

Comparative Study of Job Stress among Teaching Staff of Library and Information Science in Higher Institutions in Nigeria.

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Abstract

The research is on comparative study of job stress among teaching staff of library and information science in higher institutions in Nigeria. Concept of job stress has been of great debate among employers in different organizations and higher institutions since the last decades. Causal-comparative research design was adopted in the study and population comprised of lecturers in library and information science department in four higher institutions in Nigeria. From the research hypotheses and questionnaires used as research instrument showed that there is significant difference between level of job stress in Federal, State and Private Higher Institutions in Nigeria. Percentage count table and Chi- square statistics was used to analyzed the questionnaire and hypotheses. The findings showed that there is a very high job stress in the four institutions under stud. It was also found out 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(100%), too many number of students to supervise for projects or thesis works and frequent meetings(66.67%) as well as lack of information to work with. Therefore, the researchers made recommendations to the aforementioned negative effects and causes of excessive job stress among academic staff in higher institutions in Nigeria.

Keywords: Job stress, workplace, education, higher institutions and library school staff

Introduction

The concept of job/occupation stress has been a great concerns for the past decades among employees and employers in different governmental and non-governmental organizations, but little attention have been paid to it by these organizations, experienced has shown that the private sector have done more harm than good in this area. It is a truism that workers are excessively use without taking into consideration their psychological, emotional, and financial needs. That is why many private sector workers in Nigeria have no time with themselves or family because of stress in workplace.

Work related stress refers to stress cause by or made worse by work. It occurs when a person perceives the work environment in such a way that his or her reaction involves feelings of an inability to cope (Health and Safety Authority, 2006). Work related stress occurs when there is a mismatch between the demands of the job and the resources and capabilities of the individual work to meet those demands (Blaud, Kenyon and Lekhi, 2007). Although a high level of stress has been observed among academic staff generally, library and information science educators are relatively new focus of concern. There is a strong evidence to believe that LIS educators could represent a particularly vulnerable occupational group. Research conducted in the developed and developing countries over the last ten years indicate that level of psychological distress amongst academic staff of higher institutions is comparatively high. Kinman and Wray (2013) observed that recently published European research indicates that British academic employees are, by a large margin, the least satisfied in Europe and the most likely to regret the choice of career. Several studies conducted in the higher education sector have associated work-related stress with low levels of jobs satisfaction (eg McClenahan, Giles and Mallet, 2007, Byrne, Chughtai, Flood, and Willis 2012). In addition to these findings, the European study also reported that 61% of senior academics and 56% of junior academics from the UK described their job as a considerable source of strain. In Malaysia, a study involving 300 members of academic staff in one university reported that job stress was one of the significant factors reducing job satisfaction among staff (Ahsan, Abdullah, Fie and Alam, 2009).

The situation in Nigeria is not different because earlier study by Ofoegbu and Nwadiani (2006) found that the level of stress among academics was high. Despite the nation's declaration of importance of university education in national development and the role it plays in satisfying human needs. There are growing evidences that no Nigeria university either private or government owned can genuinely claim to be immune from stress (Adebiyi, 2011). Stress is a major issue that has seriously affected academic staff of higher institutions in Nigeria. However, scholars have come out with the view that stress in academic institution can have positive and negative

consequences if not properly controlled (Smith, 2002). And your ability to deal with it can mean the difference between success and failure. You can't control everything in your work environment, but that doesn't mean you're powerless—even when you're stuck in a difficult situation.

Historically, working in a higher education institution has been considered relatively stress-free and highly satisfying Se Coetzee & Rothmann (2005) cited (Willie & Stecklein, 1982). In addition, Watts (1991) found that 75% of university workers who reported long working hours, work overload and lack of support were nevertheless satisfied with their jobs. Doyle and Hind (1998) also found that 40% of female university lecturers in their sample who reported long working hours, still found their jobs intrinsically motivating, enjoyable and potentially rewarding. Therefore, finding ways to manage workplace stress isn't about making huge changes or rethinking career ambitions, but rather about focusing on the one thing that's always within your control. In line with this, the researchers intend to carry out a comparative study of job stress among teaching staff of library and information science in higher institutions in Nigeria.

Scope of the Study

The work is limited to Nnamdi Azikiwe University-Awka, Delta State University, Abraka, Federal Polytechnic, Oko and Madonna University Okija which span through two states in Nigeria namely, Anambra and Delta States. This study is restricted to lecturers in the Departments of Library and Information Science in the above institutions. The content consists levels, causes and negative effects of job/occupational stress in higher institutional.

Purpose of the study

The main purpose of this study is to find out job/occupational stress among academic staff in tertiary institutions in Nigeria.

The specific objectives are:

1. to determine the level of job/occupational stress in these institutions
2. to find out the causes of job stress among lecturers.
3. to find out the negative impact of job stress on academic staff of library school
4. to proffer solutions to job/occupational stress among academic staff of the institutions in Nigeria.

Research Hypotheses

The following hypotheses will guide the researchers:

HO: There is no significant difference between the level of job stress by federal, state institutions, and private institutions lecturers in Nigeria.

HO: There is no significant difference between the negative impact of job stress on academic staff in private institutions and public institutions in Nigeria

HO: There is no significant difference between the causes of job stress by teaching staff of private institutions and government owned institutions in Nigeria.

Literature Review

Stress is defined as “a state of worry that arises from an actual or apparent demand that calls for a changed behaviour”(Lazarus, 1999). Stress generally has been familiar as and is agreeable emotional condition, which is said to occur when there have been extended, increasing or new force that are significantly greater than the coping resources Se Coetzee & S Rothmann (2005) cited (Siegrist,2001). Ayo-Aderele (2014) define stress as a normal physical response to events that make an individual feel threatened or upset his balance in some way. He further stated that stress is related to both external and internal factors:

External factors include the physical environment- your job, your relationships with others, your home and all the situations, challenges, difficulties, and expectations you're confronted with on a daily basis. While internal factors determine your body ability respond to, and deal with, the external stress-inducing factors. Internal factors which influence your ability to handle stress include your nutritional status, overall health and fitness levels, emotional well-being, and the amount of sleep and rest you get.

In modern life stress is inevitable because life is full of hassles, deadlines, frustrations, and demands. And sometimes, the level of stress individual experiences depends on the nature of his job and life's pursuit. For many people, though, stress is so commonplace that it has become a way of life. One psychologist say some stresses get you going and are therefore good for you. In fact, they say, without any stress at all, our lives would be boring and would probably feel pointless. However, they are quick to add that when the stresses undermine both a person's mental and physical health, they are bad. “When constantly running in emergency mode, your mind and body pay the price”.

The penalties of stress include health harms and reduction in work show success. It pressure negatively on the organization and the individual's physical and mental system. This could result in summary, to performance,

absenteeism, accidents, unprincipled behaviour, displeasure and sickness. Physiological responses to stress are referred to as the 'fight or flight' response. The fight response is the body reacting to the need to cope by reacting. Continued high levels of stress can direct to serious health circumstances including hypertension, cancer, and psychological illnesses such as sadness or collapse Se Coetzee & Rothmann (2005) cited (Palmer, 2003). Two persons exposed to the similar situation could have dissimilar responses due to the purpose nature of the variables. The reasons why individuals practice stress differently may include internal and external factors. The interior factors may be personality, age, gender, and people past experiences. External factors that may influence response to stress include atmosphere, diet, and drug. Behavioural response to stress also differs, as people choose behaviours that they think will help them grip stress Se Coetzee & S Rothmann (2005) cited (Zwickel, 1994).

Historically, working in a higher institution has been considered relatively stress-free and highly satisfying Se Coetzee & Rothmann (2005) cited (Willie & Stecklein, 1982). In addition, Watts (1991) found that 75% of university workers who reported long working hours, work overload and lack of support were nevertheless satisfied with their jobs. Doyle and Hind (1998) also found that 40% of female university lecturers in their sample who reported long working hours, still found their jobs intrinsically motivating, enjoyable and potentially rewarding. A possible explanation for this might be differences in work context factors, e.g. higher levels of autonomy, clarity and tenure and a 'collegiate culture', which emphasises consensual decision-making and shared values (French, Caplan & Van Harrison, 1982) and working conditions. Recently the world has started to change, and so must higher education institutions if they are to survive (Gilbert, 2000).

In 1996, the results of an international survey of academic professions which was carried out using data from 14 countries reported that significant changes had taken place in higher education (Altbach, 1996). For example, academics now face Demand for greater accountability, value for money, efficiency and quality, and an increase in remote and autocratic management styles. Studies among staff at higher education institutions in the United Kingdom showed the most significant stressors as new management styles, unmanageable workload, too much administrative paperwork, lack of information, change in conditions of service, lack of administrative support (Earley, 1994), inadequate resources, uncaring organisation, inadequate salary (Daniels & Guppy, 1994), lack of opportunities for promotion, ineffective organisational communication and a rushed pace of work (Jackson & Hayday, 1997; Kinman, 1996). These challenges, added to the increasing work load caused by massification of student numbers (Gilbert, 2000), life-long learning and adult learning (Shortlidge, 2003), changes in the market place (Blackmore, 2001; Rowley, 2000) and globalisation (Brown, 1999), will certainly have an impact on the well-being of employees at higher education institutions. Combined with a gradual erosion of pay and job security, these stressors are now being reflected in lower levels of job satisfaction and commitment (Kinman & Jones, 2003).

It is expected that this 21st century library schools reconsider, re-shape, redesign their curriculum by incorporating new tools and technologies, upgrading information resources and training of academic staff and information professional that are well equipped to take the profession to the great height (Obiora, Ifeka & Ejedafiru, 2013). In a nutshell, global changes put pressure on academic staff to constantly acquire and apply new skills; this could be another major cause of stress to the class of academic staff who cannot move speedily with global trends. Literature have shown, that this can lead to job insecurity, the academic staff experience stress as they readjust their lives with the changing LIS education, job rotation, job promotion etc, with such changes, stress will help or hinder academic staff depending on how they will react individually. Ozioko and Nwabueze, (2010) observed that the application of modern technology in the construction of educational paradigms has irrevocably change the way, the teaching, learning and evaluation of library and information science are done in this country. Hence, Ejedafiru and Oghenetega (2014) opined that LIS educators need to provide new skills and talents to LIS students and information professionals in general in order for them to function properly in this present dispensation.

Findings by Ofoegbu and Nwadiani (2006) reveals significant factor influencing stress among academic staff to include strike and school interruption, delay and irregular payment of salary, lack of instructional facilities, preparation of examination results, invigilation of examination, campus militancy, high cost of living, office accommodation, lack of research facilities, lack of annual leave/holiday and underfunding of education. In addition the researchers are also of the opinion that this task of change (advent of ICT) will not be an easy one, as many academic staff sometimes reluctant to embrace change in curricula and pedagogical approaches. Hence, Health and Safety Executive (HSE) (2001) define stress as the adverse reaction a person has to excessive pressure or other types of demand placed upon them. Finally, though much have been done in this area none has highlighted the subject matter with respect to library and information science academic staff in these four institutions in Delta and Anambra states which is the gap that this work intend to bridge in the existing literature.

Research Methods

In line with the aims of the study, the causal-comparative research design was adopted. Four tertiary institutions in two states namely: Nnamdi Azikiwe University-Awka, Delta State University, Abraka, Madonna University

Okija and Federal Polytechnic Oko. Population of this study comprised of all the lecturers in the Departments of Library and Information Science in these selected library schools. The total population are forty-eight (48) academic staff. The lecturers are both part- time and full-time. The instrument for data collection was questionnaire. Questionnaire was divided into two sections: Part A bio -data and while Part B is on Job stress among the teaching staff. The instrument was distributed to individual lecturers with help of colleagues in various institutions used for the study. The data were collected after filled within a period of two weeks. Out of the forty-eight (48) copies questionnaire distributed all were returned completely (a response rate of (100%). The data was subjected to descriptive and inferential statistics calculation, particularly percentage frequency table counts and Chi- square statistics.

Results and Discussion of findings

Table 1 : Sex of Lecturers

Sex	Responses	Percentages
Male	31	64.58
Female	17	35.42
Total	48	100%

Table shows that male lecturers in the four higher institution used for the study 31(64.58%) while 17(35.42%) are female teaching staff. This showed that male lecturers are more employed in academic works/ occupation than female in Nigeria.

Table 2 : Years of experience by lecturers

Years of experience	Responses	Percentages
1-5 years	3	6.25
6-10	10	20.83
11-15	7	14.58
16- 20	8	16.67
20 years above	20	41.67
Total	48	100%

Table showed that lecturers has twenty years of experiences above 20(41.67%) , 10(20.83%) for are six- ten years and 8(16.67%) are between the years of sixteen- twenty , 7(14.58%) are between eleven- fifteen years of experiences. This showed that most of the lecturers in the departments of library and information science of Nigeria had long years of experiences in teaching.

Table 3: Ranks of the lecturers in the institutions

RANK/ Position of Lecturers	Responses	Percentage
Professors	3	6.25%
Ass. professors	4	8.33%
Senior lecturers	11	22.92%
Lecturer 1	7	14.58%
Lecturer 11	11	22.92%
Assistant Lecturers	5	8.33%
Chief lecturer s	1	2.08%
Chief Instructors	2	4.16%
Assistant chief instructor	1	2.08%
Senior Instructors	2	4.16%
Graduate assistant	3	6.25%
Total	48	100%

Table indicated that senior lecturers in the four library schools are 11(22.92%) and lecturers 11 had the same percentage. And follow by lecturers 1 and assistant lecturers. There are limited numbers of Professors and Associate Professors in library based schools of Nigeria. From observation and data gathered department of library and information science at Nnamdi University Awka didn't have any single professor but only one Associate professor, but Madonna University Okija library school had one with additional six senior lecturers in both part-time and full-time. While Delta State University, Abraka library school had three each. This showed that majority of the lecturers are with PhD qualifications and also with numerous number of publications to their credits. Finally Federal Polytechnic Oko library school lack senior lecturers because majority of them are with Masters Degrees (MLS & MLIS) qualifications, the senior lecturer in Federal Polytechnic Oko is one. From the analysis the researchers inferred that library schools of Delta University, Abraka and Madonna University Okija had more experienced teachers than the federal institutions.

Table 4: Level of job stress in institutions

Level of stress	SA	%	A	%	SD	%	D	%	Total
Very high level	20	46.15%	8	30.765	4	1.54%	2	7.69%	26
High level	9	50%	6	33.33%	2	11.11%	1	5.56%	18
Moderate level	2	50%	1	25%	0	0	1	25	4
Low level	0	0	0	0	0	0	0	0	0
Total	23		15		6		4		48

O	E	O-E	(O-E)2	(O-E)2/E
12	12.46	-0.46	0.2116	0.017
8	8.13	-0.13	0.0169	0.002
4	3.25	0.75	0.5625	0.17
2	2.17	-0.17	0.0289	0.013
9	8.63			
6	5.63	0.37	0.1369	0.016
2	2.25	-0.25	0.063	0.024
1	1.5	-0.5	0.25	0.167
2	1.92	0.08	0.0064	0.0033
1	1.25	0.8	0.64	0.512
0	0	0	0	0
1	0.33	0.67	0.4489	0.4489
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
				∑ 1.4012

Table 46.15%, 50%, & 1.5% are SA(Strongly agree) responses: 30.76%, 33.33% and 25% are A(Agree)responses : 1.54%,11.11% are strongly disagree) while 2%, 1% and 1% are D(disagree) responses. It can be adduced that the summation of SA (strongly agree) and A(Agree) responses are greater than SD(strongly disagree) and D(Disagree) responses. This study agreed with a research conducted in the developed and developing countries over the last ten years indicated that level of psychological distress amongst academic staff of higher institutions is comparatively high(Blaud, Kenyon and Lekhi, 2007). Therefore, decision rule for this study showed that F^2 calculated (1.4012) is less than X^2 critical value of (16.919). The null hypothesis is accepted which means that there is significant difference between the level of job stress among teaching staff of government owned institutions and private institutions in Nigeria.

Negative effect of job stress on Lecturers

Negative of stress on health	SA	%	A	%	SD	%	D	%	Total
Feeling anxious, irritable and depressed	1	50	1	50	0	0	0	0	2
Stomach problems	4	66.67	2	33.33	0	0	0	0	6
Problems of not sleeping well	7	100	0	0	0	0	0	0	7
Social withdrawal	5	100	0	0	0	0	0	0	5
Loss of sex drive	7	77.78	0	0	5	55.56	2	22.22	5
Using alcohol/drugs to cope always	2	22.22	0	0	0	0	0	0	9
Generally weakness always	10	100	0	0	0	0	0	0	9
Total	10		3		5		2		48

O	E	O-E	(O-E)2	(O-E)2/E
1	50	-49	-2401	-48.02
4	66.67	-66.67	-3.927	-58.909
7	100	-93	-8649	-86.49
5	100	-95	-9025	-90.25
7	77.78	-70.78	5.009.8	64.409
2	22.22	-20.22	408.84	18.479
10	100	-90	-8,100	-81.0
1	50	-49	-2,401	48.02
2	31.33	-31.33	981.5	29.45
5	55.56	-50.56	2.556	-46.09
2	22.22	-20.22	408.84	18.409
				∑ 59.034

Table indicated that majority of the responses strongly agreed job stress has negative effects to their health as the responses are 50%, 100%,100%,100%, 66.67% 77.78% and 22,22% while agree 33.33% and 50% strongly disagree 55.56%, disagree 22.22% responses. It can be concluded that over stress academic staff universities and other higher institutions has negative to their psychology effect. From the raw data collected, Madonna University Okija and delta state university teachers strongly agreed that job stress have cause a lots of trouble to

their healthy and family. And while the job stress is very strong in Nnamdi Azikiwe University Library School is because of limited staff to do major work in the department.

Therefore the null hypothesis is accepted because F^2 calculated of 59.034 is greater than x^2 critical value of 28.869 and the H_0 was rejected. Therefore, there is significant difference between academic staff federal, state institutions and private institutions in Nigeria. This study agreed with a study carried out in Malaysia, a study involving 300 members of academic staff in one university reported that job stress was one of the significant factors reducing job satisfaction among staff (Ahsan, Abdullah, Fie and Alam, 2009).

Causes of Excessive Job Stress among Lecturers In Nigeria

Causes of excessive job stress	SA	%	A	%	SD	%	D	%	TOTAL
Fear of being laid off	2	50	2	50		0		0	4
More overtime due to staff cutbacks	3	100		0		0		0	3
Pressure to perform to meet rising expectations	2	20	4	40	2	20	2	20	10
Pressure to work at optimum level all time	2	22.22		0		0		0	2
Too much number of courses lecturing per semester	3	33.33		55.56	1	11.11		0	9
Too much administrative duties	2	100	5	0		0		0	2
Writing of articles, conference papers/books etc	1	0	1	50		0		0	2
Supervision of research works of students	2	100		0		0		0	2
Frequent meetings	2	66.67	1	100		0		0	3
Social activities in school and other places	1	0		0		0		0	1
Lack of information	2	40		0	3	60		0	5
Unmanageable workload	2	22.22		0		0		0	2
Unstable work condition	2	22.22		0		0		0	2
Peer review articles reading	1	0		0		0		0	1
Total	27		13		5		2		48

O	E	O-E	(O-E) ²	(O-E) ² /E
2	50	-48	-2.304	-46.0897.0
2	50	-48	-2.304	-46.08
3	100	-97	9407	94.07
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
4	40	-36	1296	32.4
2	20	-18	-324	-16.2
2	22.22	-22.22	-493.7	-22.22
3	33.33	-30.33	919.9089	27.61
0	0	0	0	0
5	55.56	-50.56	-2,556.3	-46.00
1	11.11	-10.11	-102.2	-9.200
2	100	-98	-9604	-9.604
0	0	0	0	0
2	100	-98	-9.604	-0.09604
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
2	66.67	-64.67	-4.182	-6.273
1	100	-99	-9.801	-98.01
1	100	-99	-9.801	-98.01
0	0	0	0	0
0	0	0	0	0
2	40	-38	-1.444	-36.1
0	0	0	0	0
3	60	57	3249	54.15
0	0	0	0	0
2	22.22	-20.22	408.8	18.39
1	100	-99	-9.801	-0.098
0	0	0	0	0
0	0	0	0	0
2	22.22	-20.22	408.8	18.39
1	100	-99	-9.801	-98.02
				Σ-41.83

Table showed that majority of the responses Strongly Agreed(SA) Agreed (A) what cause job stress among teachers in higher institutions include: too much courses allocation(33.33%) , fear of being laid off (50%), overtime working hours(100%) , too much administrative duties(100%), too many number of students to supervise for projects or thesis works (100%), and frequent meetings(66.67%) and well as lack of information to work with because of secretive habit of some of the institutions the teachers are working under. In line with this study Watts (1991) found that 75% of university workers who reported long working hours, work overload and lack of support were nevertheless satisfied with their jobs.

From the raw data collected, Madonna University Okija , Delta State University Abraka and Nnamdi Azikiwe University, Awka teachers strongly agreed that causes of job stress is very high in tertiary institutions include: treating of being laid off, overtime in place of work, humiliation, unstable work schedule, unmanageable workloads, unfavourable rules and regulations in school system, and much number of courses per semester etc. Since the F^2 critical value is 55.7585 is less than X^2 calculated value of 41.83 the null hypothesis is accepted, and **HO1** is rejected. Therefore, there is significant difference between academic staff federal, state institutions and private institutions in Nigeria on the causes of excessive job stress.

Conclusion/Recommendations

. It is a truism that workers are excessively use without taking into consideration their psychological, emotional, and financial needs. In this study concept of job stress was discussed in detail, and four library schools were used, it was found out that job stress is very high in academic environment especially academic staff, and it has also caused negative effect to their health and family. The causes of job stress in higher institutions include: teaching of too many courses, incessant strike actions, poor remuneration, fear of being laid off overtime, excess working hours, too much administrative duties, high population of students for supervision in projects or thesis works, publish or perish syndrome, challenges of information technology and frequent meetings and others. Based on this the following recommendations were made to academic staff, organizations (like banks), non-government workers in area of job stress so that they may know how to manage job stress.

1. Academic staff should combat stress with good eating habits. Healthy eating habits can be difficult to maintain but they should try to maintain it.
2. University management should employ more lecturers in the department of Library and Information Science to address the problems of inadequate staff especially at the Professor or Associate Professors level and Senior lecturers.
3. Management should manage staff stress by reducing workload, national universities commission (NUC) regulation of lecturer / student ratio should be followed.
4. Madonna University Okija should address the working hours of academic staff and academicians should not be use as if they are non-academic staff.
5. Frequent queries and threat of being laid off by management to academic staff should not always be use as corrective measures in the higher institutions.
6. The issues of deadlines memo by management should not always be use to frustrate academic staff.
7. Management of all higher institutions in Nigeria should try to reduce their frequent meetings activities during the semester.
8. Stable work condition should be created by management to encourage staff to put in their best, this could be achieve through prompt payment of salaries, adequate remuneration, rewarding of hard working staff, etc

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