

## Predictive of Psychological and Demographic Characteristics on Psychological Wellbeing amongst Academic Staff in Nigeria

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### Abstract

The psychological wellbeing of the academic staff has become a concern to psychologists and other social scientists of which major steps have been taken in understanding the factors predicting psychological well-being. Based on this premise, this study investigated predictive of psychological and demographic characteristics on psychological wellbeing amongst academic staff of Nasarawa State University, Keffi, Nigeria. The study employed a cross-sectional research design, where ninety (90) academic staff consisting of 54 (60.0%) male and 36 (40.0%) females were used for the study. Their ages ranged from 22 to 61 years of age with the Mean of 411.61 (SD=11.226). Occupational Stress Inventory (OSI-R) and Ryff's Psychological Well-being Scale (RPWS) were used for data collection. Statistical analysis involved the use of multiple regression. Findings from the two hypotheses indicated that, occupational stress significantly predicted psychological well-being [ $\beta = -.310$ ,  $t = -2.915$ ;  $p < .01$ ]; observation of beta weight [ $\beta = -.310$ ] shows that occupational stress significantly accounted for 31.0% of the variation in psychological wellbeing. Result further showed that, there was no significant joint influence [ $F(1, 86) = 2.424$ ;  $p > .05$ ] of demographic variables on psychological well-being. On the independent basis, result revealed that age [ $F(23, 86) = .970$ ;  $p > .05$ ], sex [ $F(1, 86) = .435$ ;  $p > .05$ ] and level of education [ $F(3, 86) = 1.348$ ;  $p > .05$ ] did not independently influence psychological wellbeing among academic staff in Nigeria. Based on the findings, it was recommended that, academic lecturers should be enlightened on how to manage work stress, and of course more researches should be encouraged on the subject matter for further identification of long term solutions to the problems affecting psychological well-being of academic staff in Nigerian Universities.

**Keywords:** Occupational stress, Demographic characteristics, Psychological well-being, Academic staff.

### Introduction

Over the decades, the study of factors predicting psychological wellbeing of academic staff most especially in Nigerian institutions of learning has become a concern to many psychologists and other social scientists. The reason for this can be attributed to the fact that, the challenges of twenty first century have changed the working environments within universities, of which academic and research work has become stressful, whereby university teachers work under strict work schedule, which suggests that university teachers' psychological health problems have gradually increased (Winefield et al., 2008; Kataoka et al., 2014). Owing to this, the academicians who are exposed to work stressors, develop anxiety, melancholy, social dysfunction, detachment and isolation (Mabekoje, 2022), eventually their work performance is negatively affected. Consequently, teachers

suffering from stress cannot control students in class, they give physical punishment, deliver poor lectures and their social dealing is not good (Mabekoje, 2022). In addition, lecturers suffering from stress have negative institutional outcomes in terms of absenteeism, health claims and poor health status (Henderson et al., 2011). Pacak and Palkovits (2016) stated that mentally and psychologically healthy individuals are needed to guide the university environment (Evers et al., 2004).

In this view, therefore, psychological well-being refers to how people evaluate their lives in terms of cognition, emotion or feelings. It expresses the frequency with which people experience pleasant or unpleasant moods and emotions, which have a positive or negative effect (Diener, 1997). Psychological well-being can also be defined in terms of internal experience of the respondents and perception of their lives (Harter et al., 2002). For Ryff (1989), psychological well-being is a condition that includes subjective social, and psychological dimensions as well as health related behaviors. This implies that lecturers are said to be in a state of psychological well-being when there is no mental or emotional disturbances in their lives. Apart from being physically sound, a healthy lecturer must be mentally and spiritually stable. This suggests that it is possible for an individual to be physically fit in appearance, but may not be healthy in terms of their psychological well-being (Blascovich & Tomaka, 1991; Eres & Atanasoska, 2011; Osman, 2015). To others, psychological wellbeing is a condition by which every lecturer or teacher realizes his or her own potential to cope with the normal stresses of teaching, work productivity and fruitfulness, and is able to make a contribution to the institution (White, et al., 2014). In addition, Ryan and Deci (2008) sees psychological wellbeing as a stress-free condition which includes positive qualities individuals possess that can lead to mental health. In their own view, psychological well-being is influenced by personal, interpersonal and environmental factors, and invariably changes within the context of life stages and developmental tasks. Research has demonstrated that psychological well-being develops through a combination of emotional regulation, personality characteristics, identity and life experience (Malek et al., 2010; ILO, 2016; WHO, 2016). Further studies have indicated that lecturers' performance in the classroom is linked to organisational context and psychological characteristics (White et al., 2014).

The variables of occupational stress and demographic characteristics are evaluated within the study areas of psychological wellbeing. On one hand, occupational stress is a term used to define ongoing stress that is related to the workplace. Akintayo (2012) has defined work-related stress as, "the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Based on previous research, there are strong indications that occupational stress has a significant effect on workers' health and job performance (Asamoah-Appiah & Aggrey-Fynn, 2017). Some recent emerging researches on occupational stress from several countries indicates that lecturers report symptoms of depression, anxiety, and stress (Early, 1994; Ahmed et al., 2013). Similarly, negative situations that lecturers or teachers encounter during their interaction with environment causes them to experience situations

such as stress, feeling of inefficacy, anxiety and burnout by decreasing their job satisfaction. On the same token, stress in the workplace is considered as a part of daily work demands, while long-term stress experienced by the individual can turn into burnout if individual cannot find opportunity to reveal himself with the work demands in question and is not supported (Raji, 2018). Stress may originate from a number of causes; from work overload (Adegoke, 2014), and insufficient pay to safety issues (Kearns & Gardner, 2007), unique to an individual's working conditions (Kinman, 1998), and environment (Schwab & Wolfe, 2010). Finally, occupational stress has drastic effects on the physical (Bowen et al., 2016), psychological (Agbor et al., 2018), and behavioral aspects of lecturers' life (Adenuga, 2015) and leads to changes in the personality of the lecturers (American psychological Association, 2016; Olarewaju, 2015).

On the other hand, demographic characteristics is further implicated in this study. As such, studies have shown that demographic factors such as age, sex, rank, educational status and marital status also plays vital role in determining the individual behavioural outcome (Kim et al., 2009). For instance, major personal factors like age, gender, marital status, education attainment, employment status, and environmental setting have significant impact in psychological well-being and mental health. Conversely, inconsistent findings are reported of demographic variables depending amongst others on the definition and measurement of well-being, context and the nature of the population. In this context, demographic characteristics is a science that studies the uniqueness of human population. On their part, (Solomon et al., 2015) holds that certain demographic variables like sex, age, religion, marital status, level of education, ethnicity, income among others are vital factors that have links with individual level of orientation, perception and behavior, which in turn may determines lecturer's psychological well-being. More importantly, demographic variables may have direct effects on health of the individuals. For example, within the teacher's population, increased age was found to correlate with poorer physical and mental health (Solomon et al., 2015), whereas higher education was found to be related to better health. Thus, this study focused on assessing the predictive of psychological and demographic characteristics on psychological wellbeing amongst academic staff in Nigeria.

### **Statement of the problem**

Research interests in the psychological wellbeing of academic staff has continued to attract heightened attention. On this account, several factors have been implicated in psychological wellbeing of different population. For instance, Fry and Greenfeld (1980) acknowledged the research of Hennig and Jardim (1976), and Standley and Soule (1974) which suggested that "in general", psychological well-being has link with demographic variables. On the part of occupational stress, which has a significant negative impact on employees' physical, emotional and behavioural as well as economic implications to organizations. More so, psychological well-being of these professionals is affected by several social-psychological factors, including organisational and individual factors (Ogungbamila, 2010). While, stressed academic workers are prone to diseases like

hypertension, cardiovascular disease, depression (Mabekoje, 2022), invariably these particular employees are more likely to be unhealthy, poorly motivated, less productive and less safe at work" (ILO, 2016; (Olaewaju, 2015). Occupational stressors contribute to organizational inefficiency, ineffectiveness, job dissatisfaction, intentions to quit, turnover, absenteeism, low productivity, huge medical bills and health-related sickness (Thoits, 2010; Agbor, et al., 2018).

Despite, the importance of psychological wellbeing, few studies that were carried out on psychological wellbeing have not considered the vital roles of occupational stress and personal factors on the psychological wellbeing of university staff. Above all, there is scanty research work on occupational stress of employees in the academic industry, let alone in developing countries like Nigeria on the combination of occupational stress and demographic characteristics. This study, therefore, seeks to close the research gap by determining the predictive of psychological and demographic characteristics on psychological wellbeing amongst academic staff in Nigeria. Therefore, the following research questions are answered which guide the research objectives:

1. What is the significant prediction of occupational stress on psychological wellbeing among academic staff in Nigeria?
2. To what extent demographic factors (age, gender and level of education) jointly and independently influence psychological wellbeing among academic staff in Nigeria?

### **Hypotheses**

Based on the review extant literatures, the following hypotheses are formulated and tested at 0.05 level of significance.

1. There will be a significant prediction of occupational stress on psychological wellbeing among academic staff of Nasarawa State University, Keffi, Nigeria.
2. Age, gender, and level of educational will jointly and independently influence psychological wellbeing among academic staff of Nasarawa State University, Keffi, Nigeria.

### **Conceptual Framework/Review of Related Literature**

This section of the study explains conceptual framework and the review of empirical literature in relations to the study variables.

#### **Psychological wellbeing**

Literatures on psychological well-being have progressed rapidly since the emergence of the field over five decades ago (Archontakil et al., 2012). As a result, the concept of psychological well-being within the social sciences is used to determine the state of an individual in terms of experience, perception, feeling and cognitive state. According to Diener (1997) psychological well-being refers to how people evaluate their lives in terms of cognition, emotion or feelings. It expresses the frequency with which people experience pleasant or unpleasant moods and emotions, which have a positive or negative effect. Thus,

people experience level of subjective well-being even if they do not often consciously think about it, and the psychological system offers virtually a constant evaluation of what is happening to them. Psychological well-being can also be defined in terms of internal experience of the respondents and perception of their lives (Harter et al., 2002). Recent surveys show how psychologists and other social scientists have taken huge steps in their understanding of the factors influencing psychological well-being (Christopher, 2015). Therefore, psychological well-being can be referred to as general term used by psychologists to explain the general condition of an individual or group of people, which includes psychological, social, economic, spiritual or medical state. Many studies found a rich and fulfilling social life and a network of close social support with family and friends as being strongly correlated with psychological well-being (Diener & Seligman, 2002).

### **Occupational stress**

The study of occupational stress derived within social psychology, it started when Robert Khan and his colleagues introduced their occupational stress program at the University of Michigan (Buunk et al., 1989). Currently, the study of occupational stress has gained its popularity in the field of psychology. Many studies have been conducted and occupational stress is defined broadly by various researchers. Ogungbamila, et al (2014) defined occupational stress as a disruption of the emotional stability of the individual that causes a state of disorganization in personality and behaviour. Occupational stress reflects a condition of mental, emotional, and physical drain occasioned when employees perceived that their capabilities and resources are not enough to meet current job demands (Akinboye & Adeyemo, 2002). It is a complex phenomenon which health outcomes depend on individual's ability to deal with stressors and the timeframe in which this is done. The Nigeria health care industry is characterized by increased work pressure, high job expectation, enormous workload, as well as pressure from patients (Ogungbamila, 2010), which constitute occupational stress. Similarly, Ezeugwu, et al (2016) affirmed that job stress is part of work life, which occurs when there is disequilibrium between employees' resources to cope and external demands from work. Job stress may likely result to a "state of physical, emotional and mental exhaustion caused by long term involvement in situations that are demanding emotionally" (Ibikunle et al., 2012).

More so, Mohajan (2012) described occupational stress as negative physical and emotional responses that occur when job demands surpass the workers' capabilities. It seems that both descriptions of occupational stress, focus on human responses that are shown through their physical or emotional state. Thus, occupational stress is the stimulus or strains which derived from work or its environment that could affect workers in a negative way. Broadly speaking, occupational stress is popularly described as occurring when there are discrepancies between the physiological demands within a workplace and the inability of employees to either manage or cope with such work demands (Adegoke, 2014).

**Review of Literature**

This sub-heading champions a review of empirical works in relations to the study variables.

**Occupational stress and psychological well-being**

Several reviews on the subject matter have been explored. As a consequence, there has been significant research interest in attempting to explain the link between stress and mental health. Many empirical studies demonstrated that occupational stress is a significant predictor of anxiety (El Ansari et al., 2014b). Furthermore, occupational stress is inversely correlated with psychological well-being (Adenuga, 2015), and positively associated with depressive symptoms (Malek et al., 2010). Nakao (2010) recognized that occupational stress is a meaningful cause for mental health all over the world.

To others, occupational stress is an integral part of employees' life and happens in a wide variety of job circumstances (El-Ansari et al., 2014a); the long-term excessive stress could lead to psychological problems like depression and anxiety (Malek et al., 2010). According to Amato (1994) individuals with low psychological well-being can cause unhappiness, dissatisfaction in life and low self-esteem which will bring the implication of them facing higher level of pressure. More so, Adenuga (2015) carried out a study on the impact of occupational stress on job satisfaction and mental health of First Bank employees, Lagos-East, Lagos, Nigeria. The study used ex-post facto research design; simple random sampling techniques were used to select 100 samples (bank employees) from Lagos-East Senatorial District of Lagos State, Nigeria. The age ranges of samples were between 21 and 52 years. The mean range and standard deviation of the samples were 30.6 and 3.28. Three validated instruments were used in collecting data and Simple Regression Analysis was used to analyze data. The results indicated that there is no significant relationship in the occupational stress and mental health of bank employees; also, it was found that there is significant relationship in the occupational stress and job satisfaction of bank employees. The results further revealed that occupational stress predicted job satisfaction and mental health (ComRes, 2015; Phillips, 2013; El-Ansari et al., 2014; Aggarwal et al., 2015).

Furthermore, a study conducted by Adegoke (2014) on 250 police officers from five government areas of Ibadan metropolis, Nigeria, reported that there was a significant effect of work-stress, frustration, and depression on policemen's psychological well-being. This is because policemen are exposed to critical incident stress on a daily basis, which causes uncomfortable emotional reactions and affects their short-and-long-term behaviour (Snyder et al. 2011; Adegoke, 2014). Other than their hectic work schedule, policemen have to undergo the stressful situation where they had to perform their duties in the field, putting their safety and lives at risk, which result in high levels of stress among policemen and eventually lower their psychological well-being. Malek, et'al (2010) also studied on the relationship between stress and psychological well-being among fire fighters in the United Kingdom and Malaysia. Findings indicated that firefighters from both UK and Malaysia showed positive correlation between stress and psychological well-being. The higher the stress, the lower the level of psychological well-being.

Other findings show that university staff experience high workload demands and long hours (Early 1994; Doyle and Hind, 1998). While there has been increased pressure where public funding of universities has been reduced. The higher the workload demands the greater the stress on staff (Dua, 1994; Winefield & Jarrett, 2001). This includes: undertaking academic and pastoral counselling; undertaking administrative duties; and being a technological specialist. These are duties and responsibilities that in the past may have been undertaken by support or other staff members. The increased demands placed upon academics can therefore affect job performance and well-being (Kearns & Gardiner, 2007; Ahmed et al., 2013; Baghurst & Kelley 2014; El-Ansari et al., 2014a; El-Ansari et al., 2014b).

More importantly, Tytherleigh, et al (2005) explain that stress in university staff appears widespread. This is supported by Millward-Brown (1996) who carried out a survey of the professional workforce in the UK which showed that over 50% of academics and researchers felt that their jobs caused them stress all or most of the time. 58% of those who responded considered that management was the reason for stress, when compared to 47% (average) for 20 occupational groups that had been surveyed. On average, and on a daily basis, 20% of those in higher education considered leaving their jobs and a further 20% felt like leaving once a week. As Tapper (1998) points out there appears to be a move from a collegiate culture of cooperation and shared values towards the business/ industrial approach that includes a bureaucratic and non-participate style of management which could lead deskilling and de professionalization (Trow, 1993; El-Ansari, et al., 2014b), and as a consequence lead to increased stress, lower moral, and crisis of professional identity (Tytherleigh et al., 2005; Abouserie, 1996). In their study, Jackson and Hayday (1997) found that participants felt that management were remote and bureaucratic that included poor communication.

In the study of Agbor, et al (2018) on Predictors of students' mental wellbeing among 348 undergraduates selected through random cluster sampling from the Faculties of Social Sciences of three higher institutions in Eastern Nigeria. Participants' ages ranged from 16 to 33 years, with a mean age of 23.15 and a standard deviation of 3.46. Variables considered include academic stress, substance abuse, age and institution type. Descriptive Cross-Sectional Design was employed while Standard Multiple Regression was adopted for data collection and analyses respectively. Results revealed that academic stress, substance abuse and age had significant negative relationship with mental wellbeing whereas mental wellbeing did not differ across gender ( $P < .01$ ).

### **Demographic characteristics and psychological wellbeing**

Study variables used to determine the factors influencing health outcomes included demographic subject characteristics such as age, marital status, highest level of education completed, family size and socioeconomic status (Ogunlesi & Olanrewaju, 2010). For example, longitudinal research has proved that persistently high well-being was associated with individual characteristics whose subjective health was better, and who reported less chronic conditions, fewer symptoms and lower levels of functional disability than in the case

of individuals with low levels of well-being (Ryff, 1989). Although literature has shown differences between women and men in some psychological well-being dimensions (Ryff & Keyes, 1995), such differences generally vary depending on other factors such as age, culture, or roles played (Ryff & Keyes 1995). One difference between women and men that has been consistently found is the higher score of women in positive relations with others (Ryff & Keyes, 1995). More than half of the elderly experienced good psychological well-being. The results showed that age, level of education, current working status and financial assistance from children were determinants of good psychological well-being. This study confirms the multifactorial determinants of well-being of the elderly as reported in previous studies (Newsom & Schulz, 1996; Ardel, 1997; Hickey et al., 2005; Gureje et al., 2008). Further, on the issue of level of education, some studies showed that good psychological well-being increased with level of education. That is, the experience of good psychological well-being was higher among those with higher level of education. This pattern is expected because those with higher level of education may likely adopt good lifestyle and have access to better nutrition than their counterparts who were less educated. Similarly, other study which found that those with higher education had better well-being (Sherina et al., 2003). The reason for this is that education provides access to better information on health and this can enhance psychological well-being. With respect to age and psychological well-being, study shows that the psychological well-being of elderly worsens with increasing age. This finding is consistent with outcome of similar studies previously conducted in Nigeria and other parts of the world which found that psychological well-being decreases with increasing age (Gureje et al., 2008; Matthew et al., 2010). It is expected that as people grow older, there is tendency for the body mechanisms and organ to also grow old; this can result in frailty in later life and many elderly may not be happy with this.

## **Methods**

### **Research Design**

The study adopted an ex-post facto research design because there was no manipulation of any variable. It is a study of after effect. Occupational stress, age, gender, and level of education were the independent variables of the study, while psychological well-being was the dependent variable.

### **Sampling technique**

For this study, a purposive sampling of the ninety (90) academic staff of the Nasarawa State University, Keffi, Nasarawa State, Nigeria, was the population. Purposive sampling was an appropriate sampling methodology considering the chosen design was a non-experimental, correlational analysis. Purposive sampling is the selection of participants based on characteristics and those who have the best information concerning the topic being studied. Specifically, these categories of academic staff were scientifically selected for the study from various departments of the institution for ease and equal representation. In

order to determine sample size of the study, Taro Yamane's (1967) formula was used from the population of 120 academic employees of the institution.

### Participants

The participants for this research cut-across teaching staff of different sex, age, rank, marital status, education and income, in Nasarawa State University, which were purposely drawn from the seven faculties of the institution, namely: social sciences, art, science, agriculture, education, administration, and law. While 90 were sample for the study. These categories of participants were randomly selected purposively. Of which their demographic characteristics shows that 54 (60.0%) of the respondents were male while 36 (40.0%) were female. Their age ranged from 22 – 61 years of age. On their ethnic groups, 36 (40.0%) were Hausa/Fulani, 22 (24.4%) were Yoruba, 13 (14.4%) were Igbo while 19 (21.1%) were from other ethnic groups. In terms of their religion, among the sampled participants, 46 (51.1%) of the respondents were Christians, 42 (46.7%) were Islam while 2 (2.2%) of the sampled respondents were from other religious affiliations. Moreover, 27 (30.0%) of the sampled respondents were single, 49 (54.4%) were married, 10 (11.1%) were divorced while 4 (4.4%) were separated. The researcher also sampled 5 (5.6%) of the respondents who had SSCE, 8 (8.9%) who had ND/NCE, 32 (35.6%) of those who had B.Sc while 45 (50.0%) of the sampled respondents had Postgraduate degrees as their highest educational qualification.

### Measures

The research tool for data collection was a structured questionnaire. The instrument was designed to collect information on the demographic characteristics of the respondents as well as the psychological variables in the study. This questionnaire comprises of three sections namely: A, B, and C.

**Section A:** consists of the demographic characteristics of the participants, such as age, gender, religion, ethnicity, levels of education, length of service and family type.

**Section B:** This section measures psychological well-being; the instrument was developed by Ryff and Keyes (1995) which is called Ryff's Psychological wellbeing scale. It consists of eighteen items with six domains (including environmental-mastery, autonomy, purpose in life, positive relations, self-acceptance, and personal growth). The items were rated on five-point Likert format which ranges from, completely disagree (1) to completely agree (6). The scores of the scale range between 18-108. About six of the items were negatively worded. The authors described that the scale can be scored based on its domains and composite, the author further stated revealed that the scale internal constituency ranges between 0.40 and 0.95; while 0.85 was reported for the whole scale. Higher scores denote higher level of reported psychological well-being and vice versa, in this study, the Cronbach Alpha of the instrument was 0.89

**Section C:** The second instrument was job related tension (JTS). It is a 15 – item inventory developed by Kahn et al (1964), to assess the nature, causes and consequences of occupational stress. The items are scored directly by adding together the values of the numbers shaded. For examples, if in items 7,8,9,10,11,12 the numbers shaded are 3,2,4,5,1,2 respectively, the score for the six items is  $3+2+4+5+1+2 = 17$ . The coefficient of alpha reported by Sheridan and Vredenburg (1978), and Oseghare (1988), are .87 and .39 respectively.

### **Pilot Study**

In order to ensure reliability and validity of instruments used on indigenous and study sample, the instruments were subjected to pilot study using Lagos State University Lecturers in Ojo Area, Lagos State, Nigeria. For this pilot study, a total number of 40 copies of instruments were administered to the participants using convenience sampling in which each lecturer was contacted while in their respective offices for voluntarily responses. Out of these number distributed only 39 were returned representing the return rate of 99.9%. Result indicated the following: In the current study the Occupational Stress Scale has a Cronbach's alpha of .83 and total variance of 67.506 indicating that the test items are highly reliable and validly measures 67.5% of occupational stress among academic staff. Regarding the Rift Psychological Well-being Scale which a Cronbach's alpha of .87 and total variance of 67.506 indicating that the test items are highly reliable and validly measures 76.9% of psychological wellbeing among academic workers. The six dimensions of the scale have Cronbach's Alpha .72, .66, .78, .69, .72 and .70 for autonomy, environmental mastery, personal growth, positive relations, purposive in life and self-acceptance.

### **Research setting**

The study was conducted among academic staff of Nasarawa State University, Keffi, Nasarawa State, Nigeria.

### **Procedure**

Permission was sought from the school management of the institution (Nasarawa State University, Keffi, Nigeria) to conduct this study. In addition, the researchers sought permission and written consent from all study participants. The researchers administered the questionnaires through the use of drop and pick method. The benefit of the drop and pick method was that respondents were given enough time to answer the questionnaire. As such, that resulted in significantly higher response rates. All the questionnaires distributed were accompanied with cover letter, which assured confidentiality of data and anonymity of respondents. The cover letter also explained the purpose of the study. All study respondents were assured that the primary data obtained from the study would be kept confidential, and hence, they could feel confident to express their opinion without fear and concern. The researchers also ensured that anonymity of the participants was maintained through the removal of any identifying characteristics before the dissemination

of information. It was also assured that all collected data would be analysed and reported only in aggregate form.

### Data Analysis

A simple linear multiple regression analysis was utilized to analyze the data. This was so because multiple regression is use to know the predictive power of predictor on criterion variable. It allows us to know the magnitude of prediction i.e., both independently and joint influence of the predictor on the criterion variable. It also allows us to know the percentage variance in the criterion variable that is accounted for by the variable i.e., a unit change in the criterion variable as a result of changes in the predictive variable. Occupational stress was regressed on psychological well-being.

### Results

**Table 1: Frequency table representing the demographic characteristics of the participants.**

S/No	Items	Group	Frequency	Percentage
1	Gender	Male	54	60.0
		Female	36	40.0
		<b>Total</b>	<b>90</b>	<b>100.00</b>
2	Age	22 – 61	90	100
		<b>Total</b>	<b>90</b>	<b>100.00</b>
3	Ethnic Group	Hausa/Fulani	36	40.0
		Yoruba	22	24.4
		Igbo	13	14.4
		Others	19	21.1
		<b>Total</b>	<b>90</b>	<b>100.00</b>
4	Religion	Christianity	46	51.1
		Islam	42	46.7
		Others	2	2.2
		<b>Total</b>	<b>90</b>	<b>100.00</b>
5	Marital Status	Single	27	30.0
		Married	49	54.4
		Divorced	10	11.1
		Separated	4	4.4
		<b>Total</b>	<b>90</b>	<b>100.00</b>
6	Highest Level of Education	SSCE	5	5.6

ND/NCE	8	8.9
B.Sc	32	35.6
Postgraduate	45	50.0
<b>Total</b>	<b>90</b>	<b>100.00</b>

Source: authors' field work compilation

### Hypothesis One

The first hypothesis stated that occupational stress will significantly predict psychological wellbeing among academic staff in Nigeria. This hypothesis was statistically tested using the simple linear regression analysis, and is presented below.

**Table 2: Summary of simple linear regression analysis showing occupational stress as a predictor of psychological wellbeing among academic staff in Nigeria**

DV	Predictor(s)	$\beta$ (Unstandardized)	$\beta$ (Standardized)	t	p
Psychological Wellbeing	Constant	81.395		18.817	>.001
	Occupational Stress	-.324	-.310	-2.915	>.01

Source: authors' compilation

Result above shows the predicting power of occupational stress on psychological wellbeing among academic staff in Nigeria. Meanwhile, result revealed that occupational stress is a significant predictor of psychological wellbeing among university lecturers in Nigeria [ $\beta = -.310$ ,  $t = -2.915$ ;  $p > .01$ ]. In addition, the observation of beta weight [ $\beta = -.310$ ] shows that occupational stress significantly accounted for 31.0% of the variation in psychological wellbeing. Based on this result, hypothesis one which stated that 'occupational stress will significantly predict psychological wellbeing among university workers in Nigeria' was therefore rejected.

### Hypothesis Two

This hypothesis stated that demographic factors (age, gender and level of education) will jointly and independently influence psychological wellbeing among academic staff in Nigeria. This hypothesis was tested using univariate analysis of variance and the result is presented below.

**Table 3: Summary of univariate analysis of variance showing the joint and independent influence of demographic factors (age, gender and level of study) on psychological wellbeing among academic staff in Nigeria**

Source	Type III Sum of Squares	df	Mean Square	F	Sig	$\eta$
Age	1143.537	23	49.719	.970	.531	.527
Sex	22.311	1	22.311	.435	.517	.021
Level of education	207.1991	3	69.066	1.348	.287	.168
Age*gender*level of education	124.215	1	124.21	2.424	.135	.10
Error	1024.667	20	51.233			
Total	416352.000	86				

Sources: authors' compilation

Result above shows that there was no significant joint or interactive effect of age, sex and level of education on psychological wellbeing among academic staff in Nigeria [ $F(1, 86) = 2.424$ ;  $p > .05$ ]. On the independent basis, result revealed that age [ $F(23, 86) = .970$ ;  $p > .05$ ], sex [ $F(1, 86) = .435$ ;  $p > .05$ ] and level of education [ $F(3, 86) = 1.348$ ;  $p > .05$ ] did not independently influence psychological wellbeing among academic staff in Nigeria. Based on these results, the hypothesis two which stated that 'demographic factors (age, gender and level of education) will jointly and independently influence psychological wellbeing among university workers in Nigeria' was therefore rejected.

## Discussion

The current study investigated the predictive of psychological and demographic characteristics on psychological wellbeing among academic staff in Nigeria. The first hypothesis which stated that there will be a significant prediction of occupational stress on psychological wellbeing among academic staff was rejected. Occupational stress was found to be a negative predictor of psychological wellbeing. Possible explanation for the finding is because the working environment of educational institutions in Nigeria is changing, as a result, the academic staff members are getting exposed to certain work stressors (e.g., Workload, interaction with students & parents, emotional demands, time pressure, resource constraints etc.). Consequently, they are at high risk of experiencing different psychological health problems. This finding is consistent with previous studies by (El-Ansari et al., 2014a) who opines that the increased demands placed upon academics can therefore affect job performance and well-being. In addition, finding support the work of different opinions that occupational stress has drastic effects on the physical (Bowen et al., 2016), psychological (Agbor, et al., 2018), and behavioral aspects of teachers' life (Adenuga, 2015) and leads to changes in his or her personality (Olaewaju, 2015). Results also in line with (Diener, 1997) who suggested that negative situations that lecturers or teachers encounter during their interaction with environment causes them to experience situations such as stress, feeling of inefficacy, anxiety and burnout, as well as decreasing their job satisfaction. Conversely, result not in tandem with other study of (Adenuga, 2015) who revealed that occupational stress predicted job satisfaction and mental health among bank workers.

The second hypothesis which states that age, gender, and level of educational will jointly and independently influence psychological wellbeing. From the result, demographic factors were found no to be jointly and independently not influence psychological wellbeing. A probable reason could be that individual demographic characteristics may not be important in certain situations as other factors might be very central in predicting individuals' psychological and mental health. As a result, the findings of this study support several studies (Song et al., 2008; Biro et al., 2009; Pavot et al., 1997) who found that the several demographic characteristics except for gender was not statistically significant in terms of health behavior. This finding was similar with the results of previous study done by (Khan et al., 2016) who reports that the individual characteristics (e.g., Gender, age, job position, work experience etc.) of academic staff are also not potential risk factors for psychological health. Result contradicts the finding of (Solomon et al., 2015) who shown that demographic factors such as age, sex, rank, educational status and marital status also plays vital role in determining the individual psychological well-being.

## Conclusion and recommendations

This study has established the key factors involved in predicting psychological well-being among academic staff. Based on the findings of this study, therefore, the concluded that occupational stress was insignificant of psychological wellbeing. This implies that occupational is not a predictor of psychological wellbeing. Similarly, the study revealed that there was no significant joint or interactive effect of age, sex and level of education on psychological wellbeing. This means that all these predictor variables could not interact to play important roles in contributing to psychological well-being of academic staff in Nigeria. Lastly, result revealed that there was no significant independent influence of demographic characteristics of (age, sex, and level of education) on psychological wellbeing. This finding implies that psychological wellbeing of academic staff is not determined by work-related factors such as occupational stress, and personal characteristics.

## Recommendations

Based on these findings, the following are recommended:

- Actions should be taken in relieving their stress at work. One of the examples is the effort of school administrators in implementing stress management programs as this can not only help in reducing stress, but it can also introduce teachers the appropriate ways to cope with it. This kind of efforts is believed to be able to contribute to a higher possibility of improving teachers' psychological well-being.
- Academic staff psychological well-being must not be neglected. In fact, it must be taken seriously as a vital point for the benefits of teachers themselves and also the growth of a strong nation.

- Demographic characteristics of academic staff should be given consideration and respected in every human organisations, as this will go a long way in affecting their psychological well-being positively.
- Lastly, primary measures such as managerial stress awareness training, workload adjustments, hazard identification, creation of social structures that moderate stress effects and role clarification are effective strategies that are suggested for better organisational outcomes.

### Limitations of the study

One of the limitations that could affect the outcome of this study was psychological condition of the samples when completing the questionnaires. Although the researcher tried to refer to the samples at the right time to complete the questionnaire, the full control of this issue was beyond our control. The second limitation was the design of this study, which does not examine the causal relationship between the study variables.

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