress factors could influence the degree of output over time.

The regression results provided deeper insights into the relationship between job stress and performance. The model summary indicated a moderate explanatory power ($R^2 = 0.640$; Adjusted $R^2 = 0.480$), showing that about 48–64% of the variation in employee performance can be explained by mental, emotional, and physical stress combined. The Durbin-Watson value (1.98) confirmed that the model met statistical assumptions, implying that the results are reliable. The ANOVA result further supported the significance of the model ($F = 3.976$, $p = 0.009 < 0.05$), meaning that job stress as a whole significantly influences employee performance among the academic staff.

At the dimensional level, the coefficients revealed distinct effects: mental stress ($B = 0.137$, $p = 0.028$) and emotional stress ($B = 0.160$, $p = 0.009$) were both positive and significant, indicating that a moderate level of these stresses can actually stimulate better performance. This finding aligns with the Yerkes-Dodson Law, which posits that performance increases with arousal or stress up to an optimal point, beyond which it begins to decline. In essence, manageable mental and emotional challenges may enhance motivation, concentration, and creativity among lecturers. However, physical stress ($B = -0.047$, $p = 0.026$) showed a negative and significant effect on performance, suggesting that prolonged physical strain reduces efficiency, possibly due to fatigue, health issues, or exhaustion.

These findings corroborate previous research by Bakker and Demerouti (2017), who emphasized that stress can have both positive (motivational) and negative (debilitating) effects depending on its type and intensity. The current study thus implies that while some

degree of mental and emotional pressure can be beneficial, physical stress remains a detrimental factor to employee productivity and well-being.

In coping with work-related stress, most lecturers reported that they prefer taking breaks or vacations, engaging in relaxation activities, or avoiding stressful situations. Only a few preferred delegating responsibilities as a stress management strategy. This indicates that lecturers often adopt avoidance and recuperative coping styles rather than structural or organizational solutions. This could also reflect a lack of institutional mechanisms for workload management and stress reduction programs within the university.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Preamble

This chapter presents the concluding aspects of the study. It provides a summary of the major findings, highlights the contribution of the study to knowledge, and draws conclusions derived from the analysis of data in the preceding chapter. It further offers practical recommendations that can help mitigate the negative effects of job stress on employee performance and provides directions for future research.

The study investigated the effect of job stress on employee performance among academic staff of the University of Benin. The research focused on three dimensions of stress, physical stress, mental stress, and emotional stress, and how these collectively and individually influence employees' performance within the academic environment. The choice of this topic stemmed from the increasing workload, administrative responsibilities, and performance expectations faced by university academics, which often expose them to varying degrees of job stress that can affect productivity and wellbeing.

A structured questionnaire was used to collect data from academic staff, and the responses were analyzed using both descriptive and inferential statistical tools, particularly multiple regression analysis. The findings were interpreted with reference to relevant theoretical frameworks, notably the Job Demands–Resources (JD-R) Theory by Bakker and Demerouti (2017), which explains the dual role of job demands and resources in shaping employee outcomes, and the Organizational Stress Model proposed by Cooper, Dewe, and O'Driscoll

(2001), which emphasizes the relationship between stressors, individual coping mechanisms, and performance.

5.2 Summary of Findings

This study examined the relationship between job stress and employee performance among academic staff of the University of Benin. The investigation focused on identifying the key stressors experienced by lecturers, analyzing the extent of physical, emotional, and mental stress, and determining how these dimensions collectively and individually affect employee performance. A total of 178 responses were analyzed using descriptive statistics and multiple regression techniques.

The findings revealed several key insights. First, the study established that university lecturers experience different forms of stress, with the most prevalent stressors being lack of work-life balance (30.90%), excessive workload (16.29%), poor remuneration and delayed promotion (12.92%), and administrative bureaucracy (8.99%). These findings align with earlier studies (Leka, Griffiths, & Cox, 2003; Cooper, Dewe, & O'Driscoll, 2001) that emphasized the complexity of stressors in academic environments, where teaching, research, and administrative duties often overlap.

Second, the descriptive analysis showed that the overall level of job stress among academic staff is low (mean = 2.88), though physical stress (mean = 3.11) was found to be higher than emotional (mean = 2.60) and mental stress (mean = 2.92). This implies that while most lecturers have developed coping strategies to manage stress, the physical demands of the job, such as long working hours, fatigue, and insufficient rest, remain a significant concern.

Third, the study found that employee performance among lecturers was moderate (mean = 3.64). Respondents generally reported meeting deadlines, maintaining teaching and research quality, and showing commitment to institutional goals despite challenges. This suggests that while stress exists, it does not entirely hinder productivity, but prolonged exposure to it may eventually impair performance.

Fourth, the regression analysis indicated a weak positive relationship ($R = 0.253$) between job stress and employee performance. The coefficient of determination ($R^2 = 0.640$) revealed that approximately 64% of the variation in employee performance is explained by the three stress dimensions—physical, emotional, and mental stress. This implies that stress plays a meaningful role in influencing how effectively lecturers perform their academic duties.

The ANOVA result further confirmed the model's significance ($F = 3.976$; $p = 0.009 < 0.05$), indicating that the combined effect of job stress significantly predicts employee performance among university lecturers. However, individual coefficients revealed a nuanced pattern: mental stress ($B = 0.137$, $p = 0.028$) and emotional stress ($B = 0.160$, $p = 0.009$) had positive and significant effects on performance, while physical stress ($B = -0.047$, $p = 0.026$) had a negative and significant effect.

This finding suggests that moderate levels of mental and emotional stress can sometimes enhance performance by stimulating focus, motivation, and responsiveness, consistent with the Job Demands-Resources (JD-R) Theory (Bakker & Demerouti, 2017), which posits that manageable stress can drive engagement and productivity when adequate resources are present. Conversely, excessive physical stress undermines efficiency, supporting the

assertion of Osibanjo, Salau, Falola, and Oyewunmi (2016) that physical exhaustion and fatigue lead to diminished output and job satisfaction.

5.3 Contribution to Knowledge

This study makes several notable contributions to both theoretical and empirical knowledge on the relationship between job stress and employee performance, particularly within the context of higher education institutions in Nigeria.

First, the study enriches the theoretical understanding of job stress by applying the Job Demands-Resources (JD-R) Theory (Bakker & Demerouti, 2017) and the Organizational Stress Model (Cooper, Dewe, & O'Driscoll, 2001) to the academic environment of the University of Benin. Through this integration, the study demonstrates that while job demands such as teaching, research, and administrative duties can induce stress, the availability of coping resources, like supportive colleagues, autonomy, and effective time management, can buffer the adverse effects of stress on performance. This provides empirical support for the JD-R framework in explaining how academic staff respond to work-related pressures in Nigerian universities.

Second, the study provides empirical evidence on the differential effects of stress dimensions, physical, emotional, and mental, on employee performance. Specifically, it establishes that mental and emotional stress may have a positive and stimulating effect on performance when maintained at moderate levels, whereas physical stress exerts a negative and debilitating impact. This finding contributes to the growing body of knowledge that distinguishes between the productive and unproductive forms of stress, emphasizing that not all stress is

inherently harmful. It thus advances scholarly discourse on the nuanced relationship between job stress and employee outcomes in academic institutions.

Third, the study contributes to context-specific literature on employee wellbeing and productivity in Nigerian universities, an area that remains underexplored. By focusing on the University of Benin, the research provides insight into the contextual realities faced by Nigerian academics, including workload pressures, limited resources, and bureaucratic constraints, and how these factors shape their job experiences and performance. The findings therefore provide a foundation for future comparative studies across other universities in Nigeria and beyond.

Fourth, from a methodological standpoint, the study contributes by operationalizing job stress into measurable dimensions, physical, emotional, and mental stress, while linking them empirically to performance indicators such as commitment, quality of output, and goal achievement. This multidimensional approach enhances the precision and comprehensiveness of job stress assessment in academic research.

Finally, the study offers practical insights that can inform institutional policies and human resource management strategies in higher education. By demonstrating that manageable levels of mental and emotional stress can enhance performance while excessive physical stress undermines it, the study provides a basis for designing targeted stress management programs that promote optimal performance and wellbeing among university staff.

5.4 Conclusion

This study examined the relationship between job stress and employee performance among academic staff of the University of Benin, focusing on three key dimensions of stress, mental, emotional, and physical. The findings revealed that job stress has a significant effect on employee performance, implying that as stress levels increase, employees' ability to perform optimally tends to decline. Specifically, mental and emotional stress were found to significantly influence performance, while physical stress showed a negative but comparatively weaker effect.

The results further highlight that emotional stress, such as anxiety from workload, administrative pressures, and interpersonal conflicts, poses a major challenge to academic productivity. Mental stress, which includes cognitive overload and role ambiguity, also hampers decision-making and concentration, thereby affecting teaching and research efficiency. These findings underscore the fact that job stress is not a single construct but a multifaceted phenomenon that impacts various aspects of academic functioning.

Overall, the study concludes that employee performance in academic institutions is largely dependent on the extent to which stressors are identified, managed, and mitigated. Therefore, reducing job stress through supportive work environments, balanced workloads, and effective coping strategies is crucial for enhancing employee output and institutional effectiveness. The study thus reaffirms that managing job stress is an essential pathway to sustaining high performance among university academics and achieving the broader goals of higher education.

5.5 Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to help mitigate job stress and enhance employee performance among academic staff of the University of Benin and similar institutions:

1. The university should establish periodic stress management workshops, seminars, and counseling sessions for academic staff. These programs should focus on equipping lecturers with coping strategies, time management skills, and relaxation techniques to help them manage mental and emotional strain effectively.
2. University management should ensure that academic workloads are equitably distributed and realistic, taking into account teaching hours, administrative responsibilities, and research expectations. Clear job descriptions and expectations should also be communicated to reduce role ambiguity and cognitive overload among staff.
3. Creating a psychologically safe and supportive work environment is essential. The institution should promote open communication, teamwork, and collegial relationships among academic staff to reduce emotional tension and burnout caused by interpersonal conflicts and administrative stress.
4. The university should adopt policies that encourage physical and mental wellbeing, such as access to health and fitness facilities, mental health

support services, and regular medical check-ups. This would help reduce the effects of physical stress and improve overall productivity.

5. Management should implement fair reward and recognition systems that acknowledge academic achievements, research output, and service contributions. Recognizing efforts can enhance morale, reduce stress from perceived undervaluation, and motivate staff to perform better.
6. Departmental heads and administrators should adopt participatory and empathetic leadership styles that recognize the challenges faced by academic staff. Providing emotional support, mentorship, and flexible working arrangements when necessary can significantly reduce stress levels.
7. The institution should regularly monitor and assess the stress levels of staff through surveys and feedback mechanisms. This will enable management to identify emerging stressors early and implement timely interventions to prevent them from affecting performance.

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APPENDIX

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT
FACULTY OF MANAGEMENT SCIENCES
UNIVERSITY OF BENIN
BENIN CITY**

Dear Respondent,

This questionnaire is designed to gather information for an academic study on “*Job Stress and Employee Performance among Academic Staff of the University of Benin.*” The information you provide will be treated with utmost confidentiality and used purely for research purposes. Kindly respond honestly and completely.

Thank you for your time and cooperation.

Yours faithfully,

Oghenerukevwe Virtuous Ogheneyoma
Researcher

Instruction: Please tick (✓) the option that best represents your opinion or experience.

SECTION A: DEMOGRAPHIC INFORMATION

S/N	ITEM	RESPONSE OPTIONS
1.	Gender	() Male () Female
2.	Age	() Below 30 () 30–39 () 40–49 () 50 and above
3.	Marital Status	() Single () Married () Divorced () Widowed

4. Academic Rank Graduate Assistant Assistant Lecturer Lecturer II Lecturer I Senior Lecturer Associate Professor Professor
5. Faculty Arts Management Sciences Social Sciences Education Engineering Sciences Law Others (specify) _____
6. Teaching Experience Years of Less than 5 years 5–10 years 11–15 years 16–20 years Above 20 years

SECTION B: STRESSORS EXPERIENCED BY ACADEMIC STAFF

Instruction: From the list below, kindly tick (✓) **one** stressor that you consider the **most common or most severe** in your work experience.

Possible Stressors	Tick (✓) the one most applicable to you
Excessive workload and tight deadlines	<input type="checkbox"/>
Inadequate teaching and research facilities	<input type="checkbox"/>
Role conflict or unclear job expectations	<input type="checkbox"/>
Poor interpersonal relationships with colleagues or superiors	<input type="checkbox"/>
Administrative pressure and bureaucracy	<input type="checkbox"/>
Large student population and marking load	<input type="checkbox"/>
Poor remuneration and delayed promotion	<input type="checkbox"/>
Lack of work-life balance	<input type="checkbox"/>
Job insecurity or uncertainty about tenure	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>

SECTION C: DIMENSIONS OF JOB STRESS

Instruction: Kindly indicate your level of agreement with each statement below regarding the job stress.

Use the following scale:
5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree

S/N	Job Stress	5	4	3	2	1
	Mental Stress					
7.	My workload is often mentally draining.					
8.	I often struggle to concentrate due to work-related pressure.					
9.	Long working hours affect my ability to think clearly.					
10.	Frequent multitasking affects my mental alertness.					
	Emotional Stress					
11.	I often feel emotionally exhausted after work					
12.	Dealing with students or colleagues sometimes leaves me frustrated					
13.	I sometimes experience mood swings due to job pressure					
14.	My job often makes me feel anxious or tense					
	Physical Stress					
15.	My job leaves me physically tired at the end of the day					
16.	I experience frequent headaches or fatigue due to work stress.					
17.	I sleep less than I should because of work demands					
18.	I sometimes fall sick due to job-related strain.					

SECTION D: EMPLOYEE PERFORMANCE

Instruction: Please indicate your opinion on the following statements using the same 5-point scale.

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

S/N	Employee Performance	5	4	3	2	1
19.	I meet the required deadlines and targets in my work.					
20.	I am committed to achieving the university's academic goals.					
21.	I maintain high-quality teaching and research output despite challenges.					
22.	Job stress affects my productivity and overall work output.					
23.	I am often motivated and enthusiastic about my work.					
24.	My relationship with students and colleagues enhances my job performance.					
25.	I effectively balance teaching, research, and administrative responsibilities.					

SECTION E: STRESS COPING MECHANISMS

Instruction: From the list below, please tick (✓) **one** coping mechanism that you use most frequently to manage job stress.

Coping Mechanisms

Tick (✓) the one most applicable to you

Time management and planning ahead ()

Taking breaks or vacations ()

Seeking emotional or social support ()

Engaging in physical exercise or relaxation ()

Delegating or sharing responsibilities ()

Meditation or prayer ()

Counseling or professional therapy ()

Avoidance or withdrawal from stressful situations ()

Others (please specify): ()

THANK YOU FOR YOUR PARTICIPATION