
PSYCHOSOCIAL OCCUPATIONAL STRESSORS AS CORRELATE OF JOB SATISFACTION AMONG STUDENT COUNSELLORS IN NATIONAL OPEN UNIVERSITY OF NIGERIA IMPLICATIONS FOR INTERVENTION

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ABSTRACT: *This study determined whether there were significant relationships between the selected psychosocial occupational stressors of career advancement, workloads, interpersonal work relationship, gender difference in family/work interface, and control/decision latitude and job satisfaction among student counsellors practicing in National Open University of Nigeria. This study adopted descriptive survey of Ex-post facto design. The research population included all the sixty-two student counsellors serving in NOUN as at July, 2013. Purposive sampling technique was used. Out of the sixty two Psychosocial Occupational Stress Scale (POSS) distributed, only forty- four were properly filled and used for analysis. The reliability of the instrument was established using test-retest correlation via Pearson Product Moment Correlation (PPMC) which yielded average of $r=.77$. The alpha level of significant was set at 0.005. The analyses via SPSS indicated that there were positive low relationships between Job satisfaction and career advancement ($r= 0.011$; $p =0.942$), interpersonal relationship ($r=. 0.175$; $p =0.255$) and workloads ($r=0.102$; $p =0.511$). While there were inverse low relationships between job satisfaction and gender difference in family/work interface ($r=.0.-.229$; $p=0.135$ and, control and decision latitude ($r=0.-.217$; $p=0.157$). All the null hypotheses were accepted, inferring that, there were no significant correlations between psychosocial occupational stressors and job satisfaction of student counsellors in NOUN. These results were therefore attributed to student counsellors' expert knowledge and skills in the management of stress. Based on the findings, incisive recommendations were also made*

KEYWORDS: Psychosocial, occupational Stress, Job Satisfaction, Counsellors, National Open University

INTRODUCTION

The Nigerian National Policy on Education has over the years recognised the place of open and distance learning in achieving lifelong education and affirms that lifelong education shall be the basis of the nation's education policy (NUC, 2009). It went further to state that, at any stage of the educational process after junior secondary education, an individual shall be able to choose between continuing full-time studies, combining work with study, or embarking on full time employment without excluding the prospect of resuming studies later (NPE, 2004). According to the policy document, the goals of open and distance education are to: provide access to quality education and equity in educational opportunities for those who otherwise would have been denied; meet special needs of employers by mounting special certificate courses for their employees at their work place; encourage internationalization especially of tertiary education curricula and ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing experts as teachers regardless of their locations or places of work (NUC, 2009).

In view of Nigeria population of over 160 million and the position it occupies in African continent, National Open University of Nigeria (NOUN) is appropriately positioned to provide wider access to quality education and achieve the Millennium Development Goal (MDGs) 'Education for All by year 2015 in Nigeria. Distance learning emerges as an intervention strategy aimed at complementing and supplementing the conventional face-to face approach. The educational philosophy of 'openness' in open and distance learning emphasises a high degree of flexibility, giving the learner the opportunity to choose where to learn, how to learn, pace of study, and mode of evaluation (Oke, Musa & Adeoye, 2010). NOUN is established primarily to provide quality, cost-effective and flexible learning, which is anchored by social justice, equity, and national cohesion through a comprehensive reach that transcends all barriers (NOUN, 2005). As at 2012, NOUN has 73,036 students studying different programmes housed in the six schools and Centre: - schools of Arts and Social Sciences, Education, Law, Management Sciences, Science and Technology and Centre for Lifelong Learning (NOUN Annual Report, 2012). The students are spread across 36 regular, 10 special and 5 community Study Centres manned by academic and non-academic staff, among who are the student counsellors.

In NOUN, student counsellors are expected to provide the 24hour/7days counselling services to all categories of learners as well as staff. Ogidan and Atere (2010) succinctly state that student counsellors guide students from the stage of application for admission till successful completion of study in the university'' (p.33). Thus, the enormity of services offered by student counsellors in NOUN place them in heightened level of stress and denies them of job satisfaction. This study determined whether there were significant relationships between the selected psychosocial occupational stressors of career advancement, workloads, interpersonal work relationship, gender difference in family/work interface, and control/decision latitude and job satisfaction among student counsellors practising in National Open University of Nigeria

Concept of Job Satisfaction

On one hand, a concept of job satisfaction as posited by Hulin and Judge (2003), describes job satisfaction to include multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioural components. Job satisfaction can also be seen within the broader context of the range of issues which affect individuals' experiences at work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions performance appraisal, motivation and leadership, and the physical and mental health of workers.

Perceived satisfaction on the job is reflected by the needs of sense of fulfilment and expectation for the job to be interesting, challenging and personally satisfying (Smither, 1994). Job satisfaction is associated with the psychological (Limbert, 2004) and individual well-being (Nassab, 2008). Low job satisfaction can be an important indicator of counterproductive employee behaviour and can result in behaviour such as absenteeism (Spector, 1985; Martin & Miller, 1986) and turnover intentions (Spector, 1985; Dupré & Day, 2007). Thus, job satisfaction is often considered to be an indicator of employee emotional well-being or psychological health indicating behaviour that could affect organizational functioning. Job satisfaction is employee reactions toward their work experiences (Berry, 1997), emotional state or reactions toward the job (Gruneberg, 1979, Landy & Conte, 2004), how positive people feel about their jobs, aspects of their jobs (Spector, 1997) and work situations (Wood, Wood & Boyd, 2007).

Theoretical approach to studying job satisfaction focuses on specific factors that are related to a job and that could contribute to overall job satisfaction (Smither, 1994). According Gruneberg, (1979), generally, job satisfaction is divided into intrinsic and extrinsic facets. Intrinsic factors or content factors are related

to the nature of the job itself whereas extrinsic factors or context factors relate to other aspects of the job. According to Spector (1997;2008), facets that have been frequently studied include pay, promotion opportunities, fringe benefits, supervision, co-workers, job conditions, nature of the work, communication and security. Davey, Obst and Sheehan (2001) posit that, low job satisfaction was a result of inconsistent promotional opportunity and lack of organizational support including recognition from supervisors and peers.

While Herzberg's two-Factor Theory as cited by Nor Liyana and Mansor. (2009) states that job satisfaction comprises two factors namely: hygiene factors and motivational factors. Hygiene factors include salary, interpersonal relations with superiors, subordinates and peers, organization policies and administration, supervision, status, job security, working conditions, and personal life. Whereas motivation factors include achievement, recognition for achievement, advancement, responsibility, works itself and possibility of growth (Herzberg, 1968). This theory suggests that the presence of motivation factors can potentially create great motivation and greater job satisfaction while in the absence of motivators, dissatisfaction often does not occur. Also, the absence of hygiene factors will create great dissatisfaction and the presence of hygiene factors does not provoke high levels of job satisfaction (Nor Liyana & Mansor 2009).

Occupational Stress

On the other hand, Occupational or work-related stress as defined by World Health Organization's (WHO, 2005), is 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. Occupational stress can occur when there is a discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete these demands. Often a stressor can lead the body to have a physiological reaction that can strain a person physically as well as mentally. A variety of factors contribute to workplace stress such as excessive workload, isolation, extensive hours worked, toxic work environments, lack of autonomy, difficult relationships among co-workers and management, management bullying, harassment and lack of opportunities or motivation to advancement in one's skill level (Karasek, (1979). Salami (2011) asserts that, occupational stress is an inescapable and painful reality of daily life of workers in diverse settings.

On the other hand, job stress otherwise known as occupational stress is as a result of incongruence between the demand of the job and the workers coping capability (Lazarus and Folkman ,1984). Work stress can lead to anxiety and depression burnout, job alienation, hostility, depression, tension, anger, anxiety, nervousness, irritability and frustration (Antonioni et al., 2003; Millward, 2005; World Health Organization, 2005). Acute responses to stress may be in the areas of feelings (for example, anxiety, depression, irritability, fatigue), behaviour (for example, being withdrawn, aggressive, tearful, unmotivated), thinking (for example, difficulties of concentration and problem solving) or physical symptoms (for example, palpitations, nausea, headaches). If stress persists, there are changes in neuroendocrine, cardiovascular, autonomic and immunological functioning, leading to mental and physical ill health (for example anxiety, depression, heart disease. Work stress may negatively affect commitment and productivity), (Newell, 2002; Seaward, 2005; World Health Organization, (2005).

Factors Associated with Occupational Stress

A variety of factors contribute to workplace stress; such as excessive workload, isolation, extensive hours worked, toxic work environments, lack of autonomy, difficult relationships among co-worker's and management, management bullying, harassment and lack of opportunities or motivation to advancement in one's skill level. Source or stressor is an element that causes a stress reaction. Research in behavioural psychology has shown that stress can be good or be a threat to the person depending on the level of stress

perceived (Nor Liyana & Mansor, 2009). Occupational stress due to organisational aspects include: long work hours, lack of organizational support and organisational change (Davey, et al., 2001), lack of support from supervisors and colleagues, and conflict with demands and pressures (Leka, Griffiths, & Cox. 2004). Occupational stress could also result from work design, job qualifications, job performance and organizational structure (Rogers, Li, & Shani., 1987). It has been seen that work overload (Rogers, et al., 1987, Pflanz & Ogle, 2006) could also contribute to stress. Occupational stress can reduce productivity, increase mistakes and accidents at work, encourage absenteeism, lower morale, increase conflict with others and cause physical and emotional problems (Pflanz & Ogle, 2006) and finally poor life satisfaction (Pawar & Rathod, 2007).

There is an abundance of literatures on occupational stress targeting industrial organisations, lecturers, educators and so (Adeyemo, 2005). However, a concern is that there is paucity of empirical researches targeting student counsellors in National Open University of Nigeria despite the crucial role they play in advancing NOUN vision and mission. This study is therefore, designed to contribute to existing literatures on job stress by empirically examining psycho social factors such as career advancement, workloads, work relationship, gender difference in family and work interface, and control and decision latitude as correlate of job satisfaction of student counsellors practicing in National Open University of Nigeria.

Statement of the Problem

The NOUN students' population as at May, 2013 stood at 73,036 (NOUN, ICT 2012). Students' population ratio to a counsellor in NOUN was 1,130 students to one student counsellor. Student counsellors in NOUN are overwhelmed with student clienteles who are in dire need of counselling service, leading to counsellors being over worked in abide to serve the last student on the queue. Counsellors working under stress are likely not be able to diagnosis students with learning difficulties and socio-psychological problems which may result in high rates of students' attrition, loneliness, poor reading skills, poor interaction, poor coping mechanism, poor adjustment and others (Ofole, Fawusi, & Oduneye, 2011). Student counsellors in NOUN are not immunised to stress though depending on the level of stress perceived, can invariably affects the quality of counselling services rendered to students and also bring job dissatisfaction. In view of the above reasons, the researchers deem it imperative and crucial to investigate the relationships between selected psychosocial occupational stressors of career advancement, workloads, interpersonal work relationship, gender difference in family and work interface, and control and decision latitude and job satisfaction of student counsellors in NOUN with the view of promoting positive mental health, job efficiency and effectiveness among the counsellors.

Research Questions

This study is designed specifically, to proffer answers to the following research questions;

- I. Is there a significant relationship between career advancement and job satisfaction of student counsellors in NOUN?
- II. Is there a significant relationship between workloads and job satisfaction of student counsellors in NOUN?
- III. Is there a significant relationship between interpersonal relationship and job satisfaction among student counsellors in NOUN?
- IV. Is there a significant relationship between control/decision latitude and job satisfaction among student counsellors in NOUN?
- V. Is there a significant gender difference in family/ work interface and job satisfaction among student counsellors in NOUN?

Research Hypotheses

- 1) There is no significant relationship between career advancement and job satisfaction among student counsellors in NOUN?
- 2) There is no significant relationship between workloads and job satisfaction among student counsellors in NOUN?
- 3) There is no significant relationship between interpersonal relationship and job satisfaction among student counsellors in NOUN?
- 4) There no significant relationship between control/ decision and job satisfaction among student counsellors in NOUN?
- 5) There is no significant gender difference in family/job interface and job satisfaction among student counsellors in NOUN?

METHODOLOGY

Design

This study adopted descriptive survey of Ex-post facto design to examine the relationships between psychosocial stressors (career-advancement, workloads, interpersonal-relationship, and control/ decision latitude and gender difference in family and job interface) on job satisfaction of NOUN student counsellors.

Population

Population The research population included all the sixty-two student counsellors serving in NOUN as at July, 2013.

Sample and sampling technique

Purposive sampling technique was used and copies of Psychosocial Occupational Stress Scale were distributed to all student counsellors practicing in study centres of National Open University. Out of the sixty two POSS distributed, only forty-four were properly filled and used for analysis.

Characteristics of the sample

As at July, 2012 NOUN has sixty two student counsellors representing 4.9 % out of 1247 total staff strength (NOUN Bulletin, 2012). The summary of all the student counsellors according to the six geo-political zones is as follows; North East=5; North West 11; North Central=19; South East=8; South-South=12; South West=23. The sample consist twenty males (39%) and thirty-one (60.1%) females with average age of $31.11 \pm$ years old and standard deviation of SD8.69. Their average work experience in NOUN was 9 years. Thirty seven (72%) were married, eight single (15%) and six (11.7%) widowed/widower. The segregation of the respondents according to educational qualification show that eight (15.6%) had PhD, Thirty-five (68.6%) had master's degree and eight (15.6%) are currently registered for PhD programme in different Universities. Distribution of the respondents by religion shows that majority (80%) were Christians, 12% were Muslims while eight per cent were neither Christian nor Muslim.

Instrumentation

This **psychosocial Occupational Stress Scale questionnaire (POSS)** was developed on the bases of reviewed occupational stress literatures and the re-establishment of the reliability of the instrument during pilot study could lead to the production of accurate and reliable. POSS has two sections; Section A obtained the demographic data of the respondents while section B sought for information pertaining to job# jim stress in relation to the six independent variables. The questionnaire is Likert Scale table-tabulated into six variables, each divided into several categories or levels.

Reliability and Validity of the instrument

For face, content and construct validities of Psychosocial Occupational Stress Scale (POSS), the researchers used experts in the Department of Guidance and Counselling in the University of Ibadan and Learner Support Services in National Open University of Nigeria. The instrument was pilot tested using ten counsellors in University of Ibadan. The reliability of the instrument using test-retest correlation via Pearson Product Moment Correlation (PPMC) yielded: career-advancement $r=0.77$, workloads $r=0.81$, interpersonal work relationship $r=0.79$, control and decision latitude $r=0.70$ and gender difference in family and job interface $r=0.72$ and job satisfaction $r=0.84$ and which is considered highly reliable to measure the study outcome.

Administration Procedures

The copies of the questionnaire were administered to the respondents through the Directors of NOUN Study Centres across Nigeria. Out of the sixty-two questionnaires sent out, forty four were properly filled and returned. This enabled the researchers to have a return rate of 71 % which is considered satisfactory for an empirical research of this nature. Responses to the items in the questionnaire were coded and entered into a computer and analysed with version 20.0 of software for Statistical Package for Social Sciences (SPSS)

RESULTS

Table 1: The result below indicate the respondents' levels of perceived occupational stress experienced in the course of performing counselling duty in NOUN.

	Level of occupational stress	Number of respondents	Percentage of respondents
a.	Not at all stressful counselling occupation	0	0%
b.	Mildly stressful counselling occupation	3	6.82%
c.	Moderately stressful counselling occupation	22	50%
d.	Very stressful counselling occupation	12	27.27%
e.	Extremely stressful counselling occupation	7	15.91%
	Total	44	100%

Finding: Table 1 above shows that 6.82% of the respondents perceived counselling duties in NOUN as mildly stressful, 50% of them perceived counselling duties as moderately stressful and 27.27% perceived counselling duties as very stressful counselling duties while 15.91% perceived as extremely stressful. From the finding above, there was no counsellor that did not experience one level of occupational stress or the other, that is, from mild to extreme occupational stressful conditions.

In order to provide answers to the research questions, a combination of descriptive and inferential statistics were utilized. Pearson Moment Correlation Coefficient was utilised to find out the relationship among the variables (independent and dependent). The result is presented on table 1 below

Table 2: Descriptive Statistics of Mean and Standard Deviation of all the variables

	Variable	Mean	Standard Deviation
1	Job Satisfaction	14.022	0.79207
2	Career Development	10.7045	0.76492
3	Work load pressure	4.9545	0.30151
4	Control and Decision latitude	8.0909	0.70935
5	Support/Interpersonal work Relationship	8.9545	0.30161
5	Gender difference in family/work interface	8.1591	0.91355

Table 2 above describes the calculated mean and deviation of psychosocial occupational stressors and job satisfaction as expressed by the respondents.

Table 3: Correlation between Psychosocial Occupational Stressors and Job Satisfaction

	Psycho-Social Stressors vs. Job satisfaction	Pearson Moment Correlation Coefficient	Decision
1	Career advancement vs. Job satisfaction	Pearson Correlation. = 0.011 Sig(2-tailed) = .942	Very low insignificant positive relationship
2	Interpersonal Relationship vs. Job satisfaction	Pearson Correlation. = 0.175 Sig(2-tailed) = .255	Very low insignificant positive relationship Not significant
3	Gender Difference in family/ work interface vs. Job satisfaction	Pearson Correlation. = -0.229 Sig(2-tailed) = 0.135	Very low insignificant negative relationship
4	Control/Decision Latitude vs. Job Satisfaction	Pearson Correlation. = -0.217 Sig(2-tailed) = 0.157	Very low insignificant negative relationship
5	Workloads Pressure vs. Job satisfaction	Pearson Correlation. = 0.102 Sig(2-tailed) = 0.511	Very low insignificant positive relationship

FINDINGS

Table 3 above shows, low insignificant positive relationships between Job satisfaction and Career advancement ($r = 0.011$; $p = 0.942$), Interpersonal relationship ($r = 0.175$; $p = 0.255$) and workloads, ($r = 0.102$; $p = 0.511$). While low insignificant negative relationships were established between job satisfaction and Control/ decision latitude ($r = -0.217$; $p = 0.157$) and gender difference in family/work interface ($r = -0.229$; $p = 0.135$).

Decision: With the findings stated above, all the five research hypotheses which stated that, there were no significant relationships between career advancement; Interpersonal relationship, workloads, and Control / decision latitude and job satisfaction of student counsellors in NOUN are therefore accepted.

DISCUSSION

This study reveals that, both of psychosocial occupational stressors and job satisfaction were found to be insignificantly interrelated though either positively low or inversely low. Research findings therefore indicate that psychosocial occupational stressors have no significant relationships with job satisfaction among student counsellor of NOUN, connoting that psychosocial occupational

stressors have little or no influence on the counsellors' job satisfaction. The findings could be attributed to the counsellors' perceived levels of stress since stress can be good or be a threat to the person depending on one's perception and their expert knowledge and skills on managing stress. These findings might have turned out this way, because student counsellors are experts in stress management. All counsellors during their professional trainings are tutored on the nature and sources of stress, the effects of stress on health, and personal skills to reduce stress, issues of time management or relaxation exercises and how to provide individual counselling for employees with both work and personal problems. Counselling psychologists are also expected to advise and help the management of organisations to change the organisation towards preventing job stress by;

- Ensuring that the workload is in line with workers' capabilities and resources.
- Designing jobs to provide meaning, stimulation, and opportunities for workers to use their skills.
- Clearly define workers' roles and responsibilities.
- Giving workers opportunities to participate in decisions and actions affecting their jobs.
- Improving communications-reduce uncertainty about career development and future employment prospects.
- Providing opportunities for social interaction among workers.
- Establishing work schedules that is compatible with demands and responsibilities outside the job (Sauter, Murphy & Hurrell, 1990).

With personal knowledge, skills and experience in management of stress, acquired over the years, student counsellors in NOUN are in a better position to manage their personal occupational stress than any other workers in organisations. Occupational stress and job satisfaction are interwoven that, they are found to have profound reciprocal effects on one another. According to Nor Liyana & Mansor, (2009 study) studies have indicated that high levels of work stress are associated with low levels of job satisfaction. Studies have viewed stress as an antecedent of job satisfaction and the two constructs have been treated as related yet distinct (Stanton, Bachiochi, Robie, Perez, & Smith, 2002). Fletcher & Payne (1980) identified that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. It implies therefore, that if employers adequately redesign job environment to reduce the effect of psychosocial occupational stressors, would go a long way in satisfy the psychological states

IMPLICATIONS AND RECOMMENDATIONS

The implications of the study's findings must be viewed in light of the strengths and weaknesses of the design. One of such limitations is its reliance on self-report questionnaire to measure the contribution of those variables on the respondents' job satisfaction. Self-reports questionnaires are reported to enable test-takers systematically represent themselves with an excessive positive bias which could contaminate responses (Paulhus & Chibnall, 2002). Furthermore, forty- four student counsellors purposively drawn National Open University of Nigeria are not a representative sample of over one thousand practicing counsellors in Nigerian Universities. Generalizations of the finding of this study to other counsellors should therefore be made with caution. These limitations notwithstanding, this study has laid groundwork for further exploration of the psychosocial occupational stressors that contribute to job dissatisfaction among student counsellors in National Open University of Nigeria.

In view of the forgoing, this study has three major implications; theoretical contribution, robustness of research methodology, and practical contribution. In terms of theoretical contribution, the results of this study confirm that majority of the student counsellors have job satisfaction and are willing to remain in NOUN despite being impinged by those stressors. In addition, they have average knowledge about the physiological and psychological effect of stress and are proactive to properly cope with psychological stress despite the level of stress they are exposed to. With respect to the robustness of research methodology, the use of appropriate survey questionnaire based on reviewed occupational stress literatures and the re-establishment of the reliability of the instrument during pilot study could lead to the production of accurate and reliable findings. In terms of practical contributions, the findings of this study can be used as a guideline by NOUN management to implement intervention for psychosocial occupational stressors among workers in the university. This objective may be achieved better if management considers the following suggestions: first, behavioural psychologists should institute stress intervention workshops and seminars for student counsellors. This can be done satisfactorily using participatory methodologies which include case studies, drama, role play techniques amongst others. These is to enable the counsellors internalize the acquired skills.

Second, NOUN Management should encourage employee participation in teamwork. For example, involving counsellors in teamwork planning and administration will help them to improve interpersonal relationship as well as increase their psychosocial well-being. Third, they should promote work-life balance initiatives by organizing recreational and overseas trips for the counsellors to relax their minds and bodies, as well as initiate physical fitness and sport games this in no small way can reduce job stress. Fourth, job should be redesigned constantly and consistently to ensure that no unit is overloaded unnecessarily at the detriment of the workers in that unit. Finally, In addition to regular salary which would be based on performance-base, NOUN Management should provide other rewards to deserving counsellors who have performed excellently well in the annual performance rating form as assessed by their immediate superiors. This would not only promote job satisfaction but will also decrease job stress.

CONCLUSION

This study empirically examined the relationship among the independent variables (career-advancement, workloads, interpersonal-relationship, and control and decision latitude, gender difference in family and work interface) and the dependent variable (job satisfaction). Therefore, the researchers are suggesting that current research and practice within occupational stress needs to consider those variables as critical elements of job satisfaction among practicing counsellors. The findings of this research imply that if good interpersonal relationship and support network are established and opportunity for career advancement is provided, as well as reduction of workload; satisfaction among counsellors in National Open University of Nigeria would be enhanced. The findings also have implications for behavioural psychologists to initiate, design, implement and monitor evidenced based stress intervention programme for different categories of workers.

Several limitations of the study were acknowledged which included among others the design which may not capture the developmental issues and/or causal connections between variables of interest. Moreover, the samples were taken from only one unit out of fifteen units in National Open

University of Nigeria using questionnaires to gather data. These limitations may decrease the ability of generalizing the results to other units in NOUN. Future studies should be expanded to the fourteen other units. On that same note, the study can also be replicated in the conventional and private universities to see if the findings hold in different contexts. Further studies can explore the influence of other non-work factors such as family, economic status, life stages, and health status on work stress. The conceptual and methodological limitations should be considered when designing future research.

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APPENDIX 1

Psychosocial Occupational Stress Scale (POSS)

I am a student counsellor in the National Open University of Nigeria, currently undertaking a research on Stress at Work among Student Counsellors. The information collected will be strictly used for research purpose and confidentiality of the information will be strictly maintained. I therefore solicit for your cooperation.

Thanks

Dr. Fidel O. Okopi

SECTION A

Your Study Centre..... Age.....
 Marital Status..... Place of resident.....
 Gender..... Occupation.....
 Basic salary..... Highest educational qualification.....

Please tick only one of these levels you experienced at work

- Not at all stressful
- Mildly stressful
- Moderately stressful
- Very stressful
- Extremely stressful

Tick the appropriate column of each question that represents your perception of stress at your work

1. Control and Decision latitude

Control and Decision latitude		Often	Sometime	Seldom	Never/Almost Never
a	Others take decision concerning my work				
b	I have a great deal of say in my decision about my work				
c	I have a say in my work speed				
d	My working time can be flexible				
f	I can decide when to take a break				
g	I can take my holidays more or less when I wish				
h	I have a say in choosing who I work with				
i	I have a great deal of say in planning my work environment				

2. Support/Interpersonal Work Relationship

	Interpersonal Work Relationship	Often	Sometime	Seldom	Never/Almost Never
a	How often do you get help and support from colleagues?				
b	How often are your colleagues willing to listen to your work problems?				
c	How often is your immediate superior willing to listen to your problems				
d	Poor relations with boss, subordinate or college				
e	Difficulties in delegating responsibilities				
f	Considering all my efforts and achievements, my work prospects are adequate.				
g	you receive the respect you deserve from my superiors and colleagues				
h	you experience adequate support in difficult situation				
i	Considering all your efforts and achievements, you receive the respect and prestige you deserve at work				

3. Gender difference in Family/Work Interface

	Gender difference in Family/Work Interface	Often	Sometime	Seldom	Never/Almost Never
a.	Family matters reduce the time you can devote to your job				
b.	Family worried or problems distract you from your work				
c.	Family activities stop you getting the amount of sleep you need to do your job well				
d.	Family obligations reduce the time you need to relax or be by yourself				
e.	Your job reduces the amount of time you spend with your family				
f.	Problems at work make you irritable at home				
g.	Your job involves a lot of travel away from home				
h	Your job take up so much energy you do not feel up to doing things that need attention at home				

4. Work Load /Pressures at Work

Pressures at work		Often	Sometime	Seldom	Never/Almost Never
a	You have constant time pressure due to a heavy workload				
b	You have many interruptions and disturbances in your job.				
c	you have a lot of responsibility in your job				
d	You are often under pressure to work overtime				
e	You have experienced or expect to experience an undesirable change in your work situation.				

5. Career Development

Career Development		Often	Sometime	Seldom	Never/Almost Never
a.	your job promotion prospect is poor				
b.	Your job security is poor				
c.	You are treated unfairly at work				
d.	You have regular promotion				
e.	Your promotion is irregular even when you are qualified				
f.	You have thwarted ambition				
g.	Your job afford you opportunity for in-house training				
h.	You are allowed to go for professional training				
i.	You are allowed to go for further studies				
j.	Does your job provide you with a variety of interesting things to do				
k.	Are you worried about losing your job?				

6. Job Satisfaction

Job Satisfaction		Very satisfactory	Satisfactory	Dissatisfactory	Very Dissatisfactory
	Your usual take home pay				
b.	Your work prospects				
c.	The people you work with				
d.	Physical working conditions				
e.	The way your section is running				
f.	The way your abilities are used				
g.	The interest and skills involved in your job				
h.	promotion				
i.	Supervision				
j.	Fringe benefits				
k.	Contingent rewards				
l.	Operating condition				
m.	Nature of Work				
n.	Communication				

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