Job Stress and Management Styles as Predictors of Female Lecturers' Job Performance in Private Universities in Southwest, Nigeria

Elizabeth Oluwatoyin FAKOREDE
LCU/PG/000731

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Certification

This is to certify that **Elizabeth Oluwatoyin FAKOREDE** with the matriculation number **LCU/PG/000731** carried out this research work titled: '**Job Stress and Management Styles as Predictors of Female Lecturers' Job Performance in Private Universities in Southwest, Nigeria's** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

Professor Senimetu Ileuma **Date**
Supervisor

Professor Senimetu Ileuma **Date**
Head of Department

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Dedication

This work is dedicated to God Almighty for being a source of strength, wisdom, knowledge to my life.

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First and foremost, I wish to express my profound gratitude to the university librarian, Lead City University, Ibadan, Oyo State for enriching me with the important material resources to finish this thesis. Secondly, I express my unreserved gratitude to the Department of Arts & Social Science Education, Faculty of Education, Lead City University for enriching me with knowledge in the field of educational management. My profound gratitude goes to the Head of the Department of Arts and Social Science Education, Faculty of Education, Lead City University - Professor Senimetu Ileuma, who also is my supervisor for her quality supervision, motherly care and motivation. Thank you so much for all you do.

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Abstract

Female lecturers are as important and active as their male counterparts in any university system, but of recent it was observed that female lecturers do not perform as their male counterpart in areas of instruction, supervision and publication.

This study investigated job stress and management styles as predictors of female lecturers job performance in private universities in South West Nigeria. Three research questions and Two hypotheses guided the study population consisted of 884 female lecturers and 12521 400L students. 542 female lecturers and 845 400L students were sampled using multi-stage sampling procedure. Mixed study approach was used interview guides and questionnaire tagged – Job stress, management style and publication performance questionnaire (JSMSPPQ), (α = 792) and lecturers instructional and supervision job performance Questionnaire (LISJPQ), (α=787) were used to collect data. Data were analysed using descriptive, inferential and thematic analysis. Results revealed low level ($\bar{x}$ = 2.386), supervision ($\bar{x}$ = 2.452) and publication examination load ($\bar{x}$ = 2.870) and interpersonal relationship ($\bar{x}$ = 2.648), High use of autocratic ($\bar{x}$ = 2.604) but low level of democratic ($\bar{x}$ = 2.420) and laissez-faire ($\bar{x}$ 2.364) management styles by joint contribution of job stress and management styles to job performance of female lecturer's Adj, $R^2 = 0.161$, $F_{4\ 508} = 6.310$, $P < 0.05$). Examination load stress (β = -.204; t = -3.715; sig. = .004), interpersonal relationship stress (β = -241; t = -4463; sig = .000) were relatively significant and can be used to predict on female lecturers job performance. It was recommended amongst others that quality relationship and commensurate workload for female lecturers be given to reduce their stress and increase their job performance.

Keywords: Female Lecturers, Job Performance, Job stress, Management Style.

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Chapter One

Introduction

1.1 Background to the Study

Performance of lecturers which is how well they carry out their duties in accordance with the stated directives of the institution wherein they work is important for the overall progress of the tertiary educational system. Lecturers who are academic staff in tertiary institutions of learning such as private universities take part in instructional, supervision and publication activities. These activities are deemed as vital because they directly or indirectly impact the students' academic life which invariably ensures that the goals of the tertiary educational system are met.

Job performance of lecturers simply means how well they do their instructional, supervision and publication activities in accordance with their job description in private universities[1]. Indices of lecturers' job performance thus consist of instruction, supervision and publication. Instructional job performance deals with how well the lecturers are able to prepare and deliver their lectures as scheduled by the timetable, evaluate students by giving and marking coursework, set tests and examinations, invigilate, mark and submit students' results for final assessment[2]. Supervision job performance is how well lecturers are able guide students in their final year projects, theses and dissertations while maintaining good relationship with their supervisees. However, publication performance deals with how well lecturers are able to publish their empirical research findings and non-empirical papers in various reputable national and international journals, proceedings, book of readings, newspapers/magazines especially for reference purpose to other researchers[3].

In the context of this study, lecturers are those individuals holding appointments as members of the teaching or academic staff of private universities whose primary duty

is to instruct, supervise and publish research findings for reference purposes. They may also partake in community service[4]. These lecturers include various cadre such as graduate assistants, assistant lecturers, lecturer III, lecturer II, lecturer I, senior lecturer, associate professor (reader) and professor[5]. They include both males and females. However, this study focuses on female lecturers especially because of the combine roles they play at home and their academic institutions.

Female lecturers are as important as their male counterparts in any university system. Research has shown that female lecturers contribute more to the academic success of students as they tend to be more patient and meticulous in their teaching and supervision. They also seem to maintain warmth relationship with their students which gives the students ease and comfort in carrying out their final year projects. Furthermore, the research shows that increasing female lecturers by 1% increases the proportion of academic attainment at master's level by 8% which is very impressive[6]. A research also shows that having a female instructor closes the achievement gender gaps which means that both male and especially female students perform better with a female instructor compare to a male instructor. Female students also tend to perform better with female lecturers because these academic staff serve as positive role models for them, thereby increasing their sense of belonging, retention, academic performance and reduction in stereotype threat[7,8,9].

However, due to the multiple or numerous roles female lecturers carry out both at home (in taking care of the home and children) and in their academic institutions (instruction, supervision, publication, community services), some of them seem to perform lesser than their male counterparts as observed by the researcher. The researcher has observed that the level of instruction, supervision and publication performance of some female lecturers in private universities in Southwest, Nigeria seem to be low. Some

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female lecturers have been observed by the researcher to be slower in marking and returning continuous assessment scripts to the students and reading through students' project write-ups. Other scholars have also reported low level of research, publication and instructional job performance of female lecturers in private universities and research institutes in Southwest, Nigeria[10,11,12,13].

If this observed low job performance among some female lecturers is allowed to continue, the prestige of the universities and academic performance of students may be negatively affected. Also, many female lecturers may not attain the height of their career in the university teaching profession[11]. There is therefore need for researchers and educational stakeholders to turn their gaze in this direction as a result of its far reaching implications. Several researchers have however reported various factors that may be militating against the job performance of female lecturers. Some of them include - information literacy skills, human resource management, work ethics, relaxation activities and work environment[11,12,13,14]. However, necessary factors like job stress and management styles which could influence female lecturers' job performance have not been given adequate attention in literature.

Job stress can be defined as the harmful or detrimental physical and emotional responses that occur when the requirement of the university job do not match the resources, capabilities or needs of the female lecturers[15]. Research studies have shown that lecturing is one of the most stressful occupations especially for the female folks[16,17]. Female lecturers carry out various family and home-related responsibilities in combination with academic (instruction, supervision and publication) activities which probably place a huge level of stress on them that might hinder their performance in the long run[18].

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Several scholarly works related to the influence of job stress on female lecturers' job performance are present in literature. For instance, a study revealed that female lecturers sometimes experience health-related problems including headaches, back pains, and sleepless nights owing to stress in University of Education, Winneba[19]. Another study showed that job stress components such as work group support, workload pressure, and cope can predict female lecturers' job satisfaction in Universities Technology Malaysia[20]. Research works reported that stress has negative effect on job performance of female lecturers in tertiary institutions in Rivers State, at the University of KwaZulu-Natal (UKZN) and in Malaysia[21,22,23]. In spite of these similar studies, literature still shows scarcity of studies on the influence of job stress on female lecturers' job performance which identifies a huge gap that this study intends to address.

Several measures of job stress exist. According to scholars, job stressors include – workplace stressors, environmental stressors, professional stressors, family and personal stressors[24]. However, this study focuses on measures of job stress of lecturers such as - Examination Load Stress, Working Logistics Stress and Interpersonal Relationship Stress[25]. Examination Load Stress has to do with all forms of stressors related to instructional and examination activities such as setting, moderation, marking, collation and grading of examination scripts, lecture preparation and delivery, students' continuous assessment and so on and forth[25].

Very few scholarly works related to the influence of Examination Load Stress on female lecturers' job performance are present in literature. A study revealed that total examination load stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University[25]. Another study revealed that teaching/examination stress affects performance of teachers in the district of Elbasan[26]. A study showed that teaching and examination workload affect academic performance in

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Adekunle Ajasin University, Nigeria[27]. There is however huge scarcity of studies on the influence of examination load stress on female lecturers' job performance in literature.

Working logistics stress deals with all kinds of stress related to the working conditions such as the conditions of the classroom and facilities. It includes stress resulting from large size of classes, poor office accommodation, poorly equipped laboratories and technical workshop, lack of class room facilities, study lecture rooms with poor seating arrangement for students to mention a few[25]. Few scholarly works related to the influence of working logistics stress on female lecturers' job performance are present in literature. A study revealed that total students, classroom and facility related stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University[25]. Another work noted that Larger classes, Lack of funds/resources to do the job and Lack of facilities stressors negatively affected lecturers' performance in Eritrea[28]. However, there is also a huge scarcity of studies on the influence of students, classroom and facility related stress on female lecturers' job performance in literature.

Interpersonal Relationship Stress deals with stress resulting from interpersonal relationships amongst lecturers at the private university. It includes stressors related to unity and cooperation among lecturers, working and communication with colleagues, supervisees, non-lecturers, university management, and head of department[25]. It is therefore a stress experienced by a female lecturer as a result of different existing opinions and conflicts between them and others in private universities[29].

Few scholarly works related to the influence of interpersonal relationship stress on female lecturers' job performance are present in literature. A study revealed that total interpersonal relationship stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University[25]. It was reported in a study that

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relationship stressors such as bullying behaviour from managers and staff, dealing with conflict situations and lack of line management support negatively affected female job performance in Eritrea[28]. A research reported that when employees are able to deal with their bosses, peers, and subordinates very well, it affects how they feel but when an employee experiences poor working relationship with superiors, colleagues, and subordinates, his or her stress level increases[30]. Studies are however scanty on the role of interpersonal relationship stress on female lecturers' job performance. This clearly shows a gap that would be addressed in the course of this study.

Management styles are ways and procedures used by private universities' managers to direct, dictate and decide the attitude and actions of female lecturers in order to attain their set goals and objectives in the private universities. They are combination of traits, characteristics, skills and behaviours that private universities' managers use when interacting with their subordinates (female lecturers)[31]. These styles could determine the attitude, behaviour, motivation, satisfaction, commitment and performance of subordinates (members of staff). These styles could be autocratic, paternalistic, democratic, laissez faire, transactional, and transformational[32]. However, this study focuses on three common styles which are – autocratic, democratic and laissez- faire management styles.

The autocratic management style refers to the exercise of strict control of private universities' managers over their subordinates (female lecturers)[33]. These type of managers are very conscious of their position, not interested in feedbacks, have little trust or faith in their female lecturers and make decisions alone[31]. They believe that their female lecturers lack initiative and therefore need to be directed at all time. They often reward (promote or honour) female lecturers that excel at work and punish (demote or

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query) those that perform poorly. These lecturers tend to be inspired generally by fear of discipline[34].

Scholarly works related to the influence of autocratic on female lecturers' job performance are present in literature. For instance, a study revealed a negative and significant relationship between autocratic management style and vocational and technical lecturers' performance in tertiary institutions in Anambra State, Nigeria[35]. Another study reveals that autocratic leadership style has a negative influence on work performance of Staff of Federal University Wukari, in Taraba State, Nigeria[36]. Another study showed that teachers are most likely to have a feeling of least satisfaction for their job under principals who adopt the autocratic leadership style[37]. There are however huge scarcity of scholarly works on the influence of autocratic management style on female lecturers' job performance even in the southwest part of Nigeria.

Democratic management style focuses on collaboration between the private universities' managers and the subordinates (female lecturers); information is shared with the lecturers who participate in decision-making, however, the manager retains the prerogative on the use and adoption of inputs from the lecturers[38]. This style of management also tend to motivate and inspire female lecturers to participate and take on obligations[39]. A study revealed that democratic leadership styles of principals enhances teachers' performance for effective school administration in Rivers State[40]. Another study showed that of democratic leadership style has an impact on employees' performance in selected private universities in Ota, Ogun State, Nigeria[41]. However, a study showed moderate positive significant relationship between democratic leadership styles of Business Education administrators and staff job performance in Federal Colleges of Education (Technical) in southsouth Nigeria which was deemed satisfactorily[42]. Studies also revealed significant influence of principals' management style and staff job

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performance, motivation, satisfaction and commitment[43,44,45,46,47]. However, scholarly works are scarce on the influence of democratic management style on female lecturers' job performance which identifies a gap in literature.

Laissez-faire management style, also known as the "hands-off" style or free reign, is one in which the private university manager provides little or no direction and offers female lecturers as much freedom as possible. Private universities' managers who adopt this style of management exercise little control over the female lecturers allowing them the freedom to carry out their assigned tasks without direct supervision[48]. Laissez-faire managers avoid responsibilities, do not take care of the needs of the subordinates (female lecturers), do not provide feedback, and delay decision-making[32,48].

The Laissez-faire management style may have implications on the satisfaction, commitment and performance of female lecturers. For instance, studies noted that laissez-faire leadership styles negatively impacted employees' work performance in selected Nigerian Universities[31,49]. Several studies also revealed that laissez-faire leadership style of principals negatively influence teachers' satisfaction and performance[48,50]. Also, a thorough search of literature reveals scarcity of scholarly works on the influence of laissez-faire management style on female lecturers' job performance which also creates a gap in literature.

Female lecturers are very crucial to the overall academic development of students by virtue of their natural tendency to care, concern and be accessible. Their brain power and thinking styles also make them creative and imaginative during instructional and administrative processes[51]. However, their performance have been observed to be low in private universities in southwest, Nigeria. If low performance of female lecturers lingers, students would be unable to get the best from them. There is therefore the need to carry out an investigation on possible factors predicting the performance of female lecturers.

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It has also been observed in recent times that teaching at the private university level has become more tedious and cumbersome thus making lecturers to work on extra time and become stressed. This tends to be more obvious among the female folks who combine both official (academic) and domestic activities[21]. As shown by prior studies, job stress may be influencing job performance of female lecturers. Again, the style of management under which female lecturers work may also influence their job performance. Managerial styles adopted in some schools may be autocratic, democratic or laissez-faire which all have the tendency to determine how good or poorly female lecturers work. Prior studies have also shown that managerial styles be it autocratic, democratic or laissez-faire could impact the motivation, satisfaction, commitment and performance of employees[31,36,37,46,47]. However, studies seem to be lacking on the joint contribution of job stress and management styles on female lecturers job performance. It is against this background that this study was carried out to investigate whether job stress and managerial styles predict female lecturers' job performance in private universities in Southwest, Nigeria.

1.2 Statement of the Problem

It has been observed the researcher that the level of instruction, supervision and publication job performance of some female lecturers in private universities in Southwest, Nigeria seem to be low. Some female lecturers have been observed by the researcher to be slower in marking and returning continuous assessment scripts to the students and reading through students' project write-ups. Other scholars have also reported low level of research, publication and instructional job performance of female lecturers in private universities and research institutes in Southwest, Nigeria[10,11,12,13]. If this observed low job performance among some female lecturers is allowed to continue, the prestige of the universities and academic performance of students may be negatively affected. Also,

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many female lecturers may not attain the height of their career in the university teaching profession[11]. It has been observed in recent times that teaching at the university level seems to be more tedious and cumbersome thus making female lecturers to work on extra time and probably become stressed. Also female lecturers carry out various family and home-related responsibilities in combination with academic (instruction, supervision and publication) activities which may impact stress on them and reduce their performance. Again, the style of management under which female lecturers work could also be affecting their job performance. The researcher has also observed that some female lecturers seem to be unhappy with the management styles of their leaders and this could affect their performance. On the basis of these stated observed and reported problems, this study sought to investigate the extent to which job stress and managerial styles influence job performance of female lecturers in Southwest, Nigeria private universities. More so, a search of literature shows a dearth of scholarly works on the joint contribution of job stress and managerial styles and their respective indices on female lecturers' job performance. This thus created a gap that this research work was carried out to address.

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1.3 Aim and Objectives of the Study

The aim of this study was to investigate job stress and management styles as predictors of female lecturers' job performance in private universities in Southwest, Nigeria. The objectives were to:

i. identify the level of job performance in terms of instruction, supervision and publication among female lecturers in Southwest, Nigeria private universities;

ii. examine the level of job stress (examination load, working logistics and interpersonal relationship) among female lecturers in Southwest, Nigeria private universities;

iii. identify the management styles (autocratic, democratic and laissez-faire) mostly adopted by managers in Southwest, Nigeria private universities;

iv. determine the joint contribution of job stress (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and Laissez-faire) to job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities; and

v. ascertain the relative influence of job stress sub-variables (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and laissez-faire) on job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities.

1.4 Research Questions

This research attempted to answer the following questions:

1. What is the level of job performance in terms of instruction, supervision and publication among female lecturers in Southwest, Nigeria private universities?
1. What is the level of job stress (examination load, working logistics and interpersonal relationship) among female lecturers in Southwest, Nigeria private universities?
2. What are the management styles (autocratic, democratic and laissez-faire) mostly adopted by university managers in Southwest, Nigeria private universities?

1.5 Hypotheses

The null hypotheses stated below were tested at 0.05 level of significance:

$H_0$1: There will be no significant joint contribution of job stress (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and laissez-faire) to job performance (instruction,

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supervision and publication) of female lecturers in Southwest, Nigeria private universities; and

H_02: There will be no significant relative influence of job stress sub-variables (examination load, working logistics and interpersonal relationship) and management styles sub-variables (autocratic, democratic and laissez-faire) on job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities.

1.6 Significance of the Study

The findings of this research work would create awareness on the joint contribution of job stress and management styles to the job performance of female lecturers in private universities in Southwest, Nigeria. It would also be of substantial benefit to female lecturers and university management.

The findings of this research work would provide useful information to the female lecturers on the extent to which stress and management styles may be affecting their performance. This information should make them able to adjust and balance their work-life in a way that it doesn't affect their performance. They would also see how managerial styles may be affecting their performance positively or negatively. They could also use the information to ensure that the managerial styles adopted by their managers do not affect their performance or they could report bad managerial styles to the appropriate authorities.

University management could make use of the information that would be provided by this study to adjust their managerial styles properly so it can boost their female lecturers' job performance. They could also use the information into ensuring that workload of their female lecturers are not too enormous for them to handle. They would

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also ensure that quality interpersonal relationships are created when and where necessary so as to reduce stress among the workers.

Lastly, the study would contribute to literature on the subject area especially upon publication and also act as a point of reference to researchers who intend to carry out studies related to this field of endeavour.

1.7 Scope of the Study

The scope of this study focused on job stress and management styles as predictors of female lecturers' job performance in private universities in Southwest, Nigeria. There are two independent variables (job stress and management style) and one dependent variable (job performance) as shown in the research topic. The study focused on job stress using three indices which are – examination load, working logistics and interpersonal relationship. It also focused on management style using three commonly adopted styles which are – autocratic, democratic and laissez-faire styles. Lastly, the study focused on job performance of female lecturers using three major job areas which are – instruction, supervision and publication. The geographical scope was private universities in Southwest, Nigeria. The population scope consisted of all female academic staff currently working at Private universities in Southwest, Nigeria. It also consisted of all four hundred level (400L) or final year undergraduates at Private universities in Southwest, Nigeria. The methodology scope consisted of mixed method research (quantitative and qualitative) which involves the use of questionnaires and interview guides for data collection. Data collected from the questionnaire were analyzed using descriptive, inferential statistics at 0.05 level of significance. However, data collected from the interview guide were analyzed using thematic analysis.

1.8 Limitation of the Study

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Some of the female lecturers were not accessible during the distribution of the instruments (questionnaires and interviews) as they were so busy and preoccupied with academic activities. It took many days for the instruments to be filled and returned. The researcher and her assistants had to keep going back to the lecturers in order to retrieve the instruments. Among some of the lecturers that were accessible, few were adamant to respond to the instruments. The students too were not that accessible as some were busy with academic activities and their projects. The researcher made repeated visits for about three times before she was able to retrieve the questionnaires were retrieved from the student.

1.9 Operational Definition of Terms

The following definitions are given as used in the study:

Job Performance: This refers to how well female lecturers are able to carry out their instruction, supervision and publication activities in line with the stated directives of private universities in Southwest Nigeria.

Instructional Job Performance: This refers to how well female lecturers are able to prepare and deliver their lectures as scheduled by the timetable, evaluate students by giving and marking coursework, set tests and examinations, invigilate, mark and submit students' results for final assessment.

Supervision Job Performance: This refers to how well female lecturers are able guide students in their final year projects, theses and dissertations while maintaining good relationship with their supervisees.

Publication Performance: This refers to how well female lecturers are able to publish their empirical research findings and non-empirical papers in various reputable national

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and international journals, proceedings, book of readings, newspapers/magazines especially for reference purpose to other researchers.

Job Stress: This refers to the harmful or detrimental physical and emotional responses that occur when the requirement of the university job do not match the resources, capabilities or needs of the female lecturer. It could be measured using - Examination load, working logistics and Interpersonal relationship.

Examination Load: This refers to all forms of stressors related to teaching and examination activities such as setting, moderation, marking, collation and grading of examination scripts, lecture preparation and delivery, students' continuous assessment and so on and forth.

Working Logistics: It is stress resulting from large size of classes, poor office accommodation, poorly equipped laboratories and technical workshop, lack of class room facilities, study lecture rooms with poor seating arrangement for students to mention a few

Interpersonal Relationship: This refers to stressors related to unity and cooperation among lecturers, differences in existing opinions and conflicts between them and others in private universities.

Management Styles: These refer to combination of traits, characteristics, skills, behaviours and procedures used by managers to direct, dictate and decide the attitude and actions of female lecturers in order to attain their set goals and objectives in private universities. They include – autocratic, democratic and laissez-faire styles.

Autocratic Management Style: This refers to the exercise of strict control of school managers over their subordinates (female lecturers). These type of managers are very

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conscious of their position, not interested in feedbacks, have little trust or faith in their female lecturers, and make decisions alone.

Democratic Management Style: This refers to collaboration between the leader and the subordinates (female lecturers); information is shared with the lecturers who participate in decision-making, however, the leader retains the prerogative on the use and adoption of inputs from the lecturers.

Laissez-Faire Management Style: This is also known as the "hands-off" style or free reign, in which the university manager provides little or no direction and offers female lecturers the freedom to carry out their assigned tasks without direct supervision.

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Chapter Two

Literature Review

This chapter presents previous research works that are related to this study. It is reviewed on the basis of the title of the research work, objectives, research questions and hypotheses under study. The chapter is therefore organized using the following headings and sub-headings:

2.1 Conceptual Review

- Concept of Performance
- Concept of Job Performance
- Job Performance of Female lecturers
- Concept of Stress
- Concept of Job Stress

- Job Stress of Female lecturers in Private Universities
- Concept of Management
- Concept of Management Styles

2.2 Theoretical Framework

- Person-Environment (PE) Fit Theory
- Path-Goal Theory of Management

2.3 Review of Empirical Studies

- Job Stress and Job Performance of Female lecturers
    - Examination load Stress and Job Performance of Female lecturers
    - Working Logistics Stress and Job Performance of Female lecturers
    - Interpersonal Relationship Stress and Job Performance of Female lecturers
- Management Styles and Job Performance of Female lecturers
    - Autocratic Management Styles and Job Performance of Female lecturers
    - Democratic Management Styles and Job Performance of Female lecturers
    - Laissez-Faire Management Styles and Job Performance of Female lecturers

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

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2.1 Conceptual Review

2.1.1 Concept of Performance

Performance can be defined as the effectiveness at which individuals are able to utilize inputs in generating desired outcomes. It is how well they are able to accomplish results in any given settings[1]. It is a measure of the rate at which quality services are met[2]. Performance is concerned with the total effectiveness of getting things done. It is an exceedingly significant measure that depicts organizational outcomes and achievement[3]. Performance is the result of an individual's endeavors regarding the resources used[4].

Performance is described as the ability to use resources such as time, people, knowledge, information, finance, equipment, energy and materials to accomplish results[5].

Performance relates to the efficacy, quality, and efficiency of a task for an individual. It is viewed as an ongoing process that is based on the quality of work, cost-effectiveness, punctuality, and response to one's task[6]. Performance is therefore the capability and ability of a person to achieve his or her aspiration levels or primary goals using efficiency, effectiveness, or social referent criteria[7]. Performance is defined as the outcome of a person's work or the performance of a person's work in carrying out his or her tasks and responsibilities[8].

2.1.2 Concept of Job Performance

Job performance is a key issue in organizational management and administration. It is one of those parameters used in measuring the growth of any organization. It is therefore, a function of staff performance, which in turn is a function of staff commitment to the growth of the organization[9]. Job performance can be defined as an individual's behaviour that is, what they do that can produce value for the institution they work and thus contributes to the goals and objectives of the institution. It is therefore achievement-related behaviour of workers which is measured by the extent to which they meet the performance expectations of the institutions wherein they work[10].

Job performance refers to ability of a worker to achieve objectives as high profit, quality product, large market share, good financial results, and survival at pre- determined time using relevant strategy for action. It can also be view as how those in an organization are doing in terms of level of profit, market share and product quality in relation to other enterprises within the same industry[11]. Job performance can thus be conceptualized as the ability of an individual to optimally utilize available resources in carrying out tasks, through various procedures to meet expectations of his or her job within a specific time. It

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is viewed as the ability of the staff to bring about achievement of educational objectives in an organization[12]. It was also added that job performance is how employees carry out their tasks assigned to them within stipulated deadlines[13].

Job performance refers to whether the outcomes of the workers about their work and objectives align with that of the organization's goals and objectives that are achieved by the workers. In simple terms, it is the ability of the workers to work effectively and efficiently at their job in achievement of the stated goals of their organization[14]. It was stated that job performance is reflected by job completion (that is, achievement of sales targets on time, difficult tasks that exceed expectations), relationship with customers (that is, ability to keep the existing customers and find potential ones), and feedback both from peer and the leader[15].

Job performance is a measure that indicates how well employees adhere to both explicit and implicit standards, objectives, and priorities. It is viewed as the manner in which employees complete their assigned work and perform required responsibilities. It thus refers to the effectiveness, quality, and efficiency of manufacturing by a worker or workers[16]. Job performance therefore measures an individual's effectiveness and competence in their profession[17]. It is also described as what a worker does or does not do such as the quantity of outcome, timeliness of production, presence at work, cooperativeness[18].

Job performance illustrates a working attitude displayed by those involved in a company and can be described by a system of evaluation or performance appraisal system. The performance of a worker can be influenced by means of the individual in response to conditions that affect the working process. It is the outcome generated at a particular job function or activity during a specific time period. It means that the performance of a worker identical to the results of efforts in performing their duties[19].

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2.1.3 Job Performance of Female lecturers in Private Universities

Private universities are universities owned and funded by an individual, established primarily to support and cater for teaching, learning and research activities of parent institution. Private universities are set up primarily to deliver quality education. Quality, in turn, is a function of cost the capacity to apply state-of-the and transparency in expenditure and governance; a strict adherence to the requirements set out in the academic brief, master plan and strategic plan; and an uncompromisingly strict adherence to the estimates contained in the annual budget[20].

Female lecturers' performance can be seen as their ability to improve undergraduates' learning as measured by undergraduates' gains on standardized achievement tests[21]. It can also refer to those related activities expected of female lecturers and how well those activities are being executed. It is usually defined as the extent to which a female lecturer contributes to achieving the goals of the private university. It is viewed as a measure of the quantity and quality of work done, considering the cost of the resources used. Results are usually the final and specific outputs desired from the Female lecturers. Female lecturers' performance could include: quantity of output, quality of output, timelines of output, presence at work and cooperativeness[22].

Female lecturers' performance is concerned with overall effectiveness and efficiency of getting things done within the private university. When performance is increasing the value of output from the Female lecturers rises faster than the cost of production; the private universities are therefore doing more with less[23]. In the university setting, Female lecturers' performance is the rate at which they achieve individual given objectives about the private institution goal achievement[24].

It is thought that female lecturers' performance is a process of continuous improvement in the quality of their teaching activity through the employment of

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mechanisms, internal and external to the private university institution, such that the provision of minimum academic standards documents is attained, maintained and improved upon. The performance of a female lecturer refers to how she undertakes the professional duties in the private university at a given time[6,25]. Female lecturers' job performance is therefore the extent to which a female lecturer carries his/her duties depending on what is expected by the private university in line with her capabilities, experience, time and seriousness in performing the given task. It is thus the outcome of a female lecturer's labour at a given time and scope as given by the private university institution[26].

2.1.3.1 Indices of Female Lecturers' Performance

Academic staff performance in Nigerian universities has a yardstick which is often measured based on the instruction of the students, amount of research conducted and directed by the staff in the universities, community service rendered by the staff[3]. This study however focuses on instructional, supervision and publication performance.

2.1.3.1.1 Instructional job performance

Instructional job performance has to do with effectiveness of Female lecturers at their instructional duties. Female lecturers performs instructional tasks or duties such as planning of lessons and instructing whole groups, or small group with the lessons that they have prepared with defined objectives to achieve. They assess and evaluate students' abilities (strengths and weaknesses) in various subjects that have been taught to them. They also prepare students well for standardized tests, develop and enforce classroom rules that enhance effective lesson delivery and students' learning; supervise students during extracurricular activities, conduct in-class activities and plan field trips for

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students to have practical understanding of the theories taught in class[21&27]. Instructional job performance therefore deals with the quality of female lecturers' output in terms of preparing and delivering lectures as scheduled by the timetable, evaluating students by giving and marking coursework, setting tests and examinations, invigilating and marking and submitting students' results for final assessment with minimal amount of resources[28].

2.1.3.1.2 Supervision Performance

In the context of this study, supervision job performance is how well female lecturers are able refresh and guide students (undergraduates and postgraduates) in their final year projects, theses and dissertations while maintaining good relationship with their supervisees in the private university.

2.1.3.1.3 Publication Performance

Publication performance is expressed by the entirety of researches conducted by female lecturers in private universities in their career over a specific period of time[29]. A universal approach to measuring publication performance was to count the number of books, articles, technical reports, bulletins and book reviews published, as well as presentations given and grants received through reviewing curriculum vitae or other print materials[30].

In the context of this study, publication performance is the total number of journal articles, textbooks, monographs, conference proceedings, technical reports, chapters in books, theses, dissertations, scientific peer reviews, co-authored textbooks, occasional papers and patents produced by the female lecturer in the private university within a specific survey period[29&31]. Publication performance could therefore be viewed as research product and research effort which the female lecturers produces[32].

2.1.4 Concept of Stress

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Stress is an adaptive response mediated by individual characteristics and or psychological processes, which are consequence of any external action, situation or event that places special physical and psychological demands upon an individual[21]. Stress is described as a normal function disruption of the body and mind of an individual[33]. It is viewed as the inability of a person to cope with its surrounding environment. It is a human body's response to the negative demands of the environment. Whenever human being experience or encounter any environmental factor (stressor) which is a threat to his/her survivals then they experience a feeling which is considered as stressful[34].

Stress is a state of physical or mental tension resulting from factors that affect the body's equilibrium or the body's reaction to either pleasant or complement simulation. It is any action or situation that places special physical and psychological demands upon an individual. It is anything that can unbalance an individual's level of equilibrium[35]. Stress can be defined as a way a human body reacts to stimuli from the environment; it can influence one's psychological and physical condition. Experiencing lower levels of stress can be stimulating, but being exposed to higher levels of stress for long periods of time may affect one's health and cause negative emotions, feelings of pressure, anxiety, irritability, loss of appetite etcetera[36].

Stress is a constraining, urging or impelling physical force, strain or mechanically a force that tends to produce strain or tension[37]. It is any external event or internal drive which threatens to upset the equilibrium of a person[38]. Stress is a dynamic condition in which an individual is confronted with an opportunity, constraints, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important[39]. It is viewed as resistance to come to work and a feeling of continuous pressure associated with general physiological, psychological and behavioural stress symptoms. Stress results from a mismatch between the demands and pressures on the

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person. It challenges the person's ability to cope with work. This includes not only situations where the pressures of work exceed the worker's ability to cope but also where the worker's knowledge and abilities are not sufficiently utilized which is a problem for them[40].

Stress is caused by varied factors or stressors which may include meeting family demands, work deadlines, taking very important and implicating decisions[41]. Stressor may be defined as any demand made by the internal or external environment that upsets an individual's balance and for which restoration is needed[42]. The individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person[43]. Stress is a psychological factor produced by a change in an environment that is perceived as challenging, threatening or damaging to an individual's wellbeing. It is commonly used to describe feelings of tensions or exhaustion usually associated with work overload or overly demanding work[44]. Stress is a psychological and physical reaction to internal and external factors of a situation in which the adaptiveness of an individual could be overextended[45].

Stress is any action or situation that places special physical and psychological demands upon an individual[46]. Stress can be defined as the body's response to environmental situation, which can lead to change in physical, emotional, behavioural, or mental state. It emanates from different sources which include - family, society, workplace, associations, inadequate resources, and infrastructure[43,47].

Stress can be perceived as a feminine trait associated with weakness. It is a psychological state of mind which results from demands put on an individual's body. The negative characteristics of stress exist when individuals are unable to cope with the externally driven demands placed on them which ends up increasing the physiological and psychological stress. Examples of physiological stress are - headaches, migraines,

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abdominal pain, lethargy, backache, chest pain, fatigue, heart palpitation, sleep disturbance and muscle ache. Psychological stress is exhibited as an emotional reaction were the individual shows symptoms (like anxiety and depression, burnout, job alienation, hostility, tension, anger, anxiety, nervousness, irritability and frustration) as a result of the stimuli at the workplace[48,49].

Stress is many times misunderstood and misinterpreted resulting into avoidable problems. It can be classified into two types: (a) Eustress: Positive, pleasant or curative stress. (b) Distress: Dysfunctional or negative stress[47,50]. Eustress allows for the positive process of responding to the stress as well as a positive outcome. It occurs when individuals manage the externally driven demand placed on their physique which tends to decrease both physiological and psychological stress. An example is having a pleasant life, being able to control feelings of anxiety and being proactive. Similarly, from an academic point of view, a positive response to stress for a lecturer may include intense research and supervision, and working hard teaching and learning. The outcome becomes positive when the output of the research shows in the anticipated number of publications, successful graduation of postgraduate students and an improved and quality student pass rate. Distress on the other hand is mostly represented as threats and harmful effects. Examples include - sickness, unpleasant lifestyle, inability to control feelings of anxiety, and passivity[49].

Stress can simply be understood as a condition where one experiences a gap between the present and desired state[47,50]. It is also defined as a state of tension when someone experiences tension from extraordinary demands, constraints or opportunities[51]. It was noted that the experience of stress is dependent on an individual's subjective appraisal of a situation and remains an inevitable, normal and requisite result of being alive[52]. It was noted that stress is not a psychological term but rather a choreographed

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state of events, encountered by all individuals during a period of illness of the organization. The experience of stress involves situations that are demanding on resources as well as the feeling of distress experienced subjectively. An individual may experience stress at different levels based on what they view as stressful or not[53,54].

2.1.5 Concept of Job Stress

Job stress is also termed work or occupational stress. It denotes workers' mental state aroused by a job situation or a combination of job situations perceived as presenting excessive and divergent demands. It is described as any characteristics of job environment which poses a threat to the worker (s). Occupational stress is the ability to cope with the pressures in a job or given occupation. It occurs when there is discrepancy between the demands of the work place and that of the worker. Occupational stress is a serious work hazard which has the power to bring crises on workers. Furthermore, it is a condition arising from the interaction of employees and their jobs and characterized by changes within workers that force them to deviate from their normal functioning[34,55].

Work stress can be described as stress arising mainly from work and work related concerns or activities. It is also stress arising from the work environment which may be physical or chemical[35,55]. Occupational stress is a mental or physical tension or both, created and related to occupation and its environment which comprise of employees and objects from within and outside the work place resulting into absenteeism, lack of motivation and initiative, low performance and service efficiency, job dissatisfaction and disruption of the smooth functioning of the organization[36,37].

Occupational stress is a psychological term with negative connotations. It is that situation which results from the ability of workers to cope with physical and or mental demands, real or perceived, made on them as a result of their profession[41]. Job stress is a situation that exist in the work environment that is perceived as threatening or demanding,

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which may induce feelings of being overwhelmed or nerve-wacked in the workers. It is therefore viewed as a disruption of the emotional stability of workers that induces a state of disorganization in their personality and behaviours[42]. Job stress is that type of stress experienced by workers at career environment[56]. It is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the worker. Stress enhances negative feeling of workforce that influences all aspects of a worker's life[57].

Job stress refers to an unpleasant condition or state in an organization which negatively affects the individual well-being and performance[58]. It is also viewed as emotional disruption and physical injury that happens when the job does not require or connect with the worker's skills, resources and needs[59]. Job stress is seen as the way in which a worker reacts towards aspects of the work environment that seem to be emotionally and physically threatening to him or her[60]. It is simply the way a worker interprets his/her work environment, considering the present circumstance of being able to cope with it or not[49&61].

Work stress can be defined as a harmful reaction to undue pressures and demands related to the job role. It is an inherent component of any work environment, which is sometimes necessary, but this does not justify its translation into any form of physical, psychological, or behavioural distress. It is also viewed as a chronic condition that requires an understanding of the condition, like its epidemiology, prior to exploring and setting protection, prevention, and intervention alternatives[44,62]. Occupational stress occurs when the job does not marry with the right resources for one's job. These workers therefore need to challenge themselves to cope with the situation. It is also a discomfort that one experiences or may see, which is triggered by events or situations that are too tense to exceed one's ability to cope and deal with them[45,63].

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2.1.6 Job Stress of Female lecturers in Private Universities

Female lecturers stress is a response to negative effect such as anger or depression usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from the aspects of their job and mediated by the perception that the demands made upon them constitutes a threat to their self-esteem or well-being[38]. Stress is any condition that can trigger negative feelings within the teaching profession in the private university. In one sense, it may occur when female lecturers begin to feel their daily tasks are ever-growing[51].

Stress is a wide collection of physical and psychological symptoms that results from difficulties experienced by a female lecturer while attempting to adapt to a private university environment. This means the potential for stress exists when a private university environmental situation presents a demand threatening to exceed a female lecturer's capabilities and resources. Stress can therefore be best seen as excessive demands that affect a female lecturer physically and psychologically. It is thus the mental or physical condition that results from perceived threat or danger and the pressure to remove it by the female academic staff[64].

Female lecturers stress is described as a condition where they are exposed to certain unwanted environmental factors within private university institutions (internal factors) or outside the private university institutions (external factors), that interfere with their normal routine life[65]. Teaching profession is well-known as a very stressful job in which the teaching staff need to play variety of roles such as being a supporting parent, disciplining taskmaster, stimulating actor and informative resource person[66]. Work stress is a chronic disease caused by conditions in the workplace that could negatively affects female lecturer`s performance and or overall well-being of her body and mind. In some

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cases, work stress can be disabling. In chronic cases a psychiatric consultation is usually required to validate the reason and degree of work related stress[67].

2.1.6.1 Measures of Job Stress of Female lecturers in Private Universities

Several measures of job stress exist. According to scholars, job stressors include – workplace stressors, environmental stressors, professional stressors, family and personal stressors[58]. However, this study will use measures of job stress of lecturers such as - Examination Load, Working Logistics and Interpersonal Relationship[43]. They are briefly explained below:

2.1.6.1.1 Examination Load Stress

This has to do with all forms of stressors related to instructional and examination activities such as setting, moderation, marking, collation and grading of examination scripts, lecture preparation and delivery, students' continuous assessment and so on and forth[43]. Examination load stress results from the amount of instructional and examination duties female lecturers must do. It has to do with stress caused by the amount and difficulty of examination activities[68].

2.1.6.1.2 Working Logistics Stress

Working logistics stress deals with all kinds of stress related to the working conditions within the private universities such as the status or conditions of the classroom and other school facilities. It includes stress resulting from large size of classes, poor office accommodation, poorly equipped laboratories and technical workshop, lack of class room facilities, study lecture rooms with poor seating arrangement for students to mention a few[43].

2.1.6.1.3 Interpersonal Relationship Stress

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"Interpersonal relationship" denotes to a close relationship between people who work in the same private university. Lecturers who work together should have a good relationship and be honest with one another to perform quality works and create a positive work environment. One way for private university institutions to cultivate healthy interpersonal relationships is to promote an environment of interactional justice or respect and neutral communication among lecturers, students and management[69].

Quality of interpersonal relationships at private universities is a dynamic construct that should be seen as functioning on a certain continuum of intensity (the same relationship can be positive at some points and negative at others, and rarely take extreme forms). This is because a relationship is conditioned by many factors that are endogenous to the lecturers (for example, lecturers' similarity, frequency of interaction) or exogenous (for example, professional affiliation, organizational culture)[70].

However, interpersonal relationship stress deals with stress resulting from interpersonal relationships amongst academic staff at the private university. It includes stressors related to unity and cooperation among lecturers, working and communication with colleagues, university management, departmental head, students, and non-academic staff[43]. Interpersonal stress are due to interpersonal relationship at work place, when workers found unsupportive environment or any personal remark from others at work place[64].

Interpersonal relationship stress is characterized by negative relationships, rare interactions and conflicts, difficulty in communication, uncontrolled emotions and negative/suspicious behaviours between female lecturers and others in the private university[70]. Interpersonal relationship stress is therefore a stress experienced by female lecturers as a result of different existing opinions and conflicts between them and others in private universities. Stressors from interpersonal relationships include poor social

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environment, lack of support or help from co-workers and supervisors, poor work and social support systems, lack of management concern for the worker, political rivalry, jealousy, and anger among many[71,72].

2.1.7 Concept of Management

Management is defined as a give-and-take role during which managers and lecturers cooperate so as to make sure the set goals and objectives are achieved[73]. Management is a process that refers to a number of activities and functions of a manager. As an art, it refers to implementation, and as a science, it refers to a systematic and scientific knowledge. It can also be seen as a process directed to manage lecturers or group of lecturers for a specific purpose within the private university. It ensures adequate planning so that the organizational resources are properly utilized to meet the goals. Management is thus viewed as the process of working with lecturers and resources for the realization of organizational goals, for the coordination of the work with others or through others, efficiently and effectively[74].

Management is the technique of working with lecturers to successfully acquire the goals of the private university organization, through efficient utilization of available human (lecturer), material and financial resources[75]. Managers at the private university perform the functions of planning, organizing, motivating, communicating directing and controlling[76]. Management can be defined as a mental and physical process whereby lecturers are brought to execute prescribed formal duties and to accomplish certain given objectives in the private university institution[77].

Management is the activity of getting things done with the aid of lecturers and other resources[78]. Good managers do those things both effectively and efficiently whereas poor managers are ineffective at what they do[79]. Management is the planning, organizing, leading, and controlling of lecturer and other resources to achieve organizational goals

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efficiently and effectively[80]. It refers to the pursuit of organizational goals efficiently and effectively by integrating the work of lecturers through planning, organizing, leading, and controlling the organization's resources[81].

2.1.8 Concept of Management Styles

Management styles are deliberate actions taken by private university managers to see that female lecturers are motivated to execute their personal or institutional visions in a private university institution[17]. Management style involves the mixture of traits, skills, behaviour and characteristics that managers practice to interact with their female lecturers so as to get work done. It is that manner through which managers exercise their authority within the private university workplace and make sure that their objectives are achieved. It covers how managers plan and organize their area of responsibilities and, especially, about how they converse with, and affect their colleagues and team members. The main subsets of management style are behaviour and attitudes, including: the knowledge the executives pass; how they pass it across; the instance they set also because the foundation they need laid plus the impression they need entrenched over time among their female lecturers; their body language; and their actions, inactions and general conduct[73].

Management style includes elements such as organization, planning, directing, coordination, control, procurement and selection, and authority sharing. It expresses the way the manager uses his/her authority over the female lecturers and level of relationship with the female lecturers in reaching the goals of the private university[74]. Management style is best portrayed as a strategy of management that is utilized by supervisors[75]. It is defined as the pattern of behaviour displayed by managers during their work with and through others[82]. It is also viewed as the pattern of interactions between managers and Female lecturers[83].

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Management styles are ways and procedures used by managers to direct, dictate and decide the attitude and actions of their female lecturers in order to attain their set goals and objectives. It is the way in which the functions of management are carried out and the manner that a manager chooses to behave towards female lecturers. It also refers to as the pattern of behaviour used by a manager in attempting to influence female lecturers and making decision regarding the mission strategy and operation of group activities within the private university. It is thus seen as the manner and approach of providing direction, implementing plans and motivating Female lecturers. Management style is therefore the combination of traits, characteristics, skills and behaviour that managers use when interacting with their Female lecturers[84].

Management style is the total pattern of a manager's actions, as perceived by the female lecturers. It is the characteristic way in which a manager relates with his or her female lecturers and handles the tasks before the group[85]. Management style is the style of every individual in managing a private university institution of which the main activity is to coordinate and guide the efforts of other individuals (female lecturers) who fit the vision of the private university organization. This involves management processes and the selection of appropriate actions and behaviour. Management style is the main characteristic of organizational performance within any private university[86].

Management style is seen as a process through which the manager influences staff in the process of attaining the group goal of the private university. It is a particular behaviour applied by a manager to motivate Female lecturers to achieve the objectives of the private university. It entails the ingredient of personality embedded in the manager that causes female lecturers to follow them. It is the management style that attracts the female lecturers to the manager. It is the pattern of behaviours engaged by a manager when dealing with the female lecturers[87].

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Management style encompasses the ways during which managers set about exercising their powers and spending orders in their units, departments and sections so as to accomplish their set objectives. It considers the world of designing, organizing and coordinating of labour and therefore the workforce as far as their roles are concerned, and above all, about how the managers relate to, and affect female lecturers at an equivalent level and other team members. Subsets of management style include attitudes and behaviour such as - the knowledge the manager passes; how he or she passes it; the instance they set; their body language; and their general conduct[73]. The essence of management style is to enable the manager recognize and connect his or her values and needs with those of the female lecturers[88]. Management style is based on the understanding of what motivates female lecturers. We can also say that it acts as a bridge in achieving organizational goals and in meeting individual goals, expectations, and needs[89].

2.1.8.1 Kinds of Management Style

Management styles determine the goal, direction, and worker programs at any organization. These styles may be authoritarian, paternalistic, democratic, laissez-faire, transactional, and transformational[90]. However, this study focuses on – autocratic, democratic and laissez-faire management styles.

2.1.8.1.1 Autocratic Management Style

Autocratic managers are charismatic and self-assured individuals who typically do not require validation from their female lecturers. Autocratic managers use their position to pursue aggressive and visionary goals and their power through organization culture, press and media to praise their initial success[1]. Autocratic managers are very typical because of "do as I say" categories. Characteristically, these managers are not well experienced with management driving force upon them within the sort of a proxy position

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or task that engages female lecturers running. They can damage a private university organization irreparably as they force their 'female lecturers to execute strategies and services during a very narrow way, based upon a subjective idea of what success seems like. There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated by autocratic management. In fact, most female lecturers of autocratic managers are often described as biding their time, expecting the inevitable failure this management produces and therefore the removal of the manager that follows[14].

Autocratic management style is characterized by personal influence over the choices and tiny input from team members. These managers emphasize loyalty and commitment and are described because they are the ones who decide themselves and need strict compliance to regulations[73]. The manager tells the lecturers what to do. Consequences awaits them if they fail to fall in line, lecturers are inspired generally via fear of discipline. The company has precise, clear regulations that lecturers should comply with. The higher management have no interest in hearing feedbacks from the lecturers[75].

These type of managers are very conscious of their position and have little trust or faith in their lecturers. In fact, they feel that pay is a just reward for work and it is only the reward that can motivate[84]. These managers see themselves as high-handed in their administration. They are the centre and pillar of all the activities that go on in the organization therefore making their decisions alone. Autocratic management style is effective for new and untrained lecturers who do not know which tasks to perform or which procedures to follow in carrying out the task assigned to them. This type of managers believes that human beings are weak, unwilling to work and have limited reasoning[84&85].

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Managers in this category call for academic staff meetings with a view to answering questions and making announcements. Under this atmosphere, academic staff may likely not be committed, resulting to poor motivation, low morale and resistance to set goals. In this style of management, managers make the decisions; dictate all the work methods; rarely trust their Female lecturers with decisions or important tasks. An autocratic manager never allows staff decisions, and the manager is usually very far from staff. It is a management that is imposed on an organization and it is sometimes referred to as coercive management. Decision-making is done by these managers; however, inputs from staff may be sought in the process, but hardly taken into consideration. This is because they are benevolent autocrats. The, what, when and how a task should be done are most times clearly stated by autocratic management. Manager and staff relationship are also clearly defined[85].

The autocratic or authoritarian management style refers to the exercise of strict control over the female lecturers in order to protect the rules of the private university institution[91]. Autocratic management involves absolute, authoritarian control over a group; such a manager is characterized as domineering. In autocratic management style, the manager determines policy and assigns tasks to Female lecturers without consulting them. The female lecturers working under autocratic managers carry out the managers' directives without asking questions and there are no group inspired decisions. The manager centralizes authority in decision-making and supervises work in close detailed manner than in general form[92]. These types of managers want their academic staff to function as they command[93].

This type of manager enforces actions with incentives, and all who perform what they are ordered to do are fearful of rewards for retribution. Contact appears to go from the chief to the supporters in one way. Without informing the female lecturers doing the

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activities, the autocratic manager assigns, offers facilities and guidance. Such management may take positive or negative measures. If the strategy that stimulates and impacts female lecturers is mostly focused on terror and force, negative management is branded, and the tactics are known to be manipulative. However, if the managers' strategies are focused on motivation and punishment, they would be defined as positive managers who, by benevolence or coercion, are allowed to enforce their judgment[94].

In this style of management styles, the manager depends on his official authority granted to him by the institution, he uses power to force his female lecturers to complete the work, he issues orders and instructions that include precise details, the manager tends in this style to hermetic supervision and direct over female lecturers because he does not trust them[95]. Autocratic managers have intentions of preserving the rigidity of organizational hierarchy and attach priority to the work itself, not the human relations[96].

Autocratic management is an exchange process, so it is a matter of contingent reinforcement of staff based on performances. It motivates staff by appealing to their desires and on instrumental economic transactions. Autocratic managers generally could use organizational bureaucracy, policy, power, and authority to maintain control. This is also characterized by implementing the will of a manager, without taking into consideration the opinion of staff. Autocratic managers decide alone, give orders to staff and expect them to carry them out, based on unilateral, top-down communication. In order to motivate, managers use their position to decide on the appropriate remuneration[85].

Autocratic management is an extreme form of transactional management. Managers have absolute power over their female lecturers, and the latter have little opportunity to make suggestions, even if it would be in the organizations best interest. Autocratic management often leads to high levels of absenteeism and low lecturer

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turnover. However, it could remain effective for some routine and unskilled jobs, as the advantages of control may outweigh the disadvantages[87].

The power of autocratic managers forces their female lecturers to carry out services and strategies according to their path. Autocratic managers are fewer imaginative and only indorse biased communiqué. This significantly stimulates the motivation as well as fulfilment level of dependents. The autocratic management style is always acknowledged to be operative for the short tenure. The autocratic management bounds the workplace of socialization also mutual communication. The managers are very devoted to perusing their methods and procedures but not to their individuals. This way is not very operative, the situation doesn't lead to the expansion and inspiration of dependents. These managers only emphasize their everyday jobs on being methodically accomplished[97,98].

From another perspective, the autocratic style is characterized by an "I tell" philosophy. Autocratic managers tell their female lecturers members what to do. This can give a private university a clear direction but it may also lead managers to under value or ignore input from teams. However, an autocratic approach is appropriate in some situations. It is valuable when the private university faces a crisis or when an urgent problem arises that requires an immediate response[99]. The autocratic manager generally has well-defined and controlled disciplinary process with an emphasis on punishment for non-compliance[100].

Autocratic managers thus employs coercive tactics to enforce rules and to manipulate female lecturers and decision-making, and reward loyalty over merit[101]. Theory X becomes the standard, believing that female lecturers must be forced to work, closely supervised, and rewarded or punished based on individual performance. Autocratic management's concern is strict compliance with the private university organizational chart and clear definition of processes. These managers can be viewed as

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successful in certain task situations allowing for the extremes of consideration and ruthlessness, depending on the situation[85,102]. The autocratic manager does not keep up comprehensible control of communication linking between him or her and the female lecturers. The autocratic manager keeps authority in his/her charge and does not authorize female lecturers to take part in policy-making[103,104].

The autocratic manager dominates members and uses unilateralism to achieve a singular objective[105]. In authoritarian management style, managers expect their female lecturers to act in accordance with the determined rules, procedures, goals and policies. Also, the interaction and communication between the manager and female lecturers are at very low levels. In addition, Female lecturers are not allowed to participate in decision-making in an autocratic management. In authoritarian organizations in which management is designed hierarchically, decisions are made by the top management and are dictated without questions. The manager does not have confidence or trusts in his or her female lecturers. The manager rarely praises, rather he or she criticizes a lot, leading to female lecturers' loss of confidence in him or her and eventually lesser commitment to their work. Authority in management continues with its female lecturers internal rebellion, anger, non-intentional obedience and low trust and the avoidance of the use of real performance, knowledge and ability, which leads to low quality and low performance within the private university[74,92].

Autocratic management could be good at times, but there may be many occasions where this management style could be a reason for inaction and this is why managers who abuse the use of autocratic management style are often viewed as dictatorial. Innovative ideas may elude such private university organizations as a result of the use of autocratic style and this stems from the inability of female lecturers to contribute because they are never consulted[106].

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Those who abuse this style of management are often viewed as bossy and controlling which can lead to resentment among the academic staff working within the institution. Because autocratic managers make decisions without consulting the group, female lecturers in the group may dislike that they are unable to contribute their ideas and would thus not feel a sense of belonging to the institution. This also often results to the lack of creative solutions to problems, which could ultimately hurt the performance of the group. The academic staff become dependent on their manager while their development is jeopardized[107].

The autocratic management style is also best suited to situations where the manager possesses expert knowledge (for example, an experienced surgeon leading medical interns) or where the manager is an authority figure whose authority is unalloyed (for example, a superior officer in the army). The main advantage of the autocratic management style is that tasks get completed quickly without consulting with a large group of Female lecturers and it ensures the supremacy of the manager. However, if improperly utilized female lecturers may become disgruntled and this may impact organizational results[1&85].

Another advantage of autocratic management is that it allows fast decision to be made and improves overall communication and performance within the private university. It also reduces Female lecturers stress. This style allows the academic staff to focus on performing specific tasks without worrying about making complex decisions and to become highly skilled at performing certain duties, which can be beneficial to the private university organization. The autocratic manager would generally solve an issue and make decisions for the group using observations and what he or she feels is needed or most important for the majority of the academic staff to benefit at that time. These are the managers that would decide for the group when they would wake up and depart, and

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exactly how far they should go for that day. If the group came across any conflicts or barriers within the expedition, these managers would also make the decisions on their own, inquiring feedback from the three hired instructors to ensure that their decisions were okay. However, a disadvantage of this style of management is that it creates a system of dependence and lack of trust[85&108].

It was argued that if this type of manager's behaviour is applied for long-term, without considering the level of the academic staff and the need for independence of associates, it becomes a limiting factor in the development of the private university organization. This style of management, characterized by one way communication channels, confirms that autocratic managers are mostly not interested in feedback[101]. It was also asserted that although autocratic managers' emphasis is on high performance, it often breeds counter-forces of antagonism and restriction of output. Frequently, it could result in hostile attitudes, a suppression of conflict, distorted and guarded communications, high labour turnover and absenteeism, low performance and work quality. This management tends to produce dependent and uncreative academic staff that are afraid to seek responsibility[85,108].

2.1.8.1.2 Democratic Management Style

Democratic management, also referred to as participatory management, is one in which members of staff play a more participatory part within the decision-making process[73]. In democratic management style, managers expect that lecturers will work in a certain order and increase their motivation levels by appreciating successful lecturers. On the other hand, it takes into consideration the opinions and suggestions of lecturers in decision-making processes. Democratic management is an approach that constantly communicates with lecturers, provides effective workforce support and constant

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motivation to lecturers and reveal their talents. In this style, the academic staff report to the manager about how their work is done in their fields[74].

A democratic manager is an individual who solves issues or makes changes with the aid of asking crew members for their feedback, recommendations, and ideas. This manager can be uncomfortable with making all of the decisions themselves[75]. This style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing[77].

Democratic managers increases job satisfaction through the involvement of others, and helps to develop people's skills. Lecturers tend to feel in control of their own destiny, and motivated to work hard by more than just a financial reward. This approach could, however, take longer, but often with a better end result. Democratic or participative management is most suitable when working as a team is essential, and when quality is more important than speed to market or performance[87].

It was specified that democratic managers thus emphasize on group debates besides group involvement. This style is used to expand executive performance as well as private university institutional efficacy[91]. An advantage of this style of management is that the academic staff who take part in deciding what to do is likely to understand the decision and conclude that any course of action is appropriate and right. Thus, they have some courage and the chance to practice their talents and articulate themselves. This style of management also tend to motivate and inspire Female lecturers to participate and take on obligations. There is however slower decision-making, fewer transparency and potential concessions intended to appease all[94].

In this style of management, the lecturers choose their manager and good relations are built between the manager and his lecturers so that the lecturers discuss problems and

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they participate with the manager in specify goals and making decisions. In this style, the manager derives his or her authority from his or her lecturers and encourage and builds exchanged confidence with them, also the manager delegates his or her powers in this style to his or her lecturers and encourages them to assume responsibility[95]. Democratic managers create an environment to share experiences, ideas and feelings and dignify the thoughts of lecturers, which makes the organization more powerful[96].

From another perspective, the democratic approach is characterized by an "I share" philosophy. All members of a team are involved in identifying essential goals and developing procedures or strategies towards reaching such goals. From this perspective, participative management can be seen as a management styles that relies heavily on the managers functioning as facilitators rather than simply issuing orders or making assignments. This type of involved management style can be utilized in business settings, volunteer private university institutions and even in the function of the home. One of the main benefits of participative management is that the process allows for the development of the additional managers who can serve the private university institution at a later date. Because managers who favour this style encourage active involvement on the part of everyone on the team, Female lecturers often are able to express their creativity and demonstrate abilities and talents that would not be made apparent otherwise that ultimately improve the performance of lecturers. The discovery of these hidden assets help to benefit the work of the current team, but also alerts the private university institution to Female lecturers within the team who should be provided with opportunities to further develop some skill or ability or future use[99].

In participative management, academic staff feel engaged in the process and are more motivated and creative. This management style reflects equal participation inclusiveness, and self-determination, that said; they are for elected positions of power

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not be confused with those who carry. The roles of democratic followers include readiness to take responsibility for private university institution, accountable for their decisions, desire to maintain their group's self-determination and freedom, take on the role of manager as needed or appropriate and work with managers. Democratic management is appropriate in particular settings such as an international association, a democratic nation, a lecturer-owner corporation, a close-knit neighborhood, or a cooperative social group or private university institution[100].

Also, office politics that can threaten the growth and development of a working environment can be reduced with the help of the democratic style of management. All the female lecturers involved use their skills together for the completion of a certain task and hence, almost all ideas are taken into consideration and carefully debated. Communication gap is also reduced. Tension between the manager and the members of staff is decreased as a result of which fear of rejection and denial also reduces. This makes all sort of issues addressable. There is also a reduction in lecturer turnover. A democratic manager makes female lecturers feel empowered at work as it is essentially performance based. A majority of academic staff appreciate this method of management as it secures them a safe future with the company[107].

Advantage of democratic management it's allow free flow of ideas, it's also encourage trust and respect throughout the team also its disadvantage include extra time to implement decision also democratic manager must often deal with rejection[108]. Democratic management refers to a style whereby academic staff typically considered as unequal according to hierarchical standards are bestowed shared power in the decision-making process[109]. Furthermore, all team members are allocated fair opportunities to participate in idea-generating processes and throughout group discussion and

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brainstorming; it was noted that the most effective ideas are being voted via the democracy model[110].

In general, democratic managers will encourage their team members to voice out any ideas due to an emphasis on group equality and free-flowing ideas. Participative management encourages innovation and creativity by giving every member of the institution the ability to provide input into decision-making which results in easy adoption and utilization of decisions taken[1&111]. Nevertheless, the manager will still need to offer guidance and continuously monitor throughout the discourse process to prevent any quarrels and arguments from taking place, especially if more than one party hold different views or perceptions compared to others[111]. The authority to decide who is in the group or contribute in decision-makings remains vested in the democratic manager. Usually, when arguments or quarrels happen, difficulties to conclude on the decision taken by the team will arise, requiring them to generate a final overview and convince all team members regarding their support of all personal views[112].

It was postulated that democratic or participative management is the procedure of making combined decisions or sharing responsibilities especially in decision-making between the authorities and lecturers and that it involves consulting with lecturers and evaluating their opinions and suggestions before any decision is made[113]. Participative management style is very similar to McGregor's Theory Y which believes that an average human being likes work and therefore do not need external control and the threat of punishment in order to put efforts toward realizing organization objectives[114].

This style is useful to adopt when attempting to involve a wide range of people in building a consensus. When using the democratic management style, the manager shares the problem with the relevant team members as a group. Together they generate and evaluate alternatives and attempt to reach agreement (consensus) on the solution. Here the

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manager's role is more facilitative – like that of a chairperson. A democratic manager thus forces consensus through participation. Their most popular question is "What do you think?" The democratic style works best when a manager is quite uncertain about the best direction to take and needs ideas and guidance from able members of staff. And even if a manager has a strong vision, this style works well to generate fresh ideas for executing that vision. This style is applicable when situations change frequently, democratic management offers a great deal of flexibility to adapt to better ways of doing things[115].

Democratic management style is the process used to coordinate all members' work and duties by emphasizing a sense of responsibility and good cooperation. This management style is characterized by efforts to create and develop effective human relationships based on the principles of mutual respect among members of the school private university institution. A manager with this management style always looks to take advantage of everyone they lead[116]. In a democratic system, decision-making is simply not centralized and the quality is appreciated and rewarded[117].

It was summarized that important features of democratic management include –

1. Distribution of Responsibilities: A manager that leads democratically will distribute responsibilities among his group to facilitate participation in decision-making;
2. Empowering Group Members: a democratic manager empowers his or her members so that the members can accomplish their responsibilities. The empowerment of members is always in training and education; and
3. Aiding group decision-making process: a major role of a democratic manager is to ensure democratic deliberation in making group decisions. On the other hand, the manager acts as a facilitator and mediator between group members and ensure that a psychologically healthy and respectful environment is maintained[118].

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This style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents by letting them share their views, rather than simply expecting them to conform. If a decision is very complex and broad, it is important to have the different areas of expertise represented and contributing input – this is where democratic manager shines[115&118].

This management style is most suited to private university institutions that thrive on innovation and creativity; these private university institutions consist of teams comprising of academic staff with unique perspectives and skillsets. While this management style encourages creativity, improved decision-making and team cohesion, it is not appropriate when working with large teams or where urgent decisions need to be made[1,115].

2.1.8.1.3 Laissez-Faire Management Style

Laissez-faire management style is therefore described as the policy of leaving things to take their course, without interfering. This management style also known as 'delegative management style' is characterized by minimal management involvement. Laissez-faire managers exercise minimal control over their lecturers; once lecturers have been provided with the necessary tools and resources to complete assigned tasks they are left alone to resolve issues on their own[1]. Lecturers are given freehand in deciding their own policies and methods and to form independent decisions[14].

This type of management is most effective when the manager takes the lecturers through series of training which enables them to be self –independent so that performance is not hampered even in the absence of the manager. Laissez-faire management is not ideal in situations where lecturers lack the knowledge or experience they need to complete tasks and make decisions. This is because the lack of supervision, mentorship,

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feedback and organizational structure often results inefficient utilization of resources, failure to meet deadlines and failure to achieve desired objectives[1,13].

Laissez-faire management is an inactive style defined by the belief that the best management comes from allowing lecturers to control the pace of action. This implies that lecturers' performance depends almost entirely on team member's competencies, abilities, skills and capabilities[16,45]. Laissez-faire management is a style that aims to establish a minimum level of supervision on lecturers. In this management style, managers only intervene in the activities of lecturers when there are problems and actions are difficult to prevent. This management style can result inefficiency in cases where lecturers have lack of adequate knowledge, skills and experience, on the other hand, it can cause performance enhancement by innovation and creativity in organizations where there is a high level of skill, knowledge and task awareness[74].

Academic staff are permitted to settle most of the decisions, with management giving direction when required, the manager for this situation is viewed as an adviser instead of a manager. This style of management is mainstream in organizations, where the risk taking is supported. It works well when a group of experts are working together and they have the success skills to achieve the desired goals[75].

This type of manager will give lecturers a goal, the lecturers are completely allowed to achieve these goals with their skills, and the manager will only be responsible for the supply of the resources. Also, laissez-faire managers avoid responsibilities, do not take care of the needs of their lecturers, do not provide feedback, and delay decision-making. Laissez-faire managers in reality provide information, but no direction for their staff and do not get involved with followers; hence, lecturers become frustrated and dis-organised, which results in low work quality. This type of management can also occur when managers do not have sufficient control over their staff. This type of manager is

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thus an avoidant manager who would rarely intervene in the work affairs of lecturers or completely avoid responsibilities as a superior. In addition, when Laissez-faire manager observes that the members of the group are performing well, he or she allows the members to have liberty of action. This management style thus gives the authority and power to lecturers to determine the goals[84].

Laissez-faire management could be effective if the manager monitors what is being achieved and communicates this back to the team regularly. Often, this style of management is most effective when each Female lecturers is very experienced and skilled self-starters[87]. Laissez-faire is a French phrase that means let it be and describes managers who allow their academic staff to work without supervision. It is the kind of management where the manager is inactive, rather than reactive or proactive. The laissez-faire management style, also known as the "hands-off" style or free reign, is one in which the manager provides little or no direction and gives Female lecturers as much freedom as possible. School heads who adopt the laissez-faire management style exercise little control over their staff thus allowing them to have the freedom to carry out their assigned tasks without direct supervision[92].

University managers who use this style of management believe that there should be no rules and regulations since everybody has inborn sense of responsibility. The philosophical assumption underlying laissez-faire management is that naturally human beings are unpredictable and uncontrollable and trying to understand people is a waste of time and energy. Under this style, the university manager tries to maintain a low profile, respects all departments and sections within the private university institution, trying not to create waves of disturbance, and relies on the few available loyalists to get job done[92&106].

The laissez-faire university manager lives and works with whatever structure is put in place without any suggestions or criticisms. Goals and objectives are established

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only when necessary and required. Such a university manager shuns decision-making as much as possible, and would avoid communication but communicates only when needed. Thus, the business of staff development is not a concern of the Laissez faire university manager, who believes that Female lecturers can take care of themselves[92].

Among the defects of this style is the flow of chaos, lack of discipline and organization in the work. This style is considered as the lowest type of style in terms of work results as it does not inspire the lecturers to respect the manager[95]. This management style is beneficial in creative environments as it encourages lecturer innovation and creativity which leads to improved job satisfaction[1]. Furthermore, every lecturer has the opportunity to make decisions while the boss just watches them work and learn and they are not yelled at[1,107]

In laissez-faire management style, the manager maintains contact with outside people and brings information to the lecturers which they need for the accomplishment of the given task. Although, the lecturers are given the power and authority to make decisions the manager still takes responsibility for the actions of his or her lecturers. The Laissez-Faire style is most suitable in the situations, where the lecturers are more knowledgeable than the manager and possess expertise in a particular field that can be used to find a solution to the complex problem. Thus, highly passionate lecturers prefer this style of management. This type of management style is advantageous to lecturer as it encourages personal growth and innovation and also allows faster decision-making. One of the disadvantage of this style of leadership is that it downplays the role of the manager in a team and lecturers could be abused[108].

This management style is a non-management approach. In this approach the manager is unable to participate in organizational matters. It is also called 'doing nothing approach' of management. In this approach, managers keep their distance from their

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academic staff and do not actively take part in matters. This management is the most passive and ineffective because lecturers do not receive information and feedback to perform satisfactorily in their positions. When female lecturers does not accept any guidance from a laissez-faire manager, they have to utilize their judgment to make decisions[119].

Laissez faire managers have a very negative relationship with decision-making, and it means that when managers decide not to take part in matters of lecturers, then there will likely be more negative involvement of lecturers. Another inference of this relationship can be that when managers make decisions and are involved in matters of the private university institution, then there will be no laissez faire style at all. If there is no involvement of managers in matters then there will not be any decision-making and active participation of managers. The laissez faire style does not have any relationship at all with management effectiveness. These managers show passive indifference about the task and lecturers, for example, ignoring problems and ignoring baser needs[18,119].

Laissez-faire represents a non-transaction where necessary decisions are not made, actions are delayed, management responsibilities are ignored, and authority remains unused[120]. In this style, managers avoid their duties and do not take any active part in the affairs of the private university institution. In this style, managers remain absent in crucial matters and decisions get delayed and performance becomes very poor[121]. The laissez-faire university manager lacks responsiveness to the female lecturers' needs. When female lecturers cannot determine the best way to achieve organizational goals, it can become problematic as no one is taking responsibility[123].

It was indicated that laissez-faire university managers generally avoid decisions, neglect workplace problems, and do not model the appropriate behaviour. It was also suggested that female lecturers have to overcome difficulties by themselves, which often

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leads to the problem remaining unresolved. The laissez-faire university manager lacks involvement with their female lecturers. The female lecturers becomes insecure and uncertain of the next steps to take towards resolving the problem, which could cause them stress[124].

Laissez-faire management is not only ineffective but could also be destructive. However, university managers letting their female lecturers make their own decisions in complex organizations such as private universities is significant. In the academic environment, self-determination is essential[125]. Laissez-faire management should emphasize the importance of focusing on the personal relationship between the university managers' style and different situations and staff needs. University managers must create a positive environment where the female lecturers feel like they are a family regardless of their positions in the academic institutions due to the nature and quality of staff they manage[126].

2.2 Theoretical Framework

This study is guided by "Person-Environment (PE) Fit Theory" and "Path-Goal Theory of Management".

2.2.1 Person-Environment (PE) Fit Theory

This study is based on person-environment (PE) fit theory. Person-Environment Fit model of job stress, developed by Kurt Lewin sees stress as a consequence of two kinds of mismatch: a mismatch between the requirements of the job and the ability of the female lecturers to meet those requirements which eventually affects the performance of the staff[127]. Person-environment fit is the degree to which female lecturers' characteristics harmonises with her environment. Person-environment fit theory and the transactional model of burnout indicates that the interaction between female lecturers and her environment determines whether or not the situation is stressful for her as a person. It

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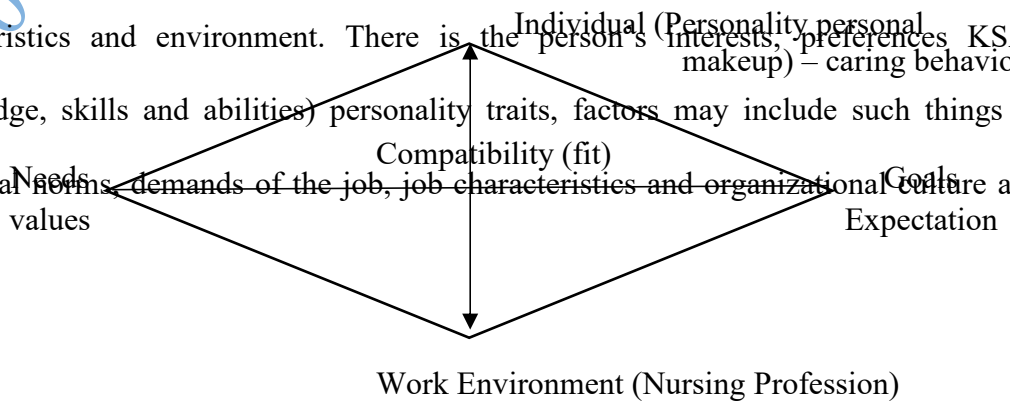
assumes that human behaviour is a function of the staff and the environment, and that her vocational satisfaction, stability and achievement depend on the congruence or fit between the staff's personality and the environment in which the academic staff works[128].

The higher degrees of fit predict positive work outcomes. Accordingly, the person- Job Fit model environment approach suggests that for optimal performance, female lecturers should be compatible with their environments so as to reduce their level of stress and increase optimum performance among them[129]. It was therefore argued that for optimal performance, private university institutions should be designed on the person-environment fit based on female lecturers' cognitive capacity at every level of the private university institution. The work environment includes female lecturers' expectations and perceptions regarding workload, control over one's work, tangible and intrinsic rewards of work, the relationship and sense of community among co-female lecturers, perceptions of fairness in the workplace and the role of personal and private university institutional values[130]. Therefore, if the fit between female lecturers and her environment is incompatible, stress results. Similarly, lack of fit between the demands placed on female lecturers and their abilities to meet those demands can result in stress which eventually leads to decreased level of performance.

The person-environment fit theory resulted from Kurt Lewin's equation of behavior. According to Lewin, an individual's behavior is dependent on their characteristics and environment. There is the person's interests, preferences KSAs (knowledge, skills and abilities) personality traits, factors may include such things as vocational norms, demands of the job, job characteristics and organizational culture and values.



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Source: Researcher 2022

Relevance of the Theory

This theory is relevant to this study in that if female lecturers do not fit well in their work environment (private university institutions), stress may result. All the activities carried out by the staff should fit with her capabilities and interests. For instance, workload given to the staff should align with her capabilities and interests. When this occurs, the staff are less stressed and their performance tend to increase. Furthermore, the office accommodation, classroom size and facilities should be adequate and comfortable for female lecturers to be able to perform their duties with less stress. In addition, the environment (private university institution) should also have a sense of belonging and quality association where everyone is welcomed regardless of their individual backgrounds or status. All these can determine if the environment is fit enough for the female lecturer to thrive and perform optimally.

2.2.2 Path-Goal Theory of Management

Path-Goal theory of management was developed by a theorist in 1971[131]. The theory emphasizes that female lecturers' actions are carried out based on the managerial style of their manager in the private university organization. According to the theorist, path-goal theory of management is a "process in which managers select specific manner of managing based on his or her believes about his or her lecturers and his or her feelings on what is best suited to the lecturers' needs and the working environment so that they may guide the lecturers through their path in the obtainment of their daily work activities (goals and tasks)". This implies that the manager adopts a management style or behaviour that he or she considers the most appropriate in his/her management to suit the

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lecturers/staff needs and the working environment so as to attract the best action of the staff in the organization. The manager adopts this style based on his or her beliefs on how lecturers should be handled in order to enhance their job performance[106,131].

These managerial styles could be autocratic, democratic, laissez-faire, transformational, and transactional and so on and forth. However, in this theory, four management behaviour or styles were identified - directive, supportive, participative, and achievement-oriented. Directive management which is similar to the autocratic implies that the management dictates the organizational goals and expectations to the female lecturers with the view of keeping staff aware. Supportive management which is similar to the laissez-faire management entails the manager's ability to be friendly in his/her relationship with the lecturers. The manager believes the staff are able to work out the best way to satisfy their needs and meet the goals of the organization. Participative management which is similar to the democratic management style means that the managers give opportunity to staff for consultation on the organizational issues, by allowing the staff to contribute to the organizational decisions. Achievement oriented management involves the manager's ability to set the organizational challenging goals for the staff of the organization and ask them for improvement on their performance to enhance the organizational performance[106,131].

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Relevance of the Theory to the Study

This theory supports the influence of management styles on job performance of female lecturers. Managers of any institution including private universities adopt various management style with regards to how they perceive their workers and feel they should be managed. Some believe their staff do not like work and should be forced or directed

which makes them autocratic in their managerial approach. Others feel that their staff should be supported and involved in decision-making process which makes them democratic in their managerial style. Some perceive that staff should be left alone to carry out activities based on their initiatives. These type of managers practice laissez-faire approach. Whatever management style the private universities' managers, adopt, the aim is to ensure that the goals of the institutions are met. However, these management styles tend to affect the performance of the female lecturers working under such managers either positively or negatively in the long run.

2.3 Review of Empirical Studies

Several scholarly works related to the influence of job stress and management styles on female lecturers' job performance are examined under the following headings and sub-headings below:

2.3.1 Job stress and Female lecturers Job Performance

A study investigated occupational stress and teachers' job effectiveness in secondary schools in North Central States, Nigeria. Two research questions guided the study while two hypotheses were tested. Descriptive survey research design was employed for the study. The population of the study comprised of thirty four thousand, four hundred and seventy three (34,473) teachers in one thousand, nine hundred and forty nine (1, 949) public secondary schools in the North Central States of Nigeria. A sample of one thousand and thirty four (1034) teachers representing 3% was selected from fifty eight (58) public secondary schools and used for the study. Multistage sampling techniques were used to select the respondents for the study. A 35-item structured four-point scale questionnaire titled "Influence of Teachers' Occupational Stress Questionnaire (ITOSQ)" and interview schedule were used for data collection. The instrument was validated by three experts in Educational Management and Measurement and Evaluation.

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The reliability of the instrument was tested and yielded a Cronbach Alpha Coefficient of 0.890 which was considered high enough and reliable to be used for field survey. Data obtained from the study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. Frequency, percentages and charts were used in testing the responses from the interview while the chi-square ($\chi 2$) test of goodness of-fit was employed to test the null hypotheses at 0.05 level of precision. The findings indicated that stress due to unconducive working environment and inadequate infrastructural facilities has significant negative influence on teachers' job effectiveness in secondary schools. It was recommended among others that management of secondary schools, that is the government, parents and other education stakeholders should make teachers work environment more conducive by giving more attention to the motivational needs of teachers such as fringe benefits, good offices, canteen and good recreation centres[21].

A research work was implemented on the influence of occupational stress on the teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. Three (3) research questions and three (3) hypotheses guided the study. Descriptive survey research design was employed for the study. The population of the study comprised two thousand, three hundred (2,300) teachers from eighty six (86) grant-aided secondary schools in Makurdi Education Zone, Benue State. A sample of three hundred and twelve (312) teachers from thirteen (13) selected secondary schools was employed for the study. A 15-item structured questionnaire constructed by the researchers tilted, "Occupational Stress and Teachers' Job performance Questionnaire (OSTJPQ)" was employed for data collection. Descriptive statistics of Mean and Standard Deviations were used to answer the research questions while inferential statistical tool (t-test) was employed to test the hypotheses at 0.05 level of precision. The findings revealed that

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delayed and non-payment of salaries, working conditions and lack of in-service training significantly influence teachers' job performance negatively in secondary schools in Makurdi Education Zone of Benue State. Based on the findings of the study, it was recommended amongst others that there should be prompt and regular payment of teachers' salaries and allowances among others by school administrators so as to make them happy and feel relieved of the stress of work. Government should create enabling working conditions for teachers. Also the professional development of teachers should be a top priority by the educational administrators, so as to improve their knowledge and skills[34].

Another closely identical research work investigated the relationship among gender, stress and academic job performance in tertiary institutions in Anambra State. The research design was descriptive survey of the correlational type. Stratified random technique was employed to select a total of five hundred (500) participants out of one thousand, two hundred (1,200) target population from the four (4) tertiary institutions in Anambra State of Nigeria. The data gathering instrument were Gender Stress Questionnaire (GSQ), Academic Staff Job Performance Questionnaire (ASJPQ), Academic Staff Stress Management Check List (ASSMCL) and Academic Staff Publication Proforma (ASPP). Five hypothesis generated were tested at .05 level of precision. The data were analyzed using Multiple Regression and Pearson Product Moment Correlation Coefficient Statistics. The findings revealed that gender and stress significantly influenced academic staff job performance in tertiary institutions in Anambra State. It was recommended on the basis of the findings that the workload of the lecturers should be reduced so as to achieve efficiency and effectiveness in their teaching career[35].

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A study explored occupational stress among library professionals working in Universities of Punjab and Chandigarh. Data was collected from three hundred and one (301) library professionals working in Central libraries of the twenty four (24) universities in Punjab and Chandigarh through a self-constructed questionnaire. The data gathered was analysed using descriptive and inferential statistical methods. The aim of the study was to compare occupational stress with respect to demographic variables; gender, marital status, professional qualification and type of university where they work. Results of the study revealed that no significant difference was found in the level of occupational stress among library professionals according to their gender and marital status. A negative but significant co-efficient of correlation was found between occupational stress and Job performance among library professionals. The mean difference in job performance of library professionals with low and high level of occupational stress was found to be significant at .01 level. Library professionals working in Private and Deemed Universities were found to be more stressed than the library professionals working in State and Central Universities. The significant difference of mean scores of occupational stress among library professionals was found to be on the basis of their professional qualification[37].

A related study was carried out to investigate the causes and impact of stress on Teachers' performance as expressed by primary school teachers in Nigeria. A total three hundred (300) primary school teachers were randomly selected to form participants for the study. Four research questions formulated were directed towards issues investigated. A validated Instrument titled - "Causes and Impact of Stress on Teachers Performance Questionnaire" was administered to the participants. The survey research type was employed. Data gathered were subjected to percentage analysis of variance and t-test analysis. The result revealed that majority of primary school teachers were stressed on the

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job and this had negative impacts on their performance. The study revealed that lack of job satisfaction, inadequate school facilities, were major causes of stress among primary school teachers. The study also revealed that stress had negative impacts on teachers' performance. It was recommended on the basis of the findings of the study that there is the need for government to improve teachers' conditions of service; teachers' special salary scale needs to be implemented by government; adequate facilities should be provided in schools; and there should be establishment of counselling unit in schools to cater for both teachers and students. If the predisposing factors for stress are left unattended to, resultant consequences can have substantial effects on teachers' performance[38].

The aim of a research was to examine the influence of work stress on workers' performance in a microfinance institution in Cameroon. The purposive and simple random technique was employed to select the sampling size of eighty (80) participants. Data collection was done using questionnaires and focus group discussion. The results revealed that the participants endure excessive amount of stress which negatively affects their performance as many of them opine that management exerts pressure on them to increase their output. Some of the workers affirm that a stress-free program goes a long way to boast their performance and that of the institution, while others do not see the possibility of this program reducing stress. Considering the steam which microfinance institutions are gaining within the business environment, workers have a very difficult task, and much is expected of them. It is recommended that management need to institute a stress management program to ensure that the workers work in a stress-free environment which enables them to perform better and increase performance thus achieving the goals of the institution[39].

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A research work was investigated on the impact of work stress on workers' performance. The study sought to find out how work-related stress could affect the performance of banking staff of Faisalabad, Pakistan. In addition, it was implemented to identify certain factors which contribute to work stress among banking staff. The target populations comprised of all workers from the five to six bank of Faisalabad city, Pakistan. The stratified random sampling technique was employed to select fifty (50) participants for the study. Questionnaire was the instrument used to elicit information from the respondents. Descriptive statistic of table and percentage were used to answer the research questions raised to guide the study while regression and correlation method was employed to analyze the research hypotheses generated for the study. To check the impact of work stress, the stress related variables are impact of workload, impact of role ambiguity, impact of role conflict. The results revealed that there is significant negative relationship between work stress and worker's performance in the banking sector. It was recommended that stress among bankers to be reduced to a minimum level by the management in order to enhance their performance[40].

A study explored the influence of occupational stress on the female lecturers at the University of Education, Winneba (Winneba Campus) and strategies that can be used to manage the stress they experience. A mixed method involving quantitative and qualitative research approaches was employed. Using a census sampling frame, fifty one (51) female lecturers at the University responded to a structured questionnaire at the quantitative phase of the study, while ten (10) of them – five (5) with administrative roles and five (5) without administrative roles were purposively selected and interviewed for the qualitative phase. The quantitative data gathered was analyzed in means and standard deviations, while the qualitative data was used to elaborate on the quantitative results when necessary. The study revealed that the female lecturers sometimes experience health-related

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problems including headaches, back pains, and sleepless nights owing to stress. Among others, the study concluded that these health-related problems could lead to a deterioration of passion and drive on the part of the lecturers for work, which ultimately would affect their performance. It was recommended on the basis of the findings that the lecturers should be encouraged by the management of the University to visit the health facility at the campus on regular basis for check-ups and support to manage the stress they experience. Secondly, all hands should be on deck towards ensuring that the stress of academic staff is brought to a minimum[41].

An article was done to empirically investigate the stress sources, and its influence on performance of lecturers in a higher institution in Ghana. A self-administered questionnaire was completed by a sample of one hundred and twelve (112) lecturers selected from four faculties using three stage sampling technique. Results were drawn using descriptive statistics, Mann-Whitney U test and Kruskall Wallis tests and hierarchical regression. Teaching and examination load was found to be the leading stressors. A significant difference was found for all demographic variables evaluated except lecturers' age and rank. Finally, "examination load stress" and "student related stress" were found to be positively and negatively associated with teacher performance respectively. Results suggest that whiles the teaching environment is stressful, some of the dimensions have a positive impact on performance. Therefore, authorities of the institution must not seek to manage stress to an optimal level, much less induce stress in their workers must remain, as part of any endeavour to increase performance. This study is noteworthy as the results offer additional insights on work stress and teacher performance from a Ghanaian context which is an under-research area. Additionally, this research employed the competency dimensions to measure teacher performance[43].

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Multiple reports have indicated that the prevalence of work-related stress is increasing among academics. This has been attributed to the expanding number of students, the need for efficiency in providing higher quality education, accountability to multiple stakeholders, internal and external factors, and problems in management and workplace communication systems. In spite of the growing realization of the importance of work-related stress, little is known about the subject in SubSaharan Africa. In this study, we investigated the prevalence of work-related stress and associated factors in colleges across Eritrea. This study was a cross-sectional study performed in 2019 in Eritrea. Sample size for this study was calculated using single population proportion formula and simple random sampling technique was employed to acquire the study participants. A structured closed-ended questionnaire was subsequently used to collect sociodemographic and other occupation related data. The University and College Union model stress questionnaire was employed to assess stress among the study participants. Statistical analysis was conducted using IBM SPSS Statistics version 23. Based on the UCU model stress questionnaire, the overall prevalence of stress among college faculty was found to be 49.2%. When assessing the stress related factors, Pearson's correlation test showed participant's stress score was moderately correlated with demand, control and relations scores. However weak, the stress score had a statistically significant positive correlation with role, change, and the support domain scores. Work-related stress among faculty members was prevalent in the study setting, as it was found to affect almost half of the study participants. The factors affecting stress can be categorized into three broader domains: uncertainty of career prospect, role confusion and lack of resources[44].

A study was done to analyse the impact of job stress on workers' performance. A causal research design was employed to carry out the research. Workers from various sectors were employed. A questionnaire with twenty (26) items with the Likert Scale of

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Strongly Disagree (1) to Strongly Disagree (4) were developed and tested for its reliability and validity prior to the distribution of questionnaire via social media. About three hundred and ten (310) respondents were selected from various sectors in Malaysia using convenient sampling technique. The survey questionnaire was sent via Facebook inbox requesting to complete it. The questionnaire included demographic information and statements to measure four (4) independent variables of time pressure, workload, lack of motivation, and role ambiguity to measure level of stress. The dependent variable is workers' performance. Only one hundred and thirty six (136) completed questionnaires were returned (usable sample). Regression analysis was carried out to examine the impact of stress on workers' performance using SPSS21. Results showed that time pressure and role ambiguity have significant and negative influence on workers' performance. The other two factors of workload and lack of motivation do not have any significant influence on workers' performance. Therefore it was concluded that increasing time pressure and role ambiguity would reduce workers' performance in all aspects. Therefore it is important for managers to ensure role ambiguity is minimized and clear roles are given and communicated to the workers if they want to enhance workers' performance. Also managers and supervisors are strongly recommended to discuss the time allotment and task completion dates and duration of the task with their workers to avoid time pressure. This would possibly enhance workers' performance[45].

A study examined the influence of stress on job performance of female lecturers in tertiary institutions in Rivers State. Descriptive survey design was employed for the study. A population of thirty eight (38) female lecturers comprising of twenty nine (29) married and nine (9) unmarried was employed for the study. Due to the small population size, the entire thirty eight (38) female lecturers were used; hence there was sampling. Three research questions were answered with corresponding hypotheses were tested at

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0.05 level of precision. The instrument that guided the study was tagged - "Female Lecturers Opinion on Stress and Job Performance Questionnaire" which was employed to collect data for the study. This instrument was partitioned into three sections of A, B and C after Likert 5-point rating scale agreement. The instrument was faced validated by two experts in Measurement and Evaluation. The reliability of the instrument was determined through Cronbach Alpha Reliability method which a coefficient of 0.986. Mean with Standard Deviation was employed to answer the research questions while independent sample t-test statistical tool was employed to test the hypotheses that were formulated. The study found among others that female TVET lecturers suffer from stresses that originate from different sources such as delaying/lack of promotion, constant road traffic, high cost of living, pressure from children, poor transportation system and so on. The study also found that stress affects female TVET lecturers' job performance. Therefore, the study recommended among others that the institutions management should consider the female lecturers in providing campus accommodation to the interested ones as this will help in reducing stress due long distance travelling and traffic road congestion and that management of tertiary institutions should organize public awareness programmes campaign through seminars, conferences; workshops and adequate communication system on how stress can be reduce among female lecturers[46].

A study investigated sources and types of stress and their impact on academic performance of lecturers in a private university in Southwestern Nigeria with a view to devising a more pragmatic approach to the management of stress in such institutions for optimal performance. The study was carried out through survey method by administering structured questionnaire on respondents randomly selected from the academic staff of Bowen University Iwo in September, 2019. One hundred and twenty (120) copies of the questionnaire were prepared and randomly distributed by hand to respondents drawn from

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various colleges and programs. Both descriptive and inferential statistics were employed in the analysis of the data gathered. It was found out that both sources and types of stress have significant impacts on academic performance of lecturers when performance is considered from the points of view of teaching, publication and community service[47].

A similar study was carried out with the aim to examine the impact of job stress on female academics' performance. The study focused on female academics who are full-time permanent workers at the University of KwaZulu-Natal (UKZN). The Pietermaritzburg (PMB) campus of UKZN was considered for the study site. The research explored the impact of job stress on these female academics and investigated the strategies these academics use to achieve work-life balance. The study used a quantitative approach where data was collected from fifty four (54) respondents and analysed using descriptive and inferential statistics. The findings of the study showed that workload remains a stressor in an academic environment. Time allotment continues to pose as a challenge. Because of the work overload, the associated stress affects the health and motivation of the Female lecturers. The findings also suggested that gender has no significant relationship with workload. Thus, it was recommended that there should be a review of incentives for workers and time to time conduct surveys be carried out to measure the organizational stressors of staff and determine a proactive solution and awareness on stress management strategies[49].

Another similar research was conducted to find out the influence of occupational stress on job performance at Aspet A. Company Limited. The study employed descriptive approach. The sample size employed was one hundred and nine (109) through the help of convenience sampling techniques. Descriptive analysis factors like frequency tables, mean scores and percentages were generated, and their interpretations were thoroughly explained. Based on the findings of the study, it was clear that there are multiple causes of

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stress which have physical, emotional and psychological effects on workers at the Aspet A. Company. The study revealed that stress relation with workforce marital status, education, and working experience was negative. However, the study found out that stress among workers does enhance their job performance in a positive manner. This gives the indication that as worker stress increases, their job performance also tends to increase and vice versa. This study thus concluded on the premise that stress to an extent enhances job performance at the company. It was therefore recommended that management of the company must come up with an overall coping strategy policy on stress reduction focusing on workers' marital status, education and working experience at the workplace. It was recommended that tasks should be assigned taking into much consideration the marital status, education and working experience of workers in order not to overburden them with so much work and negatively affect them[54].

A study focused on the relationship between Job Stress (JS) and burnout of university teachers and how self-efficacy (SI) moderates the relationship among psychological disorder of the teachers in Pakistan. In a country like Pakistan, where physical resources are poor, salaries are not appropriate, a discipline problem, managerial issues, lack of well-equipped resources are some of the causes of job stress and burnout. Data has been collected from university teachers of Pakistan. SPSS and Warp PLS was used to test the hypotheses of study in the conceptual model. The results revealed that job stress leads to burnout and reduced performance among university teachers and self-efficacy do not have a moderating role in the relationship[58].

A study was undertaken in order to identify the differences in work stress, management behaviour (consideration and initiating structure) and job performance based on demographic information; and investigate the association between work stress, management behaviours and job performance after controlling other variables

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(demographic information). Data from two hundred (200) workers from three types of occupations in Malaysia (promoter, cleaner and factory workers) was collected. Participants were given a questionnaire consisting of six demographic information: Job Stress Scale, Manager Behaviour Description Questionnaire, and Job Performance Scale. The findings revealed that female workers experience higher work stress and job performance, workplace stress and job performance are higher in different age groups (40-49 years old), the managers were rated as being more thoughtful (consideration behaviour) (30-39 years old) and initiating structure (50-59 years old). Furthermore, workers with three to four years of experience evaluated themselves as more stressed and having high job performance, but workers with less than two years of experience regarded their bosses as having more considerate behaviour and initiating structure. Moreover, after controlling the demographic information, it was discovered that work stress was negatively related to job performance, whereas consideration behaviour was positively associated with job performance[63].

The objective of the study was to establish the influence of work stress on workers' performance in the public sector in Kenya. The study used a descriptive research design. The target population of the study was one thousand, two hundred and seventy (1,270) participants drawn from different directorates at the National Treasury Headquarters. The sample size of this study was calculated from the Slovin's formula to give a sample size of 304 respondents. A questionnaire was employed to collect primary data and consisted of both structured and open ended questions to give qualitative and quantitative data. Data was analyzed using descriptive and inferential statistics in which frequencies and percentages were used. SPSS was employed to analyze the data and to determine whether the independent variables were related to the dependent variable. The study findings revealed notably a strong positive relationship between the independent

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variables and dependent variable as shown by R value (0.866). The coefficient of determination (R2) explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable and the four independent variables that were studied explain 75.00% of the workers' performance as represented by the R^2. This therefore means that other factors not studied in this research contribute 25.00% to the workers' performance. This implies that these variables are very significant therefore need to be considered in any effort to boost workers' performance in the public sector in Kenya. Further, the study results indicated a correlation between work overload, work conflict, work ambiguity and job security with the workers' performance in the public sector in Kenya. The study established that work overload is a big concern for all the workers in the public sector. Some workers experienced pressure due to work overload and based on the finding of the study, it is important that the government do constant appraisal programs and appreciation should be given to reinstate and motivate the workers. The study findings indicated that work place conflict affected workers' performance in the public sector. After the comprehensive study of the concept of work conflict and its effects on workers' performance the study recommends that supervisors must find and resolve the work conflicts and also its impact on workers' performance[67].

A research work was carried out to investigate occupational stress as determinant of nurse educators' job performance in the universities, Plateau State Nigeria. The objectives were to ascertain the level of occupational stress and job performance; and examine role stress, interpersonal relationship stress, and organizational style stress as predictors of job performance. Two research questions and three hypotheses formulated to guide the study. Correlational research design was employed for the study. Eighteen (18) out of twenty (20) nurse educators consented to participate in the study. Data were

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collected at baseline using Nurse Educators Occupational Stress Scale (NEOSS, Cronbach's alpha = .83) and Nurse Educators Job Performance Rating Scale (NEJPRS, Cronbach's alpha = .77). Content and constructs validity were established for the instruments. Analysis was done using descriptive statistics and simple linear regression. Results from the baseline data showed that nurse educators indicated high occupational stress and low job performance. More so, occupational stress (role stress, interpersonal relationship stress, and organizational style stress) negatively predict job performance. The study concluded that occupational stress is a good determinant of job performance. It was recommended on the basis of the findings that stakeholders should always organize workshop for nurse educators on occupational stress and job performance. Whereas, nurse educators should endeavour to attain such workshops and conferences for job performance efficiency[72].

An identical study was conducted to investigate the influence of job stress on workers' performance, including nature of stress, types of stress, and work stress that eventually influence workers' performance and effectiveness. Despite great investments in workers' performance, many organizations in Nigeria are yet to realize the causes of job stress on their workers. Moreover, only few studies have been conducted to address the problem hence the rationale for the study. It is believed that job stress can affect workers' performance when not properly handled. It could result in absenteeism, turnover and medical compensation increase and decreased performance amongst workers. To achieve a peak of performance, stress should therefore be properly managed so that the negative influence of stress would be minimized. In the study, it was revealed that the majority of the workers thought of leaving their job and felt that the organization did not care about them which was also a reflection of huge dissatisfaction that undoubtedly lowered their performance. It was thus suggested that the organization must conduct

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needs assessment for their workers in order to implement the Workers' Assistance Programme. A Worker Assistance Programme has to be introduced for early identification and intervention on problems so that performance levels will not decrease[64]. Job stress can give rise to psychological and mental imbalance and such consequences as job dissatisfaction and job leave[132].

A study was undertaken to investigate the impact of job stress on workers' performance and commitment among academic staff of Nigeria Universities. The scope of study focused on all universities in Nigeria. Field study was conducted using a questionnaire to for the collection of primary data. Data was analyzed using descriptive and inferential statistical techniques such as chi-square. The results revealed that there is an impact of job stress on the performance of academic staff. In addition, there is an impact of job stress on their commitment. When higher level of stress exist with no managerial concern for solution consequently lowering the workers' performance; staking organizational reputation and loss of skilled workers. It was therefore suggested that effective stress management practices be employed to increase workers' satisfaction and overall workers' performance. It was also recommended that remedial measures be taken by the management to minimize the influence of job stress on a permanent basis. Management must therefore conduct the research programs to build the managerial and technical skills of the workers[133].

Another similar study was done to test and analyse the influence of organizational stressors such as role ambiguity, role conflict, and workload on job performance among academic staff. The data were collected using structured questionnaires. Cluster sampling techniques was used to sample two hundred and nine (209) academic staff from research universities inside Malaysia who completed the questionnaires. Partial least squares structural equation modeling (PLS-SEM), was employed to analyse the data gathered.

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The result established that role ambiguity is the major predictor of organizational stressor that adversely influence academics' performance. Furthermore, it was revealed that role conflict is the second predictor that negatively affects job performance of academics. However, workload did not affect the job performance of academic staff. This research makes significant theoretical and practical implications to enrich the existing literature on organizational stressors and contribute to academic staff job performance, and also help current policy makers and administrators of universities to reduce adverse impacts of organizational stress factors such as role conflict and ambiguity so as to enhance performance of academic staff[134].

The purpose of a similar study was to examine the influence of occupational stress on workers' job performance, among staff at the State Department for University Education and Research. Descriptive research design was employed for the study. The target population consisted of all the one hundred and sixty four (164) workers categorized in three ranks top management, supervisory and junior staff. Primary data were collected using questionnaires. The data were analyzed using descriptive and inferential statistical methods. The model summary revealed that interpersonal relationships at work, work stress, changing nature of work explained 63.0% of the variations in workers' job performance. Multiple Regression results revealed that interpersonal relationships at work had a positive and statistically significant relationship with workers' job performance. It was further revealed that work stress has a negative and significant relationship with workers' job performance. The regression results also revealed that changing nature of work has a positive and statistically significant relationship with workers' job performance among staff at the State Department for University Education and Research. From the study findings, it was concluded that work stress significantly influences workers' job performance. It was also concluded that the

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changing nature of work positively affects workers' job performance. Lastly, it was concluded that interpersonal relationships at work positively affects workers' job performance. It was recommended based on the results and conclusions of the study that work be broken into manageable units and shared among workers. This will ensure that no individual worker handles a bulk of work on his or her own; Workers should be encouraged to go on leave especially if it is a requirement in the organization; Workers should also be encouraged to share any challenge for appropriate guidance and counseling from appropriate professionals in and out of the organization; There should be periodic breaks of 15-30 minutes to allow the workers to replenish and rejuvenate; There should also be the need for appropriate working hours for workers especially for those work that are very demanding and needs sufficient rest; and lastly, conscious efforts should be made to enhance social interaction among workers in the work setting such as acquisition of good and effective communication skills so as to make workers feel comfortable and improve their work performance[135].

A study was done on the Relationship between Job Stress and Job-related Affective Well-Being among English Language Teachers: The Moderating Role of Self Compassion. The results demonstrated that there is a negative relationship between job stress and job-related affective well-being, total self-compassion and such subscales as self-kindness, common humanity and mindfulness. However, there was a positive relationship between job stress and self-judgment, isolation, and over identification. Furthermore, a positive relationship between job-related affective well-being, total self-compassion and such subscales as self-kindness, common humanity and mindfulness was found; there was a negative relationship with self-judgment, isolation and over-identification. Based on path analysis pattern, standard and non-standard coefficients of the direct path of the hypothesized model of job stress to self-compassion and self-

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compassion to job-related affective well-being were meaningful. Therefore, the application of self-compassion can be useful for reducing job stress and improving job-related affective well-being and performance among English language teachers[136].

A similar study explored the relationship between teacher job stress and job burnout using a sample of five hundred and fifty eight (558) primary and secondary school teachers, who were administered with a teacher job stress scale, teacher job burnout scale, work–family conflict questionnaire, and general self-efficacy scale. The results revealed that: (1) job stress had a significant predictive effect on work–family conflict and job burnout; (2) work–family conflict played a mediating role in the relationship between job stress and job burnout; (3) self-efficacy was found to play a moderating role in work–family conflict and job burnout. However, this indirect effect was stronger for teachers with high self-efficacy, which means that the protective influence of self-efficacy were limited. These findings add to research on the relationship between teacher job stress and job burnout, and provide ideas for teachers to balance work–family relationships, reduce job burnout and increase their job performance[137].

A study investigated teacher's job stress as a psychological predictor of senior secondary school teachers' effectiveness in the Federal Capital Territory Abuja, Nigeria. The study employed a descriptive survey design. One hundred and sixty-eight participants (principals and teachers) were drawn from the sampled schools. Two self-designed instruments namely: Teachers' Job Stress Scale (TJSS) and Principals' Assessment of Teachers Instrument (PATEI) were duly validated and tested for reliability were used to obtain information from the participants. Data gathered were analyzed using descriptive and inferential statistics (Regression and t-test). The study revealed that teacher's effectiveness (performance) was poor and level of job stress was low. There was negative and no significant relationship between teachers' job stress and effectiveness

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(performance). Thus, increase in stress may not lead to increase in teaching effectiveness (performance). There was also no gender difference in job effectiveness (performance) and stress among teachers. It is recommended that - stressing conditions be addressed and necessary palliatives be made available to relieve the teacher and thus improve overall teaching effectiveness (performance)[138].

The aim of a paper was to identify the causes of job stress along with studying the impact of stress in maintaining work life balance among female faculties india's higher education institutions. The study selected a sample of two hundred and eight (208) women faculty members employed in higher educational institutions in Northern India in order to collect primary quantitative data from them using structured close-ended questionnaires. The collected data was analysed using descriptive and inferential statistics and it was found that improper pay structure and hectic work schedules were the main causes of stress in workplace. In addition, it was also found that the stress also caused financial problem as well as a decrease in the performance of the female faculties therefore affecting their work life. Thus, it was implicated that there is a positive relationship between stress and work life and all hands must be on deck towards ensuring that stress is reduced to a minimum for Female lecturers so as to improve on their job performance[139].

A study was carried out on the influence of job-related stress on lecturers' performance in Nigeria's federal universities in South – East Region three specific objectives guided the study. The first was to explore the nature of relationship that exist between management support and lecturer – student relations; the second was to ascertain the extent to which work – home interface affects lecturers organizing skills; and finally was to determine the extent to which work overload affects lecturers course knowledge. The study employed a descriptive survey design; a structured questionnaire was

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employed in the collection of data. Pearson's product moment correlations coefficient was employed to analyze the data. The targeted population comprised of four thousand and seventy two (4072) academic staff in the five Federal Universities in South-East Nigeria. The sample stood at three hundred and sixty four (364) after applying Taro Yamane's formula. The findings revealed that a significant positive relationship exists between management support and lecturer – student relations; Work-home interface affects lecturers' organizing skill; and finally, that Work- overload does not affect lecturers' course knowledge. The study therefore recommended thus: creation of a periodic interactive forum with academic staff; understanding the role of perception; encouraging flexibility, and finally, conducting a regular task audit on all Academic staff to ascertain the weight of work load each is carrying. The study concluded that job stress variables such as management support and work-home interface negatively affects lecturer-student relations and lecturers' organizing skills respectively, while work-overload does not negatively affects lecturers' course knowledge[140].

A research was done in order to determine if personal resilience and role stress predict secondary school agricultural science teachers' performance. Secondary school agricultural science teachers in twenty five (25) selected secondary schools in Shomolu local government areas were purposefully selected. The criteria for selection was their involvement in the teaching of Agricultural science in their school, were available and willing to participate in the study. Data were collected using multiple points of contact with multiple modes to minimize survey error. The overall response rate from the instrument was 100% (n = 100). Descriptive statistics (mean and standard deviation) and inferential statistics (multiple regression with backward stepwise selection procedure) were employed as analytical techniques. Results revealed that role stress and personal resilience are predictors of teachers' job performance and if well managed could enhance

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teachers' performance. This finding heightened the call to ease role stress and improve personal resilience of secondary agriculture teachers, specifically by helping to positively sharpen their image or view on their work environment and remain focused on their teaching career, thereby enhancing their job performance[141].

A study was carried out to develop construction workers' job stress scale in order to study the relationship between job stress and safety behaviour – an empirical study in Beijing. A questionnaire survey was developed using the proposed measurement scale and distributed to the construction workers from a project in Beijing. One hundred fifty (150) responses were collected and analyzed using reliability analysis to validate the scale's internal consistency. Results from factor analysis indicate that the scales of job stress measurement can be grouped into six dimensions. To demonstrate the applicability of the developed scale on construction safety management research, the collected data was employed to test the hypothesis that job stress has a negative correlation with safety behaviour. Results show that the hypothesis is valid, and there is a negative correlation between job stress and safety behaviour. In addition, finer results of the relationship between the six dimensions of job stress and safety behaviour can be obtained[142].

A study was carried out to investigate the job stress, job satisfaction on workforce performance levels and to identify factors associated with performance decrement among workers of an Iranian petrochemical industry. One hundred and twenty five (125) randomly selected workers of an Iranian petrochemical company participated in the research work. The data were collected using an occupational stress questionnaire to investigate the level of job stress, Job Descriptive Index to examine job satisfaction, and a questionnaire to investigate performance in the study population. Results revealed that levels of workers' perceived job stress and job satisfaction were moderate-high and moderate, respectively. Also, their performance was evaluated as moderate. Although the

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relationship between job stress and performance indices was not statistically significant, the positive correlation between job satisfaction and performance indices was statistically significant. The regression modeling demonstrated that performance was significantly associated with shift schedule, the second and the third dimensions of job stress (role insufficiency and role ambiguity), and the second dimension of job satisfaction (supervision)[143].

A study was done to investigate the stress level of university faculty members, the important determinants of faculty members' stress, and the implications for both faculty members and administrators. Participants were asked to complete a questionnaire consisting of twenty four (24) questions. Reponses from two hundred and forty (240) participants at a Chinese university were analyzed using descriptive and inferential statistics. Results revealed that university faculty members' occupational stress is widespread across occupational hierarchies. University faculty members are faced with different levels of teaching and scientific research and personal development pressures. Professional ranking, age, and length of teaching make a difference in the level of faculty members' occupational stress. The results thus confirm that scientific research, professional development, and administrative affairs are significant influencing factors of faculty members' occupational stress. It was concluded that university faculty members' occupational stress is the outcome of structural constraints of university and personal characteristics. On the one hand, the faculty members should recognize the positive impact of occupational stress while striving to eliminate stressors. On the other hand, this empirical study uncovered that the evaluation mechanism based on quantitative performance indicators has greatly increased the occupational pressure on university faculty members[144].

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A study was carried out to investigate the occupational stress and job performance of university library professionals in North-East India. The main objective of the study was to assess the perceived level of occupational stress among library professionals and to identify any relationship between occupational stress and library professionals' job performance. The study also aimed to study gender differences regarding perceived occupational stress and job performance among library professionals as well as examine the influence of occupational stress on perceived job performance. Descriptive survey method was employed for the study. The sample population consisted of one hundred and twenty three (123) library professionals from different parts of North-East India selected through convenience sampling technique. The survey consisted of a structured questionnaire divided into three sections: demographic information, self-perceived occupational stress, and self-rated job performance. Descriptive and inferential statistical techniques including frequency, mean, standard deviation, t test, correlation co-efficient, and simple linear regression analysis were used to analyze data and interpret results with the help of the statistical package SPSS version 20. Results established that a majority of library professionals working in university libraries of North-East India perceived a moderate level of occupational stress. It was also determined that male and female library professionals do not differ in their perception of occupational stress, while a significant mean difference was found between male and female library professionals' perceptions towards their job performance. Males scored themselves higher than females in terms of eight indicators of job performance:- quality of work performance, ability to handle multiple jobs, communication skills, decision-making, problem solving, technical skills, ability to perform competently under pressure, and contribution to the overall development of the library. Regarding the relationship between occupational stress and job performance, the data indicated a significant negative relationship between

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occupational stress and job performance. In addition to this, intrinsic impoverishment, under participation, low status, and poor peer relationships were some of the factors negatively affecting the job performance of library professionals. It was concluded that the study provides an insight about how occupational stress affects job performance of library professionals working in academic libraries. The findings revealed that there exists a modest but statistically significant negative relationship between occupational stress and job performance, which implies that an increment in the level of perceived occupational stress tends to influence library professionals' self-perception of job performance negatively[145].

A similar research was carried out to investigate the influence of stress on professional librarian's job performance in University of Lagos, Akoka and Lagos State University, Ojo, Lagos. The descriptive survey design was employed in this study. The sample size of this research study comprised of fifty (50), Lagos State University, Ojo and University of Lagos, Akoka both in Lagos, Simple random sampling technical was employed. A well-structured questionnaire with up to fifteen items based on 5-point likert scale. The findings showed that Professional librarian's quality in terms of job performance in relation to their job demand and expectation can be affected as a result of enormous stress. Professional librarians who engage in other activities aside their primary assignment for which they were employed are more prone to stress than the others, thereby affecting their job performance negatively. Professional librarian's absence as a result of job related stress is definitely going to affect the overall university library performance as well as objectives. Occupational stress was identified as one of the cardinal problems militating workers' wellbeing, commitment as well as job performance of professional librarians. The deleterious implication for these to professional librarians and university libraries are manifold, and can result in serious physical and physiological

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illness for professional librarians and major resource loss for university libraries. It was recommended on the basis of the findings that, university librarians and management team should guarantee and facilitate the overall health stability of their professional librarians by ensuring that conducive working environment is encouraged at all times for efficient job performance[146].

Another identical study was implemented on the incidence of job-related stress and how it affects job performance of librarians and library officers. Three universities in Lagos State, Nigeria were selected for the study. The study employed a survey method and questionnaire was employed to gather data from eighty six (86) librarians and library officers from the university libraries. The study revealed that job-related stress is prevalent among the librarians and library officers. It identified lack of opportunity for career development, low salary/compensation, work interference with family time, the absence of training, lack of motivation, lack of co-operation and lack of conducive working environment as factors responsible for job stress. The study further identified low performance, increased absenteeism, hypertension, job dissatisfaction, frustration, depression and negative job attitude as influence of stress on the job performance of librarians and library officers as consequences of stress. It was concluded that librarians and library officers in Lagos state experienced the stress of exhaustion and burnout resulting from too many routines leading to tiredness and lack of enthusiasm, lack of motivation and frustration. They also experience time-related stresses which include a shortage of time to attend to students with different information needs almost at the same time and time to meet up with publications. It was therefore recommended that efficient and effective service delivery in the nation's university libraries, parent institutions should help in reducing sources of stress among library staff in university libraries, among others[147].

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A study was done to evaluate the parameters that contribute to job stress among software professionals in Kerala and assesses the impact of each of these dimensions on the performance of the workers from a sample study of four hundred and thirty eight (438) software professionals. The study throws light to the fact that sources of job stress are inversely related to job performance and role ambiguity exerts great impact on job performance along with salary and rewards, fear of obsolescence and workload. Thus the study calls for the alarming need to take policy actions from the part of the Government and IT companies to mitigate the negative impact of job stress on the performance of Software professionals in Kerala[148].

The aim of a paper was to develop a research framework of the relationship between occupational stress and job performance among teachers. Reading from prior literature, the researcher found out that job satisfaction mediated the relationship between occupational stress and job performance among teachers. It was therefore concluded that there is a significant relationship between occupational stress and job performance among teachers. If a teacher is under stress, he or she will be dissatisfied with his or her job and will perform poorly at school. This research framework is therefore significant in that it should be beneficial to the human resource management to improve the teachers' performance. It was also recommended that teachers' stress should be put into consideration so as to improve their work performance[149].

A study was carried out to explore stressors, effects and coping strategies among teachers in secondary schools in Esan Central Senatorial District, Edo State, Nigeria. The descriptive survey design was employed for the study. The proportionate random sampling technique was employed to select a total of three hundred and eight (308) teachers representing 50% of the teachers from the entire population of all the six hundred and sixteen (616) public senior secondary school teachers in Esan Central Senatorial Edo

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State. The research instrument used was a 30–item questionnaire developed by the researcher and titled Stress Assessment Questionnaire (SAQ) for teachers. The content validity of this instrument was ensured by experts in Measurement and Evaluation, Ambrose Alli University Ekpoma. The test-retest method was employed to determine the reliability of the instrument. Descriptive statistics such as mean (X) and standard deviation (S.D) was employed to analyze the data gathered. The result showed that stress is a cankerworm that emanates from work overload, crowded class conditions, poor working conditions, lack of social support and lack of teaching accessories among others. Based on findings, it was concluded that stress lessens teachers' quality of instructional delivery, lowers teachers' morale, job satisfaction, job performance and increases attrition among teachers. Hence, it was recommended on the basis of the findings that teachers in Edo State should always endeavour to manage stress by getting emotional support from others such as more experience teachers who could offer them directives on how to manage the current challenges they are facing at school[150].

The aim of a paper was to examine the impact of job related stress on workers' performance and job satisfaction. A sample of one hundred and fifty (150) workers from the Nigerian Bank industry of Nigeria was employed for this survey. Components of job stress such as lack of administrative support; excessive work load and work demand; problematic customer relations; co-worker's relationship; family & work life balance and associated job risks were examined in this study. The objective of the study was to explore the stress related problems of bankers and examine the relationship between stress and performance and the impact of stress on workers' performance. The results showed that all these factors of stress cause great stress amongst Nigerian bankers and negatively impact their performance. It was recommended on the basis of the findings that employers should proactively minimize stress by providing adequate administrative

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support to workers; reducing work load, effectively manage customer expectations, minimize relationship and role conflict, deploy adequate reward system and provide adequate training and counseling to workers in order to improve their job performance and job satisfaction[151].

A similar research was conducted to understand the influence of work related stress on the performance of school teachers in the state of Kerala. Data were collected from a sample of three hundred and eight (308) teachers working in various Government, Aided and Unaided schools, affiliated to the State Board or CBSE or ICSE. Teachers from Pre-Primary, Primary and Secondary Sections were included in the survey. Survey was conducted using questionnaires, seeking information on the socio educational background, job details, opinion on the current organization, self-assessment of their personality, work ethics, expectation on work life balance, compensation, job satisfaction, Student teacher relationship, teaching style etcetera. The study revealed that stress has an adverse role on the performance of teachers. Researchers believe that the study would help the authorities concerned, in understanding the working conditions, job expectations and preferences of the teachers and the various factors that contribute to their occupational stress and the impact of stress on their performance[152].

The aim of a study was to examine the mental health and stress level of teachers in the Schools Division in Central Luzon, Philippines. At the same time, it identified the relationship and impact of mental health and stress level of the teachers as regards learning resource development. The study employed a descriptive-correlation research design with the online survey as the primary data collection tool. The respondents came from the twenty five (25) elementary schools in Schools Division in Central Luzon. Two hundred and five (205) teachers participated in the online survey using a simple random sampling technique. An adapted and modified questionnaire was employed to gather data.

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For the statistical treatment of the study, the mean was employed for the responses of the teachers and the relationship and impact; the study used Pearson-r and regression analysis. The study found that in terms of mental health, the teachers experience less than once a week of sleeping problems. For social well-being, teachers experience them almost every day. For the things that bother them, the teachers were not bothered at all. The teachers also have positive mental health and for the aspect of bouncing back, they responded neutrally. In terms of stress level, the teachers revealed that they sometimes experience such a thing. For the learning resource development, the response of the teachers was "strongly agree." Also, there exists a low direct relationship between mental health level and the development of learning resources. To confirm the relationship, the regression analysis found that mental health significantly impacts the learning resource development of teachers. Based on the results above, it was recommended that stress levels be brought to a minimum level so as to improve mental health of teachers[153].

A study was implemented on fourteen (14) private schools to find out the association between job performance and job stress with the moderating role of emotional intelligence. A sample of three hundred and fifty eight (358) school teachers was drawn. Data were collected using questionnaire and the data collected were subjected to descriptive and inferential statistical investigation is use to find out the relationship among the variables of the study. The outcomes showed that there is a positive association between Job Performance and Job Stress while relationship between the two variable is moderated by Emotional Intelligence[154].

A similar study was conducted to examine the main causes of job stress and its influence on the performance of the employees of the Ministry of Health (MoH) in Bhutan. Census sampling was used to select the respondents for the study. Data was collected through a self-administered survey questionnaire. Findings showed that the civil

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servants working in the ministry experienced stress but not to an extreme level since only few percent of the respondents rated themselves in the high stress level category. Among the position categories, professional and management category employees experienced a higher level of stress compared to others. The workload factor was reported as the dominant cause of stress followed by time pressure and deadlines to complete the assignments, unpleasant work environment, role ambiguity and inequitable salary/incentive system. The results showed a negative correlation between job stress and job performance. Furthermore, findings showed that the ministry does not have proper facilities and systems in place to manage stress. However, some of the common ways of managing stress among the employees are positive thinking towards stress, time management and entertainment while coaching and mentoring are reported minimal[155].

A closely similar study was investigated on the relationship between work stress and work motivation on employee performance during the current Covid 19 pandemic. The population consisted of all staff at PT Fast Food Indonesia, Kentucky Fried Chicken (KFC), Gajah Mada Branch in Medan City. The number of samples consisted of fifty four (54) people who were employees of the company. Data were gathered using a questionnaire. The data gathered were subjected to descriptive and inferential statistics such as multiple linear regression analysis. The results of the study showed that work stress variable partially had a positive and significant effect on employee performance at KFC Branch Gajah Mada and work motivation variable also partially had a positive and significant effect on employee performance at KFC Branch Gajah Mada[156].

A similar study was carried out on the influence of occupational stress on the job performance of academic staff in universities. Three null hypotheses were formulated for the study. The quantitative ex-post facto research design was employed. A sample of one hundred and fifty (150) respondents was obtained using the systematic random sampling

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technique from a population of four hundred (400) lecturers in the Faculty of Education from two public universities in Nigeria. A 31-item questionnaire was used for data collection. The null hypotheses were tested at the .05 alpha level using simple linear regression analysis. It was revealed that occupational stress significantly influences the job performance of lecturers in the universities. It was therefore recommended that job stress of lecturers be brought to a minimum level so as to improve their job performance in the universities or institutions wherein they work[157].

A closely related research was implemented on the influence of demographic characteristics (marital status, job rank, gender and age) and occupational stress level, on the work performance of faculty members in Calabar Metropolis. The descriptive survey design was utilized for this investigation. A sample of one hundred and fifty (150) respondents was identified using the systematic random sampling procedure from a population of four hundred (400) Faculty of Education lecturers from two public universities in Calabar Metropolis. A four-point scale validity and reliability certified questionnaire was used for data collection. Data generated was analyzed using the two-way analysis of variance. Hypotheses were all tested at the 0.05 alpha level. Findings revealed a significant interactive effect of demographic variables (age, gender, job rank and marital status) and stress levels on lecturers' jobs. Results also indicated that the stress level of lecturers affects the degree or quality of job performance, with those having average stress levels reporting better job performance in the universities studied. It was therefore recommended on the basis of the study that lecturers should try as much as possible to adopt stress coping mechanisms that could help to alleviate the effect of stress on their work and thus help them improve their job performance[158].

A similar study was examined on stress factors on job performance of lecturers in Imo State. Nigeria. Six specific purposes, six research questions and six hypotheses

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guided the work. The study employed inferential survey research design. The population of the study consisted of all lecturers in the tertiary institutions in Imo state which are eight thousand, three hundred (8,300). The sample size for the study was three hundred and eighty two (382) which was determined using the Taro Yamane formula. The instrument for data collection was a structured questionnaire titled: "Stress as a factor of Job Performance of Lecturers''. The validity of the research instrument was determined by two specialists in Health Education and one specialist in Educational Measurement and Evaluation, from Alvan Ikoku FCE Owerri and Imo State University Owerri, respectively, while the reliability coefficient over time of the instrument for data collection was established through test-retest method of Pearson product moment correlation coefficient (PPMCC) statistics which gave a reliability coefficient of 0.894. The research questions were answered using, mean, and standard deviations presented in tables, while the hypotheses were tested using t-test statistics at 0.05 level of significance. Findings indicated amongst others that physical, psychological and psycho-social stressors are factors of job performance of lecturers in tertiary institutions in Imo State. It was recommended that there is a need to create recreational activities for lecturers to ease job stress. Also, trainings should be organized periodically for lecturers to improve their knowledge on occupational stress and related issues[159].

A similar study was carried out on occupational stress and its effects on job performance. The main focus of study was the private organizations in service sector of Pakistan. Objectives of the study were to analyze the causes of stress and factors affecting job performance and then find out the relationship between stress and job performance. Hypotheses were raised to guide the study. Target study population consisted of the people who are employed in private organizations in service sector. Random sampling technique was used to select participants for study. Questionnaire was main instrument

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for data collection. Three hundred and seventy (370) questionnaires were distributed. Out of which two hundred and forty (240) were returned. Descriptive statistics were used to analyze data, along with other statistical tools like regression, correlation and scatter plot. Statistical methods used were mean, standard deviation, correlation and regression. The study findings revealed that various demographic factors like age, gender, qualification, experience and nature of appointment affect individual`s stress level at work as well as performance. It also reveals that stress has a strong positive correlation with job performance. Therefore this study depicts that stress is not always a negative phenomenon. A considerable amount of stress is essential at work place to keep employees motivated and focused. The study recommends that management should spend considerable time and energy to keep stress at a desirable level in an organization. Employees must be made aware of the concept of stress through trainings and most importantly there should be a proper reward system in the organization to keep employees satisfied with their efforts[160].

An identical study was examined on work-induced stress and job performance of academic staff in the University of Ilorin, Nigeria. A descriptive research design of survey type was adopted for the study. The population comprised all academic staff in the University of Ilorin. Systematic sampling technique was used to select academic staff in faculties of Education, Physical sciences, and Agriculture. One hundred and fifteen (115) respondents were selected through a proportionate sampling technique. The instrument was a structured questionnaire. A reliability coefficient of 0.976 was obtained through the test re-test method. The findings revealed significant relationships between role ambiguity, extended hours of work, working conditions, and job performance of academic staff. However, there was no significant relationship between excess workload and job performance of academic staff. Based on the findings, the university management

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should lessen the burdens of lecturers by reducing additional responsibilities which in turn could lead to increased job performance. Furthermore, the management should provide infrastructural facilities such as electricity and befitting offices for lecturers while classrooms should be adequately equipped using the NUC benchmark[161].

A research study was aimed at determining influence of stress on staff job performance, a study of Isu local government area of Imo State. The study used the descriptive survey research design and was centered on three research questions. The population of the study was three hundred and thirteen (313). The simple random sampling technique was used to select a sample of two hundred (200) respondents from the population. The questionnaire which was the instrument for data collection was analyzed with mean rating and structured under a four point rating scale. The findings showed that staff in Isu LGA of Imo State suffer stress in the cause of performing their jobs and that this stress influence their job performances in many ways. It was therefore recommended among other things that managers should find out ways to reduce the influence of this stress in the performance of staff duties[162].

Several measures of job stress exist. This study focuses on measures of job stress of academic staff such as - Examination Load Stress, Working Logistics Stress and Interpersonal Relationship Stress[43]. Several studies related to the influence of these measures of job stress on female lecturers' job performance are examined below:

2.3.1.1 Examination Load Stress and Female lecturers Job Performance

A study revealed that total examination load stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University[43]. Another similar study was undertaken to explore Examination Stress and School Administrative Policies on in service Teachers' Motivation: Its Implication to Quality-education. Correlational research design was employed. The target population for this study was one

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higher learning institution's three colleges. Three hundred and fifty eight (358) in-service teachers were sampled out of one thousand and seventy eight (1,078) teachers through stratified random sampling technique. Descriptive and inferential statistics were used to analyse the quantitative data gathered through close ended questionnaire. The first finding was that above average percent of the in-service teachers were frustrated by examination stress; average percent of the them were influenced by school administrative policies; High percentage of the teachers were not felt responsible for low results scored by their students; High percentage of them were poorly motivated to the teaching profession; there was statistically a significant negative relationship between teachers' level of motivation and school administrative policies. It was thus recommended that in order to sustain the quality education in the country, all concerning bodies in the study areas need to search effective mechanisms to minimize examination stress on the behalf of teachers, empower transparent school administrative policies and increase teachers' motivation through providing professional training, incentives and privilege them to different reinforcement in type and kind[163].

Examination in school, college and universities are a part of academic life. It has been said sometimes that student teacher's exam stress is creating mental health time bombs. It is perfectly normal to feel some stress, but too much of it will reduce effectiveness. They need to appear for examination in schools, colleges and universities or competitive examination during, which they face lot of stress and strain. The Family Doctor Association has also reported a rise in the number of teachers seeking help for exam-related stress[164].

A study examined the influence of teaching and examination workload on academics performance in Nigeria. Data were collected through questionnaire that was administered to two hundred and fifty seven (257) academics in faculties of Education,

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Sciences and Social and Management Sciences in Adekunle Ajasin University, Akungba-Akoko. Academics Performance was measured by total number of research publication and conferences attended in the last 3years. The study employed both descriptive and logistic regression analysis for data analysis. The results showed that teaching and examination workload stress affect academics' performance. It was recommended among others that government and policy makers should reduce academics' teaching and examination workloads to a level that can enhance their performance[165].

It was reported that as academics' teaching and examination loads increase, their research load and subsequent performance will decrease. It was therefore found that educational achievement and examination load significantly affect research self-efficacy of academic staff which in turn affects their publication performance[166].

A study investigated the average number of lessons per lecturer per week on a scale of below 20, 20-25, 26-30 and over 30. The university heads and lecturers' responses showed that 60% of the university heads and 50% of the lecturers indicated that lecturers had 20-25 lessons per week while 35% of university heads and 40% of the lecturers indicated that some lecturers had 26- 30 lessons per week, whereas 5% of both had over 30 lessons. 5% according to lecturers had below 20 lessons per week. These are lecturers who may have been relieved some lessons by student- lecturers on teaching practice but the lessons belongs to them officially hence according to the university heads there are no lecturers with less than 20 lessons. Lecturers having a high number of lessons are likely to experience stress and this may impact on their performance. The study looked at the lecturers and university heads opinions as to whether lecturers prepared lessons plans. The responses indicated that 70% of lecturers and 35% of university heads indicated that lecturers prepare lesson plan, 30% of the lecturers and 65% of university heads indicated that lecturers do not prepare lesson plan. Failure by lecturers to prepare

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lessons plans may influence delivery of curriculum and subsequently curriculum. Influence of Preparation of Schemes of Work and records of work on Organization Performance The response of university heads on preparation of schemes of work and records of work was that 90% of university heads and 100% of lecturers indicated that lecturers prepare schemes of work and records of work. It is only a few university heads (10%) who indicated that lecturers do not prepare schemes of work and records of work and this failure could be as a result of work overload. This failure might negatively impact on performance. Influence of Students' Progress Records effect on Organization Performance University heads and lecturers responses pertaining to maintenance of students' progress records indicated that 95% of lecturers keep the record while 90% of university heads are of the same opinion, it is only 5% of lecturers and 10% of university heads who indicated that lecturers do not keep student progress records. This failure might be attributed to work overload. The study was therefore investigated on allocated remedial lessons to lecturers in public secondary schools in Nyeri South Sub County. The response from the lecturers was that 82% of indicated that they are assigned remedial lessons while 83 % of university heads are of the same opinion with only a small percent of both lecturers and university head indicating that lecturers are not assigned remedial lessons. The responses of the university heads and lecturers on the number of remedial lessons per week according to 82% of university head and 60% of lecturers, lecturers are assigned one or two remedial lessons per week, while 18% of the university head and 30% of the lecturers indicated that three lessons per week are assigned.10% of the lecturers indicated that they are assigned four lessons per week. This indicated that lecturers spend most of their time in class. This could be very tiring considering that they had very many other activities to carry out in the day. At the end of the day, the lecturers could be very exhausted and stressed. Influence of Number of examinations per subject

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per term on Organization Performance Concerning exams, 90% of lecturers indicated that three exams are done per term, while 10% indicated that more than three examinations are done per term with 9% of lecturers indicating that two examinations are done while 55% of the university heads indicated that three exam are done, 36% indicated that they have more than three examinations. It is thus clear that most of the time lecturers are either setting or marking exams. This can be very involving considering that there are other activities that lecturers are involved in. This could lead to carrying of exam papers home for marking to meet deadlines. The lecturers who had a busy day have no enough time to relax when he/she gets home. This situation may remain the same throughout the semester which could lead to work stress which is likely to affect their performance[167].

2.3.1.2 Working Logistics Stress and Female lecturers Job Performance

A study revealed that total students, classroom and facility related stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University[43]. It was revealed that when class sizes continually increase but the numbers of permanent academics remained unchanged, universities begin to rely on a greater number of casual or sessional teaching staff[166].

In a study, lecturers indicated that classrooms are large to a small extent. It only 7% of lecturers who indicated that the classroom are large to very small extent. This shows that the size of classroom is not a problem in most schools but for some it is a problem which can lead to congestion. The study investigated the adequacy of school facilities and teaching learning resources in secondary schools. The findings according to university heads were that most of the resources were either adequate or satisfactory. It is only a few who admitted shortages in some areas such as library, playground, textbooks, wall maps and charts and library books. About 20.5% of lecturers indicated that laboratories were inadequate, while university heads did not indicate inadequacy.

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Lecturers felt the inadequacy more than the university head. This could be due to the fact that they are the ones who use these resources directly. 32.6% of the lecturers indicated that laboratory chemicals are inadequate in their school while university heads did not indicate inadequacy at all. This showed that there was no proper communication between the lecturer and university heads. This is because they are not in agreement in a number of areas where there is inadequacy or even adequacy. Inadequacy of laboratory and chemicals can disable the science department. The lecturers were still required to perform in the absence of these facilities. This definitely would strain the lecturers, hence influence their performance negatively[167].

A study investigated the influence of student discipline on occupational stress among teachers in public secondary schools in Borabu-Sub County of Nyamira County. Quantitative findings revealed that, on average, high school students in Borabu Sub-County have moderate indiscipline that also influences the stress of teachers moderately. The study held that some of the student acts of indiscipline included disrespect to their teachers, use of drugs, theft and damage of school property, bullying and use of frightening remarks, vandalism among others. In addition, it was recommended that parents and society needed to join efforts in management of student indiscipline. It was also noted that the government prohibited many modes of punishment and was being over protective to students, an issue that thwarted the freedom of teachers to apply their behaviour management techniques on students. It was concluded that student discipline influenced teachers' occupational stress negatively[168].

A research sought to investigate teachers' experiences with overcrowded classrooms: the case of new Gbawe experimental 1 basic school in Ghana's Greater Accra region. The study explicitly followed a qualitative approach to research specifically a case study design. Unstructured questionnaires and Teacher observations were utilised in the

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process of generating the data. The results indicated that educators' perceptions with overcrowded classrooms are 'stressful'. Similarly, teachers described some situations in an overcrowded classroom which they defined as stressful. Some of the descriptions given by educators include insufficient learning environments, safety and health concerns, limited contact between pupils and educators, disruptive behaviour, emotional and mental challenges for educators, increased workload and insufficient time in the classroom. In addition, the factors contributing to traumatic experiences include lack of administrative support, lack of policy enforcement, insufficient teacher preparation and professional development and lack of teaching material for learning. Educators, however, suggested that they still had recourse to improvisation to allow them to handle overcrowded classrooms. Working on teacher best practices in overcrowded classrooms was suggested to be helpful in helping teachers who find themselves in such circumstances[169].

A study sets out to investigate the "impact of overcrowded classrooms on teaching-learning process at the elementary level in public sector schools in Quetta city". Questions that motivated the researcher to investigate the problem are what factors are created by the overcrowded classroom? How overcrowded classroom affects the teaching-learning process? How overcrowded classroom challenges can be overcome? Population consisted of two hundred and sixty (260) respondents both male and female teachers and students drawn from twenty (20) selected elementary level schools in Quetta city. The mix method approach was employed. Quantitative data were collected through structured questionnaire and qualitative data was collected through focused group discussion. The collected data were analyzed by percentages, frequencies and one-way ANOVA. Major findings of the study were that: at the elementary level majority of the classes were overcrowded and that decrease the possibility of effective of teaching-

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learning process. Overcrowding in classrooms have a direct impact on teaching-learning process[170].

It was indicated that the consistency of school amenities tends to have an indirect impact on learning and instruction. This suggests that educational outcomes are dependent on, class size, instructional methods[171]. According to a scholar in Mwanza, the overpopulated classrooms have been identified as increasing and sustaining problems that obstruct successful teaching and learning operation. According to the scholar, the proportion of learners she researched in the classes was too high for the small space of the classroom to be accessible. It was found that in all the schools studied, the teacher-student ratio ranged from 1:80-90. In such a scenario, educators were finding it impossible to implement successful teaching methodology. The investigator also noticed that educators were overwhelmed in such a way as not to be able to walk around a classroom[172].

Similarly, another scholar published research in Kenya with the same experience. According to the scholar, free primary education in Kenya culminated in dangerously overpopulated classes in which the learner-centred method was quite challenging for the educators to introduce. The scholar complained that although most of the classes were built to fit forty five (45) students, the classrooms had between eighty (80) and ninety (90) students, beyond the number prescribed by the Ministry of Education. The consequence of this is that during classroom interaction, it continues to hinder teacher-student and student-student engagement, with detrimental effects on their academic success[173].

A study revealed that lecturers' overcrowded classroom experiences are "stressful." There are causative factors leading to traumatic situations for lecturers but they often handle the overcrowded situation with tactfulness. As improvement is the main factor to bring about intervention, it is expedient that the problem is thoroughly considered in order to mitigate it. This will enhance the experience of teaching and

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learning for both lecturers and learners. In order to cope with overcrowded classrooms in traditional schools, there are a number of approaches that schools may use to increase lecturers' ability and school performance. From this study, it is observed that lecturers used different approaches to enable them overcome overcrowding in their classrooms. Some of the approaches mentioned include the following - some lecturers use group work in a flexible way to ensure that different ability groups are taken care of while helping to overcome overcrowding as well; and others used improvisation to improvise materials to stimulate and maintain the confidence and excitement of students[174].

A similar study investigated Facility stress and the job effectiveness of Federal University Lecturers in Cross River and Akwa Ibom states. University lecturers experience job stress at varying levels as a result of stressors such as inadequacy of facilities. There is need to assess if this stressor affect the effectiveness of these lecturers on the job. The study employed the Cross sectional research design. The stratified random sample technique was employed and a sample size of five hundred and eighty four (584) lecturers was employed for the study. The hypothesis was tested at 0.05 significance level. Occupational Stress Scale and Job Effectiveness questionnaires were administered. Data generated were analysed using One Way Analysis of Variance to test the hypothesis. The findings revealed that facilities induced stress has a negative and significant influence on teaching effectiveness but has no influence on publication and community service. The study recommended among other measures that, NUC should put checks in place to ensure that internationally acceptable guidelines on facilities are adhered to and adequate facilities that enhance job effectiveness should be provided by proprietors of universities[175].

A paper was done to identify the state of academic facilities and its influence on teachers' job stress and performance in Tamale polytechnic. The study employed a case

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study approach because it probes a specific tertiary institution in Ghana. Quantitative research method was employed. Accidental sampling technique was employed to draw sample from the population. The research used questionnaire as the main data collection instrument. Total of one hundred and fourteen (114) retrieved questionnaires gave a high response rate of 82.6%. Cronbach's Alpha and KMO was employed to test sample reliability and adequacy which yielded coefficients ranging from 0.834 to 0.955. Data were analyzed using inferential statistics, with Pearson Product Moment Correlation and multiple regression models as analytical tools. Hypothesis was tested at a significant level of 0.01 and 0.05. Results revealed a significant relationship of variable for status of school facilities and teacher academic stress sources. Results of hypothesis tested show that status of school facilities influence teacher job stress significantly. It was concluded that inadequate or complete lack of academic facilities for state of the time would not only impair academic performance, but rather exert undue stress on teachers and available facilities, and recommended that the development priorities of the institution should be staff – students oriented[176].

The aim of a study was to assess the influence of occupational stress and how it affects workers' performance in the public universities in Kenya. Specifically the study seeks to determine the influence of working facilities stress factors on the performance of workers in public universities in Kenya. The study employed a cross-sectional evaluation survey approach. This used both qualitative and quantitative methods in the selection of the participants and collection of data. Cluster sampling was employed to select three hundred and eighty four (384) respondents. Data collection instruments included interviews, questionnaires and document reviews. The collected data was captured in MS Excel and analyzed using SPSS version 24 (Statistical Package for Social Scientists). Linear regression analysis and Pearson's correlation coefficient were run to determine

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relationship between stress factors and workers performance. The analyzed data was presented in suitable graphs, charts and tables. By correlating the determinants of stress with performance, the study found out that the determinants of stress include movement, motivation, workers relationships, management and working facilities. The study found a significant relationship between Workplace facilities and workers' performance[177].

2.3.1.4 Interpersonal relationship stress and Female lecturers Job Performance

A study revealed that total interpersonal relationship stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University[43]. The finding of a study showed that there is a significant relationship between interpersonal relationship stressor and job satisfaction of workers. Workers should be given time to socialise with their colleagues and avoid unnecessary behaviour and stress at work which could hamper their satisfaction[68].

Another study showed that interpersonal relationship stress was also reported as significant predictor of job performance. Findings portrayed that high interpersonal relationship stress tends to lower job performance of nurse educators. This outcome is traceable to the reports by nurse educators about experience of conflict with colleagues at work; lack of support from colleagues; uncooperative students' behaviour; little misunderstanding with superior; and dealing with many students during the day among many. It explains that educators with high interpersonal relationship stress will be less productive on the job[72]. Another research work recommended that proper strategies should be made regarding interpersonal relationships and supervision to reduce stress and to better manage the performance of academic staff[133].

A study investigated the influence of occupational stress (interpersonal relationships) on performance of lecturers in Nyeri South Sub-County, Nyeri County. The study employed descriptive survey research design. Data collection was undertaken using

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questionnaires which were issued to lecturers and university heads from twelve (12) out of thirty four (34) schools. There was a total of seventy two (72) respondents, twelve (12) were university heads while the rest were other lecturers. Stratified random sampling and simple random sampling was employed to pick schools and lecturers respectively. Descriptive statistics involving frequencies and percentages was employed to explain the findings of the study. According to university heads and some lecturers the interpersonal relationship was either very good or good, while 20% of lecturers felt it was bad, while a few indicated that it was very bad. This indicates that the university heads may not be in touch with what was happening to the lecturers. Some lecturers indicated that their interpersonal relationships were either bad or very bad. This shows that university heads and lecturers perceive things differently and the consequences are likely to be dire. Concerning communication, 18% of the university heads indicated that it was very good, while 82% indicated that it was good.10% of the lecturers indicated that communication was very good while 65% indicated that it was very good, unlike the university heads, 20% of the lecturers indicated that communication was bad while 5% felt that it was very bad. University heads and lecturers were not in agreement. University heads felt that communication was either very good or good. The way university heads perceived communication was quite different from that of the lecturers. Lack of proper communication could have led to other problems in lecturers which could lead to stress. It was recommended that team building and conflict resolution seminars and workshops should also be held to enhance good interpersonal relationships and those in administration should attend more seminars and workshops concerning administration including the university heads, deputy university heads and the heads of departments in the schools[167].

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Stress occurs in a wide range of work circumstances but is often made worse when Female lecturers feel they have little support from supervisors and colleagues, as well as little control over work processes. In particular, social or physical segregation, poor relationships with superiors, interpersonal conflicts, and a lack of social support can be considered among the stressful characteristics of work. Interpersonal contacts at various levels are likely to improve individual well-being, and for this reason, they could counteract stress coming from unfavourable work environments: social relations on and outside of the job are likely to moderate the negative influence of other psychosocial risks, the impacts of which are more marked when relationships provide little support[178].

A study revealed that the nature of the relationship was found to be positive in the sense that unit increase in Female lecturers relationship and movement led to an increase in their performance in public universities in Kenya[177]. A study noted that interpersonal relationship stress caused as a result of colleagues not showing respect to themselves, lack of effective communication and cooperation among members in the organization, supervisors' unfriendliness and frequent use of improper language negatively affect culinary internship students[179].

A closely identical research examined lecturers' attributions for their subjectively perceived interpersonal relationships with their colleagues as best or worst, and the role of dispositional forgiveness (self, other, situations) in predicting the perceived quality and the attributions of the same interpersonal relationships, as well as the extent to which life satisfaction and work satisfaction were predictive of the same appraisals of the relationships. The participants included two hundred (200) secondary school lecturers, of both genders, who were members of the current organization for at least 2 years. The results revealed that the best interpersonal relationships were mainly attributed to internal, personal controllable, stable and self-colleague controllable factors, whereas the worst

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interpersonal relationships were predominately attributed to external, personal uncontrollable and colleagues' controllable factors, and mainly locus of causality discriminated the two groups of relationships; lecturers who were higher forgiving (mainly, situations) enjoyed more their best- and suffered less their worst-colleague relationships than the lecturers who were comparatively lower in forgiving; high forgiving lecturers made adaptive attributional appraisals for the worst and, particularly, best interpersonal relationships; the valence of the prediction of forgiveness of self, of other and of situations varied between and within the attributional dimensions as well as it varied between and within worst and best interpersonal relationships; and relative to forgiveness, life satisfaction, and, particularly, work satisfaction were weak predictors of the appraisals of the colleague relationships, mainly in the worst[180].

A scholar identified that interpersonal relationships has a significant impact on the job satisfaction of both co-workers and supervisors, regardless of their position in the organization. He also states that interpersonal relationships have a strong and positive direct effect on lecturers' job satisfaction[181].

The main objective of a study was to determine how the quality of interpersonal relationships at work affects workers' self-assessment of psychosomatic well-being. The research objectives were met using a survey conducted in 2018 among five hundred and seventy four (574) professionally active Poland people. Structural equation modeling (SEM) was employed in the analysis of the empirical data. The proposed theoretical model was designed to determine how particular categories of relationship quality affect workers' self-assessment of health and any health complaints they were experiencing. It was established that relationship quality positively influences self-assessment of health (the greater the quality, the more highly health was assessed), while it negatively influenced the experience of health complaints (the greater the quality, the fewer the

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complaints). Every organization should pay special attention to the quality of interpersonal relationships at work. Low quality can negatively affect workers' assessment of their own psychophysical well-being, resulting in lower performance, increased absenteeism, or higher staff turnover. High-quality relationships can improve well-being, which will translate positively into the functioning of an organization. Therefore, the quality of relationships should be constantly monitored, and the organization should use some tools to build high-quality relationships at work[182].

A research work investigated the influence of job satisfaction and interpersonal relations on job performance of academic staff of colleges of education in Lagos State. A quantitative approach with survey design was employed for the study. Population for the study comprised of five hundred and sixteen (516) academic staff and six thousand and forty two (6,042) students of all the colleges of education in Lagos State. Sample for the study comprised of fifty one (51) lecturers and six hundred and four (604) students. The sample was selected using multistage sampling procedure. Two research instruments were used for the study. Data were analysed using percentage and ANOVA statistics at 0.05 level of precision. The results revealed that there was a high level of job satisfaction among the academic staff of the colleges of education in Lagos State (58%). The results also showed that there was a moderate level of interpersonal relations between the academic staff and the students and there was a moderate level of interpersonal relations between the staff and management of the institutions. The study further showed that job satisfaction and interpersonal relations had a positive significant influence on job performance of academic staff. The study concluded that job satisfaction and interpersonal relations positively influenced job performance of academic staff of colleges of education in Lagos State[183].

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The aim of a similar study was to analyse the association between job stress and interpersonal relationships on and outside of the job in Europe. The main assumption of the study is that since social relations at various levels enhance individual well-being, they may counteract stress created by an unfavourable work environment. The econometric analysis, based on a standard ordered probit model was used to employ data taken from the Sixth European Working Conditions Survey carried out in 2015 and released in 2017. The results showed significant correlations between interpersonal contacts on and outside of the job and job stress. Help and support provided by one's manager decreases the probability of being stressed at work, while receiving help and support from co-workers is likely to increase the probability of job stress occurrence. However, maintaining cooperation and getting on well with colleagues decrease the probability of experiencing stress, confirming the positive and gratifying features of contact with co-workers reported by the several literatures. It was concluded that interpersonal relationships on and outside of the job can be considered valuable resources that, when available to an individual, are useful for managing stress created by workplace[184].

2.3.2 Management Style and Job Performance of Academic Staff

2.3.2.1 Autocratic and Job Performance of Academic Staff

A study was carried out to examine the influence of management style on workers' performance in the Nigerian oil and gas industry using Chevron Nigeria Limited as a case study. The five-point Likert scale questionnaire consisting of forty questions covering autocratic, democratic, bureaucratic, laissez-faire, transactional, charismatic management styles and workers' performance variables was used. The questionnaire was administered to one hundred and twenty-five respondents (125) and about ninety-three (93) were retrieved and valid. Descriptive and inferential statistics was employed to

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analyze the data gathered. Demographic analysis, normality test, homoscedasticity, multicollinearity, reliability test (Cronbach's Alpha) were presented; results affirmed the validity and reliability of research findings. The results of the descriptive and regression analysis indicated that the autocratic management style is the most predominant management style in the Nigerian Oil and Gas followed by the other management styles. It was concluded that autocratic management styles significantly influence workers' performance albeit different management styles have varying effects on workers' performance and varying management styles can co-exist within the same organization[1].

The aim of a study was to analyze the influence of management styles on workers' performance with respect to the Ethiopian Railways Corporation. Two study objectives such as identification of practiced management styles and its effect on workers' performance of in the Ethiopian Railways Corporation were formulated. Mixed study approach was used to investigate the constructed objectives. The questionnaire was administered to four hundred (400) workers and only two hundred and ninety eight (298) were retrieved and used for the study. A cross section descriptive survey research strategy was employed in which two hundred and ninety eight (298) usable structured questionnaires were collected from three hundred and sixty four (364) questionnaires distributed. The sample size was determined by Yamane method. In addition to that seven key informants from middle and top management were selected for semi-structured interview questions through purposive sampling techniques. The survey questionnaire was distributed randomly in different offices and departments of Ethiopian Railways Corporation to worker experienced between 1 and 10 years. Focus group discussion was also held with members of labor union of the corporation. The collected data were analyzed to be meaningful. The findings of the study showed that, forty three percent of the workers reported that in the corporation, autocratic management style was practiced

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predominantly by the managers who have absolute power over their staff. Furthermore, it was revealed that autocratic management style affected the workers' performance negatively[14].

A research work was designed to determine the relationship between management styles and performance of vocational and technical lecturers in tertiary institutions in Anambra State, Nigeria. Four (4) research questions were raised and four hypotheses were tested for the study at 0.05 level of precision. The study employed a correlational research design. The entire population of one hundred and thirty two (132) vocational and technical educators in public tertiary institutions in Anambra State, Nigeria were sampled using total enumeration sampling technique. Management Style Questionnaire (MSQ) and Lecturers' Performance Questionnaire (LPQ) were used for data collection. Cronbach Alpha method was employed to establish the reliability of the instrument which yielded coefficient of 0.879 for MSQ and 0.876 for LPQ. The instruments were administered with the help of four research assistants. Data gathered were analyzed using Pearson product moment correction statistics. Findings of the study revealed that there is a negative and significant relationship between autocratic management style and vocational and technical lecturers' performance. The null hypotheses raised for the study were therefore rejected. It was therefore concluded that Deans and Heads of Department must switch from one management style to another in order to monitor the academic management function of lecturers in line with the academic performance of students in vocational and technical department. It was recommended among others that vocational and technical education lecturers should not abuse the conducive working environment created by Deans and Heads of VTE Department as that may lead to organizational breakdown and swift application of rigid style of management[17].

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A review was geared towards reminding Chief Librarians that autocratic management style, no matter the colour it is painted remains a management style that is greatly not needed by the workers in the libraries. Most times, positive work attitude is not exhibited by library staff. Managers have been for the most part ignoring staff by following outmoded set of principles about them for the reason that it adhered to Theory X when actually most staff could be closer to the Theory Y set of principles. It was concluded from the review that autocratic management style prevents the use of creative ideas to problem solving; therefore managers should learn to exercise restraint in the use of the style in the running of their library institutions[85].

A research investigated the relationship between organizational performance and management style in Hungarian Small and Medium-sized Enterprises. Quantitative analysis was done. A sample of six hundred and thirty seven (637) participants were sampled. The results indicated that autocratic management style has a significant effect on organizational performance in the studied enterprises. It was found that organizational performance is higher for managers who adopt an autocratic management style than other management styles[89].

A study was done on the influence of management styles on the performance of employees in the education ministry and higher education of Somaliland. The study thus analyzed the influence of management styles on workers' effectiveness. The findings showed that the autocratic management model has a detrimental effect on the workers' effectiveness, which is reflected in high absenteeism, poor morale, decline of job satisfaction, and rotation[94].

Another study was carried out to examine the impact of autocratic management style on workers' performance. Workers' performance was measured by their level of output, initiative and performance. The study employed descriptive survey design method

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through the use of a structured questionnaire. The data for the study was obtained by administering questionnaire on personnel in Mushin Local Government Education Authority, Lagos. The data gathered from the respondents were analyzed with the use of Chi-square statistical tool in order to test the hypothesis. Findings from this study showed that the calculated Chi-square (X^2) value is higher than the tabulated chi-square (X^2) at 0.05 level of precision. The null hypothesis was therefore rejected which meant that autocratic management style has a positive impact on workers' performance. It was recommended that managers should combine various management styles in proportions that produce a positive result when administering their managerial duties[99].

The aim of a study was on the influence of management style on workers' performance in Bahir Dar textile, Ethiopia. The target population of the study consisted of those permanent full time workers of Bahir Dar textile Share Company, Ethiopia. A Survey instrument type of research design was employed. Data was generated using standard Multifactor Management Questionnaire (MLQ) and the performance of worker was measured based on self-rating questionnaire. A simple random sampling and non-probability sampling technique was employed to sample three hundred and five (305) respondents from a population of one thousand, two hundred and ninety (1290). Therefore, three hundred and five (305) questionnaires were administered of which two hundred and sixty eight (268) were retrieved. The data gathered from the instruments were subjected to descriptive and inferential statistical methods. Descriptive analysis showed that autocratic style is more exhibited than laissez-faire style. Furthermore, workers' performance was found to be at a moderate level. The result from multiple linear regressions showed that autocratic management style have negative significant effect on Bahir Dar textile share company workers' performance. In order to enhance the performance of their workers more significantly, the study finally recommend the

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company should exhibit less of autocratic management style especially as per the situation[100].

A research scholar carried out a study on the influence of management style on workers' performance in Tanzania. The findings from the study revealed that there are various types of management styles used in different regional administrative in the country. It was also revealed that autocratic management style has a negative influence on achievement of organizational goals[122].

A similar study was done to examine the impact of administrators' management styles in the provision of quality in Punjab, Pakistan. In this study, a self-designed questionnaire was employed as a tool. This study was employed simple random sampling technique. A total of five hundred and seventy three (57) teachers from two hundred and eighty eight (288) secondary schools were involved. Data were analyzed by using frequency, percentage, average value, standard deviation, correlation Pearson product-moment, and numerous regression step-by-step method. The findings showed that autocratic management styles has a significant impact on the provision of quality education. Based on the result, it was suggested that in order to increase the effectiveness of teachers' work, management must constantly promote, apply and develop autocratic style of management[185].

A closely related study was done to explore the contribution of school heads' management styles towards teachers' work commitment and performance in Tanzania public secondary schools. The study employed a qualitative research approach. The study was conducted in Morogoro region in Tanzania, a case study design was employed. The population of the study comprised of Municipal secondary Education officer, five school heads and teachers in selected secondary schools, purposive sampling technique employed. Findings revealed that there is a lack of teachers' motivation, recognition,

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appreciation and promotions among teachers in Morogoro city public secondary schools. Although, teachers confirmed that autocratic management style is dominated in their schools. It was recommended on the basis of the findings that public schools management use a suitable management style regarding the existing situation either autocratic or democratic management style in implementing school objectives and mitigating factors that hinder teachers' commitments and performance. Moreover, heads of schools should improve by making the recommendation for the teachers for every annual review to make a frequent evaluation and monitoring teachers' commitments[186].

A paper was done on the metanalysis of leadership styles of school administrators and teacher effectiveness. It was found out that the management styles of school administrators has effect on teachers' effectiveness (in terms of their performance). Autocratic management style was found to be the least effective type of management style used by school administrators to bring about teachers' effectiveness, in fact, autocratic style of management was found to have a negative effect on teachers' effectiveness[187].

An identical study was undertaken to examine the influence of management styles on work performance of Staff of Federal University Wukari, in Taraba State, Nigeria. Three hundred and ten (310) participants, comprising of two hundred and five (205) senior and ninety four (94) junior Staff – one hundred and seventy three (173) male and one hundred and thirty seven (137) females was sampled and randomly drawn from a population of one thousand, three hundred and eighty four (1,384). Three hypotheses were formulated and tested using standard multiple regression to test the relative and joint influence of management styles on work performance. The result show that, democratic management style positively influence performance while autocratic management style shows a negative influence on work performance, democratic and autocratic management

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styles jointly have significance influence on work performance. Based on the finding of the study, it was therefore recommended that universities management should encourage democratic style of management at all level of management in other to enhance high work performance among staff and create room for innovation, sense of belongingness and team work among staff. Institutions should discourage wrong application of autocratic management style if high performance of staff must be realised. And finally, managers should know the right situation to combine autocratic management style with democratic style in other to maintain high work performance of staff[188].

The aim of a study was to explore the association between management styles and workers' performance in a family-owned manufacturing business. The study used a quantitative approach and a correlational design. A census sampling technique was employed to sample four hundred (400) workers. An interview schedule and questionnaire were used for data collection. Multiple linear regression was used to test the stated hypotheses. Results revealed that autocratic, charismatic, and paternalistic management styles influence workers' performance. The result also revealed that autocratic, charismatic, and visionary management styles influence error reduction. It was recommended that managers should consider using management styles with stronger predictions in a given situation to drive workers' performance, reduce workers' errors in work and enhance workers' quality of work[189].

A similar study was carried out to determine perceptions of employee on the influence of autocratic leadership style and geographical location on the employee performance in Tiga Putri Sukabumi City of Indonesia. The research method used is descriptive and verification. The population used is workers of the production CV. Tiga Putri Sukabumi with a sample of sixty (60) respondents. The data analysis technique used is multiple linear regression and hypothesis testing. The results obtained are the autocratic

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management style applied to the CV. Tiga Putri Sukabumi is considered not good enough. Geographical location at CV. Tiga Putri Sukabumi is highly rated and workers' performance at CV. Tiga Putri Sukabumi is considered to be not high enough. Additionally, the geographic location and geographical location of the workers also reported to be a significant contributor towards the workers' performance. Management style and geographical location simultaneously or partially have a significant effect on the performance of the workers of CV. Tiga Putri Sukabumi[190].

The aim of an article was to present an analysis of management styles and their importance in shaping workers' expectations towards their superior in the company. The singular objective of the article was to show the relationship between the company's management style and the expectations of workers regarding the performance of tasks. The study was based on a literature review and empirical research results carried out among one hundred ad eighty five (185) workers from ten (10) European companies operating in different sectors. The chi-square ($\chi 2$) statistics were used to investigate the relationships between the variables analyzed, while the V-Cramer and Pearson's C (contingency) coefficients were used to determine the relationship's strength. Based on the analysis, it was found out that workers build their expectations associated with their tasks' performance and with the manager based on his/her management style. When managers implement an autocratic style, workers expect guidelines regarding the performance of tasks rather but do not want their work to be constantly controlled. The results establish that personality, qualifications, values, and management style of managers affect both the short-term operations and long-term success of workers and the whole organization[191].

A study was also carried out to examine the influence of principals' administrative styles on teachers' performance in public secondary schools in Aba education zone of

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Abia State, Nigeria. The examination focuses on the areas of teachers' punctuality to school, regularity to classes, and preparation of lesson notes. Three research questions and three hypotheses guided the study. A sample of forty (40) secondary schools was selected in Aba Education zone. About twenty two (22) of the schools were headed by male principals while eighteen (18) were headed by female principals. Furthermore, two hundred and ninety five (295) teachers were sampled from the zone based on the stratified random, and proportionate sampling techniques. The instrument for data collection was a set of "Teachers' Questionnaire" on Principals' Administrative Styles; "Observation Schedule" on Teachers' Lesson Preparation (TLP); and "Inspection Schedule" on Teachers' School and Inspection Schedule (TSIS) validated with a reliability index of 0.973, using test-re-test correlational statistics. Data were collected using nine (9) trained research assistants who returned with a total of two hundred and eighty (280) properly filled copies of the instruments. Mean was employed to determine the principals' styles of administration, ANOVA statistics was employed to determine the influence of principals' administrative styles on teachers' punctuality to school and regularity to classes, while Chi-square statistics was employed to test principals' administrative styles and teachers' preparation for lesson. Results revealed that some schools practiced autocratic, some democratic, and some situational style of administration. It was also noted that most of the newly appointed principals and female principals tended to be autocratic while the highly experienced ones employed situational style of administration. There was no significant influence of administrative styles on teachers' punctuality to schools and preparation for lessons. However, there was a significant influence of administrative styles on teachers' regularity to lesson. It was thus recommended that regular seminar and workshop for principals be done in order to better their styles of administration[192].

2.3.2.2 Democratic and Job Performance of Academic Staff

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An investigation focused on management style and workers' performance evidenced from banking sector in Nigeria. The banking sector had been globally acknowledged as a pivot to the economic growth of any country. The study used questionnaires to elicit information from eighty (80) staff of different banks in Ilorin metropolis through a simple random sampling technique. The data were analyzed using descriptive and inferential statistics. It was revealed that a huge percentage of the respondents acknowledged democratic (participative) style as the most used management style in the banking sector. Two hypotheses were tested. The result of hypothesis one showed that there is significant positive correlation between participatory and charismatic management styles and workers' performance variables (effectiveness, efficiency and commitment). It was thus recommended that participatory and charismatic management styles should be encouraged fully in the banking industry, so as to boost workers' commitment[76].

The main purpose of a study was to examine the influence of management style on workers' performance. The descriptive and explanatory research designs and mixed (quantitative and qualitative) method were appropriately used in the study. Primary data was collected through questionnaire and interview from the government workers. A sample pf three hundred and ninety two (392) workers from the total population of nineteen thousand, nine hundred and forty seven (19,947) was selected using stratified and simple random sampling techniques. After the data was collected, it was analyzed in qualitative and quantitative method of data analysis. Descriptive and inferential statistics such as Pearson correlation was also used for analysis of data collected. The findings of the study revealed that democratic management style was not highly practiced in all of the government offices, authoritative management was practiced and also the laissez-faire management did not exist. It was concluded that: there was high confusion in the practice

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of management since most managers were autocratic yet workers were practicing democratic management. It was therefore recommended that: empowerment was needed through developing teams and measure of power and authority to the teams and should reduce the dominance of authoritative management by giving training that provides professionalism and transparency[77].

An investigation was carried out on the relationship between principals' management style and staff job performance in Emohua Local Government Area of River State. The investigation was carried out within the period of 2007-2016 in secondary schools in Emohua Local Government Area of Rivers State. Path-Goal theory was employed as the theoretical framework of analysis for the investigation. Questionnaire items and interview methods were used to elicit primary data while documentary method was applied to collect secondary data for the investigation. A total of two hundred and ten (210) questionnaires containing twenty one (21) items each were administered, and one hundred and ninety five (195) questionnaires were successfully retrieved without error and used for the investigation. The primary data were presented and analysed in tabular and percentage frequency. Content analysis was employed to analyse the secondary data. The investigation findings emphasized that democratic management styles have significant effects on the staff job performance in the schools. Also, the findings proved that the principals face management challenges in the discharge of their administrative functions in the schools. Upon the findings, the investigation recommended that the principals should adopt the needed management style in their school to enhance staff job performance, that the various management challenge faced by the principals should be addressed accordingly by the government, and that both the principal and government should adopt the recommendations of this investigation to ensure a better management style and adequate staff job performance in the schools[87].

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A research was implemented on the influence of democratic management style on workers' performance in selected public university libraries of Sindh Province. Descriptive survey research design was used along with the nature of quantitative research methodology. The population for the study comprised of two main public universities of Sindh, Pakistan - University of Sindh, Jamshoro and Mehran University of Engineering and Technology (MUET) Jamshoro, Sindh Province, Pakistan. The sample size for the study consisted of a total of thirty-one (31) library staff. Data was collected through a structured questionnaire survey. Data was analyzed using different descriptive and inferential statistical techniques such as frequency, percentages, mean and standard deviation. Results revealed that the implementation of democratic management style influences performance of University library staff. It was thus concluded that the management styles of university library workers distress the efficiency of the workers under their supervision. This research study also endorsed that the formation of a better working environment, along with the adoption of democratic management styles that will absolutely develop the responsive relationship amongst the head of departments of all libraries with their staff[98].

A study examined the impact of teacher's management styles on the academic performance of secondary school students (a case study of selected schools in Ihiala L.G.A. of Anambra State). Three research questions guided the study. A total population of one hundred and five (105) respondents were sampled through random sampling procedure. A structured questionnaire was employed for data collection. Mean statistics was employed to analyze the research questions. The findings of the study showed that teachers who make use of the Laissez-fare management style tend to fail in improving the academic performance of students because of their complacence in carrying out their duties. It was also found out that students find it difficult to express themselves in the

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class under the autocratic management style because of the teacher's strictness. It was recommended on the basis of the findings that teachers should adopt the democratic management style because it allows for teacher-student interpersonal relationship which would lead to great increase in the academic performance of students. With democratic management style, the students are free to express themselves in the class, thus enabling the teacher to identify the weak points of his or her students and swing into necessary action in improving them[107].

A similar investigation sought to determine the influence of management style on workers' performance at selected Institutions in Arusha. The investigation had three specific objectives namely to; identify the management style used in selected Institutions in Arusha; find out the influence of existing management style towards performance of workers in selected Institutions in Arusha; and to explore how negative effects experienced by worker in selected Institutions in Arusha can be addressed. The research used case investigation research design and the mixed approach so as to collect both numerical and narrative data. The investigation used simple random and purposive sampling technics. Moreover the investigation used interview and questionnaire as data collection methods. Data were collected from sixty six (66) respondents from selected Institutions in Arusha, Descriptive statistics such as frequencies and percentages were used to analyse data. Findings revealed that democratic management was seen to exist at selected institutions in Arusha. The investigation further revealed that respondents perceive the type of management that exist at selected institutions is good. The investigation also indicated that the existing type of management affected the worker's performance both positively and negatively. Finally, the investigation found out that there are various measures that can be used to address the negative effects caused by the existing type of management. The investigation concluded that democratic style of

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management was dominantly used at selected Institutions in Arusha. It was also indicated from the investigation that workers were satisfied with the management style that exist at the selected institutions because the management style promoted workers' performance[108].

The aim of an investigation was to find out how principals' management styles affect teachers' job performance in public secondary schools in Kieni West Sub County. Descriptive survey research design was employed. This study targeted all the twenty two (22) principals and two hundred and sixty two (262) teachers serving in public secondary schools in Kieni West Sub County, Nyeri County. Stratified random sampling was employed to select eight (8) principals and seventy four (74) teachers to participate in the study. The researcher used principals and teachers' questionnaires to collect the needed data. Data was analyzed using both quantitative and qualitative procedures. Chi-square tests were conducted to establish the relationship between principals' management style and teachers' job performance while correlation tests were employed to establish the magnitude and direction of the relationship between principals' management styles and teachers' job performance. Data analysis was done using SPSS software. The study found there was a significant relationship between management styles and teachers' job performance. It was concluded on the basis of the findings that principals practice various management styles and that democratic management style affects teachers' performance. It was recommended amongst others that the government and local managers should sensitize parents in cooperating with the school principal in improving academic performance[115].

An investigation was carried out to examine the role of Management style and Organizational culture in predicting workers' performance. The aim of the research was to: determine the direct influence of Democratic Management style on workers' performance; determine the direct influence of Democratic Management on

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organizational culture; determine the direct influence of Organizational culture on workers' performance; and ascertain the role of Organizational culture as mediation the influence of Democratic Management on workers' performance. The respondents were all workers at the Education Office East Java. The simple random sampling technique was employed to collect data from one hundred and six (106) workers at the Education Office East Java, Indonesia, using surveys and questionnaires. The data obtained were analyzed using the Path Analysis with SPSS statistical software. The study had four findings. Firstly, Democratic Management has a significant effect on workers' performance; Secondly, Democratic Management also has a significant effect on Organizational culture; Thirdly, Organizational culture has a significant effect on workers' performance; and fourthly, organizational culture mediates the influence of Democratic Management on workers' performance. Furthermore, the direct influence of Management style and the mediation role contribute to knowledge. The results revealed that implementing Democratic Management supported by a conducive organizational culture guides worker to perform better[116].

The aim of a paper was to investigate management styles of principals for enhancing teachers' performance for effective school administration. Descriptive survey design was employed to carry out the study. The research questions were formulated in line with the objectives of the study which include to: examine and assess the opinion of the respondents (the teachers) on the extent the various management styles enhance effective secondary school administration. The study population consisted of all secondary school teachers in Rivers state. Stratified random sampling technique was employed to select three local government areas out of the twenty three (23) local government areas. From each of the sampled local government area, a sample of fifty (50) participants were selected through simple random sampling technique resulting in a total

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of one hundred and fifty (150) respondents. The instrument used for the study was a self-structured questionnaire titled - ''Management Styles of Principals for Enhanced Effective School Administration Questionnaire" (MSPEESAQ) which was based on a four-point Likert type scale of "very high extent, high extent, low extent and very low extent". Research questions were answered using mean and standard deviation statistics. The results of the study revealed that the democratic management style enhances effective school administration to a high extent while autocratic and laissez-faire styles enhance but to a low extent. It was therefore concluded that the best management style of the principals for enhancing effective administration is "democratic management style". It was thus recommended that democratic management style should be employed more often in school administration while others can be rarely employed based on identified need[193].

An investigation was carried out on the influence of private secondary school principals' management styles on teachers' job performance. Four management styles outlined in the path–goal theory and five key performance indicators (KPIs) of teacher job performance were employed for the research. Therefore, a concerted effort was required to examine the influence of employed principal management styles on each of the five key performance indicators of teacher job performance. A total of two hundred and fifty three (253) middle management personnel took part in the empirical research. The correlation findings from the structural equation modeling revealed that the directive management style had a significant effect on teachers' job performance in the sampled schools, followed by the supportive and achievement-oriented management styles. Conversely, although democratic (participative) management style was identified as a significant predictor, it was not considered a promising predictor of teachers' job performance[194].

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A similar investigation examined the impact of Democratic Management style on workers' performance in selected private Universities in Ota, Ogun State, Nigeria. The study gathered data through primary and secondary sources. The primary data was collected through a well-structured questionnaire circulated to three hundred and eighty (380) teaching staff of the selected universities. A proportionate stratified random sampling technique was employed to determine the sample size of the sample. Cronbach's Alpha reliability test for the research instrument was 0.875, which indicated that the instrument was reliable for the field. Data gathered was analyzed using Simple Linear Regression. The findings indicated that democratic management style has a positive impact on workers' performance in Nigerian private universities. It was recommended that the managers should increase their level of democratic practice so as to spur workers' performance to a greater rate. Also, the stakeholders of the private university should encourage the practice of democratic management style to further enhance workers' performance[195].

An investigation analyzed the relationship between different management styles of principals and school performance in Eritrean secondary schools. The study followed a descriptive research design, and it employed both qualitative and quantitative methods to establish a relationship between management styles and school performance. Using non-probability sampling, a sample of three hundred and seventy five (375) respondents comprising of thirty (30) schools/principals, two hundred and fifty (250) teachers, fifty (50) students, and forty five (45) parents participated in the study. The study explored and analyzed the relationship between the two variables, namely management styles of principals and school performance. The study revealed that principals' management styles do influence school performance either positively or negatively, and it has become clear that no single management style is appropriate at all times. The study found that

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democratic and situational management styles have a positive impact on school performance; while autocratic and laissez-faire management styles were found to have negative impacts on school performance. It was therefore concluded that no single management style is appropriate at all times, because no management style is right at all times[196].

A similar investigation was carried out on the relationship between Business Education administrators' management styles and staff job performance in Federal Colleges of Education (Technical) in southsouth Nigeria. Five specific objectives, five research questions and two hypotheses guided the study. A Descriptive-correlation research design was employed for the study. The population and sample of the study consisted of one hundred and thirty one (131) respondents made up of twelve (12) administrators and one hundred and nineteen (119) staff of the Business Education programme in Federal Colleges of Education (Technical), Asaba and Omoku in south-south, Nigeria during the 2021/2022 academic session. A structured questionnaire was employed to collect data for the study. The questionnaire was face validated and tested for reliability using Cronbach's Alpha to obtain reliability indexes of 0.872 and 0.976 for the two clusters of the instrument. Mean and standard deviation were employed to answer research questions 1, 2, and 4; while the null hypotheses, were analysed using Spearman Rank Correlation (r). The results of the study revealed that Business Education administrators used democratic/transformational management styles to drive job performance. The results also showed moderate positive and significant relationship between management styles of Business Education administrators and staff job performance which was deemed satisfactorily. The results also showed that work climate mediated on the relationship between Business Education administrators' management styles and staff job performance. Based on the findings, it was recommended among

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others that Business Education administrators in Colleges of Education should make concerted effort to let financing stakeholders provide more funds for enhancing the task performance environment required by staff[197].

The aim of a paper was to extricate the nexus between management style and workers' performance at a selected bank in Botswana, focusing on the transactional, transformational, and participative management styles. Research methodology: The study employed a positivist research paradigm coupled with a survey research design, while a quantitative methodology was employed to collect data through a self-administered questionnaire. The study population comprised of four hundred and thirty three (433) workers from which a sample of two hundred (200) respondents was randomly drawn. Data was analysed using descriptive and inferential statistical techniques such as factor analysis, regression analysis and Analysis of Variance (ANOVA). The results of the study revealed that there is a significant utilisation of the democratic (participative), management style at the selected commercial bank. The use of the democratic (participative) style therefore had a positive and significant influence on workers' performance[198].

Another research study appraised democratic management style and organizational performance. It was noted that democratic management style is the key in determining the level of workers' performance in an organization. Democratic management styles have given the managers the ability to take the right decisions, participate with others or ask their workers to handle some issues. It was established by the research that democratic management elicits higher levels of trust, and leads workers to reciprocate through exhibiting higher levels of organizational performance. It was therefore recommended that managers in organization settings and other areas should apply this democratic management style frequently[199].

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A similar investigation was carried out on the influence of participative leadership on employee performance: A case of the public sector in Saudi Arabia. The investigation presented a critical analysis of the extent to which a participative management style could help improve these management challenges in the Saudi Arabia public sector organizations. The primary objective was to determine the impact of participative management style on workers' performance in the Saudi Arabia public sector. It focused on analyzing the positive impact the participative management style has on workers' performance and organizational performance. A quantitative research method was employed to carry out the investigation. The study population and sample consisted of one hundred and ten (110) workers from the Ministry of Foreign Affairs in Saudi Arabia. The study utilized an online survey for collecting primary data. For 1 week, the study collected data from one hundred and ten (110) respondents whose information was kept confidential through online survey questionnaires in English and Arabic languages. The findings showed that workers who experience or perceive to experience democratic (participative) management style in the Saudi Arabia public sector perform better than other workers by completing more organizational goals through quality work and teamwork within a supportive workplace environment[200].

The aim of an investigation was to assess the extent to which democratic (participative) management style influence workers' performance of coffee trading companies in Kenya. The study was guided by the positivism philosophy and a descriptive correlational research design was used to carry out the research. The population for the study consisted of one hundred and eighty (180) senior managers of coffee trading companies in Kenya. Using stratified random sampling technique, a sample size of one hundred and thirty nine (139) was determined from the total population and structured questionnaires were administered to collect primary data. Out of one hundred

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and thirty nine (139) questionnaires administered, one hundred and seventeen (117) questionnaires were successfully completed and returned. Descriptive and inferential statistics were used to analyze the data. The descriptive statistics included means and standard deviations. The inferential statistics included Pearson's correlation coefficients which was used to establish the relationships between the variables, one way ANOVA was employed to test the differences between group means while multiple linear regression analysis was employed to test the five hypotheses of the study. The results revealed a positive and significant relationship between participative management style and workers' performance. Multiple linear regression analysis revealed that participative management style significantly predicted workers' performance, and therefore the null hypothesis that participative management style has no significant effect on workers' performance was rejected. It was recommended that the participative or democratic style of management should be employed more than other styles of management[201].

A study sought to establish the influence of principal's management styles on teachers' professional commitment and performance in Kericho Sub-county, Kenya. Specifically the study endeavored to establish the influence of Principals' Democratic Management style on Teachers' Professional Commitment and performance in public secondary schools in Kericho Sub-county. Descriptive research design was employed to carry out the study. The sub-county has about thirty one (31) public secondary schools. In the thirty one (31) schools, there are a total of thirty one (31) principals, one hundred and fifty five (155) Heads of Departments and four hundred (400) Teachers. All the thirty one (31) principals were selected for the study. Five (5) HODS in charge of academics from each school were purposively selected because of their special complementary roles in the management of schools. Simple random sampling was employed to select five subject teachers in each school, one from each academic department to participate in the study;

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also three sub county quality assurance and standards officers were selected. Therefore a total of three hundred and forty four (344) respondents comprising of thirty one (31) principals, one hundred and fifty five (155) HOD, one hundred and fifty five (155) subject teachers and three (3) SCQASOs constituted the total sample size. Data was collected using questionnaires which were administered to principals, HODs and subject teachers while interview schedules were used to guide discussions with the SCQASOs. Validity of the instrument was determined by the supervisors, lecturers in the department of Education Kisii University. For reliability, a test re-test of the findings was calculated and a Pearson's correlation coefficient of 0.856 was obtained. Data was analyzed using descriptive statistics with aid of Statistical Packages for Social Sciences (SPSS) computer program while the results from interviews were analyzed qualitatively and thematically. Results revealed that democratic management style was the dominant style employed by principals in Kericho Sub-County together with the democratic practices employed point to a management that recognizes ideals of democracy in management. Other practices, principals delegate tasks and assignments to staff members; Principals ensure that members of staff feel involved and relevant in decision-making process which invariably influenced the staff commitment and performance. It was recommended that there is need to consider blending the management styles since each has some contribution to make indirectly to learner performance[202].

Another study investigated how principals' democratic management style impacted on teacher and students performance. The study was guided by three (3) research questions and one null hypothesis. The design of the study was correlational research design. A total of six thousand, nine hundred (6,900) students and one thousand, two hundred and one (1,201) teachers formed the population for the study. Similarly, a total of three hundred and forty five (345) Senior Secondary School two (SSSII) students

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and two hundred and five (205) teachers were selected as sample for the study. Questionnaires were used as instruments for data collection. The questionnaires were duly validated by three experts. However, the reliability of the questionnaires were established using Cronbach's alpha. The instruments were administered to students and teachers who were not part of the final study. After the pilot study, the instruments were coded and entered into the statistical package for social science (SPSS) software and Cronbach's alpha was employed to find out their reliability coefficients. Reliability coefficients of 0.881 and .867 were obtained for the questionnaires. The researcher used on-the-spot approach to collect data for the study. The data were analyzed using range of scores and Pearson's Product Moment. Findings showed that Principals' democratic management style has significant impact on teachers and students' performance. It was therefore recommended amongst others that the principals should continue to employ the democratic style of management so as to enhance good performance from both teachers and students in secondary schools[203].

The aim of a study was to ascertain the influence of democratic management style and organizational culture on lecturers' performance at STKIP Hamzanwadi Selong College, Pancor Selong Sub-district, Lombok Timur regency of Nusa Tenggara Barat Province using survey method. Samples were taken from one sampled population. Data were collected using questionnaires with the descriptive-verification design while grain validity test was performed through empirical tests of instrument grains. The data gathered were analyzed using F-test and t-test. The results obtained showed that the democratic management style has a significant influence on lecturers' performance. As a result of this finding, it was recommended that democratic management style should be constantly adopted by the management[204].

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Another closely identical investigation was implemented on the influence of democratic management and individual characteristics on the work performance of Civil Servants in the Departments of Education of Probolinggo. The study was conducted with a quantitative approach involving a population of one hundred and five (105) respondents. However, a sample size of fifty one (51) participants was drawn using purposive sampling technique. Data were collected through a questionnaire given to respondents. The collected data were then analyzed using multiple linear regression. The results of the study established that democratic management affects workers' work performance, while individual characteristics do not affect workers' work performance[205].

An investigation was carried out on the extent to which educational managers' management styles contribute to job performance of office managers in colleges of education Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was employed. The population consisted of two hundred and ten (210) office managers in all public colleges of education in the area. A 20-items structured questionnaire with five-point rating scale was employed. The instrument was validated by four experts. A pilot test was employed to establish the reliability of the instrument and data gathered were analyzed using Cronbach alpha and obtained an overall coefficient value of 0.984. Mean and standard deviation were used to answer the research questions while t-test was employed to test the null hypotheses at 0.05 level of precision. The findings revealed that democratic management styles of educational managers contribute to job performance of the office managers to a great extent while transactional management styles contribute to a small extent. Gender did not significantly influence the respondents' mean ratings on the democratic management styles extent but significantly influenced their mean ratings on transactional management style extent. Based on the findings, it was concluded that democratic management style

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was employed by educational managers. It was therefore recommended among others that educational managers should encourage office managers to work hard and challenge themselves with roles which utilize their full potential, talent and creativity[206].

Another similar investigation was undertaken to ascertain the relationship between principals' management styles and secondary school teachers' job performance in Edo Central Senatorial District, Nigeria. A correlational design was employed for the study. Two adapted questionnaires titled - "Principals' Management Style Questionnaire" (PMSQ) and "Teachers' Job Performance Questionnaire" (TJQ) were administered to teachers and principals drawn from a population of three hundred and ninety seven (397) senior secondary school teachers and sixty nine (69) principals in the Senatorial District respectively. The Cronbach alphas for the three sub-scales in PMSQ were .910, .983 and .948 for democratic, autocratic and laissez-faire management styles respectively, while the Cronbach alpha for TJQ was .982 for teachers' job performance. Percentages, multiple regression and Pearson product-moment correlation were used to test the hypotheses at the 0.05 level of precision. Results revealed that democratic, autocratic and laissez-faire management styles jointly contributed above average percent variation in job performance of teachers, while democratic and laissez-faire management styles had the most prominent positive influence on teachers' job performance in the study area. It was recommended, amongst others that the use of democratic management style should be encouraged among the principals in the senior secondary schools in the district[207].

The objective of a study was to examine the influence of management styles on workers' performance in Medtech Ethiopia Plc. To achieve this objective, both primary and secondary sources of data were utilized. The primary data were collected from managers, supervisors and workers of all operation and system units in the Medtech Ethiopia P.L.C. through standardized questionnaires of management style and workers'

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performance. The survey instrument were adapted from previous standard questionnaire. The secondary data were collected through the review of previously established literature. The data were processed and analyzed using descriptive and inferential statistics. The research design were both descriptive and explanatory and the research used quantitative approach. Through Simple random sampling technique, a sample of ninety four (94) respondents were selected out of the total population. Both descriptive and regression analysis were applied. The descriptive statistics result showed that management at Medtech Ethiopia practice democratic management style as compared to autocratic and Laissez-faire management styles. The result of the regression analysis also indicated that democratic management style has a positive significant relationship with workers' performance. It was concluded that the democratic management style applied in the Medtech Ethiopia significantly affects the workers' performance positively[208].

A similar research work was carried out to examine the influence of democratic management style on organizational performance of commercial state corporations in Kenya. The study employed Cross sectional survey research design. The target respondents were thirty five thousand, seven hundred and twenty nine (35,729) middle level staff in the twenty (20) commercial state corporations in Kenya. Stratified sampling was employed to select three hundred and eighty four (384) respondents for the study. This study used primary data which was collected through use of structured questionnaires. Data from the questionnaires were analysed using descriptive and inferential statistics. Pilot study was conducted to measure the reliability and validity of the questionnaires. The reliability of the instrument was tested using the Cronbach's Alpha method. The results of study revealed that there is a positive and significant relationship between democratic management and organizational performance. It was recommended on the basis of the findings that the management should involve a wide

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range of people in decision-making or building a consensus. Through the democratic management style, the manager shares the problem with the relevant workers as a group. Together they generate and evaluate alternatives and attempt to reach agreement on the solution. Involvement in decision-making helps the workers in effective implementation of the agreed situation[209].

The aim of another study was to investigate the influence of management styles on workers' work performance on ministry of education and higher studies of Somaliland. Four management styles were identified namely: autocratic, transformational, democratic, and transactional management styles. The application of democratic, transformational, and transactional management styles showed a positive and significant impact on the workers' performance (which was measured in terms of high workers' performance, satisfaction, cooperation, and commitment). As outcome, it can be inferred that the democratic management style has a positive relationship with the workers' performance. It was recommended that the company pursue and strengthen further its strong sides of exercising some features of the democratic management style since it has a positive contribution to workers' performance[210].

Similarly, an investigation was conducted to ascertain the influence of management styles on job performance of librarians in public university libraries in Imo State. Five research questions and four null hypotheses guided the study. Survey and correlational research design were used. The population of the study was sixty one (61) librarians in university libraries in Imo State. Using the census enumeration sampling technique, the entire population was employed as sample for the study. Rating scale was the instrument employed for data collection. Mean and standard deviation were used to answer research question one while Pearson Product Moment Correlation (PPMC) was employed to answer research questions two to four and multiple linear regression was

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employed to answer research question five. Hypotheses one to three were tested using t-test while Analysis of Variance (ANOVA) was employed for hypothesis four. They were all tested at 0.05 level of precision. The findings revealed that majority of the librarians perform their jobs to a high extent; the relationship between the democratic management style and job performance of librarians was high, positive and significant. It was therefore recommended among others that the library management should continue to guide the librarians in a manner that will allow them to maintain their performance so as to contribute effectively to the achievement of the overall goal of the library. Furthermore, the library management should endeavour as much as possible to introduce more innovative ways of carrying the staff along in order to boost their performance[211].

2.3.2.3 Laissez-Faire and Job Performance of Academic Staff

An investigation was done on the influence of management style on Employee Performance in Privately Owned Hotels in Abuja, Nigeria. The study used cross sectional survey method to capture and measure variables relating to management methods and workers' performance. Findings revealed that laissez faire style contributes negatively to workers' performances. It was concluded that laissez faire style is not a relevant and efficient management approach that could boost the performance of frontline workers in the Nigeria hospitality business organizations[16].

A study was carried out to ascertain the influence of laissez-faire management style of an organization and its impact on the workers' performance. The study followed qualitative approaches and integration of secondary research. The result revealed that laissez-faire style of management has negative significant effect on workers' performance. It was therefore recommended that managers should try as much as possible to employ laissez-faire managerial style at a low level[18].

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An investigation was carried out on the impact of laissez-faire management styles on workers' work performance in some selected South-western Nigerian private Universities. Purposive sampling technique was employed to select ten (10) private universities majorly in Ondo, Ekiti and Osun state respectively out of the thirty six (36) private universities in southwest, Nigeria. To measure laissez-faire management style, a worker's perception of his/her superior's management style was collected by administering the adapted Multi-factor Management Questionnaire. Data gathered were analysed based on descriptive analyses of demographic information. The hypotheses presumed for the study were tested using linear regression and Pearson correlation at 0.05 alpha level of precision. It was concluded that Universities driven by the desire to achieve better performance from his/her workers should try to exhibit less of laissez-faire management styles. It was recommended on the basis of the findings that good and effective management style is what universities need to survive in this competitive and hostile business environment. It is therefore crucial that universities implement management training and development programmes in order to meet the essential knowledge and skills necessary in developing the management capabilities of their workers[84].

The aim of an identical study was on the influence of principals' management style (Laissez faire) on the organizational performance of primary teachers in training colleges in Lake Victoria Region of Kenya. The study employed a quantitative method approach with questionnaires as the instruments for data collection. The target population for the study was two hundred and forty five (245) tutors and nine (9) principals in the five (5) public and four (4) private primary teachers training colleges. The sample of the study consisted of two hundred and twenty five (225) tutors and the nine (9) principals. Management style was measured using the adapted version of the Multi-factor

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Management Style Questionnaire. The study found that Laissez-faire management style was less exhibited by principals of primary teachers training colleges in Lake Victoria Region of Kenya. The study also revealed that Laissez faire management style negatively influenced the organizational performance of primary teachers in training colleges in the region. It was therefore recommended that other better management styles be adopted by the principals in the study area[92].

The aim of another closely related study was to explore the influence of laissez-faire management styles on improving communication methods in Saudi universities from the perspective of faculty members. Four-hundred questionnaires were distributed to faculty members in the Saudi universities, three hundred and thirteen (313) questionnaires were valid for analysis. The results revealed that laissez-faire management style is a less common management style in the universities. Also, the results revealed that one of the most common methods of communication is non-verbal communication related to symbols, movements, and expressions. Lastly, the results revealed a negative significant influence of laissez-faire management style on communication method of workers. There is therefore the need for managers to develop the right management style in order to improve their workers' performance in the area of communication[95].

Similarly, an investigation was carried out on the impact of laissez faire management styles on workers' performance. The moderating role of gender was also examined. The required data were collected by utilizing a structured questionnaire and disseminating it through an online survey, engaging a sample size of two hundred and eleven (211) workers of multinational corporations in Malaysia who were selected using convenient sampling. As a result, a positive and significant relationship was found between Laissez-Faire management style towards workers' performance in Malaysia. The impact of Laissez-Faire management style on workers' performance was fully moderated

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by gender. The influence of Laissez-Faire management on workers' performance was more pronounced in female workers compared to their male counterparts[109].

The aim of a quantitative study was to examine the relationship between quality evaluation scores and average handle times of call center representatives for laissez-faire management style of front-line managers at transportation call centers in the United States. The research employed correlational and non-experimental research designs. The relationship between quality evaluation scores and average handle times of call center representatives was analyzed by using Pearson's correlation. The Multifactor Management Questionnaire (MMQ) was employed to measure the management style of the call center managers. The findings indicated a non-significant relationship between quality evaluation scores and average handle times of call center representatives who reported to laissez-faire front-line call center managers. It was recommended that laissez-faire style of management should be exhibited by call center managers at a low level or when needed[123].

A research work examined the influence of laissez-faire management style on performance of foam manufacturing firms in Anambra State. The population of the study consisted of one thousand, six hundred and forty seven (1,647) workers of the six selected foam manufacturing firms in Anambra State. A statistical formula was employed to determine the sample size of three hundred and twenty one (321). The data generated was analyzed using descriptive statistics and Pearson correlation analysis. The hypotheses formulated were tested using multiple regression analysis. The study showed that Laissez-faire management style has a significant positive effect on organizational performance in foam manufacturing firms in the Anambra State Nigeria. It was recommended on the basis of the findings that management of these firms should pay adequate attention to the

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implementation of laissez-faire management style to achieve profitability and performance[212].

A similar study focused on realizing the different impacts of Laissez-faire management style on workers' performance in Chi limited. Quantitative research design was employed in which one hundred and sixty four (164) valid structured questionnaires were obtained after distributing three hundred and thirty four (334) questionnaires to workers obtained from simple random sampling. Questionnaires were employed to measure laissez-faire management style and workers' performance. For data analysis, descriptive and inferential statistics were used. Pearson's correlation and regression analysis were used to present the inferential statistics of the data obtained to explain both relationship and effects in line with the hypotheses of the study. The findings revealed that laissez-faire management style has a significant positive relationship with workers' performance[213].

The aim of another related study was to identify the impact of management style on workers' performance. A sample size of hundred (100) workers was employed from one private organization in Selangor, Malaysia using convenience sampling technique. The study used quantitative approaches, and a questionnaire was designed. A five-point Likert scale questionnaire was employed to determine the impact of management style on workers' performance. SPSS software was employed in analysing the questionnaires. Demographic analysis, normality test, reliability test (Cronbach's Alpha), descriptive analysis and regression analysis were employed. Descriptive statistics showed that the most significant value associated with workers' performance is laissez-faire management style. Regression coefficient analysis shows that there is a significant and positive impact of laissez-faire management styles on workers' performance[214].

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Another closely related research work examined management style and workers' performance of Small and Medium Scale Enterprises (SMEs). The study used survey research design and primary data were collected through the use of questionnaire. The population of the study included two hundred and six (206) workers (SMEDAN) across SMEs in the selected LGAs with a sample size of one hundred and thirty six (136) derived from the population using Yamane sample size determination formula. Simple random sampling technique was employed and multiple regression as a tool for data analysis, using statistical package for social science (SPSS). Findings among others revealed that laissez-fairez management style has significant and positive effect on workers' performance. It was concluded that laissez-fair management style impact positively on workers' performance. It was recommended on the basis of the findings that SMEs should, embrace the laissez-fairez management style that is suitable to their organization[215].

A similar investigation was done on the influence of laissez-faire management style on workers' job performance in academic libraries in Port Harcourt, Rivers State, Nigeria. The research design employed for the study was a survey. The study population comprised of all the seventy four (74) professional and para-professional staff working in the academic libraries in the study area. The total population was employed as sample size since the population was small. Data collection was achieved through a research questionnaire titled - "Laissez-Faire Management Style on Job Performance of Workers in Academic Libraries (LMSJPSAL)" consisting of five (5) items. Analysis was done using descriptive and inferential statistics. Major finding of the study revealed that: - laissez-faire management style has negative impact on workers' job performance because it leads to low performance among workers. It was recommended on the basis of the findings that academic library managers should be supervised and closely monitored by

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the institutions' management to ensure that laissez-faire ones among them are supervised. It was also recommended that laissez-faire kind of management can be used by heads of academic libraries in some units of the library like the technical section where creativity is highly encouraged[216].

The aim of a research work was to determine the influence of management styles on workers' performance in Nigeria Institute for Trypanosomiasis Research, Kaduna State. A structured questionnaire was employed to sample respondents using simple random sampling technique. The total of two hundred and thirty (230) copies of questionnaires were distributed to the respondents. Structural equation model was employed to analyze data using partial least squares method. The result showed that laissez-faire management style has a significant and positive effect on workers' performance. Therefore, it was recommended that Nigeria Institute for Trypanosomiasis Research should practice laissez faire management styles in order to improve workers' performance in the organization in Kaduna State[217].

An investigation examined the influence of management styles on workers' job performance in Nigerian Universities with particular attention to the Registry department of Ebonyi State University, Abakaliki. The study employed questionnaire cross-sectional survey. The study sample consisted of one hundred and forty five (145) respondents drawn from senior administrative staff, heads of department and their workers. The simple percentage method was employed to analyze data while the Ordinary Least squares (OLS) regression method was employed for data analyses and hypotheses testing. Findings revealed that the overall response on workers' job performance is high implying that staff of the department believe that the management style is modest. Equally the laissez-faire management style was deemed unsatisfactory. It was recommended that

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laissez-faire management style should be exhibited less by the management so as to improve workers' job performance in the institution[218].

The aim of another closely related investigation was to determine the most effective management style that enhances the workers' performance at the workplace and also evaluate the impact of Laissez-faire management style on workers' performance in the textile sector of Pakistan. The study explored the moderating role of Positive psychological capital to examine the relationship between Laissez-faire management style and workers' performance. A quantitative research technique was employed, and Data were collected from the lower to middle-level manager of the textile sector. The findings of this study showed that laissez-faire management style has a significant but negative impact on worker's performance; however the moderating influence of psychological capital has made this relationship negatively significant[219].

The aim of a paper was to examine management style and workers' performance in Nigerian Federal Polytechnic a study of Federal Polytechnic, Ilaro, and Ogun State. The primary objectives of the study were to: identify the relationship between laissez faire management style and workers' performance; and verify the extent to which management style has facilitated service delivery at the Nigerian Federal Polytechnics. With reliance on primary and secondary data, it was observed that a significant number of workers make prudent application of laissez-faire management in their various work processes. The application of this contributes to the workers' performance to some extent. It was also identified that success or failure of organizations depends on management style employed in an organization. The study recommends that everyone occupying management position must be aware that they are holding sensitive positions within the organization, for this, the managers are expected to be alive to their responsibilities as managers within the organization[220].

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Another investigation was carried out to examine the impact of management styles in terms of worker's job performance and to understand management from the viewpoint of workers. Additionally, the research work studied the management styles of non-governmental organizations (NGOs) in the private sector in a cross-cultural context with emphasis on Ghana. A comprehensive literature review was applied to collect information about different management styles, theories, and workers' performance. For the researcher to understand the workers' perspective about the management style, a qualitative method was employed where semi-structured questionnaires were applied to conduct an interview and surveys with the personnel from the XYZ organization. This method was employed to ensure that workers feel free to answer more into detail questions presented to them. The result shows that private NGOs must consider using laissez-faire management,style so they can boost the morale of their workers to improve on job performance. Furthermore, the culture which is vital in management style must be taken into consideration to help managers know what kind of management style to adopt and when to adapt so they can promote integrity, credibility, and sustainability for the organization. Additionally, managers must also consider implementing the right management style to foster a positive work environment, encourage continual communication and participation among workers, and improve the morale of workers of which will enhance job performance. From the findings, the recommendation is that private NGOs should invest in management development programs to groom remarkable management abilities for the future. This finding will be beneficial to people seeking to improve their management styles in both private NGOs and other organizations[221].

2.4 Conceptual Model

The conceptual model for this study shows the relationship between the independent variables and the dependent variable as presented in figure 2.1:

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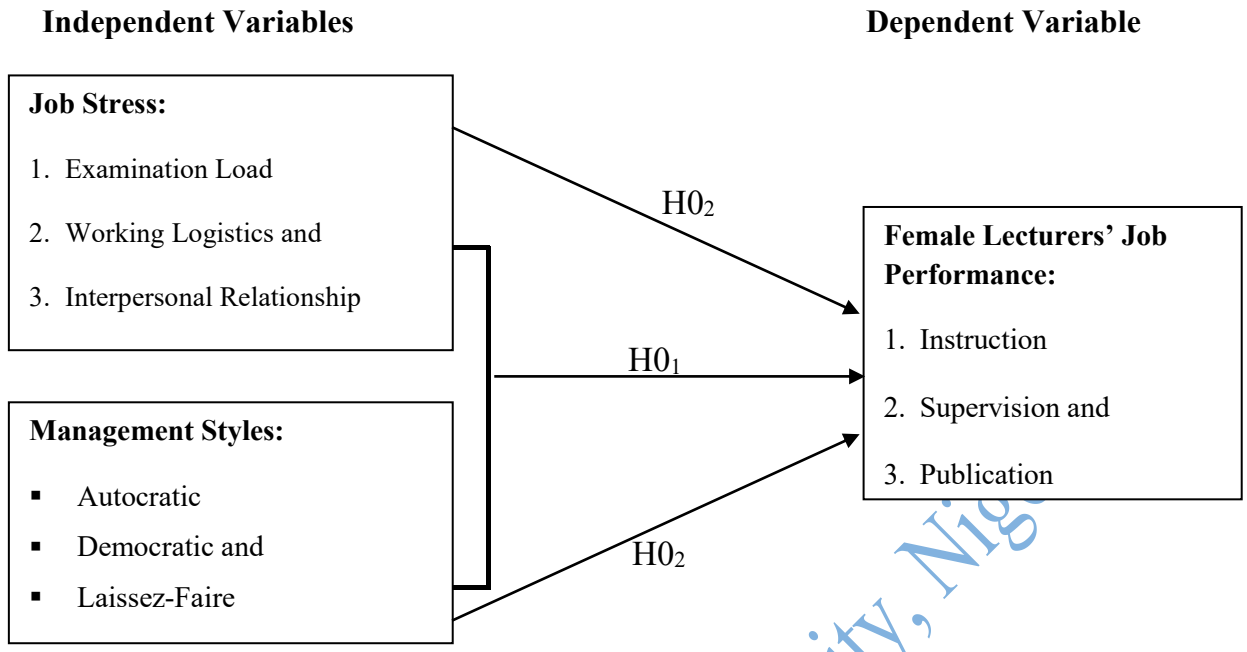

Source: Researcher 2022

Figure 2.1: Conceptual Model (Source: Research, 2022)

Figure 2.1 depicts the relationship between the independent and dependent variables of the study. The arrows show the hypothetical relative and joint contribution of each of the independent variables and their indices on the dependent variable. The first independent variable which is job stress was studied using three indices which are - Examination load, working logistics and Interpersonal relationship. The second independent variable which is management style was studied using three indices or types which are – autocratic, democratic and laissez-faire styles. Lastly, the dependent variable for the study which is Female lecturers' job performance was studied using three indices which are – instruction, supervision and publication.

2.5 Summary of Gaps in Literature Reviewed

This chapter presented the review of literature on important concepts and constructs (variables) of the study which was discussed under the conceptual review. The conceptual review provided depth of understanding on each of the variable of the study. Two important theories were also provided under the theoretical framework. These

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theories are - Person-Environment (PE) Fit Theory" and "Path-Goal Theory of Management. These theories provided support to the relationship between the independent and dependent variables of the study. These theories are therefore raised to guide the study. Person-Environment (PE) Fit Theory which supports the need for a working environment to provide work/duties that is suitable for a worker or fits the workers' interest and capacity so as to reduce the level of stress and improve performance renders support to the influence of job stress on Female lecturers' job performance. However, the "Path-Goal Theory of Management shows that the manager of an organization provides direction or path for the workers using various managerial styles which could determine if the workers will perform well as regards to following the path or not. This theory renders support to the influence of management styles on Female lecturers' job performance. Lastly, several prior studies related to the influence of each of the independent variables (job stress and management style) on the dependent variable (Female lecturers' job performance) were reviewed. The previous empirical studies however revealed that although several related studies have been carried out, there remains a dearth of scholarly works on Job Stress and Management Styles as Predictors of Female lecturers' job performance which identified a gap in literature that this study is was carried out to address.

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Chapter Three

Methodology

This chapter presents the methods or procedures that were used to carry out the study. The chapter was organized based on the following sub-headings:- research design, population of the study, sample and sampling procedure, description of research instrument, validity of the instrument, reliability of the instrument, administration of the instrument and method of data analysis.

3.1 Research Design

A mixed method of research design was employed to carry out this study. The method involves a combination of the two research approaches which are – quantitative (descriptive) and the qualitative approaches. Questionnaires were used to collect quantitative data from the participants while interview guides were used to collect qualitative information from the participants.

3.2 Population of the Study

The population of this study consisted of all the female lecturers and four hundred level (400L) students in all the recognized accredited private universities in Southwest, Nigeria. At the time of this study, there were a total of twenty nine (29) recognized and accredited private universities, eight hundred and eighty four (884) female lecturers and

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twelve thousand, five hundred and twenty one (12,521) four hundred level (400L) students in Southwest, Nigeria[1]. Female lecturers were chosen because they are the gender that mostly combine family (management of the home) coupled with academic duties which tends to subject them more stress than their male counterparts. Four hundred level (400L) students were chosen because they have been taught by most of their female lecturers and would therefore be in the best position to judge the instructional and supervision job performance of the lecturers. These students were also being supervised by their lecturers and would also be in the best position to assess how well their female lecturers are supervising their final year projects. Private universities were chosen because they tend to demand more from their lecturers in areas of teaching, supervision and publication under strict monitoring, rules and regulations as observed by the researcher. The names and number of private universities, number of female lecturers and four hundred level (400L) students in each private university are shown in table 3.1:

Table 3.1 Population of the Study (N = 29 Universities; 884 lecturers and 12,521 400L Students)

S/N	South West States	Names of Accredited Southwest Private Universities	Number of Female Lecturers	Number of 400L Students	TOTAL
1	**Lagos**	Caleb University	32	383	**415**
		Cetep City University	33	378	**411**
		Pan Atlantic University	39	594	**633**
		Augustine University	24	352	**376**
2	**Ogun**	Babcock University	41	563	**604**
		Bells University of Technology	34	396	**430**
		Covenant university	43	699	**742**
		Crawford university	35	324	**359**
		Crescent university	31	317	**348**
		Mountain Top University	32	513	**545**
		McPherson University	29	506	**535**
		Southwestern University	28	509	**537**
		Christopher University	23	327	**350**
		Chrisland University	24	392	**416**
3	**Oyo**	Lead City University	22	374	**396**
		Dominican University	20	227	**247**
		Koladaisi University	29	363	**392**
		Atiba University	26	319	**345**

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		Ajayi Crowther University	37	501	**538**
4	**Osun**	Bowen University	39	599	**638**
		Redeemer's University	21	407	**428**
		Oduduwa University	35	508	**543**
		Adeleke University	37	617	**654**
		Kings University	24	372	**396**
		Joseph Babalola University	31	607	**638**
		Fountain University	21	289	**310**
5	**Ekiti**	Afe Babalola University, Ado Ekiti	38	605	**643**
6	**Ondo**	Elizade University	27	205	**232**
		Achievers University	29	275	**304**
	TOTAL	**29**	**884**	**12,521**	**13,405**

Source[1]

3.3 Sample and Sampling Procedure

The sample size of female lecturers for this study was five hundred and forty two (542) while that of four hundred level (400L) students was eight hundred and forty five (845) making a total of one thousand, three hundred and eighty seven (1,387) sampled population for the study. Multistage sampling technique involving several sampling procedures was used to select the sample size for the study. At first stage which involves selection of Southwest states, the simple random sampling procedure known as "table of random numbers" was used. This sampling method was done in such a way that a sample number of elements are chosen from a table on the basis of even number or odd number. In this case, a sample number of three southwest states are chosen from the table 3.1 on the basis of an even number of two (2) beginning from the second state on the table. The selected states which are Ogun, Osun and Ondo are represented in table 3.2 below:

Table 3.2: Number of Southwest States sampled (n= 3)

S/N	South West States	Names of Accredited Southwest Private Universities	Number of Female Lecturers	Number of 400L Students	TOTAL
1	**Ogun**	Babcock University	41	563	**604**
		Bells University of Technology	34	396	**430**
		Covenant university	43	699	**742**
		Crawford university	35	324	**359**
		Crescent university	31	317	**348**

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		Mountain Top University	32	513	**545**
		McPherson University	29	506	**535**
		Southwestern University	28	509	**537**
		Christopher University	23	327	**350**
		Chrisland University	24	392	**416**
2	**Osun**	Bowen University	39	599	**638**
		Redeemer's University	21	407	**428**
		Oduduwa University	35	508	**543**
		Adeleke University	37	617	**654**
		Kings University	24	372	**396**
		Joseph Babalola University	31	607	**638**
		Fountain University	21	289	**310**
3	**Ondo**	Elizade University	27	205	**232**
		Achievers University	29	275	**304**
	TOTAL	**19**	**584**	**8,425**	**9,009**

Source[1]

In table 3.2, the three selected states consist of nineteen (19) accredited private universities; five hundred and eighty four (584) female lecturers and eight thousand, four hundred and twenty five (8,425) four hundred level (400L) students. At second stage, which involves selection of private universities, total enumeration sampling method was used to sample all the nineteen (19) private universities in the three selected Southwest states. At third stage which involves selection of female lecturers, the "Yamane or Slovin formula" sampling procedure was used to sample a number of female lecturers for the study[2]. The formula is shown below:

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

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is 0.05[2]. The sample number of female lecturers for the study based on the Yamane sample size determination formula is presented in table 3.3:

Table 3.3: Sample Number of Female Lecturers (n= 542)

S/N	South West States	Names of Accredited Southwest Private Universities	Number of Female Lecturers	Sample Number of Female Lecturers
1	**Ogun**	Babcock University	41	37
		Bells University of Technology	34	31
		Covenant university	43	39

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		Crawford university	35	32
		Crescent university	31	29
		Mountain Top University	32	30
		McPherson University	29	27
		Southwestern University	28	26
		Christopher University	23	22
		Chrisland University	24	23
2	**Osun**	Bowen University	39	36
		Redeemer's University	21	20
		Oduduwa University	35	32
		Adeleke University	37	34
		Kings University	24	23
		Joseph Babalola University	31	29
		Fountain University	21	20
3	**Ondo**	Elizade University	27	25
		Achievers University	29	27
	TOTAL	**19**	**584**	**542**

Source[1]

Table 3.3 shows the sample size of female lecturers to be five hundred and forty two (542) for the study. At the fourth stage which involves selection of 400L students, the proportionate to size sampling technique was used to select 10% of the eight thousand, four hundred and twenty five (8,425) four hundred level (400L) students in the sampled schools in the three selected Southwest states to make a sample size of eight hundred and forty five (845) students. The proportion of only 10% was used because the population size of 400L students is very large. The sample number of 400L students is shown in table 3.4.

Table 3.4: Sample Number of 400L students (n= 845)

S/N	South West States	Names of Accredited Southwest Private Universities	Number of 400L Students	Sampled Number of 400L Students (10%)
1	**Ogun**	Babcock University	563	56
		Bells University of Technology	396	40
		Covenant university	699	70
		Crawford university	324	32
		Crescent university	317	32
		Mountain Top University	513	51
		McPherson University	506	51
		Southwestern University	509	51
		Christopher University	327	33
		Chrisland University	392	39
2	**Osun**	Bowen University	599	60
		Redeemer's University	407	41

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		Oduduwa University	508	51
		Adeleke University	617	62
		Kings University	372	37
		Joseph Babalola University	607	61
		Fountain University	289	29
3	**Ondo**	Elizade University	205	21
		Achievers University	275	28
	TOTAL	**19**	**8,425**	**845**

Source[1]

3.4 Description of Research Instrument

A mixed method of design that involves a combination of quantitative and the qualitative approaches were used for the study. For the quantitative study, questionnaires was used to obtain data from the lecturers and students while interview guides was used to obtain information from the lecturers and students for the qualitative study. Two researcher-designed questionnaires titled – "Job Stress, Management Style and Publication Performance Questionnaire (JSMSPPQ)" and "Lecturers' Instructional and Supervision Job Performance Questionnaire (LISJPQ)" were used to collect data for the quantitative study. They are described below:

3.4.1 Job Stress, Management Style and Publication Performance Questionnaire (JSMSPPQ)

This questionnaire was categorized into four (4) sections and consisted of well-structured items. It was responded to by the female lecturers.

Section A was designed to collect data on demographic characteristics of the respondents. It included – age, present level of education, length of service, marital status, rank and faculty of the female lecturers.

Section B was designed to ascertain the level of publication performance of the female lecturers. It consisted of seven (7) structured items. The rating scale was as follows: - Highly True of Me (HTM) = 4, Moderately True of Me (MTM) = 3, Less True of Me (LTM) = 2, Not True of Me (NTM) = 1.

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Section C was designed to examine the level of job stress of the female lecturers in three major areas – Examination Load, Working Logistics and Interpersonal Relationship. It consisted of seventeen (17) structured items. Six (6) items related to Examination Load, five (5) items related to Working Logistics and the remaining six (6) items related to Interpersonal Relationship. The rating scale was as follows: Highly Stressful (HS) =4, Moderately Stressful (MS) = 3, Little Bit Stressful (LS) = 2, Not Stressful (NA) = 1,

Section D was designed to identify the management style employed by the university management in directing the affairs of the lecturers in the university. Three major types of management styles are considered in this study. They are – autocratic, democratic and laissez-faire management styles. It consisted of fifteen (15) structured items. Five (5) items each for autocratic, democratic and laissez-faire management styles. The rating scale was as follows: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

3.4.2 Lecturers' Instructional and Supervision Job Performance Questionnaire (LISJPQ)

This questionnaire was categorized into two (2) sections and consisted of well-structured items. It was responded to by the 400L students.

Section A was designed to collect data on demographic characteristics of the respondents. It included – gender, age and faculty of the students.

Section B was designed to ascertain the level of instructional and supervision job performance of the female lecturers. It consisted of ten (10) structured items. Five (5) items related to the instructional job performance of the lecturers while another five (5) items related to the supervision job performance of the lecturers as observed by the

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students. The rating scale was as follows: - Very High Level (VHL) =5, High Level (HL) = 4, Moderate Level (ML) =3, Low Level (LL) -2 and Very Low Level (VLE) = 1.

3.4.3 Qualitative Study

For qualitative study, unstructured interview guide questions consisting of six questions for the female lecturers and four (4) questions for the students were also constructed. The six questions posed towards the female lecturers dealt with the management style in their institutions, their job stress and performance. However, the four questions posed towards the 400L students dealt with the instructional and supervision job performance of their female lecturers.

3.5 Validity of the Instrument

Face and content validity of the instrument was used to make sure that the instruments accurately measures what it intends to measure. A copy of each of the instruments were given to experts in educational Management Department, Lead City University to scrutinize and vet the instruments. The researcher further showed the instruments to the supervisor to make final corrections before taking them to the field.

3.6 Reliability of the Instrument

Cronbach's Alpha was used to ascertain the reliability of the instruments. Cronbach's Alpha is used to measure the internal consistency between several items, measurements or ratings. It is used to check on the stability of the instruments which measure the research variables. It ranges from zero to one exclusively, and it measures the proportion of variability that is shared among factors. A pilot study was conducted in that several copies of the questionnaires were administered to ten (10) female lecturers and twenty (20) 400L students in private universities in Ogun State. These respondents were

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excluded from the final study. After retrieving the instruments, they were subjected to Cronbach's Alpha analysis using Statistical Package for Social Science (SPSS). The Cronbach's Alpha reliability coefficient values obtained were .792 for "Job Stress, Management Style and Publication Performance Questionnaire (JSMSPPQ)" and .787 for Lecturers' Instructional and Supervision Job Performance Questionnaire LISJPQ. When these Cronbach's alpha values were subjected to psychometric test for interpretation, they were found to be reliable.

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3.7 Administration of the Instrument

The instruments (questionnaire and interview guides) were administered by the researcher and also by four (4) trained research assistants. These research assistants were properly trained for a period of three (3) days about the content of the instruments and how they should be administered. The instruments were retrieved immediately after the participants (female lecturers and 400L students) have responded to them in private universities in Southwest, Nigeria.

3.8 Method of Data Analysis

Data collected from the questionnaire were subjected to descriptive and inferential statistical methods. The demographic characteristics of the female lecturers and students were analysed using frequency and percentages. The research questions one to three were answered using frequency, percentages, mean and standard deviation. However, multiple regression analysis was used to test the hypotheses one and two at

0.05 level of significance. The data collected from the interview guides from both the lecturers and 400L students were subjected to thematic analysis.

Endnotes

[1.] Administrative Section, Southwest Universities (2022). https://southwesternuniversity.edu.ng

[2.] T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York,** (2nd ed.). ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf. 1967, 8

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Chapter Four

Results and Discussion of Findings

The data gathered from the questionnaires and interview guides distributed during the study are presented. The data were analyzed using mixed research methods which consists of quantitative and qualitative research approaches. This chapter is organized based on the following sub-headings:

4.1 Instrument Return and Response Rate

4.2 Presentation of Data

4.2.1 Demographic Data Analysis

4.2.2 Answers to Research Questions

4.3 Presentation of Hypotheses

4.4 Discussion of Findings

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4.1 Instrument Rates and Return

Table 4.1: Instrument Return and Response Rates

S/N	Name of Instrument	Number Administered	Number retrieved	Valid	Response Rate
1.	Job Stress, Management Style and Publication Performance Questionnaire (JSMSPPQ)	**542**	**520**	**513**	**94.6%**
2.	Lecturers' Instructional and Supervision Job Performance Questionnaire (LISJPQ)	**845**	**823**	**811**	**96.0%**
3.	Interview Guide for Female Lecturers	**542**	**402**	**375**	**69.1%**
4	Interview Guide for 400L Students	**845**	**665**	**561**	**66.4%**

Source: Field Data, 2022

Table 4.1 shows the instrument return and response rate for the questionnaires and interview guide that were distributed by the researcher and her research assistants. It is revealed from the table that the questionnaire titled- **"Job Stress, Management Style and Publication Performance Questionnaire (JSMSPPQ)"** was administered to five hundred and forty two (542) female lecturers in the sampled private universities. Five hundred and twenty (520) were retrieved. However, five hundred and thirteen (513) were properly filled and therefore used for the study after careful validation. This gave a response rate of 94.6%. The questionnaire titled – **"Lecturers' Instructional and Supervision Job Performance Questionnaire (LISJPQ)"** was administered to eight hundred and forty five (845) 400L students in the sampled private university. Eight hundred and twenty three (823) were retrieved. However, eight hundred and eleven (811) were properly filled and therefore used for the study after careful validation. This gave a response rate of 96.0%. The first interview guide for female lecturers were also administered to five hundred and forty two (542) female lecturers in the sampled private universities. Four hundred and two (402) interview guides were retrieved. However, three

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hundred and seventy five (375) were properly filled and therefore used for the study after careful validation. The remaining ones were either neither filled nor properly responded to. The validated ones gave a response rate of 69.1%. The second interview guide for 400L students were administered to eight hundred and forty five (845) 400L students in the sampled private university. Six hundred and sixty five (665) interview guides were retrieved. However, five hundred and sixty one (561) were properly filled and therefore used for the study after careful validation. The remaining ones were either neither filled nor properly responded to. The validated ones gave a response rate of 66.4%.

4.2 Presentation of Data

This section presents the data analyzed using descriptive and inferential statistics for quantitative data collected from the questionnaires and thematic analysis for qualitative data collected from the interview guides. It includes the analysis of demographic data of female lecturers/students, answers to research questions and test of hypotheses.

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4.2.1 Demographic Data Analysis

Table 4.2: Demographic Data of Female Lecturers

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-30 years	17	3.3
	31-40 years	150	29.4
	41-50 years	202	39.5
	51 years and above	142	27.8
	Total	**511**	**100**
Present Educational Qualification	Bachelor's degree	80	15.6
	PGD	11	2.1
	Master's Degree	214	41.7
	MPhil	71	13.8
	PhD	137	26.7
	Total	**513**	**100**
Marital Status	Single	5	1.0
	Married	500	98.2
	Divorced/Separated	4	0.8
	Total	**509**	**100**
Length of Service	1-5 years	35	6.8
	5-10 years	121	23.6
	11-15 years	159	31.1
	16-20 years	106	20.7
	21-25 years	65	12.7
	26 years and above	26	5.1
	Total	**512**	**100**
Rank	Graduate Assistant	1	0.2
	Assistant Lecturer	19	3.7
	Lecturer III	103	20.1
	Lecturer II	116	22.7
	Lecturer I	99	19.3
	Senior Lecturer	80	15.6
	Associate Prof/Reader	62	12.1
	Professor	32	6.3
	Total	**512**	**100**
Faculty	Faculty of Education	225	43.9
	Faculty of Life Sciences	33	6.4
	Faculty of Social Sciences	88	17.2
	Faculty of Arts	143	27.9
	Faculty of Medical Sciences	24	4.7
	Total	**513**	**100**

Source: Field Data, 2022

Table 4.2 reveals that 17(3.3%) of the female lecturers are within the ages of 21-30 years, 150 (29.4%) are within the ages of 31-40 years, 202 (39.5%) are within the ages

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of 41-50 years and the remaining 142 (27.8%) are 51 years of age and above. This shows that most of the female lecturers are advanced in age. It is also revealed that 80 (15.6%) of the female lecturers have Bachelor's degree as their present educational qualification as at the time this study was carried out, 11 (2.1%) have Post Graduate Diplomas (PGD), 214 (41.7%) have Master's degree, 71 (13.8%) have MPhil degree and the remaining 137 (26.7%) have PhD degree. This result implies that most of the lecturers have post graduate degrees which is good. 5(1.0%) of the female lecturers are single, 500 (98.2%) are married while 4 (0.8%) indicated that they are either separated from their spouse or divorced. This result implies that most of the female lecturers have a family.

Also 35 (6.8%) of the lecturers have been in service for a length of 1-5 years, 121 (23.6%) have been in service for 5-10 years, 159 (31.1%) have been in service for 11-15 years, 106 (20.7%) have been in service for 16-20 years, 65 (12.7%) have been in service for 21-25 years, 26 (5.1%) have been in service for 26 years and above. In terms of their rank, 1 (0.2%) of the female lecturers are graduate assistants within the university, 19 (3.7%) are assistant lecturers, 103 (20.1%) are in the rank of lecturer III, 116 (22.7%) are in the rank of lecturer II, 99 (19.3%) are in the rank of lecturer I, 80 (15.6%) are in the rank of senior lecturer, 62 (12.1%) are in the rank of associate professor/reader and the remaining 32 (6.3%) are in the rank of professor. In terms of faculty, 225 (43.9%) are in the faculty of education, 33 (6.4%) are in the faculty of life sciences, 88 (17.2%) are in the faculty of social sciences, 143 (27.9%) are in the faculty of arts and the remaining 24 (4.7%) are in the faculty of medical science.

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Table 4.3 Demographic Data of 400L Students

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	364	44.9
	Female	447	55.1
	Total	**811**	**100**
Age	16-21 years	646	79.7
	22-27 years	126	15.5
	28 years and above	39	4.8
	Total	**811**	**100**
Faculty	Faculty of Education	420	51.8
	Faculty of Life Sciences	85	10.5
	Faculty of Social Sciences	156	19.2
	Faculty of Arts	97	12.0
	Faculty of Medical Sciences	53	6.5
	Total	**811**	**100**

Source: Field Data, 2022

Table 4.3 reveals that 364 (44.9%) of the 400L students are males while 447 (55.1%) are females. 646 (79.7%) of the students are within the ages of 16-21 years, 126 (15.5%) are within the ages of 22-27 years and the remaining 39 (4.8%) are 28 years and above. Lastly, 420 (51.8%) of the students are in the faculty of education, 85 (10.5%) are in the faculty of life sciences, 156 (19.2%) are in the faculty of social sciences, 97 (12.0%) are in the faculty of arts and the remaining 53 (6.5%) are in the faculty of medical sciences.

4.2.2 Answers to Research Questions

Research Question One What is the level of job performance in terms of instruction, supervision and publication among female lecturers in Southwest, Nigeria private universities?

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Table 4.4: Instructional Job Performance of Female Lecturers (n = 811)

S/N	Items (My female lecturers)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	mark and return all continuous assessment (CA) scripts to students	74 (9.1%)	163 (20.1%)	466 (57.5%)	108 (13.3%)	2.250	.798	Low Level
2	are able to release the continuous assessment (CA) scores to students before examination commences	116 (14.3%)	166 (20.5%)	409 (50.4%)	120 (14.8%)	2.340	.899	Low Level
3	are able to complete the scheme of work for each semester effectively	120 (14.8%)	176 (21.7%)	390 (48.1%)	125 (15.4%)	2.360	.914	Low Level
4	are able to deliver their lessons effectively with minimal amount of instructional facilities	76 (9.4%)	287 (35.4%)	369 (45.5%)	79 (9.7%)	2.440	.794	Low Level
5	are punctual to their lessons	116 (14.3%)	282 (34.8%)	336 (41.4%)	77 (9.5%)	2.540	.852	High Level
	Criterion Mean = 2.500; Weighted Mean = 2.386; S.D = 0.851; Decision = Low Level (Bad)							

Source: Field Data, 2022

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 0.000-1.499 = Very Low Level (Very bad); 1.500-2.499 = Low Level (Bad); 2.500-3.499 = High Level (Good); 3.500 to 4.500 = Very High Level (Very good)

Table 4.4 shows the level of job performance in area of instruction among female lecturers in Southwest, Nigeria private universities. The rating scale of very low level (1) to very high level (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low level while any mean above 2.500 is regarded as high or very high level. The results showed that female lecturers mark and return all continuous assessment (CA) scripts to students (**$\bar{x}$ = 2.250**), are able to release the continuous assessment (CA) scores to students before examination commences (**$\bar{x}$ = 2.340**), complete the scheme of work for each semester effectively (**$\bar{x}$ = 2.360**), and

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deliver their lessons effectively with minimal amount of instructional facilities ($\bar{x}$ **= 2.440)** at a low level. However, they are punctual to their lessons ($\bar{x}$ **= 2.540)** at a high level. The weighted mean value ($\bar{x}$ **= 2.386)** generally confirms that the instructional job performance of female lecturers in Southwest, Nigeria private universities is at a low level as perceived by their students which is bad.

Table 4.5 Supervision Job Performance of Female Lecturers (n = 811)

S/N	Items (My female lecturers)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	thoroughly supervise students' final year projects	100 (12.3%)	278 (34.3%)	247 (30.5%)	186 (22.9%)	2.360	.968	Low Level
2	create time for all their supervisees regardless of how many they are	138 (17.0%)	169 (20.8%)	215 (26.5%)	289 (35.6%)	2.190	1.10	Low Level
3	establish quality relationships with supervisees	116 (14.3%)	327 (40.3%)	256 (31.6%)	112 (13.8%)	2.550	.900	High Level
4	make it easy for their supervisees to approach them	262 (32.3%)	160 (19.7%)	326 (40.2%)	63 (7.8%)	2.770	.991	High Level
5	have the patience to guide supervisees in their project works	151 (18.6%)	148 (18.2%)	379 (46.7%)	133 (16.4%)	2.390	.969	Low Level
	Criterion Mean = 2.500; Weighted Mean = 2.452; S.D = 0.986; Decision = Low Level (Bad)							

Source: Field Data, 2022

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 0.000-1.499 = Very Low Level (Very bad); 1.500-2.499 = Low Level (Bad); 2.500-3.499 = High Level (Good); 3.500 to 4.500 = Very High Level (Very good)

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Table 4.5 shows the level of job performance in area of supervision among female lecturers in Southwest, Nigeria private universities. The rating scale of very low level (1) to very high level (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low level while any mean above 2.500 is regarded as high or very high level. The results showed that female lecturers thoroughly supervise

students' final year projects ($\bar{x}$ **= 2.360)**, create time for all their supervisees regardless of how many they are ($\bar{x}$ **= 2.190)** and have the patience to guide supervisees in their project works ($\bar{x}$ **= 2.390)** at a low level. However, they establish quality relationships with supervisees ($\bar{x}$ **= 2.550)** and make it easy for their supervisees to approach them ($\bar{x}$ **= 2.770)** at a high level. The weighted mean value ($\bar{x}$ **= 2.452)** generally confirms that the supervision job performance of female lecturers in Southwest, Nigeria private universities is at a low level as perceived by their students which is bad. This results imply that there is a huge need for the female lecturers to do more in this direction as perceived by their students.

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Table 4.6: Publication Job Performance of Female Lecturers (n = 513)

S/N	Items	VHL	HL	LL	VLL	$\bar{X}$	S.D	Remark
1	I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years	60 (11.7%)	237 (46.2%)	168 (32.7%)	48 (9.4%)	2.600	.814	High Level
2	I have published over 40 articles in university, polytechnic or college of education affiliated journals in the past three years.	29 (5.7%)	104 (20.3%)	287 (55.9%)	93 (18.1%)	2.140	.769	Low Level
3	At least 5 of my research articles have been published in foreign journals in the past 2 years	72 (14.0%)	187 (36.5%)	194 (37.8%)	60 (11.7%)	2.530	.875	High Level
4	I have authored and co-authored books	59 (11.5%)	185 (36.1%)	200 (39.0%)	69 (13.5%)	2.460	.865	Low Level
5	I have contributed chapters in Book of Readings	68 (13.3%)	186 (36.3%)	198 (38.6%)	61 (11.9%)	2.510	.866	High Level
6	My research articles have been published in a newspaper/magazine	29 (5.7%)	102 (19.9%)	298 (58.1%)	84 (16.4%)	2.150	.754	Low Level
7	I have participated in sponsored national and international research	26 (5.1%)	203 (39.6%)	244 (47.6%)	40 (7.8%)	2.420	.708	Low Level
	Criterion Mean = 2.500; Weighted Mean = 2.401; S.D = 0.807; Decision = Low Level (Bad)							

Source: Field Data, 2022

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.499 = Very Low Level (Very bad); 1.500-2.499 = Low Level (Bad); 2.500-3.499 = High Level (Good); 3.500 to 4.500 = Very High Level (Very good)

Table 4.6 shows the level of job performance in area of publication among female lecturers in Southwest, Nigeria private universities. The rating scale of very low level (1)

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to very high level (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low level while any mean above 2.500 is regarded as high or very high level. The results showed that female lecturers have published over 40 articles in university, polytechnic or college of education affiliated journals in the past three years (**$\bar{x}$ = 2.140)**, authored and co-authored books (**$\bar{x}$ = 2.460)**, have their research articles published in a newspaper/magazine (**$\bar{x}$ = 2.150)** and participated in sponsored national and international research (**$\bar{x}$ = 2.420)** at a low level. However, the female lecturers have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years (**$\bar{x}$ = 2.530)** and contributed chapters in Book of Readings (**$\bar{x}$ = 2.510)** at a high level. The weighted mean value (**$\bar{x}$ = 2.401)** generally confirms that the publication job performance of female lecturers in Southwest, Nigeria private universities is at a low level as perceived by their students which is bad. Quantitatively, in answer to research question one, the level of job performance in terms of instruction, supervision and publication among female lecturers in Southwest, Nigeria private universities is low.

Qualitative Result interview & Result

Interview guide questions were also distributed to the 400L students and female lecturers in order to ascertain qualitative responses from them. The students were asked if majority of their female lecturers perform well at their job; how would they describe the level of instruction and supervision by their female lecturers; whether do they learn well during classroom teaching activities handled by their female lecturers; and if they feel their female lecturers need to improve their level of instruction and supervision of students' projects? The female lecturers were asked "how would they describe their job performance in the area of instruction, supervision and publication? Thematic analysis

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was used to analyse the responses of the students and female lecturers from the interview guide by identifying and reporting repeated patterns.

Some of the students stated that:

"many of our female lecturers carry out their jobs well. However, they are not as thorough as their male counterparts"

Some of the students remarked that:

"*our female lecturers are good at instruction of their courses and we tend to learn well at their classes as the lecturers take the time to explain what they teach. However, not all are able to thoroughly answer all the questions posed towards them during teaching and learning activities which means they need to create time to improve themselves at their courses"*

Few students stated that:

"our female lecturers are sometimes harsh, strict and unapproachable. They make it difficult to see them even when you are their supervisee. They do not create much time to explain research work in details. However, they are usually punctual to their lessons and try as much as possible to explain what they teach to the understanding of their students"

Some of the students noted that they learn well when taught by their female lecturers. However, they feel that there are lots of areas they need to improve upon. A student remarked that:

"although I have good relationship with my female supervisor, I however feel she lacks the patience to guide me in my Bachelor's project work. I end up being assigned to a post graduate student for supervision"

Many of the students noted that their female lecturers create time for all their supervisees but within a particular time frame. They also noted that some of their female lecturers except the professors among them do not have much depth of the courses they teach probably because they do not have enough time to prepare for their course (s).

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Very few of the students reported that:

"some of our female lecturers are unable to attend to questions thoroughly in a classroom situation. Few of them do not complete the scheme of work with the students. They instead give the scheme of work as assignments to the students without thoroughly teaching it to them. The students are made to learn them all by themselves"

A student remarked that:

"I like the fact that female lecturers give students continuous assessment to help students test their performance at each aspect of their course, however not all are able to mark and return students' test scores early enough so the students know their performance"

Many students also responded that:

"only few of our female lecturers are able to instruct without the use of lesson notes as some are yet to attain mastery of the course they teach"

Some noted that their female lecturers need to improve a lot especially in the areas of instruction. Few of the students noted that:

"the professors among our female lecturers do very well however most of them still do not create enough time for students during project supervision"

Some students reported that:

"we like our female lecturers as they tend to be compassionate, kind and motherly to us but when it comes to instructional performance, not all seem to explain in full details the course that they teach"

The lecturers also noted that:

"our job performance in the area of instruction, supervision and publication is alright however we face a lot of challenges in delivering our best unlike our male counterparts"

Few of the lecturers reported that:

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"we do not have the time to prepare as much manuscripts for submission to international journals as we do not have the time so we have to use our doctorate students to help us out in preparing manuscripts".

Some of them noted that lack of some vital equipment's and facilities place a hindrance on their instructional performance. Few of the lecturers stated that:

"we feel our supervision of students' projects is good but we easily get overwhelmed by the large number of supervisees assigned to us as we do not have the time to treat each of them on a one on one basis but as a group"

Many of the female lecturers noted that:

"due to family responsibilities combined with so much work duties, we are unable to sit down to write/author books or contribute much to various book of readings. We are also unable to attend various international conferences as we desire to"

Few female lecturers in medical and life sciences remarked that:

"We believe we have mastery of our courses however, we need sufficient instructional materials to instruct the students the way we want. Inadequate materials tend to limit our instructional prowess in medical and life sciences where instructional materials are important for practice"

Qualitatively, it can be summarized that the instructional, supervision and publication job performance of the female lecturers is not at an optimum level as there is dire need for improvement by the lecturers in the above areas.

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Research Question Two: What is the level of job stress (examination load, working logistics and interpersonal relationship) among female lecturers in Southwest, Nigeria private universities?

Table 4.7: Examination Load Stress of Female Lecturers (n = 513)

S/N	Items	VHS	HS	LS	VLS	$\bar{x}$	S.D	Remark
1	Marking of examination scripts	172 (33.5%)	145 (28.3%)	154 (30.0%)	42 (8.2%)	2.870	.974	High
2	Setting and moderation of examination questions	168 (32.7%)	141 (27.5%)	154 (30.0%)	50 (9.7%)	2.830	.996	High
3	Invigilation of end of semester examination	119 (23.2%)	173 (33.7%)	161 (31.4%)	60 (11.7%)	2.680	.957	High
4	Collation and grading of examination results	204 (39.8%)	197 (38.4%)	60 (11.7%)	52 (10.1%)	3.080	.957	High
5	Lecture preparation and delivery	203 (39.6%)	148 (28.8%)	97 (18.9%)	65 (12.7%)	2.950	1.05	High
6	Students' continuous assessment	162 (31.6%)	160 (31.2%)	124 (24.2%)	67 (13.1%)	2.810	1.02	High
	Criterion Mean = 2.500; Weighted Mean = 2.870; S.D = 0.992; Decision = High Stress (Bad)							

Source: Field Data, 2022

KEY: Very Low Stress (VLS) = 1, Low Stress (LS) = 2, High Stress (HS) = 3, Very High Stress (VHS) = 4; S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 0.000-1.499 = Very Low Stress; 1.500-2.499 = Low Stress; 2.500-3.499 = High Stress; 3.500 to 4.500 = Very High Stress

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Table 4.7 shows the level of examination load job stress among female lecturers in Southwest, Nigeria private universities. The rating scale of very low stress (1) to very high stress (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low stress while any mean above 2.500 is regarded as high or very high stress. The results showed that female lecturers experience high level of stress in marking of examination scripts (**$\bar{x}$ = 2.870**), Setting and moderation of examination questions (**$\bar{x}$ = 2.830**), invigilation of end of semester examination (**$\bar{x}$ = 2.680**), collation and grading of examination results (**$\bar{x}$ = 3.080**), lecture preparation and delivery (**$\bar{x}$ = 2.950**) and students' continuous assessment (**$\bar{x}$ = 2.810**). The weighted mean value (**$\bar{x}$ =**

2.870) generally confirms that female lecturers experience high level of examination load stress in Southwest, Nigeria private universities.

Table 4.8: Working Logistics Stress of Female Lecturers (n = 513)

S/N	Items	VHS	HS	LS	VLS	$\bar{x}$	S.D	Remark
1	Size of lecture room	25 (4.9%)	101 (19.7%)	297 (57.9%)	90 (17.5%)	2.120	.744	Low
2	Condition of staff office	41 (8.0%)	139 (27.1%)	235 (45.8%)	98 (19.1%)	2.240	.852	Low
3	Condition of laboratories and technical workshop (s)	68 (13.3%)	164 (32.0%)	168 (32.7%)	113 (22.0%)	2.360	.969	Low
4	Condition of classroom facilities	41 (8.0%)	162 (31.6%)	208 (40.5%)	102 (19.9%)	2.220	.855	Low
5	Condition of teaching aids	25 (4.9%)	146 (28.5%)	200 (39.0%)	142 (27.7%)	2.110	.864	Low
	Criterion Mean = 2.500; Weighted Mean = 2.210; S.D = 0.857; Decision = Low Stress							

Source: Field Data, 2022

KEY: Very Low Stress (VLS) = 1, Low Stress (LS) = 2, High Stress (HS) = 3, Very High Stress (VHS) = 4; S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.499 = Very Low Stress; 1.500-2.499 = Low Stress; 2.500-3.499 = High Stress; 3.500 to 4.500 = Very High Stress

Table 4.8 shows the level of working logistics job stress among female lecturers in Southwest, Nigeria private universities. The rating scale of very low stress (1) to very high stress (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low stress while any mean above 2.500 is regarded as high or very high stress. The results showed that female lecturers experience low level of stress in size of lecture room (**$\bar{x}$ = 2.120**), condition of staff office (**$\bar{x}$ = 2.240**), condition of laboratories and technical workshop (**$\bar{x}$ = 2.360**), condition of classroom facilities (**$\bar{x}$ = 2.220**), and condition of teaching aids (**$\bar{x}$ = 2.110**). The weighted mean value (**$\bar{x}$ = 2.210**) generally confirms that female lecturers experience low level of working logistics stress in Southwest, Nigeria private universities. This results may imply that most private

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universities in Southwest, Nigeria have good working logistics such as good laboratories, technical workshops, classroom facilities, lecture rooms and teaching aids which reduces stress among the lecturers.

Table 4.9: Interpersonal Relationship Stress of Female Lecturers (n = 513)

S/N	Items	HS	MS	LS	NS	$\bar{x}$	S.D	Remark
1	Unity and cooperation among teaching staffs	73 (14.2%)	178 (34.7%)	162 (31.6%)	100 (19.5%)	2.440	.960	Low
2	Working and communication with University Management	152 (29.6%)	142 (27.7%)	154 (30.0%)	65 (12.7%)	2.740	1.02	High
3	Working and communication with non-teaching staff	44 (8.6%)	174 (33.9%)	198 (38.6%)	97 (18.9%)	2.320	.877	Low
4	Working with colleagues on committees	152 (29.6%)	146 (28.5%)	145 (28.3%)	70 (13.6%)	2.740	1.03	High
5	Attitude and behaviour of departmental head (s)	108 (21.1%)	216 (42.1%)	139 (27.1%)	50 (9.7%)	2.740	.900	High
6	Working and communication with supervisees	197 (38.4%)	137 (26.7%)	116 (22.6%)	63 (12.3%)	2.910	1.05	High
	Criterion Mean = 2.500; Weighted Mean = 2.648; S.D = 0.973; Decision = High Stress							

Source: Field Data, 2022

KEY: Very Low Stress (VLS) = 1, Low Stress (LS) = 2, High Stress (HS) = 3, Very High Stress (VHS) = 4; S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.499 = Very Low Stress; 1.500-2.499 = Low Stress; 2.500-3.499 = High Stress; 3.500 to 4.500 = Very High Stress

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Table 4.9 shows the level of interpersonal relationship stress among female lecturers in Southwest, Nigeria private universities. The rating scale of very low stress (1) to very high stress (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low stress while any mean above 2.500 is regarded as high or very high stress. The results showed that female lecturers experience low level of

interpersonal relationship stress in unity and cooperation among teaching staffs ($\bar{x}$ **= 2.440)** and working and communication with non-teaching staff ($\bar{x}$ **= 2.320)**. However, the lecturers experience high level of interpersonal relationship stress in working and communication with university management ($\bar{x}$ **= 2.740)**, working with colleagues on committees ($\bar{x}$ **= 2.740)**, attitude and behaviour of departmental heads ($\bar{x}$ **= 2.740)** and working and communication with supervisees ($\bar{x}$ **= 2.910)**. The weighted mean value ($\bar{x}$ **= 2.648)** generally confirms that female lecturers experience high level of interpersonal relationship stress in Southwest, Nigeria private universities which is bad. Quantitatively, in answer to research question two, female lecturers in Southwest, Nigeria private universities experience high level of examination load stress and interpersonal relationship stress but low level of working logistics stress.

Qualitative Interview & Result

Interview guide questions were distributed to the female lecturers in order to ascertain qualitative responses from them. The female lecturers were asked "if their job stresses them; which area of their job in terms of examination load, working logistics and interpersonal relationship stress them the most; and how is their job stress affecting their performance? Thematic analysis was used to analyse the responses of the female lecturers from the interview guide by identifying and reporting repeated patterns.

Most of the female lecturers stated that:

> *"their job stresses them a lot especially in the area of lecture preparation, conducting examinations and marking examination scripts"*

Some of the lecturers remarked that it is not easy for them to combine family responsibilities with their job. Their husbands usually abandon family responsibilities on them which sometimes interfere with their causing stress on them.

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Few female lecturers noted that:

"the facilities in their school especially staff rooms, classrooms and laboratories are clean, serene, equipped and comfortable enough and therefore do not impact much stress on us"

Some of the lecturers established that:

"they find themselves under pressure in trying to meet up with deadlines in marking of examination scripts, collation and grading of examination results which impacts stress on them"

A lecturer responded that:

"she experiences a lot of stress in instructing her students on a daily basis. She remarked that teaching is a very stressful profession that consists of various activities such as lecture preparation and delivery, students' discipline and class control, continuous assessments, testing and marking students' scripts etc and sometimes with little or no assistance"

Many of the lecturers opined that:

"the thought of having to wake up to teach everyday impacts stress on them. Also, writing and preparing of research manuscripts for publication in order to climb up the academic cadre is also very stressful and all these tend to impact negatively on their performance

A lecturer reported that:

"the job of the average lecturer is cumbersome and worrisome. Lecturers rarely have time for themselves, their family and the students they teach. Their workload is enormous as they have to instruct, supervise both undergraduates and postgraduates projects, prepare test and examination questions, invigilate the students during tests/examinations, mark the scripts, record the scores, collate and grade them and still ensure discipline amongst the students which makes them to sometimes perform below expectations"

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Few lecturers noted that:

"if not for their graduate assistants and doctorate students that assist them in some of their activities like preparation of manuscripts/papers, supervision of undergraduate students etc., they would fall ill on a daily basis as a result of enormous stress on them"

Many of the female lecturers felt they are not stressed in area of working logistics in their school but instruction, examination, publication, supervision of students and sometimes in rendering community services. Many lecturers also pointed out the issue of cliques in their school when it comes to interpersonal relationships. They opined that:

"there seem to be the issue of cliques among circle of lecturers. Each lecturer seem to have their circle of friends or cliques whom they share things with. This tend to affect association among female academic staff which invariably causes stress as lecturers who are not in those cliques are deprived of vital information that could even help their performance"

Some of the lecturers also stated that:

"there is low level of unity, cooperation and communication amongst staff and university management which tends to stress them out and affect their work. Most persons in management are strict, bossy and not that approachable. This tends to create a relationship barrier that could affect how lecturers sometimes perform"

Qualitatively, it can be summarized that the female lecturers experience high level of stress in areas of instruction, examination load, and interpersonal relationship but low level of stress in area of working logistics. This result implies that although the classroom facilities, staff room, laboratories and workshops alright, there is need for the university to look into the enormous amount of workload in areas of instruction and examination on their female lecturers as most of them seem to experience huge stress on the above mentioned areas.

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Research Question Three: What are the management styles (autocratic, democratic and laissez-faire) mostly adopted by university managers in Southwest, Nigeria private universities?

Table 4.10 Autocratic Management Style of University Managers (n = 513)

S/N	Items (My university manager)	SA	A	D	SD	$\bar{x}$	S.D	Remark
1	retains all powers and authorities to his or herself	71 (13.8%)	201 (39.2%)	194 (37.8%)	47 (9.2%)	2.580	.840	Agree
2	acts without consulting the staff	78 (15.2%)	228 (44.4%)	153 (29.8%)	54 (10.5%)	2.640	.863	Agree
3	solves problems, studies, and decides on them by his or herself	85 (16.6%)	238 (46.4%)	146 (28.5%)	44 (8.6%)	2.710	.843	Agree
4	seeks to implement his or her instructions strictly	59 (11.5%)	198 (38.6%)	179 (34.9%)	77 (15.0%)	2.470	.884	Disagree
5	assures adherence to work deadlines	94 (18.3%)	191 (37.2%)	166 (32.4%)	62 (12.1%)	2.620	.920	Agree

Criterion Mean = 2.500; Weighted Mean = 2.604; S.D = 0.870; Decision = Agree

Source: Field Data, 2022

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 =Agree; 3.500 to 4.500 = Strongly Agree

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Table 4.10 shows whether autocratic management styles is mostly adopted by university managers of female lecturers in Southwest, Nigeria private universities. The rating scale of strongly disagree (1) to strongly agree (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low while any mean above 2.500 is regarded as high or very high. The results showed that female lecturers agree that their university managers retain all powers and authorities to themselves (**$\bar{x}$ = 2.580)**, acts without consulting the staff (**$\bar{x}$ = 2.640)**, solves problems, studies, and decides on them by

themselves ($\bar{x}$ = **2.710**), and assures adherence to work deadlines ($\bar{x}$ = **2.620**). However, the female lecturers agree that their university managers seek to implement their instructions strictly ($\bar{x}$ = **2.470**). The weighted mean value ($\bar{x}$ = **2.604**) generally confirms that the university managers of female lecturers are mostly autocratic or authoritarian in Southwest, Nigeria private universities.

Table 4.11: Democratic Management Style of University Managers (n = 513)

S/N	Items (My university manager)	SA	A	D	SD	$\bar{x}$	S.D	Remark
1	provides an area for the staff members for reflection and initiative	59 (11.5%)	171 (33.3%)	172 (33.5%)	111 (21.6%)	2.35	.944	Disagree
2	considers different viewpoints when solving problems	67 (13.1%)	165 (32.2%)	198 (38.6%)	83 (16.2%)	2.42	.911	Disagree
3	discusses new ideas with me	58 (11.3%)	187 (36.5%)	194 (37.8%)	74 (14.4%)	2.45	.874	Disagree
4	provides me with a lot of feedback	58 (11.3%)	181 (35.3%)	191 (37.2%)	83 (16.2%)	2.42	.891	Disagree
5	does collaborative works that make the work endurable	58 (11.3%)	188 (36.6%)	200 (39.0%)	67 (13.1%)	2.46	.859	Disagree

Criterion Mean = 2.500; Weighted Mean = 2.420; S.D = 0.896; Decision = Disagree

Source: Field Data, 2022

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 =Agree; 3.500 to 4.500 = Strongly Agree

Table 4.11 shows whether democratic management styles is mostly adopted by university managers of female lecturers in Southwest, Nigeria private universities. The rating scale of strongly disagree (1) to strongly agree (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low while any mean above

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2.500 is regarded as high or very high. The results showed that female lecturers disagree that their university managers provide an area for the staff members for reflection and initiative (**$\bar{x}$ = 2.350)**, considers different viewpoints when solving problems (**$\bar{x}$ = 2.420)**, discusses new ideas with me (**$\bar{x}$ = 2.450)**, provides me with a lot of feedback (**$\bar{x}$ = 2.420)**, and does collaborative works that make the work endurable (**$\bar{x}$ = 2.460)**. The weighted mean value (**$\bar{x}$ = 2.420)** generally confirms that the university managers of female lecturers are not mostly democratic in Southwest, Nigeria private universities.

Table 4.12: Laissez-Faire Management Style of University Managers (n = 513)

S/N	Items (My university manager)	SA	A	D	SD	$\bar{x}$	S.D	Remark
1	allows me absolutely freedom in my work	68 (13.3%)	193 (37.6%)	188 (36.6%)	64 (12.5%)	2.52	.875	Agree
2	only gets involved when the problems get serious	47 (9.2%)	153 (29.8%)	251 (48.9%)	62 (12.1%)	2.36	.810	Disagree
3	permits me to postpone accomplishment of works	48 (9.4%)	164 (32.0%)	235 (45.8%)	66 (12.9%)	2.38	.825	Disagree
4	delegates a lot of power to me	42 (8.2%)	141 (27.5%)	240 (46.8%)	90 (17.5%)	2.26	.843	Disagree
5	exercises minimal control over me	47 (9.2%)	156 (30.4%)	213 (41.5%)	97 (18.9%)	2.30	.879	Disagree

Criterion Mean = 2.500; Weighted Mean = 2.364; S.D = 0.846; Decision = Disagree

Source: Field Data, 2022

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 =Agree; 3.500 to 4.500 = Strongly Agree

Table 4.12 shows whether laissez-faire management styles is mostly adopted by university managers of female lecturers in Southwest, Nigeria private universities. The rating scale of strongly disagree (1) to strongly agree (4) was used with the criterion mean

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set at 2.500. Any mean below 2.500 is regarded as low or very low while any mean above 2.500 is regarded as high or very high. The results showed that female lecturers agree that their university managers allows them absolutely freedom in their work (**$\bar{x}$ = 2.520**). However, the female lecturers disagree that their university managers only gets involved when the problems get serious (**$\bar{x}$ = 2.360**), permits them to postpone accomplishment of works (**$\bar{x}$ = 2.380**), delegates a lot of power to them (**$\bar{x}$ = 2.260**) and exercises minimal control over them (**$\bar{x}$ = 2.300**). The weighted mean value (**$\bar{x}$ = 2.364**) generally confirms that the university managers of female lecturers are not mostly laissez-faire in Southwest, Nigeria private universities. Quantitatively, in answer to research question three, the university managers of female lecturers in Southwest, Nigeria private universities are mostly autocratic or authoritarian in their management style. They are however less democratic and laissez-faire in their management style.

Qualitative Interview & Result

Interview guide questions were also distributed to the female lecturers in order to ascertain qualitative responses from them. The female lecturers were asked "How would they describe the management style in their institution?" and "if they describe how management style in their institution could be affecting their performance". Thematic analysis was used to analyse the responses of the female lecturers from the interview guide by identifying and reporting repeated patterns.

A major portion of the female lecturers noted that:

> *"They would describe the management style of their university as authoritative as they tend to always dictate how lecturers should work"*

Some of the female lecturers stated that:

> *"Our heads of department are usually strict and bossy in their approach to lecturers. They are commanding in giving directives and ensure strict adherence to school rules, regulations and any instructions given"*

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A lecturer responded that:

"My university head consults us in order to hear our opinions especially on matters that concern us and the school but takes decision alone".

Few of the female lecturers noted that:

"We usually find ourselves at the mercy of our university management for they take decisions on our behalf especially on matters that concern us. Some of our managers are ready to give write us letter of query at any given mistake we make. They do not give us the full freedom to carry out our duties but ensure strict monitoring of our work and all we do. This seems to affect our performance at times".

Many of the lecturers opined that:

"Our university managers ensure very strict adherence to work deadlines and act without consulting the staff. They make choices based on their ideas and judgments and rarely accept any advice from us. This act from our managers also seem to affect our performance to duties"

Two female lecturers noted that:

"We actually want managers who are democratic and look out for our interests and provide us with regular feedbacks not those that are commanding, bossy and strict in all affairs of management"

Few of the lecturers reported the issues of cliques that exist among their managers. They noted that:

"There are issues of cliques among our university managers. Some of the managers seem to have those in their good books while they relegate others. This seems to cause favouritism and division among staff which hinders performance"

It seems its only few of the lecturers that stated that their lecturers are democratic in their managerial style in that they do not take decisions alone and ensure they carry everyone along in the decision making process. The few lecturers opined that:

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"We love our managers' way of dealing with staff in that they allow us in the decision making process, recognize our ideas and opinions and give us regular feedbacks"

One of the lecturer specifically noted that:

"Our managers give us the opportunity to express ourselves and feelings without fear of rejection or intimidation. We are able to perform better under such type of management"

Many female lecturers responded that:

"Our managers are active in the sense that they ensure we are always on our toes working even if we are stressed, they care less until we achieve objectives and meet up with various deadlines". Sometimes we perform well under such pressure and scrutiny and in other occasions we do not perform well."

Very few of the lecturers stated that:

"We like our managers as they provide us with much direction on how we should carry out our tasks, send us memos of any changes in the guidelines of the university and try as much as possible to provide us with little freedom in our work. However, some of them also try to model right leadership to us, motivate us and ensure there is cooperation and teamwork among ourselves"

Few female lecturers were of the opinion that their university managers are transactional in their leadership approach as they usually rely on reward and punishment approach. They stated that:

"Our managers reward, recognize and praise good performance and inputs from us but also ensure we are deprived of certain benefits when we do not perform at optimal level"

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One of the female lecturer noted that in her knowledge of leadership styles, she believes that her university manager is a transformational manager. According to her:

> *"My university manager encourages friendship and good relationships among us, seeks ways to inspire us to commit ourselves to the vision/goals of the university, and provides mentorship where and when necessary"*

Qualitatively, it can be summarized that the university management of female lecturers is autocratic or authoritarian. They are less democratic and laissez-faire in their managerial approach. This autocratic managerial style could be negatively affecting the job performance of the female lecturers in the private universities.

4.3 Presentation of Hypotheses

$H_0$1: There will be no significant joint contribution of job stress (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and laissez-faire) to job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities

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Table 4.13: Mostly Used Management Style of University Managers (n = 2,565)

S/N	Management Styles	SA	A	D	SD	$\bar{x}$	S.D	Remark
1	Autocratic	387 (15.1%)	1056 (41.2%)	838 (32.7%)	284 (11.0%)	2.603	.836	Agree
2	Democratic	300 (11.7%)	892 (34.8%)	955 (37.2%)	418 (16.3%)	2.419	.913	Disagree
3	Laissez-Faire	252 (9.8%)	807 (31.5%)	1127 (43.9%)	379 (14.8%)	2.363	.921	Disagree

Source: Field Data, 2022

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1); S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.750 = Strongly Disagree; 1.751-2.500 = Disagree; 2.501-3.250 =Agree; 3.251 to 4.000 = Strongly Agree

Table 4.13 shows that autocratic Management style to have more "strongly agree" and "agree" responses by the female lecturers compared to democratic and laissez-faire management styles. This autocratic management style also has less "disagree" and "strongly disagree" responses by the female lecturers compared to democratic and laissez-faire management styles. Democratic management style has lesser "strongly agree" and "agree" responses when compared to autocratic management style but more "strongly agree" and "agree" responses when compared to laissez-faire management style. This style also has more "disagree" and "strongly disagree" responses when compared to autocratic management style but less "disagree" and more "strongly disagree" responses when compared to laissez-faire management style. Lastly, laissez-faire management style has lesser "strongly agree" and "agree" responses when compared to both autocratic and democratic management styles but more "disagree" responses when compared to autocratic and democratic management styles. The mean of each management style shows that autocratic management style (**$\bar{x}$ = 2.603)** is mostly used or employed by the university management compared to democratic (**$\bar{x}$ = 2.419)** and laissez-faire styles (**$\bar{x}$ = 2.363)**. Quantitatively, in answer to research question three, the university managers of female lecturers in Southwest, Nigeria private universities are mostly autocratic or

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authoritarian in their management style. They are however less democratic and laissez-faire in their management style.

Table 4.14: Multiple Regression Analysis for the joint contribution of job stress (examination load stress, working logistics and interpersonal styles (autocratic, democratic and laisses-faire) to job performance (instruction, supervision and publication) of female lecturers in southwest, Nigeria private universities.

Table 4.14: Multiple Regression Analysis and Model Summary

ANOVA							
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Decision**
1	Regression	1253.258	4	224.648	6.310	.031	Highly Significant
	Residual	20031.211	508	22.066			
	Total	21284.469	512				

Model summary
R = .406
R Square = .165
Adjusted R Square = .161
Standard Error of the Estimate = .03621

Dependent Variable: Job performance of female lecturers
Predictors: (Constant), Laissez-faire management style of university manager of female staff, examination load stress of female lecturers, working logistics stress of female lecturers, Interpersonal relationship stress of female lecturers, Autocratic management style of university manager of female staff, Democratic management style of university manager of female staff

F-value is significant at 0.05* **(Field Data, 2022)**

Table 4.14 reveals a significant joint contribution of job stress (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and laissez-faire) to job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities (Adj. R^2=0.161, $F_{4, 508}$ = 6.310, $p<0.05$). The significant F value shows that the model is a good fit of the data. The Adj. R^2 reveals that the female lecturers' job stress and management styles of their university managers jointly contributes to 0.161 or 16.1% their job performance. The model summary (R = .406; R^2 = .165; Adjusted R^2 = .161; standard error of the estimate

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= .03621) shows that job stress and management styles (independent variables) explain 16.1% variability in job performance of female lecturers. The remaining 83.9% could be caused by factors other than the predictors included in this model. The discrepancy between the R^2 value and adjusted R^2 value (.165-.161 = .004) also indicates a good fit of the model since the value is very small. The standard error of estimate shows a value of .03621 which is very small. Since this value is small enough to be ignored, it means that the precision or accuracy of the model is high.

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$H_0 2$: There will be no significant relative influence of job stress sub-variables (examination load, working logistics and interpersonal relationship) and management styles sub-variables (autocratic, democratic and laissez-faire) to job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities.

Coefficients of Multiple Regression Analysis for the Relative influence of job stress sub-variables (examination load, working logistics and interpersonal relationship) and management styles sub-variables (autocratic democratic and laisses faire) to job performance instruction, supervision and publication(of female lecturers in southwest, Nigeria private universities.

Table 4.15: Coefficients of Multiple Regression Analysis

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant value
	B	Standard Error	Beta		
1 (Constant)	20.109	1.003		17.771	.000
Examination load stress of female lecturers	-.207	.052	-.204	-3.715	.004*
Working logistics stress of female lecturers	-.091	.088	-.080	-.903	.268
Interpersonal relationship stress of female lecturers	-.200	.050	-.189	-2.971	.010*
Autocratic management style of university manager of female staff	-.237	.051	-.241	-4.463	.000*
Democratic management style of university manager of female staff	.099	.082	.098	1.009	.207
Laissez-faire management style of university manager of female staff	.081	.061	.093	.997	.233

Dependent Variable: Job performance of female lecturers

Source: Fieldwork, 2022; *Beta Coefficients and t-values significant at P<0.05

Table 4.15 shows that the beta coefficient (β) and t- values for Examination load stress of female lecturers (Beta = -.204; t = -3.715; Sig. = .004), Interpersonal relationship

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stress of female lecturers (Beta = -.189; t = -2.971; Sig. = .010), and Autocratic management style of university manager of female staff (Beta = -.241; t = -4.463; Sig. = .000) have significant relative influence on job performance of female lecturers at P<0.05. It is however revealed that the beta coefficient (β) and t- values for Working logistics stress of female lecturers (Beta = -.080; t = -.903; Sig. = .268), Democratic management style of university manager of female staff (Beta = .098; t = 1.009; Sig. = .207), and Laissez-faire management style of university manager of female staff (Beta = .093; t = .997; Sig. = .233) do not have significant relative influence on job performance of female lecturers at P<0.05. This result indicates that with Examination load stress of female lecturers, Interpersonal relationship stress of female lecturers and Autocratic management style of university manager of female staff in the model, Working logistics stress of female lecturers, Democratic and Laissez-faire management styles of university manager of female staff no more add any substantial contribution to explaining the variation in job performance of female lecturers.

Beta coefficient values shows that for the significant predictors, Autocratic management style of university manager of female staff (.241) is the strongest predictor of job performance of female lecturers followed by Examination load stress of female lecturers (.204) and Interpersonal relationship stress of female lecturers (.189). The Unstandardized Coefficients (B) shows that a one-unit increase in examination load stress of female lecturers caused a reduction (the negative sign of the coefficient) in job performance of female lecturers by 0.207 which is high. A one-unit increase in interpersonal relationship stress of female lecturers caused a decrease (the negative sign of the coefficient) in job performance of female lecturers by 0.200 which is also high. A one-unit increase in autocratic management style of university manager of female staff caused a decrease (the negative sign of the coefficient) in job performance of female

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lecturers by 0.237 which is also high. A one-unit increase in working logistics stress of female lecturers caused a decrease (the negative sign of the coefficient) in job performance of female lecturers by 0.091 which is low. However, a one-unit increase in democratic management style of university manager of female staff, caused an increase (the positive sign of the coefficient) in job performance of female lecturers by 0.099 although the value is low. Lastly, a one-unit increase in laissez-faire management style of university manager of female staff caused an increase (the positive sign of the coefficient) in job performance of female lecturers by 0.081 which is low. The low standard error (SE) values for each of the significant predictors indicate a high precision or accuracy of the model because the standard error values are small enough to be ignored.

4.4 Discussion of Findings

This research work was carried out to determine the extent to which job stress and management styles affect female job performance in private universities in Southwest, Nigeria. Job stress was measured using three indices – examination load, working logistics and interpersonal relationship while management styles was determined using three common styles which are – autocratic, democratic and laissez-faire. Job performance of female lecturers were measured using instruction, publication and supervision. Previous studies related to the result of this study are discussed in this section.

The demographic findings of the female lecturers reveals that most of them are within the ages of 41-50 years, possess PhD and Master's degrees as their highest educational qualification and are mostly married. Furthermore, it revealed that most lecturers have been in service for a length of 11-20 years and are in the rank of lecturer II/III and are in the faculty of education. A similar study carried out on "Influence of Demographic Variables on the Utilization of Electronic Databases by University

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Lecturers in South-West, Nigeria" also reported that most lecturers comprising of female are within 41-50 years of age, married, have PhD/Master's degrees, in the rank of lecturer II, and have 11-20 years of work experience[1]. This study is similar to the present study because they were both carried out in private universitie4s in Southwest involving female lecturers. Another study carried out on "Predicting Role of Job-Security and Academics Community Engagement of Selected Universities in Nigeria" revealed that the lecturers consisting of females are married, within 39-54 years of age, in the rank of lecturer I/II, and have within 7-12 years of teaching experience in Southwest universities[2]. The results are probably similar since they were both carried out in Southwest universities. However, the results partially agrees with the work on "Data on perception of faculty members on the influence of faculty support initiatives on the efficacy of job responsibilities" which revealed that most females lecturers are within 31-40 years of age, married and in the rank of lecturer I/II[3].

The demographic findings of the 400L students are females, within the ages of 16-21 years, and in the faculty of education. This result is in line with the research work on "An assessment of drug and substance abuse prevalence: A cross-sectional study among undergraduates in selected southwestern universities in Nigeria" which showed that most of the undergraduates are females, within the ages of 15-24 years and in faculty of education[4]. The results are quite similar since they were both carried out in Southwest universities. The results also disagrees with a work on "Demographic Variables and Academic Discipline as Determinants of Undergraduates' Use of Electronic Library Resources in Federal universities in South-west, Nigeria" which revealed that most of the undergraduates are males, within 20-22 years of age and are in the faculty of life sciences[5]. Differences in the result could be that the study was carried out in federal

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universities whereas this present study was done in private universities in Southwest Nigeria.

Research question one revealed that quantitatively and qualitatively, there is low level of job performance in terms of instruction, supervision and publication among female lecturers in Southwest, Nigeria private universities. This implies that some of the female lecturers may not be doing well in terms of publication of manuscripts, supervision of their students especially when they are much and instruction of students. This finding is in line with a study on "The Effect of stress on academic staff job performance in private universities in Southwestern Nigeria: Bowen University as a Focal Point" which reported below average performance of female lecturers in teaching, publication and community service[6]. This result of the study is similar to that of this present study probably because they were carried out in private universities. Another study carried out in 2022 on "Content Analysing Work Performance of Lecturers in Southwestern Nigeria" also revealed that the lecturers which includes the female staff ability to achieve the teaching, research and community development service functions of their job description is hindered by various factors[7]. This recent study shows that the job performance of academic staff in southwestern university is dropping gradually. The results are probably similar since they were both carried out in Southwest universities.

Research question two revealed quantitatively and qualitatively that female lecturers in Southwest, Nigeria private universities experience high level of examination load stress and interpersonal relationship stress but low level of working logistics stress. This result is in line with a study carried out in the year 2022 on "Relationship between Occupational Stress and Lecturers' Job Performance in Nigerian Tertiary Institutions" which revealed high level of stress of female lecturers in areas of workload and job responsibility but low level of stress in terms of the physical environment (working

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logistics)[8]. These results are quite similar probably because Nigerian lecturers face almost similar situations in all parts of the country. The situation of work stress among lecturers is also similar to the work carried out on "Occupational-related Stress among University Faculty Staff in Kwara State, Nigeria: Outcomes on Goal Achievement" which revealed high stress of male and female lecturers in areas of interpersonal relationship and instruction/examination[9]. Although this study was carried out in public and private universities in Kwara State, it however supports the fact that lecturers especially the4 females are passing through various forms of work stress in Nigerian universities.

Research question three revealed quantitatively and qualitatively that the university managers of female lecturers in Southwest, Nigeria private universities are mostly autocratic or authoritarian in their management style. They are however less democratic and laissez-faire in their management style. This result partially disagrees with a research work carried out in 2019 on "Impact of Leadership Styles on Employees' Work Performance in Some South-Western Nigerian Private Universities" which revealed that university managers exhibit more of transformational and transactional leadership styles and less of laissez-faire and autocratic leadership styles[10]. The differences in the results could be because the former was carried out in 2019 while the latter was done in 2022. Probably the pressure of work to meet up with deadlines may have made university managers to become more autocratic in their management approach than before. However, a research work carried out on the "Nexus between Leadership Style and Job Satisfaction of Library Staff in Private University Libraries South-West, Nigeria" revealed that the most practice leadership style is autocratic[11]. The result is probable similar to that of this present study because they were both carried out in private universities.

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Hypothesis one revealed a significant joint contribution of job stress (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and laissez-faire) to job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities. This implies that the female lecturers' job stress and management styles of their university managers jointly contributes to their job performance. This result is quite similar to the study which revealed a joint contribution of leadership style, work load, and stress on the performance of nurses of Central Surgical Installations of Orthopedi Prof. Soeharso Hospital Surakarta[12]. Another study also revealed a joint influence of work stress and leadership behaviors on job performance among workers in three types of occupations in Malaysia[13].

Hypothesis two revealed that examination load stress of female lecturers, interpersonal relationship stress of female lecturers, and autocratic management style of university manager of female staff have significant relative influence on job performance of female lecturers at $p<0.05$. However, working logistics stress of female lecturers, democratic management style of university manager of female staff, and laissez-faire management style of university manager of female staff do not have significant relative influence on job performance of female lecturers at $p<0.05$. This result is supported by a research study which revealed that academic stress such as examination, instruction and interpersonal relationship (sociological) stress have relative influence on job performance of academic staff in southwestern private universities[6]. Another similar study also showed significant relative influence of occupational stress such as academic work overload and role responsibility on lecturers' Job Performance in Nigerian Tertiary Institutions[8]. A study revealed that autocratic leadership Style has relative influence on job satisfaction of library staff in private university libraries South-West, Nigeria[11]. However, the findings disagree with a study which revealed that significant relative influence of laissez-faire

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leadership styles on lecturers' work performance in some south-western Nigerian private universities. However, autocratic leadership style had no significant relative influence on lecturers' work performance[10]. Differences in the results could be in the year both studies were carried out. The former study was undertaken in the year 2019 whereas this present study was carried out in the year 2022.

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Chapter Five

Conclusion

This chapter presents the summary of findings, conclusion and recommendations based on the findings, contribution to knowledge and suggested area for further research.

5.1 Summary of Findings

This research work was carried out to determine the extent to which job stress and management styles affect female job performance in private universities in Southwest, Nigeria. The demographic findings of the female lecturers reveals that most of them, 202 (39.5%) are within the ages of 41-50 years, 351 (68.4%) have Masters/PhD degrees, 500 (98.2%) are married, 261 (51.8%) have been in service for 11-20 years, 219 (42.8%) are in the rank of lecturer III/II and 225 (43.9%) are in the faculty of education. The demographic findings of the 400L students reveal that most of the students, 447 (55.1%) are females, 646 (79.7%) of the students are within the ages of 16-21 years, and 420 (51.8%) of the students are in the faculty of education.

Findings from research question one revealed that the level of job performance in terms of instruction ($\bar{x}$= 2.386), supervision ($\bar{x}$= 2.452) and publication ($\bar{x}$= 2.401) among female lecturers in Southwest, Nigeria private universities is quite low. Findings from research question two revealed that the level of job stress in terms of examination load ($\bar{x}$= 2.870) and interpersonal relationship ($\bar{x}$= 2.648) is high while working logistics stress ($\bar{x}$= 2.210) is low among female lecturers in Southwest, Nigeria private universities. Findings from research question three revealed that autocratic management style ($\bar{x}$= 2.604) is mostly adopted by university managers of female lecturers while democratic ($\bar{x}$= 2.420) and laissez-faire ($\bar{x}$= 2.364) are least adopted by university managers of female lecturers in Southwest, Nigeria private universities.

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Test of hypothesis one revealed a significant joint contribution of job stress (examination load, working logistics and interpersonal relationship) and management styles (autocratic, democratic and laissez-faire) to job performance (instruction, supervision and publication) of female lecturers in Southwest, Nigeria private universities (Adj. R^2 = 0.161, $F_{4, 508}$ = 6.310, P<0.05). Test of hypothesis two shows that the beta coefficient (β) and t- values for Examination load stress of female lecturers (Beta = -.204; t = -3.715; Sig. = .004), Interpersonal relationship stress of female lecturers (Beta = -.189; t = -2.971; Sig. = .010), and Autocratic management style of university manager of female staff (Beta = -.241; t = -4.463; Sig. = .000) are relatively significant on job performance of female lecturers at P<0.05. However, the beta coefficient (β) and t- values for Working logistics stress of female lecturers (Beta = -.080; t = -.903; Sig. = .268), Democratic management style of university manager of female staff (Beta = .098; t = 1.009; Sig. = .207), and Laissez-faire management style of university manager of female staff (Beta = .093; t = .997; Sig. = .233) do not have significant relative influence on job performance of female lecturers at P<0.05.

5.2 Conclusion

This study was carried out to determine the extent to which job stress and management styles affect female job performance in private universities in Southwest, Nigeria. First of all, the demographic findings of the female lecturers revealed that most of them are within the ages of 41-50 years, have Masters/PhD degrees, are married, have been in service for 11-20 years, and are in the rank of lecturer III/II. It can be concluded that based on the age and rank of the female lecturers, many of them would be willing to do all they can to ensure they get promoted from lecturer III/II to a higher rank since age is not on their side which could place them under pressure and consequently impact stress on them. In addition, since most of the female lecturers are married, it means they have

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enormous responsibilities in taking care of their husbands and children, which could impact stress on them as they combine family responsibilities with job duties.

Secondly, the findings revealed that the job performance of female lecturers in area of instruction, supervision and publication is quite low. It also revealed that the level of job stress of female lecturers in terms of examination load and interpersonal relationship is high while that working logistics is low. Furthermore, it was revealed that autocratic management style is mostly adopted by university managers of female lecturers while democratic and laissez-faire management styles are least adopted by university managers.

Findings of the study also showed a joint contribution of job stress and management styles to job performance of female lecturers in Southwest, Nigeria private universities. However, examination load stress of female lecturers, interpersonal relationship stress of female lecturers, and autocratic management style of university manager of female staff were found to be relatively significant on job performance of female lecturers. Working logistics stress of female lecturers, democratic management style and laissez-faire management style of university manager of female staff were found to have no significant relative influence on job performance of female lecturers.

Based on the above results, it can be concluded that the low level of job performance of female lecturers in area of instruction, supervision and publication maybe negatively influenced by the high level of examination load stress and interpersonal relationship stress of the lecturers and also the high usage of autocratic management style of university managers of female academic staff in private universities in Southwest, Nigeria.

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5.3 Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are therefore given:

1. University management should try as much as possible to reduce the workload of female academic staff to a level suitable with their capacity for optimum performance;
2. University management should also try as much as possible to adopt or use the democratic management style more frequently than the autocratic management style unless when the need arises;
3. For female lecturers to perform better in area of supervision of students, university management should allot a number of students that female lecturers as supervisors can handle conveniently per time;
4. Female lecturers should be allowed access to grants to carry out various research for publications. They should also be sponsored to national and international research conferences;
5. The issue of cliques and favouritism among lecturers should be thoroughly dealt with. Also, lecturers should try as much as possible to establish friendly interpersonal relationships among themselves and their management so as to improve their performance to a very high level; and
6. If need be, the time-table for female lecturers' instruction should be adjusted in such a way that they are not stressed during instructional activities. Also, all forms of instructional aids should be provided to reduce the stress of female leturers during instructional exercise.

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5.4 Contribution to Knowledge

Contribution to knowledge has to do with creating new knowledge based on the previous available knowledge by doing extensive and innovative research. In this sense, this research adds to knowledge in the following ways:

1. **Theoretical Contribution**

Two major theories were used for this study. They are – "Person-Environment (PE) Fit Theory" and "Path-Goal Theory of Management". Person-environment fit theory is the degree to which a person's characteristics harmonises with his or her environment. Unlike previous study, this research work gave a new application of the Person-Environment (PE) Fit theory. This theory can also be applied as a guide to the relationship between job stress and job performance of female lecturers. Application of this theory would mean that if female lecturers do not fit well in their work environment (private university institutions), stress may result which would ultimately affect their performance. For instance, facilities should be available for staff; workload should be suitable with staff capabilities; and the environment (private university institution) should have a sense of belonging/quality interpersonal relationships to make the staff less stressed and improve their performance.

Path goal theory implies that the manager adopts a management style or behaviour that he or she considers the most appropriate in his/her management to suit the staff needs and the working environment so as to attract the best action of the staff in the organization. Unlike previous study, this research work gave a new application of the path goal theory. This theory can also be applied as a guide to the relationship between management style and job performance of female lecturers. Application of this theory to

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the study shows that the choice of management style that university managers chooses with regards to how they feel and perceive their female academic staff should be managed in order to meet the goals of the institutions could positively or negatively affect the performance of the female lecturers.

2. Conceptual Contribution

Useful concepts that were used in this study include – performance, job performance, stress, job stress, management and management styles. This study has contributed conceptually to knowledge in the sense that it has given richer and better clarifications to the usage of the above concepts as seen in the literature review of the thesis.

3. Empirical Contribution

A thorough search of literature shows a dearth of studies on the joint contribution of job stress and management styles on the job performance of lecturers. This study therefore contributes empirically to knowledge by showing a joint influence of independent variables such as job stress and management styles on job performance of lecturers with a specific focus to southwest private universities. This study therefore filled the gap in knowledge on the subject matter.

5.5 Suggested Area of Further Research

Although this study utilized both quantitative and qualitative research methods/approaches, probably research designs such as correlational, ex post-facto etcetera could be used in further studies. There were no moderating variables in this study which means subsequent studies should examine the influence of moderating variables on the relationship between the independent (predictor) and the dependent (criterion) variables. For instance, demographic characteristics of the female lecturers such as their age, rank, marital status and length of service could be used as moderating variables in

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further studies. These moderating demographic variables could moderate the effect of job stress and management styles on female academic staff job performance. This study can be applicable to various academic sectors of the nation such as primary school sector or secondary school sector while retaining the variables in the research topic. Instead of using universities, primary or secondary schools could be used. Also, female primary or secondary teachers could be used in place of female lecturers. The study could also be carried out with a specific focus on male lecturers. Male lecturers could also experience stress too as a result of their work.

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Appendices

Appendix I

Research Questionnaire I

Title: Job Stress, Management Style and Publication Performance Questionnaire (JSMSPPQ)

Dept. of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State.

Dear Sir/Ma,

Request to participate in a Research

I am a postgraduate student of the above named university. I am carrying out a study on how stress and management approach can affect publication performance of female lecturers. Your voluntary assistance will be highly appreciated. Any information you provide will be highly confidential and shall be used judiciously. Thank you.

PLEASE NOTE: Your response will be treated confidentially

Yours Faithfully,
The Researcher

Section A: Demographic Data (to be answered by teachers)

1. **Age (years):** 21 – 30 [ ] 31 – 40 [ ] 41-50 [ ] 51 and above [ ]
2. **Present Level of Education:** Bachelor's degree [ ] PGD [ ]
   Master's degree [ ] MPhil degree [ ] PhD degree [ ] Others (Please specify) _____
3. **Length of Service:** 1-5 years [ ] 6 – 10 years [ ] 11 – 15years [ ] 16 – 20 years [ ] 21-25 years [ ] 26 years and above [ ]
4. **Marital Status:** Single [ ] Married [ ] Divorced/Separated [ ] Others (Pls Specify) _____
5. **Rank:** Professor [ ] Associate Professor/Reader [ ] Senior Lecturer [ ] Lecturer I [ ] Lecturer II [ ] Lecturer III [ ] Assistant Lecturer [ ] Graduate Assistant [ ]
6. **Faculty of Lecturer:**_____

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Section B: Publication Performance of Female Lecturers

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√) – **KEY:** 4 = Very High Level (VHL), 3 = High Level (HL), 2 = Low Level (LL) and 1= Very Low Level (VLL)

		VHL	HL	LL	VLL
S/N	**Items**	**4**	**3**	**2**	**1**
1	I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years				
2	I have published over 40 articles in university, polytechnic or college of education affiliated journals in the past three years.				
3	At least 5 of my research articles have been published in foreign journals in the past 2 years				
4	I have authored and co-authored books				
5	I have contributed chapters in Book of Readings				
6	My research articles have been published in a newspaper/magazine.				
7	I have participated in sponsored national and international research				

Section B: Job Stress of Female Lecturers

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√) Very Low Stress (VLS) = 1, Low Stress (LS) = 2, High Stress (HS) = 3, Very High Stress (VHS) =4

		VHS	HS	LS	VLS
S/N	**Items**	**4**	**3**	**2**	**1**
	Examination Load				
1	Marking of examination scripts				
2	Setting and moderation of examination questions.				
3	Invigilation of end of semester examination.				
4	Collation and grading of examination results				
5	Lecture preparation and delivery				
6	Students' continuous assessment				
	Working Logistics				
7	Size of lecture room				
8	Condition of staff office				
9	Condition of laboratories and technical workshop (s)				
10	Condition of classroom facilities				
11	Condition of teaching aids				
	Interpersonal Relationship				

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12	Unity and cooperation among teaching staffs				
13	Working and communication with University Management.				
14	Working and communication with non-teaching staff				
15	Working with colleagues on committees				
16	Attitude and behaviour of departmental head (s)				
17	Working and communication with supervisees				

Section D: Management Styles

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

		SA	**A**	**D**	**SD**
S/N	**Items (My University manager)**	**4**	**3**	**2**	**1**
	Autocratic				
1	retains all powers and authorities to his or herself				
2	acts without consulting the staff				
3	solves problems, studies, and decides on them by his or herself				
4	seeks to implement his or her instructions strictly				
5	ensures very strict adherence to work deadlines				
	Democratic				
6	provides an area for the staff members for reflection and initiative.				
7	consider different viewpoints when solving problems				
8	discusses new ideas with me.				
9	provides me with a lot of feedback				
10	does collaborative works that make the work endurable				
	Laissez-Faire				
11	allows me absolute freedom in my work				
12	only gets involved when the problems get serious				
13	permits me to postpone accomplishment of works				
14	delegates a lot of power to me				
15	exercises minimal control over me				

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Research Questionnaire II

Lecturers' Instructional and Supervision Job Performance Questionnaire (LISJPQ)

Dear Sir/Ma,

Request to participate in a Research

I am a postgraduate student of the above named university. I am carrying out a study on how stress and management approach can affect instructional/supervision job performance of female lecturers. Your voluntary assistance will be highly appreciated. Any information you provide will be highly confidential and shall be used judiciously. Thank you.

PLEASE NOTE: Your response will be treated confidentially

Yours Faithfully,

The Researcher

Section A: Demographic Data (to be answered by students)

Please, tick (√) as appropriate or fill the spaces provided.

1. Gender: Male [ ] Female [ ]
2. Age: 16-21 years [ ] 22-27 years [ ] 28 years and above [ ]
3. Faculty (optional): _____

SECTION B: Instructional/Supervision Job Performance of Female Lecturers

KEY: 4 = Very High Level (VHL), 3 = High Level (HL), 2 = Low Level (LL) and 1= Very Low Level (VLL)

		4	3	2	1
S/N	**Items (My Female Lecturers)**	**VHL**	**HL**	**LL**	**VLL**
	Instructional Performance				
1	mark and return all continuous assessment (CA) scripts to students				
2	are able to release the continuous assessment (CA) scores to students before examination commences				
3	are able to complete the scheme of work for each semester effectively				
4	are able to deliver their lessons effectively with minimal amount of instructional facilities				
5	are punctual to their lessons				

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	Supervision Performance				
6	thoroughly supervise students' final year projects				
7	create time for all their supervisees regardless of how many they are				
8	establish quality relationships with supervisees				
9	make it difficult for their supervisees to approach them				
10	do not have the patience to guide supervisees in their project works				

INTERVIEW GUIDE QUESTIONS

Dear Respondent (Female lecturers),

Please take few minutes to answer the questions stated below. Thank You

1. How would you describe your job performance in the area of instruction, supervision and publication?
2. Does your job stress you?
3. Which area of your job stress you the most?
4. Can you explain how your job stress may be affecting your performance?
5. How would you describe the management style in your institution?
6. Can you describe how management style in your institution could be affecting your performance?

Dear Respondent (Students),

Please take few minutes to answer the questions stated below. Thank You

1. Do you think majority of your female lecturers perform well at their job?
2. How would you describe the level of instruction and supervision by your female lecturers?
3. Do you learn well during classroom teaching activities handled by your female lecturers?
4. Do you feel your female lecturers need to improve their level of instruction and supervision of students' projects?

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Appendix II

(SPSS computation Results/Raw Scores)

Age of Female lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	17	3.3	3.3	3.3
	31-40 years	150	29.4	29.4	32.7
	41-50 years	202	39.5	39.5	72.2
	51 years and above	142	27.8	27.8	100.0
	Total	511	100.0	100.0	

Present level of education of female lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	80	15.6	15.6	15.6
	PGD	11	2.1	2.1	17.7
	Master's degree	214	41.7	41.7	59.5
	MPhil degree	71	13.8	13.8	73.3
	PhD degree	137	26.7	26.7	100.0
	Total	513	100.0	100.0	

Length of service of female lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	35	6.8	6.8	6.8
	5-10 years	121	23.6	23.6	30.5
	11-15 years	159	31.1	31.1	61.5
	16-20 years	106	20.7	20.7	82.2
	21-25 years	65	12.7	12.7	94.9
	26 years and above	26	5.1	5.1	100.0
	Total	512	100.0	100.0	

Marital status of female lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	5	1.0	1.0	1.0
	Married	500	98.2	98.2	99.2
	Divorced/Separated	4	.8	.8	100.0
	Total	509	100.0	100.0	

Rank of female lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate Assistant	1	.2	.2	.2
	Assistant Lecturer	19	3.7	3.7	3.9
	Lecturer III	103	20.1	20.1	24.0
	Lecturer II	116	22.7	22.7	46.7
	Lecturer I	99	19.3	19.3	66.0
	Senior Lecturer	80	15.6	15.6	81.6
	Associate Professor/Reader	62	12.1	12.1	93.8
	Professor	32	6.3	6.3	100.0
	Total	512	100.0	100.0	

Faculty of female lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Education	225	43.9	43.9	43.9
	Faculty of Life Sciences	33	6.4	6.4	50.3
	Faculty of Social Sciences	88	17.2	17.2	67.4
	Faculty of Arts	143	27.9	27.9	95.3
	Faculty of Medical Sciences	24	4.7	4.7	100.0
	Total	513	100.0	100.0	

I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	48	9.4	9.4	9.4
	Low Level	169	32.9	32.9	42.3
	High Level	236	46.0	46.0	88.3
	Very High Level	60	11.7	11.7	100.0
	Total	513	100.0	100.0	

I have published over 40 articles in university, polytechnic or college

of education affiliated journals in the past three years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	92	17.9	17.9	17.9
	Low Level	288	56.1	56.1	74.1
	High Level	104	20.3	20.3	94.3
	Very High Level	29	5.7	5.7	100.0
	Total	513	100.0	100.0	

At least 5 of my research articles have been published in foreign journals in the past 2 years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	60	11.7	11.7	11.7
	Low Level	194	37.8	37.8	49.5
	High Level	187	36.5	36.5	86.0
	Very High Level	72	14.0	14.0	100.0
	Total	513	100.0	100.0	

I have authored and co-authored books					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	69	13.5	13.5	13.5
	Low Level	199	38.8	38.8	52.2
	High Level	186	36.3	36.3	88.5
	Very High Level	59	11.5	11.5	100.0
	Total	513	100.0	100.0	

I have contributed chapters in Book of Readings					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	60	11.7	11.7	11.7
	Low Level	199	38.8	38.8	50.5
	High Level	186	36.3	36.3	86.7
	Very High Level	68	13.3	13.3	100.0
	Total	513	100.0	100.0	

My research articles have been published in a newspaper/magazine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	84	16.4	16.4	16.4
	Low Level	298	58.1	58.1	74.5
	High Level	102	19.9	19.9	94.3
	Very High Level	29	5.7	5.7	100.0
	Total	513	100.0	100.0	

I have participated in sponsored national and international research					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	40	7.8	7.8	7.8
	Low Level	244	47.6	47.6	55.4
	High Level	203	39.6	39.6	94.9
	Very High Level	26	5.1	5.1	100.0
	Total	513	100.0	100.0	

Marking of examination scripts					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	42	8.2	8.2	8.2
	Low stress	154	30.0	30.0	38.2
	High stress	145	28.3	28.3	66.5
	Very high stress	172	33.5	33.5	100.0
	Total	513	100.0	100.0	

Setting and moderation of examination questions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	50	9.7	9.7	9.7
	Low stress	154	30.0	30.0	39.8
	High stress	141	27.5	27.5	67.3
	Very high stress	168	32.7	32.7	100.0
	Total	513	100.0	100.0	

Invigilation of end of semester examination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	60	11.7	11.7	11.7
	Low stress	161	31.4	31.4	43.1
	High stress	173	33.7	33.7	76.8
	Very high stress	119	23.2	23.2	100.0
	Total	513	100.0	100.0	

Collation and grading of examination results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	52	10.1	10.1	10.1
	Low stress	60	11.7	11.7	21.8
	High stress	197	38.4	38.4	60.2
	Very high stress	204	39.8	39.8	100.0
	Total	513	100.0	100.0	

Lecture preparation and delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	65	12.7	12.7	12.7
	Low stress	97	18.9	18.9	31.6
	High stress	148	28.8	28.8	60.4
	Very high stress	203	39.6	39.6	100.0
	Total	513	100.0	100.0	

Students' continuous assessment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	67	13.1	13.1	13.1
	Low stress	124	24.2	24.2	37.2
	High stress	160	31.2	31.2	68.4
	Very high stress	162	31.6	31.6	100.0
	Total	513	100.0	100.0	

Size of lecture room					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	90	17.5	17.5	17.5

	Low stress	297	57.9	57.9	75.4
	High stress	101	19.7	19.7	95.1
	Very high stress	25	4.9	4.9	100.0
	Total	513	100.0	100.0	

Condition of staff office					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	98	19.1	19.1	19.1
	Low stress	235	45.8	45.8	64.9
	High stress	139	27.1	27.1	92.0
	Very high stress	41	8.0	8.0	100.0
	Total	513	100.0	100.0	

Condition of laboratories and technical workshop (s)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	113	22.0	22.0	22.0
	Low stress	168	32.7	32.7	54.8
	High stress	164	32.0	32.0	86.7
	Very high stress	68	13.3	13.3	100.0
	Total	513	100.0	100.0	

Condition of classroom facilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	102	19.9	19.9	19.9
	Low stress	208	40.5	40.5	60.4
	High stress	162	31.6	31.6	92.0
	Very high stress	41	8.0	8.0	100.0
	Total	513	100.0	100.0	

Condition of teaching aids					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	142	27.7	27.7	27.7
	Low stress	200	39.0	39.0	66.7
	High stress	146	28.5	28.5	95.1
	Very high stress	25	4.9	4.9	100.0
	Total	513	100.0	100.0	

Unity and cooperation among teaching staffs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	100	19.5	19.5	19.5
	Low stress	162	31.6	31.6	51.1
	High stress	178	34.7	34.7	85.8
	Very high stress	73	14.2	14.2	100.0
	Total	513	100.0	100.0	

Working and communication with University Management					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	65	12.7	12.7	12.7
	Low stress	154	30.0	30.0	42.7
	High stress	142	27.7	27.7	70.4
	Very high stress	152	29.6	29.6	100.0
	Total	513	100.0	100.0	

Working and communication with non-teaching staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	97	18.9	18.9	18.9
	Low stress	198	38.6	38.6	57.5
	High stress	174	33.9	33.9	91.4
	Very high stress	44	8.6	8.6	100.0
	Total	513	100.0	100.0	

Working with colleagues on committees					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	70	13.6	13.6	13.6
	Low stress	145	28.3	28.3	41.9
	High stress	146	28.5	28.5	70.4
	Very high stress	152	29.6	29.6	100.0
	Total	513	100.0	100.0	

Attitude and behaviour of departmental head (s)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	50	9.7	9.7	9.7
	Low stress	139	27.1	27.1	36.8
	High stress	216	42.1	42.1	78.9
	Very high stress	108	21.1	21.1	100.0
	Total	513	100.0	100.0	

Working and communication with supervisees					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low stress	63	12.3	12.3	12.3
	Low stress	116	22.6	22.6	34.9
	High stress	137	26.7	26.7	61.6
	Very high stress	197	38.4	38.4	100.0
	Total	513	100.0	100.0	

My university manager retains all powers and authorities to his or herself					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	9.2	9.2	9.2
	Disagree	194	37.8	37.8	47.0
	Agree	201	39.2	39.2	86.2
	Strongly Agree	71	13.8	13.8	100.0
	Total	513	100.0	100.0	

My university manager acts without consulting the staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	54	10.5	10.5	10.5
	Disagree	153	29.8	29.8	40.4
	Agree	228	44.4	44.4	84.8
	Strongly Agree	78	15.2	15.2	100.0
	Total	513	100.0	100.0	

My university manager solves problems, studies, and decides on them by his or herself					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	8.6	8.6	8.6
	Disagree	146	28.5	28.5	37.0
	Agree	238	46.4	46.4	83.4
	Strongly Agree	85	16.6	16.6	100.0
	Total	513	100.0	100.0	

My university manager seeks to implement his or her instructions strictly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	77	15.0	15.0	15.0
	Disagree	179	34.9	34.9	49.9
	Agree	198	38.6	38.6	88.5
	Strongly Agree	59	11.5	11.5	100.0
	Total	513	100.0	100.0	

My university manager ensures very strict adherence to work deadlines					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	62	12.1	12.1	12.1
	Disagree	166	32.4	32.4	44.4
	Agree	191	37.2	37.2	81.7
	Strongly Agree	94	18.3	18.3	100.0
	Total	513	100.0	100.0	

My university manager provides an area for the staff members for reflection and initiative					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	111	21.6	21.6	21.6
	Disagree	172	33.5	33.5	55.2
	Agree	171	33.3	33.3	88.5
	Strongly Agree	59	11.5	11.5	100.0
	Total	513	100.0	100.0	

My university manager consider different viewpoints when solving problems					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	83	16.2	16.2	16.2
	Disagree	198	38.6	38.6	54.8
	Agree	165	32.2	32.2	86.9
	Strongly Agree	67	13.1	13.1	100.0
	Total	513	100.0	100.0	

My university manager discusses new ideas with me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	74	14.4	14.4	14.4
	Disagree	194	37.8	37.8	52.2
	Agree	187	36.5	36.5	88.7
	Strongly Agree	58	11.3	11.3	100.0
	Total	513	100.0	100.0	

My university manager provides me with a lot of feedback					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	83	16.2	16.2	16.2
	Disagree	191	37.2	37.2	53.4
	Agree	181	35.3	35.3	88.7
	Strongly Agree	58	11.3	11.3	100.0
	Total	513	100.0	100.0	

My university manager does collaborative works that make the work endurable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	67	13.1	13.1	13.1
	Disagree	200	39.0	39.0	52.0
	Agree	188	36.6	36.6	88.7
	Strongly Agree	58	11.3	11.3	100.0
	Total	513	100.0	100.0	

My university manager allows me absolute freedom in my work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	12.5	12.5	12.5
	Disagree	188	36.6	36.6	49.1
	Agree	193	37.6	37.6	86.7
	Strongly Agree	68	13.3	13.3	100.0
	Total	513	100.0	100.0	

My university manager only gets involved when the problems get serious					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	62	12.1	12.1	12.1
	Disagree	251	48.9	48.9	61.0
	Agree	153	29.8	29.8	90.8
	Strongly Agree	47	9.2	9.2	100.0
	Total	513	100.0	100.0	

My university manager permits me to postpone accomplishment of works					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	66	12.9	12.9	12.9
	Disagree	235	45.8	45.8	58.7
	Agree	164	32.0	32.0	90.6
	Strongly Agree	48	9.4	9.4	100.0
	Total	513	100.0	100.0	

My university manager delegates a lot of power to me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	17.5	17.5	17.5
	Disagree	240	46.8	46.8	64.3
	Agree	141	27.5	27.5	91.8
	Strongly Agree	42	8.2	8.2	100.0
	Total	513	100.0	100.0	

My university manager exercises minimal control over me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	97	18.9	18.9	18.9
	Disagree	213	41.5	41.5	60.4
	Agree	156	30.4	30.4	90.8
	Strongly Agree	47	9.2	9.2	100.0
	Total	513	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age of Female lecturers	511	1	4	2.92	.836
Present level of education of female lecturers	513	1	5	3.34	1.319
Length of service of female lecturers	512	1	6	3.24	1.276
Marital status of female lecturers	509	1	3	2.00	.133
Rank of female lecturers	512	1	8	4.84	1.606
Faculty of female lecturers	513	1	5	2.43	1.402
I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years	513	1	4	2.60	.814
I have published over 40 articles in	513	1	4	2.14	.769

university, polytechnic or college of education affiliated journals in the past three years					
At least 5 of my research articles have been published in foreign journals in the past 2 years	513	1	4	2.53	.875
I have authored and co-authored books	513	1	4	2.46	.865
I have contributed chapters in Book of Readings	513	1	4	2.51	.866
My research articles have been published in a newspaper/magazine	513	1	4	2.15	.754
I have participated in sponsored national and international research	513	1	4	2.42	.708
Marking of examination scripts	513	1	4	2.87	.974
Setting and moderation of examination questions	513	1	4	2.83	.996
Invigilation of end of semester examination	513	1	4	2.68	.957
Collation and grading of examination results	513	1	4	3.08	.957
Lecture preparation and delivery	513	1	4	2.95	1.045
Students' continuous assessment	513	1	4	2.81	1.023
Size of lecture room	513	1	4	2.12	.744
Condition of staff office	513	1	4	2.24	.852
Condition of laboratories and technical workshop (s)	513	1	4	2.36	.969
Condition of classroom facilities	513	1	4	2.22	.855
Condition of teaching aids	513	1	4	2.11	.864

Unity and cooperation among teaching staffs	513	1	4	2.44	.960
Working and communication with University Management	513	1	4	2.74	1.019
Working and communication with non-teaching staff	513	1	4	2.32	.877
Working with colleagues on committees	513	1	4	2.74	1.029
Attitude and behaviour of departmental head (s)	513	1	4	2.74	.899
Working and communication with supervisees	513	1	4	2.91	1.047
My university manager retains all powers and authorities to his or herself	513	1	4	2.58	.840
My university manager acts without consulting the staff	513	1	4	2.64	.863
My university manager solves problems, studies, and decides on them by his or herself	513	1	4	2.71	.843
My university manager seeks to implement his or her instructions strictly	513	1	4	2.47	.884
My university manager ensures very strict adherence to work deadlines	513	1	4	2.62	.920
My university manager provides an area for the staff members for reflection and initiative	513	1	4	2.35	.944
My university manager consider different	513	1	4	2.42	.911

viewpoints when solving problems					
My university manager discusses new ideas with me	513	1	4	2.45	.874
My university manager provides me with a lot of feedback	513	1	4	2.42	.891
My university manager does collaborative works that make the work endurable	513	1	4	2.46	.859
My university manager allows me absolute freedom in my work	513	1	4	2.52	.875
My university manager only gets involved when the problems get serious	513	1	4	2.36	.810
My university manager permits me to postpone accomplishment of works	513	1	4	2.38	.825
My university manager delegates a lot of power to me	513	1	4	2.26	.843
My university manager exercises minimal control over me	513	1	4	2.30	.879
Valid N (listwise)	509				

Do No

Gender of 400L Students			
Frequency	Percent	Valid	Cumulative

				Percent	Percent
Valid	Male	364	44.9	44.9	44.9
	Female	447	55.1	55.1	100.0
	Total	811	100.0	100.0	

Age of 400L Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-21 years	646	79.7	79.7	79.7
	22-27 years	126	15.5	15.5	95.2
	28 years and above	39	4.8	4.8	100.0
	Total	811	100.0	100.0	

Faculty of 400L Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Education	420	51.8	51.8	51.8
	Faculty of Life Sciences	85	10.5	10.5	62.3
	Faculty of Social Sciences	156	19.2	19.2	81.5
	Faculty of Arts	97	12.0	12.0	93.5
	Faculty of Medical Sciences	53	6.5	6.5	100.0
	Total	811	100.0	100.0	

My female lecturers mark and return all continuous assessment (CA) scripts to students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	108	13.3	13.3	13.3
	Low Level	466	57.5	57.5	70.8
	High Level	163	20.1	20.1	90.9
	Very High Level	74	9.1	9.1	100.0
	Total	811	100.0	100.0	

My female lecturers are able to release the continuous assessment

(CA) scores to students before examination commences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	120	14.8	14.8	14.8
	Low Level	409	50.4	50.4	65.2
	High Level	166	20.5	20.5	85.7
	Very High Level	116	14.3	14.3	100.0
	Total	811	100.0	100.0	

My female lecturers are able to complete the scheme of work for each semester effectively					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	125	15.4	15.4	15.4
	Low Level	390	48.1	48.1	63.5
	High Level	176	21.7	21.7	85.2
	Very High Level	120	14.8	14.8	100.0
	Total	811	100.0	100.0	

My female lecturers are able to deliver their lessons effectively with minimal amount of instructional facilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	79	9.7	9.7	9.7
	Low Level	369	45.5	45.5	55.2
	High Level	287	35.4	35.4	90.6
	Very High Level	76	9.4	9.4	100.0
	Total	811	100.0	100.0	

My female lecturers are punctual to their lessons					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	77	9.5	9.5	9.5
	Low Level	336	41.4	41.4	50.9
	High Level	282	34.8	34.8	85.7
	Very High Level	116	14.3	14.3	100.0
	Total	811	100.0	100.0	

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My female lecturers thoroughly supervise students' final year projects					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	186	22.9	22.9	22.9
	Low Level	247	30.5	30.5	53.4
	High Level	278	34.3	34.3	87.7
	Very High Level	100	12.3	12.3	100.0
	Total	811	100.0	100.0	

My female lecturers create time for all their supervisees regardless of how many they are					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	289	35.6	35.6	35.6
	Low Level	215	26.5	26.5	62.1
	High Level	169	20.8	20.8	83.0
	Very High Level	138	17.0	17.0	100.0
	Total	811	100.0	100.0	

My female lecturers establish quality relationships with supervisees					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	112	13.8	13.8	13.8
	Low Level	256	31.6	31.6	45.4
	High Level	327	40.3	40.3	85.7
	Very High Level	116	14.3	14.3	100.0
	Total	811	100.0	100.0	

My female lecturers make it easy for their supervisees to approach them					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	63	7.8	7.8	7.8
	Low Level	326	40.2	40.2	48.0
	High Level	160	19.7	19.7	67.7
	Very High Level	262	32.3	32.3	100.0
	Total	811	100.0	100.0	

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My female lecturers have the patience to guide supervisees in their project works					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	133	16.4	16.4	16.4
	Low Level	379	46.7	46.7	63.1
	High Level	148	18.2	18.2	81.4
	Very High Level	151	18.6	18.6	100.0
	Total	811	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender of 400L Students	811	1	2	1.55	.498
Age of 400L Students	811	1	3	1.25	.534
Faculty of 400L Students	811	1	5	2.11	1.329
My female lecturers mark and return all continuous assessment (CA) scripts to students	811	1	4	2.25	.798
My female lecturers are able to release the continuous assessment (CA) scores to students before examination commences	811	1	4	2.34	.899
My female lecturers are able to complete the scheme of work for each semester effectively	811	1	4	2.36	.914
My female lecturers are able to deliver their lessons effectively with minimal amount of instructional facilities	811	1	4	2.44	.794
My female lecturers are punctual to their lessons	811	1	4	2.54	.852
My female lecturers thoroughly supervise	811	1	4	2.36	.968

students' final year projects					
My female lecturers create time for all their supervisees regardless of how many they are	811	1	4	2.19	1.100
My female lecturers establish quality relationships with supervisees	811	1	4	2.55	.900
My female lecturers make it easy for their supervisees to approach them	811	1	4	2.77	.991
My female lecturers have the patience to guide supervisees in their project works	811	1	4	2.39	.969
Valid N (listwise)	811				

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Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Laissez faire management style of university manager of female staff, Examination load stress of female lecturers, Working logistics stress of female lecturers, Interpersonal relationship stress of female lecturers, Autocratic management style of university manager of female staff, Democratic management style of university manager of female staff[b]	.	Enter

a. Dependent Variable: Job performance of female lecturers
b. All requested variables entered.

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.406[a]	.165	.161	.03621

a. Predictors: (Constant), Laissez-faire management style of university manager of female staff, Examination load stress of female lecturers, Working logistics stress of female lecturers, Interpersonal relationship stress of female lecturers, Autocratic management style of university manager of female staff, Democratic management style of university manager of female staff

b. Dependent Variable: Job performance of female lecturers

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1253.258	4	224.648	6.310	.031[b]
	Residual	20031.211	508	22.066		
	Total	21284.469	512			

a. Dependent Variable: Job performance of female lecturers

b. Predictors: (Constant), Laissez-faire management style of university manager of female staff, Examination load stress of female lecturers, Working logistics stress of female lecturers, Interpersonal relationship stress of female lecturers, Autocratic management style of university manager of female staff, Democratic management style of university manager of female staff

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.109	1.003		17.771	.000
	Examination load stress of female lecturers	-.207	.052	-.204	-3.715	.004
	Working logistics stress of female lecturers	-.091	.088	-.080	-.903	.268
	Interpersonal relationship stress of female lecturers	-.200	.050	-.189	-2.971	.010
	Autocratic management style of university manager of female staff	-.237	.051	-.241	-4.463	.000
	Democratic management style of	.099	.082	.098	1.009	.207

	university manager of female staff					
	Laissez-faire management style of university manager of female staff	.081	.061	.093	.997	.233

a. Dependent Variable: Job performance of female lecturers

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Bio-Data

NAME:	Elizabeth Oluwatoyin Fakorede (Nee Williams)
SEX:	Female
RELIGION:	Christianity
DATE OF BIRTH:	15TH May 1964
PLACE OF BIRTH:	Lagos
NEXT OF KIN:	Mr. Olusegun Fakorede
ADDRESS:	Engineering Department Broadcasting Corporation of Oyo State, P.M.B 1 Agodi Gate Ibadan
STATE OF ORIGIN:	Lagos
NATIONALITY:	Nigerian
MARITAL STATUS:	Married
PHONE NO:	08037196295
NO OF CHILDREN:	Two (2)
STATUS:	Chief Nursing Officer
CURRENT POSTAL ADDRESS:	c/o Mr. Fakorede P.M.B 1 Agodi Gate, Ibadan
PERMANENT HOME ADDRESS:	c/o Festac Town, 7th Avenue, 'M' Close, House 7, Festac Town, Lagos
PHONE NO OF NEXT OF KIN:	08023364999

EDUCATIONAL BACKGROUND WITH DATES:

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Department of Educational Management, Lead City University	2016 - 2019
Department of Adult Education, University of Ibadan	2007 - 2009
Department of Health Education and Human Kinetics	
University of Ibadan	2000-2005
School of Hygiene, Eleyele, Ibadan	1998 - 2000
Department of Obstetric & Gynecology, U.C.H	1988
School of Nursing, Luth, Lagos	1985 - 1987
School of Midwifery, Ijebu-Ode	1989 - 1983
Mount Olivet Grammar School, Bodija, Ibadan	1974 - 1979

ACADEMIC & PROFESSIONAL QUALIFICATION WITH DATES:

M.Ed Educational Management	2016 - 2019
M.Ed Social Welfare	2007 - 2009
B.Ed Health Education 2.2	2000 - 2005
H.N.D. Public Health	1998 - 2000
Family Planning Nurse Provider	1988
State Registered Nurse	1987
State Registered Midwife	1983
West African School Certificate (W.A.S.C)	1979

WORKING EXPERIENCE:

Port Health Services, Muritala Muhammed Airport, Ikeja	(2016 - Till Date)
Port Health Services, Federal Secretariat, Ibadan	(June 2nd, 2008 - 2016)
Port Health Services, Muritala Muhammed Airport, Ikeja	(1988 - May, 2008)

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The University Compliance Certification

This is to certify that the thesis by Elizabeth Oluwatoyin FAKOREDE in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature Date

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