

Occupational Stress in Academic Staffs of Higher Learning Institutions

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Abstract- Stress among workers is becoming more and more prevalent year by year. Stress can lead to other health related problems. Much research has been done to know the causes of stress among workers. In this journal article, academic staff belonging to Higher Learning Institutions in Tanzania was chosen to test whether the causes posed to them were factors causing stress. The objective of this article is to prove that the cause of stress among lecturers is due to demand of staff and support from management. A total set of 55 questionnaires were distributed. The results showed that lecturers of Higher Learning Institutions in Tanzania experience occupational stress. The most common factors that caused occupational stress among lecturers, were lack of support from management, lack of facilities, and feeling work not valued. It is recommended that organisation concerned should help the workers to cope with occupational stress effectively.

Index Terms- Stress, Management Relationship, Management Support, Tanzania

I. INTRODUCTION

Academic staffs are required to undertake duties such as coordinator at the examination unit, student recruitment, student affairs, sports, college time table and schedule, quality assurance, innovation, research, industrial training and alumni, data and more (Ismail & Noor, 2016). In addition, academic staff in Higher Learning Institutions in Tanzania also should perform other tasks including planning and implementing such celebration or feast like, Independence Day, involved in student recruitment, do promotion for college, and others. In addition, there are also academic staffs that bear administrative duties such as administration, development and others (Mohammed, Celik, & Budur, 2020). Long hours of teaching and learning, coupled with other tasks that demand commitment from academic staff will contribute to stress among academic staff in Higher Learning Institutions in Tanzania. Higher Learning Institutions in Tanzania strives to ensure that all requirements of Quality Assurance (QA) are met all the time. In addition, Higher Learning Institutions in Tanzania staffs also have to work hard to ensure the adoption of TCU regulations. All these situations demand a very high commitment from all academic staff to ensure the successes. The imposed of job burden, surely puts stress among academic staff (Tarimo & Swai, 2020). The number of tasks that need to be carried out by an academic staff, then, there will be contributes to the conflict in carrying out the task assign to them. Higher Learning Institutions in Tanzania academic staff in Department of

Administrative studies are facing more problems of workload, role conflict and role ambiguity. The following are occurrence of stress problems among academic staff in Higher Learning Institutions in Tanzania. An increasing the number of students also contributed to the increased in responsibilities and workload of academic staff. An increasing the number of students such in human resource, law and business studies lead pressure on academic staff because of the shortage of facilities for the implementation of teaching and learning. The shortage is like, lack of workshops, rooms, computer laboratories and materials will effects the learning and teaching session. This (increase in the number of students and lack of teaching materials and learning spaces let the uncomfortable condition) will certainly increase the workload, thus contributing to the problem of stress among academic staff in Higher Learning Institutions in Tanzania (Muya & Tundui, 2020)

The working environment and relation among of Higher Learning Institutions in Tanzania. Higher Learning Institutions in Tanzania academic staff also was contributed to the occurrence of stress. The differences in the length of service of academic staff tend to create the perception of old (senior) and new (junior) academic staff also contributed to the conflict and thus put pressure on academic staff either new or old academic staff (Mcvicar, 2003). For an old academic staff, they think, they should be given the opportunity to occupy the position of seniority list and promotion, while for the new academic staff else, they felt that, their talent needs to be highlighted because they have new ideas to be implemented for strengthen Higher Learning Institutions in Tanzania. This perception was contributed to the stress among and instructors of Higher Learning Institutions in Tanzania. This journal article have identified and categorized the job stress factors among lecturers and instructors of Higher Learning Institutions in Tanzania. The job stress factors are used in this journal article are related with selected stress models and previous studies. The job stress factor also related and relevant with the working environment that occurrence the job stress among lecturers and instructors of Higher Learning Institutions in Tanzania.

The job roles need to be carried out well there are cause for failure to do this. Those causes were tested here to see if there were causing stress. Among the causes related to roles are conflicting demands on the job role, unclear job descriptions, lack of support in the job role and lack of career development opportunities are some. Teacher have become stressful because of role demands in institution, for instance when organization member expectation about teacher behaviour are unclear (Pramono, Yanto, & Melati, 2020). As a result, the employee are faced stress because of role

conflict factor that will reduce their job satisfaction, increase in anxiety, and doesn't communicate with other people. The role conflict is most associated with gastrointestinal problem (Cooper & Khan, 2013). Schmidt, Roesler, Kusserow, & Rau, (2014) stated many research are tended to focus on role ambiguity as primary role stress, and less consideration given to role conflict and role overload. Akinmayowa & Kadiri, (2014) also stated that role conflict such as incompatible role expectation from organizational member are resulted from inconsistent information. Demands means more responsibilities and in the same time increase the workloads. The demands causing the stress of academic staff. The demands of academic staff in relation to dealing with student discipline, coping changes in time table or courses taking workload, meeting targets, dealing with auditing processes and etc. Accordingly, experience of meaning of work depends on the extent to which the individual experience satisfaction of basic psychological and social needs at work. The Job Demands-Resource model (Boyd et al., 2011) may contribute towards understanding the interplay between factors in the psychosocial work environment and experience of meaning at work. The JD-R model states that employee perceptions of job demands and job resources have an impact on individual wellbeing. Job demands are those aspects of the job that require sustained physical or psychological effort that may be associated with certain physiological or psychological costs. Job resources are those aspects of the job that are functional in achieving work goals, and stimulate personal growth, learning and development (Saidu & Haruna, 2020).

Controlling the staff often want more power in the workplace than they have been granted. Control of management over staff having no authority to deal with their responsibilities, having to deal with improper planning of management and having no say in decision making. As employee, they will know that they are in workloads when they have make more and often mistake, the staff become short-tempered with other co-worker and at home, the staff are less efficient at workplace, working in the late time in effort to settle the work and the staff are bring back the office work to the home (Sari & Seniati, 2020).

Many jobs demand regular contact with other people at work. Poor or unsupportive relationships with colleagues and supervisors can be a potential source of pressure. Bullying behaviour of manager/ staff, dealing with conflictual situations, feeling isolated from curriculum area are some of the causes for stress. Have good relationship among co-worker are provide more fun and harmony working environment and will prevent stress that ultimately ham1 the staff involved itself (Cooper & Khan, 2013). Office politics is something are normal and always happen in workplace environment. Office politics sometime will be positive and sometimes will be negative effected to which employee are involve. Office politics competition of money and promotions among the staff involved. Nepotism, cronyism and favouritism are occur in many organization. The office politics can effect either professional or white collar worker. The employee are working in large organization, which have many layer of hierarchical, very bureaucratic in which the employee have less and little control on his or she job are almost more stressful than employee are work in small organization, less bureaucratic and simple hierarchical in an organization (Agustina & Rismantono, 2020).

Individuals need to feel that they have appropriate support from management. They also need to feel that they are adequately informed and that they are valued. The lack of support from management it causes the stress. The stress was caused by lack of information, lack of administration support, limited or no access to training, feeling work not value and lack of facilities. All types and nature of work is the main source that contribute to stress formations. It because if the work load given is inappropriate or it might create too much burdens to workers involve. Although an individual's or staff definitely talented and efficient when carrying his or her duties, but in the same time workload given are excess from his or she ability to perform might be negative effects at last such as drop of his or she performance due of he or she physical and mental fatigue and will lead to disease such as heart disease, high blood pressure, emotional problem and others (Fahrudin & Hasanuddin, 2020). The job roles need to be carried out well there are cause for failure to do this. Those causes were tested here to see if there were causing stress. Among the causes related to roles are conflicting demands on the job role, unclear job descriptions, lack of support in the job role and lack of career development opportunities are some. Teacher have become stressful because of role demands in institution, for instance when organization expectation about teacher behaviour are Unclear (Lashkariani & Motevalli, 2020).

II. METHODS

To achieve the objectives of the this paper, quantitative and survey based research. Data were analysed using Statistical Package for Social Sciences (SPSS Version 22). Survey based research is a cross-sectional design at a single point in time. Data are collected predominantly by questionnaire. These data will be examined to detect pattern of association (Bryman & Bell, 2011). This study was carried out in the Higher Learning Institutions in Tanzania and fifty five academic staff was involved. Twelve senior lecturers and fourty three assistants lecturers were participated. A complete set of questionnaire was distributed to the senior lecturers and assistants lecturers and they were completed and returned. The group of 55 academic staff who are both lecturers and instructors were selected from a Higher Learning Institutions in Tanzania. Base on Krejcie and Morgan (1970) for 55 participant should be 48 respondents. But only 40 lecturers and instructors was participated in this research others not replying the survey form. The group consisted of both sex, teaching skilled courses diploma and with different education levels (skilled level to master's degree). This group were sampled due to the various roles they played as educators. They were also played multi roles as role models for students and subordinates to the management as such demands were many. Therefor the group was considered the best to be sampled for knowing whether the causes of stress were true.

III. RESULTS AND DISCUSSION

The correlation analysis shown in Table 1 between demands and control. The demands and control variables coefficient value of 0.476 is positive and significant at $p < 0.01$. The strength of the

relationship between demands and control is at a minor correlation level.

Table 1
Correlations Analysis (Determine the Relationship among Stressors)

		Mean Demand	Mean Control	Mean Relationship	Mean Role	Mean Support
Mean Demand	Pearson Correlation		.476**	.656**	.654**	.586**
	Sig. (2-tailed)		.003	.000	.000	.000
	N	38	38	38	38	38
Mean Control	Pearson Correlation	.476**		.490**		
	Sig. (2-tailed)	.003		.002	.001	.000
	N	40	40	40	40	40
Mean Relationship	Pearson Correlation	.656**	.490**		.826**	.552**
	Sig. t2-railed)	.000	.002		.000	.000
	N	40	40	40	40	40
Mean Role	Pearson Correlation	.654**	.504**	.826**	1	.610**
	Site. (2-tailed)	.000	.001	.000		.000
			40	40	40	40
Mean Support	Pearson Correlation	.586**	.585**	.552**	.610**	1
	Sit. (2-tailed)	.000	.000	.000	.000	
	N	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

IV. CONCLUSION

Occupational stress is a phenomenon that has been widely discussed in the mass media and studied by various experts and authorities in this particular field to find out the causes or reasons for stress among academic staff. The research, which tried to show the factors causing stress among instructors and lecturers of Higher Learning Institutions in Tanzania has proven beyond doubt that these reasons cause stress in varying levels. Employer or organization should help the employees to achieve mental, emotion and physical preparedness to cope with occupational effectively. Organizations, government or private sectors should plan and conduct stress management programs to help employees to manage occupational stress. For instance, it can start with an educational phase whereby the participants learn about the basic concepts of stress, stress management program, ways to measure their own occupational stress level s. The management of the organizations should work hard to identify employees' personalities that fit to certain work environments in their organizations. They should also emphasize on activities such as

job designing, selection and training in their organizations. These activities will help them to find a match between work and individuals in an organization.

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