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**PSYCHOSOCIAL RISK FACTORS AMONG PERSONNEL
IN THE LÄÄNE - VIRU COLLEGE**

Master Thesis

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Tallinn 2016

I hereby declare, that this thesis is
entirely the result of my own work and
submitted for the Degree of Master of Science
in Tallinn University of Technology
For the present thesis no degree has been conferred
on me before either in this or in any other university

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LÜHIKOKKUVÔTE

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Töötaja puutub igapäevaselt kokku erinevate psühhosotsiaalsete ohuteguritega. Järjepidev kokkupuude psühhosotsiaalsete ohuteguritega vähendab töötaja rahulolu igapäevase eluga. Kui psühhosotsiaalsete ohuteguritega ei tegeleta, siis see võib olla kahjulik töötaja tervisele. Psühhosotsiaalsete ohutegurite esinemise väljaselgitamine organisatsioonis kui ka teadmised nendest aitab luua tervislikuma ja tulemuslikuma töökeskkonna.

Magistritöö eesmärgiks on välja selgitada akadeemilise ja mitteakadeemilise personali psühhosotsiaalsed riskifaktorid, mis põhjustavad töötajas stressi, hinnata nende taset ja selgitada välja kas ametikohast, vanusest ja haridusest sõltuvalt on töötajagruppide vahel erinevusi. Lisäülesandeks on anda organisatsiooni juhtkonnale ettepanekuid selle kohta, mida teha paremini psühhosotsiaalsete riskide ohjeldamiseks.

Käesolev magistritöö koosneb teoreetilisest osast ja empiirilisest uurimisest. Teoreetiline osa annab ülevaate psühhosotsiaalsetest riskiteguritest ja käsitleb psühhosotsiaalsete riskide hindamist. Empiirilises osas kasutatakse nii kvantitatiivset kui ka kvalitatiivset uurimismeetodit. Empiirilises uurimuses iseloomustatakse uurimismeetodit ja valimit ning kajastatakse andmeanalüüsi tulemused. Meetodina andmete kogumiseks on kasutatatud QPS Nordic küsimustikku psühholoogiliste ja sotsiaalsete tegurite hindamiseks töökohal. Empiiriline osa lõpeb kvalitatiivse andmeanalüüsiga. Kvalitatiivses uurimuses on intervjuud läbi viidud viie töötajaga. Järgneb arutlus ja kokkuvõte.

Uurimuses osaleb 40 töötajat Lääne - Viru Kõrgkoolist, millest on 85% on naised ja 15% on mehed, 48% on akadeemiline personal, 43% on tugipersonal ja 10% on administratiivne personal. Küsimustiku tulemused näitavad, et nii akadeemiline kui ka mitteakadeemiline personal annavad sarnased vastused "uute teadmiste ja oskuste omandamise", "ootused rollile", "osalemine otsuste tegemisel", "toetus kolleegidelt" ja

”sotsiaalse suhtlemise” kohta. Vastused erinevad ”töökoormuses”, ”pädevuse tajumises”, ”toetus juhtkonnalt”, ”organisatsioonikultuuris”, ”organisatsioonile pühendumises” ja ”töö ja pere vastastikuses mõjus”. Väited, mis on seotud ”töökoormusega”, ”organisatsioonile pühendumisega” ning ”töö- ja pereelu vastastikuse mõjuga” annab akadeemiline personal kõrgema hinnangu võrreldes mitteakadeemilise personaliga. Väited ”pädevuse tajumine”, ”toetus juhtkonnalt” ja ”organisatsioonikultuur” annab akadeemiline personal madalama hinnangu võrreldes mitteakadeemilise personaliga.

Organisatsioonil peavad olema teadmised psühhosotsiaalsetest riskiteguritest, mis tekitavad töötajas stressi. Magistritöö praktiliseks väärtuseks on see, et uurimuse tulemusi kasutatakse riskianalüüsi koostamiseks, kus psühhosotsiaalsed ohutegurid on kaudselt kajastatud. Uurimust võib kasutada selleks, et suurendada teadlikkust psühhosotsiaalsetest riskidest ja nende juhtimise vajalikkusest Lääne-Viru Kõrgkoolis.

Märksõnad: psühhosotsiaalsed riskitegurid, riskitegurite hindamine, akadeemiline personal, mitteakadeemiline personal.

ABSTRACT

PSYCHOSOCIAL RISK FACTORS AMONG PERSONNEL IN THE LÄÄNE-VIRU COLLEGE

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Employees are exposed to various psychosocial risk factors in work environment. Exposure to psychosocial risk factors decreases employees contentment with daily life. If psychosocial risk factors are not addressed they can be detrimental to the health of employees. The identification of psychosocial risk factors and knowledge about them make work environment more healthy and effective.

The aim of the master thesis is to identify academic and non-academic personnel psychosocial risk factors that can cause stress, assess their level and find out if there are differences between the employee groups related to occupation, age and education. Additionally, recommendations for improvement are made to the management.

The current master thesis consists of theoretical part and empirical research. The theoretical part begins with an overview of the concepts of the psychosocial risk factors, followed by an explanation of psychosocial risk assessment. The empirical part consists of quantitative as well as qualitative analysis. The empirical research explains the methodology and the sample. It then presents the results of a data analysis. The General Nordic Questionnaire for Psychological and Social Factors at Work (QPS Nordic) is used in the quantitative analysis as a data collection instrument. In the qualitative analysis interviews with five employees are conducted. The analysis of the results obtained with a qualitative survey ends the empirical part. Followed is discussion and conclusions.

There are 40 participants from the Lääne-Viru College. 85% are women 15% are men, 48% are academic personnel, 43% are support personnel and 10% are administrative personnel. The results reveal that both academic and non-academic personnel have similar opinions in “acquisition of new knowledge and skill”, “role expectations”, “participation in decision making”, “support from colleagues” and “social interactions”. Opinions of respondents differ in “workload”, “perception of mastery”, “support from management”,

“organizational culture”, “commitment to organization” and “interaction between work and family life”. Statements related to “workload”, “commitment to organization” and “interaction between work and family life”, academic personnel have higher scores than non-academic personnel. In “perception of mastery”, “support from management” and “organizational culture” academic personnel score lower than non-academic personnel.

The organization must have knowledge of the psychosocial risk factors when dealing with employees. The practical value of the master thesis is to contribute for the making of the organizational risk assessment where hazards are superficially covered. On the basis of data derived from the questionnaire the hazards are integrated to the organizational risk assessment. The results provide input into the making of the risk assessment.

Keywords: psychosocial risk factors, risk assessment, academic personnel, non-academic personnel.

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INTRODUCTION

Nowadays organizations find themselves in a fast-changing environment that requires flexibility to adapt. Employees have difficulty to deal with the excessive demands. Employees performance suffers as a consequence. Since work environment and demands change, psychosocial risks are a rising concern. Psychosocial risks are described factors that are linked to work characteristics, relationships and organizational context. Psychosocial risk factors cause costs for the organization. Idris (2011) states that stressed academics are a cost in terms of absenteeism and turnover. Psychosocial risk factors lead to reduced productivity. Stress among academics may affect the quality of graduates, research and publications. Lower productivity is a threat to the organizational competitiveness. (Idris, 2011) Low employee turnover saves on training, hiring and health insurance costs.

The study focuses on psychosocial risk factors in an academic institution. The aim of the master thesis is to identify academic and non-academic psychosocial risk factors that can cause stress, assess their level and find out if there are differences between the employee groups based on occupation, age and educational level. The master thesis pursues to identify psychosocial risk factors and increase organizational awareness in dealing with them. Quantitative and qualitative analyses are carried out based on data derived from the Lääne - Viru College. The sample includes all employees in the Lääne - Viru College.

The master thesis has the following research questions: 1) Which are the most strongly experienced psychosocial risk factors? 2) What differences there are among academic and non-academic personnel in psychosocial risk factors? 3) Are there differences between psychosocial risk factors of different groups based on occupation, age and education? 4) What kind of psychosocial environment it is in the organization?

The following hypotheses are set:

Hypothesis 1. Difficult work tasks enhance commitment to organization.

Hypothesis 2. Younger employees tend to get more support from colleagues than older employees.

Hypothesis 3. High workload encourages new knowledge and skill acquisition.

The master thesis consists of theoretical part and empirical research. The theoretical part begins with an overview of the concepts of the psychosocial risk factors, followed by an explanation of psychosocial risk assessment. The empirical part consists of quantitative as well as qualitative analysis. The empirical research explains the methodology and the sample. It then presents the results of a data analysis. The General Nordic Questionnaire for Psychological and Social Factors at Work (QPS Nordic) is used in the quantitative analysis as a data collection instrument. In the qualitative analysis interviews with five employees are conducted. The analysis of the results obtained with a qualitative survey ends the empirical part. Followed is discussion and conclusion.

1. PSYCHOSOCIAL RISK FACTORS

Psychosocial risks concern aspects of social and organizational context that cause harm to employee due to the presence of the risk factors. Risk factors increase the likelihood of disorder. They are associated with disease. The risk factors can be work-related, as well as non-work-related (Ariens, Mechelen, Bongers, Bouter & Wal, 2001). Psychosocial risk factors are pointed out in Table 1.

Table 1. Psychosocial Risk Factors

| Psychosocial risk factors | |
|-------------------------------------|---|
| Work content | Lack of variety or short work cycles, fragmented or meaningless work, under use of skills, uncertainty, exposure of people through work |
| Workload and work pace | Work overload or under load, machine pacing, high levels of time pressure, continually subject to deadlines |
| Work schedule | Shift work, night shift, inflexible work schedules, unpredictable hours, long or unsociable hours |
| Control | Low participation in decision-making, lack of control over workload, pacing |
| Environment and equipment | Inadequate equipment availability; poor environmental conditions such as space, poor lighting, excessive noise |
| Organizational culture and function | Poor communication, low levels of support for problem-solving and personal development, lack of definition of organizational objectives |
| Interpersonal relationships at work | Social or physical isolation, poor relationships with an employer or colleagues, interpersonal conflict, lack of social support |
| Role in organization | Role ambiguity, role conflict, and responsibility for people |
| Career development | Career uncertainty, under promotion or over promotion, poor pay, work insecurity, low social value to work |
| Work-home interaction | Conflicting demands of work and home, low support at home, dual career problem |

(Source: Leka & Cox, 2008, p. 2)

Research concerning psychosocial factors and their relation to health carried out by Moreno et al. (2010) find that high-professional self-esteem can be explained through

autonomy. This is a necessary component of alleviating employee exhaustion. Social support is effective in reducing burnout. (Moreno et al., 2010) In addition to mental health problems employees may receive physical health problems. The research of Moreno et al. (2010) provides evidence that psychosocial factors contribute to the expression of musculoskeletal and cardiovascular disease. Collins and O'Sullivan (2015) indicate that social support can be a buffer between psychosocial risk factors and employee stress (Collins & O'Sullivan, 2015). At the same time the lack of social support is a health risk.

1.1 Workload

Work overload indicates work demands above normal (Burke, Clarke & Cooper, 2011, p. 19). Work underload occurs when the work is insufficient to fill employee time (Schultz & Schultz, 2006, p. 366). Work overload and work underload are described in both quantitative and qualitative terms. A qualitative overload occurs when the work is too difficult (Berry, 1998, p. 433). A qualitative underload refers to work that is too easy. Lahti, Leskinen, Leskinen, Matikainen, and Waris (1990) define a quantitative overload as having too much to do in a short time. Quantitative underload is defined as having too little work to do in the time available. (Lahti, Leskinen, Leskinen, Matikainen & Waris, 1990, p. 28) Academic is engaged in teaching under a pressure in terms of greater teaching loads. Academic employee has excessive workload. The workload increase is an outcome of the student influx. The more students the more work to be done for academic employee.

The standard schedule is 9 a.m. to 5 p.m. These are conventional starting and quitting times. Berry (1998) states nominal hours include actual hours and breaks. Employees adjust actual productive hours according to the number of hours they are present at work. Work tends to expand to fill the time allowed for it. (Berry, 1998, p. 482) Length of working day has impact on employee efficiency at work. Working fewer hours makes employee more productive. Productive employee puts in less time at the office. Employee working fewer hours is more focused.

Flextime allows employee to select the hours of work within organizational limits (Bowditch & Buono, 1990, p. 316). Flextime commits employee to working a specified

number of hours per week, but offers flexibility in regard to the beginning and ending time (Riggio, 2003, p. 235). Flexible work arrangement provides employee with freedom in selecting own work hours. Personal events can easily be scheduled when there is flexibility in work hours. Commuting is easier as well.

1.2 Knowledge and skill acquisition

Academic institution is not only transferring knowledge. Academic also participates in knowledge acquisition. Research requires academic employee to deal with complex information. Employee has to constantly learn new at work. Excessive amount of data and the adoption of changing information are challenging. In a good working environment employee is encouraged to improve the knowledge and skills in order to accomplish work and solve tasks.

According to Alho, Ruuska, and Toskala (2003) work complexity refers to the variety of tasks. With a complex task employee feels making a contribution. A complex task can create a threat of failure, whereas an easy task is perceived as irrelevant. Man and Lam (2003) suggest that work complexity increases enjoyment. If employees enjoy what they are doing, they are likely to work hard at it.

Training is organizational effort to help employee learn work-related knowledge and skill (Riggio, 2003, p. 153). Training is defined as an attempt to improve employee performance on a currently held work (Bernardin, 2003, p. 164). Occupational training emphasizes knowledge about how to perform a particular skill (Cooper & Robertson, 1998, p. 96). Training can modify knowledge and skill.

It is important to be valued for the knowledge and skill that employee brings to work and to be able to use these. Work should allow apply the knowledge and skill acquired in the past. It should also allow learn new. Knowledge and skill is residing within employee. To bring knowledge and skill to work enhances the potential of the organization to respond to opportunities in the environment.

1.3 Role expectations

Role is a behavior that employee is supposed to engage in (Dubrin, 1994, p. 204). Role specifies the task that employee performs at work. According to Spector (2012), academic employee spends time doing research, some are involved in practice as consultants to organizations, and some have started own consulting organization. Employee can rotate responsibilities. In an academic department, it is common for faculty to take turns being the chairperson. (Spector, 2012, p. 7, 304) The role of an academic employee includes lecturing. Academic employee has a role in establishing the curriculum.

Dysfunction in roles can occur in two primary ways: role ambiguity and role conflict. Role ambiguity means that employee is uncertain about the expected behavior (Daft, Kendrick & Vershinina, 2010, p. 549). Employee does not know the appropriate role to take. Idris (2011) notes that ambiguity arises due to lack of clarity regarding how to juggle academic activities of teaching and research that are necessary for the successful accomplishment of academic role. A lack of information needed to perform the role leads to ambiguity. Role conflict refers having to choose between competing expectations (Dubrin, 1994, p. 181). According to Antoniou, Cooper, Chrousos, Spielberg, and Eysenck (2009), college employee may perceive incompatible demands from administrators to secure grants, colleagues to assume committee responsibility, to attend faculty seminars, to cooperate with research projects and from students to teach well, prepare valid exams, return grades on time and hold liberal office hours (Antoniou, Cooper, Chrousos, Spielberg & Eysenck, 2009, p. 386). Idris (2011) notes that academic employee with role conflict can be characterized by: has to bend a rule and receives conflicting requests. Some academics have to reconcile the task of teaching and research. Academic employee with role conflict can be characterized without adequate resources. (Idris, 2011)

Employee can be torn between two managers demanding different types of behavior. Unity of command states that each employee reports to only one manager (Boone & Kurtz, 1992, p. 232). Employees should know to whom they report. Employees work more effectively when they receive orders from a single manager. When several persons give orders, the potential for confusion exists. Employee must resolve conflicting demands from two managers.

Responsibility is the duty to perform the task as assigned (Daft et al., 2010, p. 351). Employees have to be explained the responsibilities of the work. Role clarification emphasizes increased communication. In a successful organization, a role is clearly defined. Employees must understand the whole organization as well as their part in it.

1.4 Decision demands

Decision is a choice among alternative courses of action (Boone & Kurtz, 1992, p. 176). Decision-making is the process of identifying opportunities and resolving them (Daft et al., 2010, p. 313). Choosing one alternative in preference to others a decision is made. Chosen an alternative attempts to reach an optimum solution. Academic work is characterized by high mental load in terms of information processing and decision making. Decision may require information from diverse sources or the decision can have serious consequences (Clegg, Hardy & Nord, 1997, p. 300-301). Participation fits best with complex knowledge work in dynamic environment, while management control is effective with repetitive tasks (Bowditch & Buono, 1990, p. 293).

Boone and Kurtz (1992) state that manager may make the decision, but it is the responsibility of organization members to carry them out. Care should be taken to ensure that employee responsible for implementation has some stake in the success of the solution. (Boone & Kurtz, 1992, p. 196) Decision authority incorporates the employee possibility to influence how work is carried out (Arvidsson, 2006, p. 20). The idea of participative decision making is important aspect. The focus is on the involvement of the employee affected by the decision. Decision about the pace and organization of work and scheduling may be central (Cooper, Dewe & O'Driscoll, 2001. p. 138). Control over work comprises the following items: influence on the rate of work, influence on working methods, influence on the allocation of tasks, and influence on rules and regulations (Ingelgård, 1998, p. 212). Academic employee can decide the courses to teach, how to teach them, and when and where the classes are held (Spector, 2012, p. 291). Academic employee has a high level of control. Academic can make choices among curricula.

According to Man and Lam (2003), autonomy refers to the degree to which employee is granted independence in work scheduling and procedures used in carrying out the work. Autonomy over work refers to employee authority and includes employee having a contribution to decision making (Mauno, 1999, p. 14). Participation in the decision making increases employee feeling of investment in the organization success and creates a sense of belonging (Arnold, Robertson & Cooper, 1993, p. 300). The role of manager is important for supporting employee participation, so that employee is encouraged to take part in decisions.

1.5 Mastery of work

Izadikhah, Jackson, and Loxton (2010) emphasize that mastery is associated with achieving a desirable end state. Mastery is to be right and to make accurate judgments (Smith & Mackie, 2000, p. 341). Confidence in holding a correct opinion and doing the right thing fulfills the need for mastery. Employee drives to get better at work and to excel in the area of expertise. Employee does seek to create results. Employee pursues to professional qualification. Mastery is striving to becoming the best.

According to Kozlowski and Ilgen (2006), mastery experience creates self-efficacy. Self-efficacy is a belief that employee can perform adequately in a particular situation (Zimbardo, McDermott, Jansz & Metaal, 1995, p. 462). Lunenburg (2011) states that self-efficacy is a belief that employee is capable of accomplishing a task. Self-efficacy fosters adaption to a challenging task. Employee with high self-efficacy works hard to learn a task, because the employee is confident that success follows. Academic employee plans teaching lessons that are appropriate. Employee can believe being capable to teach an online student course. Other employee doubts about the capability to teach an online student course without appropriate training. Mastery experience that challenges employee to learn new can have organizational benefits. Incentive to act comes from employee belief of being capable to produce results.

1.6 Social support

Cooper et al. (2001) suggest that social support is the notion that others can be relied on for various kinds of support. Appraisal support refers to providing feedback that enhances employee self-esteem. (Cooper et al., 2001, p. 42, 141) According to Kim, Longest and Aldrich (2013), instrumental support refers to financial aid or material resources and services. Emotional support provides trust and concern (Chimel, 2000, p. 169). Informational support refers to suggesting alternative ways to perform a task (Poell & Woerkom, 2011, p. 92).

Two primary types of relationships are formal relationship, such as manager and employee interaction and informal relationship, such as a social group (Arnold, Cooper & Robertson, 1998, p. 435). Manager and employee interaction is comprised of contact with manager, whether manager considers the viewpoint of employee and whether manager provides information. Employee expects that manager notices achievements in order to perform better. Employee valued by manager gives best at work. Employee feeling valued goes beyond the required task. Informal group satisfies needs that are not covered through formal interaction. Relationship with colleagues is comprised of talking with colleagues about the work and contacts with colleagues.

According to Mauno and Kinnunen (1999) social support builds the perception that employees are part of a network in which they can give and receive assistance. Effective teaching requires support that is available for academic employee often working alone in an isolated classroom. Informal group can provide employee with timely channel for transmitting information.

1.7 Organizational culture

Culture is the set of values, beliefs, understandings and norms that members of an organization share (Daft et al., 2010, p. 99). Organizational culture deals with shared attitudes (Arvidsson, 2006, p. 22). Organizational culture is collection of shared customs, traditions and practices (Huczynski & Buchanan, 2007, p. 623). Culture is embodied in the words and in greetings with acquaintances.

According to Schein, organizational culture is a pattern of shared basic assumptions that have worked well to be considered valid, and to be taught to new members as the way to perceive, think and feel (cited in Lawson, Anderson & Rudiger, 2013, p. 43-44). Schein (1990) considers organizational culture in terms of three levels. The three main indicators of organizational culture are artifacts, values and basic assumptions. Employee enters an organization then artifacts are observed. The espoused values and rules to conduct employee can study with asking. The underlying assumptions are deeply embedded in the culture and often intangible.

Organizational culture involves communication which assures that employees are kept informed (Arvidsson, 2006, p. 22). According to Bowditch and Buono (1990), culture is a central factor which influences the way in which employees interact. The best way to ensure that communication is credible is to back it with action that corresponds to the espoused beliefs. (Bowditch & Buono, 1990, p. 238, 246-247) The value an organization expresses, such as encouragement of employees should be reflected in action.

1.8 Organizational commitment

Organizational commitment refers to employee involvement in organization (Daft et al., 2010, p. 526). Organizational commitment includes a willingness to work hard for the organization (Spector, 2012, p. 216). Organizational commitment arises when employee agrees with the values of the organization (McKenna, 2012, p. 308). The concept of organizational commitment includes a desire to maintain membership in organization (Arnold et al., 1993, p. 146).

Allen and Meyer (1990) have distinguished between affective, continuance and normative commitment. Affective commitment concerns the employee emotional attachment to the organization. Continuance commitment is influenced by the costs associated with leaving the organization. Normative commitment refers to the felt obligation to continue in organization. (Allen & Meyer, 1990) According to Arnold et al. (1993), intrinsic factor such as challenge is more important in fostering affective

commitment than extrinsic factor such as pay. Normative commitment is influenced by some people being more prone to feel committed than others. (Arnold et al., 1993, p. 147)

Commitment describes employee willingness to do more than the basic requirements. Commitment is essentially employee feeling of responsibility for work. Academic employee often is involved with entrepreneurship, such as consulting. These academic employees are also entrepreneurs. Academic employee in entrepreneurship can do the same amount of research than prior becoming entrepreneur.

1.9 Interaction between work and family life

Work is often done at home (Kaiser, Ringlsetter, Eikhof & Cunha, 2011, p. 8). Also family responsibilities are organized during the workday. Technological developments over the past decade have blurred boundaries between work and family domains (Cooper & Robertson, 1996, p. 279). The blurred boundaries between the work and life off the work have created the potential for conflict to occur.

According to Kinnunen and Mauno (1998), work and family conflict occurs when an individual has to perform multiple roles: employee, spouse and parent. Work and family conflict involves two directions: work to family conflict, in which work interferes with family, and family to work conflict, in which family interferes with work (Allard, 2007, p. 25). Conflict between employee work and family life arises because people have finite resources, and demands from different roles tax those resources (Cooper et al., 2001, p. 50; Cooper & Robertson, 1996, p. 282). According to Kinnunen and Mauno (1998), demands in one domain interfere with abilities to meet the demands from another domain. Conflict arises because employee wants to work sufficient hours to succeed at work, yet have time for personal life or because behaviors in the two domains are incompatible.

Voyadoff (2004) argues that in work to family conflict work demands hinder the performance of family role. Work demands are either time-based, strain-based or behavior-based. (Voydanoff, 2004) Similarly, Mauno (1999) states that in accordance with segmentation theory, work and family are separate spheres, segregated by time, space and tasks. Time-based demands are described as long hours in work that reduce the amount of

time available for family activities, thereby making it difficult for an employee to perform family duties. In strain-based demand strain experienced in one role hinders performance in another role. In behavior-based conflict the behavior expected in one role is incompatible with the behavior expected in other role. (Mauno, 1999, p. 11-12)

Spillover model assumes that the impact of experience in one domain influences attitudes in the other (Cooper & Robertson, 1996, p. 279). Mauno (1999) states that interference from family to work occurs when family role responsibilities hinder performance at work. If family demands on time and commitment are overwhelming then negative experience follows and spills over into work. (Mauno, 1999, p. 14) It is proposed in a resource strain model that time spent in home reduces the availability of the same resource to use at work (Väänänen, 2005, p. 34). According to Cooper and Robertson (1996), instrumental theory suggests that involvement in one role can provide resources for the employee to be successful in the other. Compensation model is based upon the notion whereby deficits within one domain are compensated for in the other. (Cooper & Robertson, 1996, p. 279, 281)

1.9.1 Balancing work and family life

Cooper and Robertson (1996) highlight that obtaining balance is an ongoing task for people occupying multiple roles. Individuals may have to engage in a process of accommodation, where they modify their involvement in one sphere to accommodate the demands of the other. (Cooper & Robertson, 1996, p. 282) Work and family life balance is employee functioning at work and at home (Kaiser et al., 2011, p. 27). Integrating work and home enables to be as productive as possible. Reading email at home employee gets more work done. The target for employee is professional success and satisfactory family life.

According to Allard (2007), the focus of border theory is on the work and family balance attained when employee feels comfortable with the way one has allocated the time, and integrated and separated responsibilities at work and at home. The work sphere and the family sphere are associated with different rules, thought patterns and behaviors. The

border is suggested to be a line of demarcation. There is physical border that defines where the sphere-relevant behavior takes place, temporal border that divides when work is done from when family responsibilities can be taken care of and psychological border created by the individual that dictate when thinking patterns, behaviors and emotions are appropriate for one sphere but not the other. The balance is facilitated when the borders are permeable and flexible. (Allard, 2007, p. 13-14)

According to Kaiser et al. (2011), a component approach to work and family balance emphasizes that work and family balance consists of multiple facets that precede balance. Work and family balance consists of time balance, involvement balance and satisfaction balance. Time balance refers to equal time devoted, involvement balance refers to equal effort invested and satisfaction balance refers to equal satisfaction expressed across work and family roles. (Kaiser et al., 2011, p. 30)

Those investing more in the family than to the work role experience higher quality of life (Kaiser et al., 2011, p. 30). Since the realization of work-related targets increase well-being, work can be an important resource. Employee who has better balance has a greater control of the working life. Employee also is more able to focus on work.

1.10 Social interaction

Academic institution is a place for learning, as well as to collaborate. Spector (2012) argues that academic employee comes into contact with other people in the organization doing similar work. The members of the faculty interact with one another. (Spector, 2012, p. 302-303) Employee is affected by the behavior of others. Dealing with managers and colleagues affect the way employee feels at the end of the day. However, working can be disturbed with issues in social interaction.

Counterproductive work behavior refers to deviant behavior that is harmful to an organization and its employees (Spector, 2012, p. 263). Counterproductive work behavior includes physical and verbal aggression, theft, property damage, harassment, absence and purposely doing work incorrectly. Workplace violence includes incidents where persons

are abused, threatened, or assaulted in circumstances relating to the work (Bernardin, 2003, p. 323).

Burke et al. (2011) argue that bullying is an escalating process in which the person confronted ends up in an inferior position (Burke et al., 2011, p. 161). Bullying can consist of both verbally and physically aggressive acts. Leymann (1996) states that mobbing involves hostile communication, which is directed by a few individuals towards one individual who is in a defenseless position. Mobbing is characterized by socially isolating the victim. (Leymann, 1996)

Academician is subject to various threats due to students' behavior. Typically, parents also take a position on what is happening. It causes at the organizational level and in academicians work pressure. Ill-treatment experienced work ability is inferior to the other. In all this, non-participants also suffer. In case there is disruption in relationships, it will impair the organization's psychosocial environment creating an intimidating work environment.

2. PSYCHOSOCIAL WORK ENVIRONMENT ASSESSMENT

Risk assessment is defined as an identification of aspects of work to consider what may cause harm to employee, whether the risks can be eliminated and, if not, what protective measures are in place to control the risk (Tööinspeksioon). Risk assessment is a process for workplace psychosocial environment assessment to remove the hazard or reduce the level of its risk. Information provided in the risk assessment pursues to improve psychosocial work environment.

Risk assessment includes:

- Identifying the risks that might affect employees
- Deciding which groups of employees are at the risk
- Evaluating the risks considering the frequency of exposure and the degree of harm
- Analyzing results and selection of measures to reduce or eliminate risks
- Reviewing results in order to ensure that implemented measures remain effective and to identify new risks (stressivastu.ee).

Risk assessment is carried out in stages. First, information is collected about work environment, work process and employees. With the obtained information risk factors are detected. Next the particular employees at risk are identified. Next stage is to estimate the frequency of exposure and the resulting harm and to determine whether the risk is acceptable or not. Next activities are planned to reduce or eliminate the risks, followed by monitoring the effectiveness of taken activities. The results should be feed back to employees.

Risk assessment is the start of a risk management process. Leka, Cox, and Zwetsloot (2008) focus attention on employees, organization and its equipment. It is important to assess and understand the nature of problems and their causes, and implement and design actions to reduce or remove psychosocial risks. It is important to assess the relevance and effectiveness of these activities in order to carry out work processes. (Leka, Cox & Zwetsloot, 2008, p. 4)

Psychosocial risk management is important to work processes both within and outside the organization. Organizational activities have an impact on quality of work and employees health, as well as society. Organization that acts in a socially responsible manner increases employees health as well productivity. According to Bowditch and Buono (1990), organization which does not act in a socially responsible manner causes

employees to depreciate the value of their work which, in turn, affects their self-esteem. Members of organization are able to satisfy important personal needs through their experience in the organization. (Bowditch & Buono, 1990, p. 271) Healthy employees can overcome difficulties in personal life. Technology is often taken for granted however, health can be a driver for technological innovation. Technology refers to the process of putting knowledge to work for human (Boone & Kurtz, 1992, p. 58). A learning organization applies current technology, values experimentation, tolerates mistakes and rewards sharing of knowledge (Daft et al., 2010. p. 27).

3. EMPIRICAL RESEARCH

3.1 The research questions and objectives

The aim of the thesis is to examine psychosocial risk factors among academic and non-academic personnel in the Lääne-Viru College. The research questions of the study are following: 1) Which are the most strongly experienced psychosocial risk factors? 2) What differences there are among academic and non-academic personnel in psychosocial risk factors? 3) Are there differences between psychosocial risk factors of different groups based on occupation, age and education? 4) What kind of psychosocial environment it is in the organization?

Based on the theoretical study can set the following hypotheses that the author of the thesis verifies in the empirical study. The following three hypotheses are set:

Hypothesis 1. Difficult work tasks enhance commitment to the organization.

Hypothesis 2. Younger employees tend to get more support from colleagues than older employees.

Hypothesis 3. High workload encourages new knowledge and skill acquisition.

The research objectives are:

- To measure psychosocial risks
- To identify which work situation is associated with difficulties
- To identify which groups of employees experience difficulties
- To address difficulties experienced by employees so that recommendations can be made to improve the situation
- To contribute to organization risk assessment.

To achieve the thesis objectives the following research tasks have been set:

- To analyze the results of the data
- To compare psychosocial risk factors among academic and non-academic personnel
- To describe statistically significant similarities and differences in the demographic data
- To investigate whether the study results reveal statistically significant demographic differences and similarities
- To explore the views of management and employee representatives
- To provide an understanding of the most important psychosocial risk factor that employees experience
- To make proposals in order to improve the working environment.

3.2 Description of the organization

The current research has been carried out in Lääne - Viru College. Lääne - Viru College is located in Lääne - Viru County. Lääne - Viru College was established on September 3, 2007. The activities of the college are based on the statute. The basic objectives are:

1. To train specialists on the basis of higher educational and vocational curricula in the field of health and welfare, social sciences, business and law, science and service
2. To carry out applied research and developmental activities in these fields
3. To provide re-qualification courses.

Lääne - Viru College main areas are social sciences, business and law, natural sciences and engineering and service education in applied higher education level and post-secondary vocational training and preparation of specialists to conduct applied research. It is possible to study business management, accounting, economics, commerce, business information system management, administrative assistant and social work at higher applied educational level. Vocational educational training offer business accounting, small business entrepreneurship, business administration, sales management, software development, secretarial and care worker specialization. The number of students on November 2014 was 1124; 889 students studying entrepreneurship and accounting and 235 students studying social work.

The mission of the Lääne - Viru College is to provide students with opportunities for acquisition of knowledge and practical skills required for life and work, in order to enhance their competitiveness and to support the regional economy through applied research and developmental projects.

3.3 Method

Survey and a small-scale qualitative study (a half to one hour interview is carried out with five employees) are conducted to achieve the research objectives. Approval to conduct the study is received from college management prior to visiting the organization. After

approval, the occupational health and safety specialist for the Lääne-Viru College is contacted. Questionnaires are e-mailed to employees by the occupational health and safety specialist who asks them to participate. The data are gathered during 27.03-10.04.2015. Employees are preliminary told that participation is voluntary, and that all the data are treated confidentially. Participants are explained the aim of the study and their anonymity.

The online questionnaire is circulated via Intranet e-mail account. The e-mail describes the survey and includes a web-link to the online questionnaire in Google Drive. The answer sheets come directly to the author of the thesis. The occupational health and safety specialist gives the questionnaire on paper to these employees who do not use computer in the workplace. 8 employees fill the questionnaire on paper. The author of the thesis enters the paper questionnaires to computer. The collected data are fed into a computer using the SPSS 22 program.

Survey instrument. The General Nordic Questionnaire for Psychological and Social Factors at Work (QPS Nordic) is a tool for workplace survey. The QPS Nordic questionnaire is designed for the assessment of psychological, social and organizational working conditions. The QPS Nordic comes in a short and long version. The last consists of 129 items, of which 80 compose 26 scales. A 28 items of QPS Nordic measure their own area. In addition, 11 questions measure demographic factors. The author of the master thesis prepares the questionnaire based on the QPS Nordic questionnaire.

The instrument in the master thesis consists of 45 items tapping psychosocial risk factors. Items 44 and 45 are multiple-choice grid-type statements. Each of the questionnaire 45 items is a statement that describes a section. There are 11 sections for the items to cover the following dimensions: “workload”, “acquisition of new knowledge and skill”, “role expectations”, “participation in decision-making”, “perception of mastery”, “support from management”, “support from colleagues”, “organizational culture”, “commitment to the organization”, “interaction between work and family life” and “social interactions”. Responses to the items are scored in terms of the eleven scales. Personal characteristics include demographics, such as age, gender, education, position, length of employment and tenure.

Items can be answered on 5-point scale ranging from “never” to “always”. Participants respond to items on the following Likert scale format: 1 corresponds to

“never”, 2 corresponds to “seldom”, 3 corresponds to “sometimes”, 4 corresponds to “often” and 5 corresponds to “always”. Item 36 is reverse scored, where 1 corresponds to “always”, 2 corresponds to “often”, 3 corresponds to “sometimes”, 4 corresponds to “seldom” and 5 corresponds to “never.” The questionnaire can be completed in 10 to 15 minutes.

The English version of the QPS Nordic is adapted into Estonian. The questionnaire is available in Estonian to employees of Lääne-Viru College. The questions are turned into statements. The occupational health and safety specialist is consulted, whose recommendations are taken into account when preparing the questionnaire. The questionnaire is assessed by the occupational health and safety specialist of the Lääne-Viru College for appropriateness of use. A copy of the questionnaire is given in Appendix 1.

Profile of sample. Questionnaire is sent to all personnel in the Lääne-Viru College. The target group of the study is 60 employees of the Lääne-Viru College. The total number of respondents is 40 employees. The response rate of the survey is 70%. Can conclude that the survey produces accurate and useful information. The survey response ensures that results represent the population. Table 2 presents the sample characteristics.

Table 2. Demographic Data of the Sample

| Category | Demographic variable | Frequency | Proportion |
|--------------|--------------------------|-----------|------------|
| Gender | Male | 6 | 15% |
| | Female | 34 | 85% |
| Total | | 40 | 100% |
| Age | < 40 | 10 | 25% |
| | 40-49 | 12 | 30% |
| | > 50 | 18 | 45% |
| Total | | 40 | 100% |
| Education | Secondary education | 14 | 35% |
| | Higher education | 26 | 65% |
| Total | | 40 | 100% |
| Position | Academic personnel | 19 | 47.5% |
| | Administrative personnel | 4 | 10% |
| | Support personnel | 17 | 42.5% |
| Total | | 40 | 100% |
| Tenure | 1-5 | 11 | 27.5% |
| | 6-10 | 7 | 17.5% |
| | 11-15 | 6 | 12.5% |
| | Over 15 | 16 | 42.5% |
| Total | | 40 | 100% |
| Working time | Full time | 35 | 88% |
| | Part time | | |
| | < 0.5 | 3 | |
| | > 0.5 | 2 | |
| | Part time total | 5 | 12% |
| Total | | 40 | 100% |

(Source: Composed by author)

Referring to Table 2, it can be seen that among 40 respondents 6 (15%) are males while 34 (85%) are females. The distribution of respondents according to age shows that 18 employees, which is 45%, are above 50 years of age followed by 12 employees (30%) between 40 and 49 years of age and 10 respondents (25%) are aged below 40 years. According to the education 35% have secondary education and 65% have higher education and nobody have primary education. It is evident that nearly half of the respondents (47.5%) are employed as academic personnel. Whereas 42.5% of the respondents are support personnel. The number of respondents engaged in administrative service is 10%.

According to the tenure nobody have been working less than 1 year, 27.5% have been working 1-5 year, 17.5% have been working 6-10 years, 12.5% have been working 11-15 years and 42.5% have been working 15 and more years. 88% are full-time employees and 12% are part-time employees.

Qualitative study. Qualitative study involves emphasis on seeing the workplace from the point of view of employees. The information collected in the survey reflects employees perspectives. The interviews are structured, with uniform questions being asked to all. During the structured interviews the questions that are asked from every interviewed employee are preplanned. The thesis author asks questions and records responses by taking field notes. Interview time is agreed upon with the employee before the interview is taken place. The interviews are conducted during a time of the day that is most convenient for employees to respond. The interviews occur in a private room located within the work site. Interview questions can be seen in Appendix 2. Table 3 below presents information about interviewees.

Table 3. Interviewees

| | Gender | Age | Occupation |
|-----------------|--------|-------|---|
| Interviewee I | Woman | 30-39 | Education technologist, lector |
| Interviewee II | Woman | 40-49 | Administrative and financial director |
| Interviewee III | Woman | 20-29 | Administrative assistant, lector |
| Interviewee IV | Woman | 30-39 | Secretary, lector |
| Interviewee V | Woman | 30-39 | Entrepreneurship and accounting chair, lector |

(Source: Composed by author)

Interviews are carried out with 5 employees. Participation is voluntary. Interviewees are asked the will to participate. The qualitative data are gathered through interviews during 28.04.2015-29.04.2015. Interviews run for 15 to 45 minutes.

3.4 Survey results

Table 4 shows descriptive statistics of the psychosocial risk factors for each factor.

Table 4. Descriptive Statistics of the Questionnaire Scales

| | Workload | Acquisition of new knowledge and skill | Role expectations | Participation in decision-making | Perception of mastery | Support from management | Support from colleagues | Organizational culture | Commitment to the organization | Interaction between work and family life | Social interactions |
|--------------------|----------|--|-------------------|----------------------------------|-----------------------|-------------------------|-------------------------|------------------------|--------------------------------|--|---------------------|
| Average | 2.84 | 2.89 | 3.17 | 3.22 | 3.86 | 3.75 | 3.78 | 3.56 | 3.54 | 3.20 | 1.37 |
| Standard Error | 0.17 | 0.12 | 0.08 | 0.10 | 0.09 | 0.17 | 0.12 | 0.13 | 0.09 | 0.12 | 0.55 |
| Median | 3.00 | 3.00 | 3.29 | 3.43 | 3.75 | 4.17 | 3.67 | 3.75 | 3.58 | 3.00 | 1.22 |
| Mode | 3.00 | 3.00 | 3.14 | 3.57 | 3.75 | 4.33 | 3.67 | 3.75 | 3.33 | 3.00 | 1.22 |
| Standard Deviation | 1.07 | 0.78 | 0.51 | 0.62 | 0.56 | 1.06 | 0.77 | 0.81 | 0.54 | 0.74 | 0.35 |
| Range | 4.00 | 3.33 | 2.86 | 3.00 | 2.25 | 3.67 | 2.67 | 2.75 | 2.67 | 3.00 | 1.56 |
| Sample | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |

(Source: Composed by author)

As Table 4 shows, the highest average scores are calculated for “perception of mastery” (3.86), “support from colleagues” (3.78) and “support from management” (3.75). It is important to notice that respondents give similar scores for “support from management” and “support from colleagues” factors. The lowest average scores are received for factors of “social interactions” (1.37), “workload” (2.84) and “acquisition of new knowledge and skill” (2.89). For majority of factors, except for “social interactions”, median and mode are more or equal to 3.00.

The “workload” factor in the questionnaire is measured by statements 1 - 5. The “acquisition of new knowledge and skill” is measured by statements 6 - 8. The “role expectations” is measured by statements 9 - 15. The “participation in decision-making” is measured by statements 16 - 22. The “perception of mastery” is measured by statements 23 - 26. The “support from management” is measured by statements 27 - 29. The “support from colleagues” is measured by statements 30 - 32. The “organizational culture” is measured by statements 33 - 36. The “commitment to the organization” is measured by

statements 37 - 39. The “interaction between work and family life” is measured by statements 40 - 42. The “social interactions” is measured by statements 43 - 45.

The information about the correlation between factors is presented in Table 5.

Table 5. Correlations between Factors

| | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 |
|-----|--------|--------|--------|--------|---------|--------|---------|---------|-------|------|-----|
| X1 | | | | | | | | | | | |
| X2 | .378* | | | | | | | | | | |
| X3 | .373* | .539** | | | | | | | | | |
| X4 | -.074 | -.021 | .326* | | | | | | | | |
| X5 | -.284 | -.164 | .198 | .410** | | | | | | | |
| X6 | -.205 | -.222 | .111 | .513** | .504** | | | | | | |
| X7 | .150 | .030 | .052 | .088 | .361* | .547** | | | | | |
| X8 | -.078 | .064 | .103 | .280 | .380* | .545** | .575** | | | | |
| X9 | .359* | .315* | .352* | -.034 | -.071 | .179 | .259 | .064 | | | |
| X10 | .407** | .234 | .284 | -.062 | -.347* | -.181 | -.163 | -.190 | .325* | | |
| X11 | .024 | -.206 | -.336* | -.261 | -.538** | -.374* | -.412** | -.510** | .107 | .148 | |

** . Correlation is significant at the 0.01 level

* . Correlation is significant at the 0.05 level

(Source: Composed by author)

In Table 5 X1 is “workload”, X2 is “acquisition of new knowledge and skill”, X3 is “role expectations”, X4 is “participation in decision-making”, X5 is “perception of mastery”, X6 is “support from management”, X7 is “support from colleagues”, X8 is “organizational culture”, X9 is “commitment to the organization”, X10 is “interaction between work and family life” and X11 is “social interactions”.

As can see in Table 5 moderate positive correlation ($r = .54$) at significance level $p < .01$ is between “role expectations” and “acquisition of new knowledge and skill”. Respondents with higher “role expectations” are likely to have need to “acquire new knowledge and skill”. Correlation between “support from management” and “participation in decision-making” means that respondents, who feel supported by management, feel to be involved in decision-making. “Support from management” and “perception of mastery” have correlation coefficient .50. Respondents, who feel supported by management have higher perception of mastery. Respondents, who feel supported by colleagues feel to have support from management. Positively correlated pairs are “organizational culture” and “support from management”($r = .55$), and “organizational culture” and “support from colleagues”($r = .58$). Respondents with high organizational culture have feeling of

management support and the higher is organizational culture, the stronger is the feeling of support from colleagues. A negative moderate correlation is between “social interactions” and “perception of mastery”, and “social interactions” and “organizational culture”. The higher is the social interaction, the lower is the perception of mastery. The higher is social interaction, the lower is organizational culture.

The mean of summarized “workload” variable is 2.84, which is 56.8% of the maximum. Most high level of “workload” has statement 3 “it is necessary to work in a rapid pace”, the lowest has statement 1 “I have to work overtime”. Respondents do not feel pressure to work overtime, but feel that they should work quickly. Correlation coefficient shows that all statements have significance relations with “workload”. “Workload” has very strong linear relationship with statements 1 “I have to work overtime”, 2 “I have too much to do” and 4 “my workload is irregular so that the work piles up” at significance level $p < .001$. There is correlation between statements 1 “I have to work overtime” and 2 “I have too much to do” ($r = .74, p < .001$) and between statements 1 “I have to work overtime” and 4 “my workload is irregular so that the work piles up” ($r = .75, p < .001$).

“Acquisition of new knowledge and skill” has mean 2.89, which is 57.8% of the maximum. “Acquisition of new knowledge and skill” has strong positive linear relationship with statements 7 “I perform work tasks for which I need more training” and 8 “my work requires that I acquire new knowledge and new skills”. Respondents feel need to have additional training and they confirm that their work requires new knowledge and skill. Correlation between statement pairs 6 “my work tasks are too difficult for me” and 7 “I perform work tasks for which I need more training”, 6 “my work tasks are too difficult for me” and 8 “my work requires that I acquire new knowledge and new skills” are not significant. There is moderate positive correlation at significance level $p < .001$ between statement 7 “I perform work tasks for which I need more training” and 8 “my work requires that I acquire new knowledge and new skills”.

The mean of “role expectations” is 3.17 or 63.4% in proportion. “Role expectations” does not have significant correlation with statement 11 “I have to do things that I feel should be done differently”. The reliability of the factor tested by Cronbach’s α is 0.70, which indicates a high level of internal consistency. So the factor is reliable. There is strong positive linear relationship between factor and statements 12 “I am being given assignments with adequate resources to complete them” and 13 “I know what my

responsibilities are”. There is significant correlation at significance level $p < .001$ between statements 10 “I receive incompatible requests from two or more people” and 9 “instructions for the performance of tasks are unclear”. Also statements 14 “I know exactly what is expected of me at work” and 13 “I know what my responsibilities are” have strong positive linear relationship ($r = .81$).

The mean of “participation in decision-making” is 3.23 or 64.6% of the maximum. “Participation in decision-making” has significant correlation with all statements. Reliability tested by Cronbach’s α is 0.64, which indicates a high level of internal consistency. There is strong positive linear relationship at significance level $p < .001$ between the factor and statement 21 “I can influence decisions that are important for my work”. Moderate positive linear relationship at level $p < .001$ is between the factor and statements 17 “my work requires complex decisions”, 19 “I can influence the amount of work assigned to me”, 20 “I have possibility to express my opinion about tempo of my work” and 22 “I can set my own working hours”. Also statements 19 “I can influence the amount of work assigned to me” and 20 “I have possibility to express my opinion about tempo of my work” have moderate positive linear relationship. There is a significance correlation at level $p < .001$ between statements 16 “my work requires quick decisions” and 17 “my work requires complex decisions”. Also statements 19 “I can influence the amount of work assigned to me” and 20 “I have possibility to express my opinion about tempo of my work” have moderate positive linear relationship ($r = .63$).

“Perception of mastery” has mean 3.85, which is 77.0% of the maximum. “Perception of mastery” has strong positive linear relationship with statements 24 “I am content with the amount of work that I get done”, 25 “I am content with my ability to maintain a good relationship with my colleagues at work” and 26 “I am content with my ability to solve problems at work”; and moderate positive linear relationship with statement 23 “I am content with the quality of the work I do” ($p < .001$). Respondents are satisfied with the quality of their work and with their communication ability. There is moderate positive correlation at significance level between statements 25 “I am content with my ability to maintain a good relationship with my colleagues at work” and 26 “I am content with my ability to solve problems at work”. Correlation between statement 24 “I am content with the amount of work that I get done” and 25 “I am content with my ability to maintain a good relationship with my colleagues at work”, 24 “I am content with the

amount of work that I get done” and 26 “I am content with my ability to solve problems at work” are not significant.

“Support from management” has mean 3.75, which is 75% in proportion. On scale “support from management” strong positive correlation ($r = .77$, $p < .001$) is found between statements 27 “if needed, I can get help with my work from my manager” and 28 “if needed, my manager is willing to listen to my work-related problems”. Moderate positive linear relationship is between statement pairs 27 “if needed, I can get help with my work from my manager” and 29 “my work achievements are appreciated by my manager”; 28 “if needed, my manager is willing to listen to my work-related problems” and 29 “my work achievements are appreciated by my manager”. “Support from management” factor has strong positive linear relationship with all statements from this sub-group. Statement 28 “if needed, my manager is willing to listen to my work-related problems” and the factor has correlation coefficient 0.94 at significance level $p < .001$.

“Support from colleagues” has mean 3.78, which is 76,2 in proportion. The factor “support from colleagues” has positive linear relationship with all statements. Statements 31 “if needed, I can get help with my work from my colleagues” and 32 “if needed, my colleagues are willing to listen to my work-related problems” have very strong positive linear relationship. There is correlation between statements 31 and 32 ($r = .83$, $p < .001$). There is no significant correlation between statements 30 “employees do not hide important information from each other” and statements 31 “if needed, I can get help with my work from my colleagues” and 32 “if needed, my colleagues are willing to listen to my work-related problems”.

“Organizational culture” has mean 3.56, which is 71.2% of the maximum. “Organizational culture” has strong positive linear relationship with all statements ($p < .001$). Respondents are satisfied with the climate within the organization. All correlation coefficients are statistically significant. There is moderate positive correlation at significance level $p < .001$ between statement pairs 33 “employees are encouraged to think of ways to do things better at my workplace” and 34 “there is sufficient communication in my department”; 35 “employees take initiative at my workplace” and 36 “organizational climate is comfortable at my workplace”.

The mean of summarized “commitment to the organization” is 3.54, which is 70.8% of the maximum. High level of “commitment to the organization” has statement 38 “my values are very similar to the organization’s values”, the lowest level has statement 37 “I am thinking about finding a new workplace”. Respondents do not think that they need to find a new workplace and they feel that they have the same values as the organization does. Correlation coefficients show that all statements have significance relation with commitment factor. There is correlation between statements 39 “this organization really inspires me to give my very best work performance” and 38 “my values are very similar to the organization’s values” ($r = .60$).

The mean of “interaction between work and private life is 3.20 or 64.0% in proportion. There is no significant correlation between the statements within the group “interaction between work and family life”. The reliability tested by Cronbach’s alpha is 0.70, which indicates a high level of internal consistency. There is moderate positive linear relationship at significance level $p < .001$ between the factor and statements 42 “if needed, I can work at home” and 41 “for me it is difficult to work outside traditional working hours”.

The mean of summarized “social interactions” is 1.37, which is 27.4% of the maximum. High level of “social interactions” have sub-statement 2 (colleagues) of statement 44 “I have been exposed to mental violence at work over the last 12 months” and sub-statement 1 (management) of statement 45 “I have been bullied at work over the last 12 months”, the lowest level has statement 43 “I have noticed disturbing conflicts between colleagues”. The correlation between the factor and sub-statement 4 (college student’s family member) of statement 45 “I have been bullied at work over the last 12 months” cannot be calculated. Nobody has experienced it.

Further analysis is done dividing the sample into academic personnel and non-academic personnel. 48% of respondents belong to academic personnel and 53% non-academic personnel. In Figure 1 item mean scores of psychosocial risk factor scales among academic and non-academic personnel are depicted.

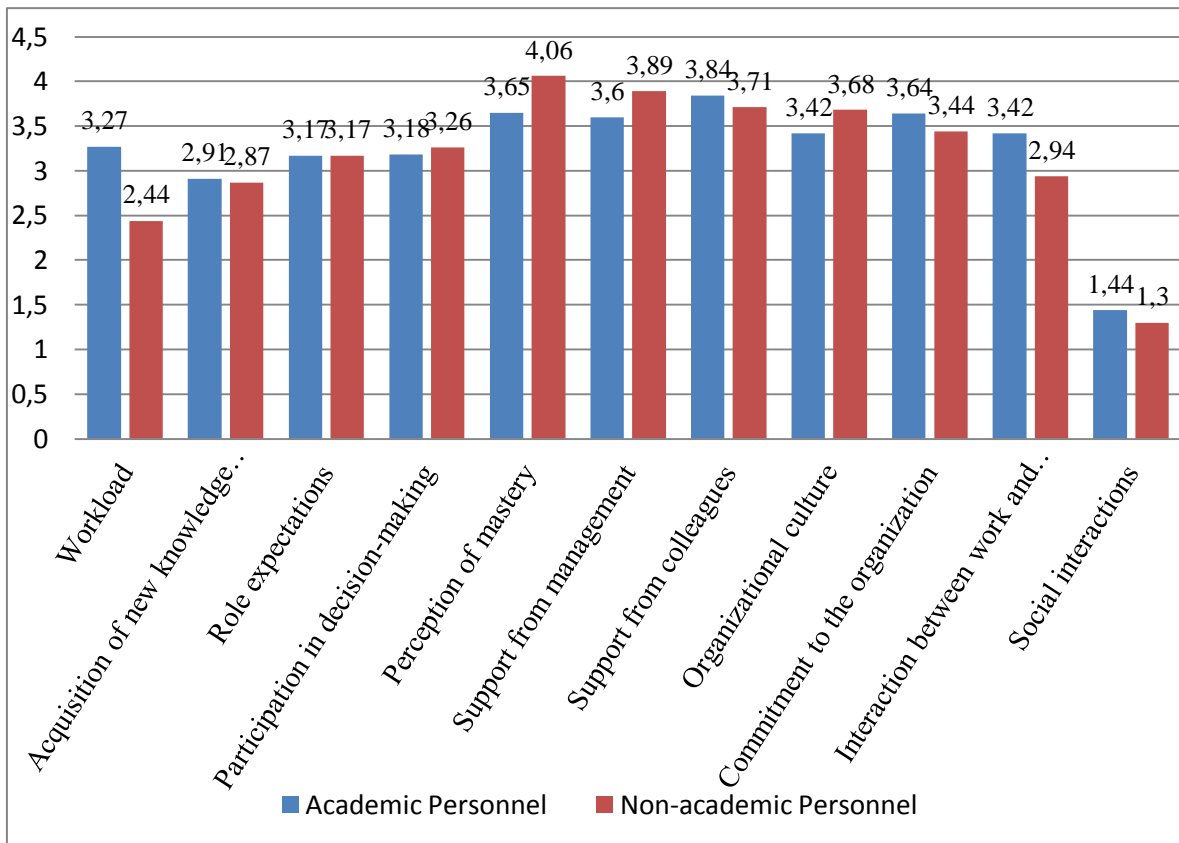


Figure 1. Scale Item Mean Scores of Academic and Non-Academic Personnel

(Source: Composed by author)

Figure 1 shows a histogram that indicates the academic personnel opinion compared to the non-academic personnel group. All respondents, both academic and non-academic personnel, have similar opinions in statements about “acquisition of new knowledge and skill”, “role expectations”, “participation in decision-making”, “support from colleagues” and “social interactions”. Opinions of respondents differ on statements of “workload”, “perception of mastery”, “support from management”, “organizational culture”, “commitment to the organization” and “interaction between work and family life”. In statements related to “workload”, “commitment to the organization” and “interaction between work and family life” academic personnel has higher scores than non-academic personnel. “Perception of mastery”, “support from management” and “organizational culture” statements academic personnel score lower than non-academic.

T-test shows that there is difference between academic personnel and non-academic personnel in “workload” ($p = .01$), “perception of mastery” ($p = .02$) and “interaction between work and family life” ($p = .04$). Appendix 3 provides results from the t-test. Table

6 below provides descriptive statistics of academic personnel and non-academic personnel, including the mean and standard deviation.

Table 6. Group Descriptive Statistics of Academic and Non-Academic Personnel

| | Occupation | N | Mean | Std. Deviation | Std. Error Mean |
|--|------------------------|----|------|----------------|-----------------|
| Workload | Academic personnel | 19 | 3.27 | 1.15 | 0.26 |
| | Non-Academic personnel | 21 | 2.44 | 0.83 | 0.18 |
| Acquisition of new knowledge and skill | Academic personnel | 19 | 2.91 | 0.80 | 0.18 |
| | Non-Academic personnel | 21 | 2.87 | 0.79 | 0.17 |
| Role expectations | Academic personnel | 19 | 3.17 | 0.60 | 0.14 |
| | Non-Academic personnel | 21 | 3.17 | 0.42 | 0.09 |
| Participation in decision-making | Academic personnel | 19 | 3.18 | 0.55 | 0.13 |
| | Non-Academic personnel | 21 | 3.26 | 0.69 | 0.15 |
| Perception of mastery | Academic personnel | 19 | 3.65 | 0.51 | 0.12 |
| | Non-Academic personnel | 21 | 4.06 | 0.53 | 0.12 |
| Support from management | Academic personnel | 19 | 3.60 | 1.06 | 0.24 |
| | Non-Academic personnel | 21 | 3.89 | 1.07 | 0.23 |
| Support from colleagues | Academic personnel | 19 | 3.84 | 0.71 | 0.16 |
| | Non-Academic personnel | 21 | 3.71 | 0.83 | 0.18 |
| Organizational culture | Academic personnel | 19 | 3.42 | 0.87 | 0.20 |
| | Non-Academic personnel | 21 | 3.68 | 0.76 | 0.17 |
| Commitment to the organization | Academic personnel | 19 | 3.64 | 0.61 | 0.14 |
| | Non-Academic personnel | 21 | 3.44 | 0.45 | 0.10 |
| Interaction between work and family life | Academic personnel | 19 | 3.42 | 0.74 | 0.17 |
| | Non-Academic personnel | 21 | 2.94 | 0.68 | 0.15 |
| Social interactions | Academic personnel | 19 | 1.44 | 0.41 | 0.09 |
| | Non-Academic personnel | 21 | 1.30 | 0.27 | 0.06 |

(Source: Composed by author)

Table 6 shows that academic personnel have higher “workload” (3.27 ± 1.15) compared to non-academic personnel (2.44 ± 0.83), $t(38) = 2.66$ and “interaction between work and family life” (3.42 ± 0.74) compared to non-academic personnel (2.94 ± 0.68), $t(38) = 2.16$ at significance level 0.05. Academic personnel have significantly lower score for “perception of mastery” (3.65 ± 0.51) compared to non-academic personnel (4.06 ± 0.53), $t(38) = -2.48$.

T-test shows that the p-values of respondents age 39 or younger and 40 and older are greater than 0.05 for all tested factors. All respondents are supported by management and colleagues regardless of age. Table 7 provides the descriptive statistics of respondents based on age.

Table 7. Group Descriptive Statistics of Respondents Age

| | Age | N | Mean | Std. Deviation | Std. Error Mean |
|--|-----|----|------|----------------|-----------------|
| Workload | <40 | 10 | 2.82 | 0.98 | 0.31 |
| | 40+ | 30 | 2.84 | 1.11 | 0.20 |
| Acquisition of new knowledge and skill | <40 | 10 | 3.13 | 0.69 | 0.22 |
| | 40+ | 30 | 2.81 | 0.81 | 0.15 |
| Role expectations | <40 | 10 | 3.33 | 0.23 | 0.07 |
| | 40+ | 30 | 3.12 | 0.56 | 0.10 |
| Participation in decision-making | <40 | 10 | 3.25 | 0.72 | 0.23 |
| | 40+ | 30 | 3.21 | 0.60 | 0.11 |
| Perception of mastery | <40 | 10 | 3.93 | 0.72 | 0.23 |
| | 40+ | 30 | 3.84 | 0.50 | 0.09 |
| Support from management | <40 | 10 | 3.53 | 1.18 | 0.37 |
| | 40+ | 30 | 3.82 | 1.03 | 0.19 |
| Support from colleagues | <40 | 10 | 3.67 | 0.74 | 0.23 |
| | 40+ | 30 | 3.81 | 0.79 | 0.14 |
| Organizational culture | <40 | 10 | 3.55 | 0.76 | 0.24 |
| | 40+ | 30 | 3.56 | 0.84 | 0.15 |
| Commitment to the organization | <40 | 10 | 3.70 | 0.67 | 0.21 |
| | 40+ | 30 | 3.48 | 0.48 | 0.09 |
| Interaction between work and family life | <40 | 10 | 3.37 | 0.81 | 0.26 |
| | 40+ | 30 | 3.10 | 0.72 | 0.13 |
| Social interactions | <40 | 10 | 1.34 | 0.32 | 0.10 |
| | 40+ | 30 | 1.37 | 0.36 | 0.07 |

(Source: Composed by author)

Table 7 shows that sample is divided into 39 or younger and 40 or older years of age. Cannot conclude that there is difference between the mean score of respondents 39 or younger and 40 or older. Respondents feel they can get help with work from their manager and colleagues and the manager and colleagues are willing to listen the work-related problems.

T-test shows that there are differences for “workload” ($p = .00$), “perception of mastery” ($p = .00$), “interaction between work and family life” ($p = .00$) and “social interactions” ($p = .01$). The results are the same at significance level 0.1 and 0.05. Table 8 below shows that initial sample is splitted into two based on level of education secondary and higher.

Table 8. Group Descriptive Statistics of Respondents Education

| | Education | N | Mean | Std. Deviation | Std. Error Mean |
|--|---------------------|----|------|----------------|-----------------|
| Workload | Higher education | 26 | 3.28 | 0.98 | 0.19 |
| | Secondary education | 14 | 2.01 | 0.68 | 0.18 |
| Acquisition of new knowledge and skill | Higher education | 26 | 2.91 | 0.77 | 0.15 |
| | Secondary education | 14 | 2.86 | 0.83 | 0.22 |
| Role expectations | Higher education | 26 | 3.20 | 0.52 | 0.10 |
| | Secondary education | 14 | 3.11 | 0.50 | 0.13 |
| Participation in decision-making | Higher education | 26 | 3.19 | 0.54 | 0.11 |
| | Secondary education | 14 | 3.29 | 0.77 | 0.21 |
| Perception of mastery | Higher education | 26 | 3.68 | 0.51 | 0.10 |
| | Secondary education | 14 | 4.20 | 0.48 | 0.13 |
| Support from management | Higher education | 26 | 3.68 | 1.09 | 0.21 |
| | Secondary education | 14 | 3.88 | 1.05 | 0.28 |
| Support from colleagues | Higher education | 26 | 3.82 | 0.71 | 0.14 |
| | Secondary education | 14 | 3.69 | 0.89 | 0.24 |
| Organizational culture | Higher education | 26 | 3.48 | 0.82 | 0.16 |
| | Secondary education | 14 | 3.70 | 0.81 | 0.22 |
| Commitment to the organization | Higher education | 26 | 3.60 | 0.55 | 0.11 |
| | Secondary education | 14 | 3.43 | 0.51 | 0.14 |
| Interaction between work and family life | Higher education | 26 | 3.47 | 0.68 | 0.13 |
| | Secondary education | 14 | 2.60 | 0.46 | 0.12 |
| Social interactions | Higher education | 26 | 1.46 | 0.38 | 0.08 |
| | Secondary education | 14 | 1.20 | 0.18 | 0.05 |

(Source: Composed by author)

Table 8 shows that respondents with higher education have higher “workload” score (3.28 ± 0.98) compared to respondents with secondary education (2.44 ± 0.83), $t(38) = 4.30$ at significance level 0.05. Respondents with higher education have significantly higher score for “interaction between work and private life” (3.47 ± 0.68) compared to respondents with secondary education (2.60 ± 0.46), $t(38) = 4.32$. and significantly higher score for “social interactions” (1.46 ± 0.38) compared to respondents with secondary education (1.20 ± 0.18), $t(37.57) = 2.89$. Respondents with higher education have significantly lower score for “perception of mastery” (3.68 ± 0.51) compared to non-academic personnel (4.20 ± 0.48), $t(38) = -3.12$.

A one-way analysis of variance (ANOVA) is used to determine significant differences between the groups based on academic and non-academic. Appendix 4 shows the output of ANOVA. The factors “workload”, “perception of mastery” and “interaction between work and family life” have the significance levels $p = .02$, $p = .05$ and $p = .03$ respectively, therefore, there are a significant difference in the mean score of factors of “workload” ($F(2.37) = 4.32$), “perception of mastery” ($F(2.37) = 3.15$) and “interaction between work and family life” ($F(2.37) = 3.85$) between the occupations at significance level 0.05.

The Tukey post-hoc test shows that there is a significance difference in “workload” score between the academic personnel and administrative personnel ($p = .04$). However, there are no differences between academic personnel and support personnel ($p = .09$), as well as between administrative personnel and support personnel ($p = .45$). There is a significant difference in “perception of mastery” score between the academic personnel and support personnel ($p = .05$). However, there are no differences between academic personnel and administrative personnel ($p = .59$), as well as between administrative personnel and support personnel ($p = .87$). There is a significant difference in “interaction between work and family life” score between the academic personnel and administrative personnel ($p = .03$). However, there are no differences between academic personnel and support personnel ($p = .27$), as well as between administrative personnel and support personnel ($p = .23$). The Tukey test can be seen in Appendix 5.

3. 5 Results of the qualitative study

Responses show that employees can handle their work well. Employees are encouraged to search for solutions if they cannot handle the work. Employees are effective and reach deadlines. The results of the qualitative data have brought out several aspects that can be seen below.

Sias (2009) defines the term collegial as a body of persons having a common purpose. Collegial relationship refers to a relationship between colleagues at the same hierarchical level. It provides a variety of functions. These include social support and information sharing. (Sias, 2009, p. 58)

In general employees experience support from colleagues. For example, an interviewee says *“I get help from colleagues regarding doing tasks at work. I have been working in the organization for two years and ever since I have got support from colleagues from the first workday.”* – Interviewee V

Conflict can be defined as opposition (Boone & Kurtz, 1992, p. 382). Conflict begins when one employee perceives that concerns are being mistreated by other employee. Conflict results in closed communication. The issue remains unresolved. If conflict is left open, this can flare up in future interaction (Berry, 1998, p. 405). Opportunity to find the best solution is missed if different ideas are not presented. Conflict can be tolerated, since it gives employees an opportunity to examine different solutions. Conflict is an inevitable part of working life.

For example, an interviewee says *“Tension is not communicated. Problems are not reacted. Problems lose relevance however, stay up.”* – Interviewee I

Socialization is the process by which organization attempts to influence employees to meet its needs (Kramer, 2010, p. 3). Socialization is the process through which employee behaviors, attitudes, values and motives are influenced to conform with those seen as desirable (Huczynski & Buchanan, 2007, p. 119). Informal interaction among employees helps build a good relationship that carry over to the work. Socialization ensures that the new employee is successful.

In general especially employees in the same department meet frequently even when not at work. For example, an interviewee says *“Employees get along with each other. Most*

interactive are employees in their own department. Employees go to the theatre and lunch together, also birthdays.” – Interviewee I

Mentoring is a work relationship between two employees (Spector, 2012, p. 180). Mentoring means that a more experienced employee is paired with a newcomer to provide guidance (Daft et al., 2010, p. 456). Mentor is confident and self aware (Garvey, Stokes & Megginson, 2010, p. 15). Mentor understands the culture of the organization and provides norms and expectations of the organization. Mentor can provide advice.

In general employees experience that mentoring is useful. For example, an interviewee says that *“Organization applies mentoring for a new employee. However, the mentor does not always know the specific tasks related to my work.”* – Interviewee V

In orientation newcomer is introduced to the organization. New employee has to be instructed regarding the work tasks (Harjanne & Penttinen, 2006, p. 108). Organization can structure the assignments in such a way that new employee succeeds at increasingly challenging tasks (Spector, 2012, p. 203). The more quickly a new employee is familiarized into the work, the faster one becomes productive and valuable. Educational institution pays a price when a new employee leaves the profession after acquiring valuable experience. New employee receiving adequate initial orientation is less likely to quit than employee who receives little (Riggio, 2003, p. 153).

For example, an interviewee says *“I have been working here for more than 10 years. Yet I do not know everything regarding my work tasks. Things have not been going all that well. As a new employee, I used to turn to another employee for assistance.”* – Interviewee III

Feedback is the degree to which employees are provided with clear information concerning the effectiveness, quality and quantity of work performance (Bowditch & Buono, 1990, p. 301). Feedback needs to be given in a helpful manner (Huczynski & Buchanan, 1991, p. 109). Employees tend to prefer get encouragement through feedback.

In general feedback from management is considered important. Employees want constructive feedback on the success of the work. For example, an interviewee says *“I do not get enough feedback from management. The organization does a satisfaction survey every year. It has revealed that the most important aspect that employees need is feedback on performance.”* – Interviewee V

The physical demand of work surrounding can represent a psychosocial risk factor. Noise is important aspect of the physical environment. Unwanted sound is referred to as noise (Cooper et al., 2001, p. 30) Berry (1998) states that noise can affect employee performance. Employees cannot maintain good performance in noisy surrounding. (Berry, 1998, p. 487) However, open office eases cooperation, whereas employees can be easily asked information.

For example, an interviewee says *“several employees share a cabinet. It is hard to concentrate on work. If there are several people in the office then it doubles the number of hours required to complete work tasks.”* – Interviewee V

Another interviewee says *“I have everything that I need in order to work. I do not see anything missing from my workplace.”* – Interviewee III

Academic work is bound by the rhythm of the calendar. There are different tasks. Lecturing and working with deadlines require prioritizing tasks. An overly conscientious employee may find it hard to refuse new work tasks, even when having already trouble keeping up with the existing work. Deadlines feel different depending on the willingness of colleagues to team up. Support offered by colleagues makes it easier to cope with the work. Colleagues are trusted to get the work done.

In general employees perceive pressure from high workload. Employees work to tight deadlines. For example, an interviewee says *“there are tasks as supervising and communicating with students, reading, giving lectures, participation in projects and research. The busiest time in a year is spring. I use a work task prioritizing method. The important and urgent tasks must be done at first, not urgent can wait and is done later. Colleagues give extension when I say that this project does not reach the deadline. I try to fit tasks in an 8 hours work day. I do not take any additional task if I cannot make it in the time frame.”* – Interviewee IV

Employees in age 20s are comfortable integrating work and personal life, then switch to greater separation when they have children. Parents in employment can find it hard to regulate the workload in order to suit the needs of child. The child has to have patience while the parent is working. The child is left without the care that the parent would like to give. Many employees are seeking part-time work in an attempt to balance workload with family responsibilities.

In general employees try to do so that work does not interfere with family life. For example, an interviewee says *“working from Monday to Friday 8.00 a.m.-5.00 p.m. is at the expense of many things. It is not possible to take free from work to do other things like has been possible in my previous workplace. Fixed working hours are not suitable to me. The work interferes with family life. I have young children at primary school. They want to learn with me at home in the evening. My work schedule is incompatible with this stage of my life.”* – Interviewee V

Another interviewee says *“I do not let work to interrupt with family life. I have prioritized family over work.”* – Interviewee I

Time limitations stipulate that manager dealing too much time on details is spending time. Delegation is the process manager uses to transfer authority to positions below in the hierarchy (Boone & Kurtz, 1992, p. 234). Authority is the right to make decisions to achieve organizationally desired results (Daft et al., 2010, p. 351).

Employees perceive unclear task allocation. For example, an interviewee says *“I have done a task and then I realized that it has to be done by other employee. I have been explained that I have to do the task that involves the students from my department curriculum because I am the head.”* – Interviewee V

Academic institution organizes instruction by semesters. Semesters are organized into academic year. Accumulation of work causes problems at a certain time in a year. Tasks are growing into a large amount. Time flies frantically speed. At some time in a year employee is working at an accelerated pace. All the work is piling up in one period.

For example, an interviewee says *“the work is not evenly distributed from month to month. I take calmly the unexpected situations. I know that things get better.”* – Interviewee II

Dubrin (1994) states that a meeting composed of a department head and members purport to solve problems and communicate information. Problem is a gap between an existing and a desired situation. (Dubrin, 1994, p. 141, 292) Agreements made in meeting are a sign of committed employees (Harjanne & Penttinen, 2006, p. 106). Employees are hired according to time-limited contracts, especially maintenance department employees. It is the work of the maintenance department to keep the building and grounds in good shape.

In general employees see teamwork as a way to organize work. For example, an interviewee says *“Teamwork is useful in our organization. In meetings we plan activities with employees together. In the meeting we try to find the best time for every task, such as seasonal work arrangements.”* – Interviewee II

Academicians have desire to leave and regret choosing an academic career (Huda et al., 2014). Spector (2012) finds that when the unemployment rate is high and alternative work opportunities are scarce, there is little turnover. Employees wish to quit the work when alternative employment is available. (Spector, 2012, p. 263) Psychosocial risk factors at work can be a reason for an early retirement. Employee is unable to work effectively and is absent from work.

In general employees are committed to the organization. However, an interviewee says *“This year has been difficult. I felt depressed also last year several months. I do not have much to look forward to. I am interested for a new work. Here in the countryside only few workplaces are available. Also adaption with a new working environment takes time in such an age. One employee already went in a part-time work schedule.”* – Interviewee III

Recovery cannot be transferred to leisure time. Improper load cannot be replaced with the addition of leisure time. In leisure time the same needs are not met as at work. Required are changes in work content and organization. In the best case, the employee can self-regulate the work situation. (Harjanne & Penttinen, 2006, p. 101)

For example, an interviewee says *“I feel high pressure at work. Monday is the busiest day of the week. After work I go home and stay in bed and think about negative thoughts. This is the state in which I often arrive home.”* – Interviewee III

Employees feel role conflict because the demands of the colleagues conflict with of tasks. The employee is expected to support colleagues, while at the same time the work demands results. Employee may get distracted from completing the tasks.

For example, an interviewee says *“I should smile all the time. It is a contradiction that I need to communicate to assist and provide advice to colleagues. At the same time I need to focus on my own work.”* – Interviewee III

According to Berry (1998), interruption can increase the attentional demand of a work. Employee whose work is frequently interrupted makes more effort to cope. (Berry,

1998, p. 433-434) Employee may feel that the memory suffers. Actually, the employee just does not notice the happenings in the surrounding.

The withdrawal from people may put strain on relationships. For example, an interviewee says *“I feel guilty and blame myself if I do not smile all the time. I am too tired to communicate with colleagues. I have slight memory problems, because of the distractions from others.”* – Interviewee III

DISCUSSION AND CONCLUSIONS

According to Ahsan, Abdullah, Fie and Alam (2009), academicians have been identified as experiencing high stress at work. The stress is affected by psychosocial risk factors. The author of the current master thesis presents an overview of psychosocial risk factors in the Lääne - Viru College. The research intends to include all employees in the Lääne - Viru College. Both quantitative and qualitative research methods are used. Questionnaire is sent to all 60 employees. The total number of sample is 40 employees. Interviews are made with 5 employees.

The master thesis has three hypotheses:

Hypothesis 1. Difficult work tasks enhance commitment to the organization.

Hypothesis 2. Younger employees tend to get more support from colleagues than older employees.

Hypothesis 3. High workload encourages new knowledge and skill acquisition.

In hypothesis 1 the correlation between “workload” and “commitment to the organization” is significant at level 0.05. There is weak positive linear correlation ($r = .40$). Correlation between statement 6 “work tasks are too difficult for me” and 37 “I am thinking of looking for a new workplace” is significant at level 0.01. Too difficult work tasks lead to the wish to find a new work ($r = .44$). Growing score of statements under “workload” section impacts the score of “commitment to the organization”. Correlation between 6 “work tasks are too difficult for me”, and based on 37 “I am thinking of looking for a new workplace”, 38 “my values are very similar to the organization’s values” and 39 “this organization really inspires me to give my very best work performance” is not significant. Based on correlation can conclude that difficult work tasks enhance commitment to organization. At the same time, due to the weak correlation can neither conclude nor reject the hypothesis 1.

In hypothesis 2, the ANOVA is used to calculate the respondents experience in statements of support received from colleagues. Based on ANOVA there is no significant difference between age 39 or younger and 40 and older at significance level 0.05. The significance level is above 0.05. Additionally, based on t-test, the p-values are greater than 0.05, hence cannot conclude difference between younger and older employees. All

respondents have similar feelings about the support from colleagues. The opinion about the support from management is also similar for all groups of respondents.

The results of correlation coefficient shows weak positive linear relationship ($r = .40$, $p = .005$) between the factors of “workload” and “acquisition of new knowledge and skill” in hypothesis 3. There is relationship between the understanding of of employees of the need to acquire new knowledge and skill and the feeling of workload. The increased workload impacts the feeling of respondents that they need to improve knowledge and skills. The increased workload makes respondents to feel that the work tasks are too difficult for them ($r = .53$, $p = .001$) and the successful fulfillment of their work tasks needs new knowledge and skill ($r = .33$, $p = .005$). The desire to “acquire new knowledge and skill” depends also from “role of expectations” and “commitment to the organization”. Difficult work tasks impact the “commitment to the organization”.

Huda et al. (2004) argue that academic personnel experience less work satisfaction in comparison to other employees. Academic personnel have lower score on “perception of mastery” than non-academic personnel. “Perception of mastery” is lower of respondents from academic personnel than support personnel. There is no difference between administrative and support personnel. Academic personnel are less satisfied with the amount of work they get done, their ability maintain good relations with colleagues and solve problems in the organization.

There is dependence of “workload” from occupations of respondents. Academic personnel have higher score in “workload” than non-academic personnel. The “workload” is higher of respondents from academic personnel than administrative personnel. Respondents feel that they should work quickly. The pressure to work overtime is experienced when the workload is irregular so that the work piles up. “Workload” impacts “commitment to the organization” of respondents. Respondents feel need to benefit the organization.

Academic personnel have higher score in “interaction between work and family life” than non-academic personnel. “Interaction between work and family life” is higher of respondents from academic than administrative personnel. Academic personnel can work at home, at the same time they feel it is difficult to work outside traditional working hours.

There is no difference between age groups as 39 or younger, 40-49 and 50 or older years. 10 employees are younger than 39 years of age, 12 employees are between 40-49 and 18 employees are older than 50 years of age. As expected, the age of employees is relatively high. Age does not have an impact on respondents experience of any factor.

An academician is expected to have different roles – a teacher, researcher, student supervisor and member of a committee (Huda et al., 2004). Role conflict and ambiguity are important factors that may lead to stress. Middle managers are at greater risk because they must be managers and be led simultaneously. Respondents in the current master thesis seem to know the expectations of them and work responsibilities. Respondents have enough resources to complete work tasks.

The author of the thesis has made recommendations for enhancement of psychosocial work environment at the Lääne-Viru College. The recommendations are as follows: 1) To map the possible hazards; 2) To prepare a plan to reduce the risks; 3) To provide employees with information to clarify their work-related responsibilities. Carry out occasional control over it, and, if necessary, instruct employees; 4) To establish flexible working in the form of part-time work. If needed, to give a free afternoon, when employee can perform the duties at home; 5) To encourage the occupational health and safety specialist be more active in communicating with the personnel to hear their proposals and submit them to the management; 6) Organize events in order to strengthen the collective feeling; 7) Arrange regular health checks for employees.

There are limitations of the study. The sample does not provide the opportunity to examine the influence of gender due to the dominance of female respondents. Also there are other psychosocial risk factors at workplace than envisaged in this master thesis. The questionnaire items were depicted due to the desires of the occupational health and safety specialist of the Lääne-Viru College. Questionnaire and interview questions were approved by the occupational health and safety specialist before given to employees. The result is a questionnaire and interview that is given according to the occupational health and specialist desire.

The author presents the results in a written report to the Lääne-Viru College. Both management and employees can have access to it. The author of the master thesis also gives an overview of the results in a slideshow to employees in a meeting.

KOKKUVÔTE

Akadeemilised institutsioonid tegutsevad kiiresti muutavas keskkonnas. See tekitab akadeemilise personali hulgas stressi. Selle tulemusena on akadeemiline institutsioon silmitsi psühhosotsiaalsete riskidega. Akadeemiline institutsioon vajab töötajaid, kes on võimelised töötama hästi ja kes elavad tasakaalustatud elu. Töötajad, kes tulevad toime töö- ja pereelu tasakaalustamisega ja kellele nende töö meeldib, on väärtuslikud. Hea töökeskkond vähendab töötajate puudumisi, töö efektiivsus püsib hea ja suureneb kasumlikkus. Tööelu kvaliteet on oluline mitte ainult töötaja tervise seisukohalt vaid ka konkurentsivõime tagamisel erinevate akadeemiliste institutsioonide vahel.

Magistritöö eesmärgiks on välja selgitada Lääne – Viru personali psühhosotsiaalsed riskifaktorid, hinnata nende taset ja selgitada välja erinevusi töötajagruppide vahel vastavalt ametikohale, vanusele ja haridusele. Magistritöös kasutatakse nii kvantitatiivset kui ka kvalitatiivset uurimismeetodit. Küsitlus viiakse läbi kõikide töötajatega ja intervjuud viie töötajaga. Küsimustik saadetakse kõikidele 60-le Lääne – Viru töötajatele. Intervjuud viiakse läbi 5 töötajaga.

Küsitlusele vastajaid on kokku 40 töötajat. Neist 85% on naised, 15% on mehed, 48% on akadeemiline personal, 43% on tugipersonal ja 10 % on administratiivne personal. Kvantitatiivne meetod selgitab psühhosotsiaalsete riskitegurite erinevusi ja sarnasusi akadeemilise ja mitteakadeemilise personali hulgas. Tulemused näitavad, et kõik vastajad, nii akadeemiline kui ka mitteakadeemiline personal omavad sarnaseid seisukohti väidetes ”uute teadmiste ja oskuste omandamine”, ”rolli ootused”, ”osalemine otsuste tegemisel”, ”toetus kolleegidelt” ja ”sotsiaalne suhtlemine”. Arvamused erinevad väidetes ”töökoormus”, ”pädevuse tajumine”, ”toetus juhtkonnalt”, ”organisatsioonikultuur”, ”organisatsioonile pühendumine” ja ”töö ja pere vastastikune mõju”. Väited, mis on seotud ”töökoormuse”, organisatsioonile pühendumise” ja ”töö ja pere vastastikuse mõjuga” annab akadeemiline personal kõrgema hinnangu kui mitteakadeemiline personal. Väidetes ”pädevuse tajumine”, ”toetus juhtkonnalt” ja ”organisatsioonikultuur” annab akadeemiline personal madalama hinnangu kui mitteakadeemiline personal.

Töökoormust kogeb akadeemiline personal kõrgemana kui administratiivne personal. Töötajad tunnevad, et nad peavad töötama kiiresti. Tunnetatakse survet ületunnitööks siis, kui töökoormus jaotub ebaühtlaselt. Töökoormus mõjutab organisatsioonile pühendumist. Töötajad soovivad anda endast parima organisatsiooni hea käekäigu nime.

Töö ja pere vastastikusel mõjus akadeemiline personal annab kõrgema hinnangu kui administratiivne personal. Akadeemilise personal ja tugipersonali vahel erinevus puudub. Akadeemiline personal kogeb, et saaks kodus töötada, samal ajal tuntakse, et on raske on töötada väljaspool traditsioonilist tööaega.

Pädevuse tajus on väiksem akadeemilise personalil võrreldes tugipersonaliga. Akadeemiline personal on vähem rahul tööhulgaga, mida nad jõuavad ära teha, võimega säilitada häid suhteid kolleegidega ja lahendada probleeme organisatsioonis.

SUMMARY

Academic institutions operate in a rapidly changing environment. This may cause academic personnel stress. As a result academic institutions are faced with psychosocial risks. Institutions need employees who are able to work well and who live a balanced life. Employees who operate between work and family life well and who like the work and responsibility area are valuable. Good working environment reduces absences, work efficiency remains good and profitability increases. Issues related to the quality of work life are important not only from the standpoint of health of the employee, but also from the perspective of ensuring competitiveness.

The aim of the master thesis is to identify academic and non-academic personnel psychosocial risk factors that can cause stress, assess their level and find out if there are differences between the employee groups related to occupation, age and education. To achieve the aim, a study is conducted. Both quantitative and qualitative research methods are used. Online survey with all 60 employees and interviews with five employees are carried out in the Lääne - Viru College.

The quantitative method in the master thesis elucidates differences and similarities in psychosocial risk factors among academic and non-academic personnel. There are 40 participants from the Lääne-Viru College. 85% are women 15% are men, 48% are academic personnel, 43% are support personnel and 10% are administrative personnel. The results reveal that all respondents, both academic and non-academic personnel, have similar opinions in statements about “acquisition of new knowledge and skill”, “role expectations”, “participation in decision-making”, “support from colleagues” and “social interactions”. Opinions of respondents differ on statements of “workload”, “perception of mastery”, “support from management”, “organizational culture”, “commitment to the organization” and “interaction between work and family life”. In statements related to “workload”, “commitment to the organization” and “interaction between work and family life” academic personnel have higher scores than non-academic personnel. “Perception of mastery”, “support from management” and “organizational culture” statements academic personnel have lower score than non-academic.

Workload is higher of respondents from academic personnel than administrative personnel. Employees feel that they should work quickly. The pressure to work overtime is experienced when the workload is irregular so that the work piles up. Workload has an

impact on commitment to the organization of respondents. Employees feel need to benefit the organization.

Interaction between work and family life is higher of employees from academic than administrative personnel. There is no difference between academic personnel and support personnel. Academic personnel can work at home, at the same time they feel it is difficult to work outside traditional working hours.

Perception of mastery is lower of employees from academic personnel than support personnel Academic personnel are less satisfied with the amount of work they get done, their ability maintain good relations with colleagues and solve problems in the organization.

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Appendix 1. The questionnaire

Küsimustik

Minu nimi on Pamela Laan. Olen Tallinna Tehnikaülikooli töö- ja organisatsioonipsühholoogia eriala magistrant ning viin Lääne-Viru Rakenduskõrgkooli tellimisel läbi uuringut psühhosotsiaalsete ohutegurite kohta organisatsioonis. Küsitluse läbiviimine on seotud kõrgkooli uue riskianalüüsi koostamisega. Küsitlus aitab välja selgitada psühhosotsiaalse töökeskkonna probleemid ja hinnata sellest tulenevaid riske ning selle alusel anda organisatsiooni juhtkonnale soovitusel parema töökeskkonna loomiseks. Küsitlus on anonüümne. Töötajatele antakse tagasisidet tulemuste kohta üldistatud kujul. Küsimustiku täitmine võtab aega 10-15 minutit.

Järgmised väited puudutavad töökoormust

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

1. Tunnen survet ületundide tegemiseks.

1 2 3 4 5
Mitte kunagi Alati

2. Töö hulk on minu jaoks liiga suur.

1 2 3 4 5
Mitte kunagi Alati

3. Pean töötama kiires tempos.

1 2 3 4 5
Mitte kunagi Alati

4. Töökoormus on ebaühtlaselt jaotatud, nii et tööd kuhjuvad.

1 2 3 4 5
Mitte kunagi Alati

5. Sageli jääb aega puudu kõigi tööülesannete lõpetamiseks.

1 2 3 4 5
Mitte kunagi Alati

Järgmised väited puudutavad uute teadmiste ja oskuste omandamist

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

6. Tööülesanded on minu jaoks liiga rasked.

1 2 3 4 5
Mitte kunagi Alati

7. Tööülesannete täitmiseks vajan rohkem koolitamist.

1 2 3 4 5

Mitte kunagi Alati

8. Minu töö nõuab uute teadmiste ja oskuste omandamist.

1 2 3 4 5

Mitte kunagi Alati

Järgmised väited puudutavad ootusi rollile

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

9. Juhised tööülesannete täitmiseks on ebaselged.

1 2 3 4 5

Mitte kunagi Alati

10. Erinevad osapooled nõuavad minult vastuoluliste ülesannete täitmist.

1 2 3 4 5

Mitte kunagi Alati

11. Tööülesannete täitmiseks pean eirama kehtestatud reegleid.

1 2 3 4 5

Mitte kunagi Alati

12. Tööülesannete täitmiseks tagatakse vajalikud ressursid.

1 2 3 4 5

Mitte kunagi Alati

13. Tean täpselt, mille eest olen vastutav.

1 2 3 4 5

Mitte kunagi Alati

14. Tean täpselt, mida minult tööl oodatakse.

1 2 3 4 5

Mitte kunagi Alati

15. Saan piisavalt töö jaoks vajalikku informatsiooni.

1 2 3 4 5

Mitte kunagi Alati

Järgmised väited puudutavad osalust otsuste tegemisel

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

16. Minu töö nõuab kiirete otsuste tegemist.

1 2 3 4 5

Mitte kunagi Alati

17. Minu töö nõuab keeruliste otsuste tegemist.

1 2 3 4 5

Mitte kunagi Alati

18. Minu töö nõuab maksimaalset tähelepanu.

1 2 3 4 5

Mitte kunagi Alati

19. Saan mõjutada minule määratava töö hulka.

1 2 3 4 5

Mitte kunagi Alati

20. Saan kaasa rääkida oma töö tempo osas.

1 2 3 4 5

Mitte kunagi Alati

21. Saan mõjutada töö jaoks oluliste otsuste tegemist.

1 2 3 4 5

Mitte kunagi Alati

22. Saan ise otsustada töö alguse ja lõpu.

1 2 3 4 5

Mitte kunagi Alati

Järgmised väited puudutavad pädevuse tajumist

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

23. Olen rahul oma töö kvaliteediga.

1 2 3 4 5

Mitte kunagi Alati

24. Olen rahul töö hulgaga, mida jõuan ära teha.

1 2 3 4 5

Mitte kunagi Alati

25. Olen rahul oma oskusega säilitada head suhted kaastöötajatega.

1 2 3 4 5
Mitte kunagi Alati

26. Olen rahul oma oskusega lahendada probleeme organisatsioonis.

1 2 3 4 5
Mitte kunagi Alati

Järgmised väited puudutavad toetuse saamist juhtkonnalt

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

27. Kui töö läheb raskeks, siis vahetu juht aitab mind.

1 2 3 4 5
Mitte kunagi Alati

28. Kui miski mind tööil häirib, siis saan sellest oma vahetu juhiga rääkida.

1 2 3 4 5
Mitte kunagi Alati

29. Vahetu juht hindab minu tööalaseid saavutusi.

1 2 3 4 5
Mitte kunagi Alati

Järgmised väited puudutavad toetuse saamist kaastöötajatelt

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

30. Töötajad ei varja üksteise eest olulist informatsiooni.

1 2 3 4 5
Mitte kunagi Alati

31. Keerulistes olukordades kaastöötajad aitavad mind.

1 2 3 4 5
Mitte kunagi Alati

32. Kaastöötajad on valmis ära kuulama minu tööalaseid probleeme.

1 2 3 4 5
Mitte kunagi Alati

Järgmised väited puudutavad organisatsioonikultuuri

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

33. Töötajaid julgustatakse mõtlema, kuidas asju paremini teha.

1 2 3 4 5

Mitte kunagi Alati

34. Töötajate vahel on piisav kommunikatsioon.

1 2 3 4 5

Mitte kunagi Alati

35. Töötajad võtavad initsiatiivi organisatsioonis.

1 2 3 4 5

Mitte kunagi Alati

36. Organisatsiooni psühhosotsiaalne kliima on minu hinnangul hea.

1 2 3 4 5

Väga halb Väga hea

Järgmised väited puudutavad organisatsioonile pühendumist

Hinnake väiteid viie palli skaalal järgmisi väiteid, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

37. Mõtlen uue töökoha otsimise peale.

1 2 3 4 5

Mitte kunagi Alati

38. Minu väärtused on sarnased organisatsiooni väärtustega.

1 2 3 4 5

Mitte kunagi Alati

39. Soovin anda endast parima organisatsioonis.

1 2 3 4 5

Mitte kunagi Alati

Järgmised väited puudutavad töö ja eraelu tasakaalu

Hinnake väiteid viie palli skaalal, kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

40. Minu tööeag jääb traditsioonilise tööaja hulka (E-R, 8-17).

1 2 3 4 5

Mitte kunagi Alati

41. Minu jaoks on keeruline teha tööd väljaspool traditsioonilist tööaega.

| | | | | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Mitte kunagi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Alati |

42. Vajadusel saan töötada kodus.

| | | | | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Mitte kunagi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Alati |

Järgmised väited puudutavad suhteid töökohal

Hinnake väiteid viie palli skaalal, kus kus 1 - mitte kunagi, 2 - harva, 3 - mõnikord, 4 - sageli, 5 - alati.

43. Olen märganud kaastöötajate vahel pinget.

| | | | | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Mitte kunagi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Alati |

44. Mind on töökohal kiusatud viimase 12 kuu jooksul.

Kiusamine tähendab seda, et inimest koheldakse korduvalt ebameeldival või alandaval viisil ja inimesel on selle vastu ennast raske kaitsta.

| | Jah, päev | iga iga | Jah, nädal | iga iga | Jah, iga kuu | Jah, mõned korrad | Ei ole |
|---------------------------|-----------------------|---------|-----------------------|---------|-----------------------|-----------------------|-----------------------|
| Juhtkond | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kaastöötajad | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (Üli)õpilane | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (Üli)õpilase lähisugulane | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

45. Olen töökohal kokku puutunud vaimse vägivallaga viimase 12 kuu jooksul.

See väljendub isiku hirmutamises, alandamises, tagarääkimises või tööga ülekoormatuses.

| | Jah, päev | iga iga | Jah, nädal | iga iga | Jah, iga kuu | Jah, mõned korrad | Ei ole |
|---------------------------|-----------------------|---------|-----------------------|---------|-----------------------|-----------------------|-----------------------|
| Juhtkond | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kaastöötajad | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (Üli)õpilane | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (Üli)õpilase lähisugulane | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ÜLDANDMED

Sugu

- Mees
- Naine

Vanus

- Alla 30
- 30-39
- 40-49
- 50-59
- 60 ja enam

Haridus

- Põhiharidus
- Keskkharidus/ keskeriharidus
- Kõrgharidus

Ametikoht

- Akadeemiline personal
- Tugipersonal
- Halduspersonal

Tööstaaž

- Alla 1 aasta
- 1-5 aastat
- 6-10 aastat

11-15 aastat

Üle 15 aasta

Töökoormus

Osaline koormus alla 0,5 kohta

Osaline koormus 0,5-0,99 kohta

Täiskoormus

Appendix 2. Interview Questions

1. Kirjeldage oma vastutusvaldkondi.
2. Kui rahul olete töötingimustega?
3. Kuivõrd olete end tundnud vaimselt kurnatuna?
4. Kuidas tulete toime piiratud ajakasutusega?
5. Kuidas suhtute kodus töötamisse?
6. Nimetage kolm kõige olulisemat tegurit, mis töö juures pinget tekitavad?

Appendix 3. The Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Workload | Equal variances assumed | 1.51 | .23 | 2.66 | 38.00 | .01 | .84 | .31 | .20 | 1.47 |
| | Equal variances not assumed | | | 2.62 | 32.43 | .01 | .84 | .32 | .19 | 1.49 |
| Acquisition of new knowledge and new skill | Equal variances assumed | .28 | .60 | .16 | 38.00 | .88 | .04 | .25 | -.47 | .55 |
| | Equal variances not assumed | | | .16 | 37.45 | .88 | .04 | .25 | -.47 | .55 |
| Role expectations | Equal variances assumed | .80 | .38 | .04 | 38.00 | .97 | .01 | .16 | -.32 | .33 |
| | Equal variances not assumed | | | .04 | 32.10 | .97 | .01 | .16 | -.33 | .34 |
| Participation in decision-making | Equal variances assumed | .48 | .49 | -.39 | 38.00 | .70 | -.08 | .20 | -.48 | .32 |
| | Equal variances not assumed | | | -.39 | 37.47 | .70 | -.08 | .20 | -.47 | .32 |
| Mastery of work | Equal variances assumed | .02 | .89 | -2.48 | 38.00 | .02 | -.41 | .17 | -.75 | -.08 |
| | Equal variances not assumed | | | -2.48 | 37.79 | .02 | -.41 | .17 | -.75 | -.08 |
| Support from management | Equal variances assumed | .10 | .75 | -.86 | 38.00 | .39 | -.29 | .34 | -.98 | .39 |
| | Equal variances not assumed | | | -.87 | 37.66 | .39 | -.29 | .34 | -.98 | .39 |
| Support from colleagues | Equal variances assumed | .01 | .91 | .52 | 38.00 | .61 | .13 | .25 | -.37 | .62 |
| | Equal variances not assumed | | | .52 | 37.94 | .60 | .13 | .24 | -.37 | .62 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Organizational culture | Equal variances assumed | 2.05 | .16 | -1.00 | 38.00 | .32 | -.26 | .26 | -.78 | .26 |
| | Equal variances not assumed | | | -.99 | 35.97 | .33 | -.26 | .26 | -.78 | .27 |
| Commitment to the organization | Equal variances assumed | 1.49 | .23 | 1.16 | 38.00 | .25 | .20 | .17 | -.15 | .54 |
| | Equal variances not assumed | | | 1.14 | 32.83 | .26 | .20 | .17 | -.15 | .55 |
| Interaction between work and family life | Equal variances assumed | .29 | .59 | 2.16 | 38.00 | .04 | .48 | .22 | .03 | .94 |
| | Equal variances not assumed | | | 2.16 | 36.80 | .04 | .48 | .22 | .03 | .94 |
| Social interactions | Equal variances assumed | 1.99 | .17 | 1.25 | 38.00 | .22 | .14 | .11 | -.08 | .36 |
| | Equal variances not assumed | | | 1.23 | 30.51 | .23 | .14 | .11 | -.09 | .36 |

(Source: Composed by author)

Appendix 4. The ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----------------|----|-------------|------|------|
| Workload | Between Groups | 8.40 | 2 | 4.20 | 4.32 | 0.02 |
| | Within Groups | 35.92 | 37 | 0.97 | | |
| | Total | 44.31 | 39 | | | |
| Acquisition of new knowledge and skill | Between Groups | 0.70 | 2 | 0.35 | 0.56 | 0.58 |
| | Within Groups | 23.16 | 37 | 0.63 | | |
| | Total | 23.86 | 39 | | | |
| Role expectaions | Between Groups | 0.59 | 2 | 0.30 | 1.17 | 0.32 |
| | Within Groups | 9.37 | 37 | 0.25 | | |
| | Total | 9.96 | 39 | | | |
| Participation in decision-making | Between Groups | 1.71 | 2 | 0.86 | 2.39 | 0.11 |
| | Within Groups | 13.28 | 37 | 0.36 | | |
| | Total | 15.00 | 39 | | | |
| Perception of mastery | Between Groups | 1.75 | 2 | 0.88 | 3.15 | 0.05 |
| | Within Groups | 10.31 | 37 | 0.28 | | |
| | Total | 12.07 | 39 | | | |
| Support from management | Between Groups | 1.50 | 2 | 0.75 | 0.65 | 0.53 |
| | Within Groups | 42.67 | 37 | 1.15 | | |
| | Total | 44.17 | 39 | | | |
| Support from colleagues | Between Groups | 0.23 | 2 | 0.12 | 0.19 | 0.83 |
| | Within Groups | 22.74 | 37 | 0.61 | | |
| | Total | 22.98 | 39 | | | |
| Organizational culture | Between Groups | 0.68 | 2 | 0.34 | 0.50 | 0.61 |
| | Within Groups | 25.14 | 37 | 0.68 | | |
| | Total | 25.81 | 39 | | | |
| Commitment to the organization | Between Groups | 0.40 | 2 | 0.20 | 0.68 | 0.51 |
| | Within Groups | 10.85 | 37 | 0.29 | | |
| | Total | 11.25 | 39 | | | |
| Interaction between work and family life | Between Groups | 3.68 | 2 | 1.84 | 3.85 | 0.03 |
| | Within Groups | 17.66 | 37 | 0.48 | | |
| | Total | 21.33 | 39 | | | |
| Social interactions | Between Groups | 0.19 | 2 | 0.09 | 0.76 | 0.47 |
| | Within Groups | 4.53 | 37 | 0.12 | | |
| | Total | 4.72 | 39 | | | |

(Source: Composed by author)

Appendix 5. The Tukey Test

| Dependent Variable | | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--|----------------|----------------|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Workload | Academic | Administrative | 1.37368 | .54 | .040 | .05 | 2.70 |
| | | Support | .71 | .33 | .093 | -.09 | 1.51 |
| | Administrative | Academic | -1.37368 | .54 | .040 | -2.70 | -.05 |
| Acquisition of new knowledge and skill | Administrative | Academic | -.66 | .55 | .453 | -2.00 | .67 |
| | | Support | -.71 | .33 | .093 | -1.51 | .09 |
| | Support | Academic | .66 | .55 | .453 | -.67 | 2.00 |
| Role expectaions | Academic | Administrative | .41 | .44 | .614 | -.65 | 1.47 |
| | | Support | -.05 | .26 | .982 | -.69 | .60 |
| | Administrative | Academic | -.41 | .44 | .614 | -1.47 | .65 |
| Participation in decision-making | Administrative | Support | -.46 | .44 | .552 | -1.53 | .61 |
| | | Support | .05 | .26 | .982 | -.60 | .69 |
| | Support | Academic | .46 | .44 | .552 | -.61 | 1.53 |
| Perception of mastery | Academic | Administrative | .35 | .28 | .418 | -.32 | 1.03 |
| | | Support | -.08 | .17 | .896 | -.49 | .34 |
| | Administrative | Academic | -.35 | .28 | .418 | -1.03 | .32 |
| Support from management | Administrative | Support | -.43 | .28 | .289 | -1.11 | .25 |
| | | Support | .08 | .17 | .896 | -.34 | .49 |
| | Support | Academic | .43 | .28 | .289 | -.25 | 1.11 |
| Support from colleagues | Academic | Administrative | .50 | .33 | .292 | -.30 | 1.31 |
| | | Support | -.21 | .20 | .541 | -.70 | .28 |
| | Administrative | Academic | -.50 | .33 | .292 | -1.31 | .30 |
| Organizational culture | Administrative | Support | -.71 | .33 | .094 | -1.53 | .10 |
| | | Support | .21 | .20 | .541 | -.28 | .70 |
| | Support | Academic | .71 | .33 | .094 | -.10 | 1.53 |
| Support from management | Academic | Administrative | -.29 | .29 | .586 | -1.00 | .42 |
| | | Support | -.43911 | .18 | .045 | -.87 | -.01 |
| | Administrative | Academic | .29 | .29 | .586 | -.42 | 1.00 |
| Support from management | Administrative | Support | -.15 | .29 | .865 | -.87 | .57 |
| | | Support | .43911 | .18 | .045 | .01 | .87 |
| | Support | Academic | .15 | .29 | .865 | -.57 | .87 |
| Support from management | Academic | Administrative | -.65 | .59 | .516 | -2.10 | .79 |
| | | Support | -.21 | .36 | .832 | -1.08 | .67 |
| | Administrative | Academic | .65 | .59 | .516 | -.79 | 2.10 |
| Support from management | Administrative | Support | .45 | .60 | .737 | -1.01 | 1.90 |
| | | Support | .21 | .36 | .832 | -.67 | 1.08 |
| | Support | Academic | -.45 | .60 | .737 | -1.90 | 1.01 |
| Support from colleagues | Academic | Administrative | .01 | .43 | 1.000 | -1.04 | 1.06 |
| | | Support | .16 | .26 | .823 | -.48 | .79 |
| | Administrative | Academic | -.01 | .43 | 1.000 | -1.06 | 1.04 |
| Organizational culture | Administrative | Support | .15 | .44 | .939 | -.92 | 1.21 |
| | | Support | -.16 | .26 | .823 | -.79 | .48 |
| | Support | Academic | -.15 | .44 | .939 | -1.21 | .92 |
| Organizational culture | Academic | Administrative | -.20 | .45 | .895 | -1.31 | .90 |
| | | Support | -.27 | .28 | .593 | -.94 | .40 |
| | Administrative | Academic | .20 | .45 | .895 | -.90 | 1.31 |
| Organizational culture | Administrative | Support | -.07 | .46 | .989 | -1.18 | 1.05 |
| | | Support | .27 | .28 | .593 | -.40 | .94 |
| | Support | Academic | .07 | .46 | .989 | -1.05 | 1.18 |

| Dependent variable | | | Mean Difference I-J | Std Error | Sig. | 95% Confidence Interval | |
|--|----------------|----------------|---------------------|-----------|-------|-------------------------|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Commitment to the organization | Academic | Administrative | .14 | .30 | .885 | -.59 | .87 |
| | | Support | .21 | .18 | .487 | -.23 | .65 |
| | Administrative | Academic | -.14 | .30 | .885 | -.87 | .59 |
| | | Support | .07 | .30 | .972 | -.67 | .80 |
| Support | Academic | -.21 | .18 | .487 | -.65 | .23 | |
| | Administrative | -.07 | .30 | .972 | -.80 | .67 | |
| Interaction between work and family life | Academic | Administrative | 1.00439* | .38 | .031 | .08 | 1.93 |
| | | Support | .36 | .23 | .271 | -.20 | .93 |
| | Administrative | Academic | -1.00439* | .38 | .031 | -1.93 | -.08 |
| | | Support | -.64 | .38 | .229 | -1.58 | .30 |
| Support | Academic | -.36 | .23 | .271 | -.93 | .20 | |
| | Administrative | .64 | .38 | .229 | -.30 | 1.58 | |
| Social interactions | Academic | Administrative | .13 | .19 | .770 | -.34 | .60 |
| | | Support | .14 | .12 | .472 | -.15 | .42 |
| | Administrative | Academic | -.13 | .19 | .770 | -.60 | .34 |
| | | Support | .00 | .19 | 1.000 | -.47 | .48 |
| Support | Academic | -.14 | .12 | .472 | -.42 | .15 | |
| | Administrative | .00 | .19 | 1.000 | -.48 | .47 | |

*. The mean difference is significant at the 0.05 level.

(Source: Composed by author)