



The effect of marital status and qualifications on the dangers of psychological work of Plant Science and Science Education Lecturers

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Abstract

Because of the multicultural nature of Nigerian schools, most employees, particularly teachers, are exposed to one or more psychological hazards at work. In Nigeria, psychosocial work hazards are frequent, but no research has been done to see how lecturers' demographics affect their psychosocial work hazards. As a result, the impact of marital status and qualification on the psychological work hazards of plant science and science education lecturers was investigated in this study. The study used a quantitative research approach and an ex-post fact research design with a sample of 87 teachers from the University of Nigeria, Nsukka. The researchers adapted a 28-item questionnaire on work deviant behaviour to collect data for the study. The questionnaire items have internal consistency reliability of 0.76. Mean and analysis of variance were used to analyze the data. The study's findings demonstrated that lecturers' marital status and qualifications had no bearing on their psychological work hazards. This suggests that the marital status and qualification of lecturers are not significant factors in their psychosocial work hazards. As a result, it was recommended that university authorities be equitable in their handling of psychosocial work hazards of lectures, taking into account their marital status and qualification.

Keywords: Lecturers, Marital Status, Psychosocial work hazards, Qualification.

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Introduction

Psychosocial hazards in the workplace involve physical, psychological and social aspects of the job. As a result of their professions, lecturers experience a number of psychological hazards at workplace. Workers experience a variety of health and wellbeing issues, including stress, aggression, exhaustion, hostility, bullying, burnout and harassment. There are a number of risk variables that increase the chances of acquiring a health problem as a result of exposure to a job danger (such as alcohol or drug abuse, or inadequate change management). Bullying and workplace violence, as well as job insecurity and financial insecurity, are all psychological workplace concerns that are becoming more prevalent globally (Cheng, 2018). Working stress is a common cause of psychosocial stress, and this has adverse impact on employee's working conditions (Liang et al., 2018). The rate of burnout among workers is increasing by the day due to unhealthy psychosocial working conditions (Misiak et al., 2020).

Those factors notwithstanding, little or no empirical research has been done on these topics in the teaching profession (Ng et al., 2019). With time, the majority of psychological job dangers have increased, generating anxiety. Expectations in the workplace, control, status, and relationships are all possible dangers (Wray & Kinman, 2020). In plant science and scientific education departments, the research team was motivated to look into the impact of lecturers' marital status and credentials on psychological work risks. Feijó et al. (2019) found that women showed higher risk of psychosocial work hazards than their counterparts. Instructors were able to cope with job stress with the help of job management and social support, which helped them feel less hopeless and anxious (Ibrahim et al., 2021). Gender, education level, salary, and length of service have all been associated

with workplace psychosocial hazards (Azizah et al., 2016). Kabito and Mekonnen (2020) revealed that gender and age of workers have significant impacts on psychosocial work hazards. Kindergarten teachers' experience of psychological work hazards at the workplace had a significant link with their age and qualifications (Echo et al., 2019). Mohd Anuar et al. (2016) found that gender significantly correlated with psychological work hazards among teachers in Putrajaya.

Similarly, Lee et al. (2021) revealed that age and gender are associated to a higher chance of psychological job dangers. In the same vein, Gimeno Ruiz De Porras et al. (2017) found that the incidence of work-related disorders was correlated with exposure to psychosocial work risk of teachers. Persson et al. (2021) revealed that male principals' work experience was connected to exhaustion signs of psychosocial work disorder. Employee age has been found to have a significant impact on the psychological components of the workplace (Xu et al., 2022). La Torre et al. (2018) found that Italian workers, age, qualification and gender affect their work-related psychological hazards. Besides, Wireko-Gyebi and Ametepoh (2016) revealed that marital status affects work hazards. According to Alias et al. (2020), Malaysian primary school teachers' age and gender had a significant link with psychological work hazards. Gender was not substantially correlated with exposure to psychosocial components at work and in job-related health (Migliore et al., 2021). Low levels of work-family conflict and supervisor support lowered women's psychological work risks, but strong physical demands and relatively high work-family conflict increased men's psychosocial work risks (Weale et al., 2021).

Many research have been undertaken worldwide on the elements that influence workers' psychological job hazards, according to the findings. Because the majority of the research was conducted outside of Africa, this study was necessary to fill in the gaps in the literature. The study aimed to understand more about how the marital status and qualification of lecturers affect their psychological job hazards

Method

Research Design

This study followed the scientific research paradigm because the inferences were based on the outcomes of hypothesis testing. In accordance with this scientific study paradigm, a quantitative research technique was applied to steer the investigation. Using an ex-post facto research methodology, the researchers wanted to explore how lecturers' marital status and qualification influence their psychological work hazards (PWH). Similar studies have used similar paradigms, techniques, and research designs in recent years (Ugwuanyi, Okeke & Ageda, 2020; Ugwuanyi, Okeke & Njeze, 2020).

Participants

A total of 87 lecturers sampled from the Departments of Plant Science and Science Education, University of Nigeria participated in the study. A simple random sampling strategy was used to sample the participants.

Measures

The necessary data for this study was gathered using an adapted version of Kristensen et al. Copenhagen's Psychosocial Questionnaire (COPSOQ) (2005). The questionnaire consisted of 28 items organized on a Likert-type scale with seven response possibilities ranging from Never (1) to Daily (7). A and B were the two portions of the instrument. Section A collected information on the lecturers' demographics, while Section B sought information on workplace psychosocial dangers.

Measure's Validity and reliability

The instrument was face validated by experts in instrument development. They were tasked with evaluating the elements of the measurements for their relevance to the study's goals. They were invited to make recommendations to help the researchers achieve their research objectives. As a result of the expert's constructive criticisms, the draft instrument was modified. Thereafter, COPSOQ trial testing was conducted on 20 lecturers in Nnamdi Azikiwe University Awka to determine the measure's dependability. The Cronbach alpha method was used to analyze the data from the Nigerian sample, yielding a reliability index of 0.76 for COPSOQ (see attached evidence of reliability).

Ethical considerations

The Faculty of Education's research ethics committee gave its clearance for this study to be conducted. This follows the standards for conducting human-related research set forth by the American Psychological Association. Before the data was collected, participants were given informed consent forms to fill out and sign.

Data collection procedure

The researchers were able to gather the data for the study by making several visits to the participants at their various locations. Most of the lecturers reside in the university environment while some reside outside

the university environment. This data collection lasted for two weeks. The participants were allowed enough time to complete the tasks assigned to them. The researchers collected the completed copies of the questionnaire on the spot as they finished filling out the forms.

Method of data analysis

Data collected were analysed using mean and analysis of variance in order to answer the research questions and test the associated hypotheses at 5% probability levels. Many researchers have utilized these statistical approaches in similar studies (Ugwuanyi et al., 2021; Agboeze et al., 2021; Ene et al., 2021).

Result

Table 1. Mean analysis of the influence of marital status on lecturers' psychosocial work hazards

Marital Status	N	Mean	Std. Deviation
Single	22	56.18	23.16
Married	64	55.87	27.22
Divorced	1	32.00	.00

Table 1 shows that lecturers who are single had mean psychosocial work hazards of ($M= 56.18$, $SD= 23.16$), those who are married had mean psychosocial work hazards of ($M= 55.87$, $SD = 27.22$) while the only divorced lecturer had mean psychosocial work hazards of ($M= 32.00$, $SD = .00$). This implies that the single lecturers had a higher PWH mean score, followed by those who are married. The mean plot is shown in Figure 1.

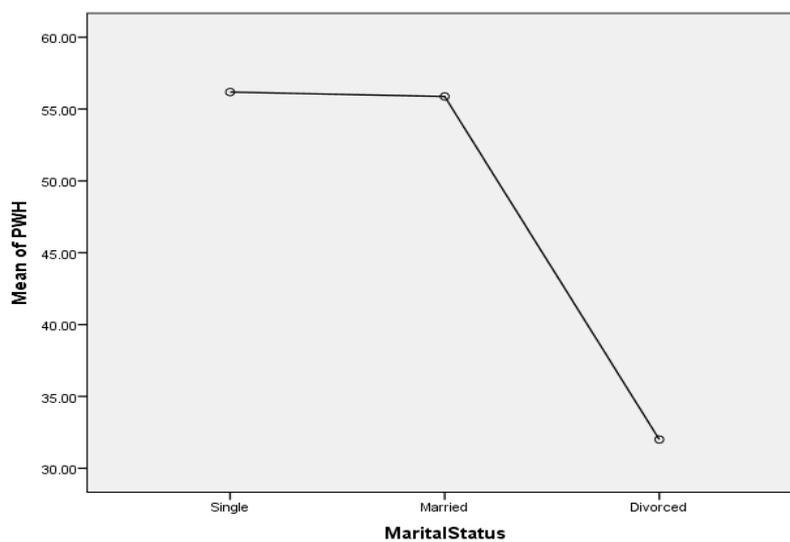


Figure 1: Mean plot for the influence of marital status on lecturers' PWH

Table 2. Analysis of variance of the influence of marital status on lecturers' psychosocial work hazards

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	568.716	2	284.358	.412	.664
Within Groups	57984.273	84	690.289		
Total	58552.989	86			

Table 2 shows that the marital status of lecturers had no significant influence on their psychological job hazards, $F(2, 84) = .412, p = .664$. Thus, the psychological work hazards of lecturers do not depend on their marital status.

Table 3. Mean analysis of the influence of qualification on lecturers’ psychosocial work hazards

Qualification	N	Mean	Std. Deviation
Bachelor's degree	18	46.05	21.41
Master's degree	26	53.69	25.75
Ph.D degree	43	62.19	27.27

Table 3 shows that lecturers who had bachelor’s degree had mean psychosocial work hazards of ($M = 46.05, SD = 21.41$), those who had master’s degree had mean psychosocial work hazards of ($M = 53.69, SD = 25.75$) while those who had Ph.D degree had mean psychosocial work hazards of ($M = 62.19, SD = 27.27$). This implies that lecturers who had Ph.D had higher PWH mean score than others followed by those who had master’s degree. This may be due to the fact that the lecturers who have Ph.D are exposed to more work conditions as there may too many demands on them to meet up with their academic engagements than the other who have lesser degrees. This kind of condition may increase the experience of their psychosocial work hazards. The mean plot is shown in Figure 2.

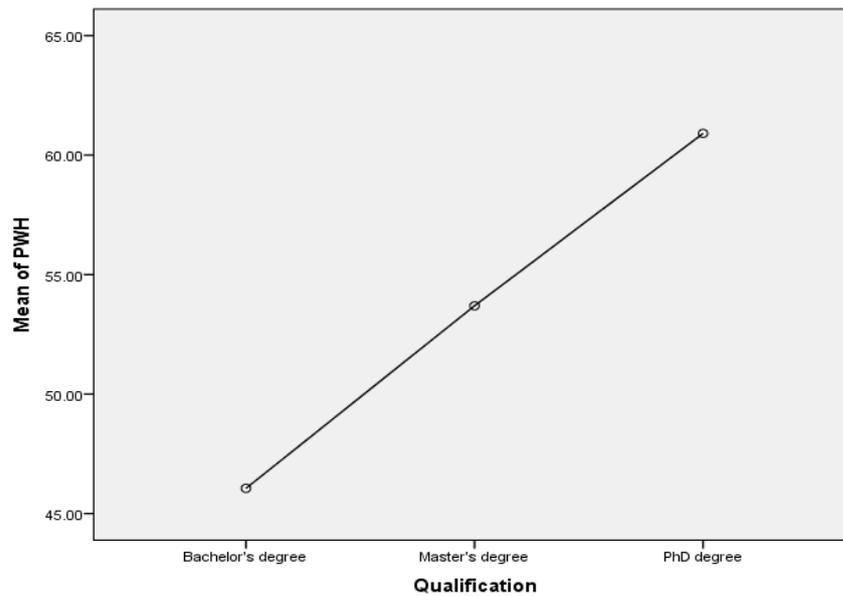


Figure 2: Mena plot for the influence of qualification on lecturers’ PWH

Table 4. Analysis of variance of the influence of qualification on lecturers’ psychosocial work hazards

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4407.567	3	1469.189	2.252	.088
Within Groups	54145.422	83	652.354		
Total	58552.989	86			

Table 4 shows that the qualification of lecturers had no significant influence on their psychological work hazards, $F(2, 83) = 2.252, p = .088$. This, therefore, implies that the psychological work hazards of lecturers do not depend on their qualification.

Discussion

The goal of this study was to see how professors' marital status and qualifications affected their psychosocial job hazards. It was discovered that professors' marital status and qualifications had little bearing on their psychosocial job dangers. This means that lecturers' marital status and qualifications aren't significant drivers of their psychosocial work risks. Gender, marital status, years of teaching experience, and work position did not affect psychosocial occupational dangers, according to current research. Feijó et al. (2019) found that women showed higher risk of psychosocial work hazards than their counterparts. Instructors were able to cope with job stress with the help of job management and social support, which helped them feel less hopeless and anxious (Ibrahim et al., 2021). Gender, education level, salary, and length of service have all been associated with workplace psychosocial hazards (Azizah et al., 2016). Kabito and Mekonnen (2020) revealed that gender and age of workers have significant impacts on psychosocial work hazards. Kindergarten teachers' experience of psychological work hazards at the workplace had a significant link with their age and qualifications (Echo et al., 2019). Mohd Anuar et al. (2016) found that gender significantly correlated with psychological work hazards among teachers in Putrajaya.

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The statistics contain major abnormalities, such as the correlations between demographic features of instructors and psychosocial occupational risks. This circumstance necessitates more empirical investigation on the topic. As a result, the researcher recommends that future researchers replicate the experiment in the same or a different environment to compare the results to previous findings. This will help researchers figure out the nature of the linkages between lecturers' demographic traits and psychosocial job dangers.

Conclusion

According to the findings of this study, lecturers' marital status and qualification have no significant influence on their psychosocial dangers at work. The researcher concluded that the marital status and qualification of lecturers are not key variables in their psychological occupational hazards based on the findings of this study. In other words, physics lecturers' marital status and qualification have little or no bearing on how they deal with psychosocial dangers at work. As a result, it was recommended that university authorities be fair in their handling of psychosocial work hazards of lectures, taking into account their marital status and qualification.

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