



## The relationship between work-stress, coping strategies and job performance of tutors in college of education in greater Accra and Eastern Regions of Ghana



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### Abstract

This study aimed at testing a model of which tutors' ways of coping with stress are assumed to mediate the relationship between work-stress and job performance. It further investigated whether there were sex, age and work experience differences in perceived work-stress, coping strategies and job performance. The sample for the study consisted of 150 tutors from Colleges of Education in Greater-Accra and Eastern Regions. The methodological inquiry was quantitative research using survey design. The statistical tools employed in the study in analyzing the hypotheses included sample t-test, hierarchical regression, One-Way ANOVA and chi-square. Findings indicated that work-stress influenced job performance, and this depended on coping strategies. Based on these findings, it was recommended that principals of Colleges of Education should provide reasonably comfortable work environment for all tutors, and also to ensure clarity in the roles and responsibilities of the tutors, which in turn would help in coping with the work-stress.

**Keywords:** *college of education, coping strategies, job performance, tutors, work-stress*

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## **1.0 Introduction**

Stress is a fact of life. According to Panigrahi (2016), stress is generally a deviation from normal functioning of body and mind. He argues that stress in limited quantity is beneficial to organization and employee as well. He adds that it helps to achieve personal as well as goals of organization. He however warns that stress in excess quantity can cause harmful effects on the body, mind and psychology of employees. Too much stress may lead to emotional, psychological and physical conditions, which adversely affect the well-being of the individual and may eventually lead to poor performance, psychosomatic symptoms, anxiety and even absence from work and voluntarily leaving one's job. Howard and Hearl (2012) define work-related stress as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker. Shailesh (2018) states that excessive stress can result in burnout. Marino (1997) states that burnout is often described as emotional exhaustion resulting from the stress of interpersonal contact-exhaustion from excessive demands on energy, strength, and resources. It is a specific type of stress-induced condition that affects individuals engaged in certain work (Marino, 1997). According to Shailesh (2018), burnout is a psychological response that occurs when individuals, especially those working in human services profession or dealing with people, are exposed to chronic emotional interpersonal stress at work. The term burnout is likely to have been coined from a candle burning out, and at the end, it flickers and then dies. This is how burnout occurs; the stress wears the individual to the saturation point, and finally, it ends there. Thus, burnout relating to tutors must be avoided at all costs; the key to do this is to be able to determine the source of the stress, and how it can be lessened or controlled so that it would not lead to burnout.

## **2.0 Problem statement**

The tutors of the colleges of education work as counsellors, examination officers, departmental heads, quality assurance officers and many other positions of responsibilities. With regard to their teaching loads/responsibilities, some teach extremely large classes (between 70-120 students), supervise students' project works, and supervise On-Campus and Off-Campus teaching practices. Nonetheless, tutors as a requirement, are expected to publish high-quality research in reputable journals in order to be promoted within the institution. Thus, the tutors work under increasing pressure to meet targets set by their colleges. However, attempts made by the colleges to support the academic staff to cope with this increasing pressure appear to have not worked well. Tutors in Colleges of Education in Greater and Eastern Regions are likely to experience stress because they operate in very challenging professional contexts. According to

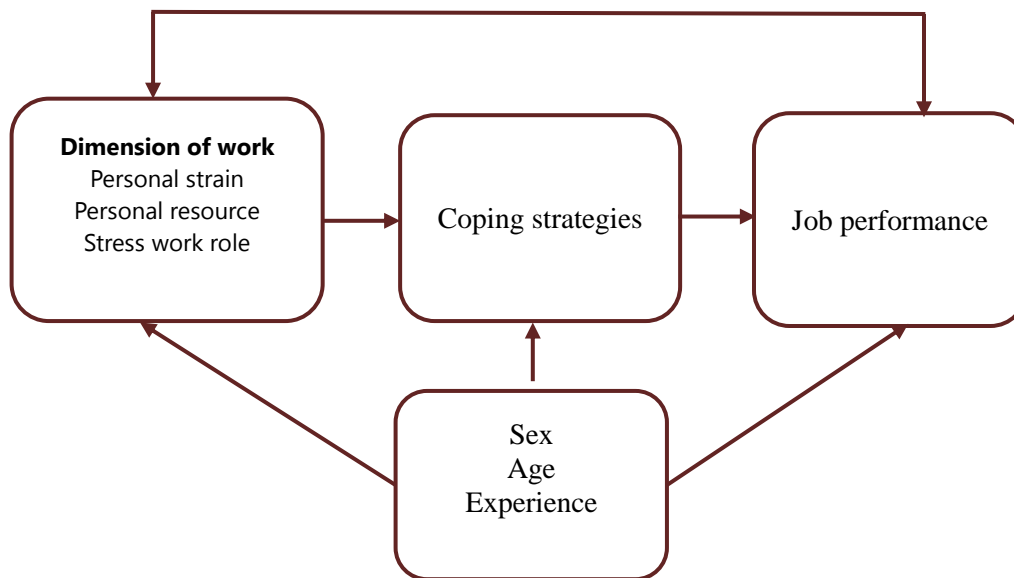
Somerfield and McCrae (2000), burnout has more serious consequences such as ineffective teaching, attrition, lost time and resources and more importantly, students do not have the proper training and education. Also, Pascoe, Hetrick and Parker (2019) citing Walburg (2014) add that academic-related stress and burnout includes exhaustion, depersonalization, cynicism and inefficacy or reduced accomplishment. Therefore, tutors who work under such conditions are likely to face stressful situations that could lead to burnout. This paper, therefore, attempts to test a model of which tutors' ways of coping with stress are assumed to mediate the relationship between work-stress and job performance; and secondly, to investigate whether there are sex, age and work experience differences in perceived work-stress, coping strategies and job performance of tutors in Colleges of Education in Greater Accra and Eastern Regions, Ghana.

### **3.0 Transactional Theories**

Transactional theories of stress centre on one's touching responses that are related to their surroundings. The traditional causal model of stress has been prolonged from a unidirectional conceptualization to a transactional explanation, whereby stress is entrenched in an ongoing procedure that involves individuals handle stress in their environments, making appraisals of those encounters, and efforts to cope with the issues that arise (Peggy, 2000). At the transactional analysis, strain occurs because of a perception that environmental demands go beyond personal possessions (Lazarus, 1999). According to him, evaluation comprises the consecutive processes of primary appraisal continuous-monitoring of environmental conditions with a centre on whether there are likely to be consequences for one's happiness, and secondary evaluation is the identification of a possible managing strategy. Coping refers to any effortful attempt to vary environmental circumstances or manage to feel regardless of outcome (Lazarus, 1999). Following the operation of a coping plan, a reappraisal of the situation, and of the final effects of the coping response, occurs. The discussion on the interactional or transactional theories of occupational stress exposed that the researchers have conceptualised these theories in more than a few fundamentally dissimilar ways. The central point of interactional-theories of stress is the structural appearance of the one's communication with their work environment, whereas, the transactional-theories of stress centre on the one's moving reactions and cognitive development related to their environment.

#### 4.0 Conceptual Framework

A conceptual framework is a hypothetical model used to identify variables in a study. It mainly shows the relationship between independent variables and dependable variables. The purpose of this conceptual framework in this study is to establish the causal and effect relationship between dimension of work stress (personal strain, personal resource and stress work role), coping strategies and job performance. It looks at how work-stress first influences tutors' coping strategies and tutors' coping strategies, in turn, influence their job performance.



Source: Authors' Construct (2019)

In an attempt to explain the study diagrammatically, the proximate determinants framework practically explained specifically how dimensions of work-stress and coping strategies influenced the tutors' performance. In this model, the role of work-stress and coping strategies are less clear. For instance, work-stress and stress coping strategies that were the predisposition of an individual to favourably evaluate an object would influence tutors' performance. Figure 1 indicates the influence of work-stress on tutors' performance is indirect via tutors' stress coping strategies. The arrow depicts a linear model in which the work-stress first influences tutors' coping strategies and tutors' coping strategies, in turn, influence their job performance. The linear direction of the arrows in the model also suggests that tutors' coping strategies serve to mediate the relationship between tutors' work-stress and tutors' performance. However, the continuous arrow from work-stress to tutors' performance is in recognition of the possibility that the influence of work-stress on tutors' performance may also be direct. On the other perspective, the demographic characteristics of tutors are also presumed to show differences in tutors' job performance work-stress and coping strategies.

## **5.0 Methodology**

The philosophical foundation of the study is based on a positivist assumption on how knowledge is gained and choices of the methodology will guide throughout. Paradigm is a basic set of beliefs that guide action, also referred to as worldview, epistemologies and ontologies (Creswell 2014; Lincoln, Lynham & Guba 2011; Mertens 2010). Positivist paradigm connects with a quantitative approach where the empirical investigation of observable phenomena via statistical, mathematical, or computational techniques will be used to analyse the study (Given, 2008). Snelson (2016) described the proponents of quantitative research as being realistic or positivist. However, a quantitative research approach is appropriate for the study because the researchers want to measure quantifiable variables of interest and hypotheses would be formulated and tested (Connaway & Powell, 2010).

The design used for the study was survey. This design was found to be suitable because it gives an in-depth description of the phenomena in their existing setting and it is economical in collecting data from a large sample with high data turn over (Kothari, 2004). Survey is deemed the most appropriate research design because the researcher wants to collect data to make a generalisation to a larger population. The targeted population of the study was made up of tutors of selected Colleges of Education in Greater Accra and Eastern Regions. These consist of Ada College of Education, Accra College of Education, Presbyterian Women College of Education, Presbyterian College of Education, Kibi and Oda Methodist College of Education. The accessible population for the study was tutors. The estimated number of tutors for the five (5) Colleges in the Greater Accra and Eastern Regions were 150. Census sampling was used to select all tutors from the selected Colleges. Simple random sampling technique was used to select the three (3) Colleges in the Eastern region. Since the Greater region has only two Colleges of Education, all the two were considered in the sampling.

A Five-Point Likert-type scale was the instrument used for data collection in this study. The instrument was pilot tested in Ola College of Education and Komenda College of Education in the Central Region with the overall internal consistency of alpha of 0.81 which shows that the instrument was reliable. When Cronbach's alpha is less than 0.7, then the indication is that the instrument being used has low reliability and that not all the items met reasonable standards of internal consistency and reliability (Sekaran & Bougie, 2010). The analysis was done using One-Way ANOVA, Regression and Independent sampled T-test.

**Hypothesis One: Tutors' ways of coping will significantly moderate the relationship between perceived work-stress and their job performance.**

Before testing this hypothesis, grand means were computed from the means already computed for each subscale of OSI -Q. For example, a mean score was first computed by summing the items upon each of the subscales of the OSI -Q and by dividing it by the number of items. So, there were means for work roles, personal strains and personal resources. These means were then summed up and divided by three to obtain a grand mean to indicate the work-stress variable or summated OSI-Q score. Hierarchical regression was performed using the work-stress (OSI-Q) and Coping strategies variables as independent variables and job performance as the dependent variable. Table 1 displays non-standardised (b) and standardised (beta) regression coefficients, the multiple correlation coefficients (R), adjusted R<sup>2</sup> and the value of t and its associated p-value for each variable that entered into the equation. As shown in Table 1, coping strategies were entered into the analysis in Step 1 and on its own explained 2.3% (R-square = .023) of the variance in job performance. This was not significant at t = 1.876, Beta = 0.152, p = 0.063.

**Table 1-Hierarchical regression of Work-stress and Coping strategies on Job Performance**

Variable	B	Beta	R	R <sup>2</sup>	t	Sig
Step 1						
Constant	2.307				23.673	.000
Coping Strategies	.077	0.152	.152	.023	1.876	.063
Step 2						
Constant	2.703				19.306	.000
Coping strategies	.090	0.177			2.273	.024
Work stress	-.199	-.297	.332	.111	-3.798	.000

Source: Field data, (2019)

On Step 2 of the model, the work-stress variable was added to the equation. The addition of this variable to the analysis changed the R-square from .023 to .111 indicating that a significant 8.8% had been added to the variance (i.e. R<sup>2</sup> = .111 - .023 = .088). We can say that whilst coping explained a significant 2.3% of the variance in job performance, work-stress explained a highly significant 8.8%. The Coping strategies are important moderators of the relationship between work stress and job performance. In conclusion then, how good do the data fit into the model? In other words, how good is the present study's regression equation for predicting job performance? To answer this question, we shall invoke the general multiple regression equation thus:

In general, the model and the multiple regression models could be expressed as:

$$Y = K + b_1x_1 + b_2x_2 + E; \text{ Where:}$$

Y = the dependent variable (Job performance)

K = Constant parameter of the population (tutors)

x<sub>1</sub> = First independent variable (Coping Strategies)

x<sub>2</sub> = Second independent variable (Works-tress)

b<sub>1</sub> = Regression coefficients with respect to the first independent variable

b<sub>2</sub> = Regression coefficient with respect to the second independent variable.

E = Error margin for variables not considered in the model.

Howell (2000) emphasised that in predicting the dependent variable, the error margin can be neglected, hence the formula becomes;

$$Y = K + b_1x_1 + b_2x_2.$$

Therefore, referring to Table 1 and using the multiple regression equation, a tutor with a grand mean work-stress score of 3.62, and a grand mean coping strategy score of 2.55 would be expected to have a job performance score thus:  $2.703 + (0.09 \times 2.55) + (-.199 \times 3.62) = 2.75$  approx. An inspection of the job performance range indicated that 2.75 was below good.

### **Hypothesis Two: There is a significant difference between tutors' job performance and the variation of stress sources.**

This hypothesis was meant to determine which dimensions of stress had the highest tutors' job performance. One-Way ANOVA was used to test this hypothesis. One-Way ANOVA was conducted to compare their means. The test was meant to identify whether the mean for the tutors' job performance differs with respect to stress dimensions. Table 2 presents the results of Levene's Test.

**Table 2: Test of Homogeneity of Variances**

Levene Statistics	df1	df2	Sig
0.910	2	147	0.405

Source: Field data, (2019)

Table 2 displays the result of the Levene test for homogeneity of variances. The significance value 0.405 exceeds .05, suggesting that the variances for the three dimensions of stress (i.e. work roles, personal strains and personal resources) affect tutors' job performance, therefore the assumption is justified, that we fail to reject the



null hypothesis that the variances are all equal. Since the variances appear to be equal we continue with the ANOVA test.

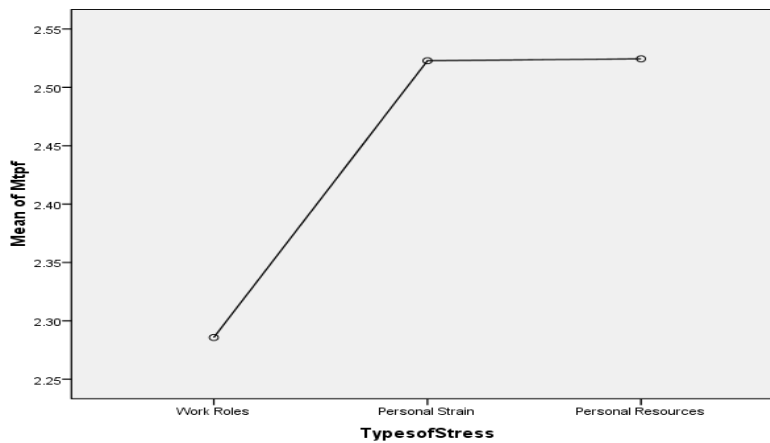
**Table 3: One-Way ANOVA on Stress Sources**

	Sum of Squares	df	Mean Square	F
Sig				
Between Groups	1.255	2	0.628	4.971
0.008				
Within Groups	18.558	147	0.126	
Total	19.813	149		

Source: Field data, (2019)

The results of the analysis are presented in an ANOVA table above. In one-way ANOVA, the total variation was partitioned into two components: Between Groups and Within Groups. Between Groups represented variation of the group means around the overall mean. Within Groups represented variation of the individual scores around their respective group means. Sig indicates the significance level of the F-test (F-test is the test used to determine whether the ANOVA is significant). The significance value .000 <.05 indicates there are significant group differences.

**Figure 2-Relationship between tutors’ work-stress and their job performance**



Source: Field data, (2019)

The result shows that the tutors’ personal strains largely influenced their job performance, followed by their personal resources, whilst work roles had the lowest score.



**Hypothesis Three: There is significant difference between tutors’ age and work-stress, coping and job performance of tutors.**

This hypothesis is of three stages. The first is tutors’ work-stress (i.e., work roles, personal strains and personal resources)

**Table 4: Tutors’ work-stress differences on their age group**

	Less than 30	%	31-40	%	41-50	%	51+	%	Total	%
Work Role	14	33.3	12	19.4	1	3.3	0	0.0	27	18.0
Personal Strain	13	31.0	15	24.2	8	26.7	11	68.8	47	31.3
Personal Resources	15	35.7	35	56.5	21	70.0	5	31.2	76	50.7
Total	42	100	62	100	30	100	16	100	150	100

Source: Field data, (2019)

A chi-square test of independence was used to analyse the data with tutors’ work-stress dimensions as one variable and their age groups as the second variable. There was a significant effect, [ $X^2$  (6, N=150) =26.049, p=0.000]. Table 4 presents that while tutors with their ages of less than 30, between 31-40 and 41-50 years were related to personal resources as their work-stress (i.e.15, 35.7%, 35, 56.5% and 21, 70%), tutors whose ages were above 51 years were found to be related to personal strains as their work-stress (11,68.8%).

**Age differences in tutors’ ways of coping**

To test this hypothesis, One-Way ANOVA used as tutors’ age groups was categorical (i.e. less than 30 = 1, between 31-40 = 2, between 41-50 = 3, and 51 years and above = 4) and ways of coping was treated as continuous data. The test was meant to identify which of these ages highly employed the stated ways of coping. To conduct the One-Way ANOVA, the researcher made sure that the main assumption of the ANOVA, which stated that the age group differences should not differ was tested using the Levenes test. Table 5 presents the results of the Levenes test.

**Table 5: Test of Homogeneity of Variances**

Levene Statistics	df1	df2	Sig
1.537	3	146	0.205

Source: Field data, (2019)

The results of the analysis that are presented in an ANOVA Table 5 indicates that significance value 0.205 exceeds .05, suggesting that the variances for the four levels of tutors’ age group dimensions (i.e. less than 30, between 31-40, between 41-40 and 51 and above years) affected tutors’ way of coping and as such, the assumption is justified, that we fail to reject the null hypothesis that the variances are all equal. Since the variances appear to be equal, we continue with the ANOVA test.

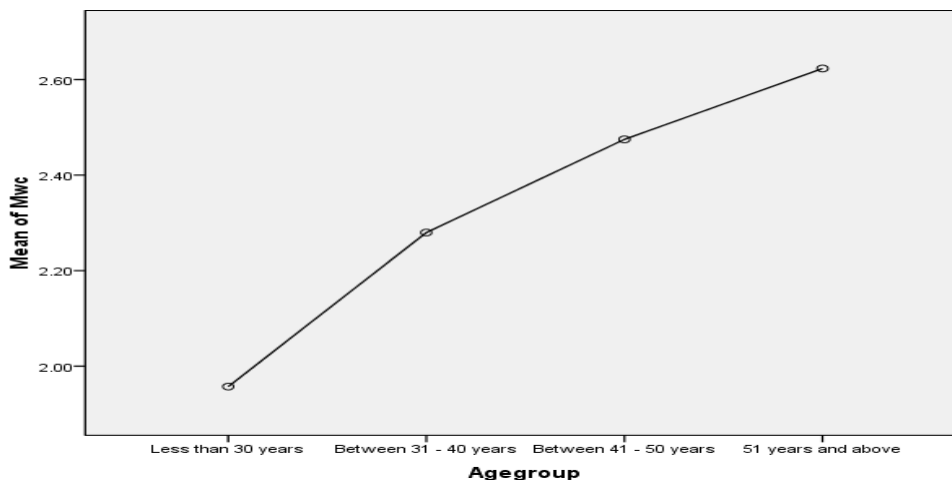
**Table 6: One-Way ANOVA on Tutors’ Age Group and Coping of Stress**

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	7.360	3	2.453	5.085	0.002
Within Groups	70.446	146	0.483		
Total	77.806	149			

Source: Field data, (2019)

The results of the analysis are presented in an ANOVA Table 6. In one-way ANOVA, the total variation was partitioned into two components: Between Groups and Within Groups. Between Groups represented variation of the group means around the overall mean. Within Groups represented variation of the individual scores around their respective group means. Sig indicates the significance level of the F-test (F-test is the test used to determine whether the ANOVA is significant). The significance value .000 <.05 indicates there were significant group differences.

**Figure 3: Relationship between tutors’ age groups and their ways of coping**



Source: Field Survey, (2019)

Figure 3 clearly indicates that tutors’ with age group above 51 years highly employed coping strategies in their work.

**Age differences in tutors’ job performance**

The analysis of this hypothesis was similar to the earlier analysis. The hypothesis was meant to identify which of the age groups had the highest job performance mean. One – Way ANOVA used as tutors’ age group was categorical (i.e. less than 30 = 1, between 31-40 = 2, between 41-50 = 3, and 51 years and above = 4) and tutors’ job performance was treated as continuous data. The test was meant to identify which of these ages highly employed the stated ways of coping. To conduct the One – Way ANOVA, the researchers made sure that the main assumption of the ANOVA, which states that there should be no age group differences were tested using the Levenes test. Table 7 presents the results of the Levenes test.

**Table 7: Test of Homogeneity of Variances**

Levene Statistics	df1	df2	Sig
2.327	3	146	0.58

Source: Field data, (2019)

The results of the analysis presented in a test of homogeneity of variance Table 7 indicates that significance value 0.058 exceeds .05, suggesting that the variances for the four levels of tutors’ age group dimensions (i.e. less than 30, between 31-40, between 41-40 and 51 and above years) affected tutors’ job performance. And as such, the assumption is justified, that we fail to reject the null hypothesis that the variances are all equal. Since the variances appear to be equal we continue with the ANOVA test.

**Table 8: One-Way ANOVA on Tutors’ Age Group and Job Performance**

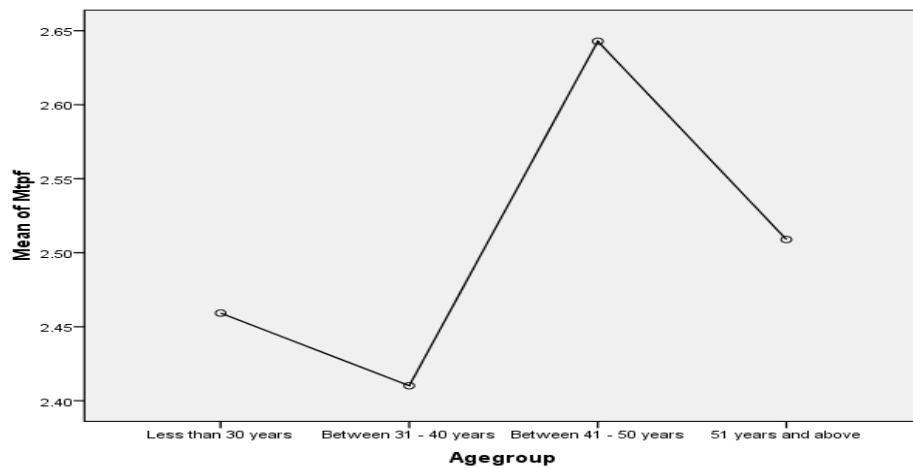
	Sum of Squares	df	Mean Square	F
Sig				
Between Groups	1.130	3	0.377	2.943
0.035				
Within Groups	18.683	146	0.128	
Total	19.813	149		

Source: Field data, (2019)

The results of the analysis are presented in an ANOVA Table 8. In one-way ANOVA, the total variation was partitioned into two components: Between Groups and Within Groups. Between Groups represented variation of the group means around the

overall mean. Within Groups represented variation of the individual scores around their respective group means. Sig indicates the significance level of the F-test (F-test is the test used to determine whether the ANOVA is significant). The significance value  $.000 < .05$  indicates there were significant group differences.

**Figure 4: Relationship between tutors' age groups and their job performance**



Source: Field data, (2019)

Figure 4 clearly indicates that tutors with age group of 41-50 had the highest job performance mean score

**Hypothesis Four: There is significant difference between sex and tutors work-stress, coping strategies and job performance.**

This hypothesis also is of three stages. The three stages are:

**(a) Sex differences in tutors' work-stress (i.e., work roles, personal strains and personal resources**

This hypothesis was to determine whether male and female tutors experienced the same form of work-stress or not. To test this hypothesis, an independent sample t-test was conducted to compare their means. The test was meant to identify whether the mean for the work-stress of tutors (i.e. work role, personal strains and personal resources) differed in respect to tutors' sex or not. This hypothesis was tested at the alpha level of 0.05.

**Table 9: Independent sample t-test of work-stress of male and female tutors**

Variable	M	SD	N	df	t	Sig.
Male tutors	2.39	0.78	100	148	1.441	0.152
Female tutors	2.20	0.73	50			

Source: Field data, (2019)

Table 9 shows that the alpha level obtained was 0.152 (i.e. greater than 0.05) meaning that there was no significant difference (Creswell, 1994). The result indicates that there was significantly no difference for work-stress of male tutors (M =2.39, SD =0.78.) and female tutors (M = 2.20, SD = 0.73),  $t = 1.441$ ,  $df = 148$ ,  $p = 0.152$ .

**(b) Sex differences in tutors' ways of coping**

This hypothesis was also to determine whether male and female tutors employed the same form of coping or not. To test this hypothesis, an independent sample t-test was conducted to compare their means. The test was meant to identify whether the mean for tutors' ways of coping differed in respect to tutors' sex or not. This hypothesis was tested at the alpha level of 0.05.

**Table 10: Independent sample t-test of ways of coping of male and female tutors**

Variable	M	SD	N	df	t	Sig.
Male tutors	2.08	0.66	100	148	-4.781	0.000
Female tutors	2.67	0.71	50			

Source: Field data, (2019)

Table 10 shows that the alpha levels obtained were 0.00 (i.e. less than 0.05) meaning that there is significant difference (Creswell, 1994). The results indicate that there was significant difference for ways of coping of male tutors (M =2.08, SD =0.66.) and female tutors (M = 2.67, SD = 0.71),  $t = -4.781$ ,  $df = 148$ ,  $p = 0.000$ . By comparing the means and standard deviation of male tutors and female tutors, this analysis provides evidence that female tutors were, indeed, able to cope more than their male counterparts.

**(c) Sex differences in tutors' job performance**

This hypothesis was also to determine whether male and female tutors employed the same form of coping or not. To test this hypothesis, an independent sample t-test was conducted to compare their means. The test was meant to identify whether the mean

for tutors’ job performance differed with respect to tutors’ sex or not. This hypothesis was tested at the alpha level of 0.05.

**Table 11: Independent sample t-test of job performance for male and female tutors**

Variable	M	SD	N	df	t	Sig.
Male tutors	2.47	0.33	100	148	-0.519	0.605
Female tutors	2.50	0.43	50			

Source: Field data, (2019)

Table 11 shows that the alpha level obtained was 0.152 (i.e. greater than 0.05) meaning that there was no significance difference (Creswell, 1994). The results indicate that there was significantly no difference for job performance of male tutors (M =2.47, SD =0.33.) and female tutors (M = 2.50, SD = 0.43),  $t = 1.441$ ,  $df = 148$ ,  $p = 0.605$ .

**Hypothesis Five: There is significant difference between Tutors’ working experience and work-stress, coping strategies and job performance.**

This hypothesis also is of three stages. The first is:

**(a) Tutors’ work experience differences in their work-stress (i.e., work roles, personal strains and personal resources)**

Table 12 presents tutors’ work-stress distribution on tutors’ age groups.

**Table 12: Tutors’ work-stress differences on their work experiences**

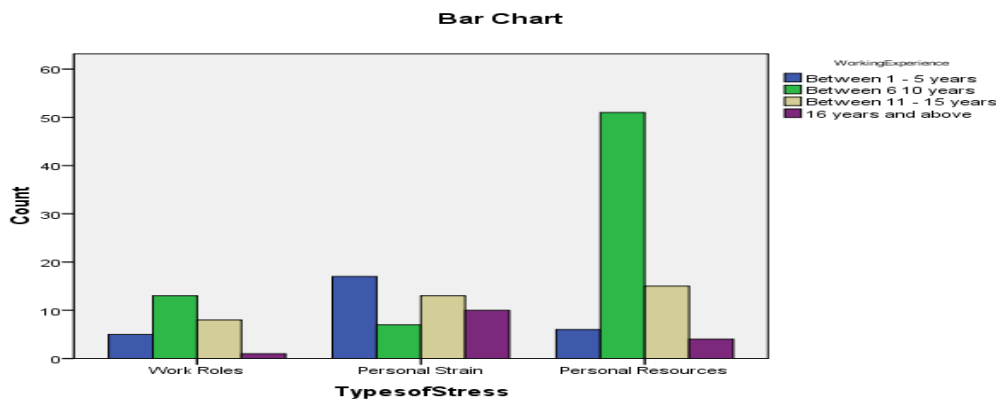
	Less than 30	%	31-40	%	41-50	%	51+	%	Total	%
Work Role	5	17.9	13	18.3	8	22.2	1	6.7	27	18.0
Personal Strain	17	60.7	7	9.9	13	36.1	10	66.7	47	31.3
Personal Resources	6	21.4	51	71.8	15	41.7	4	26.7	76	50.7
Total	42	100	62	100	30	100	16	100	150	100

Source: Field data, (2019)

Chi-square test of independence was used to analyse the data with tutors’ work-stress dimensions as one variable and their work experience as the second variable. There was

a significant effect, [ $X^2 (6, N=150) = 39.115, p=0.000$ ]. Table 4.25 presents that while tutors with work experience of 1 to 5 years and 16 years and above experienced personal strains (i.e., 17, 60.7% and 10, 66.7%) respectively, tutors with work experience of 6 – 10 years and 11 - 15 years experienced personal resource as their work-stress (i.e.51, 71.8% and 15, 41.7%) respectively. The data were graphed and presented below:

**Figure 5: Relationship between tutors’ work stress and their work experience**



**(b) Tutors’ work experience differences in tutors’ ways of coping**

The analysis of this hypothesis is similar to the earlier analysis performed. The hypothesis was meant to identify which of the tutors’ work experience group had the highest ways of coping mean. One-Way ANOVA used as tutors’ age group was categorical (i.e. 1-5 years = 1, 6-10 years = 2, between 11-15 = 3, and 16 years and above = 4) and tutors’ ways of coping was treated as continuous data. The test was meant to identify which of these work experience groups highly employed the stated ways of coping. To conduct the One-Way ANOVA, the researcher made sure that the main assumption of the ANOVA, which states that there should not be age group differences was test using the Levenes test. Table 13 presents the results of the Levenes test.

**Table 13-Test of Homogeneity of Variances**

Levene Statistics	df1	df2	Sig
2.247	3	146	0.61

Source: Field data, (2019)

The results of the analysis presented in the test of homogeneity of variance Table 13 indicates that significance value 0.61 exceeds .05, suggesting that the variances for the four levels of tutors’ work experience group levels (i.e. 1-5, between 6-10, between 11-



15 and 16 and above years) influenced tutors’ ways of coping and as such, the assumption is justified, that we fail to reject the null hypothesis that the variances are all equal. Since the variances appear to be equal, we continue with the ANOVA test.

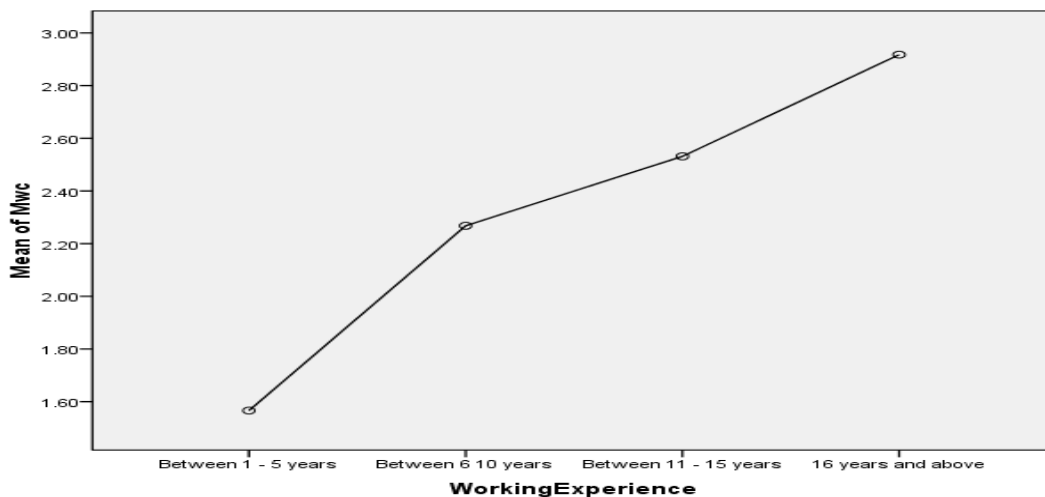
**Table 14: One-Way ANOVA on Tutors’ ways of coping Stress**

Sum of Squares	df	Mean Square	F	Sig	
Between Groups	22.620	3	7.540	19.948	0.000
Within Groups	55.185	146	0.378		
Total	77.806	149			

Source: Field data, (2019)

The results of the analysis are presented in an ANOVA Table 14. In one-way ANOVA, the total variation was partitioned into two components: Between Groups and Within Groups. Between Groups represented variation of the group means around the overall mean. Within Groups represented variation of the individual scores around their respective group means. The Significance value indicates the significance level of the F-test (F-test is the test used to determine whether the ANOVA is significant). The significance value .000 <.05 indicates there were significant group differences.

**Figure 6: Relationship between tutors’ work experience group and their ways of coping.**



Source: Field data, 2019

Figure 8 clearly indicates that tutors’ with work experience group of 16 years and above had the highest coping mean score.

**(c) Tutors’ work experience differences in tutors’ job performance**

The analysis of this hypothesis was similar to the immediate analysis performed. The hypothesis was meant to identify which of the tutors’ work experience group had the highest tutors’ job performance mean. One - Way ANOVA used as tutors’ age group was categorical (i.e. 1-5 years = 1, 6 -10 years = 2, between 11-15 = 3, and 16 years and above = 4) and tutors’ job performance was treated as continuous data. The test was meant to identify which of these work experience groups highly employed the stated ways of coping. To conduct the One - Way ANOVA, the researcher made sure that the main assumption of the ANOVA, which states that the age group differences should not differ was tested using the Levenes test. Table 15 presents the results of the Levenes test.

**Table 15: Test of Homogeneity of Variances**

Levene Statistics	df1	df2	Sig
2.447	3	146	0.731

Source: Field data, (2019)

The results of the analysis are presented Table 15 and they indicate that significance value 0.731 exceeds .05, suggesting that the variances for the four levels of tutors’ work experience group levels (i.e. 1-5, between 6-10, between 11-15 and 16 and above years) influence tutors’ job performance and as such, the assumption is justified, that we fail to reject the null hypothesis that the variances are all equal. Since the variances appear to be equal we continue with the ANOVA test.

**Table 16: One-Way ANOVA on Tutors’ Job Performance**

Sum of Squares	df	Mean Square	F	Sig	
Between Groups	0.036	3	0.021	0.155	0.926
Within Groups	19.750	146	0.135		
Total	19.813	149			

Source: Field data, (2019)

The results of the analysis are presented in an ANOVA Table 16. In One-Way ANOVA, the total variation was partitioned into two components: Between Groups and Within Groups. Between Groups represented variation of the group means around the overall mean. Within Groups represented variation of the individual scores around their respective group means. Sig indicates the significance level of the F-test (F-test is the

test used to determine whether the ANOVA is significant). The significance value exceeding 0.05 indicates there were no significant group differences.

### **Discussion of Results**

The discussion of the results was in line with the hypotheses of the study. It was realised that work-stress laden job performance depended on coping strategies. This explains that the potentiality of job performance depended on the coping strategies. This was in line with Shimazu & Kosugi (2003) who emphasise that employees who employ effective coping strategies find new balances and responses in their reactions to new situations and as a result perform better because stress is the mental and physical wear and tear that employees experience as they live their lives. This implies that management should place emphasis on effective coping strategies for employees in order to ensure good job performance.

The study further revealed that tutors' personal strains largely influenced their job performance. This result is similar to those found by Mostert and Joubert (2005) where they reported that when employees perform below expectation, the management should check on their personal strains as the employees experiencing immense personal strains exhibit low concentration. A study conducted by Storm and Rothmann (2003) also found that the low employees' personal strain boost their work output. No wonder the study revealed that experienced tutors mostly employ coping strategies in their work than inexperienced tutors and as a result had the highest job performance mean score. Storm & Rothmann (2003) added that experienced tutors had their way of coping with work stress to minimise the effect of stress on them and that of the institution. Mostert & Joubert (2005) also indicated that coping is a possible moderator variable between job stress and job performance and has been proven by the results of this study.

The study further revealed that tutors with ages less than 51 years attributed their work-stress to personal resources while tutors whose ages were above 51 years attributed their work-stress to personal strains. This result was consistent with that of Steenkamp (2003) which found that young employees were much concerned with depression and anxiety as a result of inexperience in life and as a result hops from work to work seeking for lower stress work. Furthermore, the study also showed that there was no significant difference in the work stress of male and female tutors. This implies that it is no different on the sources of stress that are encountered in the work environment, the perception and appraisal of a particular stressor by an employee, and the emotional reactions that are a response to perceiving a stressor as threatening as experienced by both male and female tutors. This revelation was supported by

Spielberger, Vagg, & Wasala (2003) and further emphasised that female tutors coped better with work-stress than male counterparts. This is not different from the findings of the study. The study also looked at the differences in tutors' job performance and their work experiences and found no significant difference. This is because students' academic performance is a core objective of teaching and as a result no significant difference in job performance can be tolerated by any head (Lahler, 2008). According to Love (1993), tutors' job performance is an essential factor in enhancing students' academic performance which is directly associated with institutional achievement.

### **Conclusion**

The present study provides an insight into dimensions of tutors' work-stress, ways of coping and their relationship with tutors' job performance among tutors in Greater Accra and Eastern Regions of Ghana. The results of this investigation support this conjecture that tutors' ways of coping moderate between work-stress and job performance, which means that a high level of stress may inversely influence job performance, but effective ways of coping will induce job performance. The result of the study provided that tutors' personal strain highly affects their job performance. The results of this study also provide insights into the demographic variables that may influence or relate to tutors' work-stress. It was found that tutors with age group of less than 30, between 31-40 and 41-50 years were related to personal resources as their work-stress, while tutors whose ages were above 51 years were found related to personal strains as their work-stress. It, therefore, seemed that age had a statistical significance relationship with work-stress and job performance. It was interesting to note that tutors with working experience group of 16 years and above had the highest coping mean score. Besides tutors who are mature, that is, having age group ranging from 41 upwards had high performance mean score. The study further found that female tutors were, indeed, coping more than male counterparts.

### **Recommendations**

It is essential for an institution to recognise that both individual and institutional level interventions are required to ensure effective stress management for achieving a stronger tutors' performance. The following recommendations are made based on the study findings. Managements of the colleges should:

1. provide a reasonably comfortable work environment for all tutors;
2. ensure clarity in the roles and responsibilities of the tutors, which in turn will help in coping with the work-stress;

3. provide a more supportive work environment to help tutors perform their jobs effectively;
4. formulate a comprehensive strategy for stress management. This may provide a more effective intervention programme that will address tutors' problems, which can eventually lead to an improved level of job performance

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