Sources of Work-Related Stress among Lecturers in Institutions of Nursing in Imo State

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Abstract
The research was designed to investigate work-related stress among lecturers and institutions of nursing in Imo State. A descriptive survey Design was adopted for the study period the target population for the study comprised 95 lecturers in the six nursing institutions in Imo State. The sample size of the study is 88 respondents. The simple random and stratified random sampling techniques were used as a technique to draw the sample for the study. Define dense the study revealed that demand and pressure of work much do lecturers knowledge and ability as well as too much workload are among the major sources of work-related stress among nurse lecturers.

Keywords: work-related stress, lecturers, institutions of nursing

Introduction
Work is an essential need for everyone. It is estimated that over 75% of adult's non sleeping time is devoted to job activities and people find satisfaction and personal identity by means of their employment. Among life events the workplace stands out as a potentially important source of stress purely because of the amount of time spent in this setting. Employees are exposed to tension, frustration and anxiety as they go about the task assigned to them which results to stress.[1]
Stress in the workplace is increasing along with the pace of global change.[2] Stress is associated with work overload, role conflicts, and job insecurity.[3] Some of the common health outcomes resulting from stress overload are depression, memory loss, poor attention and anger.[4] Sustained stress leads to cynicism, inefficiency and exhaustion. Mental health concerns resulting from stress overload can result in lost workdays, lower employee productivity and high job turnover rates. Stress is defined by a dynamic interaction between the individual and their environment, and is often inferred by the existence of a problematic person-environment fit and the emotional reactions which underpin those interactions.[5] Nurses encounter complex and stressful conditions due to special demands of their profession which enhances their vulnerability to work related stress among Nurse lecturers is an endemic problem which is known to be stressful throughout the world.[1] It has been established that Nurse lecturers face stress but work on how Nurse lecturers cope or manage occupational stress and the demographic determinants are rather few and inconclusive. In order to fill this gap in knowledge, this study, therefore, will investigate the Work-related stress and psychological trauma among Nurse Lecturers in Imo State.

Research Methods

Research Design
A descriptive cross-sectional survey design was adopted for this study.

Study Area

The study was conducted in Imo State among the clinical nurse instructors in the six nursing training institutions.

Population Study
There are nine (9) nursing higher institution in Imo state, and only 6 which are more than five years in establishment was used in the study. The target population of the study was made up of 95 lecturers in the six (6) nursing institutions in Imo State.

Sample Size Determination
The target population for the study comprises all the lecturers in the six (6) schools, which sum up to 95. Due to the small number of the target population, the entire 95 lecturers were adopted for the study. Because of this, no sample size determination method was used.

Sample and Sampling Technique
The population comprised of 3823 both lecturers and student nurses. The sample was drawn using stratified sampling procedure.
Stage one: Six schools were purposefully selected out of nine nursing institutions in Imo State; this is because the three excluded institutions are not up to five years in establishment.
In stage two, the selected schools were stratified into six strata; as the name of the institutions appeared in table 3.1 above.
In stage three, balloting without replacement was used to select the entire 248 samples from each stratum as indicated in table 3.2 below.

Inclusion Criteria
- Willingness to participate in the study
- The students must be in department of nursing
- The teacher must be in any of the six (6) nursing educational institutions under study (St. Mary's, Holy Rosary, Our Lady of Mercy, St. Mary's Joint Hospital, Ezeala College of Nursing, Imo State College of Nursing and Department of Nursing, (IMSU).
- Teachers of all cadre irrespective of status or educational qualification but must have taught for at least three year and a full time staff.
- The teacher must have been procuring and invigilating examination.
- The schools must be at least five years in establishment

Exclusion Criteria:
- Nurse lecturers who have not worked up to 3 years in the school was not be included
- Any institution which are not up to five years in establishment was not be included

Instrument for Data Collection

The researcher developed questionnaire on *work related stress and psychological trauma among lectures in institutions of nursing in Imo State* (WRSPTAL). The instrument was used to generate data for the present study. The questionnaire has four (4) sections. Section A consists of 8 items designed to collect demographic data from the respondents, section B consists of 11 items generated based on the sources worked related stress among nurses, section C consists of 5 items generated based on the Causes of psychological trauma among lecturers in nursing institutions and section D consists of 21 items generated based on the Coping strategies for work related stress. The items were arranged on 4-point Likert type scale namely:

Strongly Agree   (SA)   4 points
Agree   (A)   3 points
Disagree   (DA)   2 points
Strongly Disagree   (SD)   1 point

Procedure for Data Collection
Prior to data collection, initial visits were made to each school by the researcher with an introductory letter from Head of Department of Nursing Sciences, IMSU, Orlu and the ethical approval letter to introduce self and the purpose of the visit. These visits provided a forum for introduction and establishment of rapport between the researcher, the head of departments and the students and the teachers.
With the help of six (6) research assistants, the questionnaires were administered to the respondents on the spot in their classrooms, after obtaining their informed (written) consent, within the time permitted by the head of departments and the class teacher. Questionnaires were collected from the respondents immediately after completion which took about 36 minutes. The teachers' questionnaires were administered to them in their respective offices and were completed at their convenience and collected later. Confidentiality and anonymity were maintained. Data collection lasted for 8 weeks.
Method of Data Analysis
Item by item simple descriptive analysis was done to illustrate the response frequency, percentages, mean and standard deviation of various categories of data. Data collected from the questionnaire were collated, tallied and presented in Tables. Responses to items 8-43 in Sections B, C and D in rating scale with critical mean 2.5 were weighted thus: 'Strongly Agree = 4, 'Agree = 3, 'disagree = 2, 'Strongly Disagree = 1. This implied that any item with mean greater than and equal to critical mean (decision rule) 2.5 was considered accepted. Associations between demographic variables and both work - related stress and coping strategies were determined using Chi-square (χ^2) test. Statistical significance was set at p≤0.05. All statistics were done using SPSS/IBM software (Version 20.0).
Ethical consideration
A letter of introduction was obtained from the Department of Nursing Sciences, Imo State University, Orlu and ethical approval from Imo state research ethical committee. Permission was gotten from the head of department in each of the institutions. The expected time, purpose and nature of the study was explained for each of the respondents. The collected data was entered into the computer without names, rather code numbers were used which was accessible to the researcher only for confidential purpose.
Results

Table 1: Descriptive statistics on responses on the causes of stress among lecturers of Imo State Nursing Schools

S/N	ITEM	N	X	SD	REMARKS
1.	Nursing students population	88	2.83	0.820	Accept
2.	Lack of support from superior	88	2.91	0.669	Accept
3.	Students not taking clinical teaching and learning seriously (lack of interest)	88	3.43	0.708	Accept
4.	Student level of learning	88	2.48	0.857	Accept
5.	Lack of support from colleagues	88	2.48	0.857	Accept
6.	Low payment, late payment (payment comes late)	88	3.26	0.750	Accept
7.	Insufficient resources to work	88	2.96	0.815	Accept
8.	Stress as a result of under skilled	88	2.82	0.891	Accept
9.	Poor salary	88	2.83	0.974	Accept
10.	Office conflict role	88	3.25	0.762	Accept
11.	Demand and pressure of work are marched to their knowledge and abilities	88	2.53	0.802	Accept
	Cluster Mean	**88**	**2.90**	**0.477**	**Accept**

For table 1 on causes of psychological training among lecturers, items 1-11 show the following mean responses: 2.83, 2.97, 3.43, 2.48, 2.59, 3.26, 2.96, 2.82, 2,83, 3.25, 2.53 respectively with their corresponding standard deviations of 0.820, 0.669, 0.708, 0.857, 0.918, 0.750, 0.815, 0.891, 0.974, 0.762 and 0.802. It was observed that all the mean scores were greater than the reference mean of 2.50 implying that all the statements were accepted by the respondents as true causes of psychological trauma among lecturers of schools of nursing. The cluster mean score of 2.90 certifies this finding.

Discussion

On the sources of work-related stress among nurse lecturers in nurses training institutions the findings as seen in table 4.1 reviews that all respondents strongly accepted all the items statements in that table as being sources of work-related stress among nurse lecturers of research question one. Some of such sources include: lack of support from the head, poor salary office conflict role, insufficient resources to work, stress as a result of unskilled, too much workload, demand and pressure of work matched to their knowledge and ability, lack of support from superiors among others. The finding is in line with Emodi [6] who posits that occupational stress among lecturers was high, that poor funding, lack of adequate teaching and research facilities, poor working condition and unfavorable heavy workload, crowded classrooms and time pressure among other conditions of service were implicated on the prevalence of stress among their lecturers.

On the causes of psychological trauma among lecturers in schools of nursing in Imo State, findings revealed that students not taking clinical teaching and learning seriously, student level of education, lack of support from colleagues, lack of support from superior and nursing students' population are seen as those causes of psychological trauma among lecturers. They find them corroborate is the finding of Emodi[6] posits that other factors to psychological trauma include role overload, poor learner behavior, lack of resources, class size, diverse in individuals they have to work and the lack of motivation of co-workers.

Conclusion

It is imperative to note that the socio-economic characteristics of people, ascertain the symptoms of job stress among respondents, identity the various causes of job stress among respondents and ascertain the coping strategies of job stress among respondents. These are among the factors that cause stress among lecturers.

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