



Occupational Stress and Teachers Job Performance in Public Senior Secondary Schools in Rivers–West Senatorial District of Rivers State

Chukwudi Dike Umesi

Institute of Education

Rivers State University, Nigeria

chukwudi.umesi@ust.edu.ng, umesichuks36@gmail.com

Abstract

The study examined the difference between occupational stress and teacher’s job performance in public senior secondary schools in Rivers-West Senatorial District of Rivers State. Three research questions guided the study and three hypotheses were tested at .05 level of significance. The study adopted the descriptive survey design with a population of teachers from 97 public senior secondary schools teachers in Rivers-West Senatorial District out of which a sample of 399 was derived using Taro-Yemen’s sample size formula. An instrument titled: Occupational Stress on Teachers Job proficiency Questionnaire (OSTJPQ) was drafted and coded using the modified 4 point Likert scale of strong agree, agree, disagree and strongly disagree. The instrument was validated and it yielded a reliability co-efficient of .75. Out of 399 questionnaire distributed only 370 copies were properly filled while 2a were either damaged or misplaced. The research questions were answered using mean, and standard deviation while the hypotheses were analyzed using the z-test statistics. The results teachers and therefore recommended that subjects should be allocated based on specialization.

Keywords: Teacher, Occupational Stress, Job Performance, Public, Senior, Secondary School.

Reference to this paper should be made as follows:

Umesi, C. D. (2024). Occupational stress and teachers job performance in public senior secondary schools teachers in Rivers-West Senatorial District of Rivers State. *International Journal of Scientific Research in Education*, 17(3), 351-368.

Copyright © 2024 IJSRE

INTRODUCTION

Education is the process of instruction aimed to develop the knowledge, skills, aptitude, behaviour and character of individuals to prepare them to live in a meaningful and dependable way. It is imperative to know that education makes an individual to be rational to an extent and the strength of a nation depends upon how well educated its citizens are and teachers are arguably the most important group of professionals of a nation’s future. But it has been observed

over the years that teachers are more prone to stress. The more attempts are made to solve work related problem (stress), the more they multiply, therefore stress is as old as mankind.

Stress is a common feature in our lives especially as the pace of development increases. Work is a common term which is applied for all sorts of occupation; it is a basic condition for most people and is an important component of the atmosphere for human survival. It is also a major element for the development of the individual as well as the economy of the nation.

Many adults spend half of their lives in work related activities. It is natural to experience work related stress as tension or strain in the body or the mind. Robbins and Judge (2010) in their study on burnout in teachers (stress) examined the self-report of newly qualified teachers and found that truly that truly stress shatter the dreams of professional capacity of the teachers. Teaching is among the most stressful job in the world. Teachers experience a lot of stress due to the nature of their profession. According to Uzoechi (2012), professional stress can have deep psychological, cognitive, emotional, and behavioural effects such as fatigue and lack of activities, while some teachers are able to handle the stress in an appropriate way others fail to overcome the work stress and it can lead to a chronic stress condition that causes emotional and physical problems.

Statement of the Problem

Over the years, teachers job proficiency levels have been hindered and affected through delayed policy implementation, excess work load, inadequate provision of teaching facilities and other factors militating against the successful proficiency level of teaching staff.

The person-environment fit model, suggested that the match between a person and their work environment is a key in influencing their health and job proficiency level. Organizational leaders or managers have tried their best in curtailing occupational stress and increasing employees' proficiency level, but all to no avail. Occupational stress is an unexpected occurrence that often stems from responsibilities and pressures that do not align with a person's knowledge, skills or expectations, inhibiting one's ability to cope.

Therefore, the researcher is disturbed at the level of which occupational stress hindered teacher's job performance level in the state. Hence, the reason to examine what could be done in order to curtail occupational stress and increase teachers' job performance in public senior secondary schools in Rivers State.

Purpose of the study

The purpose of this study is to examine the extent to which occupational stress hinders teachers' job performance in public senior secondary schools in Rivers West Senatorial District of Rivers State. Specifically, the study will determine:

- How policy implementation reduces stress and increases teachers' job performance level in public senior secondary schools in Rivers West Senatorial district of Rivers State.
- How excess work load affects teachers job Performance in public senior secondary schools in Rivers West Senatorial District of Rivers State.
- The level to which inadequate provision of teaching facilities affect teachers' job performance in public senior secondary schools in Rivers West Senatorial District of Rivers State.

Research Questions

The following research questions guided the study:

- How does policy implementation on occupational stress affect teachers' job performance in public senior secondary schools in Rivers-West Senatorial District of Rivers State?
- How does excess workload affect teacher's job performance in public senior secondary schools in Rivers West Senatorial District of Rivers State?
- How does inadequate provision of teaching facilities affect teacher's job performance in public senior secondary schools in Rivers West Senatorial District of Rivers State?

Hypotheses

The following null hypotheses were tested in this study at .05 level of significance:

- There is no significant difference between policy implementation on occupational stress and teachers' job performance in public senior secondary schools in Rivers-West Senatorial District of Rivers State.
- There is no significant difference between excess workload and teachers job performance in public senior secondary schools in Rivers-West Senatorial District of Rivers State.
- There is no significant difference between inadequate provision of teaching facilities and teachers job performance in public senior secondary schools in Rivers-West Senatorial District of Rivers State.

CONCEPTUAL FRAMEWORK

Concept of Teaching

Teaching all over the world is regard as the mother of all professions. This is because people in every other profession are taught by teachers. The teacher therefore is very relevant in any society as the teacher not only impart knowledge, but in moulding and shaping the character of children and adults. The position of teacher in any society demands total care with minimum rate of stress in order to achieve organizational set goals. This is quite disheartening because in most developing nations, teachers working conditions are dehumanizing when compared to worker in other professions. For example, not until recently, teaching in Nigeria was regarded as a profession for the poor and wretched. Teachers were seen as "charitable worker" whose rewards are in heaven. Most teachers that were bachelors found it difficult to marry because spinsters saw them as not capable of financing the home. Generally, teachers are dissatisfied. with their work as a result of poor salary or lateness in payment, lack of or slow process of promotion, low prestige, overcrowded classroom, lack of infrastructures or inadequate facilities that will enhance effective teaching and learning.

Despite the effort made by Obasanjo regime in 1999 to improve the working conditions of teacher, teachers still work under stressful conditions. Their take home pay at present cannot really take them home. This has led to some of them becoming part-time business managers. This has shown the evidence of lack of job satisfaction and proficiency among teachers with

stressful working conditions in our society today. Having established this fact, this study intends to create an empirical data on occupational stress among teachers in Rivers State and enumerate ways of improving on the menace of occupational stress and job proficiency of teachers.

Concept of Stress

Stress in teaching is a response of teachers who have trouble coping with the challenges of the job. It comes about when the teacher feels they have invested a lot in their work, thereby trying all means to make the work meaningful, but finds themselves running empty and in vein (Sundar & Kumar 2012; Wellman, 2015). Troman and woods (2011) opined that physically, a stressed teacher may suffer from chronic fatigue, frequent headaches, nausea and weariness. Mental stress is manifested in teachers negative thought patterns. They may have self-concept. Feelings of inferiority and inadequacy may prevail in their life making them feel not good enough to do anything right, such teachers eventually experience low self-efficacy in their job (Hart, 2019). Gillespie (2011) explained stress as coming from the Middle English word "stress" which was short form of distress. Stress can be expressed as pressure, strain, mental strain, nervous strain, tension, tightness, over extend, pull, anxiety and so on.

Abia Kivo in Uzoeshi (2012) defined stress as the arousal of both physical and mental situation or events that we perceive as threatening or challenging. Stress is the response to events that are threatening or challenging. Adamu (2011) explained that stress is seen generally almost everywhere, in traffic, work place, home, military parade, political assembly. According to Uzoeshi (2012), different writers or scholars perceive stress from different perspectives, psychological, physiological, behavioural, occupational, environmental and social. The success of any educational system or programme depends largely upon the effective way the teacher works. They deal with students and caring for their better performance through the day is itself a stressful situation, school is considered a major source of stress in the lives of teachers. Teacher work daily with students and they are faced with number of problems including student absenteeism, students with special needs, insufficient funding and lack of personal support.

Moreover, teachers have to perform a lot of work after they reach home like preparing lesson note, correcting the note books, evaluation of scripts. All these indicate stress among the teachers. Due to advancement in schools, our educational system is undergoing a period of drastic change, whereby teachers of today have to play multiple roles such as an administrator, role model, a friend, philosopher and counselor for the students in order to be proficient in their job which in turn increases stress and so one can say that today's teachers experience lot of stress in their occupation. Occupation is one of the important parts of our daily lives which cause a great deal of stress. This is because due to the competitive nature of the job environment, most of the people in the world are spending their time on job related work purposes resulting in ignoring the work and life. People are more worried about the outcome of their work and this can even affect the way they treat other people and how they communicate with their peers. In fact, we can say that people with higher percentage of occupational stress may not be satisfied with their job and therefore they will not be happy working in that organization or institution. Occupational stress is any force that pushes a psychological or physical factor behind its range of stability, producing a strain within the individual's knowledge and is likely to constitute a threat to the individual.

Threat can create strain because of what it signifies to the person. When occupational stress begins to take toll on the body and mind, a variety symptom can result. Working in an

organization does not only provide individuals with life sustaining income but also exerts its own pressure on them. This can ultimately have negative consequences both for achieving the goals of the organization and meeting the needs of the individual working in them. Thus, the work environment is a source of social and psychological stress, which can have harmful effects on the wellbeing of the employees. Stress arising at work has detrimental effect on the behaviour of people, which ultimately results in personal and occupational inefficiency.

Occupational stress can be described as a condition where occupation related factors interact with the workers to either disrupt or enhance his or her psychological or physiological condition so that the person's mind and body is forced to deviate from its normal way of functioning. Occupational stress is the type that arises in the course of discharging one's duties and responsibilities. The causes of such stress include role conflict, role ambiguity, poor interpersonal relationship between superior and subordinate and fellow subordinate, lack of career development, work over load, work under load, poor working environment and conditions, not being involved in decision making, job insecurity, high degree of specialization and interdependence, poor communication, poor or inadequate feedback, inadequate information and inaccurate/ambiguous measure of performance. The existence of stress in a work setting is a clear fact which demands attention with the view to reducing its excesses since it is inevitable.

Stress is the wear and tear that our bodies experience as well as adjust to our continually changing environment. It has physical and emotional effects on us and can create positive and negative feelings. Stress is an unexplainable part of life, a natural and inevitable factor of life. Ihediwa-Okoro (2011) observed that stress can result in excessive high blood pressure and hypertension, rapid heartbeat and diseases, heightened anxiety, depression and anger, lack of concentration, sleep disorder, eating disorders, and inability to rest.

The word 'stress' is defined by the Oxford dictionary as a state of affairs involving demand on physical or mental energy. Stress is a harmonious fit between person and the environment, one in which the person's resources are taxed or exceeded, forcing the person to struggle, usually in complex way and to cope with. Stress is a dynamic condition in which individuals confronted with an opportunity or demand related to what they desire for which the outcome is perceived to be both uncertain and important. Stress is a tendency that relates to a pathology human response to psychological, social, occupational and or environmental pressure. Stress in a work place may be seen as non-specific response made by a person when the demands of the said person exceeds his adaptive resource.

Stress and its management has been a critical issue that has called the attention of many in the world today. Stress is defined as 'any impact that creates a physiological or psychological imbalance in the individual. Cole (2012) stated that pressure comes on all individual but the inability to deal with it is what manifests as stress. Stress is associated with constraint and demands. In a work environment when one undergoes an annual review of job performance and its proficiency, one feels stressed as he/she confronts opportunity constraint and demand.

A good performance review may lead to promotion, greater responsibilities and a higher salary while a poor review might even result in one being fired and the scenario can be stressful. Stress is not necessarily bad in itself despite the fact that it is often discussed in the negative context. It has some element of positivity as it pushes teachers to action. Stress may exhibit a negative image but may be differentiated into what is called 'eustress' (good stress) and 'distress' (bad stress). Eustress stimulates the teacher to perform his/her functions or duties more effectively and efficiently while distress obstructs and limits the teacher's effectiveness and efficiency. Some teachers perform better under stress while others do not, but the fact remains that positive

expectation such as getting trained developed and promoted demands stress. Stress cannot necessarily be avoided due to the dynamic and complex nature of the teaching profession.

According to Uzoechi (2012), life problems such as insufficient finance, unemployment, marriage, poor interpersonal relationship, meeting deadlines, emergency assignment, illness, seeking for promotion, marriage, death, old spouse, death of one's relation, pregnancy, misunderstanding with in-law's, ceremonial occasions such as naming ceremony and child dedication, job insecurity, sexual difficulties, bad dreams, retrenchment, dismissal, lay off, poor accommodation, economic hardship and job dissatisfaction are all potential sources of stress. This stressor if not checked could lead to health issues which might result to death. The fact is that when a worker is stressed his/her performance tends to decrease. Excessive stress reduces the proficiency of workers and their ability to achieve maximum result. When stress becomes too much great performance reduces. Therefore, if stress increases to a breaking point, the employee has the tendency to break down and might become too ill to work, is tired, quits or refuses to work in order not to face more stressful situation and circumstances.

On daily basis of our lives, we experience stress. Although stress is caused by many factors (stressors) which in any environmental situation that place demand on the individual, which requires a coping behaviour. There are various causes of stress within and outside the work place. The causes of stress could be cumulative, made up of job related, family person and other contributory factors (Cheatte, 2011). At the organizational level the causes of stress can be grouped under four main headings; job factor, interpersonal factors, role related factors and physical factors. Because stress and its consequences are manageable, it is imperative for teachers to learn on how to cope with occupational stress in order to be proficient in their teaching skill, in order to achieve the set goals of the educational institutions.

Globally, the 21st century work place is a dynamic, complex paced challenging environment. Given the ever increasing global nature of the service sector, the competitiveness of the knowledge era, key players in the educational system such as the teachers are constantly working under pressure whilst stress pressure can be a performance enhancer when moderate, when too much it can lead to a negative consequence.

The word stress has so many definitions stress as a person's assessment of what he or she finds is asked from the environment, meaning that stress the discomforting responses of person in particular situation. Stress is a crucial word in organisation in the present scenario. The workplace of the 21st century is a fast-paced, dynamic highly stimulating environment which brings a large number of benefits and opportunities to those who works within it. The ever changing demands of the working world can increase levels of stress, especially for those who are consistently working under pressure, whilst pressure has its positive side in raising performance, if such pressure becomes excessive it can lead to stress which has negative consequences. However, stress consist of any event in which environment demands, internal demands or both, tax or exceed the adaptive resources of the individual social system or tissue system.

Melgosa (2017) explained that stress comes from the Middle English word stress which was short form of distress. Stress is situational. One event might provoke stress in one person and stress free for another. A situation that is stress arousing for one person might be a neutral event for another. The way we perceive a situation will make it stressful or not stress is simply a fact of natural forces from the inside or outside world affecting the individual as well as their environment. Because of the overabundance of stress in our modern lives we usually think of stress as a negative experience but from a biological point of view, stress can be a neutral,

positive or negative experience. Stress as an internal state which can be caused by physical demand of the body or the environment and social situation which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping, it is essential to note that almost all the early researcher on stress focused on physical stimuli and psychological effects.

However, when the body is constantly forced to draw on inner reserves to respond to stressor negatively, the health of a person bears the consequences. "Stress as the general wear and tear" of life on the body, Stress is conceived as pressure from the environment then as strain within the person. The generally accented definition today is one of interaction between the situation and the individual; it is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressure of the situation. This stress is more and likely in some situations than others and in some individuals than others. Stress can undermine the achievement of goals, both for individual and for organisation.

Teachers stress, which cause teachers to develop various levels of psychological symptoms such as mild frustration, instability and anxiety as well as more serious psychosomatic and depressive symptoms stems from some facets and conditions of their work as teachers (Kyriacou 2011). Thus, teacher stress puts at risk not only teachers' health and effectiveness but also students achievement and has increasingly been drawing research attention as a wide spread problem (Aftab & Khatoon, 2012; Fisher, 2011; van Dick & Wagner, 2011).

Betorest (2016), Skaalvic and Skaalvik (2017) and Tshannen-Moran and Hoy (2011) noted that teachers with high self-efficacy suffer from high level of stress. On the other hand, teachers' greater classroom stress results in lower self-efficacy in classroom management, instructional strategies and student engagement (Klassen & Chiu, 2010). Teaching is regarded as an emotionally taxing and potentially frustrating profession (Lambert et al., 2016). In today global world teachers are expected to perform numerous and diverse activities every day. Positive and negative interactions with students, colleagues, school administrators and parents are common encounters for teachers and of concept of stress (Unai, 2012).

Occupational stress has been identified as counterproductive for workers' productivity and ought therefore to be kept at the barest minimum if performance is to be maximized. Occupational stress refers to pressure, tension or worries arising from problematic situation in an individual's life traceable to a job, that is, it may be set off by the responsibility that goes with the work, or it may be due to organizational culture or interpersonal conflicts. This occupational stress could affect the job effectiveness and proficiency in terms of teaching community service and so on. An occupational stress begins to take toll on the body and mind a variety of symptoms can result. Teachers experience occupational stress when they pass through unpleasant emotions like frustration, tension, anxiety, depression and anger emanating from teaching activities. This study views occupational stress as a phenomenon that is subjective, multi-faceted and occurs when workers physical, emotional and attitudinal attributes constraint and or opportunities.

Occupational stress and job proficiency (performance) are related. Husain (2010) submitted that all stress-health relationship conspicuously affect the school (organisation). This is because physical and mental sickness makes the worker not able to work. Physical and mental sickness together reduces job satisfaction, job performance and job productivity level.

Tiji (2010) and Jega (2012) stated that stress and job performance are interlinked. They further stated that where and when the stress is allowed to continue for a long time, the performance of workers is strongly affected they stated also that performance and proficiency usually drops off sharply when stress rises to high levels. Welhrich and Koontz (2015) posited

that clearly not only does the individual worker suffer from occupational stress but the organisation (school) may also be adversely affected by the turnover, or impaired decision making of its workers.

A condition arising from the interaction of people and the jobs are characterized by changes within people that force them to deviate from their normal functioning. Occupational stress is any characteristics of job environment that poses a threat to individual. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Thus occupational stress is that which a teacher experienced while teaching (working). These stresses in turn affect teachers' health physically and mentally.

Model and Moderators of Occupational Stress

Nzeneri (2010) came up with an instructive model of occupational stress

Table 1: Model of occupational stress

| Potential stressors | Outcomes |
|--|---------------------------|
| Individual level | Psychological/attitudinal |
| Job demands | Job satisfaction |
| Work overload | Organization commitment |
| Under load and monotony | Job involvement |
| Role conflict | Self-esteem |
| Role ambiguity | Burnout |
| Job security | Emotions |
| | Depression |
| Group level | Behavioural |
| Group dynamic | Absenteeism |
| Managerial behavior | Turn over |
| Harassment | Performance |
| | Accidents |
| | Substances abuse |
| | Violence |
| Organizational level | Cognitive |
| Culture | Poor decision making |
| Structure | Lack of concentration |
| Technology | Forgetfulness |
| Introduction to change in work condition | |
| Extra organization level | Physical stress |
| Family | Cardiovascular system |
| Socio-economic status | Immune system |
| Commuting time | Gastrointestinal system |
| Noise, heat crowding and air pollution | |

The model above shows that an individual can exhibit four types of stressor. This model has highlighted the need for an individual to choose a coping strategy aimed at managing stress which will produce series of stressful outcomes the four types of stressors are individual, group, organizational and extra-organisational.

Individual level stressors are directly associated with a person's jobs and duties. The examples of individual stressors are job demands, work overload, role conflict role ambiguity,

everyday hassles, perceived control over events occurring in the work environment, job characteristic and job security. Group level stressors are caused by group dynamics and managerial behaviour. Extra organizational stressors are caused by factors outside the organization and they include family, career, socio- economic status, noise, pollution etc. stress is higher for people with low socio-economic status, in which represent a combination of economic status as by measured by income social status assessed by educational level and work status as indexed by occupation.

Stress outcome: stress has psychological/attitudinal, behavioural, cognitive and physical health consequences or outcomes (Kreitner & Nzeneri, 2010). A large number of researches support the negative effects of perceived stress on many aspects of our lives work place stress (occupational stress) is negatively to job satisfaction, organizational commitment, positive emotions and job proficiency. It is also associated with negative behaviour such as yelling, transfers of aggression, verbal abuse and violence towards others lastly, stress contributes to a lot of health challenges, lessened ability towards off illness, pains etc. it is clear that stress needs to be reduces at its minimum rate.

Moderators of Occupational Stress

According to Nzeneri (2012), moderators are variables that cause the relationship between stressors, perceived stress and outcomes to be weaker for some people and stronger for others. Having known the importance of stress moderators, employees (teachers) stress can be tackled in the following ways:

- Creating awareness of moderators helps identify those most likely to experience stress and its negative outcomes. Stress reduction programmes can be formulated for the employees (teachers).
- Employees should suggest possible solutions for reducing negative outcomes of occupational stress.
- **Social Support:** Social Support is the amount of perceived helpfulness derived from social relationship. Relating with a friend can be comforting or as a source of releasing fears, anxiety, stress or loneliness, social support is importantly determined by both the quantity and quality of an individual's social relationships for a variety of reasons, meaningful social relationships help people do a better job in handling stress. There are four types of social relationship which include
- **Social campership:** this involves spending time with others in leisure and recreational activities.
- **Information support:** This provides help in defining, understanding and coping with problems.
- **Instrumental Support:** This involves providing financial help, material resources or needed service.
- **Esteem Support:** This has to do with providing information that a person is accepted and respected despite any problem or inadequacies. Therefore, people with low social support tend to have poorer cardiovascular and immune system functioning and tend to die earlier than those with strong social networks. Moreover, social support protects against the

perception of stress, depression, psychological problems, pregnancy complications, anxiety, loneliness, high blood pressure and other elements.

- **Hardness:** This involves the ability to perceptually or behaviorally transform negative stressors into positive challenges. Hardness embraces the personality dimensions of commitment, locus of control and challenge (Denga, 2005).
- **Type A Behaviour Pattern:** This is an action motion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and if required to do so, against the opposing effort of other things or persons. It is not psychosis or a complex wound or fears or phobia or obsessions, but a socially acceptable-indeed often praised form of conflict. Person possessing these patterns also are quite prone to exhibit a free-floating but extraordinary well-rationalized quality illness, pains etc. it is clear that stress needs to be reduced at its minimum, etc.

Causes of Occupational Stress

Causes of stress can be referred to as any environmental impact that creates a physiological or psychological imbalance within the individual. There are various causes of stress within and outside the workplace. At the organizational or occupational level, the causes of stress can be seen in the following categories:

- **Environmental factor:** poor working condition can cause or be a cause of occupational stress to a worker in an organisation.
- **Job/work design:** jobs that are not designed to reduce physical strain, can lead to stress. Enrichment of job need to be done in order to bring satisfaction to the employee. Monotony of doing a job one is ill suited for can also cause stress. Work schedule and pace of work are some of the contributory factors of occupational stress.
- **Failure to solve grievances:** there should be a proper resolution or redressed of grievances or complains raised by employee in any organisation. Failure to solve the conflicts/grievances may lead to unwanted pressures and depressions in the organisation.
- **Performance evaluation:** Inadequate performance, feedback can cause stress at work. Disapproval of supervisor, working to please a difficult boss, lack of approval, appreciation and recognition for contribution causes job related stress. Also, unachievable goal and excessive pressure to get work done can lead to stress.
- **Downsizing:** reducing the number of employees can be stressful beyond expected to employees who could lose their job.
- **Organizational change:** organizational change of any kind can lead to stress to employees. Merger and acquisition are changes that are stressful in an organizational opportunities resulting in the production of new products (goods and service) can also lead to stress.
- **Job category:** some jobs seems to be stressful than others but the stress level can be reduced by careful selection and training.
- **Role related factors:** these include conflicting expectation, role incongruity and confusing expectations. Conflicting expectation has to do with role conflict in which people face competing demands.

Inter-role conflict occurs when an employee has two roles that are conflicting example. A salesman satisfying his organisation and the customer at the same time Intra-role conflict occurs when an employee in a matrix structure receives contradictory instruction about how to do a job from two bosses.

Role incongruity or incompatible roles occurs when an employee finds himself working in an organisation that has values and obligation that are contrary to the individual personal value. Confusing expectation has to do with role ambiguity in which one does not really know what he or she is expected to do. It is a situation where an employee does not know all he needs to know to do the work effectively:

Competition: When there is high level of competition in the organisation, employees are expected to work harder and this leads to more stress on the job. Some organisations make their employees work longer than expected preferring to pay existing staff over time than employing new staff that will require training. Such an organisation prefers to train their staff in new skills and use them maximally. The employees get additional income for overtime but are left with little time for family members, hobbies, housekeeping maintenance and other things. Long work hours result in an unhealthy lifestyle that tends to cause health-related issues like heart diseases, stroke and so on.

Fear of adverse health effect: management should handle the fear of potential health risk, sensitivity and knowledge. It can increase the stress out of proportion.

Interpersonal factors: These have to do with personality conflict, group pressures and level of inter-relatedness. It includes office politics, ineffective supervision and conflicts with colleagues, sexual harassment, workplace violence and bullying are other forms of interpersonal factors that cause stress at the workplace.

Causes of Occupational Stress among Teachers

Gomathi and Deepika (2013) explained that stress has become a major concern of the modern times as it can cause harm to employee's health and performance. Work-related stress costs organisations billions each year through sickness, turnover and absenteeism. So it becomes necessary for every organisation to know the factor causing stress among the employees as well as how to cope with stress to make the employees more participative in their work.

Stress is simply defined as an unpleasant emotion that arises when people worry that they cannot cope with excessive pressure or other types of demand placed upon them such as anger or depression by a teacher usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of the teacher's job. Therefore it is imperative for those that are aspiring to become teachers and those already in the profession to identify the causes of stress.

Stress has been recognized as an occupational hazard of teaching and its causes have been fairly well established. Briner (2014) asserted that teachers experience more work stress than most other occupational groups and are more distressed than the general population:

Students' discipline: discipline is a valuable asset to the school administrator. A discipline group of teachers and students are signs of a successful school administration (Maduabum, 2017)

Managing disruptive students is invariably among the top ranked item in teacher stress, among various manifestation of school discipline problems, that is, threats of personal injury, disruptive students, verbal abuse and assault on colleagues are represented three or four times, in the list of top ten stressors.

According to Goodlad (2010), when teachers were asked what is the school's biggest problem, they answered lack of student's interest. These students are not only personally frustrated but they also contribute to a class tone often leading to further discipline problem, that make it more difficult for a teacher to do effectively in the classroom. Teachers do feel enormously frustrated and deprived of crucial of gratification when working with students who are uncaring and unconcerned about learning.

Class size: The most effective classroom are generally those in which teachers can individualize lessons to meet the need of each child; the task becomes difficult with the increase in the size of the class. Large class size (number of pupils/students) provides fewer opportunities to interact individually with each student, the teacher feel less involved and less effective as overcrowded classrooms are seen as weakening the likelihood of effect of teaching.

Involuntary transfer: Teachers that are not satisfied with their place duty (where they are transferred to) often complain and when not checked they become stressed and relax and want to retire or not ready to work or given in their best at work. Involuntary transfers can be generally be stressful because there is disruption of employees' daily lives interpersonal relationship and work habits.

Inadequate salaries: Teachers' salaries cannot be compared to other professional groups in the society when compared to their work at school level, this situation becomes stressful for teachers. To meet their expenditure they look for other means to raise money. They do private lesson, trade in the school and also after school. Parents and society at large expects so much from teachers and as such invest in them with enormous degree of responsibilities. They continually declare that our children are culture of this nation, in response to such question teachers ask, where are the financial rewards to equate, such important task? This situation shows that inadequate salary is a source of occupational stress.

Daily hassles: daily hassles are countless minor stress events that have low intensity but greater frequency. These daily hassles are important sources of stress, the list of these hassles include household, time pressure, inner concern, finance and work. The effects of these hassles also apply to health.

Administrator's insensitivity: most teachers think administrators are neither supportive nor sensitive to student violence and do little about enforcing rules.

Coping with Occupational Stress among Teachers

Management and coping of stress among secondary school teachers have called for serious attention. Uzoeshi (2012) opined that teachers can adopt the following coping strategies to manage their stressful condition:

- Psychotherapy and counseling
- Sports (exercise)
- Sleep
- Social activities
- Farming
- Religious activities
- Relaxation/meditation
- Hobbies

Other coping strategies such as going on vacation, thinking positively always, keeping minor irritations under control and sleep breathing will help teachers to be less stressful and more articulate.

DATA PRESENTATION AND ANALYSIS

Research Question 1: How does policy implementation on occupational stress affect teachers' job performance in public senior secondary schools in Rivers-West senatorial district of Rivers State?

Table 2: Mean response on how policy implementation affects teachers' job performance

| S/N | Questionnaire items | Male teachers | | Female teachers | | Mean set | Remark |
|-----------------------|---|---------------|-------------|-----------------|-------------|-------------|-------------------|
| | | \bar{x} | SD | \bar{x} | SD | | |
| 1. | Policy implementation enhances teacher job proficiency | 3.39 | 0.90 | 2.49 | 0.71 | 2.94 | Agree |
| 2. | New policy implementation calls for job stress among teaching staff | 2.49 | 0.71 | 3.43 | 0.91 | 2.96 | Agree |
| 3. | Every new policy brings about change in the teaching profession | 1.48 | 0.96 | 3.48 | 0.94 | 2.48 | Disagree |
| 4. | Every policy is aim at over laboring teachers | 1.21 | 1.08 | 1.41 | 0.99 | 1.31 | Strongly Disagree |
| 5. | Policy implementation addresses teachers needs | 2.99 | 0.77 | 3.01 | 0.78 | 3.00 | Agree |
| Aggregate mean | | 2.31 | 0.88 | 2.76 | 0.87 | 2.54 | Agree |

The Table 2 above shows that policy implementation affects teachers' job performance among public senior secondary schools teachers in Rivers State, with an aggregate mean-set of 2.54 which is greater that the criterion mean of 2.50.

Research Question 2: How does excess workload causes affect occupational stress and teachers' job performance in public senior secondary schools in Rives-west senatorial district of Rivers State.

Table 3: Mean response on the extent to excessive workload affect job performance

| S/N | Questionnaire items | Male teachers | | Female teachers | | Meant set | Remark |
|-----------------------|---|---------------|-------------|-----------------|-------------|-------------|--------------|
| | | \bar{x} | SD. | \bar{x} | SD. | | |
| 6. | Excess work load makes teachers to be more proactive | 3.27 | 1.04 | 1.56 | 0.92 | 2.41 | Disagree |
| 7. | Excess work load kills teacher morale | 3.94 | 1.16 | 2.44 | 0.71 | 3.19 | Agree |
| 8. | Core teaches are known through the introduction of excessive work | 3.78 | 1.08 | 3.89 | 1.13 | 3.84 | Agree |
| 9. | Excess work load causes occupational stress among teachers | 3.36 | 0.89 | 3.73 | 1.05 | 3.55 | Agree |
| 10. | Stress or proficiency are caused by the teachers mind-set | 3.72 | 1.05 | 1.88 | 1.14 | 2.80 | Agree |
| Aggregate mean | | 3.61 | 1.04 | 2.70 | 0.99 | 3.16 | Agree |

The Table 3 above has an aggregate mean-set of 3.16 which is greater than the criterion mean value of 2.50 meaning that excessive workload affect teachers job performance.

Research Question 3: How does inadequate provision of teaching facilities affect occupational stress of teachers' job performance in public senior secondary schools in Rivers-west senatorial district of Rivers State?

Table 4: Mean response on the inadequate provision of teaching facilities affect teachers job performance

| S/N | Questionnaire items | Male teachers | | Female teachers | | Meant set | Remark |
|-----------------------|--|---------------|-------------|-----------------|-------------|-------------|--------------|
| | | \bar{x} | SD | \bar{x} | SD | | |
| 11. | Inadequate provision of Teaching Facilities hinders student academic performance | 2.51 | 0.71 | 3.51 | 0.91 | 3.01 | Agree |
| 12. | Poor supply of teaching resources encourages the use of improvise materials among teachers | 3.99 | 1.19 | 3.42 | 0.92 | 3.71 | Agree |
| 13. | None teaching facility is adequately provided by the government | 1.74 | 0.85 | 1.77 | 0.84 | 1.76 | Disagree |
| 14. | Chalks are adequately supplied to all schools. | 1.72 | 0.86 | 1.38 | 0.10 | 1.55 | Disagree |
| 15. | Teaching facilities are normally monetize through principals | 2.34 | 0.72 | 2.73 | 0.73 | 2.54 | Agree |
| Aggregate mean | | 3.61 | 1.04 | 2.70 | 0.99 | 3.16 | Agree |

Table 4 above reveals that inadequate provision of teaching facilities causes occupational stress and gives room for teachers job performance in public senior secondary schools in Rivers State, with an aggregate mean-set which is greater than the criterion mean (\bar{x} -2.51 > 2.50).

Test of Hypotheses

Hypothesis 1: There is no significant difference between policy implementation on occupational stress and teachers job performance in public senior secondary schools in Rivers-West senatorial district of Rivers State.

Table 5: Analysis of hypothesis 1, using z-test statistics

| Respondents | N | \bar{X} | Sd | Df | z-cal. | z-crit | Ls. | Remark |
|-----------------|-----|-----------|------|-----|--------|--------|------|----------|
| Male Teachers | 191 | 2.31 | 0.88 | 368 | -4.94 | 1.96 | 0.05 | Accepted |
| Female teachers | 176 | 2.76 | 0.87 | | | | | |

From table 5 above, z – calculated -4.94 is less than z-critical value 1.96 for degree of freedom 368 at .05 level of significance. This means that the differences between male and female teachers on how policy implementation reduced occupational stress and increased teacher, job performance was not significant at 0.05. Therefore, the null hypothesis was accepted.

Hypothesis 2: There is no significant difference between excess workload and teachers’ job performance in public senior secondary schools in Rivers-West senatorial district of Rivers State.

Table 6: Analysis of hypothesis 2, using z-test statistics

| Respondents | N | \bar{X} | Sd | Df | z-cal. | z-crit | Ls. | Remark |
|-------------|-----|-----------|------|-----|--------|--------|------|----------|
| Male | 191 | 3.61 | 1.04 | 362 | 8.61 | 1.96 | 0.05 | Rejected |
| Female | 179 | 2.70 | 0.99 | | | | | |

The Table 6 above indicated that z-calculated 8.61 is greater than z- critical value 1.96 for degree of freedom 362 at 0.05 level of significance. This implies that, the differences between the mean scores of male and female teachers on the extent to which excess workload causes occupational stress and affects teachers job proficiency is significant at 0.05 level of significance. Meanwhile, the null hypothesis was rejected.

Hypothesis 3: There is no significant difference between inadequate provision of teaching facilities and teachers job proficiency in public senior secondary schools in River-west senatorial district of Rivers State.

Table 6: Analysis of hypothesis 3, using z-test statistics

| Respondents | N | \bar{X} | SD | Df. | z-cal. | z-crit | Ls. | Remark |
|-------------|-----|-----------|------|-----|--------|--------|------|----------|
| Male | 191 | 2.46 | 0.87 | 362 | -1.22 | 1.96 | 0.05 | Accepted |
| Female | 179 | 2.56 | 0.70 | | | | | |

The Table 7 above revealed that z-calculated -1.22 is less than z-critical value 1.96 for degree of freedom 362 and 0.05 level of significance. This mean that there is no significant difference in

the mean scores of male and female teachers on how inadequate provision of teaching facilities Performance increase occupational stress and teachers job performance. This, the null hypothesis was accepted.

DISCUSSION OF FINDINGS

Research question one reveals that policy implementation is somehow favourable to female teachers, while the male teachers are still of the opinion that policy implementation does not hundred percent favours teaching staff. Though, with an aggregate mean set of 2.54, which is greater than the criterion mean score of 2.50, it is generally believed that policy implementation is some worth helpful to teachers in public senior secondary schools in Rivers State. The hypothesis one was accepted on the ground that there is no significant difference between the mean scores of male and female where the z-critical 1.96 was greater than z-calculated -4.94.

Research question two and hypothesis two are agrees to the fact that excessive workload causes occupational stress and affects teachers job performance with an aggregate mean set of 3.16 which is greater than the criterion mean score of 2.50. No wonder Denga (2015) opined that occupational stress cannot be prevented due to human's tendency to compete and to strive to achieve higher goals. It is in view of the above dilemma, that perhaps it is more realistic to recommend some coping strategies.

Research question three shows a minimal difference in the mean scores of male and female teachers on how inadequate provision of teaching facilities increase occupational stress and job performance among teachers.

CONCLUSION

Conclusively, the study has shown that excessive workload, implementation of new policy, inadequate provision of teaching facilities and other factors hinders the professional skill of teachers in public senior secondary schools in Rivers West Senatorial District of Rivers State. This occurs mostly as a result of poor remuneration of teachers' and other benefits. Though, in such situation, teachers are expected to be more proficient in their professional duties in order to keep the ball rolling.

Recommendations

- The first step is that teachers should diagnose their stress condition. This should be done by a competent clinical psychologist or a medical practioner.
- Secondly teachers should arrange series of lectures on relaxation activities that is effective in reducing muscle tension and general anxiety. Counseling sessions could be arranged to provide intervention in the lives of people who feel trapped by external forces.
- Coping strategies should be provided by consultants (clinical psychologists) in the area of the dynamics of conflict resolution self-statements and behaviour rehearsal in physical exercise and rest can be discussed with teachers (workers) experiencing stress.

REFERENCES

- Adamu, U. F. (2011). *Psychology in action*. John Wiley.
- Aftab, M., & Khatoun, T. (2012). Demographic difference and occupational stress of secondary school teacher. *European Scientific Journal*, 8(5), 159-175.
- Ahiakwo, M. J. (2001). *Foundations of Educational Research*. Minson Publishing.
- Betoret, E. D. (2016). Stressors, self-efficacy, coping resources and burnout among secondary school teachers in Spain. *Educational Psychology*, 26(4), 519-539.
- Briner, R. B. (2014). Relationships between work environments, psychological environments & psychological well-being. *Journal of Occupational Medicine*, 50(5), 299-303.
- Cheatle, K. (2011). *Mastering human resources management*. Palgrave Publishers.
- Cole, G. A. (2012). *Personnel and human resources management continuum*. SAGE.
- Denga, D. I. (2015). *Managerial psychology in business and educational administration*. Arizona's Publishers.
- Fisher, M. H. (2011). Factors Influencing Stress burnout and retention of teachers. *Current Issues in Education*, 14(1).
- Gillespie, N. A., Walsh, M., Winefield, A. H., Dug, J., & Stough, C. (2011). *Occupational stress in Universities; staff perceptions of the causes, consequences and Moderators of stress, work and stress*, 15(15). 53-72
- Gomathi, R., & Deepika, R. (2013). A study on stress management among employees at Sakthi Finance Limited, Coimbatore-International. *Journal of science and Research*, 2(8).
- Goodlad, J. I. (2010). *A place called school*. McGraw-Hill.
- Hart, P. M. (2019). Predicting employee life satisfaction: a coherent model of personality, work and non-work experiences, and domain satisfactions. *Journal of Applied Psychology*, 84(4), 564-584.
- Husain, A. (2010). *Occupational stress and job performance*. <https://www.articlebase.com>.
- Ihediwa-okoro, B. (2011). Coping strategies and the management of stress in a depressed economy. *Nigerian journal of emotional psychology*, 3, 1-5
- Jega, A. M. (2012). Stress conflict Management among organizational heads in Kebbi State. Unpublished Doctorate Thesis. Department of Educational foundation, Guidance and Counselling, University of Calabar, Nigeria.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers self-efficacy Job satisfaction: Teacher gender, year of experience and job stress. *Journal of Educational Psychology*, 102(3), 741-756.
- Kreitner, R., & Klimick, A. (2014). *Organizational Behavior (Sixth Edition)*. McGraw hill/Irwin
- Kyriacou, C. (2011). Teacher stress directions for future research. *Educational Review*, 53(1), 27-35
- Maduabum, M. A. (2017). *Fundamentals of educational research*. Firstborn Printers.
- Melgosa, J. (2011). *Less stress*. Marpa Artes Graficas
- Nzeneri, I. S. (2012). *An introduction to research methods and statistics*. Abigal Associates.
- Robbins, S. P., & Judge, T. A. (2010). *Organisational behaviour (12th Ed.)*. Prentice Hall.
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teachers' self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611.
- Sundar, K., & Kumar A. P. (2012). A study on women employees in banks in Pondicherry. *Arth prabband: A journal of Economics and Management*, 1(9).

- Tiji, T (2010). Workplace stress and implication of corionary heart disease risk. Academy of Management.
- Troman, G., & Woods, P. (2011). *Primary teachers stress psychology press*.
- Tschannen-Moran, M & Hoy, A.W (2001). Teacher efficacy; capturing an elusive construct. *Teaching and teacher educations, 17(7), 783- 805*
- Unai, S. (2012). Professional stress of teachers, its indicators and coping attitudes. *Hacettepe Universities Wgitim Fakuitesi Dergisi, 19, 149-155*.
- Uzoeshi, K. C (2012). Everyday stress and its management. *Paragraphics Journal, 9(1), 686-688*.
- van Dick, R., & Wagner, U. (2011). Stress and strain in teaching: A structural equation approach. *British Journal of Educational Psychology, 71, 243*
- Welhrich, H., & Kootz, H. (2015). *Management: A global perspective*. Tata McGraw-Hill.
- Wellman, M. A. (2015). *Management stress and its management in Business Organisation*. Unpublished B.Sc. Undergraduate project (UNIPORT).

 © JSRE
