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ORIGINAL ARTICLE

Factors Correlated with Occupational Stress among University Lecturers

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ABSTRAK

Pensyarah terbeban dengan tugasan harian mengajar dan di dalam masa yang sama terbeban dengan tekanan untuk terus produktif. Keperluan untuk mencapai sasaran di dalam tugas harian akan menyebabkan pertambahan insidens stres pekerjaan. Tujuan kajian ini ialah untuk menentukan faktor yang berkaitan dengan stress pekerjaan di kalangan para pensyarah di Universitas Negeri di Bandung, Indonesia. Kajian ini dijalankan terhadap 354 pensyarah dalam bulan Mei 2017. Ia dijalankan dengan survey diagnostik menggunakan "Self-Reporting Questionnaire (SRQ), Spiritual Wellness Inventory-R (SWI-R), Social Readjustment Rating Scale (SRRS), Miller Smith life style assessment inventory" dan "Occupational Stress Scale (OSC)". Sejumlah 330 responden telah didekati dengan kadar respons responden sebanyak 91.80% dicatatkan. Korelasi bivariate telah digunapakai bagi menganalisa perhubungan antara faktor stres eksternal dan internal pekerjaaan. Analisa statistik menggunakan SPSS Statistics 18.0 dengan nilai ditetapkan, p≤0.05. Daripada 330 pensyarah, seramai 153 (46.4%) adalah lelaki dan 177 (53.6%) wanita. Seramai 257 (77.9%) telah berkahwin, 27 (8.2%) adalah bujang dan 46 orang (13,9%) tidak menjawab. Keputusan analisa menunjukkan kewujudan korelasi antara kehidupan, kejadian stress, kesihatan mental dan stress pekerjaan. Faktor spiritual berkaitan dengan stres pekerjaan dan nilai harga diri. Terdapat beberapa faktor lain yang menyumbang kepada stres pekerjaan di kalangan pensyarah.

Kata kunci: gaya hidup, kesihatan mental, stres pekerjaan, spiritualiti, stres

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ABSTRACT

Lecturers are expected to cope with stress in their workplace in order to continue to be productive. The demand to fulfill targets will increase the incidence of occupational stress. The aim of the study was to determine the factors associated with occupational stress among state university lecturers in Bandung, Indonesia. The study was carried out on 354 state university lecturers in Bandung, who came to the research location during May 2017. It was conducted by means of a diagnostic survey with the use of the Self Reporting Questionnaire (SRQ), Spiritual Wellness Inventory-R (SWI-R), Social Readjustment Rating Scale (SRRS), Miller Smith lifestyle assessment inventory, and Occupational Stress Scale (OSC). A total of 330 respondents became our study subjects with response rate of 92.94%. A correlation bivariate was applied to analyse the correlation of external and internal factors with occupational stress. The statistical analysis was conducted by means of SPSS Statistics 18.0 with $p \leq 0.05$. From 330 lecturers, there were 153 (46.4%) males and 177 (53.6%) females. The marital status included 257 (77.9%) married, 27 (8.2%) single, while 46 (13.9%) did not answer. The results proved the existence of a correlation between life, stress event, life style, mental emotional disorders, with occupational stress. The spirituality factors contributed to occupational stress were selfworth, control, and connectedness. Lecturer had to cope with occupational stress. There are some factors, which could influence occupational stress among lecturers.

Keywords: life style, mental emotional disorder, occupational stress, spirituality, stress

INTRODUCTION

The workplace becomes the place where people usually compete for benefits, survival, quality orientation, and excellent output (Kumpikaitė-Valiūnienė 2014). The National Institute for Occupational Safety and Health has defined occupational stress as the set of harmful physical and emotional responses that occur when the demands of a worker's job does not match his or her abilities resources, or needs. Job stress, now more than ever poses a greater threat to the health of workers and the health of organisations (Darshan et al. 2013). Furthermore, if the occupational stress goes beyond the individual's capability to cope with it, the individual tends to endure physical and psychological harmful effects because it causes emotional fatigue, depersonalisation, and disminished personal fulfillment (Kim et al. 2015; Büssing & Lötzke 2015).

Every organization has targets, vision and mission to accomplish and universities have to fulfill their goals, vision and mission. Lecturers are members in university who play a key role in accomplishing the targets.They

are pushed to increase their capacity and targets. As the role model for their student, they should have high achievement and had to fulfill the targets (Soha et al. 2016; Tijani 2015).

Optimizing utilization of lecturer's capacity is an important part in the development of the university and society at large (Tijani 2015). The demands to accomplish the university targets will produce a lot of burdens and stress, make them vulnerable to have occupational stress. The burden and stress may turn into occupational stress, which may affect productivity of the works. Therefore, understanding the phenomenon of stress and factors that may affect the stress in lecturers due to this duty is important (Sabherwal et al. 2015). The objectives of the study were to know the profile of mental and emotional disorder among lecturers, and study the factors associated with occupational stress in lecturers.

MATERIALS AND METHODS

It was a cross-sectional study. The study was conducted between May 2017. Subjects were selected using a consecutive sampling. Subjects were explained the objectives of this study and those who gave consent were given a set of questionnaires. Ethical approval for data collection was completed by Universitas Padjadjadjaran. The total of 330 subjects completed the questionnaire.

MEASUREMENT INSTRUMENTS

Few questionnaires were included in the instruments assessment. Socio demographic characteristics were obtained from respodents self-report comprising marital status, age, gender, and educational background. Marital status was divided into two sets: married (currently married or cohabitation) and single (currently divorced, separated, widowed, or never married).

Self Reporting Questionnaire (SRQ) is a tool employed to screen psychiatric disturbance, especially in developing countries (Tawar et al. 2014; Beusenber & Orley 1994). This consists of 20 yes/no questions concerning what they were experienced within a period of the preceding 30 days. SRQ questions are linked to cognitive symptoms, anxiety, depression and manifestation as somatic symptoms. It takes approximately 5-10 minutes for each respondent to complete a set of SRQ tool. Each of the 20 items is scored 0 or 1. A score of 1 indicates the symptom is present, a score 0 indicates that the symptom is absent amd the SRQ is in a public domain.

The questionnaires include of Spiritual Wellness Inventory-R (SWI-R) by Eliott Ingersoll (Child 1993) and it is in a public domain. The tool consists of 48 questions. The responses are rated on 8-point scale ranking from 1 "strongly disagree" to 9 "strongly agree". The odd number answer have to be reversed. There is not cut-off score suggested. The 8 factors of spiritual wellness referred in the psychometric tool are (1) spirituality constitutes meaning, connection with a higher power, self and others; (2) meaningful experiences/hope portrays meaning, hope and potential

in life experiences; (3) understanding represents thoughtful, commitment, kindness and comprehension of self and others; (4) Self Worth illustrates the impact of an individual's view of themselves as well as the repercussions of how they are viewed by others; (5) connectedness represents a connection to others, which elicits feelings such as compassion or lack of; (6) uncertainty represents feelings of ambiguity as well as the capacity to display flexibility in life situations; (7) control represents an individual's wish to be in control of their experiences; and (8) inner peace expresses feeling of peace, connection and safety in the world (Beusenber & Orley 1994). The spirituality aspects are in questions number 9, 16, 22, 25, 32, 38, 41, 42, 45. The meaningful experiences/hope are in questions number 3, 10, 18, 26, 34, 39, 43, 44, 46, 47. The understandings are in questions number 2, 14 , 20, 28, 33, 40, 48. The self-worth consist of questions number 4, 19, 27, 31, 36. The connectedness are in questions number 5, 13, 21, 30, 35. The are in questions number 1, 6, 11, 29, 37. The control are in questions number 7, 12, 15, 23. The inner peace are in questions number 8, 17, 24.

Social Readjustment Rating Scale (SRRS) by Holmes-Rahe (Masuda & Holmes 1967; Holmes & Rahe 1967; Holt et al. 2012) is a scale in public domain mesuring the life events. Life events that happened 12 months preceding to the study assessment using the Holmes Rahe Social Readjustment Rating Scale (SRRS). Respondents were asked about 43 life events that were assumed to evoke modification in an individual's life. Life event data were then summarized in two ways. First, the total amount of life events that each participant had experienced was deliberated. Life change unit values were then summed for each participant to calculate a total SRRS score, with higher SRRS scores showing greater stress. SRRS scores were categorized as low (<150), medium (150–299), or high (≥300).

Miller Smith lifestyle assessment inventory was designed in 1988 by Miller and Smith (Zaree & Salehi 2016). It consisted of 20 items based on five-point Likert scale (1=always, 2=often, 3=sometime, 4=almost never, 5= never). Considering the given scores, lifestyles of people are divided into three levels: favorable, medium and unfavorable.

The level of occupational stress was measured with The Weiman Occupational Stress Scale (WOSS). The scale is structured in a five-point Likert system made up of 15 items. High points in the scale indicate high levels of occupational stress. level of occupational stress was measured with The Weiman Occupational Stress Scale (WOSS). The scale is organised as five-point Likert system made up of 15 items. High levels in the scale denote high levels of occupational stress (Ozkan & Ozdevecioğlu 2013).

STATISTICAL ANALYSIS

All statistical analyses were employed using SPSS 18.0. Both descriptive and linear regression methods were performed in this study.

Table 1: Demographic variables of the lecturers

Characteristic	N (%)	Mean (SD)
Gender		
Male	153 (46.1)	
Female	177 (53.3)	
Age		
<30 years old	15 (4.5)	
31-40 years old	76 (22.9)	
41-50 years old	96 (28.9)	
51-60 years old	101 (30.4)	
>60 years old	42 (12.7)	
Occupational Stress		
Low	140 (42.6%)	
Moderate	186 (56.5%)	
High	3 (0.9%)	
Mental Emotional Disorder		
Yes	71 (21.6%)	
None	258 (78.4%)	
SRSS		
Low	257 (78.1%)	
Moderate	56 (17.0%)	
High	16 (4.9%)	
Life style assessment inventory		
Favorable	146 (44.4%)	
Medium	166 (50.5%)	
Unfavorable	17 (5.2%)	
Domain of Spirituality		
Spirituality		39.30 (5.36)
Meaning		37.91 (6.59)
Understanding		21.91 (5.92)
Self worth		27.77 (6.11)
Connectedness		29.05 (4.39)
Uncertainty		23.51 (5.12)
Control		11.58 (4.88)
Inner peace		12.56 (3.12)

RESULTS

GENERAL CHARACTERISTIC OF THE POPULATION

The descriptive variables can be found in Table 1. The total 330 lecturers participated in the study.

CORRELATION OF INTERNAL AND EXTERNAL FACTORS WITH OCCUPATIONAL STRESS

Occupational stress was further evaluated to find out the correlation between factors associated with occupational stress, including mental emotional disorders, life events,

Table 2: Correlation bivariate analysis results between factors associated with occupational stress

Factors	r	P value
Age	0.004	0.945
Gender	0.000	0.995
Marriage	0.034	0.537
SRSS	0.183	0.001**
Life Style	0.278	0.000**
Mental Emotional Disorder	0.233	0.000**
Spirituality	0.010	0.863
Meaning	0.045	0.420
Understanding	0.104	0.060
Self Worth	-0.183	0.001**
Connectedness	-0.114	0.039*
Uncertainty	0.040	0.474
Control	0.239	0.000**
Innerpeace	0.030	0.581

lifestyle, and spirituality domain. By using correlation bivariate, all the factors assumed to correlate with occupational stress were analysed, as shown in Table 2. Stress was further evaluated to find out the correlation between factors associated with occupational stress, including mental emotional disorders, life events, life style, and spirituality domain. By using correlation bivariate, all the factors assumed to correlate with occupational stress were analysed, as shown in Table 2.

The present study showed that there was significance positive correlation between lifestyle (p=0.000, r=0.278), mental emotional disorder (p=0.000, r=0.233), life stress event (p=0.001, r=0.183) with occupational stress. Our results show that the positive corelation of spirituality only for domain control (p=0.000, r=0.239), negative correlation between self-worth (p=0.001, r=-0.183) and connectedness (p=0.039, r=-0.114) with occupational stress. The occupational stress level in Universitas Padjadjaran showed moderate level. Stress is essential in our lives. However, it can also be negative and harmful if the load of stress is more than individual's ability to cope with (Masuku & Muchemwa 2015).

DISCUSSION

Workplace comprises of conditions that are likely to cause stress; those that are unpredictable or uncontrollable, unsure, ambiguous or unfamiliar, or involving disagreement, loss or production expectations. Besides that, there are intrinsic factors to the job, including long hours, overload work, time pressure, and laborious or complex tasks.

Occupational stress can cause emotional exhaustion, and depersonalisation (Li et al. 2015). It is linked with multiple health problems as well as physical and mental-health problems in employees. It has been

estimated that occupational stress costs organizations billions of dollars in disablement claims, absenteeism, and lost work output annually (Schaubroeck et al. 2001).

From this study, it is known that some factors correlate with occupational stress. Lecturers with mental emotional disorders are more likely to have higher occupational stress. Even conversely prolonged occupational stress can worsen occupational stress. Occupational stress can undermine the achievement of goals, both for individuals and organisations. Thus, the workplace can be one important source of both demands and pressures causing stress, and structural and social resources to counteract stress. The intervention for occupational stress should be established to prevent negative effects.

Based on this study, stress life event can moderately affect the occupational stress. Life events can induce stress, altered emotional well being, and life satisfaction. The accumulation of stressful events in life can be a predictor of psychopathology (Rios et al. 2014). This study also showed that lifestyle moderately correlate with occupational stress. Lecturers with healthy lifestyle had less occupational stress than those without.

Spirituality can be a protective factor for stress incidence. Based on our study it is known that domain of control, which represents an individual's desire to be in control of their experiences, becomes one of the predictor factors of occupational stress. Being able to control experiences or events in their life is important to avoid stress at the workplace (Gurbinder et al. 2011; Wan Salwina et al. 2009). Based on this study, self-worth and connectedness have negative correlation with occupational stress. The greater effect of an individual's view of themselves as well as the impact of how they are viewed by others, the higher possibility to have occupational stress will be. They have to accomplish an ideal image. Connectedness denotes a connection to others, which elicits feelings such as compassion. Based on this study, higher connectedness can produce occupational stress.

This study showed several limitations. First, this can draw a correlation between internal and external factors with occupational stress. The sample size was limited, and the population was restricted to the Universitas Padjadjaran. Data were collected by self-reported questionnaire that can make a bias. There was no psychiatric interview in this study.

CONCLUSION

Lecturer plays a key role in education. Facing high demands to fulfill the targets can precipitate occupational stress. Lecturers have to cope with the stress precipitated by internal and external factors. Screening factors that can potentially affect emotional well-being of the lecturer should be performed to avoid negative effects of occupational stress.

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