BINDURA UNIVERSITY OF SCIENCE EDUCATION

DEPARTMENT OF ENVIRONMENTAL SCIENCE

Correlational analysis of occupational stress, job satisfaction and performance among academic staff of tertiary learning institution under resource-constrained settings.

By

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A Research Project submitted in partial fulfilment of the requirements of the Bachelor of Science Honours degree in Safety, Health and Environmental Management.

May 2025

DECLARATION

To be completed by the student

Student number: B211697B

Nderere Absolom T, declares that this work is entirely the outcome of his research. It has never been used in any academic work. Reference to previously published work has been clearly stated.

Student signature…….Date…..30/05/2025

To be completed by the supervisor

This research project has been checked for conformity with faculty guidelines. It is suitable for submission to the faculty.

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DEDICATION

I dedicate this research project to C. Chingozho, my mother, brothers Tendai, Tawanda and friends for their untiring support. This research project is a crucial achievement I dedicate to the aforementioned people. If these people had not been present in my life, I would not have attained this goal.

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It is God who made all this possible. I first give thanks to the almighty God for allowing me to have the opportunity to start and complete this research project. I thank my parents for their unwavering support, encouragement and trusting my choice to study Safety Health and Environmental Management. It won't be good to miss appreciating my colleague Runyararo Mangezi for academic and social support. My greatest gratitude goes to my supervisor Dr. Artwell Kanda for his lenience, intellectual support and guidance.

ABSTRACT

Background: Occupational stress is a hazard to human life with potential to impact job satisfaction and performance. The prevalence of occupational stress among tertiary academic staff is underlooked in Zimbabwe.

Objective: To determine the correlation between occupational stress, job satisfaction and performance among academic staff of tertiary learning institution under resource-constrained settings using Bindura University of Science Education (BUSE) as a case study.

Methods: A descriptive correlational study was conducted at BUSE in Bindura town, Zimbabwe from September 2024 to May 2025. Data were collected using an open-ended questionnaire online through Google Forms to 215 participants. An observation checklist augmented the questionnaire. Questionnaire responses were rated on a 5-point Likert scale. Hypotheses were tested using Spearman's Correlation analysis at a 0.05 significance level using SPSS software.

Key findings: There was very low response rate of (13%). Participants indicated that poor remuneration, lack of teaching aids, large class sizes and high workload were the sources of occupational stress. There were no significant relationships between occupational stress, job satisfaction and performance at ($p > 0.05$).

Conclusion: This study is unique as it assessed practically occurring variables. A case study solicited practical challenges contributing to occupational stress. However, the very low response could have influenced the results.

Key terms: Significant; Relationship; Variables

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CHAPTER 1: INTRODUCTION

1. Introduction

1.1 Background of the study

The prevalence of occupational stress among tertiary academic teaching staff has become a global concern (Zvada & Thomas, 2019; Kabito et al., 2020; Coker et al., 2024). Occupational stress is a psychological hazard that lecturers experience every day at work. High levels of occupational stress can impact the job satisfaction and performance of lecturers (Burman & Goswami, 2018; Duman et al., 2018). The lecturing profession was considered a stressful occupation due to the demands of the work and scarcity of resources in various tertiary institutions (Olarenwaju et al., 2021; Agyapong et al., 2022).

In this study, occupational stress refers to the physiological and psychological response of lecturers to unfavourable working conditions at the workplace (Kabito et al., 2020; Coker et al., 2024). Job performance is the ability of lecturers to complete tasks, meeting their goals and expectations using available resources (Okoi & Odigwe, 2018; Mbon et al., 2019). Job satisfaction refers to the lecturers' morale and motivation to do their work (Sucuoğlu & Karnley, 2022). Literature revealed that occupational stress strongly intertwines with lecturers job satisfaction and performance (Ankomah & Dzikunu, 2024). Occupational stress can either motivate or demoralise lecturers to work or slow down (Akah et al., 2022). Several studies were conducted to examine the relationship between occupational stress and job satisfaction of lecturers (Reddy et al., 2020; Malik et al., 2023; Ankomah & Dzikunu, 2024). Literature also underpinned researches conducted to determine the relationship between occupational stress and job performance in academia (Abraham & Olumide, 2019; Akah et al., 2022).

The tertiary academic occupation is considered highly stressful (Haseeb & Sattar, 2018; Kabito et al., 2020). Literature revealed this evidence in Europe, the UK (Wray & Kinman, 2022), in Africa for example, in South Africa (Poalses & Bezuidenhout, 2018; Mathews et al., 2022), in Nigeria (Oluwamuyiwa et al., 2021; Sonna & Nkechi, 2021)and in Zimbabwe(Zvada & Thomas, 2019). The aforementioned literature underpinned that occupational stress in the tertiary academia is very prevalent in almost all nations. There is high rate of lecturer turnover and a decline in the standard of the tertiary education system in Zimbabwe (Zvada & Thomas, 2019). Lecturers are not being given adequate attention and resources to perform their duties, leading to development of occupational stress (Kaborloomene, 2023). Occupational stress has the potential to impair lecturers job satisfaction and performance at work (Nor, 2020; Oluranti et al., 2023).

1.2 Problem statement

The Zimbabwean tertiary education system faces persistent resource challenges (Reddy et al., 2020). The declining state of the economy drive institutions to enrol high numbers of students as a way to raise funds. Academic staff members are facing these challenges: low salaries, irregular paydays, high student lecturer ratio, political distress and lack of work amenities (Abraham & Olumide, 2019; Zvada & Thomas, 2019; Gatsi, 2025).These factors lead to development of occupational stress. Occupational stress is a psychological hazard that affects lecturers' job satisfaction and performance at work worldwide (Ethelmary et al., 2021). As of today, there is no study which has been conducted in Zimbabwe to determine the impact of occupational stress on lecturers' job satisfaction and performance. This study aims to address this literature gap.

1.3.1Aim

- To determine the correlation between occupational stress, job satisfaction and performance among academic staff at an institution of higher learning under resource-constrained settings.

1.3.2 Objectives

- To determine how occupational stress is correlated to job satisfaction among university lecturers under resource-constrained settings.
- To determine how occupational stress is correlated to performance under resource-constrained settings.
- To determine how job satisfaction is correlated to job performance among university lecturers under resource-constrained settings.

1.4 Significance of the study

This research may contribute to literature on the current debate on occupational stress, job satisfaction and performance for academic institutions of higher learning. The findings may provide informed evidence to review higher education policy and practice with regards to occupational health and safety of lecturers. Occupational stress may influence job satisfaction and performance of lecturers, which in turn, may compromise the quality of graduates produced at institutions of higher learning.

1.5 Hypotheses

H_0: There is no significant relationship between occupational stress and job performance.

H_1: There is a significant relationship between occupational stress and job performance.

H_0: There is no significant relationship between occupational stress and job satisfaction.

H_1: There is a significant negative relationship between occupational stress and job satisfaction.

H_0: There is no significant relationship between job performance and job satisfaction.

H_1: There is a positive relationship between job performance and job satisfaction.

1.6 Assumptions

- Lectures at the institution experience occupational stress due to resource-constrained factors.
- Instruments for data collection will collect intended information from participants.
- Lecturer's responses will be independent of job security considerations.
- Consider in self-reported data.

1.7 Limitations

- Limited generalisability of findings to other institutions
- Bias in self-reported data.
- External factors affecting job satisfaction and performance were not considered.

1.8 Delimitations

- Focused on lecturers at Bindura University of Science Education (BUSE).
- Focused only on occupational stress related to job functions and resource constraints.

CHAPTER 2: LITERATURE REVIEW

2. Literature review

2.1Introduction

This chapter reviews existing literature on occupational stress, job satisfaction and performance in tertiary learning institutions in resource-constrained settings. It provides key concepts, theories, and studies identifying areas of agreement, debates, and current knowledge in the subject matter. This provides a road map for analysing the correlation between occupational stress, job satisfaction, and performance.

2.2 Causes and effects of occupational stress among university lecturers

Tertiary academic staff members are experiencing significant levels of occupational stress (Kinuthia et al., 2022). Occupational stress develops from the high demands of work and resource factors (Atunde et al., 2021). Table 2.1 shows ten studies conducted in Nigeria, Ethiopia, Zimbabwe, Indonesia, Malaysia and South Africa. The studies show that occupational stress is very prevalent among academic staff. Occupational stress emanates from publishing papers, research and development and community involvement. Other sources of occupational stress are financial constraints, high workloads, shortage of institutional resources and poor working conditions at work. Occupational stress affects lecturers' social, psychological and physical health and lastly, it impacts productivity at work

Table 2.1 Studies on occupational stress among university lecturers

University (Country)	Causes of occupational stress	Symptoms/effects	Reference
Pune (India)	• Budget constraints • Limited resources • Workload • Researching	• Decline in research output	Jadhav (2024)
Kwara State Universities (Nigeria)	• Low wages • Lack of facilities and equipment • Uncongenial organizational climate	• Poor health status • Declining staff performance • absenteeism • Emotional and psychological problems	Atunde et al. (2021)

Gondar (Northwest Ethiopia)	• Lack of consultation by management • Lack of participation in decision-making	• Manifestation of anger • Aggression • Smoking	Kabito et al. (2020)
Port Harcourt (Nigeria)	• Resource constraints • Heavy workload • Insufficient remuneration	• Burn out • Depression • Mental health problems	Kaborloomene & Barnabas (2023)
Catholic University (Zimbabwe)	• Low salaries • Inconsistent paydays • Workload • lack of resources • Poor leadership • Turbulent economy and • Politics	• Lack of tolerance • Alcoholism • Absenteeism • Misconduct cases • Fatigue • Low man-hours • Low enthusiasm • Low motivation	Zvada & Thomas (2019)

Ogun state Universities (Nigeria)	• Overwork • overload • Low pay • Lack of benefits • Lack of recognition	• Emotions depression • Attention problem • Problem solving • Physical symptoms-headaches	Abraham & Olumide (2019)
Muhammadiyah Yogyakarta (Indonesia)	• Long working hours • Workload • Career development • Work relationships	• Deteriorating health • Sleeping problems • Blood pressure • Decrease in productivity • Digestive problems	Lestari & Rizkiyah (2021)
Lagos State University (Nigeria)	• Lack of promotions • Competitive career advancement • Job insecurity • Poor finances	• Anxiety • Depression • Decreased productivity	Coker et al. (2024)

	• Research demands • Limited management support • Poor work-life balances		
Malaysian Public Universities (Malaysia)	• Career development • Workload • Financial factors • Work environment • Networking	• Frequency of sick leave • Attending offices late • Skipping work • Schizophrenia • Doing part-time jobs	Isa & Palpanadan (2020)
Universities of Technology (South Africa)	• Lack of leave • Meetings and support deficiency resources • Lack of care and empathy • HR bullying and imposition	• Absenteeism • Low staff morale	Mathews et al. (2022)

	• Lack of professionalism • Nepotism • Favouritism • Retrenchments • Instability • Lack of recognition and appreciation • Teaching • researching • administration work		

2.3 The relationship between occupational stress and job satisfaction

Literature revealed that there is a negative association between occupational stress and job satisfaction (Reddy et al., 2020; Shokri et al., 2023). Higher levels of occupational stress lowers job satisfaction. This means that higher job satisfaction is related to lower occupational stress and vice versa (Oluwamuyiwa et al., 2021). Occupational stress has an influential effect on lecturers' job satisfaction. Literature revealed that high levels of occupational can reduce lecturers' job satisfaction and productivity (Senthilkumar, 2018). Increased levels of occupational stress among lecturers lead to work dissatisfaction (Asmaa et al., 2018). Moderate occupational stress was considered to be beneficial to lecturers as it motivates them to do their work (Stephen, 2024).

The absence of stressors at work enables lecturers to enjoy their work. Satisfied lecturers are always happy and are likely to be productive and successful (Oluwamuyiwa et al., 2021). Lecturers who are under occupational stress are usually not satisfied with their work, leading to lower job satisfaction. Low levels of occupational stress provide lecturers with motivation and morale to do their work (Vaghela & Khatri, 2023). Unhappy feelings develop as occupational stress increases resulting in job dissatisfaction. Common signs of job dissatisfaction among lecturers are absenteeism, strikes, low productivity, delays, high turnover and a lack of work responsibility (Malik et al., 2023).

2.4 The relationship between occupational stress and job performance

The association between occupational stress and job performance was considered to be controversial. Studies revealed that the relationship between occupational stress and job performance is inversely related (Tquabo et al., 2021). This means that higher levels of occupational stress lead to poor job performance. Occupational stress-related factors were revealed as predictors of job performance (Usoro, 2018). The U Inverted Model postulated that job performance increases as occupational stress increases. As occupational stress becomes

excessive, performance reaches its peak and starts to decline (Awotinde, 2021; Akah et al., 2022). Occupational stress has to be maintained at low levels to ensure productive job performance of lecturers (Kinuthia et al., 2022).

A positive relationship was also highlighted between occupational stress and job performance (Muis, 2021). Literature revealed that occupational stress and the job performance of lecturers can increase or decrease in the same direction at varying degrees (Akah et al., 2022). Moreover, literature emphasised that occupational stress contributes to low job performance (Odenuga, 2021). Occupational stress leads to increased absenteeism, strikes and poor health resulting in low job output. Some researchers argued that occupational stress can improve the job performance of lecturers and productivity but however, it is difficult to challenge the influence of occupational stress on individuals' physical and mental health (Cuc et al., 2024). Moderate stress levels sometimes enhance job performance but excessive occupational stress impact job performance oppositely.

2.5 The relationship between Job satisfaction and Performance

Literature revealed that the level of job satisfaction is significantly and positively related to the job performance of employees (Ravichandran & Promilabhardwaj, 2021). Higher job satisfaction levels enhance lecturers' performance. Literature also underpinned that lecturer's work performance is highly inversely affected by the level of job satisfaction (Baluyos et al., 2019). A study conducted on the relationship between job performance and job satisfaction among lecturers highlighted that there is a moderate correlation between lecturer's job performance and job satisfaction (Kadtong, 2018). According to Ezeanyim et al. (2019), there is a linear relationship between job-related factors and employee performance proxy and employee morale.

Wolomasi et al. (2019) revealed that job satisfaction has a significant and positive correlation with the level of performance of employees. Literature strongly suggests that satisfied employees perform at a higher level in their jobs (Ravichandran & Promilabhardwaj, 2021). Satisfied employees show commitment towards their job. It is crucial to understand the level of job satisfaction and performance of academic employees to enhance productivity.

2.6 Theoretical framework

Three models guided this study: the Person's Environment Fit, Herzberg's two factors and Abraham Maslow's hierarchy of needs. The Person-Environment theory emphasises the need for a fit between the workers and the working environment. There must be a match between the demands of the workplace, available resources and workers' needs and abilities (Usoro et al., 2022). The existence of a misfit between the variables leads to occupational stress. Herzberg two factor theory postulates hypothesis for job satisfaction. Work conditions are divided into motivations and hygiene elements. These elements drive employees to perform at a certain level at work. Maslow's theory emphasises that workers' satisfaction is influenced by the hierarchy of needs (Sucuoğlu & Karnley, 2022). Fig 2.1 below shows the correlation between occupational stress, job satisfaction and performance.

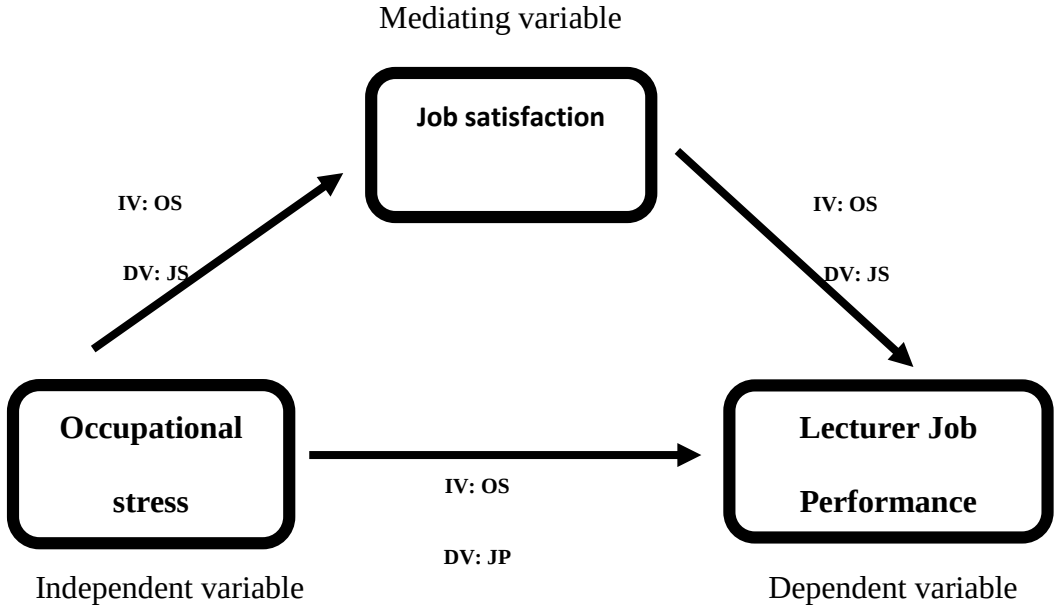

Fig 2.1 Correlation between occupational stress, job satisfaction and performance (Nor, 2020).

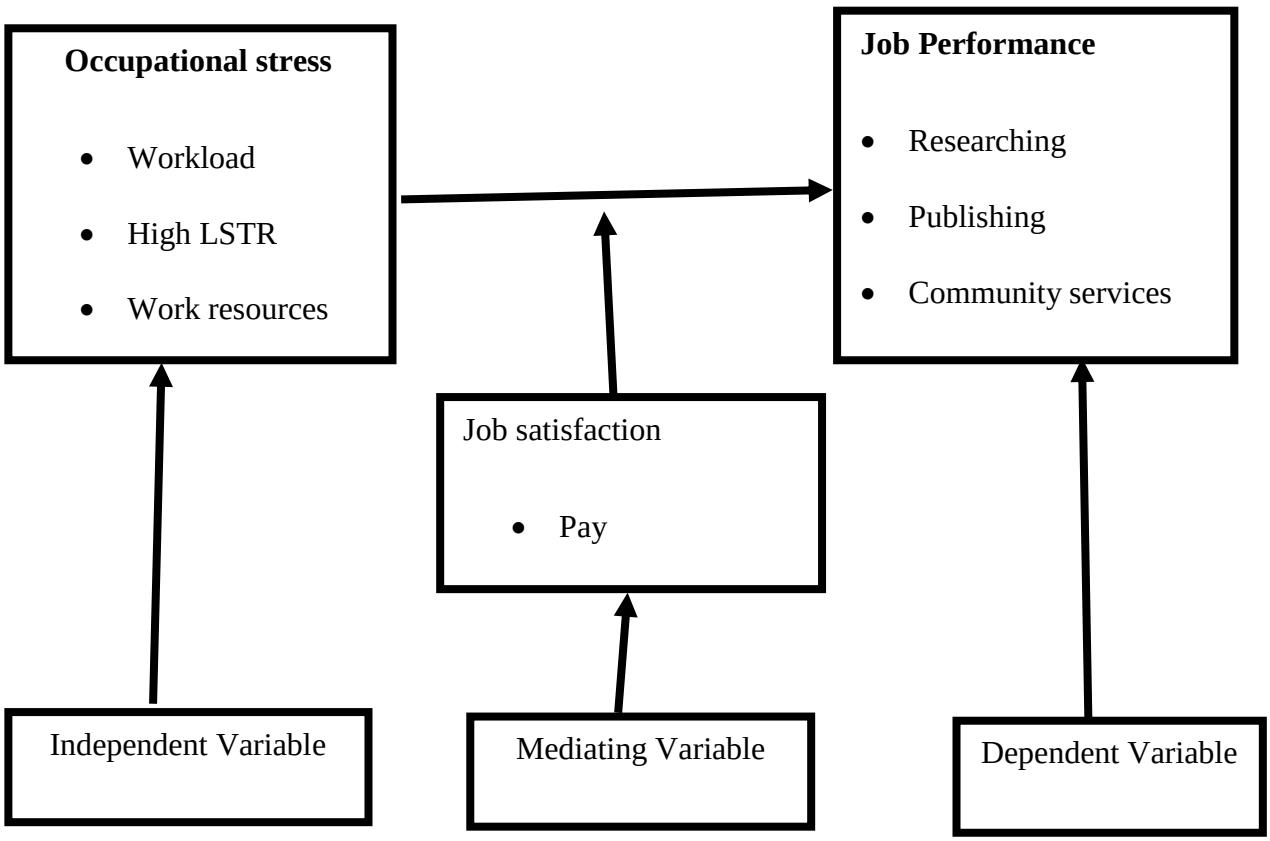

Fig 2.6 linear association of occupational stress, job satisfaction and performance (Kiiza, 2021).

2.7 Summary

Literature revealed that tertiary academic staff members are experiencing significant levels of occupational stress globally. Academic staff members are struggling with occupational stress due to the demands of the occupation. Global research on occupational stress is rising but there are no comprehensive solutions which have been implemented to free lecturers. Greater research was invested in investigating occupational stress and job performance. . There is limited research on correlational analysis of occupational stress, job satisfaction and job performance. Future researchers should focus on compiling global occupational stress statistics and correlational analysis of the three variables.

CHAPTER 3: METHODS AND MATERIAL

3. Methods and materials

3.1 Description of the study area.

The study was conducted at Bindura University of Science Education (BUSE) in Bindura town, Zimbabwe (Fig 3.1). Bindura town is in Mashonaland Central Province. BUSE campuses are situated close to three mines. The three mines are Fredda Rebecca gold mine, Ran mine and Trojan Nickel mine. Residential areas in Bindura town are Chipindura, Shashi, Chiwaridzo, Chipadze and Manhenga. The institution (BUSE) has four campuses located in different areas of the town as indicated on (Fig. 3.1.) The campuses are located as follows: Main campus at 741 Chimurenga Road off Trojan Road in Chipindura, Astra Campus at 1041 Masembura Road off Trojan Road near the Golf Course, Town Campus at 325 Border Gezi Avenue and FSE campuses at Shashi View Complex off Mt Darwin Road. The Town campus and the main library are located in the CBD at the same place.

The institution was established by the government of Zimbabwe as a college of the University of Zimbabwe in 1995. Currently, the institution has five faculties and 31 departments with 215 lecturers (BUSE HR prospectus, 2025). The institution has an enrolment capacity of 7 000 students. According to the University world news report (Online material), the recommended lecturer-student ration set by the University Grants Commission is 1:16 for science, engineering and agriculture universities, and 1:24 for general universities. Currently, universities are accommodating high numbers of students leading to high lecturer student ratios (LSR) to be as high as 1:47 (Alamgir, 2023) (Online material). BUSE has an overall lecturer-to-student ratio of 1:33 (Calculated based on student enrolment and lecturers). BUSE conducts two intakes in a year, in February and August. The faculty of Commerce is hosted at the Main campus, the Faculty of Agriculture and Environmental Science at Astra, the Faculty of Social Sciences at Town Campus and the Faculty of Science Education at Shashi View Complex.

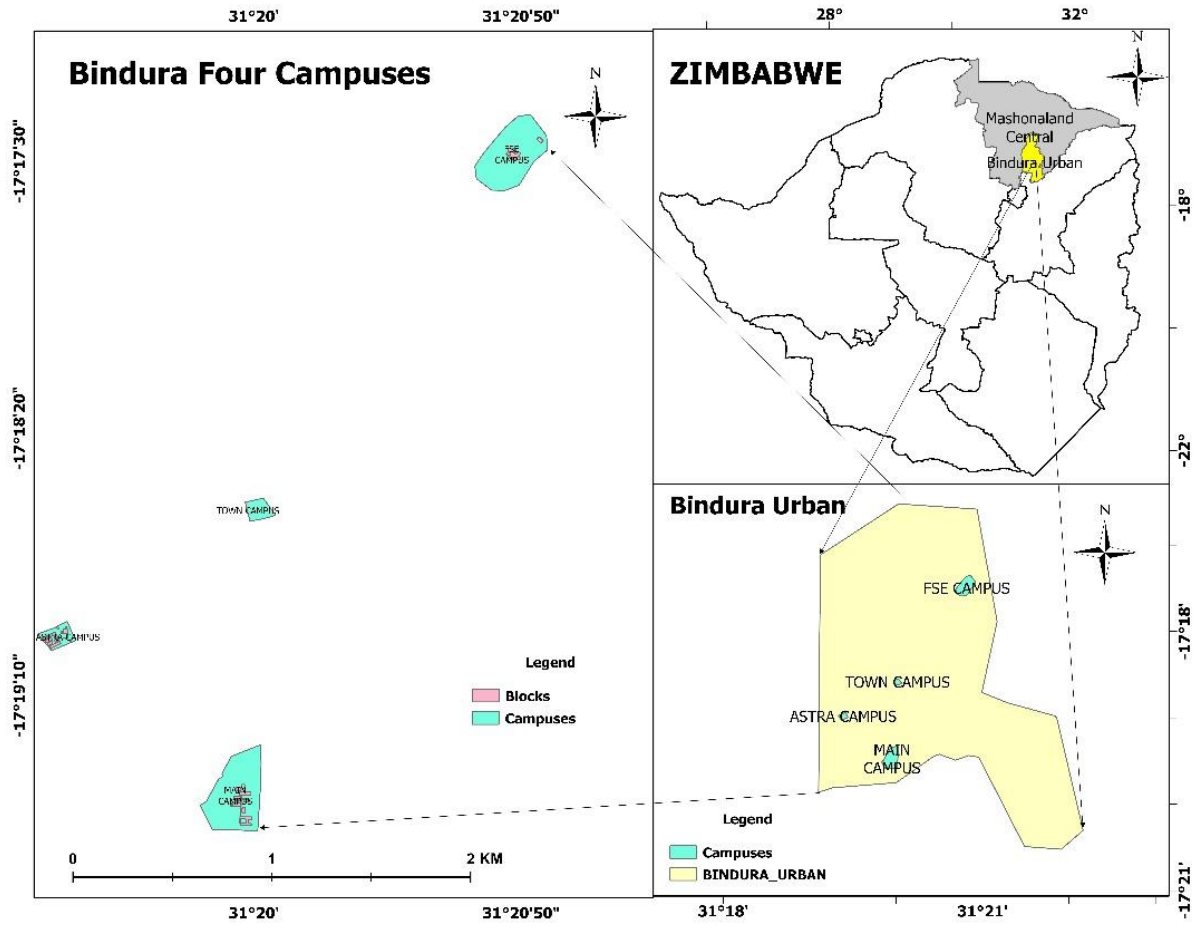

Fig 3.1 Map showing the location of BUSE campuses, Bindura, Zimbabwe.

3.2 Research design

A descriptive correlational study design was employed for this study (Oluwamuyiwa et al., 2021;Obi & Oghounu, 2023;). This approach uses naturally occurring variations to study the association between independent and dependent variables (Thakare et al., 2023). The design allows researchers to assess the impact of one variable on another without manipulating the variables since the situations have already happened. This research design was previously used in India to analyse the relationship between job satisfaction and the performance of academic lecturers (Ravichandran & PromilaBhardwaj, 2021). This design was also used to examine the relationship between job satisfaction and occupational stress among the workforce of tertiary institutions in Delta State, Nigeria (Obi & Oghounu, 2023).

3.3 Determination of sample size and recruitment of participants.

The study population comprised academic staff from the four campuses of BUSE. The total number of academic staff was (N = 215), which became the sample size (n = 215) (Appendix 4). All academic staff members were considered eligible for the survey due to their limited number. Only support staff were excluded from the study. The total number of academic staff was considered small and therefore used as the sample size (Coker et al., 2024).

3.4 Research instruments

3.4.1 Semi-structured questionnaire

A validated questionnaire was used for data collection for this study (Appendix 2). The instrument was designed from literature (Abraham & Olumide, 2019; Kaborloomene & Barnabas, 2023). It had six sections: Demographic information (A), Sources of Occupational stress (B), Levels of occupational stress (C), Performance assessment (D), Job satisfaction (E) and Workplace resources assessment (F) . The questionnaire was designed to collect data from lecturers at BUSE.

The questionnaire was constructed on Google Forms. Responses were automatically recorded and viewed in Google Sheets. A survey questionnaire is flexible, as it can be conducted online via various ways (Isa & Palpanadan, 2020).In this case, personal emails were used. The data was safely stored on Google. However, the instrument is subject to response bias (Rashid, 2020; Kuphanga, 2024). The researcher employed an observation checklist as a supporting document. The instrument was pilot tested at Astra Campus on teaching assistants on 10 May. A link to access the instrument was sent to five participants through WhatsApp. The questionnaire was also evaluated by independent experts for appropriateness, relevance, suitability and then revised (Isa & Palpanadan, 2020).

3.4.2 Observation checklist

An observation checklist (Appendix 3) was developed from literature (Khalid et al., 2023). It was evaluated by an independent expert. A walk-through was performed at all BUSE campuses to physically observe lectures in progress and experience the actual atmosphere of the work environment. This instrument helped to validate some of the self-reported questionnaire data.

3.5 Ethical considerations

Permission to conduct research was granted by the Institution's Registrar (Appendix 1). Participants were informed about the purpose, duration and procedures of the research. An introductory statement was written on the questionnaire, including principles and standards for research involving human subjects (APA, 2017).

3.6 Data collection

A pre-tested 40-item structured questionnaire entitled "*Occupational stress, job satisfaction and performance: Bindura University of Science Education (BUSE) Survey*" was administered online to 215 BUSE lecturers. An email with a link to access the questionnaire on Google Forms was sent to BUSE lecturers' personal emails. Questionnaire administration took two days on 14 and 15 May. Responses from participants were automatically recorded in Google Sheets for 3 weeks. On 20 May 2025, the researcher carried out a walk-through around BUSE campuses. The tour was guided by an observation checklist where the researcher gathered all observed data on the checklist, which lead to occupational stress and this data was used to argue questionnaire responses from respondents (Appendix 3).

3.7 Data management

Questionnaire responses were rated on a 5-point Likert scale (Reddy et al., 2020; Oluwamuyiwa et al., 2021). An occupational stress scale from the Northern Haven and American Institute of Stress, (2001) was used to assess the level of occupational stress among

lecturers. It comprised eight items with a 5-point response pattern: 1-5 (never to very often). Interpretation of the occupational stress score and levels is shown in Table 3.1.

Table 3.1 Occupational stress score (Northern Haven & American Institute of Stress, 2001)

Total score	Interpretation of stress level
≤ 15	Chilled out and relatively calm
16 – 20	fairly low
21 – 25	Moderate
26 – 30	Severe
31 – 40	Potentially dangerous

The job satisfaction scale was extracted from literature as described by (Malik et al., 2023). It comprised 5 items with 5 possible responses. There are two reverse-scoring items on the scale. The responses' ratings ranged from 1-5 (Disagree completely to Agree) (Malik et al., 2023). The lecturers' Job performance was rated from: 1-5 (Never to Always) (Kabito G et al., 2020). In this study, lecturer job satisfaction and performance were determined using the level of agreement with indicators of satisfaction and performance (Ankomah & Dzikunu, 2024). The levels of job satisfaction and performance were also determined by summing the scores from questions. Higher scores on the Job satisfaction and performance scale determined greater performance and satisfaction (Minnesota State Employee Satisfaction Questionnaire (MSQ)).

Table 3.2 Interpretation of Job satisfaction (Munyengabe et al., 2016)

Description	Interpretation
Strongly agree	Extremely satisfied
Agree	Very satisfied
Neutral	Satisfied
Disagree	Dissatisfaction
Strongly disagree	Very dissatisfied

Raw data were automatically recorded on Google Forms and exported to Google Excel sheets. Data was edited, and duplicates were removed using Google Excel sheets. Data was downloaded from Google and was coded and entered into SPSS software for data analysis (Kiiza, 2021). Data was extracted from Microsoft Excel and transferred to SPSS. Data was tested for normality before analysis and the result revealed that data was not normally distributed. Research hypotheses were tested using Non-parametric tests. Spearman's correlation was used to determine significant relationships between variables. Statistically significant differences were considered at $p \leq 0.05$. Descriptive statistics were used to present results as frequencies and percentages.

Spearman correlation was used to determine the significance association between the variables. All the three hypotheses between occupational stress and job performance, occupational stress and Job satisfaction and job performance and job satisfaction were tested. The p-value from the correlation test directly indicated whether the relationship is statistically significant at the 0.05 level. Non parametric tests does not consider normality of data and assumptions about linearity making it applicable to this study. Spearman correlation is suitable for this study because the relationship between occupational stress, job satisfaction and performance is controversial and complex.

CHAPTER 4: PRESENTATION OF RESULTS

4. Results

4.1 Demographic information of respondents.

Table 4.1 below shows demographic information of 29 participants. The response rate was (13 %).Results revealed that slightly above half of the participants were males (58.6 %). Most participants were in the age group of 26-35 years (48.3 %). Results revealed that (55.2 %) participants reside in Bindura town. The largest number of participants were from the Faculty of Science and Engineering (41.4 %). Departments with the highest response rate were Animal Science and Engineering and Physics (13.8 %). Some participants did not indicate their departments (10.3 %), faculty (3.4%) and professional level (10.3%). About two-thirds of the respondents were junior lecturers (65.5 %).

Table 4.1 Demographic information of participants (n = 29)

Variable	Category	Number of Participants	%
Department	Natural Resources	1	3.4
	Engineering and Physics	4	13.8
	Statistics and Mathematics	1	3.4
	Social work	2	6.9
	Biology	1	3.4
	Sport Management	1	3.4
	Sustainable Development	1	3.4

	Animal science	4	13.8
	Peace and Governance	1	3.4
	Computer science	1	3.4
	Communication Science	1	3.4
	Languages and Communication Skills	2	6.9
	Environmental Sciences	2	6.9
	Banking and Finance	1	3.4
	Human Capital Management	1	3.4
	Science and Mathematics Education	1	3.4
	Did not indicate department	3	10.3
	Geosciences	1	3.4
Faculty	Social Sciences and Humanities	6	20.7
	Agriculture and Environmental Science	7	24.1
	Commerce	2	6.9

	Science Education	1	3.4
	Science and Engineering	12	41.4
	Did not indicate faculty	1	3.4
Gender	Female	12	41.4
	Male	17	58.6
Age group(years)	26 - 35	14	48.3
	36 - 45	10	34.5
	above 45	5	17.2
Marital Status	Married	20	69.0
	Single	6	20.7
	Divorced	2	6.9
	Widowed	1	3.4
Highest Educational qualification	PhD/D.Phil/Equivalent	11	37.9
	Masters/MPhil	18	62.1
Professional level	Senior lecturer	7	24.1
	junior lecturer	19	65.5
	Did not indicate profession	3	10.3
Stays with Family	No	7	24.1
	Yes	22	75.9
Lectureship experience (years)	1-5	14	48.3
	6-10	2	6.9

	Above 10	13	44.8
Administrative experience at BUSE (years)	1-5	14	48.3
	6-10	2	6.9
	above 10	13	44.8

4.2 Occupational stress, job satisfaction and performance assessment.

Table 4. 2 shows the distribution of responses on sources of occupational stress at BUSE. The table indicates the frequencies of responses obtained from participants.Q16 had a 65.5 % response rate indicating that lectures strongly believe that their remuneration is not equivalent to their educational qualifications. Q14, had lowest response at (SD) and (N) with 3.4 %, highlighting that most lecturers teach more than one course at BUSE. Lecturers' responses indicated that the main sources of occupational stress are poor remuneration, supervising projects and teaching many courses indicated by 55.2 % at (SA).

Table 4.2 Sources of occupational stress responses

		(%)				
		Responses				
	Item	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (N)	Strongly Agree (SA)
Q12	Are you satisfied with the available internet connectivity at BUSE?	5 (17.2)	7 (24.1)	7 (24.1)	8 (27.6)	2 (6.9)
Q13	Do you feel pressure from supervising students' projects?	2 (6.9)	2 (6.9)	6 (20.7)	11 (37.9)	8 (27.6)
Q14	"I teach more than one course at BUSE"	1 (3.4)	2 (6.9)	1 (3.4)	7 (24.1)	16 (55.2)

Q15	" I am satisfied with the available resources at work" (facilities)	8 (27.6)	10 (34.5)	11 (37.9)	0 (0)	0 (0)
Q16	Is your salary proportionate to your qualifications?	19 (65.5)	4 (13.8)	5 (17.2)	1 (3.4)	0 (0)

Table 4.3 below shows the distribution of responses on levels of occupational stress. The section had 8 questions. Q17, had greatest response of 44.8 % at (VO) and the least was at 3.4 % on (R). Results revealed that majority of participants regularly experience occupational stress at work. Responses depicted that participants have moderate to severe level of stress. The responses of participants did not show much difference as they are fairly distributed

Table 4.3 Levels of occupational stress responses

	Item	(%)				
		Responses				
		Very Often (VO)	Often (O)	Sometimes (S)	Rarely (R)	Neutral (N)
Q17	Over the past months, have you ever felt overwhelmed by the scope of your work?	13 (44.8)	6 (20.7)	10 (34.5)	0 (0)	0 (0)

Q18	Do you have adequate resources, technology and support staff to effectively perform your teaching and research duties?	4 (13.8)	3 (10.3)	9 (31.0)	8 (27.6)	4 (13.8)
Q19	Do you conflict with colleagues, superiors or student at work?	1 (3.4)	1 (3.4)	11 (37.9)	10 (34.5)	6 (20.7)
Q20	Conditions at work are unpleasant or even unsafe.	3 (10.3)	7 (24.1)	13 (44.8)	2 (6.9)	4 (13.8)
Q21	Do you feel that you receive inadequate recognition or rewards for good performance?	6 (20.7)	6 (20.7)	9 (31)	3 (10.3)	5 (17.2)
Q22	Do you feel that you are unable to fully utilize your skills and talents at work?	4 (13.8)	8 (27.6)	12 (41.4)	2 (6.9)	3 (10.3)
Q23	Does work pressure interfere with your family or personal life?	7 (24.1)	7 (24.1)	11 (37.9)	1 (3.4)	3 (10.3)
Q24	Do you find it difficult to express your opinions regarding work conditions to your superiors?	10 (34.5)	9 (31)	8 (27.6)	0 (0)	2 (6.9)

Table 4.4 provides the results of lecturers' job performance.Q28 had the greatest response rate at 69 % (A) and the least was 3.4 % at (S). Job performance was measured by the level of agreement with asked questions and adding the total Likert scores of the response of participant.

Table 4.4 Job Performance responses

	Item	(%)				
		Responses				
		Always (A)	Often (O)	Sometimes (S)	Rarely (R)	Never (N)
Q25	Do you regularly research and publish papers?	4 (13.8)	12 (41.4)	11 (37.9)	2 (6.9)	0 (0)
Q26	Do you participate in community services?	5 (17.2)	8 (27.6)	11 (37.9)	4 (13.8)	1 (3.4)
Q27	Do you attend lectures according to the timetable?	17 (58)	6 (20.7)	6 (20.7)	0 (0)	0 (0)
Q28	Do you demonstrate attention and accuracy in your work?	20 (69)	8 (27.6)	1 (3.4)	0(0)	0(0)
Q29	How often do you feel you are performing your best?	18 (62.1)	4 (13.8)	6 (20.7)	0 (0)	0 (0)

Table 4.5 present results of lecturers' job satisfaction. Q36 had most response rate at 62.1 % followed by Q 35 at 37.9 % (SD). At Q 39 34.5 % indicated that participants are not enjoying their work .Q 35 and Q 38 had least responses at 3.4 % (SD) and (A).

Table 4.5 Job satisfaction responses

		(%)				
		Responses				
	Item	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
Q35	Your office is comfortable and safe:	11 (37.9)	6 (20.7)	6 (20.7)	3 (10.3)	2 (6.9)
Q36	Is the institutional work culture adaptable?	1 (3.4)	3 (10.3)	18 (62.1)	4 (13.8)	2 (6.9)
Q37	Does the institution provide opportunities for growth and development?	0 (0)	4 (13.8)	11 (37.9)	8 (27.6)	5 (17.2)
Q38	Do you receive accolades for excelling at work?	7 (24.1)	6 (20.7)	8 (27.6)	1 (3.4)	4 (13.8)

Q39	If you hear of another similar job opportunity elsewhere, would you go for it?	2 (6.9)	0 (0)	7 (24.1)	9 (31)	10 (34.5)

Table 4.5 below present the results of the response of workplace resources at BUSE. Participants indicated that there is transport crisis shown by 44.8 % response rate at Q 31. Q 34 had the least response rate 3.4 %, as participants indicated that they are not getting funding for researching effectively.

Table 4.6 Work place resources responses

	Item	(%)				
		Responses				
		Always (A)	Often (O)	Sometimes (S)	Rarely (R)	Never (N)
Q30	Do you have access to sufficient equipment to perform your job?	2 (6.9)	5 (17.2)	9 (31)	7 (24.1)	5 (17.2)
Q31	Do you have timely transport to use to visit to other campuses?	0 (0)	0 (0)	2 (6.9)	13 (44.8)	13 (44.8)

Q32	Do you have access to timely, necessary support services: IT and maintenance?	2 (6.9)	3 (10.3)	14 (48.3)	7 (24.1)	2 (6.9)
Q33	Do you get funding for research and development from BUSE?	1 (3.4)	1 (3.4)	7 (24.1)	12 (41.4)	7 (24.1)
Q34	Do you have up-to-date, adequate library resources and technology?	2 (6.9)	9 (31)	14 (48.3)	0 (0)	2 (6.9)

4.3 Workplace Inspection

Table 4.7 presents the outcome of the Bindura University Inspection of campuses. It shows comparisons of the state and conditions among BUSE campuses. As it stands, Faculty of Agriculture and Environmental Science had the most workplace safety non conformities, indicated by a 72% score. Faculty of Commerce followed with a 61 % score. Faculty of Social Sciences and Humanities had moderate safety conditions, indicated by an equally shared percentage. The Faculty of Engineering and Physics and Science Education are the campuses with favourable conditions for learning and working for lecturers.

Table 4.7 Observation checklist results.

Observation checklist : BUSE campuses inspection report							
FOC (%)		FSSH (%)		FSE & FSE (%)		FAES (%)	
Conformity	Nonconformity	Conformity	Nonconformity	Conformity	Nonconformity	Conformity	Nonconformity
39%	61%	50%	50%	56%	44%	28%	72%

4.4 Correlational analysis of occupational stress, job satisfaction and performance

The Spearman correlation analysis was used to determine associations between the three variables. The analysis between occupational stress and job satisfaction depicted a weak positive association (rho = 0.227; p = 0.245). Association between occupational stress and job performance revealed a correlation coefficient of (rho = 0.082; p = 0.67). The relationship between job satisfaction and job performance revealed (rho = 0.192; p = 0.329). In all the situations, the null hypothesis was accepted based on the assumption that the p-values were greater than 0.05. This means that there was no significant association between the variables.

Table 4. 8 Correlational analysis of occupational stress, job satisfaction and performance for academic staff at BUSE, Bindura, 2025 (n = 29)

Variables	Correlation coefficient	p -value
Occupational stress and Job satisfaction	0.227	0.245
Occupational stress and Job performance	0.082	0.672
Job satisfaction and job performance	0.192	0.329

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CHAPTER 5: DISCUSSION

5. Discussion

5.1 Introduction

This chapter discussed current results of this study. It outlines the discussion of demographic information of participants, assessment of lecturers' occupational stress, job satisfaction and performance, workplace inspection and correlational analysis results of variables. Current study results were compared through reviewing literature to identify similarities and variations. It also provides possible suggestions which may have influenced the outcome of the study results.

5.2 Demographic information of participants

The study population was dominated by male participants at BUSE. These findings are in agreement with various previous reports in literature. Kabito et al. (2020) reported greater response rate by males than their female counterparts in their research. Many institutions are dominated males.

A poor response rate was depicted in this study. Findings aligns with previous report by Wray & Kinman (2020). The outcome of the response rate was also influenced by the method of administration of questionnaire. Most lecturers are not active on their emails leading low response rate. The aforementioned researchers distributed and collected data electronically leading to very low response rate. According to Wray & Kinman (2020), the low response rate was also influenced by anonymous invitation of participants. Anonymous invitation of participant, led lecturers to decline the survey due to ethical considerations. Lecturers were not willing to disclose their personal experiences leading to a limited number of responses.

5.3 Occupational stress, job satisfaction and performance assessment

This study assessed sources and levels of occupational stress, job satisfaction and job performance of lecturers. The study findings revealed that poor remuneration, high student ratio, teaching more than one course and lack of workplace resources are the common sources of occupational stress at Bindura University. The findings aligns with previous research reported by (Akah et al.,2020; Kaborloomene, 2023). The research revealed that occupational stress is prevalent at work. Findings aligns with research conducted by (Kabito et al., 2020).

Participants also indicated that sub- standard learning infrastructure, shortage of institutional amenities and out dated technologies are factors contributing to occupational stress at Bindura University. These findings are in agreement with research reported by Oluwamuyiwa et al., (2021).This study also revealed that shortage of institutional amenities negatively impact lecturers job satisfaction and performance thereby stimulating high levels of occupational stress. These findings correspond with researches reported by Abraham & Olumide (2019).

5.4 Workplace Inspection

The researcher used an observation checklist to inspect campuses to check what may contribute to occupational stress. An observation checklist was previously used by (Khalid et al.(2023) in their research. The Faculty of Agriculture and Environmental Science had the most unfavourable working conditions, indicated by a 72% of conformity from safety standards. Faculty of Commerce had 61% of non-conformity. Faculty of Social Sciences and Humanities had moderate safety conditions, indicated by an equally shared percentage. The best Faculties were the Faculty of Engineering and Physics and Science Education .

5.5 Correlational analysis among variables

This study revealed that there was no significant associations between any paired variables for occupational stress, job satisfaction and job performance ($p > 0.05$). These findings are in agreement with reports in literature. Negative associations were reported between occupational stress and job satisfaction (Oluwamuyiwa et al., 2021; Malik et al.,2033).In reality, occupational stress is known to distort job satisfaction. As occupational stress increases job satisfaction decreases (Reddy et al., 2020). A weak positive association which was not significant was observed between occupational stress and job performance. Findings contracted with previous reports of a negative association between occupational stress and job satisfaction (Abraham & Olumide, 2019).

No significant association was observed between job satisfaction and performance. Results contradict, a significant positive relationship between job satisfaction and performance reported by Ravichandran & Promilabhardwaj (2021). According to Baluyos et al. (2019), job performance is inversely affected by the level of job satisfaction.

5.6 Limitations

This study was based on self-reported data from participates. Participants provided their views and opinions which influenced the outcome of study results. The study participants were selected from one institution which make the results not being suitable for generalisation. The online platform used for distribution of questionnaire was also a limiting factor as many people are not active on email which influenced the study response rate.

5.7 Summary

Debate exist among researchers regarding associations between occupational stress, job satisfaction and performance. Contradictions were pointed out by researchers concerning the

relationships among the three variables. Researchers argued as some considered occupational stress to be beneficial and detrimental to job satisfaction and performance. Literature revealed positive and negative associations among the paired variables leading to debate. Inverse relationships were also highlighted among variables leading to continuous debate among researchers.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6. Conclusion and recommendations

6.1 Conclusion

No significant relationship has been found among the variables in this study. The results of the study cannot be used to provide conclusions and facts on a large population. Findings cannot be generalised well to other situations because only BUSE lecturers were included in the sample and had a very low response rate (values). Research findings are difficult to apply to other universities because they have different contexts, environments and participants have different perceptions.

This study is unique from other similar studies as it used modern online technological instruments in construction of questionnaire, distribution and data collection. This study is important as it provides informed evidence to review higher education policies and practices with regards to occupational health and safety of lecturers. Future work should implement integrated data collection methods (online and offline) so as to improve response rate. Self-reported data was a limitation in this study. However, it was addressed by observational studies.

6.2 Recommendations

- BUSE should improve infrastructure at all campuses to create conducive safe learning and working environments. Adequate resources lowers the chances of development of occupational stress among lecturers.
- The institution should provide adequate teaching aides to lectures to ensure that execution of duties become easier and tolerable. All lecturers should have institutional computers, efficient network connectivity, projectors and transport to reach out to other campuses.

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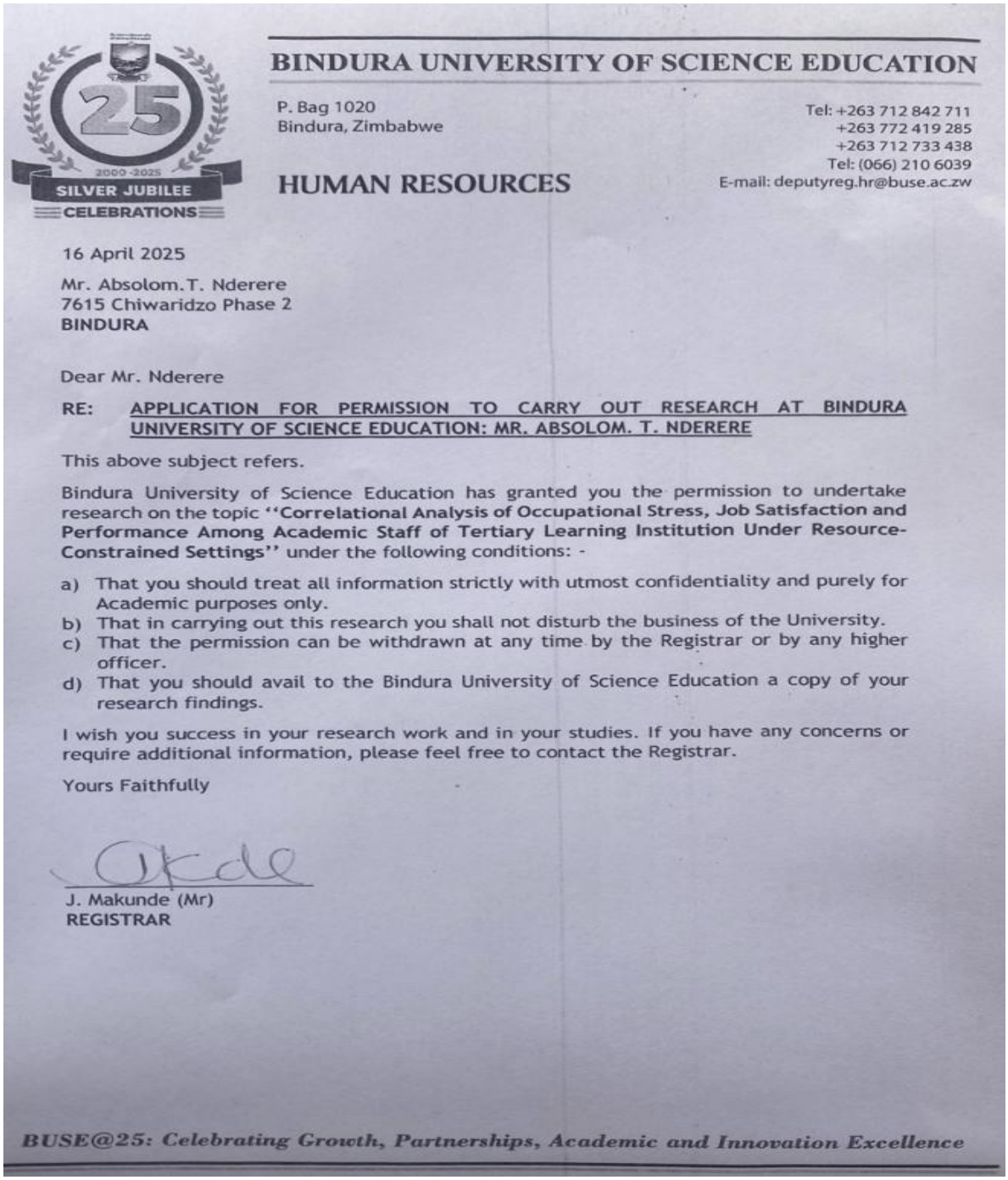
APPENDICES

Appendix 1: Approval letter.



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HUMAN RESOURCES

16 April 2025

Mr. Absolom.T. Nderere
7615 Chiwaridzo Phase 2
BINDURA

Dear Mr. Nderere

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH AT BINDURA UNIVERSITY OF SCIENCE EDUCATION: MR. ABSOLOM. T. NDERERE

This above subject refers.

Bindura University of Science Education has granted you the permission to undertake research on the topic **''Correlational Analysis of Occupational Stress, Job Satisfaction and Performance Among Academic Staff of Tertiary Learning Institution Under Resource-Constrained Settings''** under the following conditions: -

a) That you should treat all information strictly with utmost confidentiality and purely for Academic purposes only.
b) That in carrying out this research you shall not disturb the business of the University.
c) That the permission can be withdrawn at any time by the Registrar or by any higher officer.
d) That you should avail to the Bindura University of Science Education a copy of your research findings.

I wish you success in your research work and in your studies. If you have any concerns or require additional information, please feel free to contact the Registrar.

Yours Faithfully

J. Makunde (Mr)
REGISTRAR

BUSE@25: Celebrating Growth, Partnerships, Academic and Innovation Excellence

Appendix 2: Research questionnaire

Questionnaire **OSJP Questionnaire**

BINDURA UNIVERSITY OF SCIENCE EDUCATION

P. BAG 1020……Tel. (263) 712 842 712-4

Bindura,

Researcher: Nderere A: Bindura, University of Science Education

E-mail:absolomnderere1998@gmail.com …….Cell: 0778 625 417

Supervisor: Dr. A. Kanda: Department of Environmental Science, Bindura

E-mail: akanda@buse.ac.zw.....Cell: 0772 773 560

OCCUPATIONAL STRESS, JOB SATISFACTION AND PERFORMANCE: BINDURA UNIVERSITY OF SCIENCE EDUCATION (BUSE) SURVEY

Introduction

My name is *Nderere Absolom T*. I am a final year student at Bindura University of Science Education (Registration No: B211697B), studying towards obtaining a BSc (Hons) degree in Safety, Health and Environmental Management (SHEM). As part of my curriculum requirements, I am undertaking research entitled ***"Correlational analysis of occupational stress, job satisfaction and performance among academic staff of tertiary learning institution under resource-constrained settings"***. I am using BUSE as a case study. Findings from the study may provide evidence to inform policy and practice on the occupational health and safety of lecturers to enhance their job satisfaction and performance. I invite you to assist me with some information on this matter, provided you are willing to take part in the study.

Ethical statement

The study has been cleared by BUSE through the Registrar office. Confidentiality and anonymity of shared information are guaranteed. By voluntarily participating in the study it implies that you understood its purpose and how you will be involved. This also means that you have provided your informed consent. If you feel that you wish to discontinue the survey, please feel f

Signature: ……

Faculty: FAES

Department: Environmental Science

SECTION A: Socio-demographic information

Please tick/cross the number corresponding to your response for each item

1. Department……

2. Faculty:

1. Commerce

2. Agriculture & Environmental Science

3. Science Education

4. Social Sciences & Humanities

5. Science & Engineering

3. Gender: **1.** Female **2.** Male

4. Age group (years): **1.** 18 - 25 **2.** 26 - 35 **3.** 36 - 45 **4**. Above 45

5. Marital status: **1.** Married **2**. Divorced **3.** Widowed **4.** Single

6. Highest educational qualification: **1.** Masters/MPhil **2.** PhD /D.Phil/Equivalent

7. Professional level: **1.** junior lecturer **2.** Senior lecturer **3.** Associate professor **4**.Professor

8. Administrative experience at BUSE (years): **1.** 1 - 5 **2.** 6 - 10 **3.** Above 10

9. Lectureship experience (years) **1.** 1 - 5 **2.** 6 - 10 **3.** Above 10

10. Resides in Bindura? **1.** Yes **2.** No

11. Stays with family? **1.** Yes **2.** N

SECTION B: Sources of occupational stress

Occupational stress refers to the physiological and psychological response of lectures to unfavourable working conditions at the workplace (Kabito et al., 2020; Coker et al., 2024).

Instruction: Put a tick/cross against the number corresponding to your response

Item	Question	Responses				
		5. Strongly Agree	**4**. Agree	**3.** Neutral	**2.** Disagree	**1.** Strongly Disagree
12	Are you satisfied with the available internet connectivity at BUSE?					
13	Do you feel pressure from supervising students' projects?					
14	"I teach more than one course at BUSE"					
15	"I am satisfied with available resources at work" (facilities)					
16	Is your salary proportionate to your qualifications?					

SECTION C: Levels of occupational stress.

Occupational stress refers to negative emotional experiences such as tension, anxiety, anger, and depression, which stem from work responsibilities(Cuc et al., 2024).

Item	Question	Responses				
		5. Very often	**4.** Often	**3.** Sometimes	**2.** Rarely	**1.** Never
17	Over the past months, have you ever felt overwhelmed by the scope of your work?					
18	Do you have adequate resources, technology and support staff to effectively perform your teaching and research duties?					
19	Do you conflict with colleagues, superiors or students at work?					
20	Conditions at work are unpleasant or sometimes even unsafe.					
21	Do you feel that you receive inadequate recognition or rewards for good performance?					
22	Do you sometimes feel that you are unable to fully utilize your skills and talents at work?					
23	Does work pressure interferes with your family or personal life?					
24	Do you find it difficult to express your opinions regarding work conditions to your superiors?					

SECTION D: Staff job performance

Job performance is the ability of lecturers to complete tasks, meet their goals and expectations using available resources (Okoi & Odigwe, 2018; Mbon et al., 2019)

Instruction: Put a tick/cross against the number corresponding to your response

Item	Questions	Responses				
		5. Always	**4.** Often	**3.** Sometimes	**2.** Rarely	**1.** Never
25	Do you regularly research and publish papers?					
26	Do you participate in community services?					
27	Do you attend lectures according to the timetable?					
28	Do you demonstrate attention and accuracy in your work?					
29	How often do you are performing your best?					

SECTION E: Workplace resources

Instruction: Put a tick/cross against the number corresponding to your response

Item	Questions	Responses				
		5. Strongly Agree	**4.** Agree	**3.** Neutral	**2.** Disagree	**1.** Strongly Disagree
35	Is your office comfortable and safe?					
36	Is the institutional work culture adaptable?					
37	Does the institution provide opportunities for growth and development?					
38	Do you receive accolades for excelling at work?					
39	If you hear of another similar job opportunity elsewhere, would you go for it?					

SECTION F: Job satisfaction.

Job satisfaction refers to the lecturers' morale and motivation to do their work

(Sucuoğlu & Karnley, 2022)

Item	Questions	Responses				
		5. Always	**4.** Often	**3.** Sometimes	**2.** Rarely	**1.** Never
30	Do you have access to sufficient equipment to perform your job?					
31	Do you have timely transport to use to visit to other campuses?					
32	Do you have access to timely, necessary support services: IT and maintenance?					
33	Do you get funding for research and development?					
34	Do you have up-to-date, adequate library resources and technology?					

40. What support would you need to manage occupational stress at work ……..

END OF QUESTIONNNAIRE

THANK YOU FOR YOUR PARTICIPATION

Appendix 3: Observation checklist

OBSERVATION CHECKLIST

BINDURA UNIVERSITY OF SCIENCE EDUCATION

P. BAG 1020……Tel. (263) 712 842 712-4

Bindura

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OCCUPATIONAL STRESS, JOB SATISFACTION AND PERFORMANCE: BINDURA UNIVERSITY SURVEY.

Observer, tick under the appropriate column to record observations across all campuses

Academic staff occupational health and safety requirements	Observed	
	Yes	No
1. There are adequate lecture rooms		
2. Offices are well-ventilated and lit		
3.Clean working areas (offices, lecture rooms and toilets)		
4. Furniture in offices and lecture rooms is ergonomically friendly		
5. Resources are available (computers, projectors and stationery)		
6. Favourable condition of lecturer rooms (appearance, space and safety)		
7. Effective class sizes (Student lecturer ratio)		

8. There are distractions when in offices or lecture rooms e.g., noise		
9. Efficient transport is used for staff travel among campuses.		
10. Favourable number of lecturers in shared offices (persons/m^2).		
11. Presence of effective online facilities for online lectures.		
12. Well-equipped laboratories with functional equipment/apparatus.		
13. Presence of adequate working staff rest rooms (running water, Chemicals).		
14. Well-equipped and manned institutional health facility		
15. Well-maintained grounds with short grass.		
16. Lecture rooms have no loosely hanging materials, cracked walls.		
17.Campuses have a well-designed food serving area for staff		
18.Presence of an area for sporting for staff (indoor/outdoor)		

END OF OBSERVATION CHECKLIST

Appendix 4: Sample population of Buse academic lecturers according to faculties and departments as at 2025 (BUSE depts., 2025)

Campus	Geo-references	Faculty hosted	Departments	No. of Lecturers
Astra Campus	1041 Masembura road Off, Trojan Road, Bindura	FAES (X) Where X=a+b+c+d+e	AEEE	**9**
			Animal Science	**6**
			Crop science	**5**
			Environmental Science	**6**
			NRM	**9**
Main Campus	741 Chimurenga Road Off Trojan Road, Bindura	FOC	Banking and Finance	**35**
			Accounting	
			Business Administration	
			Human Capital Management	
			Economics	
			Financial Intelligence	
			Marketing	
			Supply Chain Management	

Campus	Geo-references	Faculty hosted	Departments	No. of Lecturers
Town Campus	325 Border Gezi Avenue	FSSH	Social Work	**11**
			Peace and Governance	**12**
			Language and Com skills	**6**
			Culture and Heritage	**3**
			Communication Science	**6**
FSE COMPLEX	Shashi view, Bindura	FSE (Science Education)	Geography	**19**
			Physics	
			Computer science	
			Mathematics	
			Biological sciences	
			Agriculture	
			Chemistry	
		FSE (Science & Engineering)	Sustainability development	**10**
			Biological Sciences	**9**
			Disaster and Risk Reduction	**3**
			Computer science	**10**
			Geosciences	**6**
			Health Sciences	**5**
			Sport science	**12**
			Engineering and Physics	**14**
			Statistics and Mathematics	**19**

a,b,c ….. Is the number of lecturers in a department

X=a+b+c+d+e……

…….... …. **215**

Appendix 5: Statistical analysis output

Correlations

			Occupational stress	Jobsatisfaction
Spearman's rho	Occupationalstress	Correlation Coefficient	1.000	.227
		Sig. (2-tailed)	.	.245
		N	29	28
	Jobsatisfaction	Correlation Coefficient	.227	1.000
		Sig. (2-tailed)	.245	.
		N	28	28

Correlations

			Occupational stress	Jobperformance
Spearman's rho	Occupationalstress	Correlation Coefficient	1.000	.082
		Sig. (2-tailed)	.	.672
		N	29	29
	Jobperformance	Correlation Coefficient	.082	1.000
		Sig. (2-tailed)	.672	.
		N	29	29

Correlations

			Jobsatisfaction	Jobperformance
Spearman's rho	Jobsatisfaction	Correlation Coefficient	1.000	.192
		Sig. (2-tailed)	.	.329
		N	28	28
	Jobperformance	Correlation Coefficient	.192	1.000
		Sig. (2-tailed)	.329	.
		N	28	29