

## **LECTURERS WORK STRESS IN ADAMU AUGIE COLLEGE OF EDUCATION ARGUNGU: IMPLICATIONS FOR EDUCATIONAL ADMINISTRATORS AND PLANNERS**

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### **ABSTRACT**

*The study investigated the Lecturers work stress in Adamu Augie College of Education Argungu: Implications for educational administrators and planners. With one hundred and thirty-two (137) lecturers as the population and with one hundred and eight (108) lecturers as a sample. A descriptive research of survey was employed for the study; Using researcher designed questionnaire as an instrument for data collection, T-test statistics and ANOVA were used in analyzing the data generated in this study. The findings of this study revealed that there is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their age, qualification, and experience. The study recommended that school authority should enhance the reduction of lecturers work stress through providing them with Counselling services, so as to be equipped them with techniques of reducing work stress. More especially, Lecturers with a portfolio such as Deans, Heads of department, exams officer, project coordinators, etc. and while assigning portfolios to lecturers in the college, experience, and qualification should be considered so as to prevent assigning the wrong person with stress inducing portfolio such as Exams officer, project coordinators, etc.*

**Keywords:** Stress, Basic education, and teachers' preparation.

### **INTRODUCTION**

Occupational stress has been identified as the most prevalent in the society, and a lot of concern and interest are being shown in it. Some researchers maintain that stress in the workplace and the physical and psychological health of the work force became prominent areas of corporate concern during the past decade (Shehu, 2006). Job-related stress is seen as the perceived imbalance between the demand arising from job characteristics (that is stressor) and the person's perceived capability (physical or psychological) to respond. In the school setting, teachers and school administrators are usually vulnerable to job-related stress. Such stress may be posted by a number of factors including interaction with problem students, in addition to the primary workload of teaching as well as other roles played in that capacity.

Other components include work role ambiguity and conflict which are indicated by depressed mood, lowered self-esteem, low motivation to work, job dissatisfaction, etc responsibility for people and things, inter personal relations or work homework interface stresses, etc. According to Cambridge dictionary in Machima (2012) stress is great worry caused by a difficult situation or something which causes this condition. People under much

stress may experience a headache, minor pains, and sleeping difficulties. Also to scientists stress is any action or situation that places special physical or psychological demands upon a person anything that can unbalance his individual's equilibrium.

The incidence of stress at home, at the work place, at school and Nigerian society as a whole is alarming because harsh economic realities, poor social relation, poor infrastructure facilities at working places, breakdowns and overall pervasive feelings of the precariousness of life are not certain. Stress is so daring that attacks every category of workers, starting with those performing menial jobs right through to the chief executive who offers has a fair share of executive stress (Denga,2008). Most workers in Nigeria today are only struggling to keep afloat in the present scarring economic downturn. Stress has many different causes, some of which affect certain people more than others. Work is often cited as a primary cause of stress, in particular among those who believe they are underpaid and underappreciated in their professional lives (Galadanchi, 2012). Job stress can affect one's health as well as home life. Low level of stress may not be noticeable, but slightly higher levels can be positive and challenging to act in creative and resources ways. However, the high level can be harmful and can contribute to a chronic disease.

Basic education refers to the whole range of educational activities taking place in various setting (formal, not- formal and informal) that aim to meet basic learning needs. Basic education also refers to as the priority for developing countries and is the focus of the education for all movement by UNESCO. It is also included in the millennium development goals as goal number 2: That is to achieve universal primary education by 2015.

The national policy on education (FGN, 2013) section, 3 define basic education as "basic education shall be of 9 years duration comprising six years of primary school and three years of junior secondary school. It shall be free and compulsory. It shall also include adult and nonformal education programmes at primary and junior secondary school levels for adults and out of the youths". Basic education comprises primary and junior secondary schools education, which spans nine years of learning (Baba & Usman, 2015).

The universal basic education implementation blueprint identifies five specific objectives for the programme (FGN, 2000) which include the following: developing in the entire citizen a strong consciousness for the education and a strong commitment to its vigorous promotion; the provision of free basic education for every Nigeria child of school age; reducing drastically the incidence of dropout from the formal system (through improved relevance, quantity and efficiency); catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling (through appropriate forms of complementary approaches to the provision and promotion of basic education; and to Ensure the acquisition of appropriate levels of literacy, numeracy, manipulation communication and life skills as well as the ethical moral and civic values needed for laying a solid foundation for life-long learning.

In an attempt to discuss the causes of teacher stress, Bello (2013) enumerate the following as the possible causes of teacher stress:- environmental characteristics of stress: research has identified environmental characteristics contributing to the stress of teachers who serve young children such as working conditions, time constraints, administrative support, etc. Denga (2008) stated that; Ecological system theory demands and environmental

factors might include factors in one's specific or multiple contexts that are individually or dynamically associated with teacher stress.

Environmental factor, within the teaching contexts, appears to be stressful to both new and experienced teachers. Research has identified both profession and personal environmental factors that are stressful to teachers and specifically teachers of young children. These environmental factors include professional environmental factors (Kyriacou,2009) which include working condition pupils strain, work load, lack of adequate resources, and administrative support amount of student being served and time constraint (Bello,2013). Stress as a stimulus that increases or decreases individual level of excitement and anxiety, is classified by different authors, for example; Hampton (2008:6) identified three common types of stress;

1. Mini stress: The annoying hassles of the day today life, e.g., traffic congestion, noise pollution, power outage, etc.
2. Moderate stress: The more significant day to day hassles that come from deadlines and time pressure constraints, e.g., project deadline at work holidays.
3. Severe Stress: Those events that are a traumatic long term or permanent, e.g., divorce or separation or loss of a job. Depending on the stressors and the types of changes or event we are dealing with, stress can manifest itself physically, emotionally and or mentally.

Musa (2013:3) also classified stress as “physical, physiological, psychological or social.” This means that any event or activity that exceeds the ability of an individual reaction to a single event or situation, but it arises through a complex interaction of stressors. Stress is any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feeling when stressed.

Bello (2013) opined that Person environment theory is proposed as an approach for understanding the process of adjustment between individuals with his or her environment. According to the theory, stress and strain in the work place result from the interaction of individuals with his or her environment. The interaction between an individuals and his or her environment determine whether a situation is stressful for that person (Brewer & Mc Mahan, In Akinade, 2007). When demands of the job exceed a person's ability to meet those demands, the fit between individuals and their environments is incompatible leading to a condition of stress.

Person environment fit theory identifies two basic measurements first is objectives and the second is subjective. The objectives environments include physical and social situations and events as they exist, independent of person perceptions, whereas the subjective environment refers to situation and events as perceived by the person. The subjective fit is consistent with research on the psychology of stress which deals with stress as experienced by the person (Edward and Roth Bard, 1999). Similarly, Bello (2013) confirmed that lack of fit between the demand placed on individuals and their abilities to meet those demand could result in stress. However, stress occurs as a result of complex interaction between individuals and issues in the work environment, many researchers have not considered the role of individual variables in this direction especially in studying the manifestation of poor job performance among teachers and lecturers, it is observed that lecturers work related stress

posed serious challenges in the development of many institutions especially teachers training college. Hence, the study investigated the Lecturers Work stress in Adamu Augie College of Education Argungu: Implications for educational administrators and planners.

### **OBJECTIVES OF THE STUDY**

The objective of this study is to find out the Lecturers Work stress in Adamu Augie College of Education Argungu: Implications for educational administrators and planners.

1. The differences in work stress among lecturers in Adamu Augie College of Education Argungu based on their age.
2. The differences in work stress among lecturers in Adamu Augie College of Education Argungu based on their qualification.
3. The differences in work stress among lecturers in Adamu Augie College of Education Argungu based on their experience.

### **RESEARCH QUESTIONS**

Three research questions were asked and answered,

1. Is there any difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their age?
2. Is there any difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their qualification?
3. Is there any difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their experience?

### **RESEARCH HYPOTHESES**

Three research hypotheses were raised and answered,

1. There is no significant difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their age.
2. There is no significant difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their qualification.
3. There is no significant difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their experience.

### **METHODOLOGY**

The research design used in the study was a descriptive research of survey type, with all the 137 lecturers across six schools in Adamu Augie college of education Argungu kebbi state as the population, namely (school of general education, school of art and social sciences, school of sciences, school of languages, school of vocational and technical as well as school of ECCE and PED), one hundred and eight (108) respondents were selected using research advisor (2006) table for selecting sample size from a given population from seventeen (17) department, Proportionate sampling technique was also used in the distribution of 108 respondents across the 17 departments selected so as to have equal representation based on the population of each department. Finally, Simple random samplings were applied in the selection of respondents in each school. Researchers design questionnaire was used in collecting data for the study, title: Lecturers stress in COE's questionnaire, with two parts and

four point Likert scales. T-test statistics and ANOVA were used in analyzing the data generated in this study.

**RESULTS**

**Hypothesis one:** There is no significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their qualification.

Table: 1 work stress among lecturers in AACOE Argungu based on their Qualification

Source	SS	DF	MS	F-cal	F-crit
Between groups	2304.152	2	1305.012	1.314	.238
Within groups	313010.36	103	1210.526		
<b>Total</b>	<b>436320.674</b>				

Table 1 shows that the calculated F-ration is 1.314 while the critical F-ration is .238. Since the calculated F-value is greater than critical F-Value, the null hypothesis is therefore rejected. This means that there is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their qualification.

**Hypothesis two:** There is no significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their age.

Table: 2 work stress among lecturers in AACOE Argungu based on their gender.

Source	SS	DF	MS	F-cal	F-crit
Between Groups	547.835	3	246.643	1.347	
Within Groups	52241.462	105	168.152		.172
<b>Total</b>	<b>52789.297</b>				

@ 0.05 level of significant

Data in table 2 shows that the calculated f-rations are 1.347 while the critical f-ration is .172 the calculated f-value is greater than the critical f-value. The hypothesis is therefore rejected. This means that there is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their age.

**Hypothesis three:** There is no significant difference in work-related stress among lecturers in Adamu Augie College of Education Argungu based on their experience.

Table: 3 work stress among lecturers in AACOE Argungu based on their experience.

Variables	N	X	SD	DF	T-cal	T-crit	Decision
Young Lecturers	46	2.46	2.82				
Old Lecturers	62	3.51	3.21	107	0.51	.000	Rejected



From the table 1 above it can be seen that the difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their experience resulted in calculated T-value of .51 as against T-crit of .000. Therefore, there is no significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their experience is rejected. Meaning significant difference exist between young lecturers and old lecturers in Adamu Augie College of Education Argungu.

### **SUMMARY OF MAJOR FINDINGS**

1. There is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their qualification.
2. There is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their age.
3. There is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their experience

### **DISCUSSION**

The study investigated on the Work stress among lecturers in Adamu Augie College of Education Argungu: implications for educational administrators and planners. The finding of this study revealed that; calculated F-ratio is 1.314 while the critical F-ratio is .238. Since the calculated F-value is greater than critical F-Value, the null hypothesis is therefore rejected. This means that there is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their qualification. This finding agrees with previous findings for example; Kyriacou (2009) believed that environmental factors that cause stress include professional environmental factors which include working condition, pupils strain, work load, lack of adequate resources, and administrative support amount of student being served and time constraint.

It also revealed that; calculated f-ratios is 1.347 while the critical f-ratio is .172 the calculated f-value is greater than the critical f-value. The hypothesis is therefore rejected. This means that there is a significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their age. The finding agrees with previous findings for example; Denga (2008) stated that; Ecological system theory demands and environmental factors might include factors in one's specific or multiple contexts that are individually or dynamically associated with teacher stress. Environmental factor, within the teaching contexts, appears to be stressful to both new and experienced teachers. Research has identified both profession and personal environmental factors that are stressful to teachers and specific teachers of young children.

Finally, the study confirmed that; the difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their experience resulted in calculated T-value of .51 as against T-crit of .000. Therefore, the hypothesis which states that; there is no significant difference in work stress among lecturers in Adamu Augie College of Education Argungu based on their experience is rejected. Meaning significant difference exist between young lecturers and old lecturers in Adamu Augie College of Education Argungu.



This finding confirms the previously existing findings for example; Musa (2013) opined that stress is a “physical, physiological, psychological or social.” This means that any event or activity that exceeds the ability of an individual reaction to a single event or situation, but it arises through a complex interaction of stressors. Stress is any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feeling when stressed.

## **CONCLUSION**

Conclusion drawn from the study indicated that; significant difference in work stress among lecturers in Adamu Augie College of Education Argungu were obtained based on their qualification, significant difference in work stress among lecturers in Adamu Augie College of Education Argungu were obtained based on their age and also significant difference in work stress among lecturers in Adamu Augie College of Education Argungu were obtained based on their experience. This confirmed that the of causes stress include professional environmental factors such as working condition, pupils strain, work load, lack of adequate resources, and administrative support amount of student being served and time constraint. Research has also identified both professional and personal environmental factors that are stressful to teachers and specifically teachers of young children. The study signified that; Lecturers qualification contribute to their stress hence, those with lower qualification are less stressful than those with high educational qualification in the college, while those young lecturers tend to be less stressful than their old counterpart, it also confirmed that age matters on the issue of stress in the college because lecturers with low ages tend to be less overloaded than lecturers that are aged in the college.

## **RECOMMENDATIONS**

Based on the findings of the study the following recommendations were made;

1. Adamu Augie College of Education Argungu, Kebbi State should enhance the reductions of lecturers work stress through providing them with Counselling services, so as to be equipped them with techniques of reducing work stress, more especially Lecturers with lower qualification and portfolio such as Deans, Heads of Department, Exams officer, project coordinators, etc.
2. While assigning pot polio to lecturers in the college time spent in the job and chronological age should be considered so as to prevent assigning the wrong person with stress inducing portfolio such as Exams officer, project coordinators, etc.
3. There should be a need for more collaborative effort between the, employment agencies, retention and Authority in Adamu Augie College of Education Argungu should use pot polio as a measure of motivating lecturers so as to boost their moral there by improving their output as well as considering experience while assigning additional responsibility.

## **IMPLICATIONS OF THE STUDY FOR EDUCATIONAL ADMINISTRATORS AND PLANNERS**

The implications of these findings for educational administrators and planners is the fact that education stakeholders in the state should consider the level at which lecturers in the college are being overloaded and make sure that teachers from the said college are exposed to series of training and re-training so as to fill in the gap left because of the workload of their lecturers at the college. School authority should also consider age and qualification in attaching portfolio to the lecturers in the college so as to make sure that right portfolio is attached to the right person for effective teaching and learning in the college and good educational administration and planning in the state.

Kebbi state government would also find the study useful in the area of administration and planning of education, employment, and retention as well as training and re-training of teachers. The performance of students is mainly affected by the Nature of the lecturers thus stressed lecturers tend to produce very poor students compared to less or non-stressed lecturers in the college this also constitute another implication of the study for administrators and planners. Conducive environment for teaching and learning, motivation and remuneration should also be provided and maintained by the college authority, government as well as NCCCE so as to boost lecturers moral, and there is need for considering lecturers experience while assigning non-teaching activities to them, so that appropriate role is assigned to the right person, in order to yield positive result to teacher preparation at different educational level in the state.

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