

## Perceived Stressors of Lecturers at the University of Ghana

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### Abstract

*This study examined the perceived stressors that lecturers at the University of Ghana encounter in their work. Four hundred and thirty two lecturers were drawn from the University of Ghana for the study. The data was collected using the Teacher Stress Inventory. MANOVA, ANOVA and Independent Sample t tests were used to analyze the data. Analyses of the data revealed that lecturers had moderate stress levels and their major stressors were related to the school environment whilst the least was the administrative role. The Junior Lecturers perceive more stressors than the senior ones and the Professors. However; it was found that all the faculties experience similar levels of stressors. The recommendations centred mainly on expanding on existing infrastructural facilities in the University and improving on the working conditions of lecturers.*

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**Keywords:** perceived stressors, lecturers, university of Ghana, rank of lecturers

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### INTRODUCTION

According to Maples (1980), each historical era is characterized by certain distinctly identifiable physical diseases. Prior to 1945, the leading causes of death were due to infectious diseases like polio, tuberculosis, typhoid, encephalitis, which have now been brought under control by vaccines or medications. The Post World War II era also ushered in the age of high technology which altered the lifestyles of people. The introduction of consumer goods like TV, DVD player, laptop computer and internet came as luxuries to add more pleasure to mankind. However, as the production of these technological items increased, stress was also the competitive drive which actually in turn decreased leisure time, therefore, creating a plethora of unhealthy lifestyles (Seaward, 2004).

Salk (1973) argues that we are now leaving an era where the greatest threat to human health was microbial diseases only to enter an era where the greatest threat to humans is stress. According to Seaward (2004) if one were to browse through any newspaper or magazine prior to 1960, one would hardly find the word stress. However, it is now a household word like food or exercise. After conducting several surveys on the topic of stress and illness, WHO (2002) came to the conclusion that stress is hitting a fever pitch in every nation. So alarmed were they by the results that they cited stress as a 'global epidemic'.

Studies are unanimous on their findings that stressors can be dangerous if not well handled. Shives (1990) suggested that one-third of the presenting symptoms at Out-Patient Department are stress-related. Apart from the health problems of those under severe stress, Shives (1990) suggested that stress accounts for a

considerable low productivity at work. He said about 25 % of all absenteeism leading to low productivity is caused by stress related problems. Furthermore, 80-90 % of all industrial accidents are related to emotional stress.

In view of this, there is a growing concern in the nature, causes and effect of stress of the teaching profession. Teaching which was once considered a rather routine job has within the last decade become an increasingly complex profession. According to Fimian (1988) issues such as litigation, liability, accountability, unions along with increasingly diverse responsibilities and fair changing ideas have made teaching more stressful. In fact, teaching has become one of the highly stressful occupations and rank only behind air traffic controllers and physicians in stress intensity (Maslach & Jackson, 1982).

Reading through the literature, it has been observed that to date, the majority of the studies have been conducted on students and health professional except on Lecturers in Ghana. This present study therefore seeks to address the lack of information on the types of Stressors University Lecturers encounter in their work.

### SIGNIFICANCE OF THE STUDY

This study which examines the main stressors that Lecturers in the University of Ghana encounter in their work may be very useful to the University of Ghana and other tertiary institutions in Ghana. This is more so because being a pioneering research into this virgin area, it would provide the baseline information on the stressors of Lecturers that can be used as basis for policies of retention of the teachers in Schools and stress management techniques for them.

### **OBJECTIVES OF THE STUDY**

The study was guided by two research objectives. In the first place it is aimed at determining the work related stressors that Lecturers encounter in their work in the University of Ghana. The study would also examine the effect of biographical variables of the Lecturers on the stressors they encounter at their workplace.

### **REVIEW OF RELATED LITERATURE**

Based on a review of international literature, it is concluded that teacher stress is a real phenomenon and that high levels are reliably associated with a combination of causal factors like those intrinsic to teaching, individual vulnerability and organizational influences (Matt, 2002). Research has suggested that a number of stressors are intrinsic to the teaching profession (Okebukole, & Jegede, 1989). The first is the teaching load. This includes having to cover the syllabus in the time available and lack of time for marking and lesson preparations. This is coupled with insufficient resources for teaching (ill-defined syllabus, shortage of equipment and poor facilities). This factor affects the teacher in four ways:

In the first place, the teacher is beset with long working hours. A survey by NATHE Union in 1998 reported that over a quarter of the Lecturers routinely worked more than 55 hours a week. Again there is an erosion of the distinction between home life and workplace. The NATHE Union research in 1998 also reported a striking spillover of work from the workplace to the home. Since the Lecturers work is open-ended and not well defined, it becomes tempting to take home some 'light work' which would not interfere too much with family life. Hence the school work has finally entered the housework.

Another effect is the perceived low value of the work. According to Vance et al. (2004) much of the work that Lecturers are normally asked to do are perceived to be low value. This includes activities like dealing with disputes between students and time tabling classes. Role-overload is the final impact. Related to work overload is role-overload which takes place when a Lecturer has to cope with a number of competing roles within their jobs. A study by Pithers (1995) brought out this factor clearly. He measured levels of strain, organizational roles and stress in 322 Australian and Scottish teachers and role overload emerged as the major cause.

In addition to coping with increased demands, academic staff has to perform publicly, so that poor performances in any of the main areas of academic work (undergraduate teaching, thesis supervision and research) are readily identified. Lecturers are also subjected to student evaluation of their teaching which is taken into account during promotions. Lecturers who also fail to publish are not doing well.

To Winefield (2000), there can be no occupation that their performance is opened to public scrutiny like teaching.

Other sources of stress as indicated by researchers included students' misbehavior. These include disruptive behavior like rowdiness and class management which include handling difficult students and large classes. A survey of Scottish Schools also found out that repeated minor offences were seen by teachers as more troublesome than major stress according to teachers (Borg, 1990).

This supports the earlier researchers by Lazarus and Folkman (1994) that repeated and continuous irritants can be stressful. Friedman (1995) also examined the teachers' estimation of stress arising from being unable to discipline students in the way they would prefer. Overall, maintaining discipline emerged a stressor, with those affected worse being teachers who placed particular emphasis on student empowerment. Coldicott (1985) extended the study to 1,000 student teachers and it revealed that classroom was their second greatest source of anxiety, the greatest being evaluation apprehension. Of all the stressors reported, classroom management anxiety was the only one that did not decline following teaching practice. Still on students' behavior, Coldicott (1985) showed that handling difficult individual students and trying to maintain and raise standards were the most stressful for teachers in his sample among 21 possible causes of stress for teachers. Kyriacou (1987) also added that students' poor attitude to work also contributes to teacher stress.

A lot of contemporary researches assess the degree of stress and the individual teachers' coping styles. In a recent study by Needle et al. (1981) on 780 teachers, it was noticed that high levels of stress were associated with those with low social support and the use of disengagement and suppression of competing activities as coping strategies. A stepwise regression also revealed that coping styles not only mediate the effects of environmental stressors, but also influenced the teachers' perception of their environment as stressful. Given the sound base of evidence for cognitive factors underlying individual vulnerability to teacher stress, it is theoretically likely that a cognitive-behavioral therapy (CBT) may be effective in teacher stress.

The variable of sex has an effect on stress. In a study by Okebukole and Jegede (1989) it was found that female teachers were more stressed than their male counterparts. Similar findings were found in studies by Blix et al. (1994). Many explanations have been given for this. Harvard Women's Health Watch (1999) explained that women frequently stated that they felt pressured to live up to expectations either by

society or their own. When they fail, they feel guilty and when they succeed, they feel burned out. A physiological explanation to this is also given by the Swedish researchers. They measured workers' catecholamines – hormones secreted by adrenal glands in response to challenging situations. They discovered that the women's catecholamines and blood pressure tend to remain elevated long after the end of the work day, whilst the men's started to decline as soon as they left the work. Payne et al. (1987) also found that female teachers and teachers with less experience and qualifications reported greater stress than their counterparts. Similarly, Laughlin (1984) found that female teachers, younger teachers and those not in promotion reported more stress from student recalcitrance. Their explanation is that the junior teachers still lack behavioral and classroom management skills. Their age, experience, and position also limit their scope of involvement in school management. Contrary to the above findings, Borg and Riding (1991) found that male teachers reported greater stress than female teachers. However, studies by Abouserie (1994), Winefield and Jarret (2001) found no difference between male and female teachers with regards to stress level. The explanations for these conflicting findings are not obvious.

The environment in which teaching and learning takes place has been theorized and empirically demonstrated to influence the attitude of the teachers, their productivity and their students' learning (Borg, & Riding, 1991). The awareness of the effect of the environment of the teacher on the students' performance was heightened during international meetings like National Assessment of Education Progress in U.S. and the British Assessment Performance in 1988 (Helgeson, 1988). During these meetings, the achievement levels of students were reported to be declining. It was clear that the teachers were going through a lot of stress and this was translating into the students' declining achievement (Anderson, 1989).

A number of the sources of stress with regards to the environment for the teachers have been identified and discussed below. First and foremost, leadership style emerged as a significant organizational factor for stress. Harris et al. (1999) assessed the departmental leadership styles and realized that those who had close personal relationship with staff helped to reduce stress levels in them. Travers and Cooper (1994) interpreted this in terms of heads of departments failing to cope with workload and resorting to bullying as a maladaptive coping strategy. Findings related to this include lack of friendly and supportive atmosphere among staff members can be stressors (Payne et al., 1987).

Another stress factor widely reported in the interaction include poor school ethos. These include inadequate school disciplinary policy and lack of opportunity to express one's view in school decision making (Payne, & Furnham, 1987). Another stressor is Professional Recognition. This includes poor career development, lack of recognition for good teaching as well as poor working conditions (inadequate salary, low status, no accommodation, or status symbols, lack of respect from administration, students and the wider public) (Brown, & Ralph, 1992; Kyriacou, 1987; Solman, & Feld, 1989).

Several studies point to the fact that if there are changes in the school, it affects the teachers. Travers and Cooper (1994) reported that the following changes are sources of stress for teachers: Lack of support from the government, constant changes within the profession, lack of information as to how the changes are to be implemented and diminishing social respect for teachers. Another source of stress for Lecturers in recent years is the expectation that they should attract external funding through research grants or research consultations. Traditionally, Lecturers were not expected to generate external income and hence may not have the entrepreneurial skills that are required to do so. A study by Winefield and Jarett (2001) showed that in the humanities where this skill is lacking as compared to the other areas, the psychological stress level is higher than in the other disciplines.

### **Hypotheses of the Study**

Emanating from the literature review, research problem and the study objectives, thirteen hypotheses are to be tested and verified:

1. Lecturers will perceive workload as the main cause of stress than the other causes in the University.
2. Female Lecturers will report more stressors than their male counterparts in the University.
3. Junior Lecturers will have more stressors as compared to the Senior Lecturers and Professors in the University.
4. There will be a significant difference in the reported levels of stressors among the Lecturers in the different faculties in the University.

### **METHODOLOGY**

#### **Research Setting**

The research was carried out at the University of Ghana which has 720 Lecturers and a total student population of 23,602 ( 2003/2004 Academic Year Report). This University was chosen for the study because it is the oldest and the largest of the five public universities in the country and the results can reflect the nature of stressors in the other universities in Ghana. The faculties of the University can be categorized as follows: Administration, Agriculture, Arts, Science and Social Studies

**Research Design**

The research design used for the study was the cross-sectional survey method in which the researcher was interested in knowing the stressors that the Lecturers encountered in their work without necessarily manipulating them.

**The Sampling Method**

The researcher used the stratified sampling method in which the various faculties were identified with their departments put into strata and their actual representations from a list of Lecturers in the registrar’s office. After that, random sampling was done to select the Lecturers from each department that participated in the research. A sample size of 432 Lecturers was used for the study.

**The Instrument**

The data was collected with the aid of a standardized inventory called Teacher Stress Inventory by Fimian (1988) which was modified. It has five stress factors to assess the degree of strength of occupational stressors experienced by teachers. These are teaching load, school environment, discipline and motivation, professional distress and administrative role stressors. Its cronbach alpha coefficient ranges from 0.89 to 0.95 for teachers. After using it on the sample in the University of Ghana the cronbach alpha for the stressors was 0.90. The response rate was 86% and the Statistical Package for Social Science (SPSS) 19<sup>th</sup> Version software was used to analyze the data.

**RESULTS**

The analysis was guided by the main objective which was aimed at determining the work related stressors that Lecturers encounter in their work in the University of Ghana. Four hypotheses were formulated and a significance level of .05 was used to reject the hypotheses. The Scheffe and LSD Post hoc tests were used to reveal significant differences in the samples because of the unequal sample sizes of the subjects in the study. The eta squared effect sizes were used to determine the magnitude of the differences in the dependent variables in the study. The results are presented below:

**1. Lecturers will perceive workload as the main cause of stress than the other causes in the University.**

This hypothesis was aimed at identifying the main types of work related stressors perceived by the Lecturers and ranking them by severity. The MANOVA Test was used and there was a significant omnibus result  $F(4, 1720) = 121.51, p < .01, h^2 = .220$ . LSD Post hoc test was then used to rank them. A summary of the results are shown below in Table 1.

Table 1: The MANOVA, Effect Size and LSD Comparisons on the Types Levels of Stressors Perceived by Lecturers in the University

STRESSOR	Lecturers N(432)		F	df	Sig	h <sup>2</sup>
	M	SD				
Teaching Load	2.85	.75				
School Environment	3.17	.98				
Discipline and Motivation	2.37	.70				
Professional Distress	2.85	.85				
Administrative Role	2.60	.61				
			<b>121.51</b>	<b>4,1720</b>	<b>.000</b>	<b>.220</b>

Note Average stress checklist scaled 1-5, with 1 representing the absence of stressors and 5 representing stressors all the time.

\*Summary of LSD Post hoc analysis

1<sup>st</sup> School Environment

2<sup>nd</sup> Teaching Load and Professional Distress

3<sup>rd</sup> Administrative Role

The analysis in Table 1 indicates that Discipline and Motivation is the least perceived stressor whilst School Environment is the highest. Teaching Load and professional distress came in second as the perceived stressor reported by the Lecturers. Administrative Role came third. The aggregate effect size of the differences between them is large (.220).

**2. Female Lecturers will report more stressors than their male counterparts in the University.**

This hypothesis is concerned with whether the reported levels of stressors would vary among the Lecturers with regards to sex. The Independent Sample *t*- test was used to compare the differences in the mean levels of sex. The results are shown below in Table 2 with the effect size.

Table 2: Reported Levels of Stressors of Lecturers by Sex in the University

STRESSOR	Male Lecturer (n=336)		Female Lecturer (n=96)		t	df	Sig	h <sup>2</sup>
	M	SD	M	SD				
Teaching Load	2.81	.81	2.97	.48	-2.47	263.91	.014	.008
School Environment	3.19	.98	3.10	1.00	.86	430	.392	
Discipline and Motivation	2.36	.66	2.31	.83	-.40	131.94	.689	
Prof. Distress	2.84	.87	2.83	.78	.11	430	.845	
Administrative Role	2.58	.63	2.65	.51	-.91	429	.320	
Total Stress	2.76	.63	2.79	.41	-.41	190.63	.619	

Note: Average stress checklist scaled 1-5, with 1 representing the absence of stressors and 5 representing stressors all the time

The findings shown in Table 2 above reveal that male Lecturers (M=2.81, SD=.81) reported significantly less teaching load  $t(263.91) = -2.47, p < .05, h^2 = .008$  as compared to female Lecturers (M=2.97, SD=.48). The estimated effect size was very negligible (.008). There were no significant differences of stressors among the Lecturers with regards to sex. The total stress perceived by both male and female Lecturers  $t(190.63) = -.41, p > .05$ , was also not significant.

**3. Lecturers will have more stressors as compared to the Professors in the University.**

This hypothesis seeks to find out if there is a difference in the reported level of stressors among the three categories of rank in the University Lecturers. A one- way ANOVA was used to test this hypothesis. A summary of the statistical analysis can be seen below in Table 3.

Table 3: Analysis of Variance and Effect Sizes among Various Levels of Lecturers

STRESSOR	Jun. Lecturer (n=304)		Sen. Lecturer (n=66)		Professor (n=62)		df	F	Sig	h <sup>2</sup>	Scheffe
	M	SD	M	SD	M	SD					
<b>Teaching Load</b>											
School	2.89	0.77	2.98	0.64	2.51	0.70	2,429	8.146	.000	.037	
Environment	3.28	0.91	2.68	1.13	3.17	0.99	2,429	10.410	.000	.046	
Discipline and Motivation	2.49	0.68	1.98	0.65	2.17	0.69	2,429	18.566	.000	.080	
Prof. Distress	3.11	0.75	2.26	0.75	2.17	0.72	2,429	65.281	.000	.233	
Administrative Role	2.72	0.59	2.27	0.56	2.33	0.54	2,429	23.739	.000	.100	
<b>Total Stress</b>	<b>2.90</b>	<b>0.56</b>	<b>2.43</b>	<b>0.66</b>	<b>2.47</b>	<b>0.49</b>	<b>2,429</b>	<b>27.977</b>	<b>.000</b>	<b>.116</b>	<b>JL&gt;Snr L,Prof</b>

Note: Average stress checklist scaled 1-5, with 1 representing the absence of stressors and 5 representing stressors all the time.

\*Summary of Scheffe Post hoc analysis  
1<sup>st</sup> Junior Lecturers  
2<sup>nd</sup> Senior Lecturers and Professors

As indicated in Table 3, there were significant differences on the reported levels of stressors between Junior Lecturers, Senior Lecturers and Professors on both the individual and total stressors  $F(2,429) = 27.977, p < .001$ . The Scheffe post hoc test indicates that Junior Lecturers perceive more stressors than both Senior Lecturers and Professors. The effect size is .116 which was large. Therefore, it can be concluded that Lecturers of all ranks experience different levels of stressors.

**4. There will be a significant difference in the reported levels of stressors among the Lecturers in the different faculties in the University.**

A One- way analysis of variance (ANOVA) was used to compare the reported levels of stressors among Lecturers in the different faculties in the University. A significant level of .036 was computed. The means, standard deviations, ANOVA, post hoc test and the effect size are shown in Table 4 below:

Table 4: Comparison of Stressors on Lecturers in different Faculties in the University

FACULTY	N	M	SD	df	F	Sig	h <sup>2</sup>	Significant LSDComparisons
Administration	48	2.65	0.57					
Agrie	24	2.89	0.32					
Arts	64	2.60	0.76					
Science	56	2.74	0.45					
Social Studies	239	2.83	0.60					
<b>Total</b>	<b>431</b>	<b>2.77</b>	<b>0.60</b>	<b>4,426</b>	<b>2.596</b>	<b>.036</b>	<b>.024</b>	<b>2,5&gt;3</b>

Note: Average stress checklist scaled 1-5, with 1 representing the absence of stressors and 5 representing stressors all the time.

\*Summary of LSD Post hoc analysis  
1<sup>st</sup> Agriculture and Social Studies  
2<sup>nd</sup> Science and Administration  
3<sup>rd</sup> Arts

The results show that there were significant differences in the responses of the level of stressors among Lecturers in the various faculties  $F(4, 426) = 2.596, p < .05, h^2 = .024$ .

Since the sample sizes of the Lecturers are unequal LSD hoc test was used to reveal the differences in the reported stressors level in the faculties. It showed that Agriculture and Social Studies faculties reported most stressors. This was followed by Science and Administration. The least reported stressors were recorded in Arts faculty. The effect size of these differences is however, negligible (.024).

## DISCUSSION

The main objective of the study is aimed at finding out the perceived stressors among the Lecturers. Four hypotheses were derived from this objective. The first hypothesis was aimed at finding out the main stressors encountered by Lecturers and ranking them in their degree of severity. The study found out that the main perceived stressor among the Lecturers is the School Environment. This is followed by teaching load and professional distress. The least perceived stressor was the administrative role. The fact that the school environment is the leading perceived stressor among the stressors might be due to the increased intake of students with no expansion of University facilities. This did not agree with the findings of Matt (2002) that workload is the leading perceived stressor.

It also indicated that the Lecturers experienced all the stressors at moderate levels (average of 2.77). This is partly explained by the fact that the Lecturer-student ratio is high and apart from teaching the numerous students' Lecturers have to grade scripts, enter grades to the computer and submit them on time to the registry. This study agrees with the findings of Maslach and Jackson (1982) that teaching has become one of the highly stressful occupations and ranks behind only air traffic controllers and surgeons in stress intensity. Similar studies by Kyriacou and Sutcliffe (1977) reported that 29.3% of teachers considered their work as extremely stressful and only 1.8% rated their work as not being stressful.

In view of the high stress level in teachers, they wish they could change their profession as evidenced in the following studies: According to Darling-Hammond (2001) one third of all teachers report that they would not enter the field of teaching if they had an opportunity to choose again and 30 % of novice teachers exit the profession prior to their fifth year. In fact, it is estimated that as many as 20% of all new teachers leave teaching during the first few years (Vance et al., 1989). A similar proportion of teachers were also reported by Solmon and Feld (1989) that they would not choose teaching as a career again.

The second hypothesis which stated that female Lecturers will report more stressors than the male Lecturers as reported by Okebukole and Jegede (1989), Blix et al. (1994) was not supported by the findings except that female Lecturers perceived more Teaching Load than the male Lecturers. This is supported by the studies of Abouserie (1994), Winefield and Jarret (2001) that there is no difference between male and female teachers with regards to stress level. Contrary to the above findings, Borg and Riding (1991) found that male teachers reported greater stressors than female teachers. The explanations for these conflicting findings are not obvious. The female Lecturers might report higher teaching load than their male counterparts because they to combine family chores with their teaching responsibilities. According to Moore (2000) female Lecturers face more stressors because in addition to teaching they do the lion's share of childcare, housework, and caring for older relatives. They also tend to have higher levels of stressors because in addition to working hard on the job, they wear three hats – mom (caregiver), wife, and professional.

Harvard Women's Health Watch (1999) has explained that women frequently stated that they felt pressured to live up to expectations either society or their own. When they fail, they feel guilty and when they succeed, they feel burned out. A physiological explanation to this is also given by the Swedish researchers. They measured workers' catecholamine – hormones secreted by adrenal glands in response to challenging situations. They discovered that the women's catecholamines and blood pressure tend to remain elevated long after the end of the work day, whilst the men's started to decline as soon as they left the work.

The third hypothesis compared the stress levels among the three categories ranks of Lecturers. The results showed that the hypothesis was supported since Junior Lecturers reported significantly more stress than the Senior Lecturers and Professors. The reasons that account for these differences might be due the experience in teaching. Furnham (1987) found that teachers with less experience and qualifications reported greater stress than their counterparts. Similarly, Laughlin (1984) found that younger teachers and those not in managerial position reported more stress from student recalcitrance. Their explanation is that the junior teachers still lack behavioral and classroom management skills. Their age, experience, and position also limit their scope of involvement in school management. This is applicable in the case of the University of Ghana where there is a recruitment drive for young Lecturers to replace the ageing Professors. Furthermore; the Junior Lecturers are given the junior classes where the introductory courses are taught. Such classes tend to be large ranging between 1,000-

2,000 students. This tends to put more pressure on the Lecturers who handle such classes. The last hypothesis is aimed at comparing the reported stress distribution among the faculties in the University. This is based on a number of studies which suggests that the environment in which teaching and learning takes place has been theorized and empirically demonstrated to influence the attitude of the teachers, their productivity and their students' learning (Borg, & Riding, 1991).

There was an omnibus significant difference in the reported stress levels in the five various faculties. Agriculture and Social Studies were first followed by Science and Administration. Arts Faculty perceived the least stressors. The effect size for the difference was, however, negligible. This strongly suggests that all the faculties undergo similar degrees of stress. This implies that almost all the stressors are almost equally distributed across the faculties.

### RECOMMENDATIONS

From the study it is clear that the commonly reported stressor among the Lecturers is the school environment. The University authorities should provide the following:

- Teaching Aids should be made available to the Lecturers to facilitate teaching-learning experience in the lecture theatres
- The University should also construct adequate classrooms to accommodate all the students during lectures and tutorials
- The lecture theatres should be well ventilated, lighted and have good sound system.
- There should be adequate laboratories, demonstration rooms and libraries with teaching-learning materials.

Another finding worth discussing is the fact that Lecturers experience more stressors than the Senior Lecturers and Professors. In view of this the following recommendations should be made to retain the Lecturers:

- The present policy in which prospective Lecturers visit the Department they want to teach to interact with the students and colleagues before taking up the lectureship should be encouraged and enforced.
- All newly recruited Lecturers should go through an orientation on the university.
- All newly recruited Lecturers should have mentors in the Departments in which they teach.

The second leading stressor that Lecturers go through is the teaching load which can negatively affect both the Lecturers and students. In view of this, the burden of teaching load can be minimized by:

- Recruiting more Lecturers for all the faculties
- Provision of scannable machines for marking the multiple choice questions

- Continuing of conference marking of exam scripts
- Strengthening of the distance education program in the university
- Recruitment of more teaching Assistants at the beginning of the semester
- Cutting down the number of student intake

### CONCLUSION

This is survey research which was aimed at finding out the stressors Lecturers in the University of Ghana perceive in their work. Four hundred and thirty two Lecturers were selected on stratified sampling from the five faculties in the university. The Teacher Stress Inventory was used to collect the data. In the first place, the study found out that the main perceived stressor among the Lecturers is the School Environment and the least was the administrative role. The study also showed that most of the Lecturers have moderate stressors. It was also found that there is no difference in the global stressors with regards to sex and faculty. It was, however, observed that Junior Lecturers perceived more stressors than Senior Lecturers and Professors.

Based on the findings above, recommendations were made to the University authorities to expand existing infrastructural facilities in the University and improve working conditions for the Lecturers in the University of Ghana.

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