

JOB RELATED STRESSORS AND INSTRUCTIONAL ROLE PERFORMANCE OF RADIO COMMUNICATION TEACHERS IN TECHNICAL COLLEGES IN SOUTH-SOUTH NIGERIA

Dr. S. I. Efanga

Department Of Curriculum Studies Educational Management and Planning University of Uyo,
Uyo Nigeria

Nsikan O. James Ph.D

Department of Electrical and Electronics Engineering, Maritime Academy of Nigeria Oron,
Akwa Ibom State, Nigeria

ABSTRACT: *This study examined the relationship between Job related stressors and instructional role performance of radio communication teachers in Technical Colleges in South-South Nigeria. To achieve this purpose three specific objectives, and three research hypotheses were raised. The population of the study consisted of 30 principals 74 vice principals and 104 Radio Communication teachers in all the 30 Technical Colleges in South-South Nigeria. All the subjects in the population were purposively used for the study. Data collection was done with the use of two instruments called “Job Related Stressors of Radio Communication Teachers Questionnaire (JRSRCTQ)” and “Role Performance of Radio Communication Teachers Questionnaire (RPRCTQ)”. The Pearson-Product Moment Correlation (PPMC) statistic was used in testing of hypotheses at .05 alpha level. The instruments were validated by research experts in the faculty of Education University of Uyo. The instruments were subjected to Cronbach alpha reliability estimate, the result of the analysis yielded a reliability coefficient of 0.85 for JRSRCTQ and 0.82 for RPRCTQ. Based on the findings of this study, it was concluded that the instructional role performance of radio communication teachers in technical colleges in South-South Nigeria was unsatisfactory. It was recommended that the Federal Ministry of Education should provide adequate instructional space in all Technical Colleges to facilitate effective learning and conducive working environment.*

KEYWORDS: Stressors, South-South, Role, Performance, Technical college.

INTRODUCTION

The issue of stressors on the job has progressively gained attention of educators probably because of its relevance to employees and organizational problems. Stressors are activators of stress or situations in the environment that cause stress. Stress can be seen as environmental events or forces that threaten the well being of an individual in the society. Stress is a disruption of the emotional stability of the individual that induces a state of disorganization in personality and behaviour. It is a biological phenomenon that is experienced by all person's regardless of their socio-economic status, occupation or age. Stress is also a set of conditions involving intervention of a person and environment which presents a person with a demand or a constraint and an opportunity for

behaviour. Above all, stressors are producer of stress situations. Beehr and Newman (2003) conceptualized stressors as a condition where job related factors interact with the worker to change his psychological or physiological condition such that the person is forced to deviate from normal functioning.

Radio Communication teachers in the South-South Geopolitical Zone are faced with numerable stressors which are inadequate instructional space, insecurity and poor time management. Lvancevichi, Matterson and Richard (2003) addressed the issue of stressors on the job and indicated that job related stressors can cause physical illness and psychological disturbance with psychosomatic as well as physical changes. They observed that while stressors are inevitable part of living and working, excessive pressure can lead to ill- health, lost of productivity and increased personal problems. A critical look at most technical college in South-South Nigeria reveals that their instructional space are inadequate and may create unconducive learning environment (Ekefre, 2007). Students are not performing well due to poor nature of the learning environment. This is clearly shown in external public examinations published by National Business and Technical Examination Board (NABTEB, 2012).

Statement of the Problem

The cardinal point of any Technical Education was to impart employable skills as well as practical knowledge for entrepreneurship and self –reliance (Paiko 2008; Obioma 2010). Presently, Radio Communication teachers in the South – South zone of Nigeria are experiencing large class size, poor school facilities, inadequate instructional space, tight schedule and poor school environment. The situation no doubt impose strain on Radio Communication teachers as they strive to work under pressure in order to meet the demands of their instructional role and task. Again, the situations are compounded as Radio Communication teachers are required to improvise equipments, tools and materials for practical work, with little or no attention for their effort, coupled with frequent kidnapping in schools and insecurity. The stressors could lead to lack of devotion to duty by some Radio Communication teachers, thereby resulting in low instructional performance. The researchers observed that lack of functional instructional space for technical teachers during instruction may reduce the degree of tolerance which may lead to anger and frustration on the part of Radio Communication teachers resulting in job dissatisfaction. It was on this backdrop that the researchers want to know what led to stress on the job.

Purpose of the Study

The purpose of this study was to determine the relationship between Job related Stressors and Instructional Role Performance of Radio Communication Teachers in Technical Colleges in South -South Nigeria. Specifically, the study sought to:-

- Determine the relationship between instructional space and instructional role performance of Radio Communication teachers in South –South Nigeria.
- Determine the relationship between school security and instructional role performance of Radio Communication teachers in South –South Nigeria.
- Determine the relationship between time management and instructional role performance of Radio Communication teachers in South –South Nigeria.

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between instructional space and instructional role performance of Radio Communication teachers in South–South Nigeria.
2. There is no significant relationship between school security and instructional role performance of Radio Communication teachers in South–South Nigeria.
3. There is no significant relationship between time management and instructional role performance of Radio Communication teachers in South –South Nigeria.

LITERATURE REVIEW

Ajayi (2007) posited that high level instructional performance of teachers may not be guaranteed where instructional space such as classrooms, laboratories, and technical workshops are inadequate. According to Mark (2005) dilapidated buildings contributed to teachers feelings of despair. Teacher's felt that poor working condition had negative effects on their moral, physical environment sent positive and negative messages. Again, time management is fundamental to personal and organizational effectiveness. The need for effective time management does not only stem from the point of view of individual or organizational effectiveness but also from the fact that there is nothing as certain as the passing of time. Time is a valuable commodity and a finite resource. It is a militating factor for effective performance and a unique resource. One cannot rent, hire, buy or otherwise obtain more time. Rutte (2009) posited that the supply of time is inelastic, time is totally irreplaceable and everything requires time. Since time waits for nobody, its management therefore requires special skills. Time is one of the scarce resources known to man. Its utilization could be explained within the framework of doing the right thing at the right time in the work place. According to Mckenzie (2008) time cannot be manipulated at least not in the way other resources can. Fisher (2011) asserted that every thought and every action takes time has the potential of wasting time. If anything takes longer it should, it has wasted time. If that wasted time put one in jeopardy of running out of time on another obligation later in the day, he is suddenly facing great stress, so every time waster is a potential stressor. Miller (2010) found that overwhelming job demands, time constraints, and volatile conflicts with faculty compounds job adjustment resulting in stress.

In another study on time management, Kleinmann (2007) revealed a low and moderate ability of male and female teachers respectively in time management. This was attributed to their inability to resist interruption from colleagues while accomplishing their works. Ben-you and Xi-ting (2009) in their investigation, they claimed that people who managed time well perceive themselves to be more effective and feel less stressed. Moore and Lacking (2006) after reviewing studies on school physical planning and design reported that several different researchers had found that teachers and students in school located in noisy educational settings experience significant increase in blood pressure levels. The study further indicated that high noise levels from industries, nearby traffic, caused reduced mental concentration, increased errors on difficult tasks, frustration and increases the tendency to give up on practical assignment before they were complete. Hargreaves (2007) in his study reported that increase in preparation time for teachers had conferred important benefits on the quality of teacher's work in general and instruction in particular. His report stated that increased preparation time was important in reducing stress levels in teachers.

Lowe (2005) carried out a study of school facilities equity in California, focusing on the crowdedness and adequacy of California public secondary school facilities. At the end of his study on school facilities on public secondary in California. He discovered that school facilities are inadequate. Sheng –Tao and Yu-Ling (2006) in their study in which one hundred and fifty teachers and students were raised using t-test and Analysis of Variance as Statistical tools on Chinese teachers and students. Findings from Sheng –Tao and Yu-Ling survey of Shangai teachers revealed that teachers were stressed mostly by the uncontrollable job related demands on their time.

Ojakorotu and Uzodike (2006) in their study of oil arms proliferation and conflict in the Niger Delta of Nigeria and checkmating the resurgence of oil violence in South-South Nigeria reported that oil violence has been around for several decades, and that the emergence of organized non-state armed groups has added a new and explosive dimension in the Delta imbroglio. They added that to reduce work stress, people need to identify the purpose of their carrier and plan their time accordingly. Nigeria educational institutions are beset by many kinds of cancerous problems such as cultism, abduction, kidnapping and bombing.

According to Nyong (2013), one student was reportedly killed at University of Uyo during violent encountered with the police as they embarked on a peaceful protest over transport fares within the campus. This occurred when the police opened fire and threw teargas canisters on campus resulting in the dead of a student and injured dozens of students and teachers. These reported cases of indiscriminate bombing of institutions affected teachers' morale and as such reduce their instructional role performance.

According to Ekponta (2008), insecurity had become a major source of instability and threat in South-South Nigeria, a situation where abduction, hijacking, kidnapping and hostage taking becomes a lucrative business. Yerin (2007) affirmed that total neglect of the region by successive government is the cause of Niger delta crisis. Akpan (2009), asserted that some youth who were armed to help rig elections transformed into terrorist groups after they were abandoned by their sponsors. These developments in South-South Nigeria for years could reduce teachers' instructional roles performance as they would instruct with fear. Watt (2007) asserted that threat of attacks in school can create fear and disorder among students. The literature further reveals that Nigeria and the entire South-South geopolitical zone are over shadowed with insecurity. Insecurity in the country has not only impeded educational growth but generate traumatic and psychological effects on the parts of teachers.

METHODOLOGY

This study was conducted in South-South, Nigeria. The South-South comprises of six States namely; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. The ex-post facto survey research design was used in this study. The population for this study consisted of all the 30 Principals and 74 Vice-Principals involved in Technical School administration and 104 Radio Communication teachers serving in the 30 Technical Colleges in South-South, Nigeria. All the 30 Principals, 74 Vice-Principals, and 104 Radio Communication Teachers in Technical Colleges in South-South, Nigeria were purposively used to gather data for the study. Two instruments called "Job Related Stressors of Radio Communication Teachers Questionnaire (JRSRCTQ) and Role

Performance of Radio Communication Teacher Questionnaire (RPRCTQ) were developed by the researchers. The instrument JRSRCTQ was designed according to the independent and dependent variables in the study. The questionnaire was divided into three Sections. Section A introduce personal data and demography; Section B entails questions on instructional space, time management and school security. The questionnaire contained 65 items based on five- point Likert scale ranging from Strongly Agree to Strongly Disagree with the weights of Strongly Agree (SA) = 5; Agree (A) = 4; Undecided (U) =3; Disagree (D) = 2; Strongly Disagree (SD) = 1; While Negative statements were scored thus: Strongly Disagree (SD) = 1; Disagree (D) = 2; Undecided (U) = 3; Agree (A) = 4; and Strongly Agree (SA) = 5.

Role Performance of Radio Communication Teachers Questionnaire (RPRCTQ) was developed specifically to collect data on instructional role performance of technical teachers. It consisted of 10 items for which the Principals were requested to rate teacher's instructional role performance in radio communication. The data generated from completed copies of the questionnaires were analyzed using Pearson Product Moment Correlation (PPMC) to test the hypotheses posed in this study. A probability level of .05 level of significance was used as a measure in accepting or rejecting the hypotheses.

RESULTS

Hypothesis 1

There is no significant relationship between instructional space and instructional role performance of Radio Communication Teachers in South-South, Nigeria. The result of the hypothesis is shown in Table 1

Table 1: Correlation Analysis of Instructional Space and Instructional Role Performance of Radio Communication Teachers in South-South, Nigeria.

Variables	N	$\sum X$ $\sum Y$	$\sum x^2$ $\sum Y^2$	$\sum XY$	r_{cal}	r_{cri}	Decision
Instructional space (x)	104	3065	99861	95466	-.247	.205	*
Role performance (y)	104	3238	159006				

* = Significant at 0.5 level

As reveals in Table 1, the calculated absolute value $r(r_{cal})$.247 is greater than the r_{cri} .205. Therefore, the null hypothesis 1 is rejected. This implies that there is significant relationship between instructional space and Instructional Role performance of Radio Communication teachers in South-South, Nigeria.

Hypothesis 2

There is no significant relationship between school security and instructional role performance of radio communication teachers in South-South, Nigeria. The result of the hypothesis is shown in Table 2.

Table 2: Correlation Analysis of School Security and Instructional Role Performance of Radio Communication Teachers in South-South, Nigeria.

Variables	N	$\sum X$	$\sum x^2$	$\sum XY$	r_{cal}	r_{cri}	Decision
		$\sum Y$	$\sum Y^2$				
School Security (x)	104	2930	93445	90275	-.341	.205	*
Role performance (y)	104	3238	159006				

* = Significant at 0.5 level

Table 2 shows that the absolute value of r_{cal} .341 is greater than the r_{cri} .205. Therefore, the null hypothesis 2 is rejected. This implies that there is significant relationship between school security and Instructional role performance of Radio Communication teachers in South-South, Nigeria.

Hypothesis 3

There is no significant relationship between time management and instructional role performance of Radio communication teachers in South-South, Nigeria. The result of the hypothesis is shown in Table 3.

Table 3: Correlation Analysis of time management and Instructional Role Performance of Radio Communication Teachers in South-South, Nigeria.

Variables	N	$\sum X$	$\sum x^2$	$\sum XY$	r_{cal}	r_{cri}	Decision
		$\sum Y$	$\sum Y^2$				
Time management (x)	104		1761	31924	51584	.346	.205
Role performance (y)	104		3238	159006			*

* = Significant at 0.5 level

Table 3 shows that the r_{cal} .346 is greater than r_{cri} .205 at 0.5 level of significant. Therefore, the null hypothesis 3 is rejected. This implies that there exist significant relationship between time management and instructional role performance of Radio Communication teachers in South-South, Nigeria.

DISCUSSION OF FINDINGS

Finding shows that there was a significant relationship between instructional space used by teachers and their instructional role performance in radio communication in technical colleges in South-South Nigeria. Instructional space are essential in teaching and learning process. One cannot expect high level instructional role performance of radio communication teachers when instructional space such as classrooms, laboratories and technical workshops for effective teaching and learning are inadequate. The present findings is in consonant with the findings of Ajayi (2007)

who maintained that effective instructional performance of teachers may not be guaranteed where instructional space are inadequate. This finding is collaborated by the findings of Mark (2005) who maintained that one cannot expect high level instructional role performance of teachers where school buildings such as classrooms and libraries are substandard. This finding further agrees with the findings of Snow (2006) who reported that the environment space can support or hinder the goal of the organization, adequate space, proper equipment and a comfortable environment contributes to Job satisfaction, causing an employee to be more productive, stay longer and affiliate positively with co-worker. Teachers need physical arrangement that supports instructional programme. Findings indicate that there was a significant relationship between school security and instructional role performance of radio communication teachers in technical colleges in South-South Nigeria. A school is a social institution which requires peace and order for effective learning process to take place, but in a situation where schools are subjected to indiscriminate bombing, kidnapping and cultism it creates fear and psychological imbalance on the part of teachers. Thus it reduced effective instructional role performance of radio communication teachers. This finding agrees with the findings of Ikelegbe (2005) who maintained that insecurity has indeed assumed an epidemic dimension in Nigeria and that there is no single Nigerian institution of learning that has not experienced the manace of cultism for sometimes now. This finding is collaborated by the findings of Manyam (2012) who reported that indiscriminate bombing of institutions has affected teachers' morale and as such reduce their instructional role performance. The present finding is in consonant with the findings of Omeje (2006) who in his study affirmed that there is hardly any academic session without reported cases of kidnapping and cultism in many Educational institutions in Niger Delta and now includes primary and secondary schools.

Finding indicates that there was a significant relationship between time management and instructional role performance of Radio Communication Teachers in Technical Colleges in South-South Nigeria. Teachers currently play multiple roles such as house masters, labour masters and sport. In view of these multiple roles of teachers, finding enough hours in each day to be an effective teacher is always a challenge. The present finding is in consonant with the findings of Roe (2009) who reported that running out of time puts teachers under stress, teachers try to do much in too little time, decisions are made in haste and actions are taken under pressure, planning is abandoned while impulse replace thought, work hours lengthen as teachers try to get everything done, effectiveness is diminished, deadlines missed tension builds, temper rise and stress escalates. This finding is collaborated by the findings of Omer (2011) who reported that teachers were stressed mostly by the uncontrollable job related demands on their time and the degree of efficiency and success in teaching and learning in schools depends on the adequacy of the planning and use of time as a resource.

CONCLUSION

Based on the findings of this study it was concluded that the instructional role performance of Radio Communication teachers in technical colleges in South-South Nigeria was unsatisfactory. This situation could be as a result of lack of adequate facilities to impart skills. Adequate instructional space was not provided for radio communication teachers in technical colleges in South-South Nigeria. Radio communication teachers did gave lessons in workshop meant for practical due to lack of available classrooms for instruction. The frequent insecurity threats in the

country was another factor that contributed to poor instructional role performance of Radio Communication Teachers. Indiscriminate bombing of schools by unknown gunmen, cultism and kidnapping saga in the Niger Delta region has caused fear and psychological imbalance on the part of radio communication teachers. Thus it reduces and prevents effective instructional delivery.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

- The Federal Ministry of Education should provide adequate instructional space in technical colleges in South-South Nigeria in order to improve the instructional role performance of Radio Communication teachers.
- Organizational head should create a proper working condition, which satisfy man's physical needs and the need for security by enabling him to become a useful team member capable of carrying out a job, which he can take a genuine interest.
- The Federal Government of Nigeria should institutionalize and formulate a policy framework on security, since security of lives and properties are constitutional obligations of any government of the day. This will build confidence and promote instructional Role performance of Radio Communication Teachers in Technical Colleges in South- South Nigeria.

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