HUMAN AND FINANCIAL COSTS OF ACADEMIC STRESS AMONG UNIVERSITY LECTURERS IN LAGOS STATE

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Abstract
Lecturer health significantly influences teaching effectiveness, institutional productivity, and the sustainability of higher education across the globe. Yet, the financial and human costs associated with health neglect remain underexplored in Nigeria. This study examined the effects of job demands, job resources, and lecturers' health outcomes on the financial and human costs incurred by universities in Lagos State. Primary data were collected from 450 lecturers across thirteen universities using structured questionnaires while the result of the multiple regression analysis revealed that high job demands significantly increase both human and financial costs, while adequate job resources mitigate these effects. Health outcomes were also found to exert a significant impact on financial costs, highlighting the direct economic consequences of declining lecturer well-being. The findings emphasize the importance of institutional support, including health insurance, workload management, and wellness programmes, in reducing absenteeism, healthcare expenses, and productivity losses. The study provides actionable insights for university management and policymakers, advocating for proactive occupational health strategies to safeguard staff welfare, minimize avoidable costs, and enhance the resilience and sustainability of higher education systems.

Key words: *Job Demands, Job Resources, Health Outcomes, Human Costs, Financial Costs*

Introduction

In higher education, lecturers are central to teaching, mentorship, curriculum delivery, and research productivity, making their well-being a critical determinant of institutional effectiveness and broader national development outcomes (Uwinyi et al., 2024). However, contemporary university systems place increasing demands on lecturers, requiring them to manage large class sizes, conduct research, supervise students, attend meetings, and perform administrative duties, often with limited institutional support. These expanding responsibilities have been associated with rising levels of stress, burnout, psychological distress, and deteriorating physical health among academic staff globally, with evidence suggesting that a substantial proportion of lecturers experience significant psychological strain and burnout (Abraham, Meyer, Mokwena & Duncan,

2025).

The consequences of poor lecturer health extend beyond the individual to both human and institutional dimensions. At the personal level, sustained occupational stress reduces quality of life, increases susceptibility to chronic illnesses such as hypertension, stroke, and depression, and negatively affects family and social well-being (Oyinlola, Adeyemi & Adeduro, 2023). Institutionally, declining lecturer health contributes to reduced productivity, frequent absenteeism, weakened teaching effectiveness, and lower engagement in research and community service. In contexts such as Nigeria, where universities already face high student–staff ratios and limited staffing capacity, these health challenges significantly undermine institutional performance and academic sustainability (Atunde et al., 2021). In addition to human consequences, the financial implications of lecturer health neglect are substantial. Poor health outcomes driven by occupational stress often led to increased medical expenses for individuals, reduced earning capacity due to illness or premature retirement, and rising institutional costs associated with staff replacement, recruitment, and loss of academic output. In many Nigerian universities, inadequate remuneration and limited access to affordable healthcare further exacerbate these challenges, resulting in preventable morbidity and mortality and deepening the financial burden on the education system (Ugo-onyeka, Nonyelum & Ogunode, 2024).

Despite these challenges, institutional and policy responses remain insufficient, as many universities lack structured occupational health frameworks, mental health support systems, and effective workload management strategies. Scholars argue that interventions aimed at reducing burnout and improving workplace well-being are essential for sustainable higher education systems (Cao, Hassan & Omar, 2025). Against this backdrop, it becomes necessary to examine how lecturer health neglect translates into human costs, such as reduced quality of life and psychological distress, and financial costs, including healthcare expenditure and loss of productivity, thereby addressing existing gaps in empirical understanding and informing sustainable policy responses in higher education.

Objectives

The objectives are to:

1. examine the effect of job demands on the lecturers' cost of higher education institutions in Lagos State.
2. investigate the effect of job resources on the lecturers' cost of higher education institutions in Lagos State.
3. determine the effect of lecturers' health outcomes on financial costs in higher

education institutions in Lagos State.

Research Questions

The research questions include:

1. What effect do job demands have on the lecturers' cost of higher education institutions in Lagos State?
2. To what extent do job resources affect the lecturers' cost of higher education institutions in Lagos State?
3. What effect do lecturers' health outcomes have on financial costs in higher education institutions in Lagos State?

Research Hypotheses

The hypotheses include:

$H_{o}1$: Job demands have no significant effect on the lecturers' cost of higher education institutions in Lagos State.

$H_{o}2$: Job resources have no significant effect on the lecturers' cost of higher education institutions in Lagos State.

$H_{o}3$: Lecturers' health outcomes have no significant effect on financial costs in higher education institutions.

Literature Review

Conceptual Review

Job demands refer to the physical, psychological, emotional, and organizational requirements that require sustained effort and often result in strain among employees. In higher education institutions, lecturers are exposed to heavy workloads, long teaching hours, research obligations, administrative duties, role conflict, and student-related pressures (Adeyemi & Lawal, 2023). These demands reduce recovery time and heighten stress levels, leading to burnout, anxiety, fatigue, and reduced performance, particularly where institutional support is weak (Oladipo, Adebayo, & Hassan, 2024).

Job resources represent the organizational, social, and material supports that help employees manage job demands and enhance well-being and performance (Ojo & Ibrahim, 2023). For lecturers, these include adequate remuneration, supportive leadership, health insurance, promotion opportunities, manageable workloads, and

access to facilities, which help buffer stress and improve motivation. When adequate, they enhance resilience, commitment, and teaching effectiveness (Mensah & Boateng, 2023; Uwinyi et al., 2024).

Health outcomes reflect the physical and psychological conditions arising from workplace exposure, often manifesting as fatigue, hypertension, anxiety, depression, burnout, and sleep disorders among lecturers (Akinwale & Omotayo, 2025). These conditions impair concentration, reduce productivity, and may lead to absenteeism or early exit from academia. Consequently, poor health generates human costs such as emotional distress and reduced quality of life, as well as financial costs including medical expenses, absenteeism, reduced productivity, and institutional losses (Agbogun & Sule, 2024; Okorie & Salami, 2025).

Theoretical Review

Job Demands–Resources (JD-R) Model

The Job Demands–Resources (JD-R) Model provides a strong theoretical framework for explaining lecturers' health challenges and the resulting human and financial costs. It posits that every occupation is shaped by the interaction between job demands and job resources, where imbalance between the two determines employee well-being and performance (Bakker & Demerouti, 2007). Job demands such as workload pressure, emotional strain, time constraints, and administrative responsibilities require sustained effort and are associated with physical and psychological costs. Conversely, job resources such as social support, autonomy, adequate compensation, and health-related support systems help reduce strain and enhance motivation and resilience.

Within the academic environment, lecturers are exposed to high job demands including large class sizes, research publication pressures, and administrative overload, often alongside inadequate job resources (Owolabi & Sadiq, 2023). The JD-R model explains that continuous exposure to high demands without sufficient resources leads to energy depletion, burnout, and health impairment over time. This process illustrates how unmanaged occupational stress accumulates and may result in severe health outcomes, including acute health crises. It also shows that poor health among lecturers translates into reduced productivity, increased absenteeism, and financial losses for institutions (Bakker et al., 2024). However, the model also emphasizes that adequate job resources, such as supportive leadership, health insurance, and wellness programs, can buffer these negative effects and promote sustainable performance (Akinwale & Omotayo, 2025).

Empirical Review

Job Demands and Lecturers' Costs in Nigerian Universities

Empirical studies on job demands among lecturers in Nigerian universities have increasingly focused on issues such as workload, role overload, and administrative pressure within the higher education system. Most of these studies emphasize psychological strain and health-related outcomes, with limited consideration of the financial implications of such demands. For instance, Oladipo, Adebayo, and Hassan (2024) found that heavy teaching loads, large class sizes, and administrative responsibilities significantly increase stress and emotional exhaustion among lecturers, although the study did not examine resulting financial costs such as medical expenses or productivity losses. Similarly, Chukwu and Nwafor (2024) reported that job demands contribute to burnout and reduced job satisfaction, highlighting human costs but failing to assess institutional costs like absenteeism and reduced academic output.

In another related study, Atunde et al. (2025) observed that prolonged exposure to academic pressures leads to chronic fatigue, illness, and frequent sick leave among lecturers in Nigerian state universities. However, the study remained largely descriptive and did not quantify the economic burden of these conditions on individuals or institutions. Overall, existing empirical evidence demonstrates strong links between job demands and adverse health and behavioural outcomes but offers limited insight into their financial implications. This creates a clear research gap regarding how job demands translate into cost burdens for both lecturers and higher education institutions. Anchored in the Job Demands–Resources (JD-R) framework, this study therefore hypothesizes that:

H_{01}: Job demands have no significant effect on the Lecturers' cost of higher education institutions in Lagos State.

Job Resources and Lecturers' Costs in Nigerian Universities

Empirical studies on job resources in Nigerian higher education have largely focused on their influence on lecturers' job satisfaction, commitment, and performance, with limited attention to their cost implications. Research generally shows that organizational support, leadership backing, and welfare services improve morale, reduce stress, and lower turnover intentions among lecturers (Adeyemi & Ogunyemi, 2023). Similarly, supportive leadership and job autonomy have been found to reduce burnout and work stress, while institutional health support and wellness programmes improve lecturers' well-being and reduce sick leave (Bello & Sadiq, 2024; Mensah et al., 2025). However, these studies rarely extend their analysis to financial and

productivity-related outcomes such as reduced healthcare costs, improved teaching efficiency, or institutional savings from lower absenteeism. Although positive effects on well-being are consistently reported, the economic implications of job resources remain underexplored. Consequently, there is a clear need for empirical research that links job resources not only to psychological outcomes but also to lecturers' health-related costs and the overall efficiency of higher education institutions. Grounded in the Job Demands–Resources (JD-R) model, this study therefore hypothesizes that:

H_{02}: Job resources have no significant effect on the lecturers' cost of higher education institutions in Lagos State.

Lecturers' Health Outcomes and Financial Costs

Empirical research directly linking lecturers' health outcomes to financial costs remains notably scarce, particularly within the Nigerian context. Existing studies tend to infer economic implications without explicitly measuring them. Okorie and Salami (2025) examined absenteeism and productivity loss among academic staff in Nigerian public universities. Using panel data analysis, the study found that health-related absenteeism significantly disrupted academic schedules and increased institutional operating costs. However, the study did not disaggregate costs borne by individuals versus institutions. Globally, Swart et al. (2025) investigated health-related productivity loss among university staff across 16 countries. The study revealed that poor mental and physical health significantly increased presenteeism and reduced research output, leading to hidden financial losses for institutions. While comprehensive, the study lacked country-specific insights for Nigeria and did not capture extreme health events. The limited empirical evidence in this area highlights the need for studies that explicitly quantify both personal and institutional financial costs associated with lecturers' health neglect. Therefore, this study hypothesizes that:

H_{03}: Lecturers' health outcomes have no significant effect on financial costs in higher education institutions.

Methodology

This study employed a survey research design to effectively achieve its research objectives and assess the financial and human costs associated with lecturers' health neglect in higher education institutions. A structured questionnaire, adapted from validated instruments used in prior occupational health and organizational behaviour studies, served as the primary data collection tool. The use of a questionnaire ensured adequate time management, broad coverage of the target population, and ease of response (Cooper & Schindler, 2014). The population of this study comprised all full-time lecturers across 13 selected universities in Lagos State, including both public and

private institutions (Appendix 1). According to the National Universities Commission (NUC, 2023), there are approximately 4,120 full-time lecturers in these universities. For the purpose of this study, single-stage cluster sampling was adopted, with universities treated as clusters to facilitate efficient and representative data collection.

To determine an appropriate sample size, the Taro Yamane formula (Yamane, 1967, as cited in Taherdoost, 2016) was employed, expressed as:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{4120}{1 + 4120(0.05)^2} = 364$$

Where:

n = sample size

N = population size (4,120 lecturers)

e = margin of error (0.05)

A minimum sample size of 364 lecturers was calculated. To ensure broader inclusivity and equitable representation across the 13 universities, the sample size was increased to 450 lecturers, with approximately 35 questionnaires distributed per university. A total of 422 fully completed questionnaires were retrieved and used for analysis, representing a high response rate. The sampling approach was efficient in terms of time and cost, aligning with the recommendations of Wilson (2014). To ensure the accuracy and relevance of the survey instrument, the study established construct validity, logical validity, and criterion-related validity. Instrument reliability was assessed using Cronbach's Alpha for each construct, all of which met the minimum acceptable threshold for internal consistency. The reliability results are presented in Table 3.1 below:

Table 1 Reliability Statistics

Construct	**Cronbach's Alpha**	**N of Items**
Job Demands	0.811	12
Job Resources	0.834	12
Health Outcomes	0.821	8
Human Costs	0.796	8

Construct	**Cronbach's Alpha**	**N of Items**
Financial Costs	0.802	8

Source: Author's Computation (2025)

The reliability results show that the research instrument is internally consistent and suitable for examining the relationships among job demands, job resources, health outcomes, human costs, and financial costs among lecturers in selected universities in Lagos State. Data were collected using a four-point Likert scale and analyzed using descriptive statistics (percentages) and multiple regression to assess the relationships among the variables.

Model Specification

$HC_i = \beta_0 + \beta_1 JD_1 + \beta_2 JR_2 + \beta_3 HO_3 + \epsilon_i$ --- Equation 1

$FC_i = \alpha_0 + \alpha_1 JD_1 + \alpha_2 JR_2 + \alpha_3 HO_3 + \mu_i$ --- Equation 2

Where:

HC = Human Costs

FC = Financial Costs

JD = Job Demands

JR = Job Resources

HO = Health Outcomes

Results and Discussion

Table 2 Respondents Demographic Characteristics

Gender	**Male**	**Female**			**Total**
Frequency	328	94			422
Percentage	77%	23%			100%
Age Bracket	**25 – 35 years**	**36 - 45 years**	**46-55 years**	**56 years & above**	**Total**
Frequency	52	134	213	23	422
Percentage	12%	32%	51%	5%	100%

Academic Rank	**Professorial**	**Senior Lecturer**	**Others**		**Total**
Frequency	88	197	137		422
Percentage	21%	47%	31%		100%
Years of Teaching Experience	**1 - 5 years**	**6-10 years**	**11-15 years**	**15 years & above**	**Total**
Frequency	27	121	117	157	422
Percentage	6%	29%	28%	37%	100%
Types of Institution	**Federal**	**State**	**Private**		**Total**
Frequency	65	98	259		422
Percentage	15%	24%	61%		100%

Source: Author's Computation (2025)

Table 2 shows that the respondents were predominantly male, accounting for 77% of the sample compared to 23% female, indicating a male-dominated lecturer population in the selected universities. The age distribution reveals that most respondents fall within the 46–55 years bracket (51%), followed by those aged 36–45 years (32%), while only a small proportion are below 35 years (12%) or above 56 years (5%), suggesting a workforce largely composed of mid- to late-career and experienced academics. In terms of academic rank, Senior Lecturers constitute the highest proportion (47%), followed by Professorial staff (21%) and other academic ranks (31%), reflecting a concentration of mid- to senior-level lecturers in the study. The teaching experience profile further indicates that a significant proportion of respondents have 15 years and above experience (37%), with 6–10 years (29%) and 11–15 years (28%) also substantially represented, highlighting an experienced academic workforce. Finally, the institutional distribution shows that Private Universities dominate the sample (61%), followed by State Universities (24%) and Federal Universities (15%), indicating a higher representation of lecturers from private higher education institutions in Lagos State.

In terms of job demands among lecturers, they experience a high level of job demands across workload, emotional, psychological, and administrative dimensions. Lecturers experience high job demands across workload, emotional, psychological, and administrative dimensions. Many report handling more courses than they can manage, teaching large classes, and working beyond official hours, which reduces rest and work–life balance. Academic expectations, combined with teaching, research, and administrative duties as well as frequent policy changes, create significant stress and mental exhaustion.

In terms of job resources among lecturers, the results show a low to moderate level of job resources, indicating that existing support systems are not enough to balance the high job demands identified earlier. This reflects a gap in institutional commitment to staff well-being, which may increase health risks associated with academic work, despite some positive perceptions about workload management by Heads of Department. Overall, leadership support, autonomy, and flexibility are limited, reducing lecturers' ability to effectively manage work-related stress and health demands.

In terms of health outcomes among lecturers, most respondents frequently experience physical exhaustion due to heavy workload pressures, with many also reporting work-related health conditions, showing a clear link between academic demands and declining physical health. Many lecturers also ignore early health symptoms because of academic responsibilities, which leads to poor sleep quality, low energy, chronic fatigue, and delayed recovery. In terms of mental health, the findings show widespread emotional strain, including burnout, anxiety, and reduced enthusiasm for teaching, indicating early signs of disengagement.

In terms of health cost among lecturers, the findings showed that work-related health strain has significant personal and professional effects on lecturers. Most respondents reported that stress reduces their quality of life, disrupts work–life balance, and negatively affects family life, while many feel their health sacrifices are not adequately recognized. Additionally, lecturers indicated reduced teaching effectiveness, impaired student mentoring, lower creativity, and some considered leaving academia due to health-related challenges. In terms of financial costs among lecturers, the study showed that health-related problems place significant financial burdens on both lecturers and higher education institutions. Many lecturers spend a large portion of their income on medical expenses, which also strains their household finances. In addition, financial constraints often lead lecturers to delay medical care, worsening their health conditions and reducing their earning capacity and productivity over time.

Table 3 Model Summary for Equation 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.511	0.261	0.25	0.758

Source: Author's Computation (2025)

The regression model summary presented in Table 8 indicates a moderate positive relationship among job demands, job resources, health outcomes and human costs

among lecturers in higher education institutions in Lagos State, as reflected by a correlation coefficient (R = 0.511). The coefficient of determination (R^2 = 0.261) suggests that approximately 26.1% of the variation in human costs are jointly explained by job demands, job resources, and lecturers' health outcomes. Although a substantial proportion of the variation remains influenced by other factors outside the model, the explanatory power is adequate and meaningful within behavioural and social science research contexts.

Table 4 ANOVA Result for Equation 1

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	40.794	3	13.598	167.85	0.000b
Residual	115.526	418	0.276		
Total	156.32	421			

a. Dependent Variable: Human Costs
b. Predictors: (Constant), Job Demands, Job Resources, Health Outcomes
Source: Author's Computation (2025)

The ANOVA result shows that the regression model is statistically significant in explaining human costs among lecturers, as indicated by F(3, 418) = 167.85, p < 0.001. This implies that job demands, job resources, and health outcomes jointly have a significant effect on human costs in higher education institutions.

Table 5 Regression Coefficients for Equation 1

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	3.109	0.454		6.848	0.000
Job Demands	0.319	0.046	0.289	6.935	0.000
Job Resources	-0.42	0.054	-0.354	-7.777	0.000
Health Outcomes	0.261	0.091	0.171	2.868	0.005

Source: Author's Computation (2025)

The regression coefficients reported in Table 4.8 reveal that all three predictors exert positive and statistically significant effects on human costs. Specifically, job resources exhibit the strongest influence ($\beta = -0.354$, $p < 0.001$), followed by job demands ($\beta = 0.289$, $p < 0.001$), and health outcomes ($\beta = 0.171$, $p = 0.005$). The positive coefficients imply that variations in these factors are significantly associated with changes in human costs experienced by lecturers. The dominance of job resources in explaining human costs suggests that factors such as institutional support, leadership responsiveness, health support systems, and job flexibility plays a critical role in shaping lecturers' well-being and quality of life. Job demands also make a substantial contribution, indicating that excessive workload, emotional strain, and administrative pressures significantly exacerbate human costs. Although health outcomes show a comparatively smaller effect, their statistical significance confirms that physical and mental health impairments serve as important pathways through which work conditions translate into human consequences. This implies that addressing human costs among lecturers requires not only reducing excessive job demands but also strengthening institutional resources and health-support mechanisms. Consequently, the null hypothesis that these factors have no significant influence on lecturers' human costs is rejected.

Table 6 Model Summary for Equation 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.569	0.324	0.315	0.474	2.291

Source: Author's Computation (2025)

The regression model summary presented in Table 4.9 reveals a moderate to strong positive relationship among job demands, job resources, health outcomes and financial costs in Lagos higher education institutions, as indicated by a correlation coefficient ($R = 0.569$). The coefficient of determination ($R^2 = 0.324$) shows that approximately 32.4% of the variation in financial costs is jointly explained by job demands, job resources and health outcomes. This level of explanatory power is substantial within social and organizational research, underscoring the relevance of work-related factors in shaping financial outcomes.

Table 7 ANOVA Result for Equation 2

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16.168	3	5.389	66.928	.000b
Residual	33.732	418	0.081		
Total	49.9	421			

a. Dependent Variable: Financial Costs

b. Predictors: (Constant), Job Demands, Job Resources, Health Outcomes

Source: Author's Computation (2025)

The ANOVA result indicates that the regression model is statistically significant in explaining financial costs among lecturers, as shown by $F(3, 418) = 66.928$, $p < 0.001$. This implies that job demands, job resources, and health outcomes jointly have a significant effect on financial costs in higher education institutions.

Table 8 Regression Coefficients for Equation 2

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	T	Sig.
(Constant)	3.677	0.127	—	28.987	0.000
Job Demands	0.313	0.032	0.226	9.781	0.001
Job Resources	-0.305	0.041	-0.281	-7.439	0.001
Health Outcomes	0.28	0.043	0.189	6.512	0.001

Source: Author's Computation (2025)

The regression coefficients presented in Table 4.10 demonstrate that all predictors exert positive and statistically significant effects on financial costs. Specifically, job resources show the strongest standardized effect ($\beta = -0.281$, $p < 0.001$), followed by job demands ($\beta = 0.226$, $p < 0.001$) and health outcomes ($\beta = 0.189$, $p < 0.001$). The positive coefficients imply that variations in these factors are significantly associated with increases in financial costs borne by both lecturers and institutions. The relatively strong contribution of job resources suggests that inadequate institutional support, limited health coverage, weak leadership responsiveness, and lack of flexible work arrangements substantially amplify financial burdens, including out-of-pocket medical spending and productivity losses. Job demands also play a critical role, indicating that excessive workload, prolonged working hours, and administrative pressure translate into tangible economic costs. Although health outcomes have a comparatively smaller effect, their significance confirms that physical and mental health impairments act as an important mechanism through which work conditions generate financial consequences. These results highlight the economic implications of neglecting lecturers' health and well-being and suggest that reducing excessive demands while strengthening institutional resources can yield meaningful financial benefits. Consequently, the null hypothesis that these factors have no significant effect on lecturers' financial costs is rejected.

Conclusion and Recommendations

This study examined the relationship between job demands, job resources, health outcomes, and the resulting human and financial costs among lecturers in higher education institutions in Lagos State, with emphasis on the implications of health neglect within the academic work environment. The findings indicate that lecturers are exposed to substantial job demands characterized by heavy workloads, large class sizes, extended working hours, emotional strain, and multiple role expectations. These conditions collectively constrain recovery time and significantly undermine both physical and psychological well-being, thereby increasing vulnerability to stress-related health challenges.

The study further establishes that job resources within the institutions are largely inadequate, particularly in relation to health support systems, access to medical services, institutional responsiveness, and wellness programmes. This inadequacy weakens lecturers' coping capacity and intensifies the adverse effects of high job demands on their health status. Consequently, impaired health outcomes such as burnout, fatigue, anxiety, and emotional exhaustion were evident, translating into significant human costs including reduced quality of life, diminished teaching effectiveness, strained social relationships, and declining professional engagement. The regression results further confirm that job demands, job resources, and health outcomes significantly predict both human and financial costs, indicating that poor occupational health conditions among lecturers impose serious economic and organizational burdens on higher education institutions.

Based on the findings of this study, the following recommendations are imperative:

University management and regulatory bodies should implement clear workload policies that ensure reasonable teaching loads, manageable class sizes, and equitable distribution of administrative responsibilities. Regular workload audits should be conducted to prevent chronic overwork and reduce stress-related health risks among lecturers. Similarly, there is a need for comprehensive and functional health insurance schemes for lecturers, covering preventive, curative, and mental health services. Universities should establish on-campus medical facilities or formal partnerships with healthcare providers to ensure timely and affordable access to medical care.

Equally, higher education institutions should institutionalize wellness initiatives such as routine medical screenings, stress management workshops, physical fitness programmes, and mental health counseling services. These interventions can help detect health issues early and reduce the likelihood of acute health crises. Equally, university leadership should foster a supportive culture where lecturers feel safe reporting health challenges without fear of stigma or professional disadvantage. Heads of Departments and academic managers should be trained in supportive leadership practices that

prioritize staff well-being alongside performance expectations.

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Appendix

List of Universities in Lagos State

Federal

1. National Open University of Nigeria, Lagos
2. University of Lagos (UNILAG) Akoka.

State

1. Lagos State University (LASU), Ojo
2. Lagos State University of Science and Technology (LASUSTECH)
3. Lagos State University of Education (LASUED)

Private

1. Augustine University, Ilara Epe
2. Caleb University, Lagos
3. Pan-Atlantic University, Lagos
4. Anchor University Ayobo Lagos State
5. Eko University of Medical and Health Sciences Ijanikin, Lagos
6. James Hope University, Lagos, Lagos State
7. Nigerian University of Technology and Management, Apapa, Lagos State
8. Isaac Balami University of Aeronautics and Management, Lagos State