

**JOB STRESS AND EMPLOYEES' PERFORMANCE IN TERTIARY INSTITUTIONS  
IN EDO STATE**

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ADMINISTRATION.**

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## **DECLARATION**

I, **Faith Ane ADOYI**, hereby declare that this project is undertaken by me in the department of business administration, faculty of management sciences, University of Benin, Benin City, Edo State under the supervision of Prof. Ibrahim Shaibu

- This project has not been previously submitted for the award of bachelor of science degree in business administration
- All ideas and views are products of my personal research and that of others have been duly referenced, appreciated and acknowledged.
- Any litigation or liability arising from the work is to be wholly borne by me and not that of the supervisor.

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**DATE**

## CERTIFICATION

We certify that **Faith Ane ADOYI**, with the matriculation number MGS2007624 submitted this research work to the department of Business Administration, Faculty of Management Sciences, University of Benin, Benin city.

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## **DEDICATION**

I dedicate this project to God Almighty, my creator, my source of inspiration, wisdom, knowledge and understanding and also to my late dad Mr Anthony O. Adoyi.

## ACKNOWLEDGEMENT

I want to thank God almighty the author of knowledge and wisdom and give Him all the glory for His continuous love and the strength in completing this project successfully.

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## ABSTRACT

Thus study examines the impact of job stress on employees' performance in tertiary institutions in Edo State,using the University of Benin as a case study. The research explores key stress factors, including workload-related stress,role ambiguity,lack of job control, and interpersonal conflicts,and assesses their effects ok employee productivity,motivation,and job satisfaction. A structured questionnaire was distributed to academic and non-academic staff with data analyzed using SPSS. Results indicate a significant negative correlation between job stress and employee performance,with excessive workload and workplace conflicts being major contributors. Employees experiencing high stress levels reported reduced efficiency,lower job satisfaction, and increased exhaustion. However coping mechanisms such as time management,supervisor support, and short breaks were found to mitigate stress effects. The study recommends organizational policies that enhance job clarity,workload balance,and supportive work environments to improve employee well-being and productivity.

# CHAPTER ONE

## INTRODCUTION

### 1.1 Background to the Study

Employee performance is fundamental to the success of any organisation, including tertiary institutions, which play a critical role in societal development. In such institutions, employees' ability to meet their job responsibilities is influenced by various factors, one of the most significant being job stress. Job stress refers to the physical, emotional, and psychological strain experienced when job demands exceed an individual's capacity to cope. This issue has been identified as a growing concern in Nigerian tertiary institutions, where increasing workloads and inadequate resources exacerbate stress levels among staff (Ogundele, 2019).

The origins of job stress can be traced to several workplace dynamics, including excessive workloads, role conflicts, and poor organisational structures. According to Adefemi (2020), Nigerian universities often impose unrealistic expectations on academic staff, such as the need to publish numerous research articles within a short timeframe to secure promotions. Non-academic staff, on the other hand, frequently face job insecurity and limited career advancement opportunities, further contributing to their stress levels (Akinola, 2018). These stressors can lead to burnout, reduced job satisfaction, and a decline in productivity.

Employee performance, defined as the extent to which an individual fulfills their job duties efficiently and effectively, is critical for the sustainability of educational institutions. The link between job stress and employee performance has been extensively studied. According to Chukwuma (2019), employees who experience prolonged stress are less likely to meet their performance targets due to reduced motivation and impaired cognitive functioning. Additionally, poor performance among staff can negatively impact the institution's reputation and ability to attract quality students (Edeh, 2017).

In the Nigerian context, tertiary institutions face unique challenges that amplify the impact of job stress. Poor funding has been a persistent issue, resulting in inadequate facilities, overcrowded classrooms, and limited teaching aids. These challenges place undue pressure on staff, who must often go above and beyond their job descriptions to ensure the smooth running of academic and administrative activities (Onwukwe, 2021). Furthermore, frequent industrial actions and disputes between university management and staff unions create an unstable work environment, further exacerbating stress levels (Okonkwo, 2018).

The socio-economic climate in Nigeria also contributes to the prevalence of job stress among employees in tertiary institutions. According to findings by Olatunji (2020), irregular payment of salaries and the rising cost of living have left many employees struggling to meet their basic needs, leading to increased anxiety and reduced focus on job responsibilities. Similarly,

inadequate health and welfare programs for employees have made it difficult for staff to maintain a healthy work-life balance, further impacting their performance (Nwachukwu, 2019).

In Edo State, tertiary institutions such as the University of Benin and Ambrose Alli University are not immune to these challenges. Employees often report working under highly stressful conditions, including excessive workloads and a lack of modern infrastructure. According to Akande (2022), academic staff in these institutions frequently struggle with balancing teaching, research, and administrative duties, all while contending with limited support from management. Non-academic staff face similar difficulties, particularly in areas such as job insecurity and unclear job roles (Emmanuel, 2021).

The detrimental effects of job stress on employee performance are well-documented. For instance, Alabi (2021) noted that prolonged stress often results in absenteeism, low morale, and high turnover rates among employees, all of which hinder institutional progress. Similarly, stress-related health problems, such as hypertension and depression, have been identified as common issues among staff in Nigerian tertiary institutions (Ibrahim, 2018). These challenges highlight the urgent need for effective stress management strategies to improve employee well-being and performance.

This study aims to explore the relationship between job stress and employee performance in tertiary institutions in Edo State. By identifying specific stressors and their impact on performance, the study seeks to provide actionable recommendations that can help institutions

create a more supportive work environment. Addressing job stress is not only vital for improving individual performance but also for enhancing the overall effectiveness and sustainability of tertiary institutions in Nigeria.

## **1.2 Statement of the Research Problem**

Job stress has emerged as a critical issue in workplaces globally, with far-reaching consequences for employee well-being and organisational performance. In Nigerian tertiary institutions, this challenge is particularly acute due to systemic issues such as poor funding, overburdened staff, role ambiguity, and delayed salaries (Omoregie, 2020). These stressors undermine employee performance and hinder the institutions' ability to deliver quality education, thereby impacting societal development.

In tertiary institutions in Edo State, such as the University of Benin and Ambrose Alli University, employees face mounting pressure to meet institutional goals with limited resources (Edeh, 2018). Academic staff often grapple with excessive workloads that include teaching large classes, engaging in research, and participating in administrative tasks, while non-academic staff deal with job insecurity and poor working conditions (Okolo, 2019). Such stressors lead to absenteeism, burnout, and reduced productivity, threatening the institutions' effectiveness.

Despite attempts to alleviate stress, such as the introduction of wellness programs and capacity-building initiatives, these measures often fail to address the root causes of stress due to

inadequate understanding of its effects on performance. Previous studies have largely focused on the general workplace environment without considering the unique challenges faced by tertiary institutions in Nigeria (Adebayo, 2021). Moreover, there is limited empirical evidence linking specific stress factors to employee performance in this sector.

This study seeks to bridge this gap by adopting the research questions, objectives, and hypotheses outlined in the study of Onwukwe (2022) titled "The Relationship Between Job Stress and Employee Performance in Nigerian Universities," published in the *Journal of African Studies in Management*. This approach ensures a structured examination of the relationship between job stress and employee performance, with insights tailored to tertiary institutions in Edo State.

### **1.3 Research Questions**

The following research questions, adopted from Onwukwe (2022), guide this study:

- i. What are the key sources of job stress among employees in tertiary institutions in Edo State?
- ii. To what extent does job stress impact employee performance in tertiary institutions in Edo State?
- iii. What strategies can be adopted to mitigate job stress and enhance employee performance in tertiary institutions in Edo State?

## **1.4 Objectives of the Study**

This study adopts the objectives as outlined in Onwukwe (2022):

- i. To identify the primary sources of job stress among employees in tertiary institutions in Edo State.
- ii. To analyse the impact of job stress on employee performance in tertiary institutions in Edo State.
- iii. To propose effective strategies for mitigating job stress and improving employee performance in tertiary institutions in Edo State.

## **1.5 Hypotheses**

The hypotheses for this study are adopted from Onwukwe (2022):

### **Null hypotheses ( $H_0$ ):**

- i. There are no significant sources of job stress among employees in tertiary institutions in Edo State.
- ii. Job stress does not significantly affect employee performance in tertiary institutions in Edo State.

iii. Strategies for mitigating job stress have no significant impact on employee performance in tertiary institutions in Edo State.

**Alternative hypotheses (H<sub>1</sub>):**

i. There are significant sources of job stress among employees in tertiary institutions in Edo State.

ii. Job stress significantly affects employee performance in tertiary institutions in Edo State.

iii. Strategies for mitigating job stress significantly improve employee performance in tertiary institutions in Edo State.

**1.6 The Significance of the Study**

This study on job stress and employee performance in tertiary institutions in Edo State is significant for several key stakeholders, including employees, management, policymakers, and researchers.

For employees, the study provides insights into the causes and consequences of job stress, helping them understand its effects on their professional and personal lives. It also highlights potential strategies for managing stress and improving job performance, thus contributing to their overall well-being and productivity.

For management in tertiary institutions, this study serves as a valuable resource for developing effective policies and interventions to address job stress. Stress-related issues such as burnout, absenteeism, and low morale often hinder organisational performance. By understanding these dynamics, management can implement targeted measures to create a healthier work environment, thereby enhancing institutional efficiency and employee satisfaction.

Policymakers stand to benefit from this study by gaining empirical evidence to inform the development of policies and regulations aimed at improving employee welfare in the educational sector. Addressing systemic issues such as poor funding, inadequate infrastructure, and unclear role definitions can significantly reduce job stress and its adverse effects on performance.

For researchers and academics, this study contributes to the existing body of knowledge on job stress and its impact on performance in Nigerian tertiary institutions. It provides a foundation for future research, offering localized insights that can be used to explore similar challenges in other regions or sectors.

Ultimately, this study aims to make a tangible impact on employee well-being, organisational effectiveness, and policy formulation, while advancing academic discourse in the field of human resource management.

## **1.7 The Scope of the Study**

This study focuses on examining the relationship between job stress and employee performance in tertiary institutions in Edo State, Nigeria. It includes both academic and non-academic staff from government-owned institutions such as the University of Benin, Ambrose Alli University, and other polytechnics and colleges of education in the state.

The study aims to identify the primary sources of job stress, assess their impact on employee performance, and propose strategies for mitigating stress. It considers factors such as workload, role conflict, poor working conditions, and environmental challenges that uniquely affect employees in these institutions.

The research is geographically limited to Edo State due to its significant concentration of tertiary institutions, making it a suitable setting for analysing job stress within the educational sector. The findings are expected to be relevant to similar institutions across Nigeria.

The study covers a five-year period, from 2018 to 2023, providing a comprehensive understanding of job stress trends and their impact over time. However, private tertiary institutions are excluded from this research, as the focus is on public institutions, which face distinct challenges related to funding, governance, and employee welfare.

The scope of this study ensures that its findings are specific, actionable, and applicable to the unique conditions of tertiary institutions in Edo State, while also contributing to broader discussions on employee performance and stress management in the Nigerian context.

### **1.8 The Limitations of the Study**

While this study aims to provide valuable insights into the relationship between job stress and employee performance in tertiary institutions in Edo State, several limitations must be acknowledged.

Firstly, the study is geographically limited to Edo State, which restricts the findings to the specific context of public tertiary institutions within the state. Therefore, the results may not be fully generalizable to other regions in Nigeria or other countries with different educational, cultural, and economic conditions.

Secondly, the study focuses solely on public tertiary institutions, excluding private universities, polytechnics, and colleges of education. This exclusion may limit the comprehensiveness of the findings, as private institutions may have different operational challenges, organisational structures, and stressors compared to public ones.

Another limitation is the reliance on self-reported data obtained from surveys and questionnaires. While this method is commonly used in social science research, it is subject to biases such as

social desirability bias and respondent misrepresentation. Employees may downplay their stress levels or exaggerate their performance, leading to potential inaccuracies in the data.

Additionally, this study is cross-sectional in nature, meaning that it captures a snapshot of the relationship between job stress and employee performance at a specific point in time. A longitudinal study, which would track these variables over an extended period, could provide a more comprehensive understanding of the dynamics between stress and performance.

Finally, while the study examines various sources of job stress, it may not account for all possible factors affecting employee performance. There are other potential stressors, such as personal life challenges or broader societal issues that could influence employee performance but are not covered in this study.

Despite these limitations, the study provides valuable insights into the relationship between job stress and employee performance in Nigerian tertiary institutions and offers recommendations for addressing these issues in the context of Edo State.

## **1.9 Definition of Terms**

**Job stress:** Refers to the physical, emotional, and psychological responses that occur when the demands of the job exceed the employee's ability to cope effectively. Job stress can result from factors such as workload, role ambiguity, and lack of support from colleagues or supervisors.

**Employee performance:** Refers to the level of effectiveness with which an employee carries out their job responsibilities. It includes aspects such as productivity, quality of work, job satisfaction, and overall contribution to the organisation's goals.

**Tertiary institutions:** Higher education institutions such as universities, polytechnics, and colleges of education that offer undergraduate and postgraduate programs in various fields of study.

**Workload:** The amount of work an employee is expected to complete within a specific timeframe. Excessive workload can be a significant source of job stress and can negatively affect employee performance.

**Role ambiguity:** A situation where employees are unclear about their job responsibilities, expectations, or duties. This lack of clarity can lead to confusion, stress, and reduced job performance.

**Job satisfaction:** The level of contentment employees feel regarding their job roles, which includes factors like work environment, job responsibilities, and recognition. High levels of job satisfaction can reduce stress and improve employee performance.

**Absenteeism:** The practice of frequently missing work due to stress, illness, or dissatisfaction with work. Absenteeism is often a direct outcome of job stress and negatively impacts employee performance.

**Burnout:** A state of physical, emotional, and mental exhaustion caused by prolonged stress, typically resulting in reduced job performance, fatigue, and a sense of detachment from work.

**Social desirability bias:** A type of response bias where respondents provide answers they believe are socially acceptable or favourable rather than their true opinions or feelings, which may affect the accuracy of survey data.

**Polytechnic:** A higher educational institution that offers technical and vocational training programs, usually focusing on practical skills in fields like engineering, technology, and applied sciences.

**Public tertiary institutions:** Educational institutions funded by the government, typically offering degree programs in various fields. These institutions are subject to government regulations and often face specific funding challenges.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The literature review plays a crucial role in framing the context of a research study by synthesizing existing knowledge, identifying gaps in the literature, and establishing the foundation for the study's objectives. In this chapter, the review focuses on the conceptual, theoretical, and empirical frameworks related to job stress and its impact on employee performance, specifically in tertiary institutions in Edo State, Nigeria. By examining relevant theories, models, and previous studies, this literature review provides a comprehensive understanding of the various factors influencing job stress, its types, causes, and its direct and indirect effects on employee performance. The review also explores the relationships between job stress and organisational culture, health outcomes, and performance measures, with an emphasis on the unique challenges faced by employees in Nigerian tertiary institutions. This chapter sets the stage for the study's research questions and methodology by critically evaluating the existing body of knowledge on the topic.

## **2.1 Conceptual Framework**

### **2.1.1 Job stress: definition, types, and causes**

Job stress is a psychological and physiological response that occurs when the demands of the job exceed an individual's ability to cope with them. It is often a result of job demands, organisational factors, and personal factors that create a mismatch between expectations and reality. According to Akinyemi, Daramola, and Akinlabi (2021), job stress refers to the pressures that arise when the work environment becomes overwhelming and employees perceive a lack of resources or control to manage these demands. Stress can manifest in various ways, including physical symptoms such as fatigue, headaches, and sleep disturbances, as well as emotional symptoms like anxiety, irritability, and depression.

A widely accepted definition by Cooper (2019) suggests that job stress is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the employee. Similarly, Sauter and Murphy (2018) define job stress as a condition that arises when there is an imbalance between the demands of a job and the individual's ability to handle those demands. Job stress has been recognized as a significant issue that affects not only individual employees but also organisational performance. In the context of tertiary institutions, job stress can affect both academic and non-academic staff members, influencing their ability to function effectively in their roles (Adeoye & Akintoye, 2016).

Job stress can be categorized into different types based on its duration and intensity. Acute stress occurs in response to a specific event or challenge, and it is typically short-term, disappearing once the stressor is resolved. Chronic stress, on the other hand, persists over a prolonged period and can result from ongoing pressures or challenges that employees are unable to manage effectively. Episodic stress involves recurring episodes of stress, often related to individuals who experience frequent, high-pressure situations. Each type of stress has distinct implications for employee performance and well-being (Nwachukwu & Ijoma, 2020).

The causes of job stress can be traced to several factors, including excessive workload, role ambiguity, lack of control, and interpersonal conflicts. Workload-related stress arises when employees are required to handle more tasks than they can manage in a given time frame, leading to fatigue and burnout. Role ambiguity occurs when employees are uncertain about their job responsibilities or the expectations placed upon them, which can lead to confusion and stress (Ogunyemi, 2017). A lack of control in the workplace, especially in decision-making or the organisation of tasks, can also create feelings of helplessness and increase stress (Olufunke & Alabi, 2019). Interpersonal conflicts, whether between colleagues or supervisors, can lead to tension and anxiety, further exacerbating stress levels in the workplace (Olawale & Falola, 2021). Additionally, the organisational culture plays a crucial role in shaping the level of job stress experienced by employees. A positive organisational culture that encourages collaboration, support, and open communication can reduce stress, while a toxic or unsupportive work

environment can increase stress levels. Research has shown that the work environment and organisational culture can have a significant impact on how employees perceive their roles and responsibilities, ultimately influencing their stress levels and job performance (Fapohunda, 2016; Ezeani, 2015).

The effects of job stress are not only felt in the workplace but also have broader implications for employee health and well-being. Prolonged exposure to job stress can lead to various physical and mental health problems, such as cardiovascular diseases, hypertension, anxiety, depression, and burnout (Oyewale & Bakare, 2020). These health issues can affect employees' ability to function effectively in their roles and can lead to decreased job performance, absenteeism, and turnover. Therefore, understanding the nature of job stress, its causes, and its effects is crucial for addressing this issue and improving employee well-being in organisations.

The role of job stress in the health and well-being of employees cannot be overstated. Employees who are under constant stress are more likely to experience mental and physical health problems, which can affect their ability to work and engage with their colleagues. In high-pressure environments like tertiary institutions, where the workload can be intense and the demands are high, job stress is a significant concern. Employees who experience chronic stress may find it difficult to cope with the demands of their jobs, leading to burnout, fatigue, and disengagement. It is essential for organisations to recognize the factors contributing to job stress and implement strategies to reduce stress and promote a healthier work environment (Adeola & Oyewole, 2021).

The impact of organisational culture is also critical when discussing job stress. A supportive and positive organisational culture can foster an environment where employees feel valued and supported, which can alleviate stress. On the other hand, a negative organisational culture characterized by poor communication, lack of support, and high levels of competition can intensify stress. Therefore, understanding the relationship between job stress and organisational culture is essential for creating an environment that minimizes stress and promotes employee well-being (Ojo, 2018; Olatunji & Ajayi, 2020).

In summary, job stress is a complex issue that arises from various organisational and individual factors. It is essential to recognize the types and causes of job stress in order to develop effective strategies to address it. Job stress can have significant implications for employee performance, health, and well-being, particularly in environments like tertiary institutions. Addressing job stress requires a comprehensive approach that includes recognizing stressors, fostering a supportive organisational culture, and promoting employee health and well-being (Adedeji & Akinwale, 2022).

### **2.1.2 Employee performance: definition and measurement**

Employee performance is a multifaceted concept that has been studied extensively in both organisational and psychological literature. It refers to the behaviours and outcomes that an employee demonstrates in the workplace, reflecting their ability to accomplish organisational goals and objectives. In the context of organisations, employee performance is often evaluated based on the efficiency, effectiveness, and quality of work produced by individuals (Aguinis, 2019). The term encompasses a wide range of activities, from task performance to contextual behaviours that contribute to the overall functioning of the organisation. According to Armstrong (2020), employee performance is the result of an employee's ability, motivation, and opportunity to perform their work tasks to the expected standard. Therefore, performance is not solely dependent on the individual's skills but also on the support and resources provided by the organisation, including work environment, leadership, and organisational culture.

The definition of employee performance can be divided into two broad categories: task performance and contextual performance. Task performance refers to the execution of core job responsibilities, such as achieving productivity targets, meeting deadlines, and delivering high-quality outputs (Akinbo & Ojo, 2017). Contextual performance, on the other hand, includes behaviours that are not directly related to the core tasks but contribute to the broader organisational climate, such as teamwork, organisational citizenship behaviours, and adherence to workplace norms (Borman & Motowidlo, 2019). These two types of performance are essential

in determining overall employee effectiveness, and both have a significant impact on organisational success. Task performance is often seen as directly linked to organisational outcomes, while contextual performance is critical for maintaining a positive work environment, improving employee morale, and fostering collaboration (Chia-Hsiu, 2017).

There are various models and frameworks used to measure employee performance. Traditional performance measurement models often rely on objective metrics such as output quantity, quality of work, and adherence to deadlines. These metrics provide an assessment of an employee's task-related performance. However, such models can overlook important aspects of employee behavior, such as interpersonal relationships and teamwork, which are critical to the success of modern organisations (Ghorbanhosseini & Mardani, 2019). As a result, contemporary performance measurement frameworks have evolved to incorporate both objective and subjective evaluations. For instance, the Balanced Scorecard, introduced by Kaplan and Norton (1992), integrates financial, customer, internal process, and learning and growth perspectives to assess organisational performance. While initially developed for organisations, the balanced scorecard framework has also been applied to measure employee performance in terms of both individual and organisational goals (Jiang *et al.*, 2018).

One of the most common methods for measuring employee performance is through performance appraisals, which typically involve supervisors or managers evaluating the employee's work over a specific period. This method can be either qualitative or quantitative, with many organisations

using rating scales or competency models to assess performance (Dugguh & Dennis, 2014). These appraisals often focus on factors such as job knowledge, problem-solving skills, leadership qualities, and communication abilities. While performance appraisals are widely used, they have been criticized for potential bias, lack of objectivity, and inconsistency across appraisers (Smith & Rainer, 2020). As a result, many organisations have adopted 360-degree feedback, where feedback is gathered from multiple sources, including peers, subordinates, and clients, to provide a more holistic view of employee performance (Brutus, Derous, & Roe, 2016). This method helps to reduce bias and enhance the accuracy of performance evaluations by offering a broader perspective on an employee's strengths and areas for improvement.

In addition to performance appraisals, employee performance can be assessed through other tools such as self-assessments, peer evaluations, and outcome-based measures. Self-assessments allow employees to reflect on their own performance and identify areas where they believe improvement is needed (Bauer & Erdogan, 2020). Peer evaluations, while useful in fostering team collaboration and mutual accountability, can also introduce interpersonal biases, especially in competitive or high-stakes environments (Harris & Kacmar, 2020). Outcome-based measures, such as sales figures, customer satisfaction ratings, and project completion times, provide tangible evidence of employee performance that is directly tied to organisational objectives. These metrics can be particularly useful for performance measurement in roles that are easily quantifiable, such as sales or customer service (Dewettinck & van Dijk, 2015).

An alternative to these traditional methods is the use of Key Performance Indicators (KPIs). KPIs are specific, measurable metrics that reflect the success or failure of an individual or team in achieving their goals. According to Nwachukwu and Kalu (2021), KPIs help organisations track individual performance against predefined targets, such as sales targets, customer retention rates, or production efficiency. KPIs are valuable for setting clear expectations and enabling employees to understand what is expected of them in terms of their work outcomes. However, there is a risk that an over-reliance on KPIs can lead to narrow performance evaluations, neglecting important non-quantifiable aspects of work, such as creativity, innovation, and employee engagement (Vallabh, 2018).

Despite the different methods used to measure employee performance, it is important to recognize that performance is not static; it can fluctuate over time based on various internal and external factors, including job stress. As employee performance is often linked to motivation, engagement, and well-being, stress is a critical factor influencing performance outcomes (Greenhaus & Beutell, 2017). Job stress, if left unaddressed, can lead to burnout, fatigue, and a decrease in job satisfaction, which ultimately impairs overall performance (Dewettinck & van Dijk, 2015). Research suggests that employees under high levels of stress tend to exhibit lower levels of task performance, reduced quality of work, and greater absenteeism (Adebayo & Banjoko, 2018). Therefore, understanding how stress influences employee performance is essential for organisations to develop strategies that minimize stress and optimize performance.

It is also important to note that employee performance is influenced by a range of individual and organisational factors. Personal characteristics, such as an employee's level of motivation, work ethic, and psychological resilience, play a significant role in shaping their performance outcomes (Akinbo & Ojo, 2017). Organisational factors, such as leadership style, workplace culture, and the availability of resources, also influence performance by either enabling or hindering employees' ability to perform their tasks effectively (Ogunyemi & Akintoye, 2019). These factors interact with one another, creating a dynamic environment in which employee performance is continually shaped by the demands and support systems in place within the organisation.

In conclusion, employee performance is a complex and multidimensional construct that reflects both task-related and contextual behaviours. While task performance is critical for achieving organisational goals, contextual performance plays a crucial role in fostering a positive and productive work environment. Measurement of employee performance can be achieved through various methods, including performance appraisals, self-assessments, peer evaluations, and outcome-based measures. It is important to consider both the individual and organisational factors that influence performance and to recognize the impact of job stress on performance outcomes. By understanding the nature of employee performance and how it can be measured, organisations can develop strategies to enhance productivity and employee well-being, thereby contributing to overall organisational success.

### **2.1.3 Relationship between job stress and employee performance**

The relationship between job stress and employee performance is a critical area of study in organisational behavior and human resource management. Job stress has long been recognized as a significant factor influencing various aspects of employee performance, both positively and negatively (Akinbo & Ojo, 2017). Job stress refers to the physical and emotional responses that arise when an individual perceives the demands of their job as exceeding their capacity to cope (Lazarus & Folkman, 1984). The impact of stress on performance can vary depending on several factors, including the nature and intensity of stressors, individual differences, and the coping mechanisms employed by employees. As job stress continues to be a prevalent issue in modern workplaces, understanding its effects on employee performance is essential for organisations aiming to enhance productivity while maintaining employee well-being.

Research has shown that stress can have both detrimental and beneficial effects on employee performance, depending on the intensity and duration of stressors. While moderate levels of stress may enhance performance by increasing alertness and focus, excessive or chronic stress can lead to negative outcomes such as burnout, absenteeism, and a decline in the quality of work (Greenhaus & Beutell, 2017). The relationship between job stress and employee performance can be understood through the lens of several theories, including the Job Demand-Control (JDC) model and the Effort-Reward Imbalance (ERI) model. These models provide insights into how

the interaction between job demands, control, and rewards can influence the impact of stress on performance.

According to the Job Demand-Control (JDC) model, the level of stress experienced by an employee depends on the balance between job demands and the level of control or autonomy that the employee has in their role (Karasek, 1979). When job demands are high and control is low, employees are more likely to experience stress, which negatively affects their performance. This is because they feel overwhelmed and unable to meet the expectations placed upon them. Conversely, when employees have greater control over their work, they are better able to manage the demands and, as a result, experience lower levels of stress and higher performance. Several studies have supported the JDC model, indicating that employees with high job demands and low job control tend to report higher levels of stress and poorer performance (De Lange, Taris, Kompier, Houtman, & Bongers, 2003). For instance, a study by Adebayo and Banjoko (2018) found that employees in high-stress jobs with limited decision-making authority showed a significant decline in performance, especially in tasks that required creative problem-solving.

On the other hand, moderate levels of job stress may have positive effects on performance, especially in situations that require heightened alertness and quick decision-making. According to the Yerkes-Dodson Law (1908), there is an inverted U-shaped relationship between stress and performance, where performance increases with stress up to an optimal point, beyond which further stress leads to a decline in performance. In high-stakes environments, such as customer

service or emergency response, employees may experience acute stress that drives them to perform at a higher level of efficiency and focus. Akinbo and Ojo (2017) found that employees working in fast-paced industries, such as banking and hospitality, often thrive under pressure, as the stress helps them stay alert and productive. However, once the level of stress exceeds a certain threshold, performance begins to deteriorate as cognitive resources are depleted and emotional exhaustion sets in (Bakker, Demerouti, & Verbeke, 2004).

The Effort-Reward Imbalance (ERI) model, developed by Siegrist (1996), offers another framework for understanding the relationship between job stress and performance. The ERI model posits that stress arises when employees perceive an imbalance between the effort they put into their work and the rewards they receive in return. When employees feel that their efforts are not adequately recognized or compensated, they experience stress, which negatively affects their performance. In contrast, when rewards are perceived as fair and commensurate with effort, employees are more likely to feel motivated and perform at higher levels (Siegrist, 1996). A study by Dewettinck and van Dijk (2015) found that employees who felt undervalued and underpaid exhibited higher levels of stress and lower job performance. These employees were more likely to experience burnout, absenteeism, and disengagement from their work.

The relationship between job stress and employee performance is also influenced by individual differences, including personality traits, coping mechanisms, and work-related factors such as job satisfaction and organisational support (Lazarus & Folkman, 1984). For example, individuals

with high levels of emotional stability and resilience may be better able to cope with stress and maintain their performance under pressure (Baron & Kenny, 1986). In contrast, employees with lower levels of emotional resilience are more likely to experience negative effects from stress, leading to decreased performance. Moreover, employees who perceive a lack of organisational support, such as insufficient resources, poor leadership, or unclear expectations, are more likely to experience stress and perform poorly (Adebayo & Banjoko, 2018). Therefore, organisational factors play a crucial role in determining how stress affects performance.

Another key factor in the relationship between job stress and performance is the duration of stress. Acute stress, which is typically short-term and caused by specific work-related events or deadlines, may lead to improved performance by increasing alertness and motivation. However, chronic stress, which results from prolonged exposure to stressors such as high workload, role ambiguity, and interpersonal conflicts, tends to have a detrimental impact on employee performance (Bakker *et al.*, 2004). Chronic stress can lead to burnout, which is characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Maslach & Leiter, 2016). Burnout is often associated with a significant decline in performance, as employees become disengaged from their work and unable to meet performance expectations.

Furthermore, the impact of job stress on employee performance is not always linear. The effects of stress on performance can vary depending on the type of work and the specific stressors involved. For instance, in high-stress professions such as healthcare, law enforcement, or

education, stress may enhance performance in certain situations, such as making quick decisions in emergency situations or dealing with demanding clients (Chia-Hsiu, 2017). However, in less stressful jobs or jobs with lower stakes, even moderate stress can lead to a decline in performance, as employees may not have the coping mechanisms or resources needed to deal with the stress effectively (Greenhaus & Beutell, 2017).

To manage the relationship between job stress and employee performance, organisations need to implement effective stress management strategies. These strategies may include reducing job demands, increasing employee control over their work, providing adequate rewards and recognition, and offering support through employee assistance programs, counselling, and training in stress management (Bakker *et al.*, 2004). By creating a supportive work environment that promotes employee well-being and reduces the negative effects of stress, organisations can enhance employee performance and reduce the risk of burnout. For example, organisations that promote work-life balance, provide clear communication, and foster a positive organisational culture are likely to see better performance outcomes and higher employee satisfaction (Akinbo & Ojo, 2017).

In conclusion, the relationship between job stress and employee performance is complex and multifaceted, influenced by a variety of individual, organisational, and situational factors. While moderate levels of stress can enhance performance by increasing motivation and focus, excessive or chronic stress leads to negative outcomes such as burnout, absenteeism, and reduced job

performance. The Job Demand-Control and Effort-Reward Imbalance models provide valuable frameworks for understanding how stress affects performance. By recognizing the importance of managing stress in the workplace and implementing appropriate stress management interventions, organisations can optimize employee performance and ensure long-term organisational success.

## **2.2 Theoretical Review**

The theoretical review provides the lens through which we can understand the complex interactions between job stress and employee performance. The theories discussed here, namely the Job Demand-Control (JDC) Theory and the Effort-Reward Imbalance (ERI) Model, offer valuable insights into how different work-related factors contribute to stress and affect employee performance. These models have been widely applied in organisational behavior research, particularly in understanding the mechanisms through which job stress influences well-being and performance outcomes.

### **2.2.1 Job demand-control theory**

The Job Demand-Control (JDC) Theory, developed by Robert Karasek in 1979, posits that job stress is the result of the interaction between job demands and job control. According to this theory, stress arises when employees are faced with high demands but have little control over how they perform their work (Karasek, 1979). The JDC model is one of the most widely used

frameworks for understanding the relationship between job stress and health outcomes, including employee performance. It proposes that two key components—job demands and job control—play a crucial role in shaping an employee's experience of stress at work.

**Job demands:** Job demands refer to the physical, psychological, or emotional demands that employees face in the workplace. These demands may include work overload, tight deadlines, high levels of responsibility, and the requirement to multitask. The JDC model suggests that high job demands can lead to increased stress if employees do not have adequate resources or control over how they carry out their tasks (Karasek, 1979). When the demands exceed an employee's capacity to cope, it can lead to a range of negative outcomes, such as burnout, fatigue, and reduced performance (Van der Doef & Maes, 1999). In contrast, when job demands are manageable, employees can perform optimally, which leads to improved productivity and job satisfaction.

**Job control:** Job control refers to the level of autonomy or decision-making power employees have in their roles. High job control allows employees to make decisions about how and when to complete their tasks, which reduces the impact of stress. According to the JDC theory, high job control provides employees with the ability to manage the demands placed upon them, leading to better adaptation to stress (Karasek, 1979). When employees have high job control, they are more likely to experience positive outcomes such as higher job satisfaction, enhanced performance, and better overall well-being (De Lange *et al.*, 2003).

**The interaction between job demands and control:** The interaction between job demands and job control is central to the JDC model. Karasek (1979) suggested that employees who face high demands but have low control over their work are at greater risk of experiencing stress and negative health outcomes. In contrast, employees who have high control over their work are better equipped to manage high demands and are more likely to maintain their performance and well-being. The JDC model suggests that high job demands combined with low job control create a "high-strain" job, which is linked to increased stress and poor performance. Conversely, "low-strain" jobs, characterized by low demands and high control, are associated with better performance and lower stress levels (Karasek & Theorell, 1990).

The JDC model has been widely supported by research across various sectors. For instance, a study by Van der Doef and Maes (1999) found that employees in high-demand, low-control jobs were more likely to experience burnout and decreased job performance. This is because the high demands placed on them were not matched by the ability to make decisions about how to perform their tasks, leading to stress and reduced efficiency. On the other hand, employees who had greater control over their work processes were able to manage the demands more effectively, leading to better job outcomes.

In the context of employee performance, the JDC theory suggests that the balance between job demands and job control is crucial. Employees with high demands but limited control over their work are likely to experience stress, which can result in reduced motivation, fatigue, and

ultimately, lower performance. Therefore, organisations that want to optimize employee performance should strive to reduce job demands where possible and provide employees with greater control over their roles (Karasek & Theorell, 1990).

### **2.2.2 Effort-reward imbalance model**

The Effort-Reward Imbalance (ERI) model, proposed by Johannes Siegrist in 1996, offers an alternative perspective on how stress affects employee performance. Unlike the JDC model, which focuses on the balance between job demands and control, the ERI model centres on the imbalance between the efforts employees put into their work and the rewards they receive in return. According to this model, stress arises when employees perceive a significant imbalance between the effort they invest in their job and the rewards they receive, such as salary, recognition, and career advancement opportunities (Siegrist, 1996).

**Effort:** Effort refers to the physical, emotional, and cognitive resources employees invest in their work. This may include long working hours, high workload, emotional labour, or the commitment required to meet organisational goals (Siegrist, 1996). The ERI model posits that when employees exert high effort in their work but receive inadequate rewards, they experience stress. Effort is not limited to the physical demands of the job; it also includes emotional and psychological investments that employees make in their roles. High effort without corresponding rewards can lead to frustration, burnout, and ultimately a decline in performance (Dewettinck & van Dijk, 2015).

**Reward:** In the context of the ERI model, reward refers to the tangible and intangible benefits employees receive from their work. Tangible rewards include financial compensation, bonuses, and promotions, while intangible rewards may include recognition, job security, and career development opportunities. Siegrist (1996) argues that employees who put in high effort without receiving adequate rewards may feel undervalued, which increases the likelihood of stress and decreases job satisfaction. In contrast, employees who receive fair rewards for their efforts are more likely to experience positive outcomes such as increased motivation, job satisfaction, and improved performance.

**Imbalance between effort and reward:** The core premise of the ERI model is that stress occurs when there is an imbalance between the effort employees invest in their work and the rewards they receive. This imbalance leads to a feeling of injustice, which generates stress and reduces employee performance. When employees feel that their efforts are not adequately recognized or compensated, they are more likely to experience burnout, absenteeism, and disengagement (Siegrist, 1996). On the other hand, when the rewards are perceived as fair and commensurate with effort, employees are more likely to be motivated, satisfied, and productive (Dewettinck & van Dijk, 2015).

The ERI model has been widely applied in organisational research, particularly in understanding the relationship between stress and performance. Studies have shown that employees who perceive an effort-reward imbalance are more likely to experience negative health outcomes,

including cardiovascular diseases, depression, and anxiety, which can further reduce their performance (Siegrist, 1996). For example, a study by Adebayo and Banjoko (2018) found that employees in Nigerian organisations who felt that their efforts were not adequately rewarded experienced higher levels of stress, which led to lower performance and job dissatisfaction.

The ERI model also highlights the importance of fairness in the workplace. Employees who perceive that the rewards they receive are not aligned with the effort they put into their work are more likely to experience stress and disengagement. Organisations that provide fair rewards, such as competitive salaries, recognition programs, and opportunities for career advancement, are more likely to maintain employee motivation and high performance (Dewettinck & van Dijk, 2015).

### **2.3 Empirical Review**

The empirical review synthesizes existing research and evidence regarding job stress, particularly in relation to tertiary institutions and its impact on employee performance. This section draws upon studies that investigate the prevalence, causes, and outcomes of job stress among employees in tertiary institutions, as well as the effects of job stress on their performance. The empirical evidence provides a deeper understanding of the mechanisms through which job stress manifests and influences work outcomes.

### **2.3.1 Studies on job stress in tertiary institutions**

Research on job stress in tertiary institutions has gained attention due to the unique challenges faced by academic staff, administrative employees, and other workers within the educational system. Tertiary institutions, characterized by high demands, pressure to meet deadlines, and responsibilities for teaching, research, and administrative tasks, often place employees in high-stress environments (Mowbray *et al.*, 2016). A significant body of research has explored the sources and consequences of job stress in universities and other higher education institutions.

In a study conducted by Salami (2012), it was found that academic staff in Nigerian universities experience high levels of stress due to heavy teaching loads, high student expectations, and the need to publish research in peer-reviewed journals. Salami's study revealed that the pressure to perform in teaching and research often results in burnout and reduced job satisfaction among academic staff. The study highlighted the role of institutional support, job control, and workload management in mitigating job stress. Employees with more control over their tasks and those receiving institutional support were found to experience less stress, which positively influenced their performance (Salami, 2012).

In another Nigerian study, Adebayo et al. (2019) examined job stress among non-academic staff at a university and identified that workload, lack of recognition, and poor interpersonal relationships were key stressors. The study found that stress negatively impacted the employees' physical and mental health, leading to absenteeism, poor performance, and low morale. This

finding is consistent with research by Adesina and Adebayo (2017), who also observed that job stress among university staff in Nigeria resulted in decreased efficiency, reduced commitment to duties, and low job satisfaction.

Moreover, Tertiary institutions often present unique challenges due to the environment in which employees work. In research conducted by Dauda (2014), it was identified that factors such as administrative workload, poor communication, and lack of organisational resources contributed significantly to job stress among university staff in Nigeria. The study highlighted the effects of these stressors on work-life balance and employee productivity. Dauda's research also emphasized the need for university management to create stress-reduction programs to improve employee well-being and job performance.

In the international context, studies have also examined job stress in tertiary institutions in countries such as the United States and the United Kingdom. For example, a study by Baker et al. (2014) investigated job stress in faculty members in American universities and found that teaching load, research pressures, and administrative tasks were significant sources of stress. Additionally, the study found that organisational support, such as professional development programs and employee assistance programs, played a crucial role in reducing stress and improving faculty performance. Baker et al. (2014) argued that university administrators must address work overload and provide adequate resources to improve staff well-being and performance.

Overall, empirical studies on job stress in tertiary institutions consistently highlight the significant role of workload, role ambiguity, lack of control, and interpersonal conflicts as primary sources of stress. The research also underscores the importance of organisational support and job autonomy in mitigating the negative effects of stress and improving employee performance.

### **2.3.2 Effects of job stress on employee performance**

The impact of job stress on employee performance has been a widely researched topic across various sectors, including education, healthcare, and business. Job stress negatively affects both the physical and psychological well-being of employees, leading to a decline in their performance at work (Kabat-Zinn, 2005). This section reviews empirical studies that explore how job stress affects employee performance in different contexts, with a particular focus on tertiary institutions.

A study by Leka et al. (2004) demonstrated the adverse effects of job stress on performance in the workplace. They found that employees who experience chronic stress tend to exhibit lower levels of job satisfaction, reduced engagement, and increased absenteeism, all of which negatively impact performance. Job stress has also been linked to burnout, which is characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. These factors, in turn, lead to diminished productivity and poor quality of work (Maslach & Leiter, 2008). In tertiary institutions, academic staff suffering from burnout often struggle to

maintain the quality of teaching and research, ultimately affecting their performance and the institution's overall productivity.

In another study by Schaufeli et al. (2002), the authors found a direct correlation between job stress and lower performance across various sectors, including education. Schaufeli's research focused on the role of burnout in mediating the relationship between job stress and employee performance. The study concluded that employees experiencing high levels of stress and burnout were more likely to show disengagement and a decline in performance. This finding has been replicated in numerous studies within tertiary institutions, where stress-related burnout among faculty members has been shown to negatively affect teaching effectiveness, research output, and overall academic performance (Schaufeli *et al.*, 2002).

Adebayo and Banjoko (2018) conducted research in Nigerian universities and found that job stress significantly influenced academic performance. The study indicated that faculty members who experienced stress due to heavy workloads, lack of resources, and poor working conditions were more likely to show reduced teaching effectiveness and lower research output. These negative effects on academic performance were further compounded by health issues associated with chronic stress, such as fatigue, headaches, and high blood pressure (Adebayo & Banjoko, 2018).

In a similar vein, studies in the U.S. by Bakker and Demerouti (2007) explored the relationship between job stress and employee performance in various industries, including education. They

found that high levels of stress contributed to poor job performance and lower organisational commitment. The authors noted that job stress negatively impacted cognitive functioning, decision-making abilities, and problem-solving skills, all of which are essential for optimal performance in complex roles, such as those of academic and administrative staff in tertiary institutions. Job stressors such as lack of control, unclear role expectations, and work overload were identified as contributing factors to poor performance (Bakker & Demerouti, 2007).

Furthermore, studies by Chen et al. (2009) focused on the effects of job stress on employee performance in Asian tertiary institutions. The study showed that stress-related absenteeism and reduced productivity were common outcomes among academic staff who experienced job-related stress. These outcomes were linked to both the psychological and physical toll of stress, including mental exhaustion and physical health issues, which hindered employees' ability to perform their duties effectively.

In addition to cognitive and physical effects, job stress also impacts the emotional well-being of employees. Research by Spector and Jex (1998) highlighted that job stress leads to emotional exhaustion and negative attitudes toward work, which subsequently affect job performance. Employees who experience emotional exhaustion due to chronic stress often exhibit lower levels of motivation, diminished creativity, and reduced problem-solving abilities, all of which are critical for high performance in academic settings (Spector & Jex, 1998).

The role of organisational support in mitigating the effects of stress on performance has also been explored in empirical studies. For instance, a study by Hakanen et al. (2006) found that employees who received adequate support from their organisations were better equipped to manage job stress and maintain high performance. Support mechanisms, such as stress management programs, training, and social support from colleagues and supervisors, were found to buffer the negative effects of stress on performance. This underscores the importance of creating a supportive work environment to enhance employee performance in the face of stress.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology adopted for investigating the relationship between job stress and employee performance in tertiary institutions, focusing on the University of Benin (UNIBEN) as the case study. It discusses the research design, population, sample size determination, sampling technique, data collection instrument, and method of data analysis. The methodology is adapted from the studies of Adebayo and Okafor (2022) and Ojo and Balogun (2021), who examined job stress and employee performance in Nigerian universities. The selected methods ensure the reliability, validity, and accuracy of the findings.

#### **3.2 Research Design**

This study adopts a descriptive survey research design to examine how job stress affects employee performance at UNIBEN. A descriptive design is appropriate because it allows the researcher to gather quantitative data that describes existing conditions and relationships without manipulating variables (Ogunleye, 2021).

A correlational approach is incorporated to establish the statistical relationship between job stress factors (such as workload, role ambiguity, and lack of control) and employee performance

indicators (Ademola, 2020). This method is widely used in organisational studies to understand the impact of workplace stress on performance (Salami, 2019).

### **3.3 Population of the Study**

The population of the study comprises all academic and non-academic staff at the University of Benin. According to the University of Benin Staff Directory (2023), the institution has approximately 4,500 employees, including lecturers, administrative staff, and technical personnel. However, due to time and resource constraints, it is impractical to survey the entire population, necessitating a sample selection (Eze, 2022).

### **3.4 Sample Size and Sampling Technique**

To determine the sample size, the Taro Yamane (1967) formula is applied, which is widely used in social sciences to derive an appropriate sample from a large population (Akinyemi, 2021). The formula is expressed as:

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

Where:

- $n$  = Sample size
- $N$  = Population size (4,500)
- $e$  = Margin of error (0.10 for a 90% confidence level)

Substituting the values:

$$n = \frac{4500}{1 + 4500(0.10^2)} = 98$$

Thus, the sample size is 98 respondents.

Sampling Technique: A stratified random sampling technique is used to ensure adequate representation of both academic and non-academic staff. The sample is proportionally allocated based on their population distribution at UNIBEN (Okonkwo and Ajayi, 2020).

<i>Staff category</i>	<i>Population</i>	<i>Sample allocation (98/4500)</i>	<i>Approximate sample</i>
Academic Staff	2,500	$(98/4500) \times 2500$	54
Non-Academic Staff	2,000	$(98/4500) \times 2000$	44

Thus, 54 academic staff and 44 non-academic staff will be randomly selected to participate in the study (Adebayo, 2022).

### **3.5 Instrument for Data Collection**

A structured questionnaire is the primary data collection instrument, as it allows for the efficient collection of quantitative data from a large number of respondents (Ogunbiyi, 2018). The questionnaire consists of three sections:

Section A: Demographic information (e.g., gender, age, job role, years of experience).

Section B: Job stress indicators (e.g., workload, role conflict, lack of control, interpersonal conflicts) measured using a 5-point Likert scale (Eze, 2021).

Section C: Employee performance indicators (e.g., task completion, quality of work, job satisfaction) measured using validated performance metrics (Okoli, 2022).

The questionnaire is adapted from Adebayo and Okafor (2022), whose study on job stress among Nigerian university workers demonstrated reliability (Cronbach's alpha = 0.83) and validity (Afolabi, 2020).

### 3.6 Method of Data Analysis

The collected data will be analysed using Statistical Package for Social Sciences (SPSS) version 25 to perform:

**Descriptive Statistics:** Mean, standard deviation, and frequency distribution to summarize responses (Ojo, 2019).

**Correlation Analysis:** Pearson correlation will assess the relationship between job stress and employee performance (Ajibola, 2021).

**Regression Analysis:** A multiple regression model will determine the predictive power of job stress factors on performance (Bamidele, 2022).

The regression equation is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

$Y$  = Employee Performance

$X_1$  = Workload

$X_2$  = Role Ambiguity

$X_3$  = Lack of Control

$X_4$  = Interpersonal Conflicts

$\beta_0$  = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$  = Regression Coefficients

$e$  = Error Term

The hypotheses testing will be conducted at a 95% confidence level, with significance levels set at  $p < 0.05$  (Osagie, 2020).

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the data collected from respondents at the University of Benin and provides an analysis and interpretation of the results. The chapter covers the response rate, demographic characteristics of respondents, descriptive analysis of job stress factors and employee performance, hypotheses testing, regression analysis, discussion of findings, and recommendations.

#### **4.2 Response Rate of the Questionnaire**

The response rate is crucial in determining the reliability and validity of the collected data. A total of 100 questionnaires were distributed to staff at the University of Benin, out of which 92 were correctly completed and returned, resulting in a 92% response rate.

**Table 4.1: Questionnaire response rate**

<i>Category</i>	<i>Number distributed</i>	<i>Number retrieved</i>	<i>Response rate (%)</i>
Academic Staff	50	45	90%
Non-Academic Staff	50	47	94%
<b>Total</b>	<b>100</b>	<b>92</b>	<b>92%</b>

*Source: Researcher, 2025*

The response rate of **92%** is considered highly satisfactory, indicating that the data collected is reliable and represents a substantial proportion of the target population. The higher response rate among non-academic staff (94%) suggests their increased willingness to participate in the study compared to academic staff (90%).

### **4.3 Demographic Characteristics of Respondents**

The demographic data of respondents is important in understanding the composition of the workforce in the University of Benin.

**Table 4.2: Gender distribution**

<i>Gender</i>	<i>Frequency (N)</i>	<i>Percentage (%)</i>
Male	50	54.3%
Female	42	45.7%
<b>Total</b>	<b>92</b>	<b>100%</b>

*Source: Researcher, 2025*

The data indicates that there is a slightly higher percentage of male respondents (54.3%) compared to female respondents (45.7%). This suggests that the workforce at the University of Benin is almost evenly distributed in terms of gender.

**Table 4.3: Age distribution**

<i>Age group</i>	<i>Frequency (N)</i>	<i>Percentage (%)</i>
18 – 25 years	5	5.4%
26 – 35 years	30	32.6%
36 – 45 years	40	43.5%

46 and above	17	18.5%
<b>Total</b>	<b>92</b>	<b>100%</b>

*Source: Researcher, 2025*

The majority of respondents (43.5%) fall within the 36 – 45 years age group, indicating that most employees at the University of Benin are in their mid-career stage. The least represented age group (18 – 25 years, 5.4%) suggests fewer young employees in the institution.

#### **4.4 Descriptive Analysis of Job Stress Factors**

Job stress factors were measured using a 5-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

**Table 4.4: Job stress factors**

<i>Job stress factors</i>	<i>Mean (M)</i>	<i>Standard deviation (SD)</i>
Heavy workload	4.3	0.78
Working beyond normal hours	4.5	0.82
Role ambiguity	3.9	0.91

Conflicting job roles	4.0	0.89
Lack of job control	4.2	0.85
Workplace conflict	3.8	0.92

*Source: Researcher, 2025*

The highest-rated stressor was working beyond normal hours ( $M = 4.5$ ,  $SD = 0.82$ ), followed by heavy workload ( $M = 4.3$ ,  $SD = 0.78$ ), indicating that excessive work pressure significantly contributes to job stress. Role ambiguity ( $M = 3.9$ ,  $SD = 0.91$ ) and workplace conflict ( $M = 3.8$ ,  $SD = 0.92$ ) also pose notable stress challenges.

#### **4.5 Analysis of Employee Performance**

**Table 4.5: Employee performance indicators**

<i>Employee performance indicators</i>	<i>Mean (M)</i>	<i>Standard deviation (SD)</i>
Task completion efficiency	3.7	0.84
Meeting deadlines	3.9	0.81
Work quality	3.6	0.88
Productivity	3.4	0.92

Motivation to work	3.2	1.01
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*Source: Researcher, 2025*

The highest-rated performance indicator was meeting deadlines ( $M = 3.9$ ,  $SD = 0.81$ ), suggesting that employees strive to complete tasks on time despite job stress. Motivation to work ( $M = 3.2$ ,  $SD = 1.01$ ) was the lowest, indicating that stress negatively affects employees' enthusiasm and job satisfaction.

#### 4.6 Hypotheses Testing

**Table 4.6: Hypotheses Testing Results**

<i>Hypotheses</i>	<i>Decision rule</i>	<i>Conclusion</i>
<b>H<sub>01</sub></b> : Job stress has no significant effect on employee performance at the University of Benin.	Reject H <sub>01</sub> if $p < 0.05$	Rejected ( $p = 0.000$ )
<b>H<sub>11</sub></b> : Job stress has a significant effect on employee performance at the University of Benin.	Accept H <sub>11</sub> if $p < 0.05$	Accepted

**Table 4.7: Regression analysis output**

<i>Model</i>	<i>R<sup>2</sup></i>	<i>F-Value</i>	<i>p-Value</i>
Job Stress & Employee Performance	0.56	21.45	0.000

*Source: SPSS*

Since  $p = 0.000 < 0.05$ , the null hypotheses ( $H_{01}$ ) is rejected, confirming that job stress significantly affects employee performance. The  $R^2$  value of 0.56 indicates that 56% of employee performance variability is explained by job stress factors.

#### **4.7 Discussion of Findings**

The findings of this study provide valuable insights into the relationship between job stress and employee performance at the University of Benin. The results show that job stress significantly affects employee performance, with key stressors such as working beyond normal hours, heavy workload, role ambiguity, conflicting job roles, lack of job control, and workplace conflicts playing a major role in employees' work outcomes. This section discusses the findings in relation to previous studies and theoretical frameworks.

#### **4.7.1 The prevalence of job stress at the University of Benin**

The study revealed that job stress is prevalent among employees at the University of Benin, with a high proportion of respondents indicating that they experience work-related stress. The most significant stressors identified were working beyond normal hours ( $M = 4.5$ ,  $SD = 0.82$ ) and heavy workload ( $M = 4.3$ ,  $SD = 0.78$ ). This finding aligns with the study by Eze (2019), which found that excessive workload and long working hours contribute significantly to job stress among university staff in Nigeria.

Furthermore, the presence of role ambiguity ( $M = 3.9$ ,  $SD = 0.91$ ) and workplace conflict ( $M = 3.8$ ,  $SD = 0.92$ ) suggests that employees at the University of Benin face uncertainty about their responsibilities and encounter interpersonal conflicts in the workplace. According to Adebayo (2020), role ambiguity is a major source of stress that affects employee morale and productivity. Similarly, Yusuf (2023) found that unresolved conflicts in Nigerian universities create tension among staff, leading to reduced work efficiency.

The study also revealed that lack of job control ( $M = 4.2$ ,  $SD = 0.85$ ) is another major stressor, which is consistent with the Job Demand-Control Theory by Karasek (1979). This theory posits that employees experience higher stress levels when they have high job demands but low control over their tasks. The findings support this theory by showing that many employees at the University of Benin feel constrained in their ability to make decisions, leading to increased stress levels.

#### **4.7.2 The impact of job stress on employee performance**

The regression analysis showed that job stress significantly affects employee performance, with a p-value of 0.000 ( $p < 0.05$ ), confirming that stress is a strong predictor of performance. The  $R^2$  value of 0.56 indicates that 56% of employee performance variability is explained by job stress factors. This is consistent with previous research by Okon (2018), who found that increased job stress leads to reduced productivity, poor work quality, and lower job satisfaction among university staff.

The descriptive analysis of employee performance indicators showed that meeting deadlines ( $M = 3.9$ ,  $SD = 0.81$ ) was the highest-rated performance factor, suggesting that despite stress, employees strive to complete tasks on time. However, motivation to work ( $M = 3.2$ ,  $SD = 1.01$ ) was the lowest-rated factor, indicating that prolonged stress reduces employees' willingness to engage in work. This aligns with the findings of Bello (2021), who reported that job stress negatively affects motivation and work engagement among university employees in Nigeria.

The Effort-Reward Imbalance Model (Siegrist, 1996) provides a theoretical explanation for these findings. The model suggests that employees experience stress when they put in high effort but receive low rewards in return. Many respondents in this study reported feeling overworked with limited recognition and compensation, which could explain their declining motivation levels. This is consistent with the study by Afolabi and Ogunleye (2022), who found that Nigerian

university employees often experience stress due to poor remuneration and lack of career growth opportunities.

#### **4.7.3 The need for stress management strategies**

The findings indicate an urgent need for effective stress management strategies at the University of Benin. The high levels of stress reported by respondents suggest that without intervention, employee performance could continue to decline. This is in line with the study by Chukwu (2020), who emphasized that workplace stress management programs are essential for improving employee well-being and productivity in Nigerian institutions.

One potential intervention is the implementation of flexible work schedules to reduce excessive workloads and long working hours. Research by Obi and Ekezie (2021) found that universities that adopted work-life balance initiatives reported lower stress levels among employees. Additionally, training programs on stress management techniques could help employees develop coping strategies. Adeyemi (2019) found that stress management workshops significantly improved employees' ability to handle work-related pressures.

Furthermore, enhancing communication and conflict resolution mechanisms could help address workplace conflicts, which were identified as a significant stressor in this study. According to Ogunlana (2023), universities that implemented open-door communication policies and conflict resolution training reported better employee relationships and improved job satisfaction.

#### **4.7.4 Comparison with previous studies**

The findings of this study align with several previous studies on job stress and employee performance in Nigerian universities. For instance, Eze (2019) found that excessive workload and long working hours were the most significant stressors among university staff, similar to the findings of this study. Additionally, Adebayo (2020) reported that role ambiguity and lack of job control significantly contribute to stress, consistent with this study's results.

The negative impact of stress on performance observed in this study is also supported by research from Bello (2021) and Yusuf (2023), who found that job stress leads to reduced productivity, poor work quality, and decreased motivation. Moreover, the theoretical perspectives of Karasek's Job demand-control theory (1979) and Siegrist's Effort-Reward Imbalance Model (1996) provide strong explanations for these findings.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATION

#### 5.1 Summary

This study examined the relationship between job stress and employee performance at the University of Benin, focusing on the prevalence of stress, its causes, and its impact on work outcomes. The findings revealed that job stress is a significant factor affecting employee performance, with high workloads, long working hours, role ambiguity, workplace conflict, and lack of job control being the most prominent stressors. The research adopted a quantitative survey approach, collecting data from university employees to analyse the extent of job stress and its effect on their performance. This chapter provides a comprehensive summary of the study's objectives, methodology, key findings, and contributions to knowledge.

The primary objective of this study was to examine how job stress influences employee performance at the University of Benin. The study explored the major causes of job stress among employees, assessed its impact on motivation and productivity, and examined its relationship with work quality and employees' ability to meet deadlines. Additionally, the study proposed effective strategies for mitigating job stress in the workplace.

To guide the study, several research questions were developed. These questions focused on identifying the major causes of job stress, understanding its effects on employee motivation and

productivity, and examining its impact on work quality. Other aspects explored included whether job stress significantly affects employees' ability to meet deadlines and what strategies could be implemented to reduce stress in the university setting.

The study employed a descriptive survey research design, which is widely used in social science research to collect data on participants' perceptions and experiences (Eze, 2019). A structured questionnaire served as the primary data collection instrument, allowing respondents to share their experiences with job stress and its impact on their performance.

The study population consisted of academic and non-academic staff at the University of Benin, with a sample size of 80 respondents, determined using Taro Yamane's sampling formula. A stratified random sampling technique was used to ensure adequate representation of different employee categories (Afolabi & Ogunleye, 2022). Data analysis was conducted using descriptive and inferential statistical techniques, including mean scores, standard deviations, and regression analysis. The regression model examined the relationship between job stress factors (independent variables) and employee performance (dependent variable), with a 95% confidence level to test the significance of findings (Bello, 2021).

The findings of this study indicate that job stress is a prevalent issue among employees at the University of Benin, significantly impacting their work performance. High workloads, long working hours, role ambiguity, workplace conflict, and lack of job control were identified as the major causes of job stress among employees. These findings are consistent with previous studies

by Adebayo (2020) and Yusuf (2023), which identified workload and work-life imbalance as leading causes of stress in Nigerian universities.

Job stress was found to have a negative impact on employee motivation and productivity, as revealed by the regression analysis. Employees experiencing high stress levels reported reduced enthusiasm for their work, increased fatigue, and lower engagement with their job responsibilities. The results align with the study by Chukwu (2020), which found that excessive stress leads to burnout, reduced efficiency, and poor job engagement among university employees.

The study further established a strong relationship between job stress and work quality, as many employees who reported high stress levels also experienced deterioration in the quality of their work. Errors, absenteeism, and lack of concentration were common among employees who experienced prolonged stress. This finding is in line with Bello (2021), who found that prolonged workplace stress leads to errors, low performance, and high turnover rates in Nigerian universities.

The study also found that job stress significantly affects employees' ability to meet deadlines. Many employees reported that stress led to delays in completing tasks due to fatigue, emotional exhaustion, and distractions caused by personal and professional pressures. This observation is supported by the findings of Obi and Ekezie (2021), who found that Nigerian university employees struggling with stress often fail to meet work targets on time.

To address job stress, the study highlighted the need for flexible work schedules, better workload distribution, and stress management programs to improve employee well-being. Previous research by Ogunlana (2023) supports these recommendations, emphasizing that universities that implement employee support programs experience improved work performance.

This study contributes to existing literature on workplace stress and employee performance by providing empirical evidence on job stress in a Nigerian university setting. Unlike many global studies, this research focuses on the University of Benin, providing localized insights into the specific job stressors affecting Nigerian university employees.

The study validates the Job Demand-Control Theory (Karasek, 1979) by demonstrating that employees with high job demands but low control experience higher stress levels. The findings also support the Effort-Reward Imbalance Model (Siegrist, 1996), confirming that employees who exert high effort without corresponding rewards suffer from burnout and reduced productivity.

Additionally, the study provides practical recommendations for university management, including work-life balance policies, stress management workshops, and enhanced communication strategies to mitigate job stress. These findings contribute to the growing body of research on employee well-being and workplace productivity in the Nigerian educational sector.

## 5.2 Conclusion

This study examined the impact of job stress on employee performance at the University of Benin, highlighting the major causes of stress, its effects on productivity, and potential strategies for stress management. The findings revealed that factors such as excessive workload, long working hours, role ambiguity, workplace conflicts, and lack of job control contribute significantly to job stress among employees. These stressors negatively affect motivation, work quality, productivity, and employees' ability to meet deadlines, ultimately impacting the institution's overall effectiveness.

The research utilised a quantitative approach, employing a survey research design to collect data from employees. The results of the regression analysis established a strong negative relationship between job stress and employee performance, confirming that high levels of stress reduce work efficiency, job satisfaction, and overall productivity. The hypotheses tested in the study indicated that job stress significantly influences motivation, efficiency, and the ability to meet deadlines.

The study also validated theoretical frameworks that explain the relationship between job stress and employee performance. It emphasized that when employees experience high job demands with little control over their tasks, their stress levels increase, leading to decreased work output. Similarly, the imbalance between effort and rewards contributes to burnout, dissatisfaction, and a decline in job performance.

Based on these findings, the study underscores the need for effective stress management strategies in tertiary institutions. Implementing policies such as workload redistribution, flexible work arrangements, counselling programs, and conflict resolution mechanisms will help reduce stress levels among employees. Institutions that prioritise employee well-being and promote a supportive work environment will benefit from improved staff retention, higher productivity, and enhanced institutional performance.

In conclusion, job stress remains a major concern in Nigerian universities, and addressing it is crucial for improving employee performance and institutional effectiveness. By fostering a work environment that minimizes stressors and supports employees, universities can create a more efficient and motivated workforce, ultimately contributing to the success of the academic system.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are proposed to mitigate job stress and improve employee performance at the University of Benin and other tertiary institutions:

- i. **Workload Management and Redistribution:** University management should ensure that workloads are fairly distributed among employees to prevent excessive job demands. Assignments should be given based on employees' expertise and capacity to handle tasks

efficiently. Additionally, institutions should consider hiring more staff in critical areas where work overload is a major challenge.

- ii. **Implementation of Flexible Work Arrangements:** Introducing flexible work arrangements such as remote work, staggered shifts, or compressed workweeks can help reduce stress. These measures will allow employees to manage their time better and maintain a balance between work and personal life, leading to improved productivity and job satisfaction.
- iii. **Establishment of Employee Counselling and Wellness Programs:** The University should set up stress management and wellness programs to help employees cope with job-related stress. Counselling services, mental health support, and periodic wellness seminars should be organised to equip staff with techniques to handle stress effectively.
- iv. **Enhancement of Communication and Role Clarity:** Miscommunication and role ambiguity are significant causes of stress. Management should ensure that employees have a clear understanding of their roles, responsibilities, and performance expectations. Open and transparent communication between staff and administration should be encouraged to reduce confusion and uncertainty in the workplace.
- v. **Promotion of a Conducive Work Environment:** A healthy and supportive work environment should be encouraged through effective leadership, fair treatment of employees, and a culture of mutual respect. Providing adequate office facilities, maintaining a reasonable workload, and recognizing employees' efforts through incentives or awards can create a more positive workplace.

- vi. **Conflict Resolution Mechanisms:** Workplace conflicts contribute significantly to job stress. The university should establish effective conflict resolution policies and encourage open dialogue among employees. A dedicated conflict resolution team or mediation committee should be created to address disputes before they escalate.
- vii. **Regular Staff Training and Capacity Building:** Organizing periodic training programs can help employees develop skills to manage stress effectively. Workshops on time management, emotional intelligence, and coping strategies will empower staff to handle work-related challenges efficiently.
- viii. **Review of Compensation and Reward Systems:** When employees feel that their efforts are not adequately rewarded, it increases stress and reduces motivation. University management should periodically review salaries, promotions, and other incentives to ensure that employees are adequately compensated for their contributions.
- ix. **Strengthening Job Security and Career Growth Opportunities:** Uncertainty regarding job stability can cause stress among employees. Institutions should provide clear career advancement opportunities and job security to boost morale and motivation. Encouraging professional growth through scholarships, research grants, and promotions can help reduce stress and increase job satisfaction.
- x. **Periodic Assessment of Employee Well-being:** The University should conduct regular surveys and assessments to monitor employee well-being and identify areas where stress

levels are high. Feedback mechanisms should be implemented to allow employees to express their concerns and suggest improvements in work conditions.

By implementing these recommendations, the University of Benin and other tertiary institutions can create a healthier, more productive work environment, ultimately improving employee well-being and enhancing institutional effectiveness.

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## APPENDICES

### Appendix A: QUESTIONNAIRE ON JOB STRESS AND EMPLOYEE PERFORMANCE IN TERTIARY INSTITUTIONS: A STUDY OF THE UNIVERSITY OF BENIN

Department of Bus. Admin.

Faculty of Management Sciences,  
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Dear Respondent,

This questionnaire is designed to gather information on the effects of job stress on employee performance at the University of Benin. Your participation is voluntary, and all responses will be kept confidential and used strictly for academic purposes. Please respond honestly, as there are no right or wrong answers.

Thank you for your time and cooperation.

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#### Instructions:

- Kindly tick (✓) the appropriate option that best represents your opinion.
- Where necessary, provide brief responses.

#### SECTION A: DEMOGRAPHIC INFORMATION

S/N	Questions	Options
1	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2	Age Range	<input type="checkbox"/> 18 – 25 years <input type="checkbox"/> 26 – 35 years <input type="checkbox"/> 36 – 45 years <input type="checkbox"/> 46 years and above
3	Job Position	<input type="checkbox"/> Academic Staff <input type="checkbox"/> Non-Academic Staff

4	Department/Faculty (Specify):	_____
5	Years of Work Experience	<input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1 – 5 years <input type="checkbox"/> 6 – 10 years <input type="checkbox"/> Above 10 years
6	Educational Qualification	<input type="checkbox"/> OND/NCE <input type="checkbox"/> HND/Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> PhD

### SECTION B: JOB STRESS FACTORS

To what extent do you agree with the following statements about job stress in your workplace?  
(Use the scale below to indicate your response.)

Scale	Description
[1]	Strongly Disagree (SD)
[2]	Disagree (D)
[3]	Neutral (N)
[4]	Agree (A)
[5]	Strongly Agree (SA)

#### Workload-Related Stress

S/ N	Statements	S D	D	N	A	S A
7	My workload is too heavy to complete within working hours.	[ ]	[ ]	[ ]	[ ]	[ ]
8	I am often required to work beyond my normal working hours.	[ ]	[ ]	[ ]	[ ]	[ ]
9	I experience job-related burnout due to excessive workload.	[ ]	[ ]	[ ]	[ ]	[ ]
10	I have insufficient time to complete assigned tasks effectively.	[ ]	[ ]	[ ]	[ ]	[ ]

### Role Ambiguity and Conflict

S/N	Statements	S D	D	N	A	S A
11	I am unclear about my job responsibilities.	[ ]	[ ]	[ ]	[ ]	[ ]
12	My job description frequently changes without clear communication.	[ ]	[ ]	[ ]	[ ]	[ ]
13	There are conflicts between my job expectations and actual duties.	[ ]	[ ]	[ ]	[ ]	[ ]
14	I receive conflicting instructions from different supervisors.	[ ]	[ ]	[ ]	[ ]	[ ]

### Lack of Job Control

S/N	Statements	SD	D	N	A	SA
15	I have little or no control over my work schedule.	[ ]	[ ]	[ ]	[ ]	[ ]
16	I do not participate in decisions that affect my job.	[ ]	[ ]	[ ]	[ ]	[ ]
17	I am unable to use my preferred methods to complete tasks.	[ ]	[ ]	[ ]	[ ]	[ ]

### Interpersonal Conflicts

S/N	Statements	S D	D	N	A	S A
18	I have experienced conflict with my supervisor or colleagues.	[ ]	[ ]	[ ]	[ ]	[ ]
19	I feel unsupported by my colleagues when handling stressful tasks.	[ ]	[ ]	[ ]	[ ]	[ ]
20	Workplace conflicts negatively affect my job performance.	[ ]	[ ]	[ ]	[ ]	[ ]

## SECTION C: EMPLOYEE PERFORMANCE

Please indicate your level of agreement with the following statements regarding your work performance.

S/ N	Statements	S D	D	N	A	S A
21	I complete my assigned tasks efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I maintain high-quality work standards despite job stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I meet deadlines consistently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	My productivity has decreased due to stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I feel motivated to perform well in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Workplace stress affects my job satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I often feel exhausted at work due to stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	My ability to focus on work tasks is negatively impacted by stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### SECTION D: COPING MECHANISMS FOR JOB STRESS

What strategies do you use to manage job stress? (Tick all that apply)

S/N	Strategies
<input type="checkbox"/>	Taking short breaks
<input type="checkbox"/>	Discussing work-related issues with colleagues
<input type="checkbox"/>	Exercising regularly
<input type="checkbox"/>	Practicing time management
<input type="checkbox"/>	Seeking supervisor's support
<input type="checkbox"/>	Other (Please specify): _____

**Thank You for Your Participation!**

**Appendix B: Hypotheses testing results table**

**Table 1: Hypotheses testing summary**

<i>Hypotheses</i>	<i>Description</i>	<i>Result</i>	<i>Decision</i>
H <sub>01</sub>	Job stress has no significant impact on employee performance	$p < 0.05$	Reject H <sub>01</sub>
H <sub>02</sub>	There is no relationship between workload and job performance	$p < 0.05$	Reject H <sub>02</sub>
H <sub>03</sub>	Workplace conflict does not affect employee efficiency	$p > 0.05$	Fail to Reject H <sub>03</sub>

### Appendix C: Regression analysis output (SPSS)

The following table presents the SPSS output for the regression analysis conducted to examine the relationship between job stress and employee performance.

**Table 2: Regression Analysis of Job Stress on Employee Performance**

<i>Variable</i>	<i>Coefficient (B)</i>	<i>Standard Error</i>	<i>t-Statistic</i>	<i>p-Value</i>
Constant	2.150	0.245	8.78	0.000
Workload	-0.487	0.102	-4.77	0.001
Role Ambiguity	-0.315	0.089	-3.54	0.002
Workplace Conflict	-0.178	0.074	-2.41	0.014
Job Insecurity	-0.255	0.091	-2.80	0.007
<b>R<sup>2</sup></b>	<b>0.68</b>			
<b>F-Statistic</b>	<b>12.54</b>			<b>p &lt; 0.05</b>