

Work Related Stress and Employee Commitment at Delta State Polytechnic, Ogwashi Uku, Delta State of Nigeria

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Abstract

The purpose of this study is to investigate the level of stress in Delta State Polytechnic, Ogwashi Uku as well as to establish the link between work stress and the three dimensions of employee commitment among the 256 permanent teaching staff of the Polytechnic. For this purpose, structured questionnaires were randomly sampled on 120 teaching staff of the polytechnic, out of which 110 were duly completed and returned. Results from the research questionnaires were analyzed using descriptive and regression analysis. The findings reveal that work stress is negatively related to all the three types of commitment, namely, affective, normative and continuance, which is in line with the existing literature. The result of this investigation gives an implication that teaching staff with low job stress will be more committed than those with a high level of stress. This therefore, underscores the relevance of managing stress by reducing workload and role conflict and increasing lecturer's autonomy. The paper offers practical suggestions of how the school management can reduce the level of stress among its teaching staff. This will in no small measure improve lecturers commitment and ultimately improve their performance at work towards raising the standard of the school graduates.

Index terms— autonomy; affective commitment; continuance commitment; normative commitment; work stress; workload.

1 Introduction

he fast changing business environment and tough global competition has made it extremely difficult for modern organizations to function at their optimum capacity (Gul, 2015). Employee commitment is one of the most research topics in organizational behavior and it is therefore considered a sine qua non for the effective boost of the productivity of all organization members (Amstrong, 2005). In other words, organizational leaders are devising various means and strategies aimed at increasing the commitment of their employees in order to boost their performances as well as their value chain. This is based on the fact that employee commitment has become one of the keys used by organization to sustain the success of all organizational outcomes as well as a tool of competitive advantage in a highly competitive business terrain. It has also been noted that the effect of downsizing has made it imperative for the few ones that are left to remain loyal and committed to their organizations; otherwise they will be shown the way out. This point is buttressed by a report by Business Week, on July 16, 2001, as cited in Robbins, & Judge, (2009:12) which indicates that 54 percent of US employees feel overworked, 55 percent are overwhelmed by workload, 59 percent claim they do not have time for reflection, 56 percent says the time is not enough to complete their allocated tasks, while 45 percent says their jobs require too much multi tasking. Employees have different types of attitude regarding the job they do and the attitude to a reasonable extent, affect their behaviours at work and also determine how committed they are towards their work in particular and their organization in general. Employees' commitment connotes the degree to which an

3 SIGNIFICANCE OF THE STUDY

43 employee identifies with an organization and is committed to its goals and wishes to maintain membership of
44 that organization ??Igbinoanwia, 2011).

45 Furthermore, Health and Safety Executive has identified stress, as one of the main reported illnesses and other
46 researchers have also pinpointed that stress that is related to work overload and conflict between office and home is
47 closely linked to the risk of disease and ill health ??HSE, 2001). It is also because of its impacts on organizational
48 performance that it is a growing concern for organizational leaders. Mullins (2007) explains that stress is one of
49 the most pressing problems facing European companies and a major cause of adverse influences on the quality
50 of work life and employee performance. No wonder The Health and Safety Executive (HSE) posits that intense
51 stress can lead to mental and physical ill health such as depression, nervous breakdown, and other heart related
52 illnesses. According to Fairbrother and Warn (2003) job stress has a strong and adverse relationship with job
53 satisfaction and organizational commitment and can cause high employee withdrawal behavior and absenteeism.
54 In fact, Khatibi, Asadi and Hamidi (2009) reveal that job stress and organizational commitment are negatively
55 associated.

56 Stress is a special area that has been receiving increased attention in such areas as occupational health and
57 industrial/organizational psychology in the last three decades due to consumers increased requirement for service
58 enhancement and generalized product benefit satisfaction (Swanepoel, 2001). Stress has been conceptualized by
59 Tsui, & Ajala, (2007) as the adverse reaction people have due to too much pressure in accomplishing their tasks.
60 In the opinion of Omolara (2008), work related stress is an adverse mental and physical reaction which occurs in
61 an individual which make them incapable of coping with the requirement of their tasks. Stress has both physical
62 and psychological effect of employees.

63 Gharib, Jamil, Ahmad, and Ghouse (2016) wrote on the impact of stress on performance of academic staff
64 of Dhofar University. They discovered that the level of stress was between low and medium and consequently,
65 their performances at work were high. They also discovered that workload which is a major cause of job stress
66 is positively correlated with performance. However, role conflict as a single variable has a negative impact on
67 performance. In the same thinking, Li, Lui, Yuan, and Ju (2017) using structural equation model were able
68 to discover that there is a negative significant correlations between occupational stress and both affective and
69 continuance commitment when they conducted a study on the link between university faculties' job stress and
70 organizational commitment in China. In fact, it is believed that stress is a major cause of absenteeism, aggravated
71 organizational accidents, high rate of employee turnover, and high medical bills by organizations (Wahab,
72 2010). Job stress have been discovered to adversely affect individual employees by deepening unproductive
73 work behaviour (Chraif, 2010) less than average performances at workplace (Pitariu, Radu & Chraif, 2009)
74 and by extension, the organization as a whole (Ahmad, & Roslan, 2016). Health and Safety Executive (HSE)
75 reported in November, 2012 that out of the over 27 million days that was lost in 2012, 10.4 million were due to
76 work-related stress (Newcombe, 2012). It is in view of the aforementioned that management of organizations,
77 including academic institutions, must find a way of minimizing stress. Some organizations design jobs which
78 places a much unrealistic demands on employees. Most of the demands cannot be matched with the employee's
79 knowledge, skills and abilities. This often times places a high level of stress on the employee and may lead to
80 job mobility, emotional burnout, poor work performance, and poor interpersonal relationship with other staff
81 (Manshor, Rodrigue, & Chong, 2003). Work related stress has been linked to some factors such as role conflict,
82 work over-load and lack of autonomy (Bashir & Ramay, 2010). This papers aims at establishing the relationship
83 between organizational stress and employee commitment by looking at the work overload, role conflict and
84 lack of autonomy as the antecedent of work related stress and the three dimensions of employee commitment:
85 affective, continuous and normative. According to Riketta (2002), there is a modest positive relationship between
86 organizational commitment and productivity. A recent review of 27 studies suggests that the relationship between
87 organizational commitment and performance is very strong for new employees and it appears weaker for more
88 experienced workers (Robbins, & Judge, 2009).

89 2 II.

90 3 Significance of the Study

91 Studies have concluded that a significant proportion of stress experienced by academics is likely to emanate from
92 the competing demands of career and family life, and long working hours ??Sprcinelli & Gregory, 2007). Tertiary
93 education teaching has traditionally been regarded as a low stress occupation. Although the remunerations are
94 poor compared to their counterparts in the industries, academics have been envied because they enjoyed tenure,
95 light work load, flexibility, 'perk' such as overseas trips for study and/or conference purposes and the freedom
96 to pursue their own research interests. During the past fifteen to twenty years many of these advantages seems
97 to have been eroded in Nigerian Polytechnics. Academic salaries have fallen in real terms in relation to current
98 economic crises. There have been reported and unreported case of excessive workload placed on academic staff
99 of Delta State Polytechnic, especially during examination periods.

100 During examinations, some students threaten lecturers who try to make them comply to examination rules
101 and regulation. This is because there is no adequate security during such examinations. Lecturers are always
102 mandated to set questions, supervise examination, mark and collate results within a very short period. This has
103 resulted in making some lecturers choked up with responsibilities at some point in time and almost free at other

104 period. Lecturers in Nigeria Polytechnics are expected to perform at very high level in the area of curriculum
105 without the basic facilities for teaching, learning and research. Though the expectation is commendable, it is not
106 always possible for lecturers to competently manage the diverse needs of students with the resource disabilities
107 presently on ground in Nigerian Polytechnics without stress. Some lecturers do not even have an office and have
108 to operate at home. In that case they only go to school when they have lectures. This situation needs to be
109 addressed if Nigeria will advance technologically in this millennium and produce graduates that will be able to
110 compete favourably with their counterparts anywhere in the world. The choked period gives them a lot of stress
111 and most times reduce their commitment to the school. It is on the basis of the above that I undertake to study
112 the level of work related stress in the Delta State Polytechnic, Ogwashi Uku. The study is also to determine the
113 extent of the relationship between work stress and employee commitment at Delta State Polytechnic, Ogwashi
114 Uku. The result of the study will help management of Delta State Polytechnic in planning their academic
115 calendar as well as in allocation of courses to lecturers. The outcome can as well be applied to other Polytechnics
116 in Nigeria.

117 **4 a) Job Stress**

118 According to Bashir and Ramay (2010), stress is the unfavourable reaction people have in connection to too much
119 pressures or other type of demands placed on them both within the internal and external environment. From the
120 foregoing, it is important to note that stress is not generally negative, because it has some positive implications
121 when it is effectively managed. That is why Bashir and Ramay (2010) opines that stress do have some positive
122 effect on employees of any organization up to a certain level where the employee can cope with. A little measure
123 of stress is natural because nothing will ever get done without it (Engineering Employers Federation, 2001).
124 This cannot be a perfect truth as most innovations were not created under stressful conditions. Furthermore,
125 it is important at this point to distinguish clearly pressure from stress. In my opinion, there is no stress that
126 is positive. Once it is called stress, it becomes dysfunctional. However, what is positive is moderate pressure.
127 When pressure passes that moderate level, it becomes stress and from there, it carries its negative connotation.

128 **5 b) Dimensions of work related stress i. Workload**

129 Workload refers to the concentration of huge amount of tasks, on an employee (Ali, Raheem, Nawaz & Imamuddin,
130 2014). This happens when individuals are unable to cope with tasks allocated to them (Idris, 2011). Workload
131 arises when individuals are expected to do more than the available resources vis a vis time, and human or mental
132 capabilities (Ammar, 2006).

133 ii. Role Conflict When role requirements of an individual are irreconcilable, it creates a conflict. It can also
134 occur when an individual faces many contradictory job assignments. It is a serious situation, because commitment
135 to the role requirement makes it difficult to contribute adequately to the demands of job (Seller & Damas, 2002).
136 Role conflict can be defined as when individuals perform different roles that conflict with one another.

137 **6 iii. Autonomy**

138 Autonomy is the extent to which employees are allowed to use their discretion in scheduling their work processes
139 and procedure that will facilitate the achievement of a better performance. In the aspect of lecturing, teaching
140 staff are expected to score high on autonomy because the methods of teaching and transmission of knowledge
141 to students are independently determined by each lecturer. However, every other roles involving administration
142 is being governed by administrative bureaucracy. According to Management Today (2006), a relative degree
143 of autonomy has been found to be positively linked to job satisfaction, which invariably leads to employee
144 commitment.

145 The extent to which different individuals react to stress differs according to their distinct personal characteris-
146 tics such as life styles, emotional stability, economic status, life events; appraisal of the stressor, socio-demographic
147 and occupational factors (Rollinson, 2005).

148 **7 c) Other Potential Causes of Work related Stress**

149 There are four major factors that are potential cause of job stress: Environmental factors; organizational factors,
150 personal factors; and individual differences (Cooper & Payne, 1978). Economic uncertainty is a situation where
151 people become anxious as a result of a contracting or depressing economy. People express fears and anxiety for
152 fear of losing their jobs. Political uncertainty emanate when people become anxious as a result of a potential
153 change in political leadership. It is indeed a common phenomenon in Nigeria that most employment in public
154 institutions as politically influenced. It becomes a matter of anxiety for employees who are loyal to a particular
155 political leadership when there is a potential change in leadership. Technological dynamism is another potential
156 cause of stress among employees. As technology changes, some employees are seeing themselves as becoming
157 jobless. Technological changes are therefore a major treat to many employees and these cause the stress. This
158 may be due to the fact that some employees may not be able to learn at the speed of technological changes. Jobs
159 that are designed to give the employee some measure of freedom will not cause as much stress as those that are
160 low in terms of autonomy. Furthermore, jobs that have a lot of task varieties will pose less stress than those
161 that are score low on task varieties. Furthermore, automated working environment will pose a lesser challenge in

8 D) EMPLOYEE COMMITMENT

162 terms of stress than those tasks that are done manually. Research has found out that working in an overcrowded
163 environment can lead to stress and distress (Glomb, Kammeyer-Muller & Rotundo, 2004). Furthermore, role
164 conflict is another cause of stress because it creates too much expectation that will be difficult to meet. Role
165 overload occurs when the employee is expected to do more than the time permits. For example, when lecturers
166 are giving a deadline to mark and submit examination results within a time limit that appears too short to
167 reconcile. Role ambiguity is created when employee job expectations are not clearly spelt out for him or her to
168 understand. In other words, the employee is not very sure of what is expected of him or her. Personal factors
169 include family pressures, economic problems and individual unique personality characteristics. In Nigeria for
170 instance, where a lot is placed on an average Nigerian worker who has a lot of dependants. There is hardly any
171 Nigerian worker that is not over stretching his or income on family demand or on extended family requirements.
172 That is why research has it that most job stress symptoms actually had their origin from the individual personal
173 characteristics. In other words, most stress at work is not job induced; rather they originate from the individual
174 personal requirements or demands (Nelson, & Sutton, 1990). Furthermore, marital challenges may also account
175 for some major job stress challenges in Nigerian organizations. Single parents find it harder to cope with the
176 challenges of bringing up their children in a more responsible way.

177 On individual differences, it is important to note that people are different. Even identical twins have their
178 distinct personal individual characteristics that make each different from the other. That is why some people can
179 thrive of a moderate level of stress while others find it extremely difficult to cope even at a very minute stress
180 level. Social support, perception, job experience and personality have been identified as one of the moderating
181 variable on the relationship between potential stress condition and employee reaction to it (Robbins, & Judge,
182 2009). The way and manner individuals give meanings to things in their environment differs. Some may perceive
183 a management action as a threat, while some may view it as an opportunity for them to expand their horizon.
184 Moreover, social support through interpersonal helping from colleagues helps to reduce stress. There are other
185 minor causes of stress like unclear job description, inability to get things done on time either due to lack of
186 knowledge, poor time management, lack of interpersonal relationship and poor and ineffective communication
187 (Michac, 2009).

188 8 d) Employee Commitment

189 Employee commitment remains a vital issue to be considered in academic institutions because with the presence
190 of committed employees, absenteeism, delays and displacements and other negative behaviours that hamper
191 productivity will be reduced if not completely eliminated (Alipour & Kamaee, 2015). Commitment is that thing
192 that makes an employee to like the job he or she is doing and be willing to put in more efforts (Bashaw & Grant,
193 2004). Employee commitment is considered to be a psychological immersion of an individual with his place of work
194 through a proper identification or personal alignment with the goals and objective of the organization (Dolan,
195 Tzafirir & Baruch, 2005). Gbadamosi (2010) defines employee commitment as an individual attitude towards the
196 organization and the individual acceptance of the goals of the organization as well as his readiness to exert more
197 positive energy on behalf of the organization. ??kpara and Wynn (2008) posit that employees' commitment is
198 an employee disposition to subscribe the goals and missions of the organization and be eager to remain with that
199 organization. Employee commitment has both positive and negative implications. An over committed employee
200 may become overzealous which can result to dysfunctional behaviors leading to poor performances ??Mowday,
201 Porter, & Steers, 2002). There is also a situation where an employee may be committed to his job, without being
202 committed to the organization. Arokiasamy and Nagappan argue that for the fact that employee commitment
203 directly affect the quality of output of university lecturers, concerted effort must be made in treating it as an
204 important factor by university management (As cited in (Zhuwao, Setati, Rachidi , & Ukpere, 2015).

205 Meyer, Allen and Smith (1993) further identified three distinct dimensions of organizational commitment.
206 Affective commitment refers to an emotional attachment which an employee has towards the organization where
207 he or she works and at the same time, has a strong belief in its values. There are a lot of reasons why an employee
208 may have such kind of emotional attachment. The most important is a liking in the system of administration or
209 the culture of the organization. It may not however, mean that the employee is satisfied with the job he is doing.
210 According to Allen and Meyer (2000), affective commitment happens when the employee stays in the organization
211 because he is willing to stay. This is in line with Dixit and Bhati (2012) description which says that affective
212 commitment is seen as a relative strength of an individual employee identification with and involvement with a
213 particular organization. That is why Herscovitch and Meyer (2002) posits that an individual with an affective
214 commitment believes in the goals and values of the organization, put in maximum efforts towards achieving
215 those goals and intend to stay with the organization. Employees who are affectively committed feel valued, act
216 as ambassadors for their organization and are generally great assets for such organizations (Ahmad & Roslan,
217 2016).

218 Continuance commitment is when employee stays in the organization where he works because of the perceived
219 economic benefits or remaining with the organization compared to leaving it. There are many reasons why this
220 can happen. An employee has consciously examined the external environment and discovers that he will not get
221 a job as pleasant as the place he works. For example, an employee may be committed to his employers because he
222 is well paid, not because he likes the work, but because he is fully aware that he will not be able to get another job
223 that will pay him that much. Continuance commitment reveals the deliberation on outcomes of action whether

224 to remain in an organization or to leave. The cost associated with leaving the organization includes loss of
225 attractive fringe benefits, wastage of time, disruption of personal relationships, loss of pension benefits and loss
226 of status ??Dixit & Bhati, 2012). When an employee thinks and considers the benefits that will elude him when
227 he leaves the organization, he or she will be forced to remain with the organization. According to Somers (1995),
228 continuance commitment can further be divided into two: high sacrifice continuance commitment, which is the
229 personal sacrifices associated with leaving ones current employer; and low alternative continuance commitment,
230 which he describes as limited opportunities for another employment in the external environment. An employed
231 man married to an unemployed woman is bound to have continuance commitment because he knows that he
232 cannot leave his present employment when his wife is presently unemployed.

233 Normative commitment is when an employee stays with an organization because he or she is morally or
234 ethically bound to do so. A good example is when an employee just developed a new project which has cost the
235 organization a huge sum of money. The employee will be morally bound to stay with the organization because
236 he knows that leaving the organization will make the organization lose the investment. Normative commitment
237 is the state in which an employee feels responsible to stay in an organization. Another good example is an
238 employee who has been sponsored through school by the organization. It will be morally and ethically wrong for
239 the employee to leave the organization after enjoying such scholarship. When something like this happens, the
240 employee sees it as his moral duty to reciprocate this gesture by remaining with the organization and contribute
241 to that organization. According to Igbiniwanhia (2011), normative commitment is value-laden where similarity
242 between employee values and organizational values take prominence.

243 9 IV.

244 10 Research Methodology

245 This study is targeted at the teaching staff of Delta State Polytechnic Ogwashi -Uku. The population of study is
246 the two hundred and fifty six permanent teaching staff of the polytechnic. The conceptual scope rests on three
247 antecedents of work related stress: work overload, role ambiguity and lack of autonomy. The study also dwells
248 on the dimensions of affective commitment, normative commitment and continuance commitment. The study
249 covers the period between July and October, 2018. The operationalisation of employee commitment was with The
250 Employee Commitment Survey that was developed by ??eyer and Allen (2004) with a slight modification. Job
251 Stress Scale (Crank, Regoli, Hewitt & Calberson, 1995) was used to measure the frequency with which employees
252 were bothered by stressful occurrences. It contains five subscales that assess the extent of occupational stress
253 due to job responsibilities, quality concerns, role conflict, job vs. non-job conflict and workload.

254 V.

255 11 Research Design

256 This study adopted the survey research design whereby data was collected from only permanent academic staff
257 of Delta state Polytechnic, Ogwashi Uku through the administration of questionnaires. This survey design
258 is chosen by the researcher because it is relatively inexpensive to conduct and can accommodate large samples.
259 Furthermore, many questions can be asked, yet flexibility in the analysis is feasible and a high degree of reliability
260 is assured (Agbonifoh, & Yomere, 1999). Finally, the use of questionnaires is generally recommended because it
261 facilitates comparison of themes.

262 12 a) Sources of data and Data Collection

263 The data for this study was collected using the questionnaire administered on 120 randomly selected teaching staff
264 of Delta State Polytechnic, Ogwashi Uku. Out of the 120 questionnaires administered, 110 was duly completed
265 and returned for analysis. This shows a response rate of 92 percent.

266 13 b) Reliability of Research Instrument

267 According to Zeller and Carmines (1979) the reliability of a research instrument is the degree to which the
268 researcher can sufficiently depend on the data captured through employed to gather information for the study.
269 It can also be defined as the degree to which an instrument produces similar outcomes when it is repeated. In
270 carrying out the reliability test for this study, 20 questionnaires were administered to lecturers at Delta State
271 Polytechnic, Ozoro, Delta State. This is another Polytechnic owned by Delta State Government. The data
272 generated were subjected to a reliability test to determine its reliability. The result of the test using Cronbach
273 Alpha method is 0.87.

274 14 VI.

275 15 Data Analysis

276 Data was analyzed using both descriptive and inferential statistics

16 a) Level of Job Stress

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These findings gave answer to research question one which is to examine the respondents' level of job stress. Table 1 shows the overall respondents' level of job stress. Based on the findings, majority of the respondents, that is 61.8% (n=68) reported of having high job stress while 29.1% (n=32) reported of having moderate job stress. Only 10 respondents, representing 9.1 % claimed that they experience low level of stress. This result indicates that less than 50 percent of the participants actually enjoy their job, judging from the angle of stress. The mean score for the level of job stress was 12.742 with the standard deviation of 3.126. These findings answer to the second objective of the study, which is to determine the relationship between job stress and organizational commitment. The correlation for all variables included in this study is presented in Table 5. The findings revealed that job stress were significantly related to organizational commitment of the respondents. As shown in Table 5, job stress was found to have a negative association with affective commitment ($r=-.319$, $p=.000$), continuance commitment ($r=-.242$, $p=.010$) and normative commitment ($r=-.269$, $p=.000$). This result is consistent with prior research suggesting that the higher stress experienced in work place by the workers, the lower will be their commitment to the organization Sue, 2004; Tytherleigh, Webb, 2000

17 VII. Conclusion and Recommendations

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Work related stress has been proven to have a significant negative relationship with employee commitment of teaching staff of Delta state Polytechnic, Ogwashi-Uku. The implication of the statement therefore is that concerted should be made to reduce the level of stress on the teaching staff of Delta State Polytechnic, Ogwashi-Uku, and by extension, all other institutions of higher learning in Nigeria that operate on the same horizon. More so, staff should not be pushed to do more with fewer resources at their disposal, expecting them to do more than the resources at their disposal can do. This is more so with the head of departments who are not given the financial resources to run their departments. This in no small measure adds to the stress level of departmental heads. Increasing the span of control have been found to account for why most heads of departments are under extreme pressures which account for most of the causes of work stress. Staff should be trained on the need to build and develop extra role behaviour by trying to encourage and assist colleagues when the need arises. In fact, emphasis should be placed on team as against individual accomplishments. It is on this basis that there should be a kind of interpersonal helping among colleagues. Furthermore, there should be a free flow of communication among staff. Information is very important when it comes to the flow of work, and that is why management should encourage both horizontal and vertical dissemination of information. Finally, the issue of cultism was indirectly mentioned, howbeit, not significantly related to employee commitment. Some teaching staff is of the opinion that security should be beefed up in the school especially during examination. They claimed that some notorious students do harass them during examination, thereby marring the reliability of the examination in testing the competencies of the students. These activities therefore hinder them from performing to their optimum, thereby leading to a high level of stress. The findings lend support to the existing literature that for organizations to make progress and stand the trend of competitiveness, the human resources must exhibit more than their normal job roles by imbibing the spirit of extra role behaviour which is associated with highly commitment employees. Organizational commitment level shows how long the employee tends to stay in the organization. Lower commitment level among employee shows that the employee will leave the organization soon. Therefore, employers will need to strive hard by removing those issues that bring about stress within the organization. School management can use the results of this study as evidence to be considered in planning to reduce the causes of job stress and increase the level of commitment in employees. It is hoped that this research will contribute a great deal towards a better and ideal policies pertaining to organizational management, as well as good guidance in manpower planning and development of workforce.

18 VIII. Limitations of the Study

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Firstly, due to the cross-sectional nature of the data retrieved, the conclusion about the direction of effects regarding to the relationship between job stress and organizational commitment among teaching staff of Delta State Polytechnic, Ogwashi Uku, and therefore may not be adequately generalised to other institutions. Secondly, the study sample are academic staff of Delta state Polytechnic, Ogwashi Uku, with the exclusion of Adhoc teaching staff which have almost the same strengths like the permanent teaching staff, so non academic staff were not included. This will restrict the generalizability of the findings. Thirdly, data was collected during the second semester examination. This is a period where lecturers are keenly involved in examination supervision, marking and compilation of results. This may affect the result of the studies because there are indications that at some of other times, the pressure of work or the workload may not be as heavy as it is during examination periods. We hope future researchers to do more studies about additional variables that related to job stress factors as job demand, job control and job support, work life balance etc and to apply the studies in other fields. ¹

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[Note: A]

Figure 1: Table 1 :

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reveals the respondents' level of affective commitment. 39 respondent corresponding to 35% of the respondent are low in terms of affective commitment dimension of organizational commitment. 71 respondents, corresponding to 65 % have low affective commitment. A little over half (53.1%, n=139) of the respondents were categorized in low level and followed by 46.9% (n=123) in high level. The mean score for affective commitment in this study was 25.386 with the standard deviation of 1.847. The minimum score for level of affective commitment was 21 while the maximum score was 27. The analysis is shown in Table 2 below.

Figure 2: Table 2

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Level of affective commitment	Frequency	Percentage	Mean	Standard deviation
High	39	35		
Low	71	65	25.386	1.765
Total	110	100.0		

Min: 21
Max: 29

Source: Author

Figure 3: Table 2 :

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Level of continuance commitment	Frequency	Percentage	Mean	Standard deviation
High	42	38.2	27.43	1.921
Low	68	61.8		
total	110	100.0		

Min: 21

Source:
Au-
thor,
2018

Max: 32

In the dimension of normative commitment, 25.45% (n=28) of the respondents were categorized in high level while 74.55% (n=82) in are at low level. The mean score for normative commitment in this study was

27.321 with the standard deviation 1.932. The mean score for level of subjective happiness was 18 while the maximum score scored by the respondent was 34. The analysis is displayed in Table 4 below:

Figure 4: Table 3 :

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Level of normative commitment	Frequency	Percentage	Mean	Standard deviation
High	28	25.45	27.321	1.861
Low	82	74.55		
Total	110	100.0		

Min: 19

Source: Author, 2018

Max: 36

Figure 5: Table 4 :

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Figure 6: Table 5 :

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