



**Assessment of Type A Behaviour Pattern Among National Open
University of Nigeria Academic Staff**

**Evaluation Du Comportement De Type A Parmi Le Personnel
Academique De L'universite Nationale Ouverte Du Nigeria**

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Abstract

This study focused on assessment of Type A Behaviour Pattern (TABP) among academic staff of Open and Distance Learning. The Type A individuals of both sexes are considered to have the following characteristics: intense sustained drive to achieve set goals, a profound inclination for eagerness to compete, aggressive and hostile feelings and habitual propensity to accelerate the rate of execution of most physical and mental functions. Research have therefore linked Type A behavior pattern to the development of coronary heart diseases. Participants for this study were drawn from the National Open University of Nigeria (NOUN), which is an Open and Distance Learning Institution. A total of 173 lecturers were used for the study

with the following statistics: Gender: males = 95, females = 78; age range: 25-45 = 102, 46-65 = 70; academic rank = assistant lecturer = 25, lecturer II = 29, lecturer I = 39, senior lecturer = 27, associate professor = 25 and professors = 32. Type A Behavior Scale (TABP) was used for the assessment. Study proposed three (3) hypotheses of which two of the hypotheses were accepted. Study revealed that gender does not significantly influence manifestation of Type A among participants, those in the age range of 46-65 manifested higher levels of Type A behavior pattern than those aged 25-45; Senior lecturers and above manifested significantly higher levels of Type A behavior pattern than Lecturers I and below. Discussions were made in line with the findings while further training and retraining of staff of NOUN on job-specific skills was recommended to reduce ambiguity and pressure on the job.

Résumé

L'étude s'est focalisée sur l'évaluation du modèle de comportement de type A (TABP) parmi le personnel académique de la formation continue ouverte et à distance. Les individus de type A des deux sexes sont considérés comme ayant les caractéristiques suivantes : une intense volonté soutenue d'atteindre les objectifs fixés, une profonde inclination pour la concurrence, des sentiments agressifs et hostiles et une propension habituelle à accélérer le taux d'exécution de la plupart des fonctions physiques et mentales. La recherche a donc établi un lien entre le comportement de type A et le développement de maladies coronariennes. Les participants à cette étude ont été tirés de l'Université Nationale Ouverte du Nigeria (NOUN), qui est une institution ouverte de formation à distance. Un total de 173 enseignants ont été utilisés pour l'étude avec les statistiques suivantes: Genre: hommes - 95, femmes - 78; tranche d'âge : 25-45 ans : 102 ; 46-65 ans : 70 ; Grade académique : Professeurs adjoints : 25 ; Professeurs de grade I : 29 ; conférenciers : 39 ; maîtres de conférence : 27 ; professeurs agrégés : 25 et professeurs titulaires : 32. L'échelle de comportement de type A (TABP) a été utilisée pour l'évaluation. L'étude a proposé trois (3) hypothèses dont deux des hypothèses ont été acceptées. L'étude a indiqué que le genre n'influence pas de manière significative la manifestation du type A parmi des participants, ceux dans la gamme d'âge de 46-65 ans ont manifesté des niveaux plus

élevés de modèle de comportement de type A que ceux âgés de 25-45 ans. Les conférenciers et ceux de rang supérieur ont manifesté des niveaux sensiblement plus élevés de modèle de comportement de type A que des professeurs de grade I et inférieur. Des discussions ont été faites conformément aux constatations, tandis que la formation et le recyclage du personnel de NOUN sur les compétences spécifiques à l'emploi ont été recommandés afin de réduire l'ambiguïté et la pression au travail.

Introduction

The idea that teaching and learning can successfully take place through electronic communication between teachers and students, widely separated by space and time, as obtainable in Open and Distance Learning (ODL) has continued to inspire hope, excitement, dismay, and dread (Agbu, 2010). For academic staff working in an ODL setting, adjustment to this mode of teaching requires learning of new skill and constant update of existing ones. For many, adjustment to the demands of the job may be overwhelming while others may have the tendency to persevere and adjust and this may probably be due to their personality type. Modern theories describe personality as one's traits affecting perception and behaviour towards environment (Swider & Zimmerman, 2010; James & Sidin, 2017) and this, also determines reactions and responses when exposed to a stressful situation. Some of the personality types and traits identified by theorists include: the Big Five Personality type, Narcissistic personality and more specifically, Types A and B personalities. Indeed, there has been very limited research on the assessment of Type A personality type among Open and Distance Learning academic staff, thus this study intend to investigate this area of study amongst the staff of National Open University of Nigeria in order to identify the personality types of staff, be able to categorise their work ability and capability vis-à-vis their health status in relation to pressure of work on the academic staff and also add to knowledge in this area.

Statement of the Problem

The practice of Open and Distance Learning (ODL) mode of education demands constant adjustment and learning of new skill, especially,

ICT-related skills by the academic staff and this could be quite stressful and demanding to many. It is then probable that the tendency to persevere and adjust to the challenging situation may be linked to the personality type of individuals; specifically, Type A personality type. The concern is that such personality type, which is exhibited by individuals who are highly competitive, ambitious, work-driven, time-conscious presents health-related complications. Research predicts that for those exhibiting Type A Behaviour pattern, heart disease by age 65 is almost certain. Type A individuals usually find themselves in stressful, demanding jobs and this leads to metabolic syndrome and other health problems as well as social isolation because of the tendency to alienate others or spend too much time on work with little or no social relationships. It is therefore pertinent to understudy this behavior pattern, as this will have far reaching implications for the individuals, institutions and society at large.

Purpose of the study

The study seeks to assess the manifestations of Type A behaviour pattern among academic staff drawn from National Open University of Nigeria. No study till date, has been carried out using participants drawn from an Open and Distance Learning institution, thus illustrating the uniqueness of the present study. It is hoped that findings will stimulate insight on this behavior pattern as well as measures of curbing its health implications.

Research Objectives

This study presents the following objectives: to establish the influence of academic delivery mode on manifestations of Type A Behaviour Pattern among the academic staff in relation to:

1. Ascertaining the influence of gender on manifestation of Type A Behaviour Pattern among the academic staff.
2. Confirming the influence of age of academic staff on manifestations of Type A Behaviour Pattern among the academic staff.
3. Assessing the influence of rank of academic rank on manifestations of Type A behavior pattern among the academic staff

Research Question

1. Will gender influence manifestations of Type A Behaviour pattern among participants?
2. Will age influence manifestations of Type A behavior pattern among participants?
3. Will rank of academic staff influence manifestations of Type A behavior Pattern?

Research Hypotheses

1. Male academic staff will manifest higher levels of Type A behavior pattern than the females
2. Older academic staff (46-65) will manifest higher levels of Type A behavior pattern than the younger ones (25-45)
3. Academic staff of Senior Lectureship rank and above will manifest higher levels of Type A Behaviour pattern than Lecturers 1 and below

Significance of Study

In the history of National Open University of Nigeria, there has been staff that had gone through one health issue or the other. Academic staff of the institution complain of stress and the fact that the work they do are enormous when it is compared with other academic staff in some other universities. Some of which are grappling with changes in learning technologies, writing and updating course materials, setting and uploading online assessment, facilitating online, handling students' complaints which comes virtually round the clock, being bombarded with technology-related stress which are often-times unpredictable. For those unable to cope, the easy way out comes in form of resignation but those who persevered undergoes personality adjustment consciously or unconsciously, thus leaning towards Type A behavior personality. Type A Behaviour pattern, which is characterized by time urgency, hard driving, restlessness, burnout, is linked to development of Coronary Heart Diseases (CHD). it is pertinent to understand this trait and also provide clear data of its manifestations. This study is therefore relevant to the work environment of the National Open University of Nigeria and other related work place in the society at large with further implications for public health and policy. This study will help reveal the personality pattern type of the academic staff of

NOUN with a view to diagnose and dictate the health need of such staff in tandem with the kind of work schedules they are involved.

Scope of Study

This study focuses on academic staff of various department and faculties that made up the National Open University of Nigeria (NOUN). It is important to note that in open and distance learning, the academics are the core in quality determination and in general operations. With massive employment and deployment of ICT, they plan the programmes, manage courses, develop the curriculum and carry out other administrative duties.

Limitation of study

Study focused on NOUN staff, while variable measured was largely Type A personality.

Review of Literature

The concept of Type A and B personalities were proposed by Friedman and Rosenman (1959), who categorized individuals into two behavioural patterns based on their personality types. **Type A Behaviour Pattern (TABP)**, which is typically characterized by individuals who are highly competitive, ambitious, work-driven, time-conscious, and aggressive has been the subject of research for more than 50 years (Petticrew, Lee & McKee, 2012). The concept was first developed in the late 1950s by American Cardiologists Meyer Friedman and Ray Rosenman, who argued that TABP was a risk factor for Coronary Heart Disease (CHD) (Friedman & Ulmer, 1985). This theory appeared to be supported by findings from the Western Collaborative Group Study in 1970, 1974 and 1976 (Jenkins and Zyzanski, 1974), and the Framingham Study in 1980 (Haynes, Fienlieb & Kennel, 1980). Friedman and Rosenman (1974) further described Type A individuals as impatient, time-conscious, concerned about status, highly competitive, ambitious, business-like, aggressive, having difficulty relaxing; and are sometimes disliked by individuals with Type B personalities for the way that they are always rushing. They are also described to be high-achieving workaholics who multi-tasked drive themselves with deadlines, and are unhappy about delays (Friedman & Rosenman, 1974; Agbu, 2010;). Because of these

characteristics, Type A individuals are often described as “stress junkies”.

Over the years, the type of extra stress that most “Type A” individuals tend to have taken a toll on their health and lifestyle. Some of these health implications include heart disease with experts predicting that for those exhibiting Type A Behaviour pattern, heart disease by age 65 is almost certain (Scott, 2007; Vijai, 2009); Job stress, because “type A” individuals usually find themselves in stressful, demanding jobs which lead to metabolic syndrome and other health problems and lastly social isolation because of the tendency to alienate others or spend too much time on work and focus too little on relationships, putting them at risk for social isolation and the increased stress that comes with it (Scott, 2007).

Type B Behaviour Pattern

Type B individuals, in contrast to Type As are described as patient, relaxed, and easy-going, generally lacking any sense of urgency. They are more relaxed and dislike hostility and they have the ability to enjoy leisure time without guilt (Rastogi & Dave, 2004). Also Type B individuals have the confidence to work steadily without rush, finishes work on time and obtain good results but in a different manner (Mahajan & Rastogi, 2011). Furthermore, some suggested that type B individuals are better than Type As in problem solving when there is no time constraints (Glass, 1974; Krischner et al, 1989). Because of the less stressful disposition of Type Bs, such individuals are often described as apathetic and disengaged (Friedam & Rosenman 1974; Agbu, 2010).

Studies reviewed above clearly showed the behavioural manifestations of Type and B personalities and specifically highlight the health implications of Type A behavior pattern. Considering how intense and complicated the work schedule of academic staff in Open and Distance Learning institution could be, it is important to provide empirical data in this area for further reference and perhaps policy adjustment.

The Concept of Open and Distance Education

Since participants for this research were drawn from National Open University of Nigeria (NOUN), which utilizes Open and Distance Learning (ODL) delivery mode, it is pertinent to provide insight on the concept of ODL. Distance education is therefore expanding rapidly as it gains worldwide acceptance by students, educational institutions, employing organizations (work places), and the public at large. It makes education accessible to underserved populations, and flexible in fitting into complex lifestyles, schedules, and responsibilities of today's learners. The Commonwealth of Learning, (2004) viewed Open and Distance Education (ODE) as an amalgamation of two approaches to forms of education that focus on expanding access to learning. It is characterized by two factors: its philosophy and its use of technology. The philosophy aim to remove barrier to education, allow students to study what they want, when they want and where they want. ODL systems typically use technology to mediate learning in form of printed workbooks, audio-cassettes, radio, and the web.

The quality of distance education is no longer in question, and focus has moved beyond defining what it is, to determining what it can do. Instead of traveling to attend regularly scheduled classes at a teacher-centered campus, students can access courses virtually anywhere. Despite the physical distance between students and teachers, communication technologies offer many opportunities for interaction. These same communication technologies facilitate rapid dissemination of new concepts in disciplines such as science and technology. Researchers posit that distance learning is a positive influence for change and global implementation in all disciplines (Aytekin İşman, Fahme Dabaj, Zehra Altınay & Fahriye Altınay, 2004).

Teachers' Job Description in Open and Distance Learning

Literature on teachers' job description in open and distance learning further broadens our understanding on likely scenarios that could trigger Type A behavior pattern among participants. Solomon (1996) defines the role of the teacher in the Open and Distance Learning (ODL) classroom as a diagnostician and moderator whose role is to work with student groups, and help them make progress on their own in coping with the task presented to them through technology mediated

learning. The author claimed that teaching and learning in the hi-tech classroom needs to be based on new understandings regarding the psychology of learning and technology – on the possibility that computer technologies, in essence, “invite” the use of computer learning environments in an intelligent fashion. Sheidlinger (1999) presents the role of the teacher as that of a “personal educator” of those learning via ICT, where the teachers serve as figures who complement the information technologies by providing the students with personal attention through personal involvement and one-on-one interpersonal contact. The qualifications demanded of teachers for wise and intelligent use of ICT as an aid require them to “navigate and orchestrate” over computer-integrated dynamic processes taking place in their classrooms, including cognitive, social and personal processes (Levin, 1995). As a new paradigm of education, integrating the required skills with the ways that is known within the conventional mode of education to function effectively as an academic opens the practitioners to lots of pressure that requires health watch and checks at all time.

The characteristics of the teacher’s role in an Open and Distance Learning (ODL) as found in the professional literature can be classified into core domains where teachers in computer-mediated learning need to provide guidance. They include the technical-operational domain, the content domain, the cognitive domain and the social domain alongside the personal-emotional meaning domain. A virtual learning environment seems to require different organization in terms of the teacher’s role as a guide or moderator. The teacher must treat learning problems particular to a virtual environment that students encounter; take into account the needs of individual students and their personal learning styles; be aware of the possibilities inherent in online learning and apply them in a host of learning activities such as team work and collaborative learning limited by geographical constraints; investigate a variety of information sources; encourage dialogs between students and experts from all over the world, etc. Such roles require that teachers possess the capability to make wise and intelligent use of computer mediated technology that supports cognitive, social and personal processes. Clearly, a virtual learning environment requires re-formulating the teacher’s role (Nir-Gal, 2002).

Type A Behaviour Pattern and Job Pressure

Observations show that certain jobs are very demanding, and thus stimulate certain behaviours from individuals. Thus Type A personality characteristics may be reaction to environmental factors, or tendencies toward certain behaviours' influenced job structure (Scott, 2007). For example, certain jobs put heavy demands on time, pressure and readjustment making it necessary for workers to be very concerned with getting things done quickly if they are to adequately get their jobs done, or adjusting to new skills. Also, some workplaces put heavy penalties on mistakes, so efficiency and achievement becomes extremely important. Thus it could be wise to observe that adjustment to an Open and Distance Learning (ODL) mode of operation could be challenging as individuals grapple with novel tasks in the job structure and specifications. Such challenges include: adjustment to new ICT and software skills; grappling with technology stress, working independently with the computers with little or no assistance from technical experts; facilitating online; being available to students 24 hours per day and designing and writing of study materials. It could be possible that those already predisposed to Type A behavior pattern could be vulnerable to stress and associated health complications when compared with those with Type B personality. Matthews (1988) reported that certain trait of Type A such as anger, impatience, irritability has higher probability of triggering health issues that undermines achievement, (Bluer, 1990)). Thus individuals who have behaviours such as time urgency, competitiveness, perfectionism and are tense are closely link to type A personality (Watson, et al., 2006).

A rather interesting finding by Iwanaga, Yokoyama, and Seiwa (2000) found that when Type As were exposed to time constraint challenge, they would respond to the situation faster as it would determine the success of their group. This study concluded that Type A personality are affected by responsibility. Other than that, researchers found that type As are more comfortable to work with someone who has the same capabilities (Keinan & Koren, 2002). These researches constructed several games that requires teamwork and assigned 4 group members with different ratio of Type A and B employees. Apparently, group members with higher ratio of Type A have higher productivity and better performance in a competitive situation. In addition to this, Type

As expressed satisfaction with similar personality type. The study also concluded that Type As are highly competitive, likes challenges, and able to execute task efficiently under pressure.

Although previous studies proved that Type As can perform better in challenging task, however, the results are contradicted for easy tasks (Gastorf, Suls & Sanders, 1980; Lee, Early & Hanson, 1988). Type As are not showing signs of struggling when the situation presented is not a win or lose challenge (Robert, et al., 1992). This further supports that Type A individuals prefer to be in a challenging situation (Fazio, Cooper, Dayson, & Johnson, 1981). Alongside, Type As like to be in control of everything around them, therefore, they tend to be team leaders that are hard to please due to their perfectionism (Darshani, 2014). Also, a noteworthy finding by Keenan and McBain (1979) showed that Type As has significantly stronger association with role ambiguity and job dissatisfaction and thus concludes that Type A individuals dislike uncertainties in their line of work.

In addition, Type A individuals were said to be ambitious, this is proven by a study by Ward and Eisler (1987), where upon reviewing on goal-setting behaviour, individuals are more likely to set a higher goal than the previous regardless of their capability measured from previous accomplishments. This not only shows ambitiousness but also display risk-taking behaviour. Similarly, Type B individuals have the confidence to work steadily without rush, finishes work on time, and obtain good results but in a different manner (Mahajan & Rastogi, 2011). In an example, Type Bs professionals were found to score better compared to Type As in stressful situations, i.e. family conflicts, daily hassles, and criticism. Janjhua & Chandrakanta (2012) further justified that Type Bs are open to criticism which explains why they could score higher in the study (Darshani, 2014). Furthermore, some suggested type B were better than type A in problem-solving when there is no time constraint (Glass et al., 1974; Krischner et al., 1989). To support this, previous studies by Keinan & Koren (2002) showed that team composition of type B individuals rather teamed up with those who are pleasant with good interpersonal skills. In contrast, a study by Janice (1995) supported this finding as she found that Type Bs executive in the finance sector are more affected by their interpersonal relationship.

Interestingly, a trait of Type Bs is they are highly motivated when incentives are presented (Manuck & Garland, 1979; Houston, 1983; James et al., 1983). A study by James et al. (1983) concluded that when the situation did not make clear on the rewards, Type Bs individuals showed a rather normal response compared to when the reward was made explicit. This study showed that type B prefer to be rewarded, regardless of extrinsic or intrinsic rewarded.

The association of Type A behavior pattern with sex, age and occupation were studied by Catipovic-Veselica, Durijancek, Bracickalam, Amidzik, Murdevonic, Kozmar, Buric and Catapovic (1997) employing 242 women and 842 men aged 21 to 64 years to complete the Bartner scale and to rate on a 5-point scale their life needs satisfaction. Information on age, sex, occupation and education were obtained from each subject. It was found that scores on Type A behavior pattern was significantly higher in women than in men. Type A behavior was identified in a larger proportion of managers, clerks and persons with university education than in manual workers and those with lower education. This study is remarkable considering the large number of subjects employed and also the fact that in provided insight on Type A beaviour pattern of males and females.

In Erez et al (1983) study, it was observed that individuals belonging to different job categories—academics versus professionals in industry—differ in personality types and in motivational characteristics even though they are of the same occupational discipline. Subjects were 49 academics and 45 professionals in industry of two disciplines: engineering and management sciences. Holland's 6 personality types and 18 motivational characteristics measured in terms of Vroom's expectancy theory of motivation were used as the discriminant variables. Results indicate that academics are discriminated from professionals in industry by scoring significantly higher on the Artistic type and significantly lower on the Enterprising type even when the discipline is controlled. The distinction between the two groups is much deeper when motivational factors are examined: Academics are motivated by the opportunity for scientific contribution, for autonomy, and for the high status attained in their job. By contrast, professionals

in industry are highly motivated by the opportunity for exercising power.

Methodology

Research design: This study employed survey method assessing the following independent variables: age, gender and academic rank while the dependent variables are participants' responses to the Type A scale.

Sample and Sampling Technique: (220) participants (males = 160, females = 160) were drawn from National Open University of Nigeria (NOUN). They were all academic lectures in the age range of 25-65 (mean 38). Participants were divided according to age, sex and academic rank and were drawn from the two locations of NOUN (Lagos and Abuja).

Research Instrument: The psychometric instrument was employed for this study was Type A Behaviour Scale (TABS) and, developed by Omoluabi (1997). The items of TABS were selected from two main sources: first is the 21 item short version of the 48 item Jenkins Activity Survey (JAS) by Rosenman and Friedman (1967), and 10-item Framingham Type A Scale (FTAS) by Haynes, Levin, Scotch, Finley and Kennel (1978). Items from the two sources were combined in order to enhance the sensitivity and validity of the scales (Omoluabi, 1997). Type A Behaviour Scale is thus a 28-item inventory designed to assess Type A personality which is characterized by ambitiousness, aggressiveness, competitiveness, impatience, muscle tension, rapid speech, irritation, hostility and anger on a uniform 4 point scaling system. TABS essentially measures three characteristics of Type A behavior: Time urgency, Job pressure and hard driving. Psychometric properties were provided independently by Haynes et al (1978) and Jenkins, Zyzanski, & Rosenman (1979) for American samples while Oluwatoru (1998), Agbu (1999) provided that of Nigerian samples. Mean scores obtained by Oluwatoru (1998): M&F = 78; Agbu (1999) = 76. The concurrent validity coefficient of JAS ranged from .60 to .70 with Cronbach Alpha of .76 (Vickers, Herving, Rahe, & Rosenman, 1981).

Research procedure: The Type A behavior questionnaire was administered to participants (academic staff) drawn from NOUN (in Lagos and Abuja) Questionnaire was administered to them individually and in groups, and with clear instructions provided by research assistants. Participants were also made to understand that research was for academic purpose only. They were also allowed to complete the questionnaire at their convenience after assurances of confidentiality were relayed. A total of 220 questionnaires were administered while 173 were found usable. Responses were further subjected to statistical analysis.

Data Analysis: Responses were analyzed using SPSS. Statistics employed were mean, SD, t-test and ANOVA.

Result

This section presents findings of research. In order to ascertain the influence of gender on the manifestation of Type A Behaviour pattern, the mean, standard deviation and t-test scores of male and female participants were computed and presented in Table 1.

Table 1: Mean, SD and t test for Male and Female Academic Staff of NOUN on TABP

	Gender	No	Mean	Std. Deviation	Std. Error Mean	t-test
Time Urgency	Female	95	24.85	4.72469	.46108	.34
	Male	78	25.53	4.36564	.52941	
Job Pressure	Female	95	20.54	3.44749	.33644	.59
	Male	78	20.25	3.53395	.42855	
Hard Driving	Female	95	17.95	3.93305	.38383	.06
	Male	78	19.15	4.51949	.54807	
TABS Total	Female	95	63.06	9.81544	.95789	.19
	Male	78	64.93	8.70120	1.05518	

Note: * Significant, $P < .05$, $df = 172$, critical $t = 1.96$

Result in Table 1 showed that male participants recorded slightly higher mean score (64.93) than the female group (63.06). Specifically looking at the sub-scales of TABP which are Time Urgency, Job Pressure and hard Driving, we could deduce that males scored higher mean score in Hard Driving and Time Urgency than females, while the female group obtained slightly higher score in Job Pressure than males. However, the overall t-test result shows that the observed differences were not significant. Therefore hypotheses 1 that states that male academic staff will manifest higher levels of Type A behavior pattern than the females is rejected.

In order to assess the influence of age on manifestations of Type A behavior pattern among participants, the mean, standard deviation score and t-test statistics were computed and presented in Table 2

Table 2: Mean, SD and t test of ODL Academic Staff of NOUN on TABP according to Age Range

	Age Range	N	Mean	Std. Deviation	Std. Error Mean	
Time Urgency	25-45	102	24.7255	5.00921	.49599	.22
	46-65	70	25.6000	3.95408	.47260	
Job Pressure	25-45	102	20.1373	3.49551	.34611	.15
	46-65	70	20.9429	3.42999	.40996	
Hard Driving	25-45	102	18.0686	4.04984	.40099	.11
	46-00	70	19.1000	4.36438	.52164	
TABS Total	25-45	102	62.6373	10.11008	1.00105	.03*
	46-65	70	65.6429	8.16148	.97548	

Note: * Significant, $P < .05$, $df = 172$, critical $t = 1.96$

Result presented in Table 2 showed that those in the age range of 46-65 recorded higher mean scores than those in the age range of 25-45. The results obtained from TABP sub-scales also shows that those aged 45-65 scored higher in Time Urgency, Job Pressure and Hard Driving than those within the age range of 25-45. In order to determine if the observed differences are statistically significant, the t-test statistics is

computed and presented at the last column of Table 2. Result shows that the observed difference is statistically significant @ $P < .05$, $df = 172$, critical $t = 1.96$. Therefore, hypotheses 2 that states that older academic staff (46-65) will manifest higher levels of Type A behavior pattern than the younger ones (25-45) is accepted.

In order to determine the influence of academic rank of participants on the manifestations of Type A Behaviour pattern, the mean and standard deviation scores are computed and presented in Table 3.

Table 3: Mean, SD of ODL Academic Staff of NOUN on TABP according to Rank

Academic Rank		Time Urgency	Job Pressure	Hard Driving	TABS Total
Ast.	Mean	25.0800	20.6800	19.0000	64.7600
	N	25	25	25	25
	Std. Deviation	4.25167	2.82430	3.42783	7.47930
Lecturer 11	Mean	22.0000	19.0690	15.7241	56.4483
	N	29	29	29	29
	Std. Deviation	5.50973	3.71225	4.06989	10.71910
Lecturer 1	Mean	26.5862	20.7931	18.7586	65.4483
	N	39	39	39	39
	Std. Deviation	3.45912	3.53936	3.15838	8.42440
S. Lecturer	Mean	25.1111	19.7407	19.1481	64.0000
	N	27	27	27	27
	Std. Deviation	5.15404	3.57978	4.49533	9.65959
Assoc. Prof	Mean	25.2609	20.2174	18.9130	64.3913
	N	23	23	23	23
	Std. Deviation	3.60829	4.11159	4.28436	9.61882
Prof.	Mean	26.0238	21.5952	19.0238	66.6429
	N	32	32	32	32
	Std. Deviation	4.14074	2.82031	4.53973	7.64078
Total	Mean	25.0743	20.4457	18.4343	63.7829
	N	175	175	175	175
	Std. Deviation	4.59762	3.46513	4.19153	9.41378

Result in Table 3 shows that Professors recorded highest score on Type A behavior pattern followed by Lecturer I , Assistant lecturers, Associate Professors, Senior lecturer and lastly, those in the rank of

Lecturer II An analyses of TABS sub-scales show that in Time Urgency, those in the rank of Lecturer I obtained highest mean scores, and this was followed by professors, Associate Professors, Senior Lecturer, Assistant Lectures and lastly, Lecturer II . For Job Pressure, it was observed that those in the rank of Professor obtained the highest mean score and followed by Lecturer I , Assistant Lecturers, Associate Professors, Senior Lecturer and Lecturers 11. In the sub-scale that measures Hard driving, observation shows that senior lecturers obtained highest mean scores followed by professors, assistant lecturers, associate professors, Lecturer I and lastly, Lecturer II . From observations above, it thus appear that senior lecturers and above manifested higher levels of Type A behavior pattern than lecturers 1.

In order to determine if the observed differences are significant, the one way Analysis of Variance (ANOVA) was computed and presented in Table 4.

Table 4: One Way ANOVA for the 6 Groups

		Sum of Squares	df	Mean Square	F	Sig.
Time Urgency	Between Groups	379.082	5	75.816	3.884	.002*
	Within Groups	3298.952	169	19.520		
	Total	3678.034	174			
Job Pressure	Between Groups	129.956	5	25.991	2.242	.052
	Within Groups	1959.278	169	11.593		
	Total	2089.234	174			
Hard Driving	Between Groups	257.681	5	51.536	3.111	.010*
	Within Groups	2799.313	169	16.564		
	Total	3056.994	174			
TABS Total	Between Groups	2017.723	5	403.545	5.089	.000*
	Within Groups	13402.026	169	79.302		
	Total	15419.749	174			

Note: * = Significant, $P < .05$, $df = 1/172$, Critical $f = 2.25$

Result presented in Table 4 shows that two out of the three subscales are significant. In addition, the TABS total score was found to be significant at $P < .05$, $df = 1/172$, critical $f = 2.23$. We can conclude that hypotheses three which states that academic staff of Senior Lectureship rank and above will manifest higher levels of Type A Behaviour pattern than Lecturers 1 and below is accepted.

Discussion

Thus study focused on assessment of Type A Behaviour Pattern (TABP) among academic staff of Open and Distance Learning. Participants were drawn from the National Open University of Nigeria (NOUN), which is an Open and Distance Learning Institution. A total of 173 lecturers were used for the study and they have the following statistics: Gender: males = 95, females = 78; age range: 25-45 = 102, 46-65 = 70; academic rank = assistant lecturer = 25, lecturer 11 = 29, lecturer 1 = 39, senior lecturer = 27, associate professor = 25 and professors = 32. Type A Behavior Scale (TABS) which was developed by Omoluabi (1997) was used for the assessment. Study proposed three (3) hypotheses of which two (2) of the hypotheses were accepted. Below are specific findings.

Result in Table 1 showed that male participants recorded slightly higher mean score (64.93) than female group (63.06). Specifically looking at the sub-scales of TABP which are Time Urgency, Job Pressure and hard Driving, we could deduce that males scored higher mean score in Hard Driving and Time Urgency than females, while the female group obtained slightly higher score in Job Pressure than males. However, the overall t-test result shows that the observed differences were not significant, thus the first hypothesis that state that males will manifest higher levels of Type A behavior pattern than females was rejected. The inconsistency inherent in the study of a complex syndrome like the Type A behavior is also present in the reports of gender-related differences. Though (Manning, Balson, Hunter, Berenson and William, 1987), reported that males rated higher in Type A behaviour than females, Siegel (1984) recorded a higher Type A behavior in females than males. In addition, Yuzichi and Altun (2013) study reported no significant difference between male and female instructors' scores on Type A behavior and job satisfaction. Result

obtained from TABS sub-scales in the present study shows that males scored higher in Hard Driving and Time Urgency while females reported higher mean scores in Job-Pressure. This is not surprising because gender roles as specified for the female gender requires them being encumbered with domestic and child-caring roles in addition to job-related roles and stress. Also, it is possible that the complex and challenging roles of academic in an open and distance learning environment could exert equal pressure on both sexes.

Result presented in Table 2 showed that those in the age range of 46-65 recorded higher mean scores than those in the age range of 25-45. The results obtained from TABP sub-scales shows that those aged 45-65 scored higher in Time Urgency, Job Pressure and Hard Driving than those within the age range of 25-45. In addition, the observed differences were found to be statistically significant. Strube, Berry, Goza, and Fennimore, (1985) investigated psychological well-being among Type A (coronary prone) and Type B (non-coronary prone) individuals across the age span. It was hypothesized that the hard-driving, achievement-oriented lifestyle exhibited by Type A's would be adaptive in younger age groups but would lead to lower well-being in later life. It is important to note that Type A behavior construct is permeated by one theme, instrumentality. The Type A individual is driven to pursue his or her career agenda within a given environment. In these efforts, he or she is often impatient with others, hurries people along and works hard (Athey & Daley, 1981; Agbu, 2010). What may have eluded the Type A individual is that the instrumental world is also a social world. Likewise, academic staff in the open and distance learning could be environment grappling with new challenges in the teaching environment, and the possibility of neglecting the social essence of the world around could be high.

In Table 3, this study assessed the influence of academic rank on the manifestation of Type A behavior pattern. It was discovered that senior lecturers and above manifested higher levels of Type A behavior pattern than lecturers 1 and below while this observed was judged to be significant as presented in Table 4. This is indeed a new finding in this area as no previous study had been able to present this. It is important to note that teaching in an open and distance learning

environment demands wise and intelligent use of ICT and navigation of computer-integrated dynamic processes taking place in their classrooms, including cognitive, social and personal processes (Levin 1995). As a new paradigm of education, integrating the required skills with the ways that is known within the conventional mode of education to function effectively as an academic opens the practitioners to lots of pressure.

Conclusion and Recommendations

This study provided insight on manifestations of Type A Behaviour pattern among academic lecturers drawn from National Open University of Nigeria (NOUN). Result shows that gender does not significant influence manifestations of Type A behavior pattern, however, significant differences were recorded for age and academic rank. Findings of the study were discussed in line with available literature while new insight was also provided. Research posits that Type A behavior pattern could be linked to coronary heart disease and thus individuals concerned are required to moderate its manifestation, thus the following tips could aids in its management: learn stress management skills like meditation, light exercises, time management; learn to resolve conflict effectively, take time to reflect; slow down, listen to others; redefine definitions of success and set realistic goals to help gain a sense of achievement. Also, findings of this research would be published so that staff would have insight in this area and work towards realistic management of themselves and their work environment. Further training and retraining of staff of NOUN on job-specific skills is also recommended to reduce ambiguity and pressure on the job.

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