

**LIFE-STYLE AND UNIVERSITY TYPE AS “PREDISPOSERS” TO STRESS AMONG
UNIVERSITY ACADEMICS IN ANAMBRA STATE, NIGERIA**

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ABSTRACT: *Objectives of the study were to investigate lecturers' life-style and university ownership variables, and stress experiences accompanying the variables. Participants (110) were sampled using incidental and cluster techniques: Federal University (46), State University (42), and Private University (22), Professors (12), Associate Professors (9), Senior Lecturers (30), Lecturer 1 (24), Lecturer 2 (14), and Assistant Lecturers (21) of cross-sectional and factorial designs, with multiple analysis of variance (MANOVA) statistics. Data were collected using valid/reliable life-style, and stress experience inventories of 5-points Likert measurements respectively. Findings were: Life-style significantly predisposed lecturers to stress; life-style significantly predisposed lecturers to stress arising from relationship with colleagues, research stress, and teaching task stress; combination of life-style and university type significantly contributed to lecturers' stress experiences; finally, variations in the stress were caused by work environment stressors. Recommendations were for lecturers to adopt healthy life-style, while university work environment be improved.*

KEY WORDS: *life-style, university-type, academics/lecturers, stress, Anambra-state, Nigeria*

INTRODUCTION

In Anambra State, Eastern Nigeria, studies seem scanty on stress experiences among university academics. Studies seem direr on the roles that the academics' life-style and university type play in stress experiences of lecturers. In Nigeria, there are three categories of university namely the Federal government-owned, State government-owned, and privately owned universities. Observations showed that perception variations exist for the three categories of university on their functional, performance, and organizational effectiveness. There are also variations in the workload and conditions of employment for the three categories of university. These functional dynamics among the three categories of universities, in addition to their lecturers' life-styles could be the predisposing factors to the academics' stress experiences. Often, emphasis is placed on the impression management and development of the institutions (Anolu & Ofeimu, 2019). Little or no attention is paid to stress challenges of the university academics. Factors that predispose university academics to stress could be social/personal like their life-style, or organizational like the university system. Hence, this study investigated lifestyle and university type as stress "*predisposers*" among university academics in Anambra State, Eastern Nigeria.

Statement of the Problems

Many academics who looked healthy had slumped and died unprepared. Unknown to many university academics in Anambra State, Eastern Nigeria, stress could be among their major health challenges. The university academics' stress experiences could arise from their life-style (Oketch-Oboth & Okunya, 2018), as well as the nature/type of university (associated with system, workload and conditions of employment). The three types of university, namely Federal government-owned, State government-owned, and privately-owned universities are of interest in the study. Academics are employed by universities to teach, research, and carry out community development. To achieve these goals, a modicum of stress is necessary. Nonetheless, severe stress is very unhealthy and counterproductive for academics (Akinmayowa, & Kadiri 2018). In Anambra State, Eastern Nigeria, university academics' life-style and type of university could be social and organizational "*predisposers*" to stress, which the academics are ignorant of. Curiously, the life-style of the academics, and variations in the university type (which could reflect in the system, workload and conditions of employment) could have contributory influence on the stress experiences of the academics in Anambra State, Eastern Nigeria. These phenomena were therefore investigated in the study.

Objectives of the Study

The objectives of the study are as follows:

1. To investigate life-style as an influencer of stress experience among university academics in Anambra State, Eastern Nigeria.
2. To ascertain whether university type is a "*predisposer*" of stress experience among university academics.

Research Questions

The following are the research questions for this study.

1. To what degree does life-style influence stress among university academics in Anambra State, Eastern Nigeria?
2. In what way does university type predisposes university academics to stress experience?

Significance of the Study

Below are the significance of the study.

Specific significance

1. The study will highlight life-style as an influencer of stress among university academics in Anambra State, Eastern Nigeria.
2. The study will bring to limelight whether university type is a “predisposer” of stress for university academics.

General Significance

1. The management of learning institutions will benefit from the study as it provides insight on the factors that predispose academics to stress with particular reference to Nigeria.
2. The findings will help academic staff to have better understanding of the reasons and sources of their academic stress, manage the stress, avoid them where possible, and evolve more pragmatic ways of dealing with stress.
3. Knowledge from the study is beneficial to practitioners of human resource management in handling organizational stress from life-style perspective of employees.
4. Society at large, other organizations and individuals will also benefit from the study. Stress is a universal phenomenon that does not discriminate the type of organization or individual.

Operational Definition of Terms

Life-style: This is university academics’ life pattern or health attitude, measured with life-style inventory by Momayyezi, Fallahzadeh and Momayyezi (2015).

University types: These are the Federal government-owned, State government-owned, and private owned universities in Anambra State, Eastern Nigeria.

Stress: This is the perception, response and attitude to stress inducing stimuli associated with university academics’ work measured at levels of stress with stress scale by Shabana, Singhal, Siddique and Agarwal (2017).

LITERATURE REVIEW

Theoretical Review

The theoretical review provides the background idea for the study. The theories are examined as follows:

On Life-Style

This is a person's basic character that impacts on the individual's decision-making, choices, and actions. Life-style can predispose an individual to habits that are stress-inducing. The background theory of life-style examined in the study is the health belief theory.

Health Belief Theory (HBT) by Rosenstock (Rosenstock, Stretcher & Becker 1988): The HBT theory originated in the 1950's based on the work of Rosenstock. It was developed to explain why people engage in certain behaviours as well as the implications/consequences of the behaviour. This theory contends that the decision to adopt a particular life-style depends on the perceived benefits and barriers related to the implementation of the behaviour (Rosenstock, Stretcher & Becker 1988). It is the view of the health belief theory that individuals embrace life-style they believe offers them perceived living value. This perceived living value may be misconstrued that they become sources of problem in the person's life, such as inducing stress. University lecturers in Anambra State, Eastern Nigeria, cannot be said to be immuned from misconstrued life-style that induces stress.

On Stress

Stress can be healthy sometimes. But prolonged stress is detrimental to health. Hence, stress should be constructively managed. Rational theory is adopted as the background theory on stress review.

Relational Theory by Lazarus and Folkman (1984): In his theory, Lazarus regards stress as a relational concept. Stress is not defined as a specific kind of external stimulation or a specific pattern of physiological, behavioural, or a subjective reactions. Instead, stress is reviewed as a relationship between individuals and their environment. Psychological stress involves relationship with the environment that an individual appraises as significant for the person's well-being, in which the demands exceed available coping resources. In rational theory, cognitive appraisal and coping strategies are influencers of stress. This concept is based on the idea that stress processes are dependent on actual expectancies that persons manifest with regard to the significance and outcome of a specific encounter. This concept is necessary in explaining individual differences in quality, intensity, and duration of an elicited stress in environments that are objectively equal for different individuals. Some of the most important personal factors that could be stress "predisposers" for university academics are motivation, dispositions, goals, values and generalized expectancies.

EMPIRICAL REVIEW

On Life-Style

Babatunde (2017) examined effects of lifestyle on academic achievement of 720 adolescents. Result showed that three independent variables were found to have significant relative predictions on students' achievement thus: Health Education, $\beta = -0.097$, $t(715) = 2.102$, $p < 0.05$, Risk Behaviour, $\beta = 0.011$, $t(715) = 0.241$, $p < 0.05$ and Value for good Health, $\beta = -0.138$, $t(715) = 3.843$, $p < 0.05$. The same scenario could also play out for university academics in Anambra State, Eastern Nigeria. Shehu, Onasanya, Onigbinde, Ogunsakin, and Baba (2013) examined effort to ensure stress free academic society that would boost staff productivity and longevity. They studied the University of Ilorin's (Unilorin), Nigeria, investment on lifestyle, fitness and health promotion initiatives. The result indicated a significant hyperthyroid and underutilization of multi-million naira fitness equipment procured for staff and students. It also revealed low turn-out at the monthly Unilorin walk-fitness programme for staff and students of the university. Anjali (2017) studied barriers in adopting a healthy lifestyle among college youths. This is because obesity, a preventable chronic disease, is becoming a serious health problem in all age groups due to the indulgence in a sedentary lifestyle. Findings showed that over-nutrition in urban population (12.8%), improvement in socioeconomic status (SES) of rural areas (4%), over-nutrition among middle SES (65%), followed by high SES (33.2%), and low SES (1.8%) life-style patterns contributed to obesity incidence.

On Stress

Sultana (2012) carried out a study on the nature and impact of teacher stress in Pakistan. The data analysis highlighted the sources of teacher stress as arising from "inside-school" and the "outside-school" sources of stress. Yusoff (2013) carried out a study on job stress, performance and emotional intelligence in academia. The study sampled out 65 faculty members from two universities in Pakistan including one public and other private sector university. Data was collected using questionnaire, and was analyzed through descriptive and inferential statistical techniques. It was found that a negative relationship existed between job stress and performance, whereas a strong positive relationship existed between emotional intelligence and job performance.

Research Hypotheses

The following research hypotheses were raised for this study

1. Life-style will not have significant influence on stress experience of university academics in Anambra State, Nigeria.
2. University type will not be a significant "predisposer" of stress experience among university academics.

METHOD

Participants: A sample of 110 university academics in a Federal government-owned, State government-owned, and private-owned universities were randomly sampled as the participants for the study. Participants' mean age and standard deviation were 55.3 and 9.16 respectively. Cluster and incidental sampling techniques were adopted to sample participants for the study. The participants were sampled from the cluster distributions as follows: Federal University (46), State University (42), and Private University (22), Professors (12), Associate Professors (9), Senior Lecturers (30), Lecturer 1 (24), Lecturer 2 (14), and Assistant Lecturers (21). The eligibility of participating in the study was that the participants would be a university academics within the selected Universities in Anambra State.

Instruments: The instruments used in the study were the life-style inventory, and stress scale inventory. The life-style inventory was developed by Momayyezi, Fallahzadeh and Momayyezi (2015), while the stress scale was developed by Shabana, Singhal, Siddique and Agarwal (2017). The psychometric properties of the life-style inventory are Guttman Lambda reliability test of .93 and Split-half reliability test value of .74. Life-style reliability test revealed that the Cronbach alpha result surpassed the threshold value of .64 by Momayyezi, Fallahzadeh and Momayyezi (2015). Divergent validation exercise was conducted for the life-style inventory using the extravagant life-style scale. The dissimilarity matrix showed coefficient of .72. Furthermore, split-half reliability test for stress inventory showed .72, parallel reliability of .78, and Cronbach Alpha Reliability of .76. Again, the stress inventory was given discriminant validity using the extravagant lifestyle with the coefficient of .74. Studies by Byrd (2016) and Onifade and Odedeyi, (2011) have found that extravagant life-style has divergent relationship with life-style, while at the same time discriminate against stress respectively.

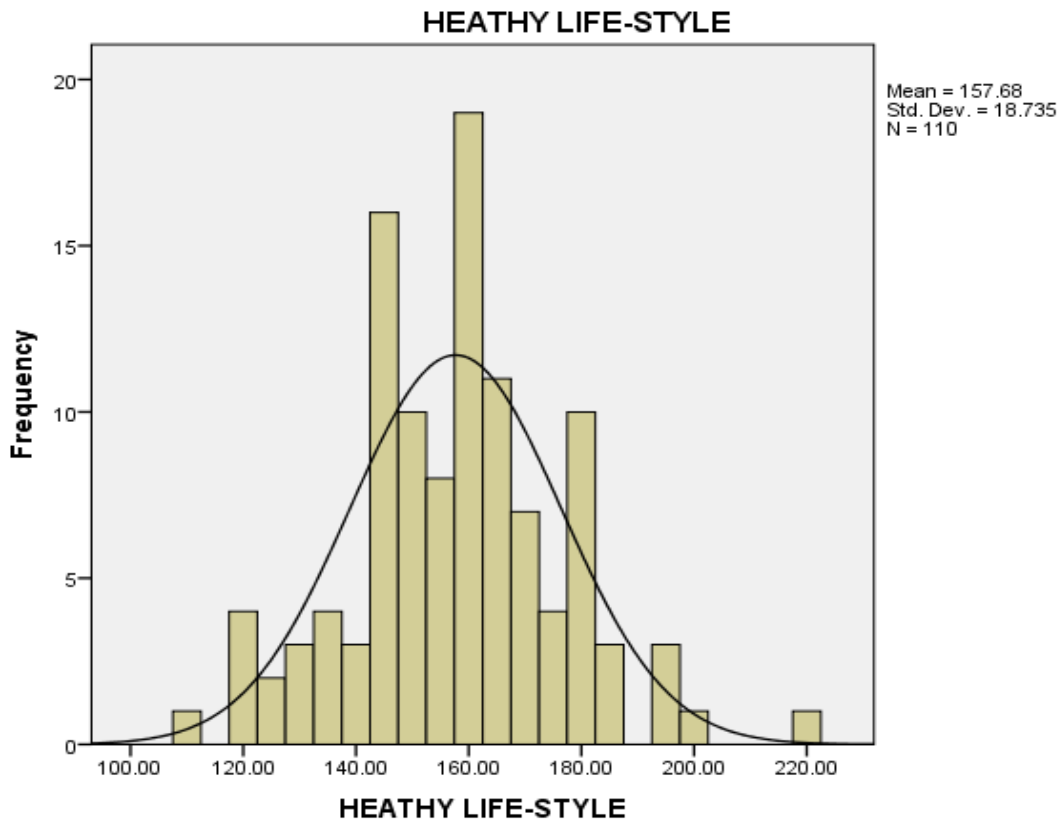
Procedures: Each instrument contained preliminary researcher's self-introduction, confidentiality assurance, and consent requirements. Only one Federal government-owned and State government-owned universities are in Anambra State, and they were used for the study. Simple random sampling was used to select one out of the three private-owned universities in the Anambra State. Participants were sampled from clusters that made up the population based on availability and willingness to participate in the study. The researcher motivated the participants to respond to the instrument by providing an incentive (biro) for each of them. The researcher gave out the questionnaires to those respondents who indicated interest to participate. The participants were visited in their workplaces. A total of 168 questionnaire copies were administered but only 110 copies were collected back and used for the study. The collected data were analyzed using the version 23 of the SPSS.

Design/Statistics: The study had cross-sectional and factorial designs, in which data were collected across a naturally existing population that had the characteristics of the behaviours

of interest. The design had life-style and three university types as the independent factors tested against multiple levels of stress experience as the dependent factors. The statistics employed were the descriptive and multivariate (multiple analysis of variance - MANOVA) statistics. Stress experience was the dependent variable (DV), while life-style and university type were the independent variables (IVs). Also, the multiple analysis of variance (MANOVA) statistics was used because one of the IVs (university type) was a fixed factor. MANOVA examines influence when multiple independent variables (IVs) containing a fixed factor are tested on a dependent variable (DV).

RESULT

FIGURE 1:

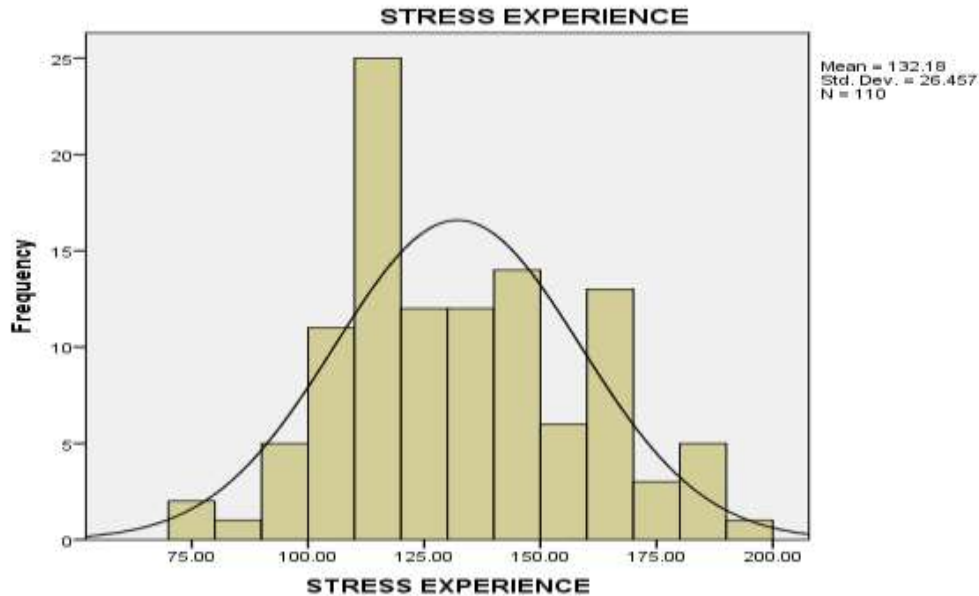


Histogram for Life-Style Pattern among University Academics in Anambra State, Eastern Nigeria.

Source: Primary data collected by researchers on life-style among University Academics in Anambra State

From the figure 1 above, the life-style of the university academics in Anambra State is slightly below normalcy, indicating poor, unimpressive, and unhealthy life-style. The mean (157.68) is slightly below the peak of the normal curve (160.00). Even with the university academics' life-style being below normal, there are well manifested variations in this below-normalcy life-style as shown in the standard deviation of 18.74.

FIGURE 2:



**Stress Experience among University Academics in Anambra State, Eastern Nigeria.
Source: Primary data collected by researchers**

From the figure 2 above, the stress experience of the university academics in Anambra State is above normalcy, indicating very high stress experience. The mean (132.18) is above the normal curve (128.00). There are well manifested variations in this stress experience as shown in the standard deviation of 26.457.

TABLE 1:

Effect		Value	F	Hypothesis df	Error df	Sig.
LIFE-STYLE	Pillai's Trace	7.067	1.577**	459.000	198.000	.000
	Wilks' Lambda	.000	1.715**	459.000	148.528	.000
	Hotelling's Trace	66.021	1.758**	459.000	110.000	.000
	Roy's Largest Root	21.504	9.276**	51.000	22.000	.000
UNIVERSITY TYPE	Pillai's Trace	.851	1.234	18.000	30.000	.297
	Wilks' Lambda	.295	1.311 ^b	18.000	28.000	.254
	Hotelling's Trace	1.901	1.373	18.000	26.000	.225
	Roy's Largest Root	1.591	2.651* ^c	9.000	15.000	.046
LIFE-STYLE & UNIVERSITY TYPE	Pillai's Trace	4.647	.691	306.000	198.000	.998
	Wilks' Lambda	.000	.711	306.000	144.405	.993
	Hotelling's Trace	17.385	.694	306.000	110.000	.992
	Roy's Largest Root	5.418	3.506* ^c	34.000	22.000	.001

Multivariate Tests^a for Life-Style and University Type as Stress Experience Contributors among University Academics in Anambra State, Eastern Nigeria

NOTE: Significant @ * $P \leq 0.5$, $N = 110$, $F = 2.651$; ** $P \leq .001$, $N = 110$, $F = 1.577, 1.715, 1.758, 9.276, 3.506$

Source: Primary data collected by researchers

Table 1: Above showed that life-style made very high significant contribution to stress experience among university academics ($P \leq .001 > .000$; $F = 1.577, 1.715, 1.758, 9.276$; $df = 459 \& 51$, $N = 110$). Again, university type was a significant contributor of stress experience among university academics in Anambra State, Nigeria ($P \leq .05 > .046$; $F = 2.651$; $df = 18 \& 9$; $N = 110$). The combination of university type and life-style increased the stress experience

significantly ($P \leq .001 \geq .001$, $F = 3.506$, $df = 306 \& 34.00$, $N = 110$). These results possibly explained the very high stress experience of table figure 2.

TABLE 2:

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
HEALTHY LIFE-STYLE	Relationship with Students	1236.691	51	24.249	1.619	.109
	Relationship with Colleagues	1243.521	51	24.383	2.029*	.036
	Relationship with Management	1915.795	51	37.565	.886	.649
	Teaching Work Stress	1080.616	51	21.189	1.256	.285
	Research Stress	1039.123	51	20.375	1.933*	.047
	Teaching Task Stress	1141.343	51	22.379	2.445*	.012
	Work Home Conflict Stress	1141.410	51	22.381	1.764	.074
	Work Environment Stress	1371.838	51	26.899	1.342	.228
	STRESS EXPERIENCE	43994.210	51	862.632	2.123*	.028
UNIVERSIT Y TYPES	Relationship with Students	6.345	2	3.173	.212	.811
	Relationship with Colleagues	25.803	2	12.902	1.074	.359
	Relationship with Management	48.196	2	24.098	.568	.575
	Teaching Work Stress	35.811	2	17.905	1.061	.363
	Research Stress	10.120	2	5.060	.480	.625
	Teaching Task Stress	10.588	2	5.294	.578	.569
	Work Home Conflict Stress	12.569	2	6.285	.495	.616
	Work Environment Stress	93.411	2	46.706	2.330	.121
	STRESS EXPERIENCE	1225.373	2	612.687	1.508	.243
HEALTHY LIFE- STYLE & UNIVERSIT Y TYPES	Relationship with Students	534.064	34	15.708	1.049	.463
	Relationship with Colleagues	404.014	34	11.883	.989	.522
	Relationship with Management	714.001	34	21.000	.495	.968
	Teaching Work Stress	678.591	34	19.959	1.183	.345
	Research Stress	277.145	34	8.151	.774	.755
	Teaching Task Stress	396.293	34	11.656	1.274	.279
	Work Home Conflict Stress	573.851	34	16.878	1.330	.244
	Work Environment Stress	479.544	34	14.104	.704	.826
	STRESS EXPERIENCE	20972.491	34	616.838	1.518	.153

Error	Relationship with Students	329.500	22	14.977
	Relationship with Colleagues	264.333	22	12.015
	Relationship with Management	932.833	22	42.402
	Teaching Work Stress	371.167	22	16.871
	Research Stress	231.833	22	10.538
	Teaching Task Stress	201.333	22	9.152
	Work Home Conflict Stress	279.167	22	12.689
	Work Environment Stress	441.000	22	20.045
	STRESS EXPERIENCE	8941.000	22	406.409
Total	Relationship with Students	34164.000	110	
	Relationship with Colleagues	31073.000	110	
	Relationship with Management	28478.000	110	
	Teaching Work Stress	37026.000	110	
	Research Stress	35815.000	110	
	Teaching Task Stress	33257.000	110	
	Work Home Conflict Stress	30361.000	110	
	Work Environment Stress	34975.000	110	
	STRESS EXPERIENCE	1998220.00	110	

MANOVA Table for Tests of Between-Subjects Effects for Life-Style and University Type as Stress Experience Influencers among University Academics in Anambra State, Eastern Nigeria

NOTE: Significant @ * $P \leq .05$; 110; F = 2.029, 1.933, 2.445, 2.123

Source: Primary data collected by researchers on life-style and university type as stress experience “predisposer” among university academics in Anambra State, Nigeria.

Generally, life-style significantly predisposed university academics to stress experiences $P \leq .05$ $F = 2.123$, $N = 110$. Micro analysis of table 2 above further showed as follows: (i) Life-style is a significant “predisposer” to stress arising from relationship with colleague $P \leq .05$ $F = 2.029$, $N = 110$; (ii) life-style is a significant “predisposer” to research stress $P \leq .05$ $F = 1.933$, $N = 110$; (iii) life-style is a significant “predisposer” to teaching task stress $P \leq .05$ $F = 2.445$, $N = 110$.

Table 3:

Dependent Variable	(I) UNIVERSIT Y TYPE	(J) UNIVERSIT Y TYPE	Mean Difference(I -J) = X	Std. Error	Sig.	
Relationship with Students	Federal University	State University	-1.0911	.82595	.432	
		Private University	-.9980	1.00318	.616	
	State University	Federal University	1.0911	.82595	.432	
		Private University	.0931	1.01852	.996	
	Private University	Federal University	.9980	1.00318	.616	
		State University	-.0931	1.01852	.996	
	Relationship with Colleagues	Federal University	State University	-1.2733	.73978	.249
			Private University	.3696	.89852	.919
		State University	Federal University	1.2733	.73978	.249
			Private University	1.6429	.91226	.220
		Private University	Federal University	-.3696	.89852	.919
			State University	-1.6429	.91226	.220
Relationship with Management	Federal University	State University	-.7826	1.38972	.854	
		Private University	-.1008	1.68793	.998	
	State University	Federal University	.7826	1.38972	.854	
		Private University	.6818	1.71374	.924	
	Private University	Federal University	.1008	1.68793	.998	
		State University	-.6818	1.71374	.924	

Teaching Work Stress	Federal University	State University	-1.2619	.87662	.372
		Private University	1.0000	1.0647	.649
	State University	Federal University	1.2619	.87662	.372
		Private University	2.2619	1.0810	.136
	Private University	Federal University	-1.0000	1.0647	.649
		State University	-2.2619	1.0810	.136
Research Stress	Federal University	State University	-.9545	.69281	.402
		Private University	-1.2055	.84147	.375
	State University	Federal University	.9545	.69281	.402
		Private University	-.2511	.85434	.958
	Private University	Federal University	1.2055	.84147	.375
		State University	.2511	.85434	.958
Teaching Task Stress	Federal University	State University	.1346	.64563	.979
		Private University	.5870	.78417	.758
	State University	Federal University	-.1346	.64563	.979
		Private University	.4524	.79616	.852
	Private University	Federal University	-.5870	.78417	.758
		State University	-.4524	.79616	.852
Work Home Conflict Stress	Federal University	State University	-.5093	.76025	.801
		Private University	-.1067	.92339	.993

	State	Federal	.5093	.76025	.801
	University	University			
		Private	.4026	.93751	.912
		University			
	Private	Federal	.1067	.92339	.993
	University	University			
		State	-.4026	.93751	.912
		University			
Work Environment Stress	Federal	State	-3.0031*	.95553	.017
	University	University			
		Private	-1.1265	1.1605	.630
		University		7	
	State	Federal	3.0031*	.95553	.017
	University	University			
		Private	1.8766	1.1783	.301
		University		2	
	Private	Federal	1.1265	1.1605	.630
	University	University		7	
		State	-1.8766	1.1783	.301
		University		2	
STRESS EXPERIENCE	Federal	State	-9.5455	4.3024	.108
	University	University		9	
		Private	-5.2945	5.2257	.606
		University		2	
	State	Federal	9.5455	4.3024	.108
	University	University		9	
		Private	4.2511	5.3056	.729
		University		1	
	Private	Federal	5.2945	5.2257	.606
	University	University		2	
		State	-4.2511	5.3056	.729
		University		1	

Scheffe Test Comparisons for Life-style and University Type as Stress Influencers
Significant $P \leq .05 > .017$, N = 110, X = - 3.0031 & 3.0031; Source: Primary data collected by researcher

Table 3 above showed that work environment stress was the significant causal factor for the variations in stress existing among the academics of the Federal government-owned and State government-owned universities ($P \leq .05 > .017$, N= 110, X = - 3.0031 & 3.0031 respectively). This could indicate that systemic, institutional or organizational development of the

government-owned universities could be the stress causal factors. However, no such significant result was found for the private-owned university on any stress patterns.

Summary of Results/Findings

1. Generally, life-style significantly predisposed university academics in Anambra State, Eastern Nigeria to high stress.
2. Life-style significantly predisposed the university academics to stress arising from relationship with colleagues.
3. Life-style significantly predisposed the university academics to research stress.
4. Life-style significantly predisposed the university academics to teaching task stress.
5. Life-style in conjunction with the University type make significant contributions to stress experience of academics/lecturers.
6. Work environment stressors were significant causal factors for the variations in stress experiences of the university academics in the Federal government-owned and State government-owned universities.

DISCUSSION

The findings of the study showed that the level of stress experiences among university academics in Anambra State, Nigeria were significantly high. This corresponds with the findings of Winefield and Jarret (2001) that psychological stress was higher among academic staff than general staff. The study found that both Federal government-owned and State government-owned universities predisposed their academics to stress experiences. This findings could have arisen from the earlier findings by Tayo, Okotoni and Adebakin (2012) that there was no significant difference in the infrastructural development between the two types of government-owned universities. Lack of effective and adequate infrastructure put pressure on the available facilities. Again, university academics are put under pressure to accomplish goals. These situations create tension, burnout and stress for the university academics in Anambra State, Nigeria. The situation is further made complex because the population of university students have grown tremendously that it is becoming strenuous managing students on the campus and achieving very sound academic goals equally (Nwankwo, Officha, Ohakwe, Mbonu, Temidayo & Ofoedu). The findings of this study have to be taken with caution as the study was limited to university academics in Anambra State, Nigeria.

Implications of the Study and its Findings

The study and its findings have the following research and practice implications.

1. Poor rating of most Nigerian universities could be attributed to the work environment (systemic, institutional or organizational) stressors, which negate goal attainments in the universities.

2. Nigerian university academics/lecturers need to adopt healthy life-style as a central personality quality of self-management of stress.
3. Creativity and innovation are obtainable in healthy intelligentsia, not stressed up university academics/lecturers with unhealthy life-style as found in this study.
4. The quality assurance of Nigerian universities will be skewed retrogressively if the findings of this study are not reversed and improved upon.

CONCLUSION

The study examined life-style and university type as social and organizational “predisposers” to stress among university academics in Anambra State, Nigeria. Findings of the study show that life-style significantly predisposed university academics to stress experiences. Life-style significantly predisposed university academics to stress arising from relationship with colleagues, research stress, and teaching task stress. Again, university type make significant contributions to stress experience of their academics/lecturers. Work environment stress was the significant stress causal factor for the Federal government-owned and State government-owned universities, which was not found for the private-owned university.

Recommendations

1. University academics in Anambra State, Nigeria, should adopt healthy life-style, as it is necessary in stress management.
2. The work environment of the university systems in Anambra State, Nigeria needs to be re-appraised and improved upon.

Suggestions for Future Research

1. Future researches need to explore the contributions of the following vis-à-vis functional performance of the university system in Nigeria:
 - a. University management;
 - b. Culture/Tribe;
 - c. Politics
2. Cross-cultural studies of the subject-matter needs to be carried out.

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APPENDIX**LIFE-STYLE QUESTIONNAIRE**

	ITEMS	1	2	3	4	5
	PHYSICAL HEALTH					
1.	I take care of my health					
2.	I go to the doctor for regular check up					
3.	I check my blood pressure at least once a month					
4.	I spend some time during the week for relaxation					
5.	I check my blood sugar and blood fat levels at least once a year					
6.	I watch the TV program related to health					
7.	I get information about health issues and disease symptoms from health center					
8.	I try to keep my body healthy					
9.	I sleep 7-8 hours a day					
	PHYSICAL ACTIVITY AND EXERCISE					
10.	I have an active life					
11.	I do stretching exercises several times a week					
12.	I do physical activity such as brisk walking, cycling and swimming at least three days a week and 30 mins at a time.					
13.	I have a specific exercise program					
14.	I have enough energy to spending a day without fatigue					
15.	My physical health is almost the same level of my peer group					
	MENTAL HEALTH					
16.	I am able to express my feelings					
17.	I am satisfied from myself					
18.	I am able to adapt to changes during life					
19.	I am able to manage and reduce stress in my life					
20.	I am hopeful about my future					
21.	I get angry with the smallest things					
22.	I have positive thoughts and feelings					
23.	I consult with other when faced with a problem in my life					
24.	I help people in emergency time (such as flood, earthquake)					
25.	I am able to express the feelings toward others					
26.	DRUY AND ALCOHOL AVOIDANCE					

27.	I avoid smoking					
28.	I avoid using drug					
29.	I refuse to associate with addicts and alcoholics					
30.	I avoid drinking alcohol					
31.	I avoid self-medication					
32.	I expose to cigarette smoke					
33.	I avoid using the pipe					
34.	I avoid using the hookah					
	BALANCED CONSUMPTION OF FOOD					
35.	I avoid using high cholesterol foods such as liver, eggs and red meat, indiscriminately.					
36.	I avoid using salt, indiscriminately.					
37.	I avoid using sugary materials, indiscriminately.					
38.	I avoid eating animal fats and fatty foods					
39.	I read the food labels to find out the nutrition facts (fat, protein, and fiber)					
40.	I avoid using sausage and canned foods indiscriminately.					
41.	I avoid eating blackened or burnt food					
	ENVIRONMENTAL POLLUTANTS AND HARMFUL SUBSTANCES					
42.	I avoid excessive exposure to sunlight					
43.	I use the cosmetics.					
44.	I use a microwave for cooking					
45.	I use protective equipment from sunlight such as sunscreen, cap, sunglasses etc.					
46.	I use the cleaning materials such as bleaching liquids.					
47.	I read the instruction labels on all detergents, cleaners and disinfectants.					
48.	I don't use the pesticides in my home or workplace; if it is necessary, I read carefully the instruction labels.					
49.	I don't bring my cell phone into the bedroom					
50.	I use the hair dye e-3 times a year.					
	WEIGHT CONTROL AND NUTRITION					
51.	I try to keep my weight in a satisfactory level.					
52.	I have a balance diet.					
53.	I use a special diet for weight control.					
54.	I intake fruit and vegetable 5 or more times everyday.					
55.	I intake whole meal bread, cereal and grains several times per day.					

56.	I use dairy product such as milk, yoghurt and cheese 2 or more time every day.					
REPRODUCTIVE HEALTH						
57.	I get a pap test at least once a year.					
58.	I use the contraceptive pill.					
59.	I use Hormone pills during menopause					

Developed by Momayyezi, Fallahzadeh and Momayyezi (2015).

STRESS QUESTIONNAIRE

To what extent do you experience stress on the academic issues/items below:

		1	2	3	4	5
RELATIONSHIP WITH STUDENTS						
1.	Teaching students who are less interested in studies					
2.	Handling students who have poor attendance in classroom					
3.	Counseling and teaching students individually					
4.	Insuring Order and discipline in the class					
5.	Handling an undisciplined student in the class Aggregate mean					
RELATIONSHIP WITH COLLEAGUES						
6.	Non Cooperation of colleagues in work					
7.	Casual Behavior of Colleagues in completing the job					
8.	Immediate Senior's attitude is in appropriate and irritating					
9.	Seniority complex among the senior colleagues					
10.	Favouritism done by colleagues on the basis on family relation, caste, religion, region and others.					
RELATIONSHIP WITH MANAGEMENT						
11.	Attitude of Chairman/Director about your working style					
12.	Intervention by Head/Director of the institute about your routine activities.					
13.	Ever changing educational policies of management					
14.	Lack of communication between the management and teachers					
15.	Reporting by head to management about routine activities.					

	STRESS ARISING FROM TEACHING WORK					
16.	Having excess number of students to teach in the classroom					
17.	Having workload more than prescribed work load by the UGC/AICTE/UPTU					
18.	Delivering lectures continuously without intervention					
19.	Over work time to meet more requirement					
20.	Fewer holidays as prescribed by the UGC/AICTE/UPTU					
	STRESS ARISING FROM RESEARCH					
21.	No provision for academic leave for participating in seminar/conference etc.					
22.	Having no time to do good quality research					
23.	Having no provision for reduction in work load to accommodate research work.					
24.	Teaching and research achievement to be considered equally in promotion procedures.					
25.	Inadequate research facilities in the institute.					
	ARISING FROM TEACHING TASK					
26.	Execution of administrative duties with teaching and research assignment.					
27.	Making compromises in teaching and research work at the cost of excess administrative work.					
28.	Inability to carry out teaching assignment to satisfaction on account of excessive workload and time shortage.					
29.	Neglecting basic things which are essential for a teacher like reading books, newspaper, journals and magazines.					
30.	Non attending seminar conference due to excess workload.					
	STRESS RESULTING FROM WORK HOME CONFLICTS					
31.	Inability to devote sufficient time for domestic and personal problems because of excessive work loan.					
32.	Seeing family member and friends less frequently.					
33.	Postponing or canceling personal appointments.					
34.	Not being able to give enough time to family and children.					
35.	Doing household chores after reaching home.					
	STRESS RESULTING FROM WORK ENVIRONMENT					
36.	No recognition by Head/Chairman/Director.					

37.	Often being criticized by Head/Chairman/Director without any reasons.					
38.	Colleagues and subordinate trying to letdown you unnecessarily.					
39.	Colleagues spreading rumors					
40.	Unhygienic condition at work place.					
	EFFECTS OF STRESS ON PERSONAL'S HEALTH					
41.	Hypertension					
42.	Cardio-vascular Disease					
43.	Pulmonary Disease					
44.	Diabetes					
45.	Depression					
46.	Behavioral Disorder					
	MANAGEMENT OF STRESS					
47.	Talk to the social group					
48.	Try to think Positively.					
49.	Jogging or doing exercise					
50.	Relax by doing something enjoyable					
51.	Proceed on leave					

Developed by Shabana, Singhal, Siddique and Agarwal (2017).