

Effectiveness of Psycho-Education Intervention in Reducing Organizational Style Stress of Nurse Educators in Plateau State, Nigeria

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Abstract

This study investigated the efficacy of psycho-education intervention in reducing organizational style stress among Nurse Educators (NEs), and how gender and marital status interact with psycho-education intervention to reduce organizational style stress. A pretest-posttest randomized controlled research design was employed for the study. A sample of 34 out of 87 NEs in the seven public nursing institutions in Plateau State was used. Seventeen participants each were randomly assigned to the experimental and control groups. Data were collected at baseline and after a six-week intervention programme using Nurse Educators Occupational Stress Scale (NEOSS, $\alpha = 0.83$). Data was analyzed using mean, standard deviation, Analysis of covariance (ANCOVA), and multivariate analysis. The results revealed that organizational style stress of nurse educators in the experimental and control groups were high ($\bar{x} = 24.82$ & $\bar{x} = 25.88$ respectively) at baseline. In addition, there was significant interaction effects of gender, marital status and psycho-education intervention on Nurse Educators' organizational style stress [$F(1, 33) = 12.35, p = 0.002$; $F(1, 33) = 23.26, p = 0.000$]. The study recommended, among others, that the management of nursing institutions should organize regular workshops or seminars for their educators on psycho-education intervention and organizational style stress.

Keywords: nurse educators, occupational stress, psycho-education intervention, organizational style stress; Plateau state

Introduction

Stress generally is a multi-disciplinary concept that has been of concern to experts from different professions. It is said to be a ubiquitous concept that affects everyone irrespective of educational qualification, belief system, colour or any other consideration (Eyo et al.,

2024). Stress at work is a major worldwide issue that can have a significant financial impact on people, families, businesses, and society as a whole. One way to define occupational stress is when a nurse educator's regular functioning is disrupted by job-related variables that affect their psychological and social well-being (Veda & Roy, 2020). In addition to having a negative impact on employees' performance, which can ultimately impact the entire organisation, occupational stress can lead to physical, mental, and social problems in individuals. In a study titled prevalence of psychosocial stress and its factors among healthcare workers in Nigeria, it was revealed that 50.37% of health workers reported a lack of resources and equipment, poor communication, and staff attitude, while 67.72% reported work-related stress, including overload as sources of stress (Onigbogi & Banerjee, 2019).

Furthermore, lack of job satisfaction, inadequate school facilities, and pressure at work can be harmful to teachers' mental health (Stevianus & Marlyn, 2019), particularly in the nursing profession, which is considered a dual profession. These job-related factors can be internal or external, such as job conditions, role management, career development, interpersonal work relationships, organisational style, working conditions, and home versus work interface or conflict (WHO, 2011). Mazur (2023) found out that the primary causes of workplace stress are workload (39% of workers), interpersonal issues (31%), juggling work and personal life (19%), and job security (6%).

Organizational style stress is the aspect of occupational stress developed as a result of rigid and impersonal organizational structures, organizational politics, inadequate supervision or training and non-participation of workers in decision making. Organizational style stress may also stem from the management style of leadership. In nursing education, school structural factors such as rigid staff rules and regulations, poor reward systems, lack of freedom or even lack of a clear career path, poor school communication, lack of employee-friendly policies and insensitivity to family needs are stressors (Narban et al., 2016), and could be potential occupational stressors to the nurse-educators. Montano et al. (2014) carried out a study on work organization conditions, and identified variety of psychological and social factors (including job demands, job control, efforts and rewards, as well as responsibility) as factors that could lead to stress. Organisational styles such as unclear methods of work, improper order of tasks, and poor team organization, structure of hierarchy, security guidelines and training of Nurse Educators could trigger their stress levels.

Organizational climate change resulting to alterations in individual work conditions such as a change of role, shift roster, introduction of new technology and team work can serve as occupational stressors for nurse-educators. In addition, organizational level changes such as mergers, acquisitions, restructuring or downsizing, and the poor management of these processes can lead to nurse-educators feeling anxious and uncertain about aspects of their work or employment status. Salau et al. (2019) assessed occupational related stress among nurses in two selected hospitals in South-western Nigeria. The result showed that frequently stressful aspects of nurses' work include inadequate staff to cover ward workload,

performing procedures, and lack of attention to the required equipment or materials to work. Onyejekwe et al. (2020) confirmed that occupational stress is one of the key determinants of job productivity among nurse educators.

Demographic variables have been established to have implications for different dimensions in the life of an individual (Bassey & Eyo, 2015). In the same vein, personal characteristics of individuals can also be a source of occupational stress experience. Gender and marital status, as personal characteristics of nurse-educators, can determine their organisational style stress experience. Olatunji and Mokuolu (2014) reported that job stress is higher among females than male workers. Also, female teachers reported higher degree of stress compared to males (Anastasiou & Papakonstantinou, 2014). In addition, Sidhu et al. (2020) indicated that the female employees impacted more on stress and coping strategies than the male employees. In the case of marital status, un-married employees have more impact on coping strategies than married employees (Sidhu et al., 2020). Sinta and Dwiyantri (2023) found that most of the married participants had high mental workload and medium work stress. And there was a weak relationship between marital status and work stress. The married workforce may be disturbed by the presence of children or family members when doing work at home (Vyas & Butakhieo, 2020). Sometimes, married nurse educators might find it difficult to divide between home-work and office work at the same time. On the other hand, Nwakpadolu et al. (2024) found no significant interaction of gender and treatment on teachers' job stress in schools.

Hospital and school administrations and other organisations appear to have employed a number of strategies to lessen occupational stress. Psycho-education is one of these methods. Psycho-education is an intervention that has components of psychology and education directed towards symptoms recognition and coping skills acquisition. It provides both psychological and educational treatment plan and has three components: condition-specific information, skills training for managing challenging circumstances and emotional support to help individuals with mental health conditions. The education component of psycho-education intervention is based on the assumption that people who have developed or have the potentials to developing accurate information about their condition cope better with stress. These could be physiological, psychological or behavioural.

In order to improve organizational management practices, Bhui et al. (2016) discovered an efficient stress reduction technique. For example, it was discovered that a supportive management style, enhanced communication, regular team meetings, supervision, and two-way feedback were all useful in lowering stress. Studies in the United States, South Africa, and Germany have also reported on the effectiveness of psycho-education in lowering psychological problems such as stress (Mebu, 2017). Its effectiveness on role stress of nurse educators in Nigeria was also found (Onyejekwe et al., 2023). Psycho-education intervention comprises of a series of weekly lessons whereby participants are offered general information on the causes, signs and symptoms of stress, managing stress and developing techniques for teaching. These can be accomplished by controlling bodily

sensations through progressive relaxation and breathing exercises, cognitive techniques like challenging dysfunctional thoughts, some practical techniques on problem-solving, enhancing safety behaviours, and assignments or homework.

Numerous strategies have been advanced to reduce workplace stress, in light of the destructive effects of such stress (Isa et al., 2018). When comparing the intervention period with the pre-intervention period by Kersemaekers et al. (2018), significant improvements were found in perceived stress. Also, significant increases in team climate, organizational climate and personal performance were reported during the intervention compared to the pre-intervention period with largest improvements in team cooperation and productivity. Effect sizes were large for mindfulness and low to moderate for organizational and team climate and personal performance. After potentially traumatic events, Brooks et al. (2021) carried out a comprehensive assessment of the acceptability and effectiveness of brief psycho-educational therapy. Two conflicting findings were found: first, there was no evidence that psycho-education effectively reduced mental health symptoms more than other interventions or no intervention at all; second, there were hints that participants in some studies believed psycho-education to be highly effective. Previous studies showed that psychological education as an intervention significantly decreased stress and stress-related conditions, as well as improved positive aspects of mental health and stress-related behaviour among employees (Henry et al., 2021; Lam et al., 2022). These findings corroborated this later conclusion.

In a similar vein, Subel et al. (2022) conducted a systematic evaluation of a small number of studies to investigate workplace interventions to reduce occupational stress for older workers and concluded that they might be helpful in reducing worker stress. On the other hand, psycho-education programmes improve coping skills with stressors and were typically successful in optimizing the stress process reduction (Ahmad et al., 2022). According to Ahmad et al. (2022), the intervention had a substantial effect on the usage of behavioural, cognitive, and physical stress-reduction measures by female instructors.

Furthermore, Eneogu et al. (2023) demonstrated the effectiveness of cognitive behavioural therapy in lowering academic stress in secondary school pupils from rural communities in a randomized controlled study. According to the review, psycho-educational interventions may help Nigerian nurse educators who are stressed by organizational style. Additionally, the impact of psycho-education on the occupational stress of nurse educators was examined by Onyejekwe et al. (2023), who found that the intervention reduced occupational stress. According to Nwakpadolu et al. (2024), psychological interventions are beneficial in reducing work-related stress in home economics teachers at secondary schools. The significant reduction in teachers' stress was due to cognitive behaviour intervention. The follow-up test results also indicated that cognitive behavioural intervention significantly sustained the job stress reduction over time.

According to the examined literature, only a small number of research studies confirmed how psycho-education interventions affected organizational style stress. The goal of the current study was to fill this gap. The current study's findings will assist nurse-educators in understanding the elements that impact nursing education, including job expectations, workload, inflexible organizational structures, and inadequate communication and relationships between nursing educators. The early detection of occupational stress and exposure to psycho-education therapies would also help the nursing staff to complete tasks and perform with high levels of satisfaction, according to the study's findings. The heads of nursing schools would understand how psycho-education might help them function at their best by lowering stress. If left unchecked, high organizational style stress among nurse educators will increase job dissatisfaction and reduce job productivity. Most aspiring nurses will not be competent and professionally developed when they graduate from stressed-out instructors. The future of the national healthcare service system may be impacted since the system will be operated by inexperienced individuals. Therefore, the aim of the current study was to find out the extent to which a psycho-educational intervention influenced the organizational style stress of nurse educators in Plateau State, Nigeria.

Objectives of the study

The study aimed to investigate the effectiveness of psycho-education intervention in reducing organizational style stress of nurse educators in Plateau State, Nigeria. The specific objectives of the study are to:

1. Determine the effectiveness of psycho-education intervention in reducing organizational style stress of nurse educators in the experimental and control groups.
2. Determine the interaction effect of gender and psycho-education intervention on organizational style stress among nurse-educators in plateau state.
3. Determine the interaction effect of marital status and psycho-education intervention on organizational style stress of nurse-educators in plateau state.

Research questions

The study answered the following questions:

1. To what extent does psycho-education intervention reduce organizational style stress of nurse-educators in Plateau State?
2. To what extent does gender affect organizational style stress of nurse-educators in Plateau State before and after psycho-education intervention?
3. To what extent does marital status affect organizational style stress of nurse-educators in Plateau State before and after psycho-education intervention?

Hypotheses

The researchers formulated and tested the following hypotheses at 0.05 level of significance:

Ho1: There is no significant difference between nurse-educators in the experimental and control groups, on their post-test mean scores on organizational style stress.

Ho2: There is no significant interaction effect of gender and psycho-education intervention on organizational style stress of nurse-educators in Plateau State.

Ho3: There is no significant interaction effect of marital status and psycho-education intervention on organizational style stress of nurse-educators in Plateau State.

Methodology

This study used a true experimental (pre-test–post-test randomized control group) research design to determine the effects of psycho-education intervention on organizational style stress among nurse educators. All 87 nurse educators (academic staff = 56 and clinical instructors = 29) from Plateau State's seven public nursing schools made up the population. The study's sample consisted of 34 nurse-educators selected from four public nursing schools owned by Plateau State. This sample consisted of 21 female nurse educators and 13 male nurse educators that participated in the study. A multistage sampling procedure was used to choose the sample. First, a purposive selection method was used to pick state-owned public nursing schools. Next, the population was stratified into male and female groups and subsequently, a simple random sampling technique was used to draw the required number of samples in each stratum. The study was carried out in the city of Jos, which comprised of the Jos North and Jos South Local Government Areas, in Plateau State, Nigeria. Plateau State is located in the north-central geopolitical zone of Nigeria, and is characterized by its multi-ethnic population.

The instrument used to collect data was the "Nurse Educators' Occupational Stress Scale (NEOSS)" questionnaire. In order to measure occupational stress, Wu et al. (2018) developed the Occupational Stress Indicator (OSI), from which the items were modified. Section "A" contained two questions that collected information on the nurse educators' marital status and gender. Six of the 22 items that comprised Section "B" measured the stress associated with organizational style, while the other 16 items measured interpersonal and roles stress. The items are scaled in 5-point Likert format such as strongly agree (5-points), agree (4 points), undecided (3 points), disagree (2 points) and strongly disagree (1 point). The content validity was established by specialists in Educational Psychology, Research, Measurement, and Evaluation from the University of Jos, Nigeria. Using exploratory factor analysis (EFA), construct validation was carried out. The findings showed that three (3) components, with commonality extractions ranging from 0.627 to 0.971, accounted for 56.51% of the variation. The reliability test using Cronbach's alpha yielded a reliability coefficient of 0.83.

With respect to data collected, first, the researchers wrote consent letters to the qualifying participants after determining their eligibility based on ethical considerations. The researchers got permission from the College of Nursing, Vom, which is made up of schools of nursing and midwifery both of Jos and Vom, to grant the researchers access to the faculty and some school materials. Following the approval by the college, to carry out the intervention programme for the educators for six weeks, baseline and post-test data were gathered immediately before and after the intervention. Participants were told to fill out the instrument independently after reading the introductory letter and instructions. They were to complete the questionnaire and return it to the researchers or research assistants within

forty minutes. Participants were assured of treating their responses with utmost confidentiality.

Psycho-education intervention (PEI) for occupational stress in general was carried out by the researchers and four research assistants, mainly for nurse educators who were randomized to the experimental group. The six-session activities were completed in six weeks. Following a twenty-minute break, each two-hour (120-minutes) session comprised 50 minutes of theoretical instruction, followed by another 50 minutes of exercise and practical application. Covering the introduction and pretest was the aim of the first session. Operationalizing the meaning of stress and occupational stress in general was the focus of the second session. In the fourth session, it was evident that participants understood what organizational style stress meant. The intervention's later sessions concentrated on muscular advancement and relaxation methods in addition to the exercises, homework, and synopsis.

Instead of being exposed to PEI, the control group's nurse educators were given a placebo that concentrated on "Child Abuse." The placebo consisted of six weeks of activities spread over six sessions. Each session had three parts: 50 minutes of instruction before the break, 20 minutes during the break, and 50 minutes after the break. Each session lasted two hours, or 120 minutes. The participants met once every seven days. The programme's contents included the definition, introduction, and types of child abuse, as well as the causes and effects of sexual and physical abuse, neglect, and maltreatment.

The post-intervention activities included a posttest for both experimental and control groups, and a one-week follow-up carried out on the seventeen (17) Nurse Educators who completed the intervention sessions.

Descriptive statistics (mean and standard deviation) were used to analyze the data and determine how stressed out NEs were due to organizational style. At 0.05 level of significance, the Ho1 was tested using analysis of covariance (ANCOVA), while Ho2 and Ho3 were tested using multivariate analysis. By eliminating the influence of the covariate component (pre-test) effect, ANCOVA enables the comparison of the organizational style stress mean scores of nurse educators exposed to the psycho-educational intervention and those who are not (Cohen et al., 2013). The software SPSS V26 was used for all the analysis.

Presentation of results

Research question one: To what extent does psycho-education intervention reduce organizational style stress of nurse-educators in Plateau State?

Table 1: Organizational style stress of nurse-educators before and after psycho-education intervention

Group	Test	n	\bar{x}	SD	Percentage	Remark
Experimental	Pretest	17	24.82	2.92	49.0 %	High
	Posttest	17	12.29	3.29	35.4 %	Low
Control	Pretest	17	25.88	2.78	64.6 %	High
	Posttest	17	22.47	5.20	51.0 %	Moderate

Note: n = 34, \bar{x} score = 6-14 = low, 15-22 = Moderate, and 23-30 = high on 5-point scale

Table 1 reported that experimental and control groups had high pretest mean scores (\bar{x} = 24.82 & 25.88 respectively) each representing 49.0 % and 64.60 % respectively. Whereas, the posttest score of the experimental group (\bar{x} = 12.29; SD = 3.29) was low and the control group was moderate (\bar{x} = 22.47, SD = 5.20). This suggested that nurse-educators at baseline had high level of organizational style stress but highly reduced after the psycho-education intervention.

H01: There is no significant difference between nurse-educators in the experimental and control groups, on their post-test mean scores on organizational style stress.

Table 2: ANCOVA result of post-test organizational style stress mean scores of nurse-educators in the experimental and control groups

Source	Type III Sum of Squares	df	Mean Square	F	P
Corrected Model	884.494 ^a	2	442.25	22.79	0.000
Intercept	170.026	1	170.03	8.76	0.006
Pre-test	4.230	1	4.23	0.22	0.644
Post-test (Experimental & Control)	871.846	1	871.85	44.93	0.000
Error	601.535	31	19.40		
Total	11759.000	34			
Corrected Total	1486.029	33			

NB: R Squared = .595 (Adjusted R Squared = .569).

Table 1 showed that the experimental group had lower post-test mean score ($\bar{x} = 12.29$, $SD = 3.29$) as compared to control group ($\bar{x} = 22.47$, $SD = 5.20$) and table 2 showed $p = 0.000$ which is less than the level of significance ($p < 0.05$) at $df = 1, 31$. Therefore, there was significant difference between the experimental and control groups on post-test organizational style stress when controlled for pre-test, $F(1, 31) = 44.93$, $p = 0.000$. This affirmed the assumption that psycho-education significantly reduced the organizational style stress of Nurse-educators in Plateau State.

Research question two: To what extent does gender affect organizational style stress of nurse-educators in Plateau State before and after psycho-education intervention?

Table 3: Organizational style stress of male and female nurse-educators before and after psycho-education and control placebo

Group	n	Pre-test			Post-test		
		\bar{x}	SD	Effect Size	\bar{x}	SD	Effect Size
Male	12	22.21	6.11	.421	15.21	5.80	.027
Female	22	28.42	5.90		17.32	4.72	

Table 3 indicated that the pre-test mean scores and standard deviation of male nurse-educators were 22.21 and 6.11 respectively, while those of the female counterparts were 28.42 and 5.90 respectively with moderate effect size of 0.421. At post-test, male nurse-educators had mean score and standard deviation of 15.21 and 5.80 respectively, while the female nurse-educators had mean score of 17.32, and standard deviation of 4.72 with mean minimal effect size. This signifies that gender moderately influenced the organizational style stress of Nurse Educators in Plateau State before they were exposed to psycho-education intervention with females mostly stressed up than males.

Ho2: There is no significant interaction effect of gender and psycho-education intervention on organizational style stress of nurse-educators in Plateau State.

Table 4: Interaction effect of gender and psycho-education intervention on organizational style stress of nurse-educators

Source	Type III Sum of Squares	df	Mean Square	F	P
Corrected Model	890.057 ^a	3	296.686	14.94	.000
Intercept	9284.017	1	9284.017	467.34	.000
Group	817.831	1	817.831	41.17	.000
Gender	2.145	1	2.145	8.11	.004
Gender * Intervention	6.869	1	6.869	12.35	.002
Error	595.972	30	19.866		
Total	11759.000	34			
Corrected Total	1486.029	33			

NB: R Squared = .599; Adjusted R Squared = .559

Table 4 indicates that the $p = 0.000$ and $p = 0.004$ for groups comparison and gender are less than the level of significance ($p < 0.05$) at $df = 1, 33$). The $p = 0.002$ for gender interaction and intervention effect is also less than the level of significance [$F(1, 33) = 12.35, p = 0.002$]. Therefore, the interaction between gender and psycho-education intervention significantly influenced the organizational style stress of Nurse Educators in Plateau State.

Research question three: To what extent does marital status affect organizational style stress of nurse-educators in Plateau State before and after psycho-education intervention?

Table 5: Extent to which marital status affects psycho-education intervention of nurse-educators

Group	n	Pre-test			Post-test		
		\bar{x}	SD	Effect Size	\bar{x}	SD	Effect Size
Single	5	25.40	2.70	.341	16.00	6.89	.034
Married	26	26.15	3.03		16.73	6.59	
Widow/Widower	3	27.00	1.00		15.33	3.58	

Table 5 shows that the pre-test mean scores of singles, married, and nurse-educators who are widows or widowers were 25.40, 26.15 and 27.00 respectively (effect size = 0.341), while their post-test mean scores were 16.00, 16.73, and 15.33 respectively with very small effect size of 0.034. This implies that marital status moderately influenced the organizational style stress of Nurse Educators in Plateau State before psycho-education intervention with widows and widowers highly stressed, followed by married educators.

Ho3: There is no significant interaction effect of marital status and psycho-education intervention on organizational style stress of nurse-educators in Plateau State.

Table 6: Interaction effect of marital status and psycho-education intervention on organizational style stress of nurse-educators

Source	Type III Sum of Squares	df	Mean Square	F	P
Corrected Model	953.363 ^a	4	238.341	12.98	.000
Intercept	6097.203	1	6097.203	331.95	.000
Group	420.889	1	420.889	22.91	.000
Marital Status	62.065	2	31.032	21.69	.002
Married Status * Intervention	23.081	1	23.081	23.26	.000
Error	532.667	29	18.368		
Total	11759.000	34			
Corrected Total	1486.029	33			

NB: R Squared = .642 (Adjusted R Squared = .592).

Table 6 revealed that the $p = 0.000$ and $p = 0.002$ for the experimental and control groups comparison and that of the marital status respectively are less than the level of significance ($p < 0.05$). Likewise, the $p = 0.000$ for interaction effect of marital status and psycho-education intervention was also significant [$F(1, 33) = 23.26, p = 0.000$]. This implies that the interaction effect of marital status and psycho-education intervention significantly affected the organizational style stress of Nurse Educators in Plateau State.

Discussion of the findings

This study investigated the effectiveness of psycho-education intervention in reducing organizational style stress of Nurse-Educators in Plateau State, Nigeria. Findings indicated that nurse-educators at baseline had a high level of organizational style stress. Before psycho-education, participants noted that poor communication from management, the unwillingness of the management to solve job problems, school politics, rigid nature of the school policies, and lack of opportunity for decision making, as well as the nature of work supervision, were perceived as stressors to them. This finding is in line with the result of the study by Narban et al. (2016) which revealed that lack of workers' participation in management decisions, poor organizational communication, lack of employee-friendly policies, and insensitivity to employees' family needs were found to cause stress among workers. Similarly, Salau et al. (2019) observed high prevalence of organisational stress and attributed them to inadequate staff, organisational procedures, and lack of attention to the required materials to work.

Findings also revealed that nurse-educators exposed to psycho-education intervention demonstrated reduced levels of stress and maintained less variability level of organizational style stress. As such, significant difference existed in the report of post-test organizational style stress between the participants exposed to the psycho-education intervention and those who were not, when the pre-test effect was controlled. This has shown that psycho-education significantly reduced organizational style stress for Nurse-Educators in Plateau State. This finding corroborates the finding by Kersemaekers et al. (2018) whose results indicated a significant reduction in perceived stress and greater increases in team climate, organizational climate, and personal performance due to intervention compared to pre-intervention period. There is no sceptical reaction to this finding because the participants that were exposed to psycho-education intervention were educated psychologically on controlling bodily sensations through progressive relaxation and breathing exercises when they experience stress from the organizational structure. They also received cognitive techniques to deal with issues like challenging dysfunctional thoughts, receive practical techniques on problem-solving, especially where there were poor communication from management, the unwillingness of the management to solve their job problems, perceiving stress as a result of the rigid nature of the school policies and lack of opportunity for decision making.

Another finding of this present study has revealed that gender moderately influenced the organizational style stress of Nurse Educators before they were exposed to psycho-

education intervention with females mostly stressed up than males. In relation to this finding, Olatunji and Mokuolu (2014) revealed that occupational stress was higher among females than male workers. Female teachers reported higher degree of stress compared to males (Anastasiou & Papakonstantinou, 2014). In addition, the interaction between gender and psycho-education intervention significantly influenced the organizational style stress. When intervention would be applied, Sidhu et al. (2020) established that the impact of gender on work stress of employees would be reduced. Contrastingly, Nwakpadolu et al. (2024) showed no significant interaction of gender and treatment on teachers' job stress in schools. These variations in findings could be attributed to methodology.

In addition, family status moderately influenced the organizational style stress of Nurse Educators before psycho-education intervention with widows and widowers highly stressed, followed by married educators. Close to this outcome, the workforce who are married may be disturbed by the presence of children or family members when doing work at home (Vyas & Butakhieo, 2020). In addition, unmarried employees have less work stress and high coping strategies than married employees (Sidhu et al., 2020). The interaction effect of marital status and psycho-education intervention significantly affected their organizational style stress. Sinta and Dwiyantri (2023) reported that due to intervention contribution, high stress experienced by married workers would be reduced.

Conclusion

Organizational style stress has been a challenging mental health affecting well-being, job performance, and quality of life of nurse educators. From the findings of this study, many NEs had organisational style stress. Psycho-education intervention was found to be an effective intervention for reducing organisational style stress. Also, gender and marital status influenced the stress level of Nurse Educators before they were exposed to psycho-education intervention. However, the interaction effects of gender, marital status, and psycho-education reduced the stress emanating from the organisation styles. Consequently, psycho-education intervention would reduce the organizational style stress of nurse educators, teachers, lecturers, or tutors in any academic setting whenever it is applied.

Recommendations

The following recommendations were made based on the findings of the study:

1. Nursing institutions should use or encourage the use of occupational stress scale periodically by the Nurse Educators to assess their stress levels. This will help them in looking for a successful intervention such psycho-education.
2. Nursing institutions should organise workshops, conferences, and seminars for nurse educators about psycho-education intervention because it has a significant impact on organisational style stress. The government and school administrators should implore the nurse educators to attend these seminars and workshops.
3. The government should ensure that well-qualified and disciplined individuals are appointed to manage the nursing institutions, as well as endeavour to increase the number of educators.

4. Special attention (like provision of psycho-education) should be given to female nurse educators and those who are widows or widowers because such status contributed to stress from the organisational styles.

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