

The Role of Leadership and Governance in Managing Occupational Stress in Higher Educational Institutions

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Abstract

Stress is a modern-day epidemic that calls for urgent attention and proactive measures to end its threat on employees' wellbeing in order to promote quality education through competent and reliable personnel to fulfil organizational goals. It is observed that many potential workers are severely affected as a result of occupation stress. The role of leaders in higher educational institutions and government policy makers is critical in ensuring the safety of employees in the workplace. This study is based on quantitative research methods conducted in one private university in Kenya to determine the effect of stress on workers' effectiveness. Pertinent data was collected through a questionnaire based on open and close-ended questions. Descriptive survey design was used to describe the cause of occupational stress while correlation analysis was used to test the linear relation between variables. The results obtained from the data revealed four causes of occupational stress: Conflicting relationships among co-workers and their immediate supervisors, heavy workloads with deadlines, lack of rest, and lack of adequate finances to pay workers in due time. The outcome of the hypothesis test indicates that conflicting relationships between staff members and their immediate supervisors has a significant effect on job performance. Also, a heavy workload that needs to be accomplished within a specific period has a significant effect on job performance. Thus, it was recommended that leaders should minimize stress in the workplace by lowering the amount of work assigned, and to build strong relationships through team building activities.

Keywords: occupational stress, leadership, governance, management, higher education, employee

Introduction

Occupational stress is a significant concern in this modern society where much emphasis is placed on job performance with less emphasis on the state of an employee's life. The effect of this has caused loss of life and lowers the proficiency of employees in rendering quality services. In this study, 96.00% of the teaching and non-teaching staff indicates that stress has negative effects on job performance and this is associated with psychological and physiological illnesses which occasionally affect their effectiveness in the workplace. Human life is delicate, and much effort is required to sustain and preserve the human body so it can function properly. The Bible reveals that

God created man in His own image and likeness and gave him the authority to rule over all things on earth (Genesis 1:26-27). This indicates that human beings are empowered in all ramifications to work effectively. Nonetheless, there is need to understand the fragility of human beings. The body needs to be taken proper care of in order to function properly. To care for the wellbeing of workers is one of the roles of leaders in motivating employees to work more effectively towards accomplishing organizational goals.

Problem statement

There is increasing evidence that many workers either in governmental or non-governmental organizations are experiencing significant stress levels. These can cause a loss of interest in work, fatigue, flux in right thinking and even death. Stress experienced in the workplace could affect workers' proficiency to function effectively if there are no proactive measures put in place by government and leaders in higher educational institutions in overcoming its threat on workers' stability and effectiveness. The International Labour Organization research shows that;

Every 15 seconds, a worker dies from a work-related accident or disease. Every 15 seconds, 153 workers have a work-related accident. Every day, 6,300 people die as a result of occupational accidents or work-related diseases – more than 2.3 million deaths per year. 317 million accidents occur on the job annually; many of these resulting in extended absences from work (I LO 2017).

The effect of illness incurred by occupational stress affects productivity in the workplace because it leads to unnecessary absenteeism. Subsequently, it affects teachers' ability to prepare adequately before a class period. Furthermore, it leads to disorderliness among staff members to think and act wisely towards the progress of the institution. In addition, it may lead to an untimely death of potential workers who are known for their excellent work in promoting quality education. The effect of stress is enormous. Research has shown that “teacher stress is linked to teaching

performance and student academic outcomes. High stress levels are causing teachers to leave their profession, which causes instability among staff, students, and the community. In response, schools and districts are hiring newer teachers with less experience, resulting in lower student achievement and significant training costs for our nation's school systems" (Robert Wood Foundation, p. 3 2016). The effect of occupational stress lowers the standards of quality education because of early retirement of professional teachers and the hiring of newer teachers who are not competent in the teaching profession.

The role of leadership in managing occupational stress is significant because leaders are chosen deliberately to guide workers towards the accomplishment of organizational goals. McClure stresses that "without leadership no one knows what direction to go. Without people willing to serve, there is no one to follow a leader" (2006, p. 3). To cause employees to serve effectively requires leadership skills in managing occupational stress through daily assessment of workers' activities to determine their level of commitment and areas they are stressed in terms of job demand so that work is distributed evenly among employees based on their specialization. Also, innovative programs like team building activities and training on stress management are techniques that can help individual workers to overcome daily stressors experienced in the workplace. Salleh assert that, "stress affects everyone, young and old, rich and poor. Life is full of stress. Stress is every fact of life that we must all deal with. It comes in all shapes and sizes; even our thoughts can cause us stress and make the human body more susceptible to illness" (Salleh, 2008, p.12). The effect of stress is enormous. Therefore, leaders in higher educational institutions and policy makers in the educational sector need to come up with proactive measures in handling occupational stress for the longevity and effectiveness of potential staff in advancing quality

education in schools to transform the lives of students for national development and prosperity of the nations.

Purpose of study

The purpose of this study is to alert policy makers in the educational sector and leaders in higher educational institutions on the threat of occupational stress on workers' wellbeing and effectiveness so that appropriate measures are put in place in managing stress.

Significance of study

The study will contribute in promoting quality education in higher educational institutions based on the outcome of the research in relation to the causes of stress and its effects on employees' wellbeing and effectiveness. Thus, creating awareness of the menace of stress through publication will enable policy makers in the governmental stratum and leaders in higher education to respond sensibly to the issues of occupational stress by taking proactive measures to manage stress in order to improve the standard of education. Also, the study will help individual workers to identify the sources of stress and how to cope with it in order to stay healthy, build strong relationship among members of the organization and be productive in service delivery. Furthermore, this study will help the researcher to add value to the body of knowledge on the role of governance and leadership in managing occupational stress; this is appropriate because leaders influence people's actions where necessary to change to do what is right in order to remain healthy and effective in the workplace.

Research questions

1. In what ways does stress experienced in the workplace affect the effectiveness of workers?
2. What factors contribute to occupational stress in higher educational institutions?

In handling these pertinent questions an extensive review of literature was carried out to have an understanding of the subject area. The following areas were covered in the literature review: The general overview of stress, theories of motivation, symptoms associated with stress and stress management.

The Scope of Study

This study focused on the role of leaders in higher educational institutions and governance in educational sector in managing occupational stress through an extensive investigation of the source of occupational stress in a higher educational institution and its effects on workers' wellbeing and effectiveness. The research is a case study of one private university in Kenya. Twenty-five samples were used in this study which was determined from a subset of a population of full-time staff including teaching and non-teaching staff. Only twenty-five questionnaires were distributed, collected and analyzed which is considered a small sample size. However, the researcher reached the point of satisfaction based on the credibility of the information received from the respondents.

In this study, the conclusion was based on the information received from the respondents through a well-structured questionnaire. Thus, the findings were based on the information received, analyzed and interpreted without any falsification.

Methodology

The method used by the researcher is a statistical method using both descriptive and inferential statistics. According to Nassiuma, "statistics can be divided into two major areas: descriptive statistic which deals with collection, classification, presentation and descriptive of information and inferential statistics deals with the analysis, interpretation and decision making on

the basis of the result” (2017, p. 3). Descriptive survey design was used to determine the source of occupational stress. Subsequently, correlation analysis was used to determine the linear relation between the variables. The data was gathered from teaching and non-teaching staff through simple random sampling technique. According Kothari and Garg, “this type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample” (2014, p.14). The random sampling techniques allows for inclusivity of participants. The variables were determined using two validated instruments- the descriptive statistic, this is presented using tables, frequencies, percentage to describe the result. The inferential statistic was used to determine significant relationships between input and response variable.

Test statistic Formula

$$t_c = r \sqrt{\frac{n-2}{1-r^2}}$$

Hypothesis: $H_0 = P=0$ against $H_a: P \neq$

Level of significant is determined by 5%

$t_n \alpha/2$ at significant level of 5%

Hypotheses:

1. H_0 : A conflicting relationship with an immediate supervisor has no significant effect on job performance.
2. H_0 : Workload has no significant effect on job performance.

Relevant Review of Literature

General overview of stress in the workplace

Sims defined stress as “a pressure, strain, or force on a system. Too much stress can lead to low performance in an organization which can either be physical or psychological human stress” (Ronald 2000, p. 110). This definition indicates that when someone is pressured at the place of

work it can cause stress which could affect the person's effectiveness in the workplace. Pressure can come in various forms such as being overburdened with work that weighs an individual down. This can affect the person physically, psychologically and socially. Stress can also be an emotional phenomenon that affects a person's ability to think and act wisely towards the fulfillment of a given task. According to Graham and Bennett;

Stress has both positive and negative aspects. Some employees thrive on pressure; it helps them draw on physical and emotional resources and they actually enjoy tense and challenging situations. Stress triggers in these people the adrenalin needed to sustain intense effort and to be able to cope with several different problems all at the same time. Continued exposure to stress, however, can cause extreme tiredness, irritability, physical upsets such as headache and rashes, insomnia and possibly aggression towards fellow employees. (1998, p. 129)

Although Graham and Bennett state that stress can be positive because some people do well under challenging situations they also emphasized the implications of continuous stress. Continuous stress affects individuals physically because of its effect on human body resulting to sickness and also causing emotional aggression where the individual is not happy in carrying out his or her job effectively. These might also result in a lack of job satisfaction. Bickford notes that;

Stress in the workplace is a growing concern in the current economy, where employees increasingly face conditions of overwork, job insecurity, low level of job satisfaction, and lack of autonomy. Workplace stress has shown to have a detrimental effect on the health and well-being of employees, as well as a negative impact on workplace productivity and profits." (Bickford 2005, p. 2)

Stress is a growing concern that requires constant awareness in higher educational institutions because of its threat on workers wellbeing. If quality education is to be upheld, human factors need to be considered as a significant aspect in fulfilling the mandate of the institution because human resource is the stronghold of any organization. For workers to be strong enough to carry out their

respective mandate requires collective efforts to manage stress effectively. According to Kramer, “Stress has been so ingrained in our days and in our culture, that we probably don’t even recognize it” (2017, p. 1). It is possible to be experiencing stress at different levels in the workplace without recognizing its effect on job effectiveness. Every organization exists to offer quality services to the society. However, if stress is not appropriately managed it affects job efficiency and increase fatigue and lack of interest on a particular job. “When an individual is experiencing stress, it does not only impact on their work behaviour but also the broader work environment” (Organization Health, 2012). Occupational stress is dangerous to human health and wellbeing; the impact of this can affect good conduct and other related problems in the workplace.

Types of Stress

Karl Albrecht identified four types of stress which are explained below:

Time stress: This is a sense of urgency to accomplish a given task within a specific period. In an organization, employees might be given a specific task too hard to accomplish within the time allocated which could trigger stress.

Anticipatory stress: This is the fear about the future accomplishment. A worker might feel tensed when they consider an upcoming event that is not pleasant to them. Also, they might be afraid of their current position being taken by someone else or being demoted; this can result insecurity in the workplace leading to anxiety.

Situational stress: This is the stress experienced as a result of circumstances beyond a person’s controls such as the loss of family members. Situational stress takes place unexpected. It can occur as a result of change in organizational structure which is not pleasant to an employee. These related cases can affect the effectiveness of workers in an organization.

Encounter stress: This is the kind of stress that revolves around people. Stress might take place when a person is worried about interacting with a group of people they do not like as a result of their personality or based on cultural differences.

Managing the above types of stress requires leadership skills in creating a conducive environment free from fear and threat of any kind. However, this requires effective communication through open system where issues affecting the organization are clearly expressed and dealt with. It also involves an in-depth understanding of organizational theories to be able managed activities in the workplace.

Theories of work and motivation

This section examines the various organizational management theories which played a significant part in organizational success. An overview of these theories will help leaders in higher educational institutions and policy makers in educational sector to adopt appropriate measures to manage occupational stress. Frederick Winslow Taylor in his quest to improve work efficiency developed a scientific principle of management in 1911. According to him:

The greatest prosperity can exist only as the result of the greatest possible productivity of the men and machine of the establishment-that is, when each man and each machines are turning out the largest possible output; because unless your men and your machines are daily turning out more work than others around you, it is clear that competition will prevent your paying higher wages to your workmen than are paid to those of your competitor. (Taylor, 1911, p. 12)

The prosperity of any organization depends on workers' commitment and dedication to their work in order to yield more wages for the organization and to aim for higher pay from their employers concurrently. Taylor emphasizes the aspect of employees training, which is the greatest prosperity any organization could ever achieve because it helps to develop employees to maximize their

fullest potential and to be self-efficient to accomplish organizational goals. Taylor came up with five principles of scientific management to improve effectiveness in the workplace as thus:

Principle one: Develop a science for each element of a man's work, which replaces the old rule-of-thumb method. This involve the combination of the initiative of the workmen, coupled with new types of work done by the management, that makes scientific management so much more efficient than the old plan.

Second principles: Scientifically select and then train, teach, and develop the workman, whereas in the past he chose his own work and trained himself as he could.

Third principles: Cooperate with the men so as insure all of the work being done is accordance with the principles of the science which has been developed.

Fourth principles: There is an almost equal division of the work and responsibility between management and the workman. The management takes over all work for which they are better fitted than the work-men, while in the past almost all of the work and the greater part of the responsibility were thrown upon them.

(1911, p. 36-37).

Taylor set the pace for division of labour and specialization in an organization which has continued to make significant impact in the workplace because it enables both workers and management to understand their roles in order to avoid job conflict. Also, it enables managers to supervise their workers more closely to be able to evaluate their performance. Subsequently, the principle of development and training of workers has helped to increase the knowledge of workers in area of specialization so that organizations have professionals who handle technical aspects in the workplace for the prosperity of the organization. Another aspect of Taylor's theory that determines the success of an organization is the aspect of human relationships. When there is a cordial relationship between managers and employees, it creates a good atmosphere for job effectiveness and productivity.

Taylor's theory has continued to make significant impact in this contemporary time.

However, there is need to note that Taylor's theory is based on performance for prosperity at the expense of stress incurred by employees in the workplace; his philosophical idea seems to negate

the value of human dignity because he equates human life with machine production in terms of work. Human life cannot be equated to a machine because a machine has no flesh and blood, in as much as productivity is very important in workplace, human dignity should be preserved and be respected. More work without considerable measures to manage occupational stress can be threatening to workers' lives. Thus, the principle of rest and care for workers is very significant in maintaining effectiveness in the workplace. Buckley comments that;

There is need for every employee to understand how to manage their time well so that time for rest is integral to their daily routine. Relationships in organizations play a significant part in achieving organizational goals because an organization is made up of people who share a common interest in the workplace. Elton Mayo conducted a research in Hawthorne to determine what influences employees to be effective in the workplace. The outcome of the experiment illustrates the importance of managerial concern for workers' welfare which stimulates desire towards accomplishing organizational goals. Mayo's theory focused on individual relationships in the workplace between management and individual workers. His conclusion is based on following highlights:

- Individual employees must be seen as members of a group
- Salary and good working conditions is less important for employees than a sense of belonging to a group.
- Informal groups in the workplace have strong influence on the behaviour of employees in said group
- Managers must take social needs, such as belonging to an (informal) group, seriously. (Mayo, Elton. 1950)

Employees are to be respected and valued; the most awful thing that could happen to any employee is when they are neither respected nor valued. Thus, creating a good working

environment could usher each worker to feel the sense of belonging by stimulating enthusiasm towards fulfilling organizational goals. As claimed by Srivastava and Pathak; “Personal effectiveness is the ability to make a positive and energetic impact unto others by conveying ideas and information clearly and persuasively. It involves planning and prioritizing available means by using interpersonal skills to help build effective working relationships with others and reduce personal stress (2011, p. 22). Distress can emerge in the work place when relationships among colleagues and their leaders are not in good condition. Every employee wants to feel the sense of belonging as they discharge their respective duties which in some cases are far more significant than receiving good salaries. Interpersonal relationships in the workplace are significant in achieving organizational goals. Studies have shown that “interpersonal conflict decreases job satisfaction significantly” (Mizuno et al. 2007, p. 60). Conflict resolution is very significant in the workplace because it helps to resolve conflict among co-workers to increase job satisfaction and efficiency in the workplace. Robbins and Coulter made an insightful observation that in “achieving competitive success through people requires fundamental change in how managers think about their employees and how they view the work relationship. It involves working with and through people and seeing them as partners, not just as cost to be minimized or avoided” (2005, p. 282). Every employee plays a significant part in fulfilling the mission of any organization. However, it requires a peaceful environment void of conflict among workers and managers to achieve organizational goals.

The sources of occupational stress

Robert Wood Johnson Foundation identified four major sources of stress in school which is illustrated below:

- **School Organization (Leadership, Climate and Culture):** Leadership role in ensuring safety in the workplace is essential in reducing occupational stress. “A supportive school culture, strong principal leadership and a collaborative, collegial environment are associated with higher job satisfaction among teachers and intentions of novice teachers to continue teaching. High teacher trust in both their colleagues and leadership is related to lower stress and burnout” (2016, p. 3). Leaders are to extend warmth to every member of the institution so that work is done without threat of any kind.
- **Job Demand:** high expectation from supervisors can leads to occupational stress because it results in an increase in job demands which an employee must accomplish within a short period. Thus, the result is unnecessary tension and fear which could lower the employees ‘effectiveness and job satisfaction.
- **Work Resources (Support and Autonomy in Decision-Making):** When teachers are not given even a slight opportunity to be involved in decision making it decreases their level of commitment to make significant contribution in the school and also leads to emotional unrest where they feel unsafe in their job. Teachers operate at the grassroots level because of their daily interaction with students. Therefore, leaders need to recognize their place so that an unrealistic policy does not trigger stress that affects workers’ wellbeing and effectiveness.
- **Teachers’ Personal Resources and Social-Emotional Competence:** This is low socio-emotional competence resulting from high job demand and other related issues that affects a teacher’s ability to socialize effectively. Low socio-emotional competence can be interrupted when a person has experienced intense stress; these can result in a state of moodiness and anger which affects classroom interaction between a teacher and students. “If a teacher is unable to manage their stress

adequately, their instruction will suffer, which then impacts student well-being and achievement” (2016, p. 4). Leaders are to ensure that they do not allow work demands to cause low social competence among teachers. Subsequently, personal mechanisms are required by teachers to handle such experiences in order to offer quality education.

An important aspect of the source of stress is identified by Cole and Phil as thus:

Domestic situation factors: Domestic situation factor is caused as a result of lack of finances to meet personal needs; marital crises, bereavement, stubborn children and personality type. A workaholic person with little dividend to meet personal needs may experience more stress (2011, pg. 158).

From the evaluation of the sources of stress there is need for policy makers in governmental stratum to pay key attention to the sources of stress in higher educational institutions through supervisory measures to ensure that the school environment is conducive for employees to offer quality education. Subsequently, leaders in higher education should not take advantage of their position to oppress their workers. Thus, there is a need for leaders to protect the lives of their workers from colleagues and clients who are agents of violence. In the same vein, there is a need for individual workers to know how to manage personal stress in order to stay healthy and increase their social emotional competence which plays a significant role in student learning.

Common Symptoms associated to Occupational Stress

Most of the symptoms associated with stress can be physical, psychosocial and behavioural. Bressert classified symptoms of stress in four categories. 1) physical signs - digestive upset, increased heart rate, nervous, high blood pressure etc. 2) Cognitive signs - confusion, negative thoughts, forgetfulness, difficulty thinking in a logical sequence etc. 3) Emotional signs - irritation,

frustration, feeling overwhelmed etc. 4) Behavioural signs - poor work relations, sense of loneliness, decrease contact with family and friends etc. (Bressert 2016, p. 1-4). Human life is so delicate. If a worker is plagued with one of the above symptoms it will affect them negatively. Occupational stress experienced by a social worker can be managed at the early stage before it gets to a burnout stage. "Burnout is characterized by emotional exhaustion, depersonalized and reduced personal accomplishment that may begin gradually and intensify over time" (Nikki 2011, p. 73). Personal drive to accomplish great things in a working place can be hindered as a result of a burnout experience.

The burnout experience has a negative effect on a worker's health and performance rate. Thus, it is important for workers to do a daily assessment of themselves to identify if stress is approaching. Almeida et.al, observed that "there are features and events in the daily environment that pose risks to mental health and psychological well-being such as demanding work conditions, financial pressures and family conflicts referred to as daily stressors" (2009, p. 219). Daily stressors are inevitable as long as human life exists in this world but it can be managed appropriately when there is conscious awareness and measures put in place to prevent it from affecting human life. Sallah noted that "almost every system in the body can be influenced by chronic stress. When chronic stress goes unreleased, it suppressed the body's immune system and ultimately manifest as illness" (2008, p. 12).

If the outcomes of stress result in illness, it becomes necessary for appropriate measures to be put in place to manage stress more intentionally. Stress has both psychological and physiological effects on human beings and the implication of this can affect the health of an employee to successfully carry out his or her duty successfully. International Labour Organization

report shows that “work-related stress can severely impact workers’ general achievement levels in a negative way with respect to both efficiency and accuracy” (2006, p. 9). To uphold quality education in school requires a daily watch on matters of occupational stress. Stress can lead to character change of a potential worker which then affects his or her mental state to act sensibly and manifestation of negative behavior such as isolation, drunkenness, frustration and broken relationships with colleagues, managers, and family members. According to Mwititi and Dueck, “The symptoms of stress may vary some from culture to culture. Usually there are physical, mental, emotional, relational, and spiritual symptoms” (2006, p. 93). Human beings respond to stress differently. The relational symptom of stress is the social effect of stress resulting in a state of being isolated from people one considers important. It also results in negative attitudes towards others and a desire to be alone which could lead to depression.

Managing occupational stress

Leadership role in managing stress in the workplace is significant because leaders set the road map for workers to take precautions on health and safety matters in the workplace. As stated by Adeyemo, “leadership is one of the gifts of grace– charisma- which God in his sovereignty bestows on anyone of his choice regardless of historical and cultural antecedents for his own purpose and glory (2009, p. 66). For any organization to succeed require a charismatic leader that will influence people positively towards accomplishing organizational goals. Leaders in higher educational institutions are to ensure that students get better education and quality services through the hands of competent employees. Thus, to cause workers to serve more effectively requires leadership skills in managing occupational stress which entails love and care for employees’ wellbeing and safety in the workplace. Lepine et al. annotates that “charismatic leaders frame job

demands in an optimistic light and serve as role models to followers regarding appropriate reactions, follower appraisals of stressful demands are more apt to evoke challenge and less inclined to evoke feelings of hindrance. Moreover, followers should feel more confident about responding to stressful demands” (2016, p. 1040).

The first leadership role in managing occupational stress is to examine the environment at which work is done to determine if it is conducive for workers’ health and safety. Secondly, to ensure every worker understands their job description in order to avoid conflicting roles among employees. Thirdly, to evaluate all activities done by employees monthly to determine how successful they have worked based on their job descriptions. Fourthly, to engage in open dialogue with employees to discuss matters of occupational stress. Lastly, leaders are to organize seminars to educate workers on how to manage personal stress experienced in the workplace.

The role of governance in the educational sector is also significant in managing occupation stress because they make policy that govern educational program in the country. According to Clerk “effective governance is a prerequisite for putting in place the integrated policy making capacity which is needed to drive sustainable development.” (Clerk, 2012. p. 1). For policies to be effective it must be reviewed from time to time to meet the contemporary needs of employees. Health issues in the workplace are to be discoursed and analyzed critically because the success of any organization depends on the wellbeing of employees.

Result and discussion of Findings

In response to the research question one, on how stress experienced in the workplace affect the effectiveness of workers, 96.00% of the respondents indicated that stress experienced in workplace has negative effects on employee’s effectiveness in the workplace. There are physiological

and psychological symptoms associated to work-related stress that affects workers effectiveness in the workplace. About 80.00% of the respondents confirmed that they occasionally suffered from physiological illnesses such as headaches, backache, and neckache as well as psychological illness such as: anxiety, restlessness, burnout, and irritation. The human body is so delicate; any part of the body that is occasionally affected by pain will prevent other parts of the body from functioning properly. Thus, maintaining good health every day will help workers to remain healthy and sound to function better in achieving organizational goals.

In response to research question two, on the sources of occupational stress, majority of the respondents (29.09%) state that workload to accomplish within specific period is the main source of occupational stress. Other sources include: lack of sufficient rest period by employees, lack of adequate finance to pay workers in due time and conflicting relationship among co-workers and heads of department respectively. (22.04%; 20.9%; and 14.9 %)

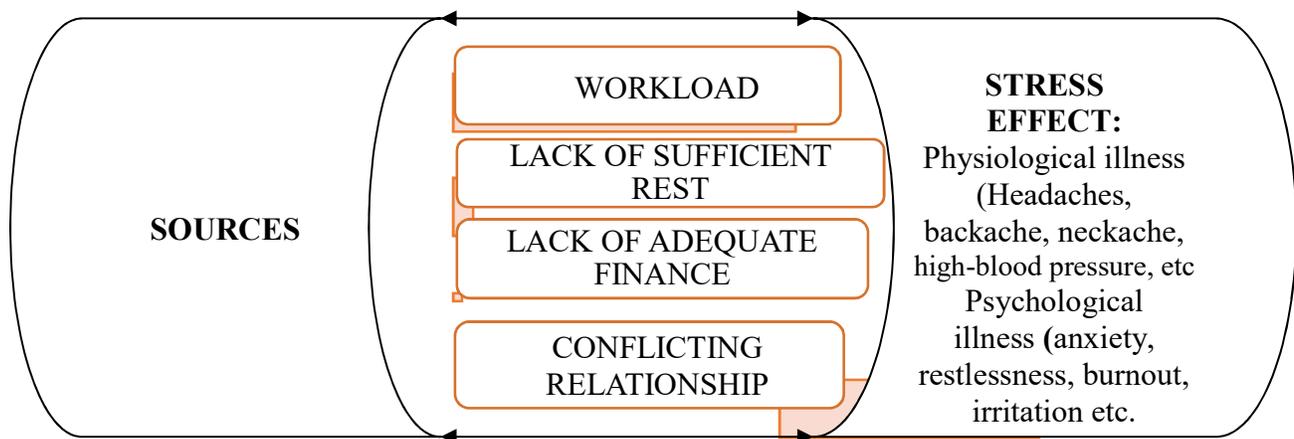


Figure 1. The sources and effect of occupational stress

Test Statistics

Hypothesis 1: Conflicting relationship among staff members and immediate supervisor has no significant effect on job performance. ($H_0 = \mu = \mu_0$ VS $H_a: \mu \neq \mu_0$)

Summary output

Regression Statistics

Multiple R	0.492366
R Square	0.242424
Adjusted R Square	0.209486
Standard Error	0.871145
Observations	25

ANOVA

					<i>Significance</i>
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>F</i>
Regression	1	5.585455	5.585455	7.36	0.012409
Residual	23	17.45455	0.758893		
Total	24	23.04			

	<i>Standard</i>			<i>Upper</i>	<i>Lower</i>	<i>Upper</i>
<i>Coefficients</i>	<i>Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>95%</i>	<i>95.0%</i>
				<i>95%</i>	<i>95.0%</i>	<i>95.0%</i>

Intercept	0.545455	0.185729	2.936835	0.007408	0.161245	0.929664	0.161245	0.929664
X Variable 1	0.484848	0.178718	2.712932	0.012409	0.115143	0.854554	0.115143	0.854554

The table value of the t statistic at 24 degrees of freedom and significant level of 5% is given as 2.064. The calculated value is given as 2.713. Therefore, since the calculated value of the statistic is such that $t_c > 2.064$, we reject the null hypothesis and conclude that conflicting relationship among staff members and immediate supervisor has significant effect on job performance.

In terms of personal care and effectiveness in the workplace 38.00% of respondents indicated that they are overworked and do not utilize their break-times and meals-times effectively. About 32.00% of the respondents indicated they are underpaid despite their commitment to their work while 32.00% of the respondent's affirmed that they are happy and enjoying their work without any problem.

Test statistic

Hypothesis 2: workload has no significant effect on workers wellbeing

$(H_0 = \mu = \mu_0 \text{ VS } H_a: \mu \neq \mu_0)$

Summary output

Regression Statistics

Multiple R 0.914659

R Square 0.836601

Adjusted R Square	0.829497
Standard Error	0.202289
Observations	25

ANOVA

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance</i>			
					<i>F</i>			
Regression	1	4.818824	4.818824	117.76	1.6E-10			
Residual	23	0.941176	0.040921					
Total	24	5.76						

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.058824	0.049062	1.198958	0.242752	-0.04267	0.160316	-0.04267	0.160316
X Variable 1	0.313725	0.02891	10.85173	1.6E-10	0.25392	0.373531	0.25392	0.373531

The table value of the t statistic at 24 degrees of freedom and significant level of 5% is given as 2.064. The calculated value is given as 10.87. Therefore, since the calculated value of the statistic is such that $t_c > 2.064$, we reject the hypothesis 2 and conclude that workload among employees has significant effect on workers' wellbeing and effectiveness in the workplace.

Conclusion

Stress is a growing concern in our modern society that calls for immediate intervention to sustain the lives of potential workers to accomplish organizational goals. Boa notes that, "in the

university of life, stress and affliction are not elective courses; they're a required part of the curriculum. Stress is not a negative thing; if properly managed, it can lead to development and growth" (Boa 2005, p. 2). This study shows that occupational stress affects productivity in the workplace because of its physiological and psychological effects on an employee's life resulting in prolonged sicknesses, absenteeism, anxiety, poor working relationships and feeling overwhelmed with work.

Four major factors contribute to occupational stress in higher educational institutions these includes: workload to accomplished within specific period, lack of sufficient rest period by employees, lack of adequate finance to pay workers in due time and conflicting relationship among co-workers and supervisors. Innovative programs like team building activities and training on stress management could help individual workers to manage daily stressors experienced in the workplace.

Recommendation

1. In response to the effect of stress on job effectiveness most of the respondents, 96.00% indicated that stress has negative effects on job effectiveness and this is associated to psychological and physiological illnesses which occasionally affect their effectiveness in the workplace. Based on this evidence, there is need for leaders in higher educational institutions to create awareness on the menace of stress through an open dialogue forum where matters of occupational stress are discussed.

2. Workload is one of the factors that contribute to occupational stress. Thus, leaders are to lower workload by reviewing job description documents from time to time to re-define workers roles so

that every employee understands what they are assigned to do in order to avoid the risk of being affected by stress.

3. Governance in educational sector should review the policy of health and safety in the workplace to ensure that leaders in higher educational institutions adhere to the policies established for the safety of workforce. Subsequently, payment of salaries should be looked into by policy makers in the educational sector to ensure that staff members are not deprived of their monthly salaries and other financial benefits.

4. There is a need for leaders to build strong working relationships among employees through effective communication and encouragement from time to time to allow free expression of concerns. This will help workers to receive encouragement and relief from their stress.

5. The first person to suffer greatly from stress are the employees themselves. Therefore, every employee should develop personal mechanisms such as, exercise, medical checks, counseling and absolute trust in God in order to remain healthy and strong to enjoy life.

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