

Impact of Job Stress on the Performance of Lecturers in Alvan Ikoku Federal College of Education, Owerri

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Abstract: This study investigated the impact of job stress on the performance of lecturers in Alvan Ikoku Federal College of Education, Owerri. The research adopted descriptive survey designed. The population of the study comprises of all lecturers in Alvan Ikoku Federal College of Education. The research adopted stratified random sampling techniques to select a hundred and fifty (150) respondents, stratified according to old and middle aged (young) respondents. The instrument used for data collection was Stress Vulnerability Assessment Inventory (SVAI) constructed by the researchers. The content validation of the SVAL was established by three lecturers in measurement and evaluation from Alvan Ikoku Federal College of Education Owerri. The hypothesis was tested at 0.05 level of significance using t-test statistics. Findings indicated that job stress had significant impact on the job performance and health condition of lecturers in Alvan Ikoku Federal College of Education, Owerri. Based on the findings, some recommendations were which includes amongs others that, the school should periodically organize workshops and seminars on stress, so as to expose workers, especially lecturers to innovational and conventional coping strategies for adjustment.

Keywords: Stress, Job Stress, Performance, Lecturers

1. Introduction

Stress is a common experience that may be felt when we are very busy, have important deadlines to meet, or have too little time to finish all of our tasks [1]. Often, people experience stress because of problems at work or in social relationships, such as a poor evaluation by a supervisor or an argument with a friend. Some people may be particularly vulnerable to stress in situations involving the threat of failure or personal humiliation. Others have extreme fears of objects or things associated with physical threats such as snakes, illness, storms, or flying in an airplane and become stressed when they encounter or think about these perceived threats. Major life events, such as the death of a loved one, can cause severe stress [2]. Akande [3] observed that stress is a pattern of cognitive appraisal, physiological responses and

behavioural tendencies that occur in a responses to a perceived imbalance between situational demands and the resources needed to cope with them. Iwuji [4] opined that we live in an environment that is full of stress factor, such as problem of water in the home, power cuts, fuel shortage, traffic jam, as well as many other problems encountered at work, school, and home. According to Agulanna [5], stress is inextricably interwoven with life and it ceases when life itself stops. All living things – man, plants and animals are in a constant state of dynamic interaction with their environment while his environment actually modifies him and in the process, man experiences a kind of tension or stress. Crider [6] defines stress as the body's general response to environmental situation, which can lead to change in physical, emotional, behavioural or mental state.

According to Ekennia [7], job stress is an occasional attribute of every person's ecology. It can simply be

described as pressure, tension or worry resulting from problems in meeting the challenges of life usually associated with ones vocation. It can have positive and negative effects. Fisher [8] asserts that teaching is a very stressful job because teachers are exposed to both physical and psychological stressors. Stressors have potentials to create physical and psychological symptoms among Nigeria university lecturers. Job stress has devastating effect for the educational institutions in terms of absenteeism, low performance, lower organizational commitment and turnover intentions [9]. Job stress is a normal, adaptive reaction to threat at work. It signals danger and prepares us to take defensive action. Fear of things that pose realistic threats motivates us to deal with them or avoid them and also, job stress motivates us to achieve and also fuels creativity if harnessed positively [10]. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks. In personal relationships, job stress often leads to less cooperation and more aggression. If not managed appropriately, job stress can lead to serious problems. Exposure to chronic job stress can contribute to both physical illnesses, such as heart disease, and mental illnesses, such as anxiety disorders [11]. The field of health psychology focuses in part on how job stress affects the normal functioning of the body and on how people can use stress management techniques to prevent or minimize disease.

Job stress sometimes occurs when people are faced with events they perceive as endangering to their physical or psychological well being. It is a stimulus that create a state of tension or threat or challenge which requires change or adaptation [12]. It may be seen as a chronically high level of mental arousal and body tension that exceeds a person's capacity to cope resulting in distress, disease or an increased capacity to cope (eustress). Job stress does not necessarily mean distress, as a human being, one has to work or carryout activities to keep body and soul together [13].

As a result of the stressful nature of the Nigerian economy, the responsibility of meeting both the domestic and official needs becomes a burden. The multiple roles which lecturers' play (parenting and teaching) expose them to a lot of stress. More stress occurs when efforts which are geared towards eradicating the stressors prove abortive. Job stress is better managed by stopping the idea of doing it alone [14]. Seek resources that can help, thereby being able to cope with the stress and feel better. They suggested that victims of stress should locate their needs. If stress affects people differently, then some people must be harder than others [15]. With these glimpse into the various combinations of stressors confronting lecturers. The question is, does job stress have any impact on the job performance of lecturers? In which ways does job stress affect the health condition of lecturers?

The purpose of this study is to:

1. determine the impact of Job stress on the job performance of lecturers in Alvan Ikoku Federal College of Education, Owerri.
2. find out the impact of Job stress on the health condition of lecturers in Alvan Ikoku Federal College of

Education, Owerri.

The following hypothesis were posed and tested at a 0.05 level of significance:

1. Job stress has no significant impact on the performance of lecturers in Alvan Ikoku Federal College of Education, Owerri.
2. Job stress has no significant impact on the health condition of lecturers in Alvan Ikoku Federal College of Education, Owerri.

2. Method

The researcher adopted descriptive survey designed to determine the impacts of stress on the health condition of lecturers in Alvan Ikoku Federal College of Education. The population of the study comprises of all lecturers in Alvan Ikoku Federal College of Education. The researchers adopted stratified random sampling techniques. A hundred and fifty (150) respondents were used for the study, stratified according to old and middle aged (young) respondents (see figure 1). The instrument used for data collection was Stress Vulnerability Assessment Inventory (SVAI) constructed by the researchers. SVAL is divided into two parts, part A elicits information on personal data of respondents as part B has 30 items used to elicit information on the stress level of respondents. The content validation of the SVAL was established by three lecturers in measurement and evaluation from Alvan Ikoku Federal College of Education Owerri. To establish the reliability of the inventory, it was given to lecturers in Federal College of Education, Umunze which was not part of the population. The instrument were collected on the spot. The reliability of the inventory correlated using the test re-test method of the Pearson Product Moment Correlation Coefficient had 0.72 reliabilty index, which is high and reliable. The response format of the instrument was qualified as follows, SD 1 point, D-2 points, A=3 points, SA – 4 points with 2.5 as the criterion mean.

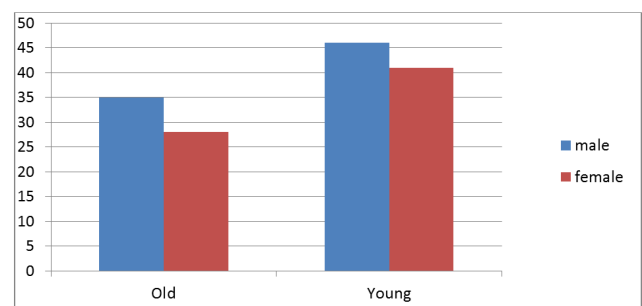


Figure 1. Stratification of lecturers in Alvan Ikoku Federal College of Education, Owerri.

Data collected from the inventory were analyzed using line charts and t test statistics to determine the statistical difference between the variables at 0.05 level of significance.

3. Result

Hypothesis 1: Job stress does not have any significant

impact on the job performance of lecturers in Alvan Ikoku Federal College of Education, Owerri.

Table 1. T-test table showing the impact of Job stress on the job performance of lecturers in Alvan Ikoku Federal College of Education, Owerri.

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Performance	Equal variances assumed	9.558	.002	-25.092	148	.000	-12.34667	.49205	-13.31902	-11.37431
	Equal variances not assumed			-25.092	127.851	.000	-12.34667	.49205	-13.32028	-11.37305

From table 1, the significance of t- ratio calculated was 0.00 which is less than 0.05 indicating that Job stress has a significant impact on the job performance of lecturers in Alvan Ikoku Federal College of Education, Owerri.

Hypothesis 2: Job stress does not have any significant impact on the health condition of lecturers in Alvan Ikoku Federal College of Education, Owerri.

Table 2. T-test table showing the impact of Job stress on the health condition of lecturers in Alvan Ikoku Federal College of Education, Owerri.

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Health Condition	Equal variances assumed	3.940	.049	-21.194	148	.000	-11.52000	.54354	-12.59410	-10.44590
	Equal variances not assumed			-21.194	143.640	.000	-11.52000	.54354	-12.59437	-10.44563

Table 2 shows that the significance of t- ratio calculated was 0.00 which is less than 0.05, indicating that job stress has a significant impact on the health condition of lecturers in Alvan Ikoku Federal College of Education, Owerri.

4. Discussion

The result analyzed shows that job stress affects the job performance of lecturers in Alvan Ikoku Federal College of Education, Owerri as the significance of t- ratio calculated was 0.00 which is less than 0.05. This is because there is always a decline in the performance of lecturers when they are faced with stressful conditions. This result is inline with the findings of [16] on Relationship of Stress among University Lecturers in Nigeria. Findings from the study indicated that stress had significant relationship with the job performance of lecturers in Jos. It is also in line with the findings of [17] on Lecturers' Occupational Stress and Productivity in Kwara State Owned Tertiary Institutions in Nigeria. The result of this study showed that there was a significant relationship between occupational stress and lecturers' productivity in the state owned tertiary institutions.

This study also revealed that job stress has a significant impact on the health condition of lecturers in Alvan Ikoku Federal College of Education, Owerri as the significance of t- ratio calculated was 0.00 which is less than 0.05. This is because, lecturers are faced with a lot of social and emotional issues as they try to stabilize or harmonize their personal life and their career. This stressors when harmonized effective triggers favourable motivational force towards work and self

actualization, but failure to do this leads to aggressive, antagonistic, sometimes fear, which reduces general well being and consequently health failure. This is inline with the findings of [18] on Comparative Study of Job Stress among Teaching Staff of Library and Information Science in Higher Institutions in Nigeria. Findings indicated that job stress has lots of negative effects on health and family of academic staff. It also found out that the cause of job stress among teachers in higher institutions include: too much courses allocation, fear of being laid off, overtime working hours, too much administrative duties, too many number of students to supervise for projects or thesis works and frequent meetings.

5. Conclusion

Findings from this study has shown that stress affects lecturers in diverse forms. A stress free academic environment will not only guarantee job satisfaction but will also improve academic output. This is because lecturers will be at their best when they are healthy and stress free. Based on the findings of this study, the following recommendations were suggested based on the findings.

1. Well equipped counselling centres should be established in higher institutions, especially, Alvan Ikoku Federal College of Education to offer remedial services to Lecturers who are depressed as a result of inability to resolve conflicting issues of life.
2. The school should periodically organize workshops and seminars on stress, so as to expose workers, especially lecturers to innovational and conventional coping

strategies for adjustment.

3. Classroom environment should be made attractive and less stressful. This is because a threatening classroom environment is a precursor of stress and when students are stressed teachers are also stressed.

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