

INFLUENCE OF FRUSTRATION AND ANXIETY ON JOB SATISFACTION AMONG UNIVERSITY LECTURERS IN NORTH-WESTERN STATES, NIGERIA

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Abstract

The study investigated Influence of Frustration and Anxiety on Job Satisfaction among University Lecturers in North-western States, Nigeria. The study was guided by two research Objectives and hypotheses. The study employed ex-post facto research design with the population of seven thousand and sixty six (7,066) male and female university lecturers in North-western states, Nigeria. The sample of three hundred and sixty five (365) was randomly selected for the study. Frustration, Anxiety and Job Satisfaction Questionnaires were the instruments for the data collection. They were validated by experts in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. Descriptive statistics of mean and standard deviation were used to answer research questions while inferential statistics were used to analyse the hypotheses. Hypotheses 1 and 2 were analysed using Pearson Product Moment Correlation,. Findings revealed that there was high level of frustration, high level of anxiety and moderate level of job satisfaction among University Lecturers in North-Western States. The findings also reveal significant inverse relationship exists between frustration and job satisfaction $r = -.526, p = .001$; It was recommended that Government should address the various needs and demands of the university lecturers reasonably to allow the lecturers to meet up with their basic needs with a view to managing the problems of frustration, depression and anxiety among the lecturers. Educational Psychologists and Counsellors should organize conferences, workshops and seminars to sensitize lecturers on the use of coping strategies that are relevant in managing frustration and anxiety. Government should provide more opportunities for both male and female lecturers across the ranks so as to improve their job satisfaction.

Keywords: Frustration, Anxiety and Job-satisfaction

Introduction

Job satisfaction is a crucial factor in the overall well-being and productivity of employees in any profession. Globally, human resource of any organization is strategic and pivotal towards achieving organizational goals. The imperative of human resource in every organization has given credence to job satisfaction as a topical concept in exploring issues that affect management and human behaviour in an organization. Job satisfaction can be described as the degree of need satisfaction derived from an employee evaluation of the intrinsic and extrinsic aspect of their job. Such intrinsic and extrinsic aspects of job satisfaction include salary, working conditions, policy, responsibility and career advancement (Abe, 2020). Responsibility as one of the indicators of job satisfaction has implications on academic staff. This is because delegation of responsibility is a powerful source of empowerment.

Despite the crucial role of academic staff in human capital development and nation building, academic

staff welfare in Nigeria tertiary institutions particularly the public universities appears to have been neglected and treated with disdain by the government at all levels in Nigeria. Worse still, the lackadaisical attitude of Nigeria government towards academic staff welfare and concern has created a discord and constant face-off between federal government and academic staff union, such dissatisfaction among academic staff is reflected in the incessant industrial strike by consortium of academic staff union of universities. According to Ahmed (2017) academic staff of public universities embarked on strike which lasted for 1 month in 1999, 3 months in 2001, 2 weeks in 2002, 1 week in 2006, 3 months in 2007, 1 week in 2008, 4 months in 2009, 5 months and 1 week in 2010, 3 months in 2011, 5 months and 20 days in 2013. On the 9th of March, 2020, public universities in Nigeria under ASUU went on two weeks warning strike as a result of dissatisfaction among academic staffs with federal government non-compliance to part of the agreement entered into with the academic staff union of universities in 2009.

Subsequently, on the 23rd March, 2020 academic staff union of universities reconvened to declare a total, comprehensive and an indefinite strike. The last strike which was the hardest in the history of academic struggles, ASUU commenced an eight-month strike on February 14, 2022, and ended the industrial action on October 17, 2022. The then President, Muhammadu Buhari, had invoked the 'no work, no pay' to compel the university teachers to return to their classrooms. These incessant industrial strike actions emanating from dissatisfaction among academic's staff affect their performance and the overall effectiveness of public universities. This incessant strike actions also are not unconnected with the dissatisfaction of academic staff with regards to poor funding of the education sector, poor conditions of service, political interference in education, non-compliance in agreement, inconsistency in policy formulation and implementation and unnecessary delay in payment of salaries and other emoluments of academic staff (Sampath, 201 8). Swann (2022) observed that the effects of poor remuneration on university lecturers in Nigeria can be very significant and far-reaching negative impacts on the educational system of the country and the future of our dear country. Firstly, lack of job satisfaction as a result of seizure of salaries have caused various degrees of Brain Drain. Low salaries and poor compensation packages have driven very talented and experienced Nigerian lecturers to seek better opportunities abroad. There is a mass exodus of Nigerian lecturers to other countries where education and educationists are better appreciated than Nigeria. The difference between the remuneration is like the difference between light and darkness.

Frustration is a key negative emotion that roots in disappointment and can be defined as irritable distress after a wish collided with an unyielding reality (Pajares, 2019). The experience of brief and intense emotions is an integral component of our everyday conduct. Emotions influence how we make decisions and navigate our worlds, via bodily changes that prompt us to action. Frustration is a key negative emotion that roots in disappointment and can be defined as irritable distress in response to limitation, exclusion, and failure (a state of dissatisfied insecurity). Frustration elicits negative affect to signal that interests and interactions must be adjusted, and emotional tension or "arousal" to instigate defensive or aggressive behavioural responses, such as strive to reduce or eliminate the blocking agent or circumstances. Robbins (2019) confirms that frustration evolved to deal with a particular, evolutionarily recurrent situation type and is experienced when people encounter unresolved problems, such as contextual or psychological barriers or obstructions, which must be removed to fulfil personal goals, desires, drives, or needs. Technically, frustration is elicited when a goal-pursuit is not fulfilled at the expected time in the behavioural sequence. The most reliable trigger of frustration is an externally attributed omission of a

rewarding event or item and especially a perceived obstruction by an intentional antagonistic act (Salina, 2017).

Anxiety is a pervasive and unpleasant feeling of tension, apprehension and feeling of impending disaster (Brown, 2021). Anxiety is different from fear. Fear is a response to a clear and present danger. Thus, anxiety is often a response to an undefined or unknown threat which may stem from internal conflicts, feeling of insecurity or forbidden impulses. In both fear and anxiety, the body mobilizes itself to meet the threat, as the muscles become tense, breathing is faster, and the heart beats more rapidly. Cherry (2018) states that many signs and symptoms could be observed from an individual who experienced anxiety, these include: high level of apprehension and tension, with extreme sensitivity, self-consciousness, and morbid fears, difficulty in making decisions, insomnia, loss of appetite, and heart palpitations. Chronic feelings of this kind may occasionally erupt into acute panic attack, unpleasant- feelings of stress, uneasiness, tension, and horror is either the predominant disturbance or is experienced in confronting a dreaded object or situation, or in resisting obsessions or compulsions, high level of apprehension and tension, with extreme sensitivity, self-consciousness, and morbid fears, profuse sweating but feeling calm and relaxed (Atoyebi, 2020).

Statement of the Problem

The incidence of consistent faceoff between Academic Staff Union of Universities (ASUU) and the Federal Government over disagreement on welfare package of lecturers ranging from salary review, academic earned allowances, condition of service, provision of teaching and learning facilities and excessive workload due to shortage of academic staff to university autonomy is an indication of dissatisfaction by the lecturers.

It is on this note the researcher intends to investigate influence of frustration and anxiety on job satisfaction among university lecturers in North-Western States, Nigeria.

Objectives of the Study

The following research Objectives were raised to guide the study:

1. To find out the relationship between frustration and job satisfaction among university lecturers in North-Western States, Nigeria.
2. To find out the relationship between anxiety and job satisfaction among university lecturers in North-Western States, Nigeria.

Hypotheses

The following hypotheses will be tested at 0.05 level of significance in this study:

1. There is no significant relationship between frustration and job satisfaction among university lecturers in North-Western States, Nigeria.
2. There is no significant relationship between anxiety and job satisfaction among university lecturers in North-Western States, Nigeria.

Methodology

The study employed ex-post facto design in investigating influence of frustration and anxiety on job satisfaction among university lecturers in North-West Geopolitical, Zone Nigeria. The population of the study comprises all lecturers in Federal Universities in the North-Western states, Nigeria totalling seven thousand four hundred and sixty-one (7461) The seven Federal Universities are: Ahmadu Bello University, Zaria, Bayero University Kano, Federal University Gusau, Federal University Dutsin-ma, Federal University, Birnin Kebbi, Federal University, Dutse and Usman Danfodiyo, University, Sokoto

The sample of this study is 365 lecturers from the seven (7) Federal Universities in the North Western states based on the recommendation of Research Advisors (2006). Multistage sampling procedure will be used to select the sample of the study. At the first stage, cluster sampling technique will be used to cluster the universities into four based on proximity of the states viz: Cluster

1. Ahmadu Bello University, Zaria and Federal University, Gusau; Cluster
2. Bayero University, Kano and Federal University, Dutse; Cluster
3. Federal University of Birnin-Kebbi and Cluster
4. Federal University, Dutsin.ma and Usmanu Danfodio University, Sokoto.

At the second stage, purposive sampling technique was used to select universities based on old generation and largeness of the universities. At the third stage, proportionate sampling technique will be used to select lecturers from each university based on its population. At the fourth stage, simple random sampling technique will be used to administer the instruments to the lecturers. This is to ensure that all participants stand equal chance of being selected to participate in the study. Three instruments were used to collect data in this study, namely: Frustration Scale adapted from Wiley (2005), Anxiety Questionnaire adapted from Spitzer, Williams and Kroenke (1999) and Job Satisfaction Questionnaire adapted from Paul (2017). Face and content validity were established. Copies of the instruments were presented to supervisors and professionals in the Department of Educational Psychology and Counselling Faculty of Education, Ahmadu Bello University Zaria. Their observations, comments and corrections were effected on the final copy of the instrument. Thus, the instrument can illicit the desired information for the study. The result of the pilot testing reveals that Frustration has the reliability of .799, Anxiety Questionnaire has the reliability of .695 while Job Satisfaction Questionnaire has the reliability of .884. The reliability coefficients vindicated that the instruments are reliable for data collection because of their closeness to 1. Data to be collected will be analyzed using both descriptive and inferential statistical tools. The descriptive statistic of frequency counts and simple percentage will be used to analyse the bio-data of the respondents while mean and standard deviation will be used to answer the research questions. Inferential Statistic Pearson Product Moment Correlation Coefficient (r) will be used to analyse the hypotheses.

Results

Hypotheses Testing

The following hypotheses were tested in this study:

Hypotheses One: There is no significant relationship between frustration and job satisfaction among University lecturers in North-Western States, Nigeria.

Table 1: Pearson Product Moment Correlation (r) on Relationship between Frustration and Job Satisfaction among University Lecturers

Variables	N	Mean	SD	r	p
Frustration	364	78.365	7.23	-.526	.001
Job Satisfaction	364	64.604	10.78		

Table 1 reveals significant inverse relationship between frustration and job satisfaction as indicated by $r = -.526$ and $p = .001$ which is lower than 0.05 level of significance. The correlation coefficient further indicates that the higher the frustration, the lower the job satisfaction among university lecturers and vice

versa. Therefore, the null hypothesis which states that there is no significant relationship between frustration and job satisfaction among University lecturers in North-Western States, Nigeria is hereby rejected.

Hypotheses Two: There is no significant relationship between anxiety and job satisfaction among University lecturers in North-Western States, Nigeria.

Table 2: Pearson Product Moment Correlation (r) on Relationship between Anxiety and Job Satisfaction among University Lecturers

Variables	N	Mean	SD	r	p
Anxiety	364	73.269	8.879		.653
					.001
Job Satisfaction	364	64.604	10.78		

Table 2 indicates that significant inverse relationship exists between anxiety and job satisfaction as shown by $r = -.653$ and $p = .001$ which is lower than 0.05 level of significance. The correlation coefficient further indicates that the higher the depression, the lower the job satisfaction among university lecturers and vice versa. Therefore, the null hypothesis which states that there is no significant relationship between depression and job satisfaction among University lecturers in North-Western States, Nigeria is hereby rejected.

Discussion of Findings

The result of this study reveals that inverse relationship exists between frustration and job satisfaction among university lecturers in North Western States, Nigeria. This finding corroborates with the study of Pandero (2017) who carried out a study on the relationship between frustration and job satisfaction among secondary school teachers in Texas U. S A. The findings of the study showed that there exists negative relationship between frustration and job satisfaction of secondary school teachers. It also corroborates with the finding of James (2018) who carried out a study on the relationship between frustration and job satisfaction among Vocational Education Lecturers and Students in Tertiary Institutions in North Central zone of Nigeria. The findings of the study revealed that frustration has negative correlation with job satisfaction. The finding of this study is also in line with the Lock (2019) who conducted a study on the relationship between frustration and job satisfaction of university lecturers living in Enugu Urban. The findings of the study show that Frustration and job satisfaction were negatively correlated among university lecturers living in Enugu Urban. This finding is also in congruence with Emma (2018) who carried out study on the relationship between frustration and job satisfaction of university lecturers in Kaduna state university. The researchers found frustration affects job satisfaction negatively.

Furthermore, another finding of this study found that anxiety has significant inverse relationship with job satisfaction among University lecturers in North-eastern Nigeria. This finding corroborates with the finding of Eirna (2019) conducted a study on relationship between anxiety and work performance of senior lecturers level students of university of Nigeria Nsukka, Nigeria. The finding reveals that no significant relationship exists between anxiety and work performance and satisfaction of senior lecturers of university of Nigeria Nsukka, Nigeria. The possible explanation for the disparity in the two findings could be as a result of the fact the participants of the two studies were from different geographical regions. While this study was conducted in the North West, the study of Eirna was conducted in South Eastern part of the country. The culture, beliefs and ideological principles may account for the difference in the two findings.

The study of Eirna was conducted among 95 respondents while this study was conducted among 364 respondents. However, this finding corroborates with Fredrick (2018) who conducted a study on anxiety as correlates of job satisfaction among lecturers in Ogun State polytechnics. The study seeks to establish the extent to which anxiety correlates with job satisfaction among lecturers in Ogun State polytechnics. The result revealed that anxiety has negative correlation with work performance and satisfaction of the lecturers in Ogun State.

Recommendations

Based on the findings of the study, it was recommended that:

1. Government should address the various needs and demands of the university lecturers reasonably to allow the lecturers to meet up with their basic needs with a view to managing the problems of frustration, and anxiety among the lecturers thereby enhancing their job satisfaction.
2. Educational Psychologists and counsellors should organize conferences, workshops and seminars to sensitize lecturers on the use of coping strategies that are relevant in managing frustration and anxiety.
3. Government should provide more opportunities for both male and female lecturers across the ranks so as improve their job satisfaction.

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