

RELATIONSHIP BETWEEN STRESS MANAGEMENT STRATEGIES AND LECTURERS' JOB EFFECTIVENESS IN COLLEGE OF EDUCATION OYO STATE, NIGERIA**BY****Aderinto Sanjo: Federal University Dutsin-Ma, Katsina State, Nigeria;****E-mail: sanjoaderinto@gmail.com****&****Adebayo Beatrice Aransiola: Federal University Dutsin-Ma, Katsina State, Nigeria****E-mail: aransiolabeatrice32@mail.com****Abstract**

This study assessed relationship between stress management strategies and lecturers' job effectiveness in college of education Oyo, State, Nigeria. It adopted a descriptive survey of correlation type. The population of the study consisted of all lecturers in the one of college of education, owned by Oyo state. Sample size was 120 lecturers were drawn using proportional sampling technique from five schools (school arts and social sciences, sciences, languages, and business and vocational studies). A researcher-designed questionnaire tagged "Stress management strategies and lecturers job effectiveness Questionnaire (SMSLJEQ) was used to elicit relevant information from the respondents drawn from the sampled institution. Descriptive statistics of frequency counts and percentage was used to analyze the personal data of respondents, mean and standard deviation was used to answer research question 2 while Pearson Product Moment Correlation (PPMC) was used to test research hypotheses at 0.05 alpha level of significance. The finding revealed that there was significant relationship between exercise activities and lecturers job effectiveness in colleges of education Oyo, State. There was significant relationship between lecturer time schedules and lecturers job effectiveness in college of education Oyo, State. There was significant relationship between lecturer interaction and lecturers job effectiveness in college of education Oyo, State. There was significant relationship between reduction on workload and lecturers job effectiveness in college of education Oyo, State. The following recommendations were made: Steps should be taken to reduce the workload of the lecturers. Lecturers should learn to prioritize the various works such as lecturing, paper writing, students' assessment and other related activities.

Keywords: Stress, Management Strategies, Job Effectiveness and Lecturer

Introduction

Education is not only an instrument of change but also a veritable tool for economic growth and national development. The fulfilment of these roles depends to a large extent on lecturer's productivity. The lecturer is the main agent directly involved in transforming the students into an educated fellow. Effective utilization of the intellectual ability of the lecturers is an important tool in the development of the tertiary institutions and society at large. These lecturers may at time have to deal with many activities in the school system in order to effectively handle these enormous responsibilities. As observed by Naylor (2001), for many lecturers, the demand for lecturing can be overwhelming. The workload has no defined limits. It is essentially open-ended responding to the needs of students. Lecturers tend to do far more than require and some do more than they can physically managed and result to stress". Stress is a part of the normal fabrics of human existence. Every individual regardless of race or cultural background, social and occupational status and even children experience stress in many ways (Oyerinde, 2004). It is an inevitable part of challenges that prompt mastery of new skills and behaviour pattern. However, when stress becomes excessive, difficulties occur and the sufferer experiences disrupted emotional, cognitive and physiological functioning. Stress may be acute or chronic in nature (Akinboye, 2002). Chronic stress is associated with the development of physical illness including such leading causes of death. The cost of stress in terms of human suffering, social and occupational impairment and mental illness is enormous (Solomon, 2003).

Stress is a common experience. People may feel stress when they are very busy, have important deadlines to meet, or have too little time to finish all of their tasks. Often some people may be particularly vulnerable to stress in situations involving the threat of failure or personal humiliation. Khan (2005) observed that others have extreme fears of objects or things associated with physical threats such as snakes, illness, storms, or flying in an airplane and become stressed when they encounter or think about these perceived threats. Major life events, such as the death of a loved one, can cause severe stress.

Stress occurs when there are demands on the person exceed his/her adductive resources. There are physical stresses such as extreme cold, heat, the invasion of micro- organisms, physical injuries etc. Certain environmental social conditions on the other hand can also be damaging these are called Psycho-social stresses e.g. loss of job, death of a loved one. Stress depends not only on extreme condition but also on vulnerability of the individual and the adequacy of his/her system of defences. Examples of Universal stresses include war, imprisonment, natural disaster such as fire burst, terror earth quack, disabling injuries and terminal illness. People react to the same stressor in diverse ways, in some who appear comparatively undisturbed and act an effective manner in spite of difficult situation. In contrast, others become disorganized, dazed, panicky and generally displaying the signs of severe emotional disturbances (Khan, 2005).

Stress can have both positive and negative effects. Stress is a normal, adaptive reaction to threat. It signals danger and prepares students to take defensive action. Fear of things that pose realistic threats motivates workers to deal with them or avoid them. Stress also motivates workers to achieve and fuels creativity. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks. In personal relationships, stress often leads to less cooperation and more aggression. Janet (2003) opined that, if not managed appropriately, stress can lead to serious problems. Exposure to chronic stress can contribute to both physical illnesses, such as heart disease, and mental illnesses, such as anxiety disorders. Much of the stress in lives results from having to deal with daily hassles pertaining to studies, personal relationships, and everyday living circumstances.

Many people experience the same hassles every day. Examples of daily hassles include living in a noisy work environment, commuting to school in heavy traffic, disliking one's fellow worker, worrying about owing money, waiting in a long cue, and misplacing or losing things. When taken individually, these hassles may feel like only minor irritants, but cumulatively, over time, they can cause significant stress. The amount of exposure people have to daily hassles is strongly related to their daily mood. Generally, the greater their exposure is to hassles, the worse is their mood. Studies have found that one's exposure to daily hassles is actually more predictive of illness than is exposure to major life events (Janet, 2003). Those lecturers that are exhausted frazzled, and demoralized by their work, are not likely to be effective or creative in the classroom. When lecturers do not have the energy to interact effectively with each other, with administrator and with students serious problem emerged.

In Oyo State college of education, a lecturer teaches course in various programs like full time, part-time, sandwich, at various levels (in some cases undergraduate and postgraduate), also still need to combine these with administrative works like preparing student's result, marking scripts, attending to student's needs, and also writing papers for publication. These leave lecturers exhausted and demoralized. It is against this background that this study paper intends to examine relationship between stress management strategies and lecturers' job effectiveness in colleges of education Oyo, State

Purpose of the Study

The main purpose of the study is to investigating relationship between stress management strategies and lecturers' job effectiveness in colleges of education Oyo, State, Nigeria. The study specifically intends to:

1. find out the indicators of stress management strategies among the lecturers' in Oyo state college of education
2. find out the level of lecturers' job effectiveness in Oyo state college of education

Research Questions

1. What are the indicators of stress management strategies among the lecturers in Oyo state college of education?
2. What is the level of lecturers' job effectiveness in Oyo state college of education?
3. Is there any significant relationship between exercise activities and lecturers' job effectiveness in college of education Oyo, State?
4. Is there any significant relationship between lecturer time schedules and lecturers' job effectiveness in college of education Oyo, State?
5. Is there any significant relationship lecturer interaction and lecturers job effectiveness in college of education Oyo, State?
6. Is there any significant relationship between reduction on workload and lecturers' job effectiveness in college of education Oyo, State?

Research Hypotheses

Ho₁: There is no significant relationship between exercise activities and lecturers' job effectiveness in college of education Oyo, State

Ho₂: There is no significant relationship between lecturers' time schedules and lecturers' job effectiveness in college of education Oyo, State

Ho₃: There is no significant relationship lecturer interaction and lecturers' job effectiveness in college of education Oyo, State

O₄: There is no significant relationship between reduction on workload and lecturers' job effectiveness in college of education Oyo, State

Methodology

Descriptive research design of correlation type was adopted for this study. This design is considered appropriate because it allows researcher to collect relevant data on the research variables and analyses them using the appropriate techniques. The population of the study was consisted of all lecturers in the one of college of education, Oyo state owned tertiary institutions. Samples of 120 lecturers were drawn using proportional sampling technique from five schools (school arts and social sciences, sciences, languages, and business and vocational studies). A researcher- designed questionnaire tagged "Stress management strategies and lecturers job effectiveness Questionnaire (SMSLJEQ) was used to elicit relevant information from the respondents drawn from the sampled institution. The instrument was divided into two sections. Section A is designed to elicit information on the bio- data of the respondents while section 'B' was focused on the data Stress management strategies and lecturers job effectiveness. 'A' meant to collect personal data of the respondents such as School Name, Gender, Teaching Experience, and Teaching Qualification. Section 'B'. Consist items on stress management strategies and lecturers' job effectiveness. The four likert rating scale was used on items of stress management strategies and lecturers job effectiveness include (SA) strongly agree, (A) agree, (SD) strongly disagree, (D) disagree while on lecturers job effectiveness would include (VH) very high, (H) high, (L) low, (VL) very low. Descriptive statistics of frequency counts and percentage was used to analyse the personal data of respondents, mean and standard deviation was used to answer research question 2 while Pearson Product Moment Correlation was used to test research hypotheses at 0.05 alpha level of significance.

Results**Table 1: Frequency and Percentage Distribution Showing the Gender of the Respondents**

Gender	Frequency	Percentage (%)
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Male	71	59.2
Female	49	40.8
Total	120	100

Table 1 showed that out of 120 respondents that participated in this study, 71 (59.2%) were Male, while 49 (40.8%) were Female. From this, it can be deduced that although the study sampled gender, majority of the respondents were female.

Table 2: Frequency and Percentage Distribution Showing the Respondents based on school

School	Frequency	Percentage (%)
Arts and Social Sciences	33	27.5
Education	13	10.8
Languages	27	22.5
Sciences	18	15
Vocational studies	29	24.2
Total	120	100

Table 2 showed that out of 100 respondents that participated in this study, 33 (27.5%) Arts and Social Sciences, 13 (10.8%) Education, 27 (22.5%) languages, 18(15%) Sciences and 29(24.2%) Vocational studies.

Research Question 1: What are the indicators of stress management strategies among the lecturers in Oyo state college of education?

Table 3: Mean and Standard Deviation of responses on indicators of stress management strategies among the lecturers in Oyo state college of education

S/N	Variable	N	X	SD	Decision
1	Exercise activities	120	2.62	.61	High
2	Lecturer time schedules	120	2.62	.61	High
3	Lecturer interaction	120	2.50	.50	Average
4	Reduction on workload	120	2.60	.58	High

Key

X

1.00 -1.59 Low

1.60 -2.59 Average

2.60 -5.00 High

Table 3 shows the level of responses on indicators of stress management strategies among the lecturers in Oyo state college of education. Based on the above finding, it was evidenced that, the responses on indicators of stress management strategies among the lecturers in Oyo state college of education was found to be high and average

Research Question 2: What is the level of lecturers' job effectiveness in Oyo state college of education?

Table 4: Mean and Standard Deviation of the level of lecturers' job effectiveness in Oyo state college of education

S/N	Variable	N	\bar{X}	SD	Decision
1	Lecture room teaching	120	2.02	.52	Average
2	Students assessment	120	2.40	.51	Average
3	Lecture room management	120	2.40	.50	Average
4	Record keeping	120	2.38	.50	Average

Key

X

1.00 -1.59 Low

1.60 -2.59 Average

2.60 -5.00 High

Table 4 shows the level of lecturers' job effectiveness in Oyo state colleges of education. Based on the above finding, it was evidenced that, the level of job effectiveness among lecturers was found to be average in lecture classroom teaching, students' assessment, lecture room management and Record keeping.

Testing of Research Hypotheses

H0₁: There is no significant relationship between exercise activities and lecturers job effectiveness in college of education Oyo, State

Table 5: Correlation between exercise activities and lecturers job effectiveness in colleges of education Oyo, State

Variables	N	Mean	SD	df	Calculated r-value	Critical r-value	Decision
exercise activities	120	2.68	0.72	118	.414	.002	Ho₁ Rejected
lecturers job effectiveness	120	2.47	0.62				

P<0.05

Table 5 shows that the calculated Pearson r-value of .414 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between exercise activities and lecturers job effectiveness in college of education Oyo, State was rejected.

H0₂: There is no significant relationship between lecturer time schedules and lecturers job effectiveness in college of education Oyo, State

Table 6: Correlation between lecturer time schedules and lecturers job effectiveness in colleges of education Oyo, State

Variables	N	Mean	SD	df	Calculated r-value	Critical r-value	Decision
lecturer time schedules	120	2.73	0.71	118	.412	.002	Ho₂ Rejected
lecturers job effectiveness	120	2.55	0.67				

P<0.05

Table 6 shows that the calculated Pearson r-value of .412 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between lecturer time schedules and lecturers job effectiveness in college of education Oyo, State was rejected.

H0₃: there is no significant relationship between lecturer interaction and lecturers job effectiveness in college of education Oyo, State

Table 7: Correlation between lecturer interaction and lecturers job effectiveness in colleges of education Oyo, State

Variables	N	Mean	SD	Df	Calculated t-value	P-value	Decision
lecturer interaction	120	2.57	0.67	118	.417	.002	Ho₃ Rejected
lecturers job effectiveness	120	2.49	0.55				

P<0.05

Table 7 shows that the calculated Pearson r-value of .417 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between lecturer interaction and lecturers job effectiveness in college of education Oyo, State was rejected.

H0₄: there is no significant relationship between reduction on workload and lecturers job effectiveness in college of education Oyo, State

Table 8: Correlation between reduction on workload and lecturers job effectiveness in college of education Oyo, State

Variables	N	Mean	SD	Df	Calculated t-value	P-value	Decision
reduction on workload	120	2.60	0.63	118	.415	.002	H₀₄ Rejected
lecturers job effectiveness	120	2.59	0.50				

P<0.05

Table 8 shows that the calculated Pearson r-value of .415 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between reduction on workload and lecturers job effectiveness in college of education Oyo, State was rejected.

Discussion of the Findings

Table 6 shows that the calculated Pearson r-value of .414 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between exercise activities and lecturers job effectiveness in college of education Oyo, State was rejected. The finding of the study revealed that exercise activities as part of stress management strategies lead to lecturers' job effectiveness. This study is supported by according to Smith and Siegel (2012), an individual needs to look closely and engage in regular exercise activities to bring out job effectiveness among the workers.

Table 7 shows that the calculated Pearson r-value of .412 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between lecturer time schedules and lecturers job effectiveness in college of education Oyo, State was rejected. A lecturer time schedule reduces level of stress. This finding corroborated with the study of Kalejaiye-Matti (2007), submitted good planning and effective use of time, being careful not to bother about things one cannot change, having a positive outlook on life, learning to relax, having regular physical exercise, reduction in teaching load through a conscious means, improving oneself through education and training, and learning to relax.

Table 8 shows that the calculated Pearson r-value of .417 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between lecturer interaction and lecturers job effectiveness in college of education Oyo, State was rejected. WebMD Medical Reference (2009), submitted that an individual needs to first of all find out what is causing the stress, look for ways to reduce the amount of stress, and learning healthy ways to relieve stress or to reduce its harmful effects. Therefore effective interaction, asks for help, speaks up mind, takes good care of one and tries out new ways of thinking among co-workers leads to their efficiency and effectiveness in the working place.

Table 9 shows that the calculated Pearson r-value of .415 is greater than the critical r-value of .002 and for 118 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between reduction on workload and lecturers job effectiveness in college of education Oyo,

State was rejected. The finding concluded that reduction on workload among lecturers is one of the stress management strategies that later lead job effectiveness. The result is supported by Pithers and Soden (1998), who found that normal level of workload among lecturers of tertiary institutions bring out effectiveness in them in term teaching, research, supervision and recording of students' assessment.

Conclusion

Based on the result of the study, the following conclusions were reached. The achievement of the tertiary education system depends upon the quality and effectiveness of the lecturers and the institution environmental conditions respectively. It is evident that lecturers are exposed to several sources of stress in their teaching profession. Indeed, stress is the challenge the body experiences in its bid to maintain equilibrium of existence. The heart of Nigerian educational system is the institution factors that include lecturers' variables is the major indicator and determinant of educational output. As result of this, the finding of this study has clearly linked lecturers' job effectiveness with stress and management strategies. It is therefore, revealed that when lecturers engage in stress management strategies they perform effectively and consequently in turn constitute to high academic standard in the Nigerian tertiary institutions.

Recommendations

Based on the research finding the researcher makes the following recommendations as

1. Steps should be taken to reduce the workload of the lecturers. By recruiting more teaching staff in the tertiary institutions to reduce the workload on them.
2. Counselling and stress management programmes/interventions should be introduced in tertiary institutions. Interventions like training about relaxation techniques and more social interactions with institution events might be helpful. These interventions must be supported with periodic health check-ups of the lecturers to diagnose stress related problems.
3. The management of colleges of education and the government should ensure that lecturers are adequately and timely paid with allowances, promoted and other compensations mode to encourage them put in their best on their teaching job.
4. Lecturers should learn to prioritize the various works such as lecturing, paper writing, students' assessment and other related activities. They should learn how to do one thing first before another so that all are not done at the same time.

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