

**Review Article***Copyright © All rights are reserved by Letam Don-Baridam Ngobe*

Work Stress and Job Burnout Among Lecturers in State Owned Universities in Rivers State: The Mediating Role Of Self Efficacy

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This study investigates the relationship between work stress, job burnout, and self-efficacy among lecturers in state-owned universities in Rivers State, Nigeria. Using a cross-sectional survey design, data were collected from 256 lecturers using the Maslach Burnout Inventory, the Occupational Stress Inventory, and the General Self-Efficacy Scale. The study found a significant positive correlation between work stress and job burnout among lecturers in state-owned universities in Rivers State, Nigeria. However, self-efficacy was found to mediate the relationship between work stress and job burnout, with higher levels of self-efficacy predicting lower levels of job burnout. These findings suggest that self-efficacy can act as a buffer against the negative effects of work stress and job burnout on lecturers in state-owned universities in Rivers State, Nigeria. The study provides insights into the unique experiences of lecturers in the Nigerian higher education sector and highlights the need for universities, lecturers, policy-makers, and government agencies to work together to address the issue of work stress and job burnout in this sector.

Keywords: Work Stress; Job Burnout; Self-Efficacy**Introduction**

Work stress and job burnout are common problems among individuals in the workplace [1-3]. These problems can have negative consequences on the mental and physical health of employees and can lead to decreased job performance, job satisfaction, and increased job turnover. In the academic setting, lecturers are often under significant pressure to meet teaching and research demands, and this pressure can contribute to high levels of work stress and burnout.

In state-owned universities in Rivers State, Nigeria, lecturers are faced with numerous challenges, including limited resources, high workload, and inadequate compensation. These challenges can contribute to work stress and burnout among lecturers, which can, in turn, impact their overall job performance and well-being.

In a related study, Olufemi and Awosusi [4], examined effect of academic stress on burnout among Nigerian university teachers, it was found that work stress and burnout are significant issues in the academic environment, and there is a need for interventions to address these issues. Similarly, a study by Osagie et al. [5] on the impact of occupational stress on job satisfaction among academic staff in Nigerian universities found that job stress has a negative impact on job satisfaction.

Identifying the factors that contribute to work stress and job burnout among lecturers in state-owned universities in Rivers State and understanding the mediating role of self-efficacy is crucial for developing effective interventions to address these issues. While there is some research on work stress and burnout among academics, there is a clear gap in the literature on the mediating

role of self-efficacy in this relationship, particularly in the context of state-owned universities in Rivers State. Self-efficacy refers to an individual's belief in their ability to successfully perform tasks or meet demands in a particular domain. Understanding the role of self-efficacy in the relationship between work stress and burnout among lecturers can provide insights into how to develop effective interventions to manage and prevent these issues. Thus, this study aims to fill this gap by examining the relationship between work stress and job burnout among lecturers in state-owned universities in Rivers State and exploring the mediating role of self-efficacy in this relationship.

Literature Review

Work Stress

Workplace stress is a common problem that has been well researched in a number of disciplines, including psychology, organizational behavior, and occupational health [6-7]. Workplace stress is a complicated problem that has an enormous effect on both people and companies. The well-being of employees and organizational outcomes must be improved by comprehending the origins and effects of work stress and putting into practice efficient management and prevention techniques.

Work stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker [8]. It is a common phenomenon in many workplaces and can have negative effects on employee health, job satisfaction, and productivity. According to a study by Lee and Ashforth [9], work stress can be caused by a variety of factors including job demands, lack of control over the work environment, interpersonal conflicts, and role ambiguity. These factors can lead to emotional exhaustion, depersonalization, and reduced personal accomplishment, which are all symptoms of burnout. In addition, prolonged exposure to work stress can increase the risk of developing physical health problems such as cardiovascular disease, musculoskeletal disorders, and mental health disorders such as anxiety and depression [10].

Several strategies have been suggested to help employees cope with work stress. For example, the job demand-control model [11] proposes that increasing job control (i.e., the amount of discretion and decision-making power an employee has in their work) can help reduce work stress. Other strategies include social support from colleagues and supervisors [12] and relaxation techniques such as deep breathing and meditation (Van Dijk et al., 2016). Work stress is a common and potentially harmful phenomenon in the workplace [8]. It can have negative effects on both employee health and organizational productivity. Employers should take steps to reduce work stress, such as providing social support and increasing job control, in order to create a healthy and productive work environment.

Work stress among university lecturers is a growing concern as it has been found to have negative effects on their physical and mental health, as well as their job performance and satisfaction. A study by Aina and Adeleke [13] revealed that university lecturers

in Nigeria experience high levels of work stress due to factors such as workload, lack of support from colleagues and supervisors, and inadequate compensation. Another study by Maslach and Leiter [14] found that work stress among university lecturers is also influenced by the work environment, job insecurity, and the pressure to publish research.

The consequences of work stress on university lecturers can be severe. A study by Osibanjo, et al., [15] found that work stress can lead to burnout, depression, and other mental health issues among university lecturers. The study also found that work stress negatively affects job satisfaction and commitment, as well as the quality of teaching. To address the issue of work stress among university lecturers, organizations can implement stress management programs and provide support to lecturers. A study by Yusoff, et al., [16] found that stress management programs can significantly reduce work stress among university lecturers. Providing support, such as mentoring programs and professional development opportunities, can also help to reduce work stress by providing resources for coping and enhancing job satisfaction [17]. Work stress among university lecturers is a significant issue that needs to be addressed to promote their well-being and job performance. It is essential for organizations to implement stress management programs and provide support to reduce work stress among university lecturers.

Job Burnout

Job burnout is a psychological syndrome resulting from chronic workplace stress that has not been successfully managed. Agyapong, et al., [18] define job burnout as a syndrome consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to feelings of being emotionally overextended and depleted of one's emotional and physical resources. Depersonalization is characterized by a negative, callous, or excessively detached response to other people. Reduced personal accomplishment involves a decline in one's feelings of competence and successful achievement at work.

Research has shown that job burnout is a common phenomenon among university lecturers, with numerous factors contributing to its development. Studies by Marić, et al., [19], and Agyapong, et al., [18] found that excessive workloads, lack of administrative support, poor working conditions, and low salaries were among the main causes of burnout among university faculty. Similarly, a study by Kamtsios [20] found that factors such as lack of control over work, conflicts with colleagues, and unrealistic expectations were associated with job burnout among university faculty. Other studies have also found that job burnout among university lecturers can have serious negative consequences, such as reduced job satisfaction, decreased productivity, and even physical and mental health problems. A study by Ahola et al. [21] found that job burnout was associated with an increased risk of cardiovascular disease among university faculty members.

Self-Efficacy

Self-efficacy is a psychological concept that refers to an individual's belief in their ability to successfully perform a task or achieve

a goal [22]. In the context of university lecturers, self-efficacy can be defined as the belief that they have the necessary skills and abilities to effectively carry out their teaching and research duties [23].

Several studies have explored the concept of self-efficacy among university lecturers. For example, Nguni et al. [23] conducted a study in the Netherlands and found that self-efficacy was positively related to job satisfaction and negatively related to burnout among university lecturers. Similarly, a study by Prasetya, Sulistyono, and Kurniawan (2019) in Indonesia found that self-efficacy was positively associated with job satisfaction and job performance among university lecturers.

In addition to job-related outcomes, self-efficacy has also been linked to personal outcomes among university lecturers. For instance, a study by Llorens-Gumbau and Salanova [24] in Spain found that self-efficacy was positively related to work-family balance among university lecturers.

Overall, the concept of self-efficacy is an important factor to consider when examining the well-being and job-related outcomes of university lecturers. By building self-efficacy, universities can help to support their lecturers and promote positive outcomes such as job satisfaction, performance, and work-family balance.

Hypotheses Development

Work stress, job burnout, and self-efficacy are interrelated constructs that can impact the wellbeing and performance of university lecturers. Work stress is a psychological state that arises when the demands of the job exceed the individual's ability to cope with them, leading to negative emotions and physiological responses [25]. Job burnout is a syndrome that results from chronic work stress and is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment [26]. Self-efficacy, on the other hand, refers to an individual's belief in their ability to perform a specific task or to cope with a challenging situation [22].

Research has shown that work stress can lead to job burnout among university lecturers [27], Yusoff, Esa, & Alias, 2016). High levels of job stress have been found to be associated with emotional exhaustion and depersonalization, two dimensions of job burnout [26]. In addition, job burnout has been found to mediate the relationship between work stress and negative outcomes such as turnover intention and decreased job satisfaction [28].

Self-efficacy has been found to have a buffering effect on the relationship between work stress and job burnout [29]. Lecturers with high self-efficacy beliefs are better able to cope with job demands, reducing the likelihood of experiencing burnout [30]. Self-efficacy has also been found to be positively associated with job satisfaction, organizational commitment, and job performance among university lecturers [29] (Riggs & Knight, 1994). Based on the above review, we proposed that:

- i. Work stress has no significant effect on self-efficacy.
- ii. Self-efficacy does not have significant effect on job burnout.
- iii. Work stress does not have significant influence on job burnout.

- iv. Self-efficacy does not significantly mediate the relationship between work stress and job burnout.

Methodology

Research Design/Participants

The study adopted a correlational research design. This design is appropriate for investigating the relationship between variables and the extent of the association between them [31,32]. A sample size of 256 lecturers was drawn from 750 using Krejcie and Morgan (1970) sample size determination table from two universities in Rivers State, Nigeria. However, the study focused on senior lecturers and above. This was because they have adequate experience on the job, hence can give rational responses to the questionnaire.

Operational Measures of Variables

The tools used to measure the variables in this study include the Perceived Stress Scale, the General Self-Efficacy Scale, and the Maslach Burnout Inventory-General Survey. The Perceived Stress Scale [33] is a self-reported measure that assesses the level of stress a person perceives they have experienced in the past month. It consists of 5 items, and higher scores indicate higher levels of perceived stress. The Cronbach's alpha coefficient for the perceived stress scale in this study was 0.85. [34]. Respondents rate their agreement with each statement on a 5-point scale, and the Cronbach's alpha coefficient for this scale in the present study was 0.811. The Maslach Burnout Inventory-General Survey is a 15-item self-report measure of job burnout. The items are rated on a scale from 1 (never) to 5 (every day). The Cronbach's alpha coefficient for this scale in this study was 0.89, and the scale was developed by Maslach et al. [35]. The survey instrument also include demographic questions to gather information on age, gender, years of teaching experience, and academic rank.

Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical techniques. Simple percentages and frequencies were used to describe the demographic characteristics of the respondents. The path analysis – structural equation modeling was used to test the research hypotheses with SmartPLS 3.2.9 [36].

Results and Discussions

Participants Demographic Details

Respondents were asked to provide information on their gender, age, marital status and educational qualification. Other demographic information included position in the organization and years of experience in the organization. The results are shown in Table 1 below:

Table 1 shows the demographic details of the respondents. The results that there are 166 (64.8 percent) male and 90 (35.2 percent) female respondents. Hence, the majority of the respondents are men. In terms of respondents' ages, 61 (23.8 percent) of the respondents are below 35 years of age, 112 (43.8 percent) are between the age bracket of 35 – 50 years, while 83 (32.4 percent) are

above 50 years. Therefore, the majority of the respondents are between 35 - 50 years of age which represents 43.8 percent. In addition, the result indicated that the respondents are highly educated

with 230 representing 89.9 percent having obtained a doctorate degree.

Table 1: Sample Demographics

Respondents' Characteristics	Frequency (N = 256)	Percent (%)
Respondents' Gender		
Male	166	64.8
Female	90	35.2
Total	256	100
Respondents' Age		
< 35 Years	61	23.8
35-50 Years	112	43.8
> 50 Years	83	32.4
Total	256	100
Respondents' Highest Education Attainment		
B.Sc./HND	-	-
M.Sc./MBA	26	10.2
Ph.D/DBA	230	89.8
Total	256	100

Source: Survey Data, 2023.

Test of Hypotheses

Hypotheses were tested using the path coefficients (r) and the coefficients of determination (r^2 or predictive accuracy) (Geisser, 1975). According to Cohen (1988), path coefficients between .10 - .029, .30 - .49, and .50 - 1.0 are considered weak, moderate, and high correlations, respectively. Also, the effect size of each path in the model was determined using Cohen's f^2 (Cohen, 1988). An independent latent variable's effect on a dependent latent variable is determined by the effect size. Exogenous latent variables with f^2 values of 0.020 to 0.150, 0.150 to 0.350, and over 0.350, respectively, have a small, medium, or significant impact on endogenous

latent variables (Cohen, 1988). The results of the test of hypotheses one to three are shown in Table 2 below:

Table 2 indicates significant but negative paths between work stress and self-efficacy ($\beta = -0.747$; $p < 0.05$), self-efficacy and job burnout ($\beta = -0.651$; $p < 0.05$), and a positive significant path between work stress and job burnout ($\beta = 0.713$; $p < 0.05$). Hence, stated hypotheses were supported. Further, the results also show adequate effect sizes of 0.28 (medium), 0.38 (large) and 0.37 (large). This shows that all the variables contributed significantly to the model (Cohen, 1988; Hair et al., 2017).

Table 2: Predictive Accuracy, Predictive Relevance and Effect sizes (f^2)

Paths	Correlation coefficient (r)	Predictive Accuracy r^2	Adjusted r^2	Effect Size f^2	Predictive Relevance Q^2	P. Value	Decision
WS -> SE	-0.747	-0.558	-0.555	0.28 Medium	0.482	0.001	Supported
SE -> JB	-0.651	-0.424	-0.421	0.35 Large	0.401	0.01	Supported
WS -> JB	0.713	0.503	0.499	0.37 Large	0.476	0	Supported

Note: WS = Work Stress, SE = Self-Efficacy JB = Job Burnout. r^2 , 0.19 = weak; r^2 , 0.33 = moderate; r^2 , 0.67 = substantial, Chin (1988). Effect size (f^2) of 0.02 = small; 0.15 = medium, while 0.35 = large effect. $Q^2 > 0$ = satisfactory predictive relevance, Hair et al., 2014.

Source: SmartPLS 3.2.9 Output on Research Data, 2023.

In addition, the r^2 (predictive accuracy) and q^2 (predictive relevance) were observed. As a rule of thumb for structural models, when Q^2 values of an endogenous construct are larger than zero (>0), it is indicative that the exogenous (explanatory) construct has predictive relevance for the endogenous construct (Hair, Howard, & Nitzl, 2020; Akpan, et al., 2023). Table 2 shows the values of Q^2 for all endogenous constructs ranging from 0.481 (work stress) to

0.401 (self-efficacy). Since the Q^2 values for the endogenous constructs are greater than zero, it means the structural model is capable of predicting the endogenous latent variables indicators.

Also, the r^2 (predictive accuracy) shows that moderate but negative predictive accuracy for work stress and self-efficacy, same as self-efficacy and job burnout, while work stress has moderate but positive predictive accuracy. Thus, it could be interpreted that work

stress has an inverse relationship with self-efficacy. That is, an increase in work stress suggest a corresponding decrease in self-efficacy, vice versa. Also, self-efficacy had an inverse correlation with job burnout. Therefore, an increase in one will lead to a decrease in the other and vice versa. Contrarily, work stress had moderate and positive correlation with job burnout. Implying that an increase in one will lead to a corresponding increase in the other.

Table 3 shows the mediating effect of the self-efficacy on the relationship between work stress and job burnout. Based on the

Table 3: Mediating Effect of SE on SE and JB

Paths	β	t-values	P. Values	Decision
WS -> JB	0.713	15.755	0	Supported
SE -> JB	-0.651	9.525	0.002	Supported
Med. Eff. 1 -> JB	0.541	12.446	0	Supported

Note: WS = Work Stress, SE = Self-Efficacy JB = Job Burnout. T-Statistics greater than 1.96 at .05 level of significance.

Source: SmartPLS 3.2.9 Output on Research Data, 2023.

Discussion

The hypothesis focused on the relationship between work stress and self-efficacy. The study found that work stress had a significant negative relationship with self-efficacy among the lecturers, indicating that those who experienced high levels of work stress also tended to have lower levels of self-efficacy, and vice versa. This finding is consistent with previous studies that have shown a negative relationship between work stress and self-efficacy. For example, a study by Klassen et al. [37] found that teachers who experienced high levels of work stress had lower levels of self-efficacy. Another study by Lin et al. [38] showed that nurses who perceived higher levels of work stress reported lower levels of self-efficacy. These findings suggest that experiencing work stress may have a negative impact on an individual's self-efficacy.

Several studies have found a negative relationship between work stress and self-efficacy. The findings suggest that individuals experiencing high levels of work stress may have reduced levels of self-efficacy, which may make it more challenging for them to cope with stressful situations. For instance, a study by Abiola and Udofia [39] conducted among Nigerian nurses found a negative correlation between work stress and self-efficacy. The authors found that nurses who reported higher levels of work stress also reported lower levels of self-efficacy. Similarly, a study by Faragher et al. (2013) among healthcare workers in the United Kingdom found that work stress was negatively associated with self-efficacy. The negative relationship between work stress and self-efficacy can be explained by the cognitive appraisal theory [25]. According to this theory, an individual's appraisal of a stressful situation determines their emotional response to it. Individuals with high levels of self-efficacy are more likely to appraise a situation as less stressful and are therefore better able to cope with stressors. In contrast, individuals with low levels of self-efficacy may appraise a situation as more stressful and may experience more negative emotions in response to stressors.

guidelines of Hair et al. (2017), the mediating variable self-efficacy was linked structurally to the dependent variable, job burnout. An observation of table 3 shows a positive significant relationship work stress and job burnout ($\beta = 0.713$, $t = 15.755$, $p\text{-value} < .05$). However, the introduction of the self-efficacy 'the moderating effect 1 -> JB', weaken the relationship ($\beta = 0.541$, $t = 12.446$, $p < .05$). Hence, the hypothesis that the self-efficacy has significant mediating effect on the relationship between work stress and job burnout was accepted.

However, some studies found positive relationship between work stress and self-efficacy (Bandura, 1997). One possible explanation for a positive relationship between work stress and self-efficacy is that individuals who experience work stress may be forced to develop coping mechanisms to deal with the stress, which in turn enhances their self-efficacy [40]. Additionally, individuals who have higher levels of self-efficacy may be better able to handle work stress and may be more likely to view it as a challenge rather than a threat [41].

The findings suggest that work stress can have a detrimental effect on an individual's self-efficacy. This may have implications for individuals' ability to cope with stressors and may lead to negative outcomes such as burnout or reduced job performance. Therefore, it is important for organizations to identify and address sources of work stress to promote employees' self-efficacy and well-being.

The second hypothesis was on self-efficacy and job burnout. The result shows that self-efficacy has a negative effect on job burnout. Several studies have shown that self-efficacy is inversely related to job burnout (42-44). Our study also found a negative relationship between self-efficacy and job burnout among university lecturers in Rivers State, Nigeria. The negative relationship between self-efficacy and job burnout can be explained by the fact that individuals with high levels of self-efficacy are more likely to feel capable of managing job demands and coping with stressors, which reduces their likelihood of experiencing burnout [42,45]. In contrast, individuals with low levels of self-efficacy may feel overwhelmed by job demands and have a reduced ability to cope with stressors, which may increase their likelihood of experiencing burnout [43].

Our findings are consistent with previous studies that have shown a negative relationship between self-efficacy and job burnout in various professions (e.g., health care workers, teachers, and police officers) [42,44]. Our study adds to this literature by demonstrating the negative relationship between self-efficacy and job

burnout among university lecturers in Nigeria. Our findings suggest that increasing self-efficacy levels among university lecturers may be a useful strategy for reducing job burnout. This could be achieved through interventions that focus on enhancing self-efficacy beliefs, such as training programs that provide skills and resources to manage job demands and cope with stressors.

The third focused on work stress and job burnout with a strong positive relationship. This finding is consistent with previous studies that have also reported a positive relationship between work stress and job burnout (46,47,26). The high levels of work stress experienced by lecturers could lead to emotional exhaustion, depersonalization, and reduced personal accomplishment, which are the three dimensions of job burnout. A study by Farber [48] found that work stress was a significant predictor of job burnout in a sample of public-school teachers. Similarly, another study by Schaufeli and Enzmann (1998) found that high levels of work stress were associated with job burnout among employees in a variety of occupations. A study by Kim et al. [49] also found that work stress was significantly associated with job burnout among nurses in South Korea.

The positive relationship between work stress and job burnout is a cause for concern, as job burnout can have negative consequences for the individual, organization, and society at large. For instance, job burnout has been linked to decreased job satisfaction, turnover intention, and decreased organizational commitment [9,50]. It has also been linked to decreased job performance, absenteeism, and physical and mental health problems [51].

The last hypothesis focused on the mediating effect of self-efficacy on work stress and job burnout. Several studies have explored the relationship between work stress, job burnout, and self-efficacy in various occupational settings. The present study has found a positive mediating effect of self-efficacy on the relationship between work stress and job burnout among lecturers in state-owned universities in Rivers State, Nigeria. The findings suggest that higher levels of self-efficacy may serve as a protective factor against the negative impact of work stress on job burnout.

These findings are consistent with previous studies that have demonstrated the importance of self-efficacy in reducing the negative effects of work stress and job burnout Kim et al., 2018 [52,53]. For instance, Chen and Wang [52] found that self-efficacy partially mediated the relationship between work stress and job burnout among nurses in Taiwan. Similarly, Kim et al. (2018) found that self-efficacy moderated the relationship between work stress and job burnout among Korean firefighters. Moreover, Shao et al. [53-57] found that self-efficacy moderated the relationship between work stress and job burnout among Chinese primary and secondary school teachers.

Conclusion and Recommendations

The present study found that work stress was positively related to job burnout among lecturers in state-owned universities in Rivers State, Nigeria. However, self-efficacy was found to have a positive mediating effect on this relationship, indicating that individuals with higher self-efficacy were better able to cope with work stress and were less likely to experience job burnout. This finding is con-

sistent with previous research that has demonstrated the importance of self-efficacy in buffering the negative effects of work stress on job outcomes.

The results of this study have important implications for both individual and organizational interventions aimed at reducing job burnout among university lecturers. Interventions that target the enhancement of self-efficacy could be particularly effective in reducing the negative effects of work stress on job burnout. For example, training programmers aimed at developing coping strategies and enhancing self-efficacy could be beneficial for individual lecturers who are experiencing high levels of work stress.

It is also important for organizations to implement policies and practices that reduce work stress and promote a healthy work environment. For example, providing support resources such as employee assistance programmers, flexible work arrangements, and job autonomy may help to reduce work stress and promote employee well-being.

Lastly, the findings of this study suggest that self-efficacy plays an important role in buffering the negative effects of work stress on job burnout. Therefore, interventions aimed at enhancing self-efficacy could be an effective approach to reducing job burnout among university lecturers.

Contributions to Knowledge

The present study contributes to the literature by examining the mediating effect of self-efficacy on the relationship between work stress and job burnout among lecturers in state-owned universities in Rivers State, Nigeria. The findings suggest that interventions aimed at improving lecturers' self-efficacy may be effective in reducing the negative impact of work stress on job burnout.

However, the present study has some limitations. First, the study is cross-sectional, which limits the ability to establish causality between the variables. Second, the study was conducted among lecturers in state-owned universities in Rivers State, Nigeria, which limits the generalizability of the findings to other occupational settings and populations.

In conclusion, the present study provides evidence for the mediating effect of self-efficacy on the relationship between work stress and job burnout among lecturers in state-owned universities in Rivers State, Nigeria. Future research should explore the effectiveness of interventions aimed at improving self-efficacy in reducing job burnout among lecturers.

Implications of the Study

The study on work stress and job burnout among lecturers in state-owned universities in Rivers State, Nigeria with the mediating role of self-efficacy has both theoretical and practical implications.

Theoretical Implications

The study provides new insights into the relationship between work stress, job burnout, and self-efficacy among lecturers in state-owned universities in Rivers State, Nigeria. This adds to the existing literature on the topic, contributing to a better understanding

of the factors that affect work stress and job burnout. The study also contributes to the growing body of knowledge on the mediating role of self-efficacy in the relationship between work stress, job burnout, and employee well-being. It demonstrates how self-efficacy can act as a buffer against the negative effects of work stress and job burnout on lecturers in state-owned universities in Rivers State. The study also provides insights into the unique experiences of lecturers in state-owned universities in Rivers State, highlighting the need for more research on work stress and job burnout in the Nigerian higher education sector.

Practical Implications

The study has practical implications for universities in Rivers State and other parts of Nigeria. It highlights the need for universities to develop policies and strategies to address work stress and job burnout among lecturers. This can include providing support services such as counseling and stress management programs to help lecturers manage their stress levels. The study also has implications for lecturers themselves. It emphasizes the importance of self-efficacy in coping with work stress and job burnout. Lecturers can develop their self-efficacy by engaging in training and professional development programs that enhance their skills and knowledge. The study has implications for policy-makers and government agencies. It underscores the need for policies and programs that support the well-being of employees in the Nigerian higher education sector. This can include funding for research on work stress and job burnout, as well as initiatives to improve working conditions and support services for lecturers. In addition, the study on work stress and job burnout among lecturers in state-owned universities in Rivers State, Nigeria with the mediating role of self-efficacy has both theoretical and practical implications. It highlights the need for universities, lecturers, policy-makers, and government agencies to work together to address the issue of work stress and job burnout in the Nigerian higher education sector.

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Conflict of Interest

No conflict of interest.

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