Construction and Validation of a Scale to Measure University Lecturers' Stress in Teaching Profession in Southwest Nigeria

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Abstract: *This study developed a scale for measuring University Lecturers' stress in teaching profession in Southwest, Nigeria. The study specifically determined whether the stress rating scale (SRS) is reliable. It also examined whether the stress rating scale (SRS) is valid. It furthers determined whether the stress rating scale (SRS) discriminate between lecturers based on gender. The descriptive research design of the survey type was used in this study. The population for the study consisted of* 18,967 *university lecturers in Southwest. A sample of 300 University lecturers were selected through multistage sampling procedure.* The research instrument used in collecting data for this study was a self-developed stress rating scale (SRS). *The 30 items generated were administered to University lecturers on a four-point continuum. Their responses were subjected to factor analysis and item total correlation which helped to reduce the items to 18. A 18-items instrument named "Stress Rating Scale" was finally produced. This was administered on the selected sample for the study. Analyses of the data were presented under descriptive and inferential statistics. Descriptive statistics were analyzed by the use mean and standard deviation while the inferential testing were done using Cronbach's coefficient of alpha reliability, Item Total Correlation Analysis, and students t-test. The findings of this study revealed that the scale had significant reliability coefficient, the scale is valid, and there was* a significant difference between the rating of male and female University Lecturer on the Stress scale. *It was concluded that the 18-items on stress rating scale developed in this study is reliable and valid and can therefore be used to adequately measure lecturers' stress in teaching profession. Based on the findings of this study, it was therefore recommended that l*ecturers should take enough time to rest so as to ease off their stress and female lecturers should be given consideration when assigning activities that can lead to stress
Keywords: Development, Stress, Rating Scale, Measurement, Teaching Profession

INTRODUCTION

University Education without a lecturer is just like a body without soul, human skeleton without flesh and a shadow without substance. Part of the lecturers' role is to measure the achievements and aspirations of the nation, upon whom the worth and potentialities of a country get evaluated. Lecturer has a pivotal role in the social reconstruction and transmission of wisdom, knowledge and experience of one generation to another. However, the most important factor in the present university educational system is the lecturers' personal qualities, educational qualification, professional training as well as their positions in the school.

Teaching quality seems to be one of the most powerful school-based factors in student learning. Kolawole (2017) opines that quality teaching outweighs students' social and economic background in accounting for differences in students' achievement. To achieve a fundamental transformation of education and help students meet the higher performance set by the common core standards, the very culture of how lecturers are supported must change.

A strong and effective school educational system is integral to individual success, social cohesion, progress, and national prosperity. It has been observed that lecturers have to be more successful with a wide range of learners in order to prepare future citizens with the sophisticated skills needed to participate in a knowledge-based society. The sort of pedagogy needed to help students develop the ability to think critically, create, solve complex problems and master complex subject matter, is much more demanding than that which is needed to impart and develop routine skills. Hence, lecturers have to be both knowledgeable in their content areas and be extremely skillful in a wide range of teaching approaches to cater for the diverse learning needs of every student.

The quality of education that students receive depends directly upon the quality of the lecturers in the schools. Effective teaching happens when teachers know their subjects, has significant skills and possesses dispositions that foster growth and learning in students, (Wasicsko, 2007). Sanders and Rivers (1996) asserted that teachers' quality is the single most accurate indicator of students' performance in school". However, despite the growing body of research on teacher quality and effective teaching, a clear consensus on what an effective teaching is and does remains lacking (Goe, 2007). Effective teaching includes strong knowledge of the subject matter and instructional pedagogy; and many instruments have been developed to analyze these factors. According to Olanrewaju (2019), effective teaching refers to as "teacher characteristics," which encompass a broad range of features, from external characteristics, such as teachers' education, experience, and training, to internal characteristics, such as beliefs, perceptions, and critical thinking with the level of stress undergo by lecturers in achieving their day to day objectives. A prerequisite to understanding and evaluating lecturers' effectiveness is to clearly identify and define all of the variables involved. Some variables, such as content and pedagogical knowledge have been heavily researched on; however, the literature on lecturers' stress continues to lack clarity.

Education has been described as the bedrock of every society and tool for nation building. For quality education to be achieved in a nation, the principal actor of learning is that the teachers must be professionally trained. In other words, lecturers must be adequate in quality and quantity. Students must be well trained and facilities must be provided as well for effective teaching and learning. Lecturers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because they are ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Olanrewaju, 2019). The teacher has the responsibility of translating educational policies into practice and programs into action. Both teaching and learning depends on the teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

According to the National Policy on Education in Olanrewaju (2019), basic education covers nine years of formal (compulsory) education, consisting of six years of primary school education and three years of junior secondary school education. Post-basic education includes three years of senior secondary education in either an academic or technical stream. At the tertiary level, the system consists of the university, polytechnics, mono-technics and colleges of education. The tertiary sectors as a whole offers opportunities for undergraduates to be trained as skillful graduates that can aids and enhance the necessary transformation that the nation needs in the economic, political and scientific sectors.

University education is the post-secondary education prior to the postgraduate education. It includes all the academic programs up to the level of a bachelor's degree. The Universities Lecturers are expected to be able to produce better graduates that are sound morally and academically. However, it appears that some Universities are not living up to these expectations in the discharge of their obligations in producing qualified graduates that could solve the present economic, political and scientific problems in Nigeria. As affirmed by Onah & Emaikwu (2012) that, the fall in the standard of achievement by students at all levels of education has been awfully reported by all and sundry in Nigeria. Despite the increase in the number of lecturers in the universities (through training and retraining/workshops/seminars), it appears that students' performance in universities still fall below average, (Adewuyi, 2003). When students fails, there is always a look at un-seriousness on the part of the students, analyzing the study habit of the students and other related factors that can affect students' performance. There is also consideration of the syllabus or method of teaching the students, however, little attention has been paid to the lecturers' disposition towards teaching. The questions now are, why this poor and worrisome performance? Is the problem from the lecturers or students? Adewuyi (2003) stated that, apart from training and qualification, other factors that could influence the job performance are the extent to which the working environment stimulates and mediates the lecturers to put in their best, perception of the job as well as the level of job satisfaction derivable.

Since lecturers are regarded as nation builders and the future of a nation rests on their hands, it invariably follows that the quality they possess today will inevitably reflect in the citizens of tomorrow. In other words, good lecturers would beget good students from which the system can get a replenishment of its teaching stock, while poor lecturers will beget poor students and consequently poorer future teachers, (Olakulelin, 2007). The teaching learning process is known to involve the interaction of the three important components: the teacher, the subject matter and the learner. In so doing, there is need to find a means of improving these three components in order to give a sound education.

Stress has become an integral part of lecturing job. The demand of lecturing job has increased the level of stress among lecturers in Nigerian universities. An optional level of stress can be a source of positive motivation to succeed (Edward, 2011). However, too much stress can cause physical and mental health problems (Niemi and Valniomaki, 1999). The nation-wide strike embarked by the Academic Staff Union of University (ASUU) in Nigeria which lasted for over five month is partly caused by stress related demands by the university lecturers termed "earned allowance" which includes over load allowance. Imeokparia, Ediagbonya (2013) opined that stress is the condition that results when person/environment transactions lead the individual to perceive a discrepancy, whether real or imagined between the demand of a situation and the resource of the person's biological and social system. Similarly, Gunnar, Herrera and Hostinar (2009) conceptualize stress as a condition in which an individual experiences challenges to physical or emotional wellbeing that overwhelm their coping capacity. Stress is a part of the normal fabrics of human existence. Every individual regardless of race or cultural background, social and occupational status and even children experience stress in many ways (Oyerinde, 2004).

It is an inevitable part of challenges that prompt mastery of new skills and behaviour pattern. However, when stress becomes excessive, difficulties occur and the sufferer experiences disrupted emotional, cognitive and physiological functioning. Stress may be acute or chronic in nature (Arowolo and Alade (2014). Chronic stress is associated with the development of physical illness including such leading causes of death. The cost of stress in terms of human suffering, social and occupational impairment and mental illness is enormous. Stress is a common experience. People may feel stress when they are very busy, have important deadlines to meet, or have too little time to finish all of their tasks. Often some people may be particularly vulnerable to stress in situations involving the threat of failure or personal humiliation. Khan (2011) observed that others have extreme fears of objects or things associated with physical threats such as snakes, illness, storms, or flying in an airplane and become stressed when they encounter or think about these perceived threats. Major life events, such as the death of a loved one, can cause severe stress. Stress occurs when there are demands on the person exceed his/her adjustive resources.

There are physical stresses such as extreme cold, heat, the invasion of micro- organisms, physical injuries etc. Certain environmental social conditions on the other hand can also be damaging these are called Psycho-social stresses e.g. loss of job, death of a loved one. Stress depends not only on extreme condition but also on vulnerability of the individual and the adequacy of his/her system of defenses. Examples of Universal stresses include war, imprisonment, natural disaster such as fire burst, terror earth quack, disabling injuries and terminal illness. People react to the same stressor in diverse ways, in some who appear comparatively undisturbed and act an effective manner in spite of difficult situation. In contrast, others become disorganized, dazed, panicky and generally displaying the signs of severe emotional disturbances. Stress can have both positive and negative effects. Stress is a normal, adaptive reaction to threat. It signals danger and prepares students to take defensive action. Fear of things that pose realistic threats motivates workers to deal with them or avoid them. Stress also motivates workers to achieve and fuels creativity. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks.

In personal relationships, stress often leads to less cooperation and more aggression. Janet (2003) opined that, if not managed appropriately, stress can lead to serious problems. Exposure to chronic stress can contribute to both physical illnesses, such as heart disease, and mental illnesses, such as anxiety disorders. Much of the stress in lives results from having to deal with daily hassles pertaining to studies, personal relationships, and everyday living circumstances. Many people experience the same hassles every day. Examples of daily hassles include living in a noisy work environment, commuting to school in heavy traffic, disliking one's fellow worker, worrying about owing money, waiting in a long cue, and misplacing or losing things. When taken individually, these hassles may feel like only minor irritants, but cumulatively, over time, they can cause significant stress. The amount of exposure people have to daily hassles is strongly related to their daily mood. Generally, the greater their exposure is to hassles, the worse is their mood. Studies have found that one's exposure to daily hassles is actually more predictive of illness than is exposure to major life events (Janet, 2003).

Stress according to Meeks-Mitchell and Oyerinde, (2004) is the non-specific response of the body to any demand made upon it. It is the biological response to events that threatens to overwhelm an individual's capacity to cope satisfactory in the environment. Lobel (2000) asserts that physiological stress is any particular relationship between a person and the environment that the person judges to be beyond his or her resources and jeopardizes his or her well-being. Stress has been viewed as an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. Additionally, "stress is a physical and mental response to everyday demands, particularly those associated with change" (Richlin-Klonsky & Hoe, 2003).

In recent years, "stress has become an important topic in academic circle" (Agolla & Ongori, 2009) probably because of the fact that life in general is flooded by many stresses. Among civil servants, stress can be viewed as a positive or negative experience that affects their lives and performances. This is so because "office work is never without stressful activities" (Agolla & Ongori, 2009). The experience of stress among civil servants is considered normal but "if stress is severe and/or prolonged, it can reduce performance; interfere with a staff's ability to participate in and contribute to work life; and increase the likelihood of substance abuse and other potentially damaging behaviors" (Richlin-Klonsky & Hoe, 2003). Concerning the causes of stress most studies have pointed to the fact that the incidence of stress is due to overwork. Graham (2008) stated that "poor management is the major cause of stress".

Graham (2008) argued further that "stress is not the inability to cope with excessive workloads and the unreasonable demands of incompetent and bullying managers; stress is a consequence of the employer's failure to provide a safe system of work as required by regulation. Afolabi and Imhonde (2002) identified organizational causes of stress as organizational and extra-organizational stressor, group and individual stressors. While Akinboye (2002) identified the following as causes of stress in workplace: new management technique, office policies, long work hours, redundancies, bullying, and harassment, the National Women's Health Information Centre NWHI (2003) identified traumatic accident and death or emergency situation as causes of stress. It can also be a side effect of a serious illness or disease. The center also associated stress with daily life hassles, the workplace, and family responsibilities.

Job stress among Nigerian university lecturers has become a critical issues and a matter of concern to Nigeria university teachers, "high level of stress among lecturers have been associated with decreased research productivity (black-burn and Bentley, 1993)" workplace factors have significant effect on human mental and physical health" (Yusoff, Khan and Azam 2013) as affirmed by Fisher (2011) "Teaching is a very stressful job because teachers are exposed to both physical and psychological stressors". Stressors have potentials to create physical and psychological symptoms among Nigeria university lecturers". Job stress has devastating effect for the educational institutions in terms of absenteeism, low performance, lower organizational commitment and turnover intentions (Tarus, Schreurs and Van lersel-Van Silfhout, 2001)." Job stress is both physical and emotional response of an employee to the unwanted workplace factors which are beyond the abilities of an employee (Cooper and Dewe, 2008).

There are different types of stressors as identified by Beehr and Newman (1978), namely: Role expectation, job demands, and organizational internal, external environment. The identification of different stressors compelled researchers to start finding the interaction of stressors with other work factors such as work performance and motivation, job satisfaction etc. This led to the development of stress models. Job demand control model, (Karasek,1979). Job Demand Resources

model (Demeravti, Bakker and Schaufeli, 2001), and Person-environment fit model (Robert, 1987).

Job performance is key to the achievement of organizational goals in any given context. Work performance of Nigerian university lecturers is central to the development of all sectors in the Nigerian economy. Hanif (2010) noted that factors like time management, maintaining a good communication channel with student, parent and institute administration often contribute positively to the faculty member's performance". As put by Cai and Lin, (2006)"faculty's performance can be classified into task and contextual performance. The task performance is the ability of faculty members to recognize the highlighted and explored organizational goals. It consists of teachers-students interaction, teaching value and effectiveness". The philosophical aspect of stress is largely ignored; more attention is given to psychological and physical. Stress is partly hinged to our values and believes system and imagination. "Stress is the body-mind unconscious response to perceive threat or danger, it is rooted in the meaning our brain attributes to that event and our response to that perceived meaning (Graham, 2009)". Stress comes from our imagination- how we label things good or bad (everyday philosophy, nd). Lancaster (2006) noted that "stress relates to our values and belief system: people seem more concern with treating the system than the problem which maybe more philosophical". Everyone has personal values and beliefs. Some people value romantic relationship, other getting drunk every day while others value money or buying expensive cars and building mansions. These personal values are embedded in our cultural and religious belief and tend to contribute or modify our behaviors. Most people do not examine their belief system when it comes to managing stress Among University Lecturers in Nigeria", negative effect of stress can occur when we behave counter to it" (Lancaster, 2006). Based on our value system, internally we behave differently. For example, a university lecturer who value time with his family may have little time to do so because he works for 15 hours in a day, while someone else may see this as an opportunity to provide more money for his children education and other family obligations. It may be a source of stress for an individual. What motivates one worker may overwhelm another.

Stress in the work place can be sources of positive motivation in order to achieve success or it can hinder morale, relation and performance. Olatunji and Akinlabi (2012) Yusoff(2013) Wilkes et, al, (1998) identified the following source of stress among university lecturers "Lots of works load, inadequate ventilated office, noisy environment, multiple university problems, inadequate lecture halls, keeping pace with institutional demands, role expectation, emotional demand inter-personal relationship value and belief system. These stressors if not properly handled can be harmful or can cause early life. In general terms stress sources can be classified into three as affirmed by Edwards (2011).

A Rating scale is defined as a technique through which the observer or rater categorizes the objects, events or persons on a continuum represented by a series of continuous numerals. The experience

may be direct or indirect or remembered. A rating scale is one of the many instruments used in measuring affective behavior. It attempts to ascertain the degree of intensity of a variable. It usually has two, three, five, seven, nine or eleven points on a line with descriptive categories at both the ends followed sometimes with a descriptive category in the middle of the continuum, too. (archive.mu.ac.in). It is an assessment instrument used to judge or rate the quality of a particular trait, characteristic, or attribute of the pupil based on pre-determined criteria. Teachers can use rating scales to record observations and students can use them as self-assessment tools.

It has been observed that several researches have been carried out in the areas of selected constructs like attitude, interest and temperament of University lecturers. But there appears not to be an affective scale that covers the areas of Stress of lecturers working in the Universities in Southwest, Nigeria. It is therefore a great gap not to bring a scale that will throw more lights into better understanding of this affective issues as related to teaching profession.

Purpose of the Study
The purpose of this study was to construct and validate a Rating Scale (RS) to measure University Lecturers' stress in teaching profession in Southwest, Nigeria. Specifically the study:
  i.   developed Stress Rating Scale (SRS)
 ii.   determine whether the Stress rating scale (SRS) is reliable
iii.   examine whether the Stress rating scale (SRS) is valid
iv.   examine whether the Stress rating scale (SRS) discriminate between lecturers based on gender

Research Questions
The following research questions were raised
  1. Is the Interest Rating Scale (IRS) reliable?
  2. Is the Interest Rating Scale (IRS) valid?

Research Hypothesis
One hypothesis was formulated and tested at 0.05level of significance.
The Stress Rating Scale will not significantly differentiate between male and female University Lecturers

METHODOLOGY

This study was conducted using a descriptive research of the survey type to gather information from a representative sample of the population under study. The population for this study comprised of 18,967 university lecturers in Southwest, as obtained from the universities establishment and management. A total of 300 University lecturers were selected through multistage sampling procedure. Stage one involved the selection of three states by using simple

random sampling technique. The second Stage involved the selection of Six Universities by using stratified sampling technique to take care of Federal and State Universities. The last stage involved the selection of 50 lecturers per university by using stratified sampling technique to take care of gender and faculty. In each state, there were 100 university lecturers selected to make the 300 samples from the three States.

The research instrument used in collecting data for this study was a self-developed stress rating scale (SRS). The instrument was divided into two sub-sections, A and B. Section A was designed to reflect personal data of the respondents in relation to his or her department and gender while section B contained the finally selected 18 items that reflects lecturers' stress in teaching profession. The respondents were asked to indicate how the concept appears to them by making a mark (√) on the appropriate point of the scale on a 4-point continuum: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Development of the SRS
The SRS was developed along the lines of the assumptions, principles and guidelines of Likert (1932) known as the summated rating scale. The 4-points response was from strongly disagree, disagree, agree and strongly agree, and were assigned numerical values from 1 to 4 accordingly.

Construction and Validation Procedure
At the construction stage, a total of sixty (30) items were generated from statements from lecturers through interview; journals, textbooks and literature review. The items were constructed to elicit the level of stress encountered by lecturers in teaching activities. The items were reviewed and all items that look ambiguous, invalid, irrelevant and duplicated were removed. Badly worded ones were restructured to make them better. They were removed where necessary, thereby remaining 27 items. At this stage, it was expected that all inadequate items would have been eliminated significantly. The validity of the instrument was done in two phases. Phase one involved the use of experts. Twenty-six (26) statements on Stress Rating Scale in teaching profession were assembled and presented to Educational Psychologist and Tests and Measurement experts for scrutiny with regard to face and construct validity.

The second phase involved the use of item-total correlation to eliminate inferior statements. In this case, the instrument was pre-tested on a group of 30 lecturers who were not among the sample for this study. Only twenty-two (22) of the twenty-six (26) stress statements survived this stage of analysis.

Construct validity of the items was carried out through discriminant procedure using divergent characteristics. Exploratory Factor Analysis of the items was done to select the best items that fit for the factors under consideration; only 18 items survived this phase of analysis. To ensure the reliability of the instrument, copies of the instrument were administered on a group of 30 lecturers who were not among the sample for this study and a reliability coefficient of 0.64 was obtained using Cronbach's (coefficient) Alpha (α) reliability method. A trained research assistant assisted the researcher to administer the instrument to the three hundred lecturers selected as sample for this study.

Data generated for the study were analyzed. The analysis was centered on the assessment and psychometric (reliability and validity) properties of the SRS. The reliability of the scale was determined by using Cronbach Alpha (for internal consistency coefficient) and Pearson Product Moment Correlation (for convergent validity). Also, inter-item correlation was conducted using item statistics on SPSS to determine the relatedness of the items. Inferential statistics such as t-test was used to test the hypothesis at 0.05 level of significance.

RESULTS

Research Question 1: Is Stress Rating Scale reliable?
To achieve the internal consistency of the scale, the reliability analysis was conducted. This led to the deletion of some items, which were considered not suitable to measure the construct. Although the 18 – item version of the SRS was reliable, its reliability coefficient could be increased by looking closely at the contribution of each item to the construct it was meant to measure. This led to the reliability analysis, the results of which were used in item removal from or retention on the SRS. The criteria set for item deletion in this study was based on Cronbach's Alpha and item-total correlation. Any item with both Cronbach's Alpha of less than .600 and item-total correlation less than 0.300 were deleted

Table 1: Preliminary Lecturers' Stress Rating scale items

S/N	Statement	SA	A	D	SD
	Stress				
1	I find teaching profession interesting only in the beginning.				
2	It is difficult to check all students notebooks in the classroom				
3	Teaching is a challenging profession.				
4	Teaching skills is highly technical.				
5	I feel shy to give their identity in social gatherings.				
6	I ensure that the students understand me when I am teaching				
7	Chances of promotion are available for more experienced lecturers only				
8	Teaching as a carrier is not respected in society				
9	It is a curse to remain in a teaching				
10	I finds it difficult to give freedom to the students to learn according to their own pace				
11	I finds it difficult to use the blackboard when I am teaching				
12	At times, I get nervous because teaching does not determine the moral standard of a nation				
13	I finds it difficult to mark my students scripts				
14	Teaching makes me tired and frustrated				
15	Teaching alone cannot meet my basic needs				
16	Teaching job is not appreciable				
17	I find it stressful reviewing my lessons with the students.				
18	Teaching at primary school is less prestigious than teaching at high school				

Table 2: Reliability Analysis of SRS

Mean	Variance	Std. Deviation	No of Items	Cronbach's Alpha
55.853	49.871	7.062	18	0.663

This scale had 18 items with mean value of 55.853 and a standard deviation of 7.062. The Cronbach's Alpha of 0.663 was positive, acceptable and reliable in measuring the influence of the sub-scale. The item total statistics was examined in table 3 with a view to removing items with low corrected item total correlation in order to improve the reliability of the scale.

Table 3: Item Total Statistics of SRS

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	52.6633	45.254	.290	.380	.646
Item 2	52.6033	44.314	.451	.525	.632
Item 3	52.6400	45.616	.280	.346	.648
Item 4	53.2033	42.410	.535	.533	.618
Item 5	53.0567	46.020	.223	.393	.654
Item 6	52.8100	45.726	.315	.424	.646
Item 7	52.9433	39.933	.112	.099	.736
Item 8	52.4600	46.570	.275	.309	.650
Item 9	52.6167	46.873	.218	.444	.654
Item 10	52.8600	44.515	.349	.482	.639
Item 11	52.5267	46.444	.330	.457	.646
Item 12	52.8600	45.693	.329	.281	.646
Item 13	52.7500	45.814	.328	.497	.646
Item 14	52.4933	47.361	.144	.354	.662
Item 15	52.8733	46.412	.321	.335	.647
Item 16	52.6000	44.482	.377	.438	.637
Item 17	52.5600	46.421	.251	.395	.651
Item 18	52.9867	46.722	.226	.394	.653

Table 3 shows that items 1, 3, 5, 7, 8, 9, 14, 17 and 18 will be deleted because the corrected item-total correlation for the items were less than the criteria of 0.3. The remaining nine items on the scale which are item 2, 4, 6, 10, 11, 12, 13, 15 and 16 were appropriate in measuring the construct.

Research Question 2: Is the Stress Rating Scale (SRS) valid?
To answer this question, the Stress Rating Scale was subjected to item total correlation analysis. The result is presented in table 4

Table 4: Inter-item correlation of the Stress Scale

Items	r(i) (T- i)	Items	r(i) (T- i)
1	0.233	10	0.269
2	0.284	11	0.302
3	0.272	12	0.224
4	0.256	13	0.317
5	0.287	14	0.319
6	0.264	15	0.319
7	0.294	16	0.296
8	0.321	17	0.352
9	0.312	18	0.286

p<0.01 (Significant Results)

A cursory look at table 4 showed that item validity coefficient of the SRS vary from 0.224 to 0.352. As a result of the sample size used to determine the validity coefficients (n=30), they were all found to be significant beyond p<0.01 levels when all these values at 0.01 alpha level, they were all significant. This clearly indicated that the items of the scale were meaningfully related and contributed to the construct being measured.

Testing of Hypothesis
The Stress Rating Scale will not significantly differentiate between male and female University Lecturers

Table 5: t-test showing mean difference in the Stress Rating Scale between male and female University Lecturers

Gender	N	Mean	S.D	t_{cal}	P
Male	204	63.46	18.224		
Female	96	41.12	12.713	2.418*	0.001

p<0.05   (Significant Result)

Table 5 shows that the t_{cal} (2.418*) is significant at 0.05 level of significance, the null hypothesis is not accepted, this implies that there is a significant difference between the rating of male and female University Lecturer on the Stress scale.

DISCUSSION

The initial items generated for the stress rating scale (SRS) was 30 items. The items generated were subjected to three criteria that gave rise to the deletion of 12 items through the reliability analysis of the scale. The constructed and validated scale in the study gave rise to 18 final items on the scale. Based on finding relatively superior psychometric qualities in the scale, there was

deletion of items from initial 30 items returning a total of 9 items after the scale reliability was conducted.

This study revealed that effective teaching learning can take place when teachers has or develop interest in teaching profession. The study shows that majority of teachers are in to teaching profession due to their inborn interest. The interest of an individual in a profession is a reflection of what the individual like doing with profound pleasure and enthusiasm. This is in line with the finding of Olanrewaju (2019) who found out that a person's interest in an occupation could motivate him develops skills to enable him become proficient in his field of specialization.

The result also showed that there was a significant difference between the rating of male and female University lecturers on the stress scale. The mean rating of male lecturers was apparently higher than that of their female counterparts. This implies that male lecturers have the ability to cope with stress than their female counterparts in teaching profession. This finding is in agreement to the submission of Imeokparia, Ediagbonya (2013), who opined that stress is the condition that results when person/environment transactions lead the individual to perceive a discrepancy, whether real or imagined between the demand of a situation and the resource of the person's biological and social system

CONCLUSION

It can be concluded that the 9-items stress rating scale (SRS) developed in this study is reliable and valid. The scale can therefore be used to adequately measure University Lecturers' stress in teaching profession in Southwest.

Recommendations
Based on the findings in this study, the following recommendations were made
1. Lecturers should take enough time to rest so as to ease off their stress
2. Female lecturers should be given consideration when assigning activities that can lead to stress

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