

Impact of Work Experience on Work Stress among Academic Administrators in Nigerian Universities

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Key words: Academic administrators, universities, work experience, work stress, administrators

Abstract: This study examined the impact of work experience on work stress among university academic administrators in South-East, Nigeria. One research question and one null hypothesis guided the study. The study adopted a descriptive survey research design. The population of the study comprised 876 academic administrators in both federal and state universities in South-East, Nigeria. The sample for the study was the entire population because of its manageable size. Self-report questionnaire titled Work Stress of Academic Administrators Questionnaire (WSAAQ) was used to collect data. The instrument was validated by three academic experts and was trial-tested to establish its internal consistency. Cronbach Alpha method was used to compute the reliability of the instrument. The questionnaire was administered using direct delivery and retrieval method. The research question and hypothesis were analyzed using mean, standard deviation and t-test. The findings of the study show that there is no significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience. Recommendations were made which include that government at all level should endeavour to provide an enabling environment to employees to reduce the shock of work stress that they do pass through.

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INTRODUCTION

Work experience accounts for number of years an employee of any workplace (governmental or nongovernmental) worked in an office. Ibia^[1] defined work experience as knowledge that arises from being on a job and interacting with and learning from the

circumstances of the job. Work experience may be defined as the knowledge and skill one has gained while working in a specific field or occupation for a period of time^[2]. Okagu^[3] viewed work experience as the experience gained in a workplace over a period of time. The author further avers that experience comes through regular and persistent practices in a job situation. Work

experience is the knowledge an individual accumulates in the course of doing a particular work over a period of time. It, therefore, follows that work experience in a university setting can be seen as years of personal involvement with teaching and research in a university. According to Okore, academics vary in their years of teaching experience which represent how mature people are in their careers and how ready they are to embrace change. Thus, one is likely to gain a wide range of experiences from a job if he/she has been working for a relatively long period of time which can define the individual's state of performance.

The major key to successful performance of a job is the possession of relevant skills and experience. Igbo^[4] maintains that when an administrator is experienced in a job, he or she can make rational and progressive decisions. Chima^[5], supporting Igbo, submitted that lack of experience leads to lack of direction while good experience brings about favourable production, dynamism, purposeful and coordinated goal-directed activities. Edem^[6] argues that possession of work experience enables a leader to easily find solutions to complex managerial problems. Essien^[7] posit that work experience significantly influences the attitude and ability of workers to carry out their responsibilities. Adefolaju in Ibia^[1] noted that experienced workers are usually more confident, more knowledgeable, more diplomatic and tactful than inexperienced ones. Okagu^[3] stated that good management experience generally enhances problem identification, direction to act and useful coordination of relevant activities to achieve predetermined goals. Thus, possession of adequate work experience can contribute to a person's ability to finding solution to complex problems easily.

Concerning work experience and work stress, Anisman and Merali^[8] stated that an individual's work experience may affect his or her response to stress. In the same vein, Adesina and Ogunsaju in Ukpai^[2] posited that lack of adequate experience and inadequate preparations on the part of administrators may render them vulnerable to stress. Al-Omar^[9] holds that increase in the demographic factor of work experience may increase work stress among workers. The authors maintained that the more experience the employees have, the more likely they are to suffer more stress at work. Sager in Mahmood *et al.*^[10] averred that the ability to manage the stress associated with job and organization increases with years of work experience. Aftab and Khatoon^[11] hold that the prevalence of occupational stress among workers may be predicted based on the level of work experience. On the contrary, hold that having fewer years of work experience may be associated with better ability to handle stressful situations. While Klassen and Chiu^[12] opined that

increase in years of work experience may likely lead to increased work stress among workers, hold the view that increase in years of work experience may lead to better ability in coping with work stress among workers.

Stress has been variously defined. Cooper^[13] conceived stress as an imbalance between the resources and supplies that individuals believe they possess and the perceived threats or demands related to a given situation. Coleman^[14] views stress in line with Cooper by observing that stress occurs when the demands of the environment clearly exceed the resources of the person to handle them. Egor in Ofoegbu and Nwadiani^[15] sees stress as the way individuals respond to conditions that scare, threaten, anger, bewilder or excite them. In their own contribution, Williams and Cooper^[16] related stress to an outcome of a process where the challenges and demands of the pressures of life, work or home are felt by the individual. Clarke and Cooper^[17] aver that stress is a process in which environmental agents or forces threaten the well-being of an individual in the society. Fawole^[18] holds the view that stress occurs when there are demands on a person which taxes or exceeds his or her adjusting recourses. Erku and Chafra^[19] maintained that stress is a situation where the well-being of individuals is detrimentally affected by their failure to cope with the demands of their environment.

Scholars categorized stress into four types: eustress, distress, hypo stress and hyper stress. According to Fevre *et al.*^[20] eustress refers to the stress experienced in moderation or low level that would be enough to activate and motivate people towards achieving goals and success in life's challenges. Ugoji and Isele^[21] defined eustress as a type of short-term stress that provides immediate strength. According to the authors, eustress arises at points of increased physical activity, enthusiasm and creativity. Oboegbulem and Onwurah^[22] also described eustress as a feeling of happiness, euphoria and elation. The authors further contended that a feeling of elation, euphoria, happiness and excessive excitement could place a lot of tension on the cardiovascular system and consequently stress the body positively. It, therefore, follows that eustress is positive stress or good stress that arises when motivation and inspiration are needed to achieve goals. Examples of eustress, according to Chandran are: the extra strength and energy one feels before a big presentation or meeting, the feeling of excitement when one wins a game or race, the accomplishment of a challenge, the happy feeling of being loved, among others.

Distress is the opposite of eustress and refers to the degree of physiological, psychological and behavioural deviation from healthy functioning. Salposky^[23] defined distress as a negative stress or stress disorder that is

caused by adverse events which often influence a person's ability to cope. Oboegbulem and Onwurah^[22] defined distress as a feeling of anxiety and frustration which could manifest in the form of anger against self, anger against the place of work, anger against institutions and anger against family and friends. The authors further maintain that distress is dangerous to the body and is accompanied by extreme fatigue. Distress is therefore defined as the negative stress brought about by constant readjustments or alterations in a routine that creates feelings of discomfort. Examples of events that could lead to distress, according to Chandran include death of a loved one, financial problems, heavy workload, strained relationship, chronic illnesses, among others.

However, Chandran summarizes that, the experience of stress is highly individualized and that what constitutes overwhelming stress symptoms or manifestations for one person may not be perceived as stress by another. Larson and Swierzeski emphasized that some people are more prone to stress than others and that personality traits such as excitability, impatience, aggression and pessimism may increase the risk for stress in individuals. However, scholars have also observed that stress may not always have a negative effect. According to Chandran, little stress may be beneficial in that it can help individuals keep on their toes, ready to rise to a challenge. Wiley^[24] holds the view that it is impossible to live without experiencing some degree of stress at some point in one's lifetime. Adeyemo and Ogunyemi^[25], supporting Wiley, asserted that stress is an unavoidable characteristic of life and work. It, therefore, follows that individuals are not exempted from stress and stress at work. Stress at work is designated as work stress. Work stress may be regarded as a multifaceted problem which can be linked to the organizational, physical or social characteristics of work and work environment. The definitions further reveal that work stress can be experienced when the demands from the work environment exceed the employees' ability to cope with or control them. Thus, both individual and job characteristics play roles in producing work stress. Work stress factors are those social and organizational elements that may lead to the occurrence of work stress in workplaces^[9].

Scholars have noted that certain physical working environmental factors, especially unsatisfactory working conditions can affect the well-being of workers. Sackey *et al.*^[26] supporting Oboegbulem, averred that this source of stress develops as a result of flawed organizational structures and ineffective organizational development. Factors relating to workload pressure have been identified by some scholars as capable of inducing work stress. Workload is defined as all the activities that take the time of an individual and are related to professional duties and responsibilities^[27]. Workload,

therefore, means the amount of work assigned to or expected from a worker in a specified time period. It is the intensity of job assignments. Workload pressure, according to Ukpai^[2], refers to having much work to do in order to meet deadlines. Kirch defined workload pressure as tension that arises when job demands exceed an individual's ability to deal with them. Workload pressure, therefore, refers to the excessive burden of work that is beyond control. It is a situation where a worker is performing to maximum capacity but cannot meet all the role demands. According to Kelderman^[28] institutions of higher education have experienced significant financial losses and in response to decreased funding have tried to save money by laying-off employees, consequently, the employees who remain may be overwhelmed by increased workloads because they have to perform their jobs and those of their former co-workers which could result in stress at work. It has been argued by some scholars that academic staff of universities, especially the academic administrators, experience debilitating workload pressure. This pressure refers to stress arising from the performance of their day-to-day academic and administrative duties which manifests in a multiplicity of tasks such as implementing curriculum, addressing grievances, attending workshop training and seminars, conducting examinations, marking of scripts, collation and submission of examination results, demands to meet targets and deadlines, long hours of teaching, evaluating staff members' performances, writing reports and other paper work as well as monitoring all other faculty and departmental activities, among others. Also, pressure arising from work-family imbalance adds to the workload as noted by Anyakoha^[29]. The author stated that striking a workable and healthy balance between work and family responsibilities is a challenge which leads to stress and may threaten the well being of an individual. Ugwu noted that the inability to balance work and family roles may lead to a situation where job demands start encroaching on a worker's private time and vice versa which could lead to stress.

Explaining job performance, Levey^[30] holds that it is the result of three factors working together: skill, effort and the nature of the work. According to the author, skills include knowledge, abilities and competencies the employee brings to the job; effort is the degree of activity the employee puts forth toward getting the job done; while the nature of work is the degree of accommodation of these conditions in facilitating the employee's productivity. Job performance is seen in this study as an action or achievement considered in relation to whether an employee has successfully carried out his/her responsibilities as assigned by the organization or not. It depicts work-related activities expected of an employee and how well those activities are executed or how well an

individual is meeting the organization's expectations. It, therefore, follows that the impact of work stress on job performance delineates how work stress affects or influences the ability of employees (academic administrators) to carry out their assigned responsibilities. Ogunu^[31] views management as the effective organization and utilization of human and material resources for the achievement of identified objectives. Otu^[32] defined management as the method by which the leader utilizes material and human resources to achieve predetermined organizational goals.

Furthermore organizational goals in Nigeria can be realized easily if the goals on which universities they are established are stuck to accordingly, the goals of university education as enshrined in the^[33] are to contribute to national development, high-level relevant manpower and training, develop and inculcate proper value for survival of the individual and society, develop the intellectual capability of individuals to understand and appreciate their local and external environments, acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society, promote and encourage scholarship and community service, forge and cement national unity and promote national and international interaction. These goals are being pursued through teaching, research and development, virile staff development programmes, generation and dissemination of knowledge which are all embedded in university education. The above goals can be more realistic, possible and pragmatic if work stress is eliminated in the working environment of universities in South-East. Hence, the needfulness to investigate the impact of work experience on work stress among academic administrators of universities in South-East, Nigeria.

Purpose of the study: The general purpose of this study was to investigate the impact of work experience on work stress among academic administrators of universities in South-East Nigeria. Specifically, the study sought to ascertain the:

Mean ratings of academic administrators of universities in South-East Nigeria on the impact of work stress on job performance based on work experience in South-East Nigeria.

Research question: The following research question were raised to guide the study. What is the impact of work stress on academic administrators job performance in universities in South-East Nigeria based on work experience?

Hypothesis: The hypothesis below was raised and tested at 0.05 probability level. There is no significant difference

between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience.

MATERIALS AND METHODS

The study employed a descriptive survey research design. The study covered ten (five state and five federal) universities in South-East, Nigeria. The study area is made up of five states namely: Abia, Anambra, Ebonyi, Enugu and Imo States. Respondents were 786 academic administrators. The Work Stress of Academic Administrators Questionnaire (WSAAQ) was used for collecting data. The WSAAQ is structured on a four-point rating scale of Strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Disagreed (D) = 2 points and Strongly Disagreed (SD) = 1 point. In order to ascertain the internal consistency estimate of the instrument, a trial-testing of the instrument was done with 30 academic administrators. The reliability estimate was computed using Cronbach alpha and was shown to be reliable (Cronbach alpha = 0.90). The instrument was administered directly to the respondents by the researchers with the help of seven research assistants. The data collected was analyzed using mean and standard deviation in answering the research question while t-test was used to test the hypothesis.

RESULTS AND DISCUSSION

Research question: What is the impact of work stress on academic administrators' job performance in universities in South-East Nigeria based on work experience?

Data presented in Table 1 show the mean and standard deviations of responses on the impact of work stress on academic administrators' job performance in universities in South-East Nigeria based on work experience. The result of the study showed that the respondents with below 10 years experience agreed on items 1 -13, 17, 19, 21, 23-24 and 26 as the impact of work stress on academic administrators' job performance in universities in South-East Nigeria. Also, respondents with experience of 10 years and above agreed on items 1-17, 19, 21, 23-26 and 28 with mean ratings above the 2.50 benchmark as the impact of work stress on academic administrators' job performance in universities in South-East Nigeria. All the respondents disagreed on items 18, 20, 22, 27, 29 and 30 as the impact of work stress on academic administrators' job performance with mean ratings below 2.50. Those whose experience is below 10 years disagreed on items 14-16, 25 and 28 as the impact of work stress on academic administrators' job performance, with mean ratings below the 2.50 benchmark. However, the cluster mean of 2.67 with a standard deviation of 0.24 (for respondents with below 10

Table 1: Mean ratings of academic administrators of universities in South-East Nigeria on the impact of work stress on job performance based on work experience

Item statements	Below 10 years N = 138			10 years and above N = 607		
	\bar{X}_1	SD ₁	Year ₁	\bar{X}_2	SD ₂	Year ₂
When I am under stress at work:						
Health challenges						
1. I experience burnout which reduces my efficiency at work	2.78	0.78	A	2.70	0.79	A
2. I usually suffer a loss of memory which makes me get involved in workplace accidents	3.13	0.80	A	3.06	0.85	A
3. I am prone to heart diseases such as highblood pressure which reduces my ability to do my job	3.00	0.75	A	3.03	0.77	A
4. I often suffer headaches and muscle pains which hinder my job performance	2.68	0.76	A	2.76	0.77	A
5. I suffer gastrointestinal diseases such as diarrhoea which makes me achieve less in my job performance	2.64	0.74	A	2.79	0.79	A
6. I experience eating disorders such as loss of appetite which lowers my strength for work	2.95	0.79	A	3.00	0.83	A
7. I experience sleep difficulties such as insomnia which makes me unable to respond quickly to demands placed on me	2.78	0.75	A	2.80	0.75	A
8. I resort to alcoholic beverages leading to loss of focus in the performance of my job	2.75	0.76	A	2.82	0.76	A
9. I usually incur high costs of health care which dampens my zest for performance in my job	3.22	0.73	A	3.24	0.77	A
Job tension						
10. I feel tensed which reduces my ability to do my work	2.83	0.75	A	2.75	0.75	A
11. I experience difficulties in concentration leading to aggressiveness to staff and students	2.70	0.68	A	2.57	0.69	A
12. I find it difficult to communicate effectively with my staff leading to serious misunderstandings	2.90	0.79	A	2.92	0.81	A
13. I am unable to complete tasks on time due to frequent mood swings	3.05	0.74	A	3.07	0.73	A
14. I find it difficult to make decisions that affect the lives of my staff and students	2.44	0.75	D	2.61	0.70	A
15. I am often late for important appointments that have to do with my job	2.35	0.76	D	2.50	0.69	A
16. I often make careless mistakes in the course of performing my job	2.40	0.80	D	2.53	0.69	A
17. I often forget important things which render me incapable of meeting up with my work schedules	2.81	0.64	A	2.80	0.64	A
Low morale/low job satisfaction						
18. I usually experience low morale which reduces my ability to perform my job	2.32	0.47	D	2.40	0.49	D
19. I experience loss of interest in my job which reduces my motivation for task accomplishments	2.62	0.56	A	2.63	0.51	A
20. I am often absent from office and classes due to loss of interest in my job	2.43	0.49	D	2.38	0.48	D
21. I am unable to perform my supervisory role on my staff due to low morale in my job	2.56	0.52	A	2.62	0.53	A
22. I often desire to quit my job due to feelings of dissatisfaction	2.43	0.69	D	2.38	0.66	D
23. Low morale in my job negatively affects my staff members in their job performance	2.57	0.56	A	2.65	0.52	A
Poor work relationships						
24. I often shout and yell at my staff which hampers their confidence in their job performance	2.59	0.69	A	2.66	0.66	A
25. I find it difficult to delegate responsibilities to my subordinates which increases my workload	2.49	0.72	D	2.56	0.68	A
26. I often withdraw to myself leading to loss of sense of responsibility in my job	2.56	0.72	A	2.59	0.69	A
27. I am predisposed to blaming others which erode staff morale for productivity	2.29	0.57	D	2.29	0.55	D
28. I find it difficult to listen to my subordinates which obstruct teamwork.	2.49	0.69	D	2.53	0.68	A
29. I find it difficult to express appreciation to my staff which lowers their commitment to their jobs	2.31	0.66	D	2.42	0.66	D
30. I am often intolerant of the mistakes of my staff which hinders their creativity at work	2.31	0.61	D	2.38	0.63	D
Cluster Mean	2.67	0.24	A	2.69	0.24	A

years experience) and 2.69 with a standard deviation of 0.24 (for respondents with 10 years experience and above) respectively, showed that majority of the items listed on Table 1 are the impact of work stress on academic administrators' job performance in universities in South-East Nigeria.

Hypothesis: There is no significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience.

The result in Table 2 shows the t-test analysis of the significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience. The result showed that there is a significant difference in items 5, 11, 14 and 15. This is because their significant values are <0.05 level of significance. However, there is no significant difference in items 1-4,

6-10, 12, 13 and 16-30 because their significant values are >0.05. A cluster t-value of -1.59 at 743° of freedom and significant value of 0.11 was obtained. Since the significant value of 0.11 is >0.05 set as the level of significance, it means that the null hypothesis which stated that there is no significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience is not rejected. The inference drawn therefore is that there is no significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience.

The results of the impact of work stress on academic administrators job performance in universities in South-East Nigeria based on work experience showed that the respondents with below ten years of work experience agreed that the impact of work stress on their job

Table 2: t-test analysis of the significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience

Item statements	Below 10 years N = 138		10 years and above N = 607		t-cal	df	Sig.	Dec
	\bar{X}	SD1	\bar{X}	SD2				
When I am under stress at work								
1. I experience burnout which reduces my efficiency at work	2.78	0.78	2.70	0.79	1.06	743	0.29	NS
2. I usually suffer a loss of memory which makes me get involved in workplace accidents	3.13	0.80	3.06	0.85	0.95	743	0.34	NS
3. I am prone to heart diseases such as highblood pressure which reduces my ability to do my job	3.00	0.75	3.03	0.77	-0.32	743	0.74	NS
4. I often suffer headaches and muscle pains which hinder my job performance	2.68	0.76	2.76	0.77	-1.14	743	0.25	NS
5. I suffer gastrointestinal diseases such as diarrhoea which makes me achieve less in my job performance	2.64	0.74	2.79	0.79	-1.92	743	0.05	S
6. I experience eating disorders such as loss of appetite which lowers my strength for work	2.95	0.79	3.00	0.83	-0.62	743	0.53	NS
7. I experience sleep difficulties such as insomnia which makes me unable to respond quickly to demands placed on me	2.78	0.75	2.80	0.75	-0.19	743	0.84	NS
8. I resort to alcoholic beverages leading to loss of focus in the performance of my job	2.75	0.76	2.82	0.76	-0.89	743	0.37	NS
9. I usually incur high costs of health care which dampens my zest for performance in my job	3.22	0.73	3.24	0.77	-0.21	743	0.83	NS
Job tension								
10. I feel tensed which reduces my ability to do my work	2.83	0.75	2.75	0.75	1.12	743	0.26	NS
11. I experience difficulties in concentration leading to aggressiveness to staff and students	2.70	0.68	2.57	0.69	2.09	743	0.04	S
12. I find it difficult to communicate effectively with my staff leading to serious misunderstandings	2.90	0.79	2.92	0.81	-0.29	743	0.77	NS
13. I am unable to complete tasks on time due to frequent mood swings	3.05	0.74	3.07	0.73	-0.32	743	0.74	NS
14. I find it difficult to make decisions that affect the lives of my staff and students	2.44	0.75	2.61	0.70	-2.47	743	0.01	S
15. I am often late to important appointments that have to do with my job	2.35	0.76	2.50	0.69	-2.13	743	0.03	S
16. I often make careless mistakes in the course of performing my job	2.40	0.80	2.53	0.69	-1.88	743	0.06	NS
17. I often forget important things which render me incapable of meeting up with my work schedules	2.81	0.64	2.80	0.64	0.02	743	0.98	NS
Low morale/low job satisfaction								
18. I usually experience low morale which reduces my ability to perform my job	2.32	0.47	2.40	0.49	-1.62	743	0.11	NS
19. I experience loss of interest in my job which reduces my motivation for task accomplishments	2.62	0.56	2.63	0.51	-0.23	743	0.81	NS
20. I am often absent from office and classes due to loss of interest in my job	2.43	0.49	2.38	0.48	0.90	743	0.37	NS
21. I am unable to perform my supervisory role on my staff due to low morale in my job	2.56	0.52	2.62	0.53	-1.09	743	0.27	NS
22. I often desire to quit my job due to feelings of dissatisfaction	2.43	0.69	2.38	0.66	-0.80	743	0.42	NS
23. Low morale in my job negatively affects my staff members in their job performance	2.57	0.56	2.65	0.52	-1.56	743	0.12	NS
Poor work relationships								
24. I often shout and yell at my staff which hampers their confidence in their job performance	2.59	0.69	2.66	0.66	-0.98	743	0.33	NS
25. I find it difficult to delegate responsibilities to my subordinates which increases my workload	2.49	0.72	2.56	0.68	-1.02	743	0.31	NS
26. I often withdraw to myself leading to loss of sense of responsibility in my job	2.56	0.72	2.59	0.69	-0.52	743	0.60	NS
27. I am predisposed to blaming others which erode staff morale for productivity	2.29	0.57	2.29	0.55	0.04	743	0.97	NS
28. I find it difficult to listen to my subordinates which obstruct teamwork	2.49	0.69	2.53	0.68	-0.60	743	0.55	NS
29. I find it difficult to express appreciation to my staff which lowers their commitment to their jobs	2.31	0.66	2.42	0.66	-1.69	743	0.09	NS
30. I am often intolerant of the mistakes of my staff which hinders their creativity at work	2.31	0.61	2.38	0.63	-1.17	743	0.24	NS
Cluster t	2.67	0.24	2.69	0.24	-1.59	743	0.11	NS

performance manifests through: burnout which reduces their efficiency at work, being prone to heart diseases which reduces their abilities to work, gastrointestinal

diseases which make them achieve less in their job performance incurring high costs of health care which dampens their zest for performance, difficulties in

concentration leading to aggressiveness to staff and students, low morale which reduces their ability for job performance, shouting and yelling at staff which hampers their confidence in job performance, among others. Also, the respondents with ten years of work experience and above agreed that work stress impacts on their job performance through a loss of memory which makes them get involved in workplace accidents, headaches and muscle pains which hinder their job performance, eating disorders such as loss of appetite which lowers their strength for work, loss of interest in their jobs which reduces their motivation for task accomplishments, difficulty to listen to subordinates which obstructs teamwork, difficulty to delegate responsibilities to subordinates which increases their workload, among others. However, the two groups of respondents disagreed that work stress impacts on their job performance through: absence from office and classes due to loss of interest; a desire to quit their jobs due to feelings of dissatisfaction, difficulty to express appreciation to their staff, among others. However, judging from the cluster mean scores and standard deviations of both groups of respondents, majority of the items constitute the impact of work stress on their job performance.

The findings support the view by Ford who maintained that diseases engendered by work stress could make workers to stop working for long periods, could cause exposure to traumatic events, disability increased cost of health care and interpersonal conflicts, thereby militating against the realization of organizational objectives. The result also agrees with the assertion of Thomas *et al.*^[34], who argued that work stress contributes to organizational inefficiency which manifests in high staff turnover, absenteeism and, low morale, reduction in creative ability, loss of work interest, decreased job satisfaction and diminished organizational commitment.

The result of the null hypothesis (t-test analysis), showed that there is no significant difference between the mean ratings of academic administrators of universities with regard to the impact of work stress on job performance based on work experience. Thus, hypothesis 4 is accepted. This means that work stress impacted on the job performance of academic administrators irrespective of the number of years they have spent working in the universities. The result is in consonance with that of Jepson and Forrest^[35] who found that work experience does not predict work stress experienced by teachers. The finding also tallies with that of Johannsen who found no significant difference between years of work experience and job stress among teachers. The result further lends credence to the finding of Omoniyi and Ogunsami^[38] who reported no significant difference in the level of perceived stress among academic staff of universities in South-West Nigeria based on years of work experience. However, the finding does not agree with the view of Aftab and

Khatoon^[11], who opined that the prevalence of occupational stress among workers may be predicted based on the level of work experience.

CONCLUSION

The findings revealed that the experience of workers does not determine their level of work stress, especially when measured with job performance. The study, therefore, suggests that the academic environment should be furnished with adequate facilities for effective teaching and learning, ensuring conducive offices incentive allowances, staff van among others.

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