



**BUILDING A
SAFER
WORLD
THROUGH
EDUCATION**

Edited by
**M.K. AKINSOLA
K.O. OJOKHETA
J.A. ADEMOKOYA**

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BUILDING A SAFER WORKPLACE: FACTORS INFLUENCING HEALTHY WORK PLACE AMONG TEACHING STAFF IN SELECTED UNIVERSITIES

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Abstract

The study, examined the combined influences of workplace environmental factors; work load, role ambiguity/conflict and class size on the work stress and wellbeing among academic staff in federal universities in the South-west, Nigeria. This study adopted the descriptive research design survey type. Four of the oldest federal universities in the South-west were purposively selected. The choice of these universities was based on the fact that, they belong to the group of the oldest federal-owned universities, with large number of lecturers and similar conditions of service, large proportion of staff as well as substantial volume of task. The universities were stratified into existing faculties; seven faculties were selected from three of the universities (Universities of Ibadan, University of Lagos, Obafemi Awolowo University and Federal University of Agriculture, Abeokuta). The multistage sampling technique was used to select 1000 academic staff across the four universities. Standardised instrument was used for data collection. Data were analysed using descriptive statistics of Pearson product moment correlation and multiple regressions at 0.05 level of significance.

Results demonstrated that workplace environmental factors; work load, role ambiguity/conflict and class size accounted for 2% of change observed in ($F(3,997)=12.07$; $R=0.19$, $p<.001$). Work load ($r=0.09$) was the most important predictor of work stress and wellbeing; while class size, role ambiguity/conflict, protection, friendship and collegiality did not. Advice ($r=-.18$, $p<.05$), feedback appraisal ($r=-.10$, $p<.05$) and connectedness ($r=-.18$, $p<.05$) predicted stress levels among academic staff. Institutional support variables; research assistance ($r=-.10$, $p<.05$), opportunity ($r=-.17$, $p<.05$) and promotion ($r=-.14$, $p<.05$) were associated with lower stress levels.

It was concluded that unavailability of flexible work load positively determined the work stress and wellbeing among academic staff in federal universities in the South-west Nigeria. The study submits that there is the need to improve upon the social support while effective institutional support should be provided to reduce work stress and improve the wellbeing among academic staff in the universities.

Key words: Social Support, Work Load, Work Stress, Wellbeing, Academic Staff, Federal Universities
Word count: 311

Introduction

Stress refers to any environmental, organizational and individual or inward demands, which require the individual to readjust his/her standard behavioral example. There are three noteworthy sources of stress-environmental, individual and organizational. Environmental stress isn't just caused by the components characteristic for work, yet additionally affected by the environmental or additional organizational elements. Stress comes about in view of the individual's communication with environmental boosts or factors, for example, societal or innovative changes, political and monetary vulnerabilities, and money related condition and group conditions. The stress which an individual encounters in a domain is conveyed with him/her to other domains, therefore expanding the distress and giving stress others. There are many components at the level of individuals which may create stress with regards to organizational and vocation change, identity writes, and part attributes. Any adjustment in vocation life of an individual puts him/her in disequilibrium situation and he/she is required to be at harmony state. In this procedure, the individual encounters stress. The lecturers work in stressful conditions. For the most part, lecturer work includes teach, leading exploration, civil obligation for the university and organization. They are required to go to workshops, meetings and leads inquires in their fields of specialization and distribute the results of their investigation and additionally compose references for their staff. They may likewise partake in group life by serving on government's exceptional boards, give open addresses or fill in as advisors to people in general. For most scholastic staff, working under constantly stressful conditions can prompt the disappointment and fatigue in many Universities in Nigeria (Aladejana, Aladejana and Ehindero, (2006) and Ofoegbu and Nwadiani, (2006). The stressful conditions aca-

demographic staff faced can influence their work-related and physiological wellbeing. Accessible records uncover that, Nigerian Universities are hard hit as prove by the quantity of high positioning showing staff lost to sudden passing and high rate of hospitalization. It is as of late uncovered in the University of Ibadan wellbeing administrations, that various lecturers from different resources and offices endured stress-related ailment, for example, dejection, hypertension, hearts ailments, stroke, ulcer, body torment and constant cerebral pain or headache. on the off chance that the stressful working conditions academic staff are uncovered are not appropriately dealt with, the academic staff, the nature of their academic work, their general activities and wellbeing, will have unfavorable impact on the university system. Past studies had concentrated more on stress and wellbeing among other science-arranged experts, with little thought for the academic staff in the Nigerian college framework. This study, along these lines, explores the degree to which working environment environmental variables and social and institutional factors influence the stress level among academics. In perspective of the significance of lecturers in the labor development of any nation, and dearth of studies on stress among lecturers, this study examine the level stress experienced by academic and the impact of socio-support on these stressors. Learning of the sources of stress among lecturers and their adapting strategies will help in detailing the proper mediation systems and administration procedures for limiting stress among academic staff in Nigeria. The broad objective is to investigate workplace environmental factors, social and institutional supports as determinants of work stress and wellbeing among academic staff of federal universities in the south-west Nigeria. The specific objectives of the study are to:

1. Determine the extent to which workplace environmental factors, social and institutional support influence work stress and wellbeing among academic staff in federal universities.
2. Are the dimensions of workplace environmental factors,

interpersonal social support and institutional social support correlates of work stress and wellbeing among academic staff in federal universities?

Literature Review

Concept of Stress and phenomenon

Researches on stress over the last three decades have achieved uncommon statures and keeps on affecting on the world of work in the 21st century (Butt, 2009). Butt, (2009) defines stress as "a state of worry that arises from an actual or apparent demand that calls for a change behavior" (Butt, 2009). Generally stress have been identified as disagreeable emotional condition said to occur when there have been extended, increasing or new forces that are significantly greater than the coping resources (Butt, 2009). The outcomes of expanding levels of stress incorporate health challenges and diminishment in job execution. It adversely affects individual's physical and mental health in negative ways. These frequently result in poor job execution, low job commitment, for example, non-appearance, accidents, corrupt conduct, low satisfaction and illness(Butt, 2009). Physiological reactions to stress are refers to as the 'fight or flight' reaction. The fight response is the body responding to the need to adapt by responding. Proceeded with large amounts of stress can direct to genuine health conditions including hypertension, disease, and mental ailments (Butt, 2009).

Causes of Stress

Sutherland and Cooper (2000) identified five classifications of conceivable sources of psychosocial and work related stress. Different elements that are potential stressors incorporate events that may cause stress, for example, home, family and requests, wedding inconveniences, and clashes amongst job and family requests (Sutherland and Cooper, 2000). The definition features three essential thoughts, to be specific that (a) situational requests make individuals adjust; (b) individuals be likely to respond and adjust in

various approaches to stressors, and (c) that some type of reactions will happen, be it physical and additionally mental. Yusuf (2013), Olatunji and Akinlabi (2012) portrayed wellsprings of stress among university lecturers as that incorporate high works stack, lacking ventilated office, noisely environment, various university issues, inadequate lecture halls, keeping pace with institutional requests, role expectation, emotional request between individual relationship esteem and conviction framework.

Stress among Academics

The academic roles and obligations of university faculty are broad and frequently incorporate the coaching and supervision of under-studies, managerial obligations and arrangements (counting board of trustees work), readiness of utilizations for research funding, meeting arrangements and introductions, different open administration exercises, and the examination and dispersal of information, to give some examples. Albert a considerable lot of these job requests can be found in different occupations, the amalgamation of such a significant number of requests in the scholarly community brings about special work-stress encounters among university faculty. Indeed, the experience of business related stress among university educators is currently an apparently overall event. An examination of different contemporary patterns in universities around the globe reveals some insight upon the subject of why the academic life has turned out to be more stressful in the course of recent decades. Expanding financial restrictions specifically have exacerbated the word related requests put upon numerous university teachers. Notwithstanding, more elevated amount of stress were accounted for as emerging from funding slices to Universities, heavier showing loads, trouble in securing research stores, absence of resources, poor associations with partners and unreasonable desires from administration by Ahmady et al (2007).

Work stress and wellbeing

Wellbeing includes the capacity to prepare and effectively or unsuccessfully manage stress factors. It additionally alludes to as every one of the methods used to impartially or subjectively react to a stressful circumstance saw by the individual (Stoica and Buicu, 2010). In this manner, because of the application or non-use of adapting methods, and once in a while as an immediate consequence of stressful occasions, the individual is probably going to encounter either positive feeling, for example, trust, joy, want, eagerness, or negative feelings, for example, fear, dissatisfaction, disillusionment, sorrow and even self-destructive considering (Montgomery & Rupp, 2005). The individual can likewise encounter sentiments of fulfillment or disappointment in work or in life when all is said in done, which impact his dedication towards his job. At long last, he may encounter a sentiment weariness, depersonalisation, or absence of satisfaction as parts of burnout (Zedan, 2012). Studies have recognized diverse sorts of stress and wellbeing. Kyriacou and Chien (2004) in Zedan (2012) found that the most ideal approach to defeat stress was to receive adapting methodologies as 'guaranteeing a healthy family life', or then again having somebody to remain by you and comprehends you. Essential mediations endeavor to adjust the sources of stress at work (Murphy & Sauter, 2003). A case of such mediations program incorporates overhauling jobs to change work environment stressors (Bunce & Stephenson, 2000), expanding specialists basic leadership expert or giving associate care groups. The auxiliary mediations endeavor to diminish the seriousness of stress side effects previously they prompt genuine health issues (Murphy & Sautre, 2003). Tertiary intercession is in a type of representative help programs which are intended to treat the worker's health condition by means of free and secret access to qualify emotional well-being experts (Arthur, 2000).

Environmental Factors, Work stress and wellbeing among Academic Staff

Winfield (2000) demonstrates that, there is high incidence of job related stress among academic and general staff of Universities. Researches by Awopegba (2001); Lam and Punch (2001) support this fact that higher prevalence of job stress exist among academic staff of Universities. Listing the most related stressors on academic staff, Ahmdy, Changiz, Masiello and Brommels (2007), included workload, conflict, demands from colleagues and supervisors, incompatible demands from different personal and organisation roles, inadequate resources for appropriate performance, insufficient competency to the demands of their role, inadequate autonomy to make decision on different tasks and feeling of underutilization. Working conditions, poor motivation, external factors and low status were identified by Lam and Punch (2001). Load, role ambiguity, conflicting job demands, frequent interruption and publication efforts were causes of stress on academic staff. However, higher level of stress were reported as arising from funding cuts to universities, heavy teaching loads, difficulty in securing research funds, lack of resources, poor relationships with colleagues and unrealistic expectations from management by Winefield and Jarret (2001); Ahmady, Changiz, Masiello and Brommels, (2007). On gender, level of stress was found not to be different among male and female academic staff by Ofoegbu and Nwadiani (2006). However, Liu and Zhu (2009) found that female academic staff experiences less stress than their male counterparts.

Social support and work stress and wellbeing among academic staff

Coetzee and Rothmann (2005) found that while university staff individuals were focused on their establishments, they saw absence of responsibility from their boss. Further, Tytherleigh, Webb, Cooper, and Ricketts. (2005) found that, all advanced education staff announced altogether bring down levels of responsibility both from and

to their associations, notwithstanding the low duty levels, staff individuals still experience low levels of stress identifying with homework adjust, over-burden, the job general and physical sick health. This finding affirmed that, social help can intercede in emotional reaction to stress by decreasing a man's response to a stressful occasion. Social help assumes huge role in job result through "giving an answer for the issue, by decreasing the apparent significance of the issue, [and] by tranquilising the neuro-endocrine framework with the goal that individuals are less responsive to apparent stress" (Cohen and Wills, 1985). In this regard, social help might not directly affect the operator causing the stress; rather, it is an asset of individuals that permit them adapt to resultant result (Stachour, 1998). This finding underscored the idea that, bolster from a few individuals in the faculty environment impacted workers' or academic staff psychological mien to the stressors factors (Kelly, 2005). This discovering underpins Dirks and Metts (2010) discoveries that, social help intervened stress. The amount and nature of social help matter in diminishing stress. By and large, individuals who get more incessant and more grounded social help have less stress, less physical and mental issues and lower death rates than those with less successive and weaker social help (Reblin and Uchino, 2008; Stachour, 1998).

Methodology

Research Design

This study adopted descriptive research design of correlational type. This design was considered appropriate since it helped to establish the relationship between the variables in the study without manipulating any of the independent variables that had already occurred.

Sample Size and Sampling Technique

The study employed the multi-stage sampling technique in the selection of the respondents. These include the use of the purposive sampling technique to select four federal universities in the South-West, namely, University of Ibadan (UI), University of Lagos

(UNILAG), ObafemiAwolowo University (OAU) and Federal University of Agriculture, Abeokuta (FUNAB). The sample size was first determined from Academic staff strength using RaoSoft online sample size calculator (RaosoftInc, 2004). The average sample size across the universities was 229 – 244 (note that the sample sizes were calculated at 75% rate of response and 50% for FUNNAB due to its non-residential and multi campus nature; however the sample sizes of universities were scaled up to 275 each respectively to cater for population variations and response stability. The universities were stratified on the basis of existing faculties; seven faculties were selected in three of the universities used (U.I, UNILAG and OAU); while in FUNAB, only five faculties were covered for the study. Random sampling technique was adopted in selecting the 1000 academic staff that served as respondents for the study.

Instrumentation

The data collection was done using three sets of structured questionnaire. The main instruments used for this study was a structured questionnaire divided into four sections: A, B, C, and D. Socio-demographic characteristics of the participants used in the study. The variables include: sex, rank, cadre, tenure, faculty and institution. The workplace environmental factor scale contains 22 items on workplace environmental factors which include workload, role ambiguity, role conflict, class size, noise, and work pressures. This scale was adapted from Naidoo, Botha and Bisschoff (2013) adaptation of The ASSET, ASSET (which refers to An Organisational Stress Screening Tool). The dimension of the Workplace Environmental Factors include workload - $\alpha=0.64$, role ambiguity/conflict - $\alpha=0.69$, and class size - $\alpha=0.71$).

Informational social support was adapted from Schrodtt, at al., (2003) Academic Socialization scale. This scale have dimensions of ownership ($\alpha = .87$) and "adequate information ($\alpha = .83$) and connectedness ($\alpha = .84$). The respondents were asked to rate their opinions according to four points rating of likert scale from 1 to

4 signifying, 1 (Not at all), 2 (When occasion demands), 3 (Some of the time) and 4 (Frequently) for all the 16 questions. A Cronbach's alpha of .88 was obtained for this measure. The sub scales include career advice - $\alpha=0.65$, connectedness - $\alpha=0.72$ and provision of feedbacks - $\alpha=0.59$.

Institutional support scale (ISS) was measured using 17 items on the social support among academic staff. This scale items were adapted from Schrodtt, Cawyer, and Sanders (2003) Academic Mentoring Behaviors. Faculty perceptions of behaviors associated with their mentoring relationships were assessed using 17 items taken from Ragins and McFarlin's (1990) Mentor Role Instrument (MRI). The dimension include research assistance ($\alpha = .82$), protection ($\alpha = .79$) collegiality ($\alpha = .78$), promotion ($\alpha = .65$) friendship ($\alpha = .70$), and some items from the connectedness ($\alpha = .84$) sub dimension of Schrodtt, at al., (2003) Academic Socialization scale. Social Support (research assistance - $\alpha=0.84$, promotion - $\alpha=0.63$, collegiality - $\alpha=0.69$, protection - $\alpha=0.81$, friendship - $\alpha=0.77$ and opportunity- $\alpha=0.68$) scales. The respondents were asked to rate their opinions according to four points rating of likert scale from 1 to 4 signifying 1 (Not at all), 2 (When occasion demands), 3 (Some of the time) and 4 (Frequently) for all the 16 questions. A Cronbach's alpha of .88 was obtained for this measure.

Work stress and wellbeing among academic staff; it has a rating scale of 30 items. The respondents were asked to rate their opinions according to four points rating scale from 1 to 4 signifying 1 (Strongly Agree), 2 (Agree), 3 (Disagree), 4 (Strongly Disagree). The scale items were adapted from the revised version of Occupational Stress Inventory –OSI (OSI-R) developed by Osipow and Spokane (1998). The OSI-R was based on a previous version of the instrument developed by Osipow and Spokane in 1987 to measure occupational adjustment on three different dimensions: the occupational stress, psychological strain and coping strategies. Using the normative sample, the reliability coefficient established

at .89 as reported by Osipow (1998). A typical item on the scale reads: "I don't seem to be able to get much done at work". The reliability in the main study was $\alpha=0.68$.

Procedure

Two research assistants were trained each from the selected Universities on how to administer the questionnaires on the basis of one researcher to two universities. One thousand one hundred (1100) questionnaires were distributed and the researchers were only able to recover one thousand (1000) questionnaires. Two weeks was assigned for the administration of the instruments. Data collected were vetted before given it to a data analyst for appropriate analysis.

Method of Data Analysis

Data collected were presented and analysed using frequency counts, percentages, means, Pearson product moment correlation and multiple regressions analysis. The research questions were tested at 0.05 level of significance.

Results

Demographic Characteristics of Respondents

Distribution of respondents by cadre, larger proportion are senior lecturer (45.7%) and 21.6% were associate professors and professors. 73.3% of the respondents were male, while 26.7% are female. Larger proportion are Ph.D. holders (75.2%) while 17.8% possess masters' degree certificates. The greater proportion (72.7%) were 46 years above and 24.8 were 45 years years and below. 6% are from science, 11.7% are from Arts, 25.6% are from Social sciences, 0.8% are from humanities, 7.9% are from medicine, 20.8% are from education, 22.6% are from agriculture and 4.6% from vet medicine. Based on respondents' years of experience 17.3% had 1 to 5 years working experience, 82.7% have above 10 years working experience.

Research question 1:

To what extent will the independent variables (environmental factor, social and institutional supports) influence work stress and wellbeing among academic staff in federal universities?

Table 1: The Joint Effect of Environmental Factors, Social and Institutional Support on Work stress and wellbeing among Academic Staff

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8909.05	3	2969.68	12.068	.000 ^b
Residual	245084.918	996	246.069		
Total	253993.919	999			

R = .19, R² = .04, Adj. R² = .03 SEM = 15.68

The display in Table 4.1 indicates that for the determinant of work stress in universities independent variables of environmental factors, socio informational factors and instrumental support when put together yielded a significant coefficient of multiple regression (R) and adjusted for the universities in southwest Nigeria (R = 0.19, R² = 0.04). This implies that 19% of the total variance in work stress of the four universities in southwest were accounted for by the combination of the independent variables. By implication, the remaining % unaccounted for by the models was due to other factors (not included in the study) and residuals. The table also reveals that the analysis of variance of the multiple regression data produced F-ratio value for the four universities in southwest ($F(3,996) = 12.068$; $p < 0.001$), which indicated the effectiveness of the independent variables in predicting the dependent variable.

Table 2: Individual contribution of Environmental Factors, Social and Institutional Support on Work stress and wellbeing among Academic Staff

Predictors	Coefficients			Remark
	Beta	T	Sig.	
(Constant)		23.358	.000	
Environmental factors	.047	1.497	.135	N.S.
Social support	.167	4.432	.000	Significant
Institutional Support	.025	0.653	.514	N.S.

(Computed from Field survey, 2011)

The result from Table 4.1b above shows that environmental factors ($\beta=0.047$, $t=1.497$; $p>0.05$) and institutional support ($\beta=0.025$, $t=0.653$; $p>0.05$) have no significant independent influence on work stress and wellbeing, while social support factor ($B=0.167$, $t=4.432$; $p<0.05$) was an important significant determinant of job stress among lecturers in the four universities in South-West, Nigeria.

Table 3: Pearson Correlation on the Relationship between Workplace Environmental Factors and Stress among Academic Staff in Federal Universities

	Mean	S.D	Pearson r	Sig.	Remark
Occupational Stress	119.74	15.95			
Workload	19.05	3.76	.09**	<.05	Significant
Role Ambiguity/ Role Conflict	16.19	2.87	.04	>.05	N.S
Class Size	13.67	3.16	.03	>.05	N.S

** . Correlation is significant at the .001 level (2-tailed).

Table 3: Pearson Correlation on the Relationship between Workplace Environmental Factors and Stress among Academic Staff in Federal Universities

The results on relationship between workplace environmental factors and stress among academic staff in federal universities obtained from the analysis as shown in Table 2, reveal that, there is significant positive relationship between work overload ($r = .09$, $p < .05$) and job stress among academic staff. There was no significant relationship between role ambiguity and role conflict ($r = .04$, $p > .05$) and class size ($r = .03$, $p > .05$). These results imply that, increase in work overload was associated with high stress level among academic staff in the federal universities sampled in this study.

Table 4: Pearson Correlation on the Relationship between Social Support and Stress among Academic Staff in Federal Universities

	Mean	S.D	Pearson r	Sig.	Remark
Stress	119.74	15.95			
Advice	8.60	2.21	-.18**	<.05	Significant
Feedback Appraisal	11.35	2.81	-.10**	<.05	Significant
Connectedness	12.12	2.55	-.18**	<.05	Significant

** . Correlation is significant at the 0.05 level (2-tailed).

The results on relationship between social support and job stress among academic staff in federal universities reveal that, there was significant inverse relationship between advice ($r = -.18$, $p < .05$), feed-

back appraisal ($r = -.10, p < .05$) and connectedness ($r = -.18, p < .05$) and stress levels among academic staff. The result implies that, increase in good advice, connectedness and feedback appraisals from colleagues and senior colleagues related significantly to lower stress level among academics.

Table 5: Pearson Correlation on the relationship between Institutional Support factors and management among academic staff in federal Universities

	Mean	S.D	Pearson r	Sig.	Remark
Stress	119.74	15.95			
Research Assistance	11.34	2.85	-.10**	<.05	Significant
Protection	10.18	2.30	-.02	>.05	N.S
Friendship	5.90	1.42	.03	>.05	N.S
Opportunity	11.34	2.60	-.17**	<.05	Significant
Collegiality	5.90	1.42	.03	>.05	N.S
Promotion	8.07	2.23	-.14**	<.05	Significant

** . Correlation is significant at the 0.05 level (2-tailed).

Discussion

Results demonstrated that social support from faculty staff and colleagues helped in reducing job stress and improve the wellbeing of the academics, while the role of institutional support and environmental factor were negligible. This finding supports Moeller, and Chung-Yan, (2013) that stress and wellbeing which include perceived workplace social support from the university staff and colleagues significantly moderated the effects of occupational stressors on professors' psychological wellbeing. Significantly, workplace social support buffered the effects of some occupational stressors (e.g. work overload), while social supports exacerbated the

adverse effects of others (e.g. decision-making, ambiguity). The result on the relationship between environmental factors and stress among academic staff shows that increase in work overload was associated with high stress level among academic staff. Senior academics tend to have more responsibilities, pressure and work overload because of mentorship and social support expectation from their junior colleagues (Winefield et al., 2003). In particular, Winter, Taylor and Sarros (2000) found that professors and associate professors reported more work overload than junior lecturers did. Further, the study supports Winefield, Gillespie, Stough and Dua (2002), who found that, as occupational levels increased, so did working hours for associate professors and professors, who reported an average of 55–56 hours per week. Also, the finding supports Salami (2006) who notes that, heavy workload, working under pressure, large classes, and students' disruption of lectures, delayed and inadequate salaries were the major sources of stress among college of education lecturers in Nigeria. Results also demonstrated that increase in good advice, connectedness and feedback appraisals from colleagues and senior colleagues related significantly to lower stress level among academics. The result connotes that, giving support in terms of advice, feedback and making them feel connected among others, should help in alleviating the stress level of the university lecturers. The findings support several studies which have underscored the moderation effect of social support on stress coping and management. Specifically, the results support Lakey, et al. (2010) who stated that received support was related to positive affect and psychological wellbeing among employees. The findings also give credence to Gleason, Iida, Shrout, and Bolger (2008) who found that, social support events have both positive effects on life outcomes.

According to the buffering hypothesis, individuals who have high institutional support are able to rely on others in dealing with stressful situations. As a result, they are less adversely affected by

stress and burnout. It has been found that institutional support can buffer the negative effects of stress (Wong and Cheuk, 2005). This supports studies which have identified that social support during job stress played a central role in predicting dimensions of burnout among the lecturers. This finding is consistent with previous researchers who reported similar results (Ganster and Schanbroek, 1991; Kokkinos, 2007; Moore, 2001). Okurame (2008) found that mentoring and providing institutional supports go a long way in affecting the job outcome of academicians. Thus social support both institutional and interpersonal play significant role in job outcome and perceived stress among academics.

Conclusion

Having examined the extent to which workplace environmental factors, social and institutional supports influenced work stress and wellbeing among academic staff in federal universities in the South-west, Nigeria. Workplace environmental factors, Social and Institutional Supports positively predicted work stress and poor wellbeing among academic staff of federal universities in south-west, Nigeria. Strategies to improve work stress and wellbeing among academic staff in federal universities must take into consideration available resources and circumstances of work such as the work load and infrastructure available to the lecturers. The identified factors such as reduced workload can go a long way in reducing the negative impact of work stress and thus improve wellbeing among academic staff. Lack of social supports was the major determinant predisposing higher work stress and poor wellbeing across the universities. , higher institutional and individual social supports, adequate funding, materials, manpower and creating enabling environment for academics will go a long way in alleviating work stress and improving wellbeing among academicians.

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