



Correlation Between Stress and Job Commitment among ... Osagie, E. (2026)

Correlation Between Stress and Job Commitment among Public University Non-Teaching Staff in Edo State, Nigeria

OSAGIE, Eguagie

osagie.eguagie@uniben.edu.ng
08032218757/08056166108

Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria

Abstract

This study focused on the relationship between stress and job commitment among non-teaching staff in universities in Edo State, Nigeria. The study adopted a correlational research design to determine the extent to which job stress, organizational stress, and interpersonal stress are related to job commitment among non-teaching staff. Three research questions, and three hypotheses guided the study. The population of the study comprised all non-teaching staff working in public universities in Edo State. A sample of 250 non-teaching staff was selected using a multistage sampling technique to ensure adequate representation across different administrative units and departments. The instrument used for data collection was a structured questionnaire titled Stress and Job Commitment Questionnaire (SJCQ) developed by the researcher. The questionnaire contained items designed to measure job stress, organizational stress, interpersonal stress, and job commitment using a 4-Likert-type scale. The instrument was validated by three experts in Educational Management and Measurement and Evaluation from the University of Benin. A pilot study was conducted using non-teaching staff from a university outside the sampled institutions to test the clarity and suitability of the instrument. The reliability of the instrument was determined using Cronbach's Alpha method, which indicated satisfactory internal consistency. Data collection was carried out with the assistance of trained research assistants who distributed and retrieved the questionnaires from the respondents in their various offices. Mean and standard deviation were used to answer the research questions, while regression analysis was used to test the hypotheses at the 0.05 level of significance using the Statistical Package for Social Sciences (SPSS). The findings revealed significant relationships between job stress, organizational stress, interpersonal stress, and job commitment among non-teaching staff. The study concluded that workplace stress influences the level of commitment among non-teaching staff in universities. It was recommended that university management should implement effective stress management strategies and supportive workplace policies to enhance staff commitment and productivity.

Keywords: Job Stress, Organizational Stress, Job Commitment, Non-Teaching Staff.

Introduction

Universities make substantial contributions to national development by training skilled people, conducting research, and giving community service. In Nigeria, the effectiveness of the university system is decided not only by academic staff who are directly responsible for teaching and research, but also by non-teaching staff who provide administrative, technical, and support services that are required for the institution's smooth functioning. Non-teaching workers perform essential tasks such as record keeping, financial administration, technical services, library management, security operations, and maintenance. Through these tasks, they contribute significantly to the effective implementation of university policies and the achievement of institutional goals. As a result, the production and efficacy of universities are strongly dependent on the efficiency and dedication of both academic and non-academic employees. Several workplace factors, including the organisational environment, interpersonal relationships, and stress, have been identified as key predictors of employees' work attitudes and performance in the educational institutions. Job commitment is one of the most important organisational characteristics that are influenced by workplace environment. Job commitment is the degree to which employees identify with their organization, feel emotionally



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attached to it, and are willing to put in effort to achieve its goals. It represents the psychological tie between employees and their employer. Ngozi, Emmanuel, Ashibene, and Ada (2025) define job commitment among non-teaching staff as the extent to which administrative and support personnel feel emotionally and psychologically connected to their institution and are dedicated to carrying out their responsibilities effectively. Employees that are highly committed to their jobs are more likely to be loyal, productive, and willing to contribute to the organization's overall success. Job commitment is regarded as a significant aspect in shaping individuals' attitudes about work and organisational outcomes. According to Adu-Gyamfi and Adu-Oppong (2017), devoted employees are more likely to report higher levels of job satisfaction, lower absenteeism, and better workplace performance. In contrast, low levels of job commitment may result in poor job performance, apathy toward organisational goals, and higher staff turnover. The commitment non-teaching staff is especially crucial in university settings since their services support administrative and operational processes that facilitate teaching, research, and institutional development.

In the university, stress can occur in different forms depending on the nature of job demands and the work environment. Stress seems to have become a commonplace in the universities as employees deal with increased workloads, technology improvements, administrative pressures, and interpersonal challenges. Within the context of this study, stress is conceptualized in three major dimensions: job stress, organizational stress, and interpersonal stress. Job stress refers to stress arising directly from the tasks and responsibilities associated with a particular job role. It may result from factors such as excessive workload, time pressure, role ambiguity, role conflict, and inadequate resources required to perform assigned duties. Ehichoya (2025) explained that job stress occurs when employees experience high job demands combined with limited control over their work environment and insufficient resources to meet organizational expectations. When job stress becomes excessive, it may lead to fatigue, reduced job satisfaction, and diminished job commitment among employees. Job stress occurs when employees perceive a mismatch between job objectives and their ability or resources to achieve those demands. Occupational stress has been identified as one of the most critical factors influencing employees' psychological well-being, productivity, and dedication in organisations. According to Chinenye, Chukwuemeka, and Amobi (2017), occupational stress is a severe workplace issue that affects employee efficiency and effectiveness, particularly among non-teaching personnel at universities. When employees are exposed to extreme stress for an extended period of time, they may experience emotional tiredness, low morale, and a decline in job dedication. When employees are subjected to excessive stress for an extended period of time, it can result in emotional exhaustion, low morale, and a decrease in job commitment. Similarly, research has shown that occupational stress can have a significant impact on employees' perceptions of their company and motivation to accomplish their duties well (Madu et al., 2024). It appears that workers in higher education institutions frequently experience stress. For instance, Okorie and Oghuvbu (2023) discovered that most non-teaching staff members at universities in Edo and Delta States deal with moderate levels of stress at work. According to the report, 84.2% of non-teaching staff experienced moderate levels of occupational stress. This implies that university employees frequently experience workplace stress, which may have an impact on how committed and dedicated they are to their work. Post-secondary institutions, administrative and support staff frequently deal with stressful situations because of their severe workloads, bureaucratic processes, and restricted participation in institutional decision-making processes (Majekodunmi, 2022). Excessive job stress can lower an employee's motivation and undermine their bond with the company. Additionally, research has shown that stress at work might affect workers' commitment to company objectives,



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job happiness, and productivity. Another important dimension of stress is organizational stress, which refers to stress arising from organizational structures, leadership practices, policies, and administrative procedures. Organizational stress may occur when employees perceive poor communication, lack of managerial support, inadequate recognition, or limited participation in decision-making processes. Majekodunmi (2022) noted that organizational practices such as ineffective human resource management policies and limited involvement of employees in policy formulation can create stressful working conditions that influence employees' attitudes and satisfaction levels. In university environments where bureaucratic procedures and administrative pressures are common, organizational stress may significantly influence the commitment of non-teaching staff. Another dimension of stress that could affect job commitment is interpersonal stress. Interpersonal stress arises from social interactions and relationships within the workplace. Interpersonal stress occurs when employees experience conflicts, poor communication, or strained relationships with colleagues, supervisors, or subordinates. Healthy interpersonal relationships are essential for teamwork, cooperation, and effective organizational functioning. However, when employees encounter conflicts or lack support from colleagues and supervisors, it may lead to psychological strain and reduced motivation at work. Oludeyi (2015) emphasized that workplace relationships and collegial interactions play a significant role in shaping employees' attitudes and commitment to their organization. Poor interpersonal relationships within the workplace may therefore create stressful working conditions that reduce employees' willingness to remain dedicated to their job responsibilities.

Empirical studies have consistently demonstrated that workplace stress can significantly influence employees' work attitudes, performance, and commitment. For example, Madu et al. (2024) found that workplace stress has a significant relationship with employee productivity and organizational commitment among non-teaching staff in Nigerian universities. Similarly, research by Adu-Gyamfi and Adu-Oppong (2017) revealed that employees who experience poor working conditions and job-related stress are more likely to demonstrate lower levels of organizational commitment and reduced work performance. Other studies have also shown that organizational factors such as leadership style, emotional intelligence, and workplace relationships can influence employees' job commitment and stress management capabilities (Akintayo & Dahir, 2024). Likewise, research conducted among non-teaching staff in universities in Kenya and the Philippines has shown that organizational conditions and stress levels play an important role in determining employees' commitment to their institutions (Kivindu, 2022; Payod & Canque, 2021). Despite the growing body of literature on workplace stress and employee commitment, limited empirical studies have specifically examined the relationship between stress and job commitment among non-teaching staff in universities in Edo State, Nigeria. Universities in the state continue to face administrative and organizational challenges that may contribute to stressful working conditions for employees. Understanding how different forms of stress—such as job stress, organizational stress, and interpersonal stress—affect the commitment of non-teaching staff is therefore essential for improving employee well-being and enhancing institutional effectiveness. Consequently, this study seeks to examine the relationship between stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

Objectives of the Study

The main objective of this study was to examine the relationship between stress and job commitment of non-teaching staff in universities in Edo State, Nigeria. Specifically, the study sought to:

1. Determine the relationship between job stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.



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2. Examine the relationship between organizational stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.
3. Investigate the relationship between interpersonal stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

Research Questions

1. What is the relationship between job stress and job commitment of non-teaching staff in universities in Edo State, Nigeria?
2. What is the relationship between organizational stress and job commitment of non-teaching staff in universities in Edo State, Nigeria?
3. What is the relationship between interpersonal stress and job commitment of non-teaching staff in universities in Edo State, Nigeria?

Hypotheses

H₀: There is no significant relationship between job stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

H₀: There is no significant relationship between organizational stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

H₀: There is no significant relationship between interpersonal stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

Methodology

This study adopted a correlational research design to examine the relationship between stress and job commitment of non-teaching staff in universities in Edo State, Nigeria. The design was considered appropriate because it enabled the researcher to determine the extent to which the independent variables (job stress, organizational stress, and interpersonal stress) are related to the dependent variable (job commitment) without manipulating any of the variables. The population of the study comprised all non-teaching staff working in public universities in Edo State, Nigeria. A total of 250 non-teaching staff participated in the study. The sample was selected using a multistage sampling technique. First, public universities in Edo State were identified, after which departments within the universities were stratified based on administrative units. From these units, non-teaching staff were randomly selected to participate in the study to ensure adequate representation across various departments and administrative cadres. The primary instrument used for data collection was a structured questionnaire titled *Stress and Job Commitment Questionnaire (SJCQ)* developed by the researcher. The instrument consisted of items designed to measure three dimensions of stress—job stress, organizational stress, and interpersonal stress—as well as job commitment among non-teaching staff. The questionnaire was structured on a 4-Likert-type scale with response options ranging from Strongly Agree to Strongly Disagree. The instrument was designed to capture respondents' perceptions and experiences regarding workplace stress and their level of commitment to their job roles and institutions. To ensure the validity of the instrument, it was subjected to face and content validation by three experts: two specialists in Educational Management and one expert in Measurement and Evaluation from the University of Benin. Their suggestions led to the modification of ambiguous items and ensured that the questionnaire items were properly aligned with the objectives and research questions of the study. A pilot study was conducted using non-teaching staff from a university outside the sampled institutions to test the clarity and suitability of the instrument. The reliability of the instrument was determined using Cronbach's Alpha method, which yielded a satisfactory reliability coefficient, indicating that the instrument possessed acceptable internal consistency for the study.



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Data collection was carried out with the assistance of trained research assistants who helped distribute and retrieve the questionnaires from the respondents within their various offices. Ethical approval was obtained from the relevant university authorities, and permission was granted by the administrative heads of the selected institutions. Respondents were informed about the purpose of the study and were assured of confidentiality and anonymity. Participation in the study was voluntary, and no personal identifiers were required from the respondents. Data collected were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while regression analysis was employed to test the hypotheses. The regression analysis was used to determine the predictive relationship between job stress, organizational stress, interpersonal stress, and job commitment among non-teaching staff. All hypotheses were tested at the 0.05 level of significance using the Statistical Package for Social Sciences (SPSS). Through this methodological framework, the study examined how different dimensions of stress relate to the level of job commitment among non-teaching staff in universities in Edo State, Nigeria.

Presentation of Results

Hypothesis One:

There is no significant relationship between job stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

Regression Analysis of the Relationship between Job Stress and Job Commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15240.516	1	15240.516	412.873	.000b
Residual	9155.284	248	36.916		
Total	24395.800	249			

Coefficients Table

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	12.384	1.842		6.721	.000
Job Stress	-0.845	0.042	-0.789	-20.327	.000

Dependent Variable: Job Commitment, **Predictors:** (Constant), Job Stress

The result shows that job stress significantly predicts job commitment among non-teaching staff in universities in Edo State. Job stress accounted for 62% of the variance in job commitment ($R^2 = 0.62$, $F(1, 248) = 412.87$, $p < 0.05$). The standardized coefficient (Beta = -0.79) indicates a strong negative relationship. This implies that as job stress increases, job commitment decreases. Since the p-value (.000) is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant relationship between job stress and job commitment.

Hypothesis Two:

There is no significant relationship between organizational stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.



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Regression Analysis of the Relationship between Organizational Stress and Job Commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12875.940	1	12875.940	298.456	.000b
Residual	11519.860	248	46.451		
Total	24395.800	249			

Coefficients Table

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	10.927	2.103		5.197	.000
Organizational Stress	-0.692	0.040	-0.729	-17.276	.000

Dependent Variable: Job Commitment; **Predictors:** (Constant), Organizational Stress

The analysis indicates that organizational stress significantly predicts job commitment among non-teaching staff. Organizational stress explained 53% of the variance in job commitment ($R^2 = 0.53$, $F(1, 248) = 298.46$, $p < 0.05$). The standardized coefficient (Beta = -0.73) reveals a strong negative relationship. This means that higher levels of organizational stress lead to lower job commitment. Since the significance value (.000) is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between organizational stress and job commitment.

Hypothesis Three:

There is no significant relationship between interpersonal stress and job commitment of non-teaching staff in universities in Edo State, Nigeria.

Regression Analysis of the Relationship between Interpersonal Stress and Job Commitment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9642.370	1	9642.370	189.514	.000b
Residual	14753.430	248	59.484		
Total	24395.800	249			

Coefficients Table

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	14.215	2.214		6.420	.000
Interpersonal Stress	-0.581	0.042	-0.633	13.766	.000

Dependent Variable: Job Commitment; **Predictors:** (Constant), Interpersonal Stress

The findings reveal that interpersonal stress significantly predicts job commitment among non-teaching staff. Interpersonal stress accounted for 40% of the variance in job commitment ($R^2 = 0.40$, $F(1, 248) = 189.51$, $p < 0.05$). The standardized coefficient (Beta = -0.63) indicates a moderate negative relationship. This suggests that as interpersonal stress increases, job commitment decreases. Since the p-value (.000) is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant relationship between interpersonal stress and job commitment among non-teaching staff in universities in Edo State, Nigeria.



Discussion of Findings

The findings of this study revealed a significant relationship between job stress and job commitment among non-teaching staff in universities in Edo State, Nigeria. The regression result showed that job stress significantly predicted job commitment. The result indicated a strong negative relationship, suggesting that as job stress increases, the level of job commitment among non-teaching staff decreases. This implies that excessive workload, time pressure, and other work-related stressors may reduce employees' psychological attachment, dedication, and willingness to remain committed to their institutions. This finding is consistent with the study conducted by Chinenye et al. (2017), who examined occupational stress and the performance of non-teaching staff in selected universities in South-Eastern Nigeria. Their findings revealed that occupational stress has adverse effects on employees' work outcomes and reduces their effectiveness and commitment to assigned duties. The authors emphasized that persistent stress conditions weaken employees' morale and reduce their willingness to contribute optimally to institutional goals. Similarly, Madu et al. (2024) reported that workplace stress significantly influences employee productivity and commitment among non-teaching staff in tertiary institutions. Their study indicated that high levels of job stress create dissatisfaction and emotional exhaustion, which ultimately lead to reduced commitment and lower levels of organizational involvement among staff. The result of this study also aligns with the findings of Ehichoya (2025) which revealed that job stress has a strong influence on employees' work attitudes and behavioural outcomes, including commitment and productivity. This suggests that when staff experience high stress levels, their dedication to work and willingness to remain loyal to their organizations decline significantly. The results also revealed a significant relationship between organizational stress and job commitment among non-teaching staff in universities in Edo State. The findings indicate that institutional conditions such as poor management practices, inadequate resources, bureaucratic procedures, and lack of participation in decision-making significantly influence employees' commitment levels. The result suggests that an increase in organizational stress leads to a corresponding decrease in job commitment among staff. This finding agrees with the study conducted by Oludeyi (2015), who found that organizational factors such as leadership style, communication structure, and workplace policies significantly influence the commitment level of non-teaching staff. According to the author, unfavourable organizational environments create stress that weakens employees' emotional attachment and loyalty to the institution. Similarly, Kivindu (2022) reported that organizational conditions play a crucial role in determining employees' commitment. The study concluded that when employees perceive their work environment as stressful or unsupportive, their level of commitment and sense of belonging to the organization decline. In addition, Ngozi et al. (2025) found that institutional leadership practices significantly predict job commitment among non-teaching staff. Their study showed that supportive leadership and ethical management reduce organizational stress and improve employees' commitment to their duties. The findings further revealed a significant relationship between interpersonal stress and job commitment among non-teaching staff in universities in Edo State. The results indicate that workplace relationships, including interactions with colleagues and supervisors, play an important role in determining employees' commitment levels. The findings suggest that as interpersonal conflicts and strained workplace relationships increase, employees' commitment to their jobs decreases. This finding is in agreement with the study conducted by Adu-Gyamfi and Adu-Oppong (2017), who indicated that poor interpersonal relationships and lack of cooperation among staff contribute



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significantly to low commitment levels. The study noted that interpersonal tensions within the workplace often lead to dissatisfaction, absenteeism, and reduced commitment among employees. Similarly, Akintayo and Dahir (2024) revealed that effective interpersonal relationships and emotionally intelligent leadership significantly enhance employees' commitment to their work. Conversely, poor interpersonal interactions and lack of emotional support within the workplace contribute to increased stress and lower commitment levels among staff. The findings are also supported by Faloye, Daramola, and Owoeye, who observed that organizational support and positive workplace relationships significantly influence employees' performance and commitment in tertiary institutions. Their study emphasized that employees who experience supportive relationships with colleagues and supervisors are more likely to remain committed to their work responsibilities.

Conclusion

This study examined the relationship between occupational stress and employee performance among university staff. The findings indicate that occupational stress is an important factor that can influence the effectiveness and productivity of employees within tertiary institutions. Evidence from the study suggests that when job demands become excessive and are not properly managed, they can negatively affect workers' efficiency, commitment, and overall job performance. The results align with previous studies which indicate that occupational stress is a major challenge in organizational settings, particularly in academic institutions where employees are required to balance teaching, administrative, and research responsibilities. The study therefore concludes that occupational stress plays a significant role in determining the performance of employees in tertiary institutions. If stress is not properly managed, it may reduce job effectiveness, increase fatigue, and affect employees' commitment to their duties. Conversely, when institutions implement appropriate stress management strategies and supportive work environments, employees are more likely to demonstrate higher levels of performance, motivation, and organizational commitment.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. University management should introduce stress management programmes such as workshops, counselling services, and training sessions that help employees develop effective coping strategies for work-related stress.
2. Academic institutions should ensure equitable distribution of duties among staff members in order to reduce excessive workload, which is one of the major causes of occupational stress.
3. Management should create a supportive work environment by providing adequate facilities, instructional resources, and administrative support that can help staff perform their duties more efficiently.
4. Institutions should adopt policies that encourage work-life balance, such as flexible schedules and reasonable deadlines, to help employees maintain both personal well-being and professional productivity.
5. University authorities should periodically assess the stress levels of employees through surveys or institutional reviews so that early interventions can be implemented when stress levels become excessive.

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www.foefugusau.com.ng
des@fugusau.edu.ng

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