

Impact of Educational Qualification on Work Stress among Academic Administrators of Universities in South-East Nigeria

¹Patience Okwudili Nwosu, ²EuchariaNchedo Aye, ²Celestine O. Eze, ³Charles Onwuka Chukwujekwu, ²Malachy A. Ezeah, ⁴Mark E. Okoro, ⁵Fidelis O. Asogwa, ⁵Donatus U. Ajibo and ²Theresa Olunwa Oforka

¹Department of Educational Foundations, Taraba State University, Jalingo, Nigeria

²Department of Educational Foundations, University of Nigeria, Nsukka, Nigeria

³Department of Sociology, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State, Nigeria

⁴St. Benedict's Parish Amaraku Isiala Mbano LGA, Imo State, Nigeria

⁵Department of Mass Communication, University of Nigeria Nsukka, Nigeria

Key words: Educational Qualification, Work Stress, Academic Administrators, Universities, South-East and Nigeria

Corresponding Author:

Theresa Olunwa Oforka

Department of Educational Foundations, University of Nigeria, Nsukka, Nigeria

Page No.: 2156-2164

Volume: 15, Issue 10, 2020

ISSN: 1816-949x

Journal of Engineering and Applied Sciences

Copy Right: Medwell Publications

Abstract: This study investigated the impact of educational qualification on work stress management among academic administrators in South-East Nigeria. The study adopted a descriptive survey research design. The population of the study is 786 academic administrators consisting of deans of 103 faculties, heads of the entire 572 academic departments and 111 directors of institutes/centres. The study sampled the whole population for the study. The instrument for data collection was a researcher-developed questionnaire titled the Work Stress of Academic Administrators Questionnaire (WSAAQ). Results showed that there is a significant difference between the mean ratings of academic administrators of universities concerning the impact of work stress on job performance based on educational qualification with Ph.D holders having a higher mean rating. The state and federal governments should employ more academic staff with a higher degree, offer in-service training among others to ensure high productivity of academic administrators.

INTRODUCTION

Education may be defined as training that involves the acquisition of knowledge, abilities, development of character, mental power and a continuous process in which one step prepares the way to the next. Education is a process which helps to develop an individual fully so that he can function effectively in whatever environment

he finds himself. Ocho^[1] conceptualized education as a process of equipping the individual with appropriate knowledge, values, skills and the development of potentials for effective functioning in his or her society. Ezeani sees education as a body of knowledge and organized experience to be accommodated by individuals to guide them in the right and proper direction as well as enable them to achieve their set goals. Lohithakshan

maintains that education is the process of developing the potentials of man to the optimum level in order to enable him/her to live a productive and happy life in the society. Implicitly, education is a venture that every individual and every society needs. It helps to prepare, equip and secure individuals for all aspects of life and provides them with the basic foundation to function and develop their society. It is also the transmission of idea, knowledge, skills, values and beliefs from one generation to another. It enables an individual to acquire skills, knowledge and character for useful living.

The central role of education, according to Obunadike^[2] is to transform individuals in the society to be responsible and functional members of the society. Aboho and O'kwu^[3] hold that education is expected to inculcate in an individual the right type of values and attitudes for survival as well as enable him/her acquire appropriate skills, abilities and competencies, both mental and physical, to contribute to the development of his society. Mirowsky and Ross^[4] posit that formal education serves three functions in modern societies: developing abilities through progressive instruction and training, grading individual levels of development and getting advancement and regulating access to occupations and jobs. This may depend on the educational qualification one possesses.

Educational qualification refers to the degrees, diplomas, certificates, professional certificates among others that an individual has acquired whether by full-time study, part-time study or private study, whether from the home country or abroad and whether conducted by educational authorities, special examining bodies or professional bodies. NG and Feldman^[5] refer to educational qualification as the academic credentials or degrees an individual has obtained. The Robert Wood Johnson Foundation in their report, defined educational qualification as the educational attainment or the years or level of overall schooling a person has. Educational qualification is defined in this study as the degrees obtained by an individual that certify the completion of specific academic programmes. Academic or educational qualification displays that a person has the basics in learning.

Educational qualification may be defined as the extent of one's educational attainment represented in the quality of certificates which the individual has obtained from educational institutions^[6]. Educational qualification also defines the degrees obtained by an individual which certify the completion of specific academic programmes. Some scholars like Wilson *et al.*^[7] observed that people with higher educational qualification may likely experience fewer stressful situations and manage stress better than those with lower educational qualifications. Concerning educational qualification and work stress,

Gallow and Matthews^[8] opined that people with higher educational qualifications have more demanding jobs that require greater abilities and thus have greater worries which may put more stress on them than those with lower educational attainment. Finkelstein *et al.*^[9] aver that people with higher educational qualification are more optimistic and have more resources to cope with or manage stressful situations than people coming from lower socio-economic status with a lower level of education. Cohen *et al.*^[10] submit that higher educational qualifications have been linked with a greater perception of personal control, skills, habits and attitudes such as purposefulness, self-directedness, perseverance and confidence that shape what happens to people and also may enable them to gain access to resources that promote health. Legender and Kraft^[6] posit that higher educational qualification gives employees increased sense of control which may in turn be linked with health outcomes including higher levels of self-rated health, lower levels of physical impairment and decreased risk of chronic conditions such as stress. Mirowsky and Ross^[11] maintain that the higher the level of education, the less likely individuals will get into situations of chronic stress, the better they cope if in them and the quicker they get out or correct the situation.

Braveman and Egerter^[12] posited that people with a higher educational qualification are likely to live longer, experience better health outcomes and practise health-promoting behaviours or stress management such as exercising regularly, refraining from smoking and obtaining timely health-care check-ups and screenings thereby reducing stressful situations. Hardy submitted that workers with less formal education and training are more likely to hold lower-paying jobs with more occupational hazards and poor working conditions that put them at higher risk of psychosocial stress, especially at work. Telfair and Shelton^[13] averred that those with more education are less likely to report that they are in poor health or are experiencing anxiety or depression. Gallow and Matthews^[8] are of the view that people with lower educational qualification may suffer lower levels of stress and maybe better stress managers than those with higher educational qualification. Stress has become a word not only used in physics, medicine, psychology and management sciences but also in everyday speech. However, Gary opined that educational qualification may not have a relationship with the experience of work stress. Oboegbulem^[14] posits that stress has become part of everyone's vocabulary and most people including students in the primary, secondary and tertiary institutions, have some subjective notion of what it means to be stressed. Thus, stress has become a popular concept for explaining a wide range of behaviours that appear to defy explanations. Indeed, it has become fashionable in the

Nigerian society to attribute erratic and unexplainable behaviour of people to the fact that they are stressed^[15]. Stress has far-reaching effects on people. Although, it may not be considered as killing and dreadful like Acquired Immune Deficiency Syndrome (AIDS), cancer, tuberculosis and other terminal diseases, stressful situations have debilitating effects on people's health and performance generally^[16]. Woolfolk and Lehrer opined that the symptoms and effects of stress are quite real and may occur anywhere in the body, may be mild or severe, can last for years and can significantly impair an individual's daily life. However, stress may affect individuals differently depending on their various interpretations of the stressors or stimulus. Moorhead and Griffin^[17] maintain that stress is caused by a stimulus which can be either physical or psychological and that individuals may react or respond to the stimulus in different ways. On a general basis, stress affects individuals physiologically or physically, mentally and behaviourally with the symptoms or manifestations varying enormously among individuals.

Thus, work stress, also referred to as occupational stress, job stress, work-related stress or workplace stress is the physical and emotional responses that occur, when the requirements of a job do not match with the capabilities, resources and needs of the academic administrator. According to Ugwuagu^[18], no institution shapes people's personality as much as their jobs their daily work and the reward they derive from their jobs affect their self-esteem their social relations and their physical and mental health. Ugwuagu further stated that an easy-going person can be driven to sadness or serious aggression by pressure-laden jobs. Scholars have noted that certain physical working environmental factors, especially unsatisfactory working conditions can affect the well-being of workers. Potential stressors in the physical environment include unpleasant or dangerous physical conditions such as overcrowding, noise, air pollution or ergonomic problems, conditions such as extreme cold or heat, hazards, unsatisfactory service conditions such as inadequate/irregular salaries, job insecurity, lack of infrastructural facilities and supplies such as modern instructional materials or teaching aids, inadequacy of teaching staff, inadequate classroom spaces, overcrowded offices and more^[19]. Logan holds that the combined responsibilities of teaching, research and publishing add weight to an already heavy load which can be very damaging to job performance. Smith^[20] observed that more administrative responsibilities and having more students to teach contribute to the stress experienced by academic administrators. Cobb in Essien^[21] referred to this factor as responsibility for things and responsibility for people. According to the author, responsibility involving people include their work

schedules their rewards and their future while responsibility for things involves working with budgets, equipment and projects. Oraegbunam^[22] posits that individuals who have greater responsibility for other people spend so much time interacting with people in meetings, responding to memos, meeting deadlines for report submissions and suffer interruptions from frequent telephone calls from both external and internal sources arising from the performance of jobs which may result in fewer amounts of working time, thereby crippling their capacity to perform optimally.

Oboegbulem and Onwurah^[23] argued that the waning public image of education as reflected in the low priority which education is accorded at the national, state and sometimes local levels has led to a loss of reputation or diminution of self-esteem and respectability. It has also prompted demands for increased academic productivity at a time when all levels of financial support for education have been drastically reduced. Consequently, the teaching profession has become more and more stressful and less and less rewarding. According to Peretomode^[24], these feelings of being undervalued could place academics (academic administrators inclusive) under pressure and can become a source of stress which may negatively affect their ability to carry out their jobs. Although, some authors in their conceptualization of performance have clarified that performance does not have to be directly observable actions of an individual but can consist of mental productions such as the ability to make decisions, communication skills, interpersonal skills and others^[25]. Campbell^[26] argued that job performance is not a unified construct and that many jobs have different performance standards which managerial role can greatly influence.

Igbo in Okagu^[27], reasoning along this line, defined management as a formalized system of activities which is intended to control, supervise, plan and make decisions about the various activities of an organization based on an established authority. These definitions reveal that management is systematic and dynamic and involves social interaction processes aimed at achieving desired objectives in the most prudent way. It involves people, aims at optimizing the usage of resources and portrays the rational aspect of the nature of man in his social setting. Peretomode^[28] added that administration like management also involves such elements or activities as planning, organizing, programming, staffing, budgeting, coordinating, reporting and evaluating. Okeke^[29] supporting Peretomode, argued that within the context of the educational enterprise, the terms administration and management are often used interchangeably. Implicitly, therefore which ever way management processes or administrative processes are termed, the application remains the same. Thus, anybody that carries out administrative responsibilities in an organization is an

administrator. An administrator, therefore, may be seen as one who co-ordinates men and material resources in an organization for the purpose of achieving set goals.

The need for university education stems from the fact that the system is responsible for the development and production of high-level manpower within the context of the needs^[30]. According to Mgbekem^[31] university education leads to the discovery and improvement of human potentials and talents. It promotes the production and utilization of best brains and is the agency for the development of all that man is capable of achieving. Chaudhry^[32] stated that the universities attain the above objectives through their faculties which largely depend also on the capacities and performance of the faculty members consisting mainly of the lecturers (academic administrators inclusive). University lecturers are a group of individuals trained and employed in universities to train and groom students through intensifying and diversifying programmes for the development of high-level manpower^[33]. Universities as centres of excellence attain the objectives for their establishment by instituting effective university administration through university administrators.

University administrators are the university employees responsible for the maintenance and supervision of the institutions^[33]. University administration is defined in this study as the coordination of efforts of others, the utilization of human and material resources in the university system, for the achievement of predetermined educational goals. Thus, anyone who carries out a role in university administration is a university administrator including academic administrators. The university as a complex organization is managed through a good network of offices and university statutes in a hierarchical order. Among them are the visitor to the university, the council, the senate, principal officers, academic board and the congregation. The management of each university is headed by the vice-chancellor, supported by his deputies, registrar, bursar, librarian, among others^[30]. However, the increasing cases of work stress among academic administrators in Nigeria Universities are quite alarming which seems to have resulted in low production of graduates at levels of Nigeria education. Hence, there is a need to understand the impact of educational qualification on work stress among academic administrators of universities in South East, Nigeria.

Purpose of the study: The study aim was to determine the impact of educational qualification on work stress among academic administrators of universities in South-East, Nigeria. Specifically, the study sought to determine the.

Impact of work stress on academic administrators' job performance in universities in South-East Nigeria based on educational qualification.

Research question: The following research questions were raised to guide the study. What is the impact of work stress on academic administrator's job performance in universities in South-East Nigeria based on educational qualification?

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 concerning the impact of work stress on academic administrator's job performance in universities in South-East Nigeria based on educational qualification

MATERIALS AND METHODS

The study adopted a descriptive survey research design. The study covered universities in South East, Nigeria. The study area is made up of five states namely: Abia, Anambra, Ebonyi, Enugu and Imo States. In the area, there are ten public universities made up of five federal and five state-owned universities. They include Abia State University, Uturu, Abia State; Chukwuemeka Odumegwu Ojukwu University, Uli, Anambra State; Ebonyi State University, Abakaliki, Ebonyi State; Enugu State University of Science and Technology, Enugu; Federal University of Technology, Owerri, Imo State; Federal University, Ndufu-Alike, Ikwo, Ebonyi State; Imo State University, Owerri; Michael Okpara University of Agriculture, Umudike, Umuahia, Abia State; Nnamdi Azikiwe University, Awka, Anambra State and University of Nigeria, Nsukka, Enugu State.

The population of the study is 786 academic administrators from the federal and state universities in the South-East geopolitical zone of Nigeria, consisting of deans of 103 faculties, heads of the entire 572 academic departments and 111 directors of institutes/centres. The study sampled the whole population for the study. The instrument for data collection was a researcher-developed questionnaire titled "The Work Stress of Academic Administrators Questionnaire (WSAAQ) ($\alpha = 0.90$)" 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. The instrument was validated by three experts, two from Educational Administration and Planning, Department of Educational Foundations and one from Measurement and Evaluation, Department of Science Education, all from Faculty of Education, University of Nigeria, Nsukka. The instrument was administered directly to the respondents by the

researchers with the help of three research assistants. The researchers adequately briefed the research assistants on the nature of the research, explaining each item as contained in the instrument and how to administer and retrieve the questionnaire from the respondents. The employment of the research assistants was to enable the researchers to effectively distribute and collect the questionnaire. Data was collected from the respondents using the direct delivery method within the space of two weeks. Mean and standard were used to answer 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 educational qualification?

The result in Table 1 and 2 shows the t-test analysis of the significant difference between the mean ratings of academic administrators of universities concerning the impact of work stress on job performance based on educational qualification. The result shows that there is a significant difference in items 4, 5, 8, 14-16, 22 and 23. This is because their significant values are <0.05 level of

significance. However, there is no significant difference in items 1-3, 6, 7, 9-13, 17-21 and 24-30 because their significant values are greater than 0.05. A cluster t-value of -3.34 at 743 degree of freedom and at a significant value of 0.00 was obtained. Since, the significant value of 0.00 is <0.05 set as 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 concerning the impact of work stress on job performance based on educational qualification with Ph.D holders having a higher mean rating.

With regards to the finding on the impact of work stress on academic administrator's job performance based on educational qualification, the respondents with masters degree agreed that the impact of work stress on their job performance include: burnout which reduces their efficiency at work, headaches and muscle pains which hinder job performance, resorting to alcoholic beverages leading to loss of focus in the performance of their jobs, feeling tensed which reduces their abilities to do their

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

Item statements	Masters N = 157			Ph.D N = 588		
	\bar{X}_1	SD ₁		\bar{X}_2	SD ₂	Dec ₂
When I am under stress at work						
Health challenges:						
1. I experience burnout which reduces my efficiency at work	2.75	0.75	A	2.71	0.80	A
2. I usually suffer a loss of memory which makes me get involved in workplace accidents	3.05	0.81	A	3.07	0.85	A
3. I am prone to heart diseases such as high blood pressure which reduces my ability to do my job	2.96	0.74	A	3.04	0.78	A
4. I often suffer headaches and muscle pains which hinder my job performance	2.62	0.73	A	2.78	0.77	A
5. I suffer gastrointestinal diseases such as diarrhoea which makes me achieve less in my job performance	2.60	0.70	A	2.80	0.80	A
6. I experience eating disorders such as loss of appetite which lowers my strength for work	2.90	0.77	A	3.01	0.84	A
7. I experience sleep difficulties such as insomnia which makes me unable to respond quickly to demands placed on me	2.76	0.74	A	2.80	0.75	A
8. I resort to alcoholic beverages leading to loss of focus in the performance of my job	2.66	0.74	A	2.84	0.77	A
9. I usually incur high costs of health care which dampens my zest for performance in my job	3.16	0.78	A	3.25	0.77	A
Job tension						
10. I feel tensed which reduces my ability to do my work	2.77	0.75	A	2.77	0.75	A
11. I experience difficulties in concentration leading to aggressiveness to staff and students	2.63	0.63	A	2.58	0.70	A
12. I find it difficult to communicate effectively with my staff leading to serious misunderstandings	2.90	0.75	A	2.92	0.82	A
13. I am unable to complete tasks on time due to frequent mood swings	3.00	0.76	A	3.08	0.73	A
14. I find it difficult to make decisions that affect the lives of my staff and students	2.45	0.71	D	2.61	0.71	A
15. I am often late to important appointments that have to do with my job	2.35	0.73	D	2.50	0.69	A

Table 1: Continue

Item statements	Masters N = 157			Ph.D N = 588		
	\bar{X}_1	SD ₁		\bar{X}_2	SD ₂	Dec ₂
16. I often make careless mistakes in the course of performing my job	2.39	0.74	D	2.54	0.71	A
17. I often forget important things which render me incapable of meeting up with my work schedules	2.79	0.63	A	2.81	0.65	A
Low morale/low job satisfaction						
18. I usually experience low morale which reduces my ability to perform my job	2.34	0.47	D	2.39	0.49	D
19. I experience loss of interest in my job which reduces my motivation for task accomplishments	2.58	0.56	A	2.64	0.51	A
20. I am often absent from office and classes due to loss of interest in my job	2.44	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	2.57	0.54	A	2.61	0.52	A
22. I often desire to quit my job due to feelings of dissatisfaction	2.47	0.70	D	2.39	0.66	D
23. Low morale in my job negatively affects my staff members in their job performance	2.52	0.51	A	2.66	0.53	A
Poor work relationships						
24. I often shout and yell at my staff which hampers their confidence in their job performance	2.58	0.72	A	2.67	0.64	A
25. I find it difficult to delegate responsibilities to my subordinates which increases my workload	2.50	0.73	A	2.57	0.67	A
26. I often withdraw to myself leading to loss of sense of responsibility in my job	2.51	0.74	A	2.61	0.67	A
27. I am predisposed to blaming others which erode staff morale for productivity	2.28	0.59	D	2.29	0.54	D
28. I find it difficult to listen to my subordinates which obstruct team work	2.50	0.72	A	2.54	0.66	A
29. I find it difficult to express appreciation to my staff which lowers their commitment to their jobs	2.32	0.66	D	2.42	0.65	D
30. I am often intolerant of the mistakes of my staff which hinders their creativity at work	2.30	0.62	D	2.39	0.62	D
Cluster mean	2.62	0.23	A	2.68	0.24	A

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 educational qualification

	Masters N = 157		Ph.D N = 588						
Items	\bar{X}_1	SD ₁	\bar{X}_2	SD	t-cal	Df	Sig.	Dec	
When I am under stress at work:									
Health challenges									
1: I experience burnout which reduces my efficiency at work	2.75	0.75	2.71	0.80	0.52	743	0.60	NS	
2: I usually suffer loss of memory which makes me get involved in workplace accidents.	3.05	0.81	3.07	0.85	-0.34	743	0.74	NS	
3: I am prone to heart diseases such as high-blood pressure which reduces my ability to do my job	2.96	0.74	3.04	0.78	-1.09	743	0.27	NS	
4: I often suffer headaches and muscle pains which hinder my job performance	2.62	0.73	2.78	0.77	-2.36	743	0.02	S	
5: I suffer gastro-intestinal diseases such as diarrhea which makes in my	2.60	0.70	2.80	0.80	-2.79	743	0.00	S	
Job performance									
6: I experience eating disorders such as loss of appetite which lowers my strength for work	2.90	0.77	3.01	0.84	-1.42	743	0.16	NS	
7: I experience sleep difficulties such as insomnia which makes me unable to respond quickly to demands placed on me	2.76	0.74	2.80	0.75	-0.63	743	0.53	NS	
8: I resort to alcoholic beverages leading to loss of focus in the performance of my job	2.66	0.74	2.84	0.77	-2.59	743	0.01	S	
9: I usually incur high costs of health care which dampens my zest for performance in my job	3.16	0.78	3.25	0.77	-1.27	743	0.20	NS	
Job tension									
10: I feel tensed which reduces my ability to do my work	2.77	0.75	2.77	0.75	0.01	743	0.99	NS	
11: I experience difficulties in concentration leading to aggressiveness to staff and students	2.63	0.63	2.58	0.70	0.81	743	0.42	NS	
12: I find it difficult to communicate effectively with my staff leading to serious misunderstandings	2.90	0.75	2.92	0.82	-0.36	743	0.72	NS	
13: I am unable to complete tasks on time due to frequent mood swings	3.00	0.76	3.08	0.73	-1.19	743	0.23	NS	
14: I find it difficult to make decisions that affect the lives of my	2.45	0.71	2.61	0.71	-2.35	743	0.02	S	

Table 2: Continue

Items	Masters N = 157		Ph.D N = 588		t-cal	Df	Sig.	Dec
	\bar{X}_1	SD ₁	\bar{X}_2	SD				
staff and students								
15: I am often late to important appointments that have to do with my job	2.35	0.73	2.50	0.69	-2.21	743	0.03	S
16: I often make careless mistakes in the course of performing my job	2.39	0.74	2.54	0.71	-2.32	743	0.02	S
17: I often forget important things which render me incapable of meeting up with my work schedules	2.79	0.63	2.81	0.65	-0.26	743	0.79	NS
Low morale/low job satisfaction								
18: I usually experience low morale which reduces my ability to perform my job	2.34	0.47	2.39	0.49	-1.19	743	0.23	NS
19: I experience loss of interest in my job which reduces my motivation for task accomplishments	2.58	0.56	2.64	0.51	-1.24	743	0.21	NS
20: I am often absent from office and classes due to loss of interest in my job	2.44	0.49	2.38	0.48	1.39	743	0.16	NS
21: I am unable to perform my supervisory role on my staff due to low morale in my job	2.57	0.54	2.61	0.52	-0.92	743	0.36	NS
22: I often desire to quit my job due to feelings of dissatisfaction	2.47	0.70	2.39	0.66	-2.00	743	0.05	S
23: Low morale in my job negatively affects my staff members in their job performance	2.52	0.51	2.66	0.53	-2.84	743	0.00	S
Poor work relationships								
24: I often shout and yell at my staff which hampers their confidence in their job performance	2.58	0.72	2.67	0.64	-1.41	743	0.16	NS
25: I find it difficult to delegate responsibilities to my subordinates which increases my workload	2.50	0.73	2.57	0.67	-1.09	743	0.27	NS
26: I often withdraw to myself leading to loss of sense of responsibility in my job	2.51	0.74	2.61	0.67	-1.61	743	0.11	NS
27: I am predisposed to blaming others which erode staff morale for productivity	2.28	0.59	2.29	0.54	-0.17	743	0.87	NS
28: I find it difficult to listen to my subordinates which obstruct teamwork	2.50	0.72	2.54	0.66	-0.64	743	0.52	NS
29: I find it difficult to express appreciation to my staff which lowers their commitment to their jobs	2.32	0.66	2.42	0.65	-1.78	743	0.07	NS
30: I am often intolerant of the mistakes of my staff which hinders their creativity at work	2.30	0.62	2.39	0.62	-1.62	743	0.10	NS
Cluster t	2.62	0.23	2.68	0.24	-3.34	743	0.00	S

jobs, inability to complete tasks on time due to frequent mood swings, forgetting important things which have to do with their jobs, loss of interest in their jobs which reduces their motivation for task accomplishment, withdrawal, leading to loss of sense of responsibility, among others. The respondents with Ph.D degrees agreed that the impact of work stress on their job performance include: being prone to heart diseases such as high blood pressure which reduces their abilities to do their jobs, experiencing sleep difficulties such as insomnia which makes them unable to respond quickly to demands placed on them, difficulty to communicate effectively with staff leading to serious misunderstandings, making careless mistakes in the course of performing their jobs, inability to perform the supervisory role on their staff due to low morale, shouting and yelling at staff which hampers their confidence in their job performance, difficulty to listen to subordinates which obstruct teamwork, among others. However, the two categories of respondents disagreed that items such as absence from office and classes due to loss of interest in their jobs, desire to quit their jobs due to feelings of dissatisfaction, being predisposed to blaming others which erodes staff morale for productivity,

difficulty to express appreciation to staff which lowers their commitment to their jobs, among others. However, the cluster mean scores and standard deviations of both respondents, points to the fact that majority of the items constitute the impact of work stress on their job performance. The finding is in consonance with the assertion of Gallow and Matthews^[8] that people with higher educational qualifications have more demanding jobs that require greater abilities and thus have greater worries which may put more stress on them and affect their job performance, than those with lower educational attainment. However, the result disagrees with the finding of Mokdad^[34] who reported no significant difference between the job stress experienced by workers based on educational qualification.

CONCLUSION

Based on the findings of this study, more academic responsibilities should be assigned to Ph.D holders to ensure result-oriented outcomes. Hence, those academic administrators at different universities in South-East Nigeria with masters found it difficult to cope with

demanding workload placed on them. The state and federal governments should employ more academic staff with a higher degree, offer in-service training among others to ensure high productivity of academic administrators.

REFERENCES

01. Ocho, L.O., 2005. Issues and concerns in education and life. Institute of Developmental Studies, University of Nigeria, Enugu.
02. Obunadike, J.C., 2007. Constraints to the possession of administrative and managerial skills for effective school management in Nigerian universities. *Nigerian J. Edu. Administration Plann.*, 9: 44-48.
03. Aboho, D.A. and E. O'kwu, 2013. Education in Nigeria: Challenges for the future. *Multi. J. Res. Dev.*, 1: 44-46.
04. Mirowsky, J. and C.E. Ross, 2007. *Encyclopedia of Stress*. 2nd Edn., Academic Press, Cambridge, Massachusetts,.
05. Ng, T.W.H. and D.C. Feldman, 2009. How broadly does education contribute to job performance? *Personnel Psychol.*, 60: 89-134.
06. Leganger, A. and P. Kraft, 2003. Control constructs: Do they mediate the relation between educational attainment and health behaviour?. *J. Health Psychol.*, 8: 361-372.
07. Wilson, G.S., M.E. Pritchard and B. Revallee, 2005. Individual differences in adolescent health symptoms: The effects of gender and coping. *J. Adolescence*, 28: 369-379.
08. Gallo, L.C. and K.A. Matthews, 2005. Understanding the association between socioeconomic status and physical health: Do negative emotions play a role?. *Psychol. Bull.*, 129: 10-51.
09. Finkelstein, D.M., L.D. Kubzansky, J. Capitman and E. Goodman, 2007. Socioeconomic differences in adolescent stress: The role of psychological resources. *J. Adolescent Health*, 40: 127-134.
10. Cohen, S., E. Frank, W.J. Doyle, D.P. Skoner and B.S. Rabin *et al.*, 1998. Types of stressors that increase susceptibility to the common cold in healthy adults. *Health Psychol.*, 17: 214-223.
11. Mirowsky, J. and C.E. Ross, 2007. Education and self-rated health: Cumulative advantage and its rising importance. *Res. Aging*, 30: 93-122.
12. Braveman, P. and S. Egerter, 2008. Overcoming obstacles to health: Report from the Robert Wood Johnson Foundation to the Commission to Build a Healthier America. Robert Wood Johnson Foundation, Washington, USA.
13. Telfair, J. and T.L. Shelton, 2012. Educational attainment as a social determinant of health. *NC. Med. J.*, 73: 358-365.
14. Oboegbulam, A.I., 2007. *Students Stress, Management and Control Strategies*. University Trust Publishers, Nsukka, Nigeria,.
15. Ofoegbu, F. and M. Nwadiani, 2006. Level of perceived stress among lectures in Nigerian universities. *J. Instructional Psychol.*, 33: 66-74.
16. Ukpai, U.E., 2002. Work stress and job satisfaction among principals of secondary schools in Akwa Ibom State. Master's Thesis, University of Uyo, Nigeria.
17. Moorhead, G. and R.W. Griffin, 2001. *Organizational Behaviours: Managing People and Organizations*. 5th Edn., Houghton Mifflin Company, New York, USA,.
18. Ugwuagu, D.N., 2006. Development and validation of stress coping strategies for secondary school principals in Enugu State. Ph.D. Thesis, University of Nigeria, Nsukka.
19. Chandra, A. and B.R. Sharma, 2010. Predictors of occupational stress: An exploratory study. *Indian J. Ind. Relat.*, 46: 300-312.
20. Smith, A., 2007. Lecturers report high levels of stress. *Guardian News & Media Limited*, UK.
21. Essien, I.E., 2010. Stress management differentials among principals of public and private secondary schools in Akwa Ibom State. Ph.D. Thesis, University of Uyo, Nigeria.
22. Oraegbunam, N.M., 2004. Psychological and social bases of occupational stress among civil servants in Anambra State. Ph.D. Thesis, Nnamdi Azikiwe University, Awka, Nigeria.
23. Oboegbulem, A.I. and C.U. Onwurah, 2011. *Organization and Management of Education: A Nigerian Perspective*. Great AP Express Publishers Ltd, Nigeria,.
24. Peretomode, O., 2012. Work and stress among academic administrators of higher education institutions in Delta State. *Eur. Sci. J.*, 8: 29-46.
25. Viswesvaran, C., 2004. Absenteeism and measures of job performance: A meta-analysis. *Int. J. Selection Assess.*, 10: 12-17.
26. Campbell, J.P., 1990. Modelling the Performance Prediction Problem in Industrial and Organizational Psychology. In: *Handbook of Industrial and Organizational Psychology*, Dunnette, M.D. and L.M. Hough (Eds.). Consulting Psychologists Press, California, pp: 687-732.
27. Okagu, G.O., 2012. Management strategies for controlling students' disciplinary problems in universities in South-East Nigeria. Ph.D. Thesis, University of Nigeria, Nsukka.
28. Peretomode, V.F., 2001. *Introduction to Educational Administration, Planning and Supervision*. Joja Educational Research and Publishers Ltd, Lagos, Nigeria.

29. Okeke, B.S., 2002. Quality management and national goal attainment in education: The case of Nigeria. Master Thesis, University of Port Harcourt, Nigeria.
30. Mba, I.N., 2012. Management problems of university education in Nigeria. *Nigerian J. Res. Prod.*, 20: 94-106.
31. Mgbekem, S.J.A., 2004. Management of University Education in Nigeria. University of Calabar Press, Calabar, Nigeria,.
32. Modebelu, M.N. and L.C. Onyali, 2011. Introducing creativity into university lecturers administration of knowledge management competencies in Nigeria. *Nigerian J. Edu. Administration Plann.*, 11: 91-104.
33. Conway, M., 2002. Defining administrators and new professionals. *Perspect. Policy Pract. Higher Edu.*, 4: 14-15.
34. Mokdad, M., 2005. Occupational stress among Algerian teachers. *Afr. Newsl. Occup. Health Safety*, 15: 46-47.