

GENDER AND SCHOOL TYPES AS FACTORS RESPONSIBLE FOR JOB STRESS IN NIGERIA UNIVERSITIES.

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Abstract

The paper examined gender and school types as factors responsible for job stress. The sample for the study consists of 250 workers (male and female) randomly selected from 2 Nigeria Universities - Private (Babcock University) and Public (Olabisi Onanbanjo University). The instrument for the study was developed by the Researchers namely: Job stress Questioner (JBSQ), which contains 24 structured questions and ex-post facto research type was employed. Three hypotheses were tested. Data collected were analyzed by Analysis of Variance (One-way), Independent -t test and Pearson product moment Correlation. The results show that there is no significant difference in Job stress and Gender in that $F_{(201,48)}=0.896$; $p>.05$) and there is a significant difference between Job stress and School types as $F_{(201,48)}=1.858$; $p<.05$, Also, a significant difference existed between school type and job stress .School type shows that ((t- cal = 4.5321> tcri = 1.960; df =248, $p<.05$). Lastly, job stress is positively related to school $r = 506$, $p<.0.5$; and not related too Gender ($r =.132$. $p>.0.5$) but Gender is not related to school as ($r =.316$; $p>.0.5$. On the basis of the findings, it was suggested that public Universities should be looked into so that all factors responsible for stress might be reduced to the minimum. . Also, counselling psychologists, social workers and those who are concerned with health should assist by campaign on how stress can be curtailed in schools.

Key Words: Gender, school types, job stress, Nigeria

Introduction

Stress is the non-specific response of the body to any demand. It is an integral part of growth and development that only becomes a predominantly negative factor in a person's life eroding the abilities to function when it takes on a destructive meaning. Stress is an unavoidable characteristic of life and work (Adeyemo & Ogunyemi, 2005). Job stress describes mental, emotional and physical wear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employees to cope with job demands (Akinboye, Akinboye & Adeyemo, 2002).

Ward, Jones, & Phillips (2003) agreed that viewing stress as a life course process assists us in understanding how individual differences in predispositions, susceptibility, and perceptions of stress may or may not manifest in disease. Lerner (1996) and Eysenck (1995) both explained that stress has been studied as a factor in a large number of diseases that it can become difficult to establish causation. This is particularly the case if the concept of stress is not well defined and if studies do not demonstrate stress as a precursor to the onset of disease (Cohen, Kessler, & Gordon, 1995; Macleod & Davey-Smith, 2002). Because stress has been implicated in the onset and maintenance of so many acute and chronic diseases, scientific priorities have shifted to focus on primary and secondary prevention strategies by way of stress reduction and stress management techniques in order to reduce the burden of disease on the population (Ebrahim & Davey Smith, 1998; Schneiderman, Antoni, Saab, & Ironson, 2001; Kromhout, Menotti, Kesteloot, & Sans, 2002). Though stress is a universal construct that affects all humans, studies show that different populations are known to have different stressors (Morrison & O'Connor, 2005).

Sarafino & Ewing (1999) state that job stress is especially significant for university workers since it may affect not only the educators but also their learners. Ultimately, stress can directly contribute to the destructive lifestyles of lecturers, which culminate in lower morale and creativity, inability to concentrate including sporadic memory difficulties, and lower self-esteem within the university (Bensky, Dixon & Shaw 1981). Job stress is a great problem. Jarvis (2002) maintains that teaching has become a stressful occupation. In a survey of head educators by the British National Association of Head Educators it reported in May 2000 that 40% of respondents reported having visited the doctor with a stress related problem in the previous year, 20% considered that they drank too much, 15% believed they were alcoholics and 25% suffered from serious stress

related health problems including hypertension, insomnia, depression and gastrointestinal disorders. The Pretoria News (2005) published the results of a national survey conducted by the Human Sciences Research Council (HSRC) stating that stress factors were related to the large number of days educators are absent from work. The survey indicated that 6% of the educators were hospitalized in the previous year, 7% more than the general population. Munt (2004) sums up job stress as “work situations of low control that are accompanied with high performance demands’. Jarvis (2002) states: “Of all the university stressors reported, classroom management anxiety was the only one that did not decline following teaching practice”.

Quenk (1993) shows that the workplace is an arena where people demonstrate their best and worst selves. Stress that is chronic in most situations can thwart our best efforts and elicit our own and others’ least effective side.

Job stress is an adoptive response to an external situation that results in physical, psychological and behavioural deviations for the organizational deviations for the organizational participant (Gomes, 2006). Literature suggests that job stress helps improve performance up to a limit and then starts deteriorating.(Winefield & Jarrett, 2001). Additionally, Stewart, Ricci, Chee, Hahn & Morgenstein (2003) analyzed the workplace costs of depression among adults who participated in a national audit of productivity. The authors estimated the costs of lost work time among employees with depression at \$31 billion, of which \$27 billion (81%) were associated with presenteeism and only \$4 billion (19%) were attributed to absenteeism. These findings indicated that persons prone to stress and perhaps subsequent depression at work were not as productive as other co-workers.

In a research conducted by Sigler and Wilson, (1988) among some universities in Malaysia, university academic staffs faced more problems in their job as the managements are facing competitive pressure from other universities. The universities are now setting new goals to compete with other universities as well as the academic staff are involving with the ultimate goal. The academic staffs do face plenty of stress and therefore affect their job satisfaction and even their physical or mental health. In Nigeria, a high level of stress has been observed among the working class (Ndom & Makanjuola, 2004). Ogunyemi (2005) collaborated it by saying that workers who are involved in level of personal interaction are more vulnerable to occupational stress and burn

out. It is in view of what job stress can cause that the study is been undertaken. Thus, the following **hypotheses** were raised:

1. There is no significant difference between Gender, School types and Job stress in Nigeria Universities.
2. There is no significant difference between Public Schools, Private school and Job stress.
3. There is no significant relationship between School types, Gender and Job stress

Methodology

Design

The study adopted the descriptive survey research design of ex-post facto, because the variables being studied had occurred and could not be manipulated by the researchers. Furthermore the researchers are finding the differences and relationship between the independent variables (Gender and school types) and the dependent variables (job stress).

Population, Sample and Sampling techniques

The population for this study was made up of workers (Teaching and Non-Teaching Staff.) from whose ages ranged from 20 - 65 years, chosen from a private owned, Babcock University Ilisan Remo and a state owned, Olabisi Onabanjo University in Ogun State. A sample of 250 workers was randomly selected after the workers have been stratified into teaching and non-teaching staff. 125 staffs were taken from each school, comprises of 60 non -teaching staff and 65 teaching staff from each school.

Instrumentation:

The instrument consists of structured questions developed by the Researchers. Section A consists of demographic data like gender and school type, while section B consists of structure questions which measure job stress named Job stress Questioner (JBSQ) The questions were made in such a way that it measured different perceived causes of job stress. A total of 24 questions were set up. Such question like, Unnecessary conflict between workers cause a lot of tension, (2) Too much things to attend to in a day. (3) Staff strength is not adequate enough for the students. Participant responded to the questions statement in a 5 - point Likert scale ranging from Strongly Disagree = 1, Disagree - 2, Neither -3, Slightly Agree - 4 and Strongly Agree-5

Validity and Reliability

The questionnaire was subjected to face validity and content validity by the assistance of experts in research method. Some questions were reconstructed, while some were deleted. A reliability coefficient of 0.76 was obtained via a test-retest method after two weeks interval.

Results

H₁: There is no significant difference between Gender, School types and Job stress in Nigeria Universities.

Table 1:- One- way Analysis of Variance (ANOVA) Gender, School types and Job stress.

	Sum of Squares	df	Mean Square	F	Sign.
Gender					
Between groups	48.843	201	.243	.896	.633
Within groups	13.008	48	.271		
Total	61.851	249			
School Types					
Between Groups	123.816	201	.616	1.858	.050
Within Groups	15.888	48	.331		
Total	139.704	249			

The result in Table 1 indicated that there is no significant difference in Job stress factors and Gender in that $F_{(201, 48)} = 0.896; p > .05$ and there is a significant difference between Job Stress factors and school types, as $F_{(201, 48)} = 1.858; p < .05$.

Hence the hypothesis of no significant difference in Gender and Job stress is accepted, while that of school type and job stress is rejected , while that of school type and job stress is rejected.

H₂: There is no significant difference between Public Schools workers and Private school workers and Job stress.

Table 2: Mean, Standard Deviation and Independent t -test analysis of school type and job stress

School	N	Mean	SD	t	df	Sig.
Public	125	71.3242	14.2765	4.5321	248	.007
Private	125	65.7854	10.9643			

df=248, t-crit =1.960

The result in Table 2 showed that a significant difference existed between school type and job stress school type shows that ($t_{cal} = 4.5321 > t_{crit} = 1.960$; $df = 248$, $p < .05$).

The finding implication shows that factors responsible for job stress are different.

H₃: There is no significant relationship between School types, Gender and Job stress.

Table 3: Correlation matrix between School types, Gender and Job stress.

	Mean	Deviation	Gender	School	Job stress
Gender	5.6152	2.3135		.316	.132
School	6.4325	3.1245	.316		.506**
Job stress	10.4532	5.4672	.132	.506**	-

**Correlation is significant at 0.01 levels.

Results indicated that job stress is positively related to school $r = .506$, $p < .05$; and not related to Gender ($r = .132$, $p > .05$) but Gender is not related to School as ($r = .316$; $p > .05$). hence the hypothesis of no relationship is discarded.

Discussion

The major purpose of the study was to find out if gender and school types are factors responsible for job stress in Nigerian universities. The data demonstrates strong support for the hypothesis that there is no significant difference between Gender and Job stress. This finding could be attributed to the fact that individuals have different ways of adjustment with different coping styles. Personality traits that cuts across Gender might be responsible for no significant different experienced in Job stress.

On the other hand, school types had a significant different in Job Stress. The finding here was no surprising to the researchers as this has been proved to influence Job Stress. Considering the state of schools in Nigeria with no infrastructure, no recreation facilitate, the internal wrangling, inadequate wage, classrooms inadequate etc. one would have expected no less other than a significant difference between the public and private school factors responsible for job stress.(Oparah &Falode, 2007) This is expected in Nigeria Universities.

There is a wide difference between public and private Universities, in the sense that, public schools lacked infrastructures, classrooms and others, while private schools are well funded with less stressful conducive offices. This is due to the fact private schools are well funded from the money raised from student whereas public schools money are mismanaged and siphon.(Grandz & Murray, 1980; Jones & Bright, 2001). All these and others are responsible for job stress experienced by workers.

Result in Table 3, just corroborates the result in Table 1 and Table 2 as it is shown that a relationship existed between the school types and Job Stress but not with gender. Also Gender and school has no relationship.

Conclusion

It is crystal clear from the above study that gender and school types are factors responsible for work stress in the Universities.

Recommendation

Consequently upon the finding of this study, it is recommended that: Public Universities should put some measures in place so that all factors responsible for stress might be reduced to the minimum. Also, the counselling psychologist, social workers and these who are concerned with health should assist by campaign on how stress can be curtailed. Stress management to improve the workers ability to cope should be embarked upon.

Workers should be given opportunities to participate in decisions affecting their jobs. Communication should be improved. The prevention and management of job stress requires institutional level interventions since it is the institution that creates the stress.

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