

**PARTNER VIOLENCE, EMOTIONAL STRESS AS CORRELATES OF JOB
PERFORMANCE AMONG FEMALE LECTURERS OF STATE-OWNED TERTIARY
INSTITUTIONS IN NIGER STATE, NIGERIA**

BY

ALABO-Bulus, Gloria Boma

08135952332

boma. gloria 72@gmail.com

**Department Of Educational Psychology And Counselling, Faculty Of Education, Federal
University Of Education Kontagora. Pmb 39, Niger State.**

DOI: <https://doi.org/10.5281/zenodo.22891438>

Abstract

Partner violence is a social menace against women, with adverse mental and social consequences that may cause emotional stress and impair female lecturers' well-being and job performance in tertiary institutions. This study investigated the relationship between partner violence, emotional stress, and job performance among female lecturers in state-owned tertiary institutions in Niger State, Nigeria. Research objectives was to determine the relationship between partner violence and emotional stress. A correlational research design was adopted. The population comprised 272 female lecturers from ten (10) state-owned tertiary institutions, from which a sample of 152 was determined using Research Advisor (2006). A multistage sampling technique was employed. Data were collected using three validated instruments: Partner Violence Assessment Scale Instrument (PVASI), Female Lecturers Emotional Stress Instrument (FLESI), and Female Lecturers Job Performance Inventory Assessment Scale Instrument (FLJPIASI). Content validity was established by experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. Split-half reliability using the Spearman-Brown prophecy formula yielded coefficients of 0.83, 0.74, and 0.93 for PVASI, FLESI, and FLJPIASI, respectively. Data were analysed using Pearson Product-Moment Correlation Coefficient at a 0.05 level of significance. Findings revealed a significant relationship between partner violence, emotional stress, and job performance ($r = 0.742$, $p < 0.05$). The study concluded that emotional stress associated with partner violence negatively affects female lecturers' performance in teaching, research, and community service. It recommended that tertiary institutions counselling units should implement outreach stress-management programmes that promote work-life balance and enhance female lecturers' well-being and job performance.

Keywords: Partner Violence, Emotional Stress, Job Performance, Female Lecturers and Tertiary Institution.

Introduction

Partner Violence (PV) has long been considered the most serious form of violence against women (Dickson, Ameyaw, & Darteh, cited in Adu, 2023). Partner Violence (PV) is defined as a systematic pattern of violence, aggression, or abuse occurring in a romantic relationship, generally within a marriage, cohabitation, or between any formal or informal partners, including dating partners, the Centres for Disease Control and Prevention (CDC, 2023), Dahlberg & Krug cited in Nishat *et al.* (2023). This definition covers violence by both current and former spouses and partners. In assertion, PV refers to harmful behaviours, that is, physical aggression, psychological abuse and sexual coercion, inflicted by intimate partners in home settings. According to the World Health Organisation (WHO), at least one in every three women in the world is subjected to sexual, emotional or physical violence by an intimate partner (WHO, 2021). Studies in Nigeria have shown the prevalence of PV to range from 31 to 61% for psychological /emotional violence, 20 to 31% for sexual violence, and 7 to 31% for physical violence. The Nigerian estimated prevalence intimate partner (WHO, 2021). The prevalence of PV among women in sub-Saharan Africa (S of PV is higher than the global estimated prevalence of 27% (Benebo *et al.*, 2018).

In Niger State, North Central, recent media reports indicate a disturbing rise in partner and gender-based violence in Niger State, attracting significant public and governmental concern. The Sun News Paper (February 1, 2021) by Otuchikere reported government initiatives to curb gender-based violence in Minna, highlighting measures by the State Ministry of Women Affairs to address all forms of sexual exploitation and other harmful traditional practices occurring in workplaces, families, and communities. Similarly, the Director of the Gender and Domestic Violence Department in the State Ministry of Justice expressed alarm over the increasing incidence of such cases. The Guardian indicate that over 1,300 gender-based violence cases were recorded between 2020 and 2023 (Nnadozie, 2024). The Punch (June 12, 2024), by Otuchikere, reported stricter legal sanctions, including a three-year jail term for convicted offenders. Furthermore, the News Agency of Nigeria reported by Unaeze on September 20, 2024, that more than 1,700 cases had been documented in ongoing efforts to secure justice for survivors, underscoring the magnitude and persistence of the problem in the state. PV is one of the most common types of violence experienced by women, with substantial harm and consequences leading to emotional stress, mental health illness and the social well-being of women generally.

Emotional stress connotes a psychological strain that results from prolonged exposure to stressful conditions that affect an individual's mental health. This strain often manifests as feelings of anxiety, mood fluctuations, fatigue, fear, shame, guilt, depression, low self-esteem, insomnia, withdrawal from

social interactions, and burnout. European Institute for Gender Equality (EIGE) (2023). Education research has shown that teachers' enthusiasm for job performance declines significantly when burnout and anxiety increase (Voss *et al.*, 2023), diminishing their functioning at home and the workplace. Job performance in tertiary institutions is a fundamental determinant of academic quality, institutional growth, and national development. Job performance, conceptualised by Yasa *et al.* cited in Tashliyev & Tirtoprojo, (2023), is a record of results produced to a specific job function or activity over a defined period of time. In other words, Job performance reflects the extent to which an employee accomplishes assigned tasks or responsibilities within a given time frame. Job performance is a critical factor in institutional settings, as it directly influences the effectiveness of an institution's operations, progress and stability. For lecturers in higher education, effective job performance encompasses teaching, research, supervision, mentoring, and community service.

Consequently, female lecturers in tertiary institutions are expected to exhibit high optimal job performance. Pathetically, most female lecturers are confronted with multiple psychosocial factors, such as emotional stress emanating from an abusive partner, which may undermine their ability to perform optimally at their jobs. Emotional stress has been identified as a critical stressor that cumulatively fosters negative attitudes leading to maladaptive behaviours, including persistent worry and tension, mood fluctuations, fatigue, and challenges in concentration, experience physical symptoms, such as headaches or muscle tension, and feelings of being overwhelmed or a diminished sense of control over their coping abilities adversely impacting concentration and interpersonal relationships within the workplace, can impair job performance of female lecturers in higher education. (Tesfaw & Muluneh, 2022; Blasé, as cited in Dua & Sangwan, 2017; Hastings & Brown, as cited in Dua & Sangwan, 2017; White *et al.*, 2016). The burden is particularly high for female lecturers in State-owned tertiary institutions, where limited funding, infrastructural challenges, and socio-cultural expectations compound stress levels compared to their counterparts in private and federal institutions.

The rising incidence of PV in Niger State provides compelling evidence of the pervasive nature of sexual and physical abuse against women perpetrated by their partners in the region. Empirical reports and documented cases (Otuchikere, 2021 & 2024; Nnadozie, 2024; Unaeze, 2024) demonstrate that PV cuts across all social and economic strata, underscoring its widespread and indiscriminate impact, particularly on female lecturers in tertiary institutions of Niger State. Despite these realities, there remains a notable dearth of empirical research on PV and emotional stress as a correlate of job performance among female lecturers in Niger State. Therefore, this study investigates the relationship between PV, emotional stress and job performance of female lecturers in State-Owned tertiary

institutions in Niger State. This paucity of localised research highlights a significant gap in scholarly and policy-relevant knowledge on the phenomenon. The findings will provide insights for educational administrators, policymakers, and counsellors to develop targeted interventions that reduce stress, promote mental well-being, and improve the professional outcomes of female academics.

Statement of the problem

In Nigeria, the persistent economic hardship has heightened tensions within intimate relationships. Financial strain, unemployment, and difficulties in meeting household expectations have intensified stress, frustration, suspicion, poor communication, and unresolved conflicts, which, when unaddressed, may escalate into various forms of violence among married and cohabiting partners. It has been observed that female lecturers exposed to PV exhibit emotional stress symptoms, leading to maladaptive behaviours, such as persistent worry, fear and physical tension, mood fluctuations, fatigue, anxiety, depression, presenteeism, burnout, frustration, suspicion, restlessness, and physical symptoms, such as headaches, changes in appetite, and feelings of being overwhelmed or a diminished sense of control over their coping abilities. These emotional stresses negatively influence female lecturers' enthusiasm, concentration, stifled creativity and innovation, which spill over into their professional domain. This situation is increasingly precarious in State-Owned tertiary institutions in Niger State. Persistent infrastructural deficits, inadequate remuneration, excessive workloads, and chronic underfunding collectively constitute structural constraints that may significantly impair lecturers' professional performance and overall institutional effectiveness. Existing studies in Niger State, North Central, are media reports on the rising prevalence of PV among partners, thereby creating a gap between generalisation and specification.

This gap made it difficult for policymakers and educational administrators to design effective interventions that address the psychosocial needs of female academics. Hence, the present study sought to investigate the correlation between PV, emotional stress and job performance among female lecturers in state-owned tertiary institutions in Niger State.

Theoretical Framework

Cognitive Behavioural Theory (CBT), developed in the 1960s by Aaron Beck, is grounded in a psychotherapeutic framework that emphasises the interconnection between thoughts, emotions, and behaviours. CBT is a form of talk therapy that employs cognitive and behavioural techniques. The Core Assumptions of CBT: Psychological distress leads to maladaptive or distorted patterns of thinking; Individuals' interpretations of events, rather than the events themselves, determine their emotional and behavioural reactions. Thoughts, emotions, and behaviours are interconnected and mutually influential

and can impair an individual's functionality. The Basic Principles posit that dysfunctional thoughts can be identified and evaluated. Maladaptive cognitions can be challenged and restructured into more rational and adaptive forms; Cognitive restructuring facilitates emotional regulation and behavioural change, and the development of adaptive coping strategies promotes improved psychological well-being

Literature Review

Relevant empirical literature was reviewed; Nishat *et al.* (2023) investigated the patterns, prevalence, and risk factors of intimate partner violence (IPV) and their association with mental health problems among female adolescents in the Khulna district of Bangladesh. Employing a cross-sectional correlational design, the study sampled 304 female adolescents from Dumuria Upazila who married during the COVID-19 pandemic before the age of 18. Data were analysed using Pearson's Product-Moment correlation, hierarchical regression, and stepwise regression. The findings revealed a high prevalence of IPV and significant associations between IPV, identified risk factors, and mental health outcomes, including emotional stress and anxiety among married female adolescents.

Allothman *et al.* (2024) examined risk factors associated with intimate partner violence (IPV) against Jordanian married women from a social-ecological perspective, aiming to elucidate the multilevel influences underlying IPV and to determine the relationships between relevant independent and dependent variables. Adopting a quantitative design, the study utilised descriptive statistics and chi-square and logistic regression were employed. The findings indicated significant associations between socio-ecological factors and IPV, demonstrating that victimisation occurs across individual, familial, community, and societal levels. In particular, patriarchal norms embedded within family and societal structures were identified as salient contributors to IPV in the Jordanian context. However, individual demographic factors, such as wives' education, employment status, age at marriage, and childhood exposure to family violence, did not significantly predict IPV.

Pakhomova *et al.* (2021) conducted a study on intimate Partner Violence, Depression, and Anxiety Are Associated with Higher Perceived Stress Among both Young Men and Women in Soweto and Durban, South Africa. The study investigated the association between intimate partner violence (IPV), psychosocial and sexual health, and perceived stress among adolescents and young adults in Soweto and Durban, South Africa, using a descriptive survey research design with a stratified sample of 425 participants. Data were collected using the 10-item, 4-point Likert version of the Perceived Stress Scale (PSS-10), a widely utilised psychological instrument with moderate internal consistency reliability (Cronbach's $\alpha = 0.64\text{--}0.70$) across diverse cultural contexts. Descriptive statistics, t-tests, ANOVA, and linear regression were used to analyse the data. Baseline findings from the AYAZAZI study indicated

that 60% of participants were young women, who reported significantly higher perceived stress levels of emotional, depression, and anxiety than men who are IPV perpetrators. The study concluded that gendered experiences of IPV and mental health challenges are linked to elevated stress levels and poor mental health among young populations. However, the reviewed study did not examine the relationship between the independent and dependent variables, which constitutes the focus of the current study.

Ezenwoko *et al.* (2023) conducted a study on intimate Partner Violence against Men and Women in Nigeria during the COVID-19 Pandemic Lockdown: An Assessment of Prevalence and Forms. The study assesses the prevalence and forms of intimate partner violence against both men and women in Nigeria during the COVID-19 pandemic lockdown. A descriptive survey research design was adopted for the study with a sampling population of five hundred and thirty-eight (538) of both males (192) and females (346). An electronic (Facebook, WhatsApp, and Twitter) type of questionnaire was utilised to elicit data and was analysed using descriptive statistics. The findings revealed an overall prevalence of PV experience by males and females. This is an indicator for a national Legislative act and a counselling programme. There is variation in the research approaches, designs, and modes of data collection across the studies, although they share a minor similarity in the statistical tools used for data analysis. The reviewed study includes two groups, while the current study is on a single group. The current study aims to determine the relationship between the variables. The reviewed study did not address. The gap in the reviewed study also fails to explain the procedures for the sample and the sampling technique adopted for the study, which the current study addresses.

Research Question

The following questions were raised for the study.

1. What is the relationship between partner violence and job performance of female lecturers at tertiary institutions in Niger State?
2. What is the relationship between emotional stress and job performance of female lecturers at tertiary institutions in Niger State?

The objective of this study was to determine:

- Relationship between partner violence and the job performance of female lecturers at tertiary institutions in Niger State.
- Relationship between emotional stress and the job performance of female lecturers at tertiary institutions in Niger State.

Null Hypothesis

Based on the study objectives, null hypotheses were formulated and tested at 0.05 significant level

1. There is no significant relationship between partner violence and the job performance of female lecturers at tertiary institutions in Niger State.
2. There is no significant relationship between emotional stress and the job performance of female lecturers of tertiary institutions in Niger State.

Methodology

The research adopted a correlational research approach. A quantitative research method that describes the relationship between two or more variables without manipulating the variables of the study, (Olayiwola, 2022).

The study population comprised 272 female lecturers drawn from ten state-owned tertiary institutions in Niger State, Nigeria. A sample size of 152 female lecturers was determined from the population using the Research Advisor's (2006) sample size determination. Multistage sampling techniques were adopted across clusters of state-owned tertiary institutions in the three senatorial districts of Niger State. A proportionate sampling technique was adopted to select the sample size across institutions, aligning with the research advisor's sample size. A proportionate sampling technique was adopted to select the sample size across institutions. A simple random sampling technique was used to select participants, ensuring an equal opportunity of inclusion. Primary data were collected using three instruments: the Partner Violence Assessment Scale Instrument (PVASI), the Female Lecturers' Emotional Stress Instrument (FLESI) and the Female Lecturers' Job Performance Inventory Assessment Scale Instrument (FLJPIASI). Each instrument comprised three sections. Section A elicited respondents' demographic information, including age, marital status, religious affiliation, and educational attainment. Section B consisted of ten (10) items each measuring partner violence, post-traumatic stress disorder, and job performance among female lecturers, rated on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instruments were assessed for structure, objectives, and language clarity by experts in the Faculty of Education and Extension Services at Usmanu Danfodiyo University, Sokoto State, for content validity. Reliability was established using the split-half reliability method following a pilot test conducted with 30 female lecturers at the School of Nursing and Midwifery, Kontagora, Niger State. Internal consistency was determined using the Spearman-Brown prophecy formula (Hair et al., 2022), yielding reliability coefficients of 0.83 for PVASI, 0.74 for FLESI, and 0.93 for FLJPIASI, indicating

high reliability of the instruments. Ethical standards were strictly observed throughout the research process. The instruments were subsequently administered to the sampled population, and the data collected were analysed using inferential statistics.

Presentation of Results and Analysis

The null hypothesis was analysed using Pearson Product-Moment Correlation Coefficient (r) at a 0.05 level of significance.

Hypothesis Test

H₀₁: There is no significant relationship between partner violence and the job performance of female lecturers at tertiary institutions in Niger State.

Table 1: Relationship between Partner Violence and Job Performance of Female Lecturers at Tertiary Institutions in Niger State.

Variables	N	Mean	SD.	Df	r-	P-	Decision
Female Lecturers' Partner Violence	152	27.83	10.05				
				150	0.757	0.000	H ₀₁ Rejected
Lecturer Job Performance	152	28.18	10.62				

Source: Field Work (2025)

Level of Significance $\alpha \leq 0.05$

The results in Table 1 present the relationship between partner violence and the job performance of female lecturers in tertiary institutions in Niger State. The calculated correlation coefficient ($r = -0.757$; $p = 0.000 < 0.05$). Based on this finding, the research hypothesis is therefore rejected, showing a strong significant relationship between partner violence and job performance.

H₀₂: There is no significant relationship between emotional stress and job performance of female lecturers at tertiary institutions in Niger State.

Table 2: Relationship between Emotional Stress and Job Performance of Female Lecturers at Tertiary Institutions in Niger State.

Variables	N	Mean	SD	df	r-	P-	Decision
Female Lecturers' Emotional Stress	152	27.407	8.56				
				150	0.742	0.000	H ₀₂ Rejected

Lecturer Job Performance	152	28.18	10.62
--------------------------	-----	-------	-------

Source: Fieldwork (2025)	Level of Significance $\alpha \leq 0.05$
---------------------------------	--

The results in Table 2 show the relationship between emotional stress and the job performance of female lecturers in tertiary institutions in Niger State. The calculated correlation coefficient ($r\ 0.742$; $p\text{-}0.000 < 0.05$) indicates a strong relationship between emotional stress and job performance. The null hypothesis is rejected, indicating a significant relationship between emotional stress and job performance among female lecturers.

Summary of Findings

Based on the results presented and analysed in this study, the major findings are summarised as follows: The findings of the PV study revealed a strong and significant relationship between PV and the job performance of female lecturers in tertiary institutions in Niger State. This indicates that experiences of partner violence have a meaningful impact on how female lecturers perform their professional duties. Consequently, the results on emotional stress show there is a strong and significant relationship between emotional stress and the job performance of female lecturers in tertiary institutions in Niger State. This demonstrates that high levels of emotional stress undermine the effectiveness of female lecturers in their job performance. Partner violence may impact emotional instability, mental health challenges, and overall productivity, thereby influencing teaching, research, and administrative effectiveness.

Discussion of Findings

The findings of the study on PV revealed a significant relationship between PV and the job performance of female lecturers in tertiary institutions in Niger State. This suggests that experiences of partner violence exert a significant influence on the professional job performance of female lecturers. This finding agrees with the study by Nishat *et al.* (2023), which shows that intimate partner violence had a significant relationship with mental health problems such as emotional stress and anxiety among female adolescents in Bangladesh. However, this finding also disagreed with the study by Alothman *et al.* (2024), who found that while socio-ecological factors such as patriarchal culture and community norms predicted IPV in Jordan, individual demographic data, including educational and work status, did not significantly determine IPV outcomes.

Similarly, the current finding aligns with Pakhomova *et al.* (2021), who observed that experiences of IPV, depression, emotional stress and anxiety among South African youths were significantly associated with higher perceived stress, which directly affected their ability to perform academic and

occupational tasks. This highlights the effect of stress on productivity, as demonstrated in this study by Ezenwoko *et al.* (2023) on IPV during the COVID-19 lockdown in Nigeria, which investigated the prevalence and forms of violence but failed to establish a direct link between emotional stress and professional duties. This diverges from the present study's emphasis that emotional stress directly undermines female lecturers' job performance.

The findings of the study are consistent with the assumptions of Cognitive Behavioural Therapy (CBT), which posits that individuals' emotional and behavioural responses to life challenges are largely shaped by their cognitive appraisals of those experiences. Within the context of female lecturers, persistent exposure to PV constitutes a chronic psychosocial stressor, such as emotional stress, capable of disrupting cognitive processing. Such disruption may manifest in diminished concentration, reduced intrinsic motivation, and impaired decision-making capacity, which, in turn, adversely affect overall job performance.

Conclusion

The study revealed that PV, as an impactful consequence of emotional stress, is a significant determinant of how female lecturers function in their professional roles. PV may impact emotional stress, instability, mental health challenges, and overall productivity, thereby influencing teaching, research, and administrative effectiveness. This underscores the importance of addressing partner-related issues as part of broader institutional and policy interventions to improve the performance and well-being of female lecturers in tertiary institutions. Emotional stress significantly impairs the job performance of female lecturers in tertiary institutions in Niger State. This implies that as emotional stress levels increase, the productivity, efficiency, and overall effectiveness of female lecturers decline. Therefore, addressing emotional stress is not only a matter of individual well-being but also a crucial factor for enhancing institutional performance and educational quality.

Recommendation

Based on the conclusion, the following recommendations were made:

1. Tertiary institution administrators are encouraged to establish a well-structured and functional guidance and counselling centre through the creation of a dedicated unit specifically mandated to address issues related to gender-based violence. A secure environment for confidential counselling and referral service for female lecturers experiencing partner violence.

2. Given the negative effects of emotional stress on the effectiveness of female lecturers, tertiary institution managers and administrators should implement comprehensive and sustainable wellness and stress-management programmes, integrated within existing guidance and counselling units. For counsellors, academic, and non-academic staff on issues related to partner violence, gender-based discriminatory practices, and their psychosocial consequences for individual well-being and job performance.

Reference

- Adu, C. (2023). Socio-economic inequalities in intimate partner violence justification among women in Ghana: Analysis of the 2014 Ghana Demographic and Health Survey data. *International Health*, 15, 182–188. <https://doi.org/10.1093/inthealth/ihac032>
- Alothman, H. M., Abdelrahman, A. R. A., Aderibigbe, S. A., & Ali, M. (2024). Risk factors associated with intimate partner violence (IPV) against Jordanian married women: A social-ecological perspective. *Heliyon*, 10, 1–10. <https://doi.org/10.1016/j.heliyon.e3036>
- Beck, J. S., & Fleming, S. (2021). A brief history of Aaron T. Beck, MD, and cognitive behaviour therapy. *Clinical Psychology in Europe*, 3(2). <https://doi.org/10.32872/cpe.6701>
- Benebo, F. O., Schumann, B., & Vaezghasemi, M. (2018). Intimate partner violence against women in Nigeria: A multilevel study investigating the effect of women's status and community norms. *BMC Women's Health*, 18, 136.
- Centres for Disease Control and Prevention. (2023). *Intimate partner violence*. <https://www.cdc.gov/violenceprevention/intimatepartnerviolence>
- Dua, K., & Sangwan, V. (2017). Study on stress among female high school teachers of Haryana. *The International Journal of Indian Psychology*, 4(2), 116–120.
- European Institute for Gender Equality. (2023). *Understanding psychological violence against women: Need for harmonised definitions*. Publications Office of the European Union. <https://doi.org/10.2839/482587>
- Ezenwoko, A. Z., Abubakar, A. U., Enoch, E. E., Abubakar, B. G., Azees, A. S., Ekanem, A. M., & Udofia, E. A. (2023). Intimate partner violence against men and women in Nigeria during the COVID-19 pandemic lockdown: An assessment of prevalence and forms. *Journal of Community Medicine and Primary Health Care*, 35(1). <https://doi.org/10.4314/jcmphec.v35i1>
- Frenzel, A. C., Daniels, L., & Burić, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychologist*, 56, 250–264. <https://doi.org/10.1080/00461520.2021.19855>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2022). *Multivariate data analysis* (9th ed.). Cengage Learning.
- Ikuteyijo, L. O. (2023). Work–family conflict and psychosocial stress among female lecturers in Nigerian universities. *Journal of Higher Education in Africa*, 21(1), 91–.
- Nishat, J. F., Shovo, T. E. A., Ahammed, B., Islam, M. A., Rahman, M. M., & Hossain, M. T. (2023). Mental health status of early married girls during the COVID-19 pandemic: A study in the south-western region of Bangladesh. *Frontiers in Psychiatry*, 13, 1074208. <https://doi.org/10.3389/fpsy.1074208>
- Nnadozie, C. (2024, June 12). Stop gender-based violence. *The Punch*. <https://healthwise.punchng.com>
- Olayiwola, A. S. (2022). Dynamic relationship between financial sector development and inclusive growth. *Agecon Search*.
- Otuchikere, C. (2021, February 1). Niger State government moves to check gender-based violence. *The Sun*. <https://www.sunnewsonline.com>

- Otuchikere, C. (2024, June 11). Wife beaters to go three years in jail in Niger. *Punch Newspaper*. <https://punchng.com>
- Pakhomova, T. E., Dietrich, J. J., Closson, K., Smit, J., Hornschuh, S., Smith, P., Beksinska, M., Ndung'u, T., Brockman, M., Gray, G., & Kaida, A. (2021). Intimate partner violence, depression, and anxiety are associated with higher perceived stress among both young men and women in Soweto and Durban, South Africa. *Frontiers in Reproductive Health*, 3, 638116. <https://doi.org/10.3389/frph.2021.638116>
- Research Advisors. (2006). *Sample size table*. <https://research-advisors.com/tools/sample-size>
- Tashliyev, A., & Tirtoprojo, S. (2023). Examining the factors affecting employee performance of higher education institution employees in the new normal era. *International Journal of Economics and Business Issues*, 2(1), 47–65.
- Tesfaw, G., & Muluneh, G. (2022). Emotional stress and workplace productivity among academics in higher education institutions. *Ethiopian Journal of Social Sciences and Humanities*, 18(2), 210–225.
- Unaeze, O. (2024, September 20). Gender-based domestic violence in Niger State. *News Agency of Nigeria (NAN)*.
- Van Parys, A. S., Verhamme, A., Temmerman, M., & Verstraelen, H. (2015). Intimate partner violence and psychosocial health: A cross-sectional study in pregnant women. *BMC Pregnancy and Childbirth*, 15, 278.
- Voss, T., Klusmann, U., Bönke, N., Richter, D., & Kunter, M. (2023). Teachers' emotional exhaustion and teaching enthusiasm before versus during the COVID-19 pandemic. *Zeitschrift für Psychologie*, 231, 103–114. <https://doi.org/10.1027/2151-2604/a000520>
- White, J. W., Boyd, C. J., & Cates, M. E. (2016). Emotional stress, discrimination, and women's mental health in the workplace. *Journal of Women's Health*, 25(6), 590–598.
- World Health Organisation. (2021). Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence. <https://www.who.int/publications/i/item/9789241564625>