



JOB STRESS AS CORRELATE OF ACADEMIC STAFF JOB PERFORMANCE IN COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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Abstract

This research inquired into the correlation between job stress and academic staff Performance in government owned colleges of education in Southwest, Nigeria. Descriptive research design of the survey type and correlation design were employed. Study element include academic staff of Colleges of Education in South western Nigeria. A total of 600 academic employees and sixty HODs chosen from the institution with the use of multi-stage sampling techniques involving random, stratified and purposive sampling methods. Two research instruments tagged “Job Stress Questionnaire (JSQ) and Academic Staff Productivity Questionnaire (ASPQ) procedure were used in the study. The face and content validity of the instruments were established by lecturers. Test-retest method was adopted to ascertain the reliability of the instruments used for the study and reliability coefficient of 0.82 and 0.78 were obtained for the JSQ and ASPQ respectively. The instruments were administered by the researcher with the help of trained research assistants. Data collected were analysed using descriptive and inferential statistics and all hypotheses were tested at 0.05level of significance. Findings showed that the level of job performance and stress among academic staff were moderate and significant relationship existed between the two variables”. It was inferred that low job stress will bring about high job performance among academic staff. It was thus recommended among others that more attention should be given to academic staff welfare in order to reduce their stress level and stimulate efficient teaching-learning environment.

Keywords: *Fatigue, Burnout, Job Stress, Job Performance, College of Education and Academic Staff*

Introduction

Stress is a phenomenon often experienced as man relates animate and inanimate objects around. It is brought about by disturbance stirred by the psychological, physical and social strengths to which body reacted and as a result influence performance. Current research showed that job stress is a typical issue in the field of educational management. It comes from various facets of life and includes developmental and social changes, financial and accommodation problems, work demands, the specific demands of academia and so on (Busari, 2011).

Stress at workplace might emanate from different work situation which can appear in various categories such as long hours of work, workload, un-conducive physical space, stigmatization at office place, events in human institutions like role-conflicts, role complexity, staff tasks and incongruity emanating from ill-defined institutional goals, absence of career development, “irregular promotion, lack of job security, thwarted ambition, poor relationship at workplace, difficulties in delegation, threat of violence, harassment, organizational structure, organizational climate, poor communication channel among others that affect the smooth operational activities (Murungi 2011 and McClanahan, 2018).

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Stress is not a new concept but investigations into its effects on mental and physical well-being of people call for concern. The reaction of employers to stress at work has been blamed on the victims of stress rather than its cause. Increasingly, it is widely recognized that the management have a duty in many cases to ensure that employees do not become ill to the extent of posing a threat to their commitment level as a result of stress (McClanahan, 2018). It is also in their long term economic interest to control and reduce stress if cannot be curbed as it is likely to affect employees turnover rate and become a threat to the employers. Moreover, experience shows that stress is an inhibiting factor posing threats on teaching employee work out-put in the aforementioned category of institution in Southwest Nigeria. Stress at work takes a toll on productivity and health of employees. The consequences of which were seems to be revealing in form of boredom, depression, burnout and fatigue. There is no doubt that if anyone is truly under the subjection of any of these, may face challenges that could affect his ability to function as expected, hinder effectiveness, efficiency and end in low productivity which would affect the achievement of the institutions' productivity level.

Burnout is a state of being extremely ill or tired either physically or psychologically as a result of being overworked. Perception shows that academic staff of colleges had become victims of burnout. Some of them undergo low personal accomplishment, their welfare are not well catered for, their experience in various dimensions such as looking irrelevant, not involved in most of the college decisions, hostility and irregularity of programmes that could enhance their professionalism growth resulting into loss of interest and the prevalence of job burnout tend to affect staff productivity (Cavuoto, Lu, Megahed and Sesek 2017). Fatigue is a concept that shows the feelings of not willing to do a particular activity any longer as a result of mental exhaustion that reflects physically and could be seen in the body language which can cause slow reaction that delay work (Wikipedia, 2010). When the college administrators' views on employees' mental, physical, health and environmental imbalance at work are indifferent to the academic staff, these could make them feel disturbed, become demoralized and not ready to function at the best of their abilities and consequently become unproductive.

Researcher feels that a large number of workers are afflicted by boredom in the workplace as a result of one challenge or the other associated with their job condition and are thereby looking for a way of relieving themselves or a new job as a result of this. The onset of boredom can affect anyone in the organization from the superior to the lowest subordinates but depends on how individual coping capacities.

Burnout has been defined in by researchers in different orientation as the lack of inner drive or arousal, more importantly when one's commitment does not achieve the expected end. Scott (2012) opined it as the situation where one is being exhausted as a result of excessive demand on energy, strength and resources. Freudenberger (1977) and Maslach and Jackson (1976) described it as lack of sympathy for co-worker with whom one is working with which could be as response to job stress and resulting into psychological withdrawal from work due loss of concentration produced by excessive stress, dissatisfaction, painful and personally disruptive.

Bracket, Kaut and Saroj (2010) indicated that burnout conceptually implies“ a syndrome consisting of emotional exhaustion, depersonalization and low personal accomplishment”. In their own submission burnout arises due to decreased in mental health and quality of welfare enjoying. They emphasized that through rest, hormones are repaired and therefore concluded that that stress plus rest result in to employees' enhancement, serves as one of the encouraging ingredients which increase efficiency and give birth to improved commitment level of workers.

Thakur (2012) observed that burnout among teachers has in the last few years become a popular topic in the professional literature and at education conferences. He observed further that a significant negative correlation has been found between burnout and teaching staff efficiency as low burnout teachers have been found to be more efficient than high and average burnout teachers. This claim agrees with Suneel (2001)

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who reported that high school low burnout and average burnout teachers were more efficient than those who were with high burnout.

When organization members have a healthy relationship at work and with their work, they put more energy, commitment and maximum cooperation into their work to the detriment of their personal life even when deriving less and less satisfaction from the work itself. If otherwise, emotional or physical exhaustion and a feeling of depersonalization will set in and reduced productivity level (a feeling of insensitivity or impersonal response). Gibbs (2002) opinion aligned with Scott (2012) who highlighted the symptoms of burnout to include tiredness, emotional incapacitation and susceptibility to illness, lack of sufficient interaction, high fear fulfacial look which increased poor performance.

Researcher is of the opinion that one may be relieved of burnout through relaxation or sleep based on the experience in educational systems where teaching involves strengthening emotional for maximum delivery. During relaxation process, basically all body weakness were relieved and one becomes a bit strong and active. Therefore, we conceptualize relaxation or sleep as part of normal work for efficiency and becoming productive. Therefore burnout is not acknowledged as a mental disorder only but seems as an experience at work that calls for adjustment for effective functioning socially and professionally.

Fatigue could be seen as a general feeling of tiredness. It is the body's way of saying take it easy, slow down, relax and rest. Gibbs (2002) linked fatigue to teacher sick days resulting from workload, poor wage, inappropriate trade union reaction to workers issues and so on while Allen and Patton cited in Agbesanya (2019) opined that when background noise is competing for academic staff's attention, they automatically raises voice which has the potential of evoking fatigue in them as this demands more energy is consumed in teaching. This is because many of them realize that they need to project their voices above the lecture room noise level in an effort to gain the attention of the students.

Mathew (2012) found that majority of verbal interaction in teaching and learning process is from the teachers to the learners. This culminate in the "teachers talking on average of 6 hours per day which accounts that while teachers make up about 4 % of the working population, they compose about 20% of the patient population in voice treatment health centres. He added that the magnitude of teachers' voice challenges and subsequent societal effects may be best illustrated by recently published epidemiological studies reporting that teachers are 32 % more likely to be plagued with voice problems than any other voice dependent occupation. Subsequently, teachers are often absent from work for a vocal related and fatigue syndrome. According to the National Centre for Educational Statistics, teachers absent from work place due to vocal fatigue such cough or throat problems. In fact, in a study comparing teaches level of stress to non – teachers, it was established that about 20 % of teachers (compared to only 4% of non – teachers) absented from workplace due to problem associated with fatigue" (Crandle, (2015).

Aniobi S. C and Ewuim N, C, found out that TETFund Interventions in Nigerian Universities have positively increased the provision of office spaces, lecture halls, laboratories and libraries in needed for optimal performance of the academics. According to the submission of Winwood, Winfield, Dawson and Lushington (2005) study on "Development and Validation of a scale to measure work-related fatigue and recovery", teachers who are often unaware of the significance of occupational hazard fails to realize the profound deleterious effects of speaking at the peak of their voices on their health, educational system and society in general. They pointed out that when voice related issues now become serious and led to their absence in school, the students and society pay for it. This is because even the best substitute teachers cannot effectively match as a result of the professional experience, techniques and relationship that teacher's in-charge had with the students and curriculum. In most cases, Students view that such an arrangement as wasted of their valuable time.

Statement of the Problem

Expressed opinion seems to show that academic staff are becoming less committed in the discharge of their responsibilities in the sphere of instructional activities, problem solving engagements such as research and

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volunteered service as they need to do in the past. Regular attendance at lectures, covering of course outline, giving and marking of assignments, conducting of continuous assessment, and prompt release of students' results among others seem to be handled with levity. It appears that academic staffs in Colleges of Education in Southwest Nigeria are undergoing job stress. It seems demand exceed the individual coping ability and thereby disrupting their psychological equilibrium.

Recently, it was perceived that academic staff in Colleges of Education in Southwest Nigeria are undergoing series of job stress probably as a result of pressure in their various institutions as evidently perceived through depression, burnout and fatigue which could be attributed to the observed threats of inadequate facilities, lack of proper maintenance of existing facilities, irregular promotion among others that could cause the perceived low productivity level in these colleges

If these situations are not well managed would consequently influence the commitment level of academic staff and definitely affect their productivity levels. This decline in productivity is also noticeable in the standard of the students they are producing and by extension the standard of education in Nigeria

Purpose of the Study

This research work sought to explore the correlation between job stress and “staff productivity in College of Education in Southwestern part of Nigeria.

Research Questions

1. What is the level of academic staff productivity in Colleges of Education in Southwest Nigeria?
2. What is the extent of job stress among academic staff of Colleges of Education in Southwest Nigeria?

Research Hypotheses

1. There is no significant relationship between job stress and academic staff productivity
2. There is no significant relationship between burnout and academic staff productivity.
3. There is no significant relationship between fatigue academic staff productivity.

Methodology

The study embraced descriptive research design of the survey type and at a second level correlation design as attempts were made to ascertain whether a relationship exist between managerial factors and Academic Staff productivity and job stress in Colleges of Education in Southwest Nigeria”. Population of the research work comprised all teaching employees in public Colleges of Education in Southwest Nigeria which were 11 in the research period. A total of 600 academic employees and 60 HODs chosen from the Colleges using multi stage sampling procedures participated in the study. In the first stage, six colleges of education were selected from the 11 existing in Southwest Nigeria using stratified random sampling technique. In stage two, 10 departments were chosen in Colleges of Education with simple random sampling technique. In the third stage, 10 academic staffs were selected from each department to make a total of 600 academic staffs from the sampled Colleges of Education while 60 Head of Departments were purposively selected as respondents. Two self-designed research instruments tagged “Job Stress Questionnaire (JSQ) and Academic Staff Productivity Questionnaire (ASPQ) respectively were used for the study. The face and content validity of the instruments were established by lecturers in the field of educational management. Test-re-test method was adopted to ascertain the reliability of the instruments used for the study. The instruments were administered twice within an interval of two weeks. The two scores from the responses were correlated using Pearson Product Moment Correlation Coefficient and the results yielded reliability coefficient of 0.82 and 0.78 for the JSQ and ASPQ respectively and were considered reliable enough for usage. The instruments for the study were administered by the researcher with the help of trained research assistants. Data collected were analysed using descriptive and inferential statistics, statistics such as frequency count, percentages, mean were used to answer the research questions”. All the research questions raised were answered and null formulated hypotheses were tested at 0.05 level of sig.

Results

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Research Question 1: What is the level of academic staff productivity in Colleges of Education in Southwest Nigeria?

Table 1: Level of Academic Staff Productivity in Colleges of Educations in Southwest Nigeria.

Level of Academic Staff Productivity	Frequency	%
Low(27.0-68.64)	100	16.67
Moderate(68.65-100.75)	441	73.5
High(100.76-135.0)	59	9.83
Total	600	100

Table 1 shows the degree of teaching staff productivity in Colleges of Education in Southwest, Nigeria. 100 academic staff representing 16.67 per cent of the respondents were rated low, 441 representing 73.5 per cent were rated moderate while 59 representing 9.83 per cent were rated high in their productivity. This indicates that the “level of academic staff productivity was moderate during the period investigated.

Research Question 2: What is the extent of job stress among academic staff of Colleges of Education in Southwest Nigeria?

Table 2: Extent of Job Stress among Academic Staff

Extent of Job Stress	Frequency	%
Low(23.0 – 50.88)	95	15.83
Moderate(50.89 – 76.45)	412	68.67
High(76.46 –92.0)	93	15.5
Total	600	100

shows the extent of job stress among academic staff of Colleges of Education in Southwest, Nigeria. 95 respondents representing 15.83 per cent rated the extent of job stress low, 412 respondents representing 68.67 per cent rated the extent of job stress as moderate while 93 respondents representing 15.5 per cent rated the extent of job stress as high. This indicates that the extent of job stress in the Colleges of Education in Southwest, Nigeria was moderate during the period under investigation.

Hypothesis 1: There is no significant relationship between job stress and academic staff productivity.

In order to test this hypothesis scores on items 1-23, Section C of the JSQ and items 1-27, Section B of the ASPQ were computed and subjected to statistical analysis involving Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The result obtained is presented in Table 3.

Table 3: Relationship between Job Stress and Academic Staff Productivity

Variables	N	Mean	SD	r-cal	p-value
Job Stress	600	63.67	12.79	0.422*	0.000
Academic Staff Productivity	600	84.70	16.061		

*P<0.05

Table 3 shows that r-cal. (0.422) with a p-value (0.000) less than (0.05). The result is significant (p-value < 0.05) and the null hypothesis was rejected. Hence, there was significant relationship between job stress and academic staff productivity.

Hypothesis 2: There is no significant relationship between burn out and academic staff productivity.

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In order to test this hypothesis scores on items 10-14, Section C of the JSQ and items 1-27, Section B of the ASPQ were computed and subjected to statistical analysis involving Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The result obtained is presented in Table 4.

Table 4: Relationship between Burn out and Academic Staff Productivity

Variables	N	Mean	SD	r-cal	p-value
Burn out	600	13.94	3.227	0.491*	0.000
Academic Staff Productivity	600	84.70	16.061		

*P<0.05

Table 4 shows that r-cal. (0.491) with a p-value (0.000) less than (0.05). The result is significant (p-value < 0.05) and the null hypothesis was rejected. Hence, there was significant relationship between burn out and academic staff productivity in Colleges of Education in Southwest, Nigeria

Hypothesis 3: There is no significant relationship between fatigue and academic staff productivity.

In order to test this hypothesis scores on items 15-23, Section C of the JSQ and items 1-27, Section B of the ASPQ were computed and subjected to statistical analysis involving Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The result obtained is presented in Table 5.

Table 5: Relationship between Fatigue and Academic Staff Productivity

Variables	N	Mean	SD	r-cal	p-value
Fatigue	600	25.34	6.353	0.611	0.087
Academic Staff Productivity	600	84.70	16.061		

Table 5 shows that r-cal (0.611) with a p-value of (0.000) less than (0.05). The result is significant (p-value < 0.05) and the null hypothesis was rejected. Hence, there was significant relationship between fatigue and academic staff productivity in Colleges of Education in Southwest, Nigeria.

Discussion

Academic staff productivity was discovered moderate when this study was conducted in Southwest Nigeria Colleges of Education. It was revealed that academic staff productivity were at moderate level in the area of teaching, research and community services. The moderate level of productivity of the academic staff as revealed in this study could be attributed to the consciousness of the academic staff that their services are critically important to the effectiveness of the education system. More so, the moderate level of academic staff productivity as reported in the study is not the best for the educational system considering the importance of their roles in preparing the future teachers of the education system for global development.

The extent of job stress among academic staff in the Colleges of Education in Southwest, Nigeria was found to be moderate during the period under investigation. The reported moderate level of academic staff job stress could emanate from the inadequate attention given to those factors that could make delivery of instructional services easy by the management of the colleges of education as well as the academic staff poor management of job stress. Although the extent of job stress among the academic staff was moderate but this is not good for the educational system. A low level of stress among the staff is needed to guaranteeing high productivity which is critical to having an effective education system. This findings disagreed with the report of Egwunyenga and Egbule (2004) that academic staff experience high level of

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stress symptoms in performing their duties and the commonest symptoms of stress among are includes restlessness, anxiety, frustration, occasional headache, dizziness and physical pains. Academic staff due to curriculum and its challenges demands a great concentration and high level of commitment. In the light of this, job stress poses problems to their level commitment

The study equally revealed that relationship existed between job stress and academic staff productivity in Colleges of Education in Southwest, Nigeria. This indicates that the extent to which academic staff experienced boredom, depression, burn out and fatigue relate significantly with the level of their productivity. Probably, this could be attributed to poor stress management practices in the colleges. This findings agreed with Oluwatosin (2014) in his empirical study on Job stress and teachers effectiveness in secondary schools in Ekiti State that Job stress components are on the high side and they are the major causes of teachers' ineffectiveness in Nigeria schools and when employees feel dissatisfied, they get bored and unable to perform at their best.

Finding also confirmed a statistically relevant correlation between burn out and academic staff productivity in Colleges of Education in Southwest, Nigeria. This result is an indication that the level of academic staff productivity in terms of teaching, research and community services could be associated with the indicators of burn out such as desiring to quit the college for another one, dislike for management strategies, overcrowd classrooms among others. This finding agreed with Thakur (2012) who reported that a significant negative correlation has been found between burnout and teaching staff efficiency as low burnout teachers have been found to be more efficient than high and average burnout teachers. This claim agrees with Suneel (2001) who reported that high school low burnout and average burnt teachers were more efficient than those who were with highly burnt.

The study revealed that there was weak but significant relationship between fatigue and academic staff productivity in Colleges of Education in Southwest, Nigeria. This indicates that fatigue which make academic staff delegate senior students to attend to other students, avoid activities that require energy during teaching, rush teaching and avoid evaluation, experience headache due to overcrowded lecture rooms and experience dry throat during lecture among other significantly relate with productivity in the colleges. This finding confirmed the report of Mathew (2012) that majority of verbal interaction in teaching and learning process is from the teachers to the students. This results in the teachers talking on average of 6 hours per day which accounts that while teachers make up about 4 % of the working population, they compose about 20% of the patient population in voice treatment health centres.

Conclusion

It was concluded that academic staff productivity was not at optimal level which need to be improved upon for effective service delivery especially in the areas of quality teaching, research and community services. It was also inferred that reduced job stress is imperative for effective educational service delivery.

Recommendations

1. More attention should be given to academic staff welfare in order to reduce their stress level and stimulate efficient teaching-learning environment. This could be achieved by making provision for relaxation units.
2. Staff support services such as counselling units and medical centre should be provided adequately for staff within the campuses in order to reduce their stress.
3. Academic staff should be provided with refreshment units. These should be made available to academic staff within the faculty to reduce fatigue among them.
4. Lecture time should be arranged in a way that academic staff will not have an overcrowded lecture room to manage.

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