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OCCUPATIONAL STRESS AND TECAHERS' JOB EFFECIVENESS IN SECONDARY SCHOOLS IN THE NORTH CENTRAL STATES, NIGERIA

Mailumo Pius Iorwashima PhD
Department of Educational Foundations and Management
College of Education Katsina-Ala, Benue State Nigeria, West Africa, Africa
mailumopius50@gmail.com

ABSTRACT

This study investigated occupational stress and teachers' job effectiveness in secondary schools in North Central States, Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was adopted. The population of the study comprised 34,473 teachers in 1,949 public secondary schools in the North Central States of Nigeria. A sample of 1,034 teachers representing 3% of the population was selected from 58 public secondary schools using multi-stage sampling procedure. A 35-item structured questionnaire on a four-point rating scale titled "Influence of Teachers' Occupational Stress Questionnaire (ITOSQ)" and interview schedule were used for data collection. The instrument was validated by three experts. Reliability coefficient of 0.90 was obtained using Cronbach Alpha. Mean and standard deviation were used to answer research questions while Chi-square was used to test hypotheses at 0.05 level of significance. The findings indicated that stress due to excess workload and inadequate instructional materials has significant negative influence on teachers' job effectiveness in secondary schools in North Central States, Nigeria. Based on findings, recommendations were made.

Keywords: Occupational Stress, Teachers' Job Effectiveness, Excess Workload, Inadequate Instructional Materials

Introduction

One of the most disturbing issues in the Nigerian educational system is the issue of declining productivity among teachers at all levels of the educational system. The standard of education in Nigeria is fast declining, leading to falling standards in students' academic performance.

In this regard, teachers' job effectiveness can be inferred from their ability to impact knowledge and the performance of their students in external examinations such as WAEC, NECO, and JAMB. In spite of in-service training programmes organized for teachers, there has not been any noticeable improvement in their effectiveness.

Statement of the Problem

Occupational stress among teachers has become an issue generating serious discussion in the education industry. There is growing concern among stakeholders in the education sector over job ineffectiveness

among teachers, evidenced by poor performance of secondary school students in both internal and external examinations.

The indices of occupational stress in this study include excess workload and inadequate instructional materials. The researcher personally observed a case where a class teacher in Benue State collapsed and died right in the classroom while teaching, due to job stress.

Purpose of the Study

The purpose of this study is to investigate occupational stress and teachers' job effectiveness in secondary schools in North Central States, Nigeria. Specifically, the study seeks to:

Ascertain the influence of stress due to excess workload on teachers' job effectiveness in secondary schools in North Central States, Nigeria. Establish the influence of stress due to inadequate instructional materials on teachers' job effectiveness.

Research Questions

i. What is the influence of stress due to excess workload on teachers' job effectiveness in secondary schools in North Central States, Nigeria?
ii. What is the influence of stress due to inadequate instructional materials on teachers' job effectiveness?

Hypotheses

Ho1: Stress due to excess workload has no significant influence on teachers' job effectiveness in secondary schools in North Central States, Nigeria.

Ho2: Stress due to inadequate instructional materials has no significant influence on teachers' job effectiveness.

Methodology

Research Design: Descriptive survey research design was adopted.

Area of Study: North Central Zone of Nigeria comprising Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and FCT Abuja.

Population: 34,473 teachers in 1,949 public secondary schools.

Sample and Sampling: Multi-stage sampling. Sample of 1,034 teachers (3%) selected from 58 public secondary schools.

Instrument: 35-item structured questionnaire titled Influence of Teachers' Occupational Stress Questionnaire (ITOSQ) and interview schedule. Four-point rating scale: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, Very Low Extent (VLE) = 1. Mean cut-off point 2.50. Validated by three experts. Reliability 0.90 using Cronbach Alpha.

Method of Data Analysis: Mean and standard deviation to answer research questions, Chi-square to test hypotheses at 0.05, interview analyzed using frequency and percentages.

Results

Research Question 1: What is the influence of stress due to excess workload on teachers' job effectiveness?

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Table 3: Mean Ratings and Standard Deviation of Teachers on the Influence of Stress due to Excess Workload on Teachers' Job Effectiveness in secondary schools

Item No	Item Description	N	VHE	HE	LE	VLE	$\bar{X}$	SD	Decision
11.	Teachers who are allocated with too much workload may feel over stressed and not plan lesson note before going to teach the students which makes them ineffective in teaching.	1008	411	433	92	72	3.17	0.87	HE
12.	Overloading teachers with duties and teaching hours makes it difficult for them to plan and deliver lesson well.	1008	466	381	93	68	3.24	0.88	HE
13.	Overloading of teachers may result to a hurried lesson preparing which may negatively influence lesson delivery.	1008	436	412	77	83	3.19	0.90	HE
14.	Teachers who are given moderate work will be more relaxed and effective in their lesson preparation/delivery.	1008	410	387	90	121	3.08	0.99	HE
15.	Most teachers teach without making notes for their students because of excess work load, thus making them ineffective in teaching.	1008	514	412	51	31	3.38	0.74	HE
	Cluster mean and Standard Deviation						**3.21**	**0.88**	**HE**

Source: *Field Survey (2017).*

Data presented on Table 3 showed that item 11-15 mean ratings were 3.17, 3.24, 3.19, 3.08 and 3.38 with the corresponding standard deviations of 0.87, 0.88, 0.90, 0.99 and 0.74 respectively. Based on the criterion of 2.50 and above, it means that respondents agreed that teachers who are allocated with too much workload may feel over stressed and not plan lesson note before going to teach the students which makes them ineffective in teaching. They also agreed with the statement that overloading teachers with duties and teaching hours makes it difficult for them to plan and deliver lesson well. They agreed that overloading of teachers may result to a hurried lesson preparing which may negatively influence lesson delivery. They agreed that teachers who are given moderate work will be more relaxed and effective in their lesson preparation/delivery. In addition, they also agreed with the statement that most teachers teach without making notes for their students because of excess work load, thus making them ineffective in teaching. The cluster mean of 3.21 with the standard deviation of 0.88 was also found to be above the cut-off point of 2.50. This implies that stress due to excess workload negatively influences teachers' job effectiveness at high extent in secondary schools.

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Table 3a: Percentage Response of the Oral Interview on Influence of Stress due to Excess Workload on Teachers' Job Effectiveness in Secondary Schools

Themes	Frequency	Percent%
Standard of teaching is compromised	11	19.6
Scheme of work is not covered	8	14.3
Increases fatigue	16	28.6
A staff sometimes collapse	9	16.1
Ineffective assessment of students	7	12.5
Ineffective Lesson delivery	5	8.9
Total	**56**	**100.0**

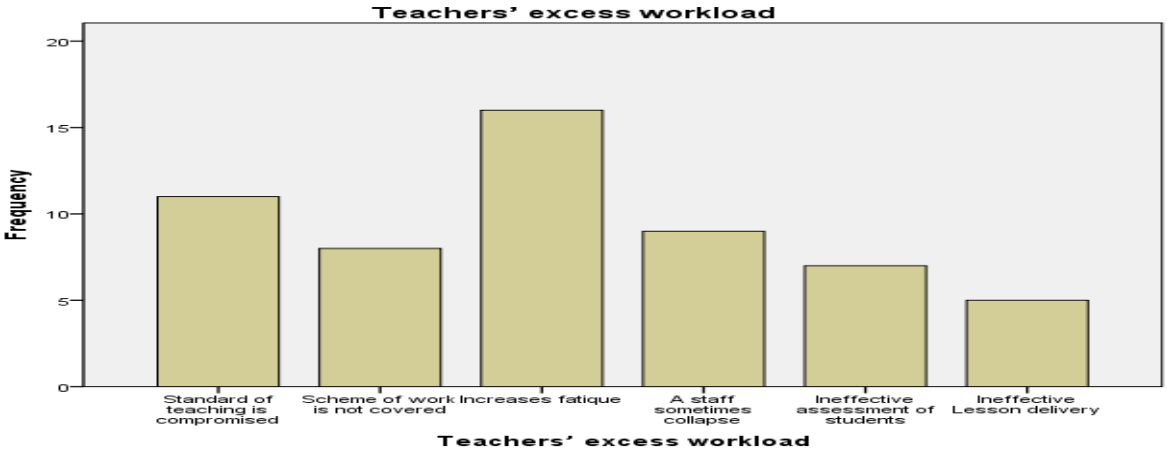


Figure 3: Bar chart of the Responses of the Oral Interview on Influence of Stress Due to Excess Workload on teachers' Job Effectiveness in Secondary Schools

Table 3a and figure 3 shows that the responses of the respondents in the interview schedule represented on the bar chart and frequency table showed stress due to excess workload result to standard of teaching been compromised 19.6%, 14.3% said that it result to scheme of work not being covered, 28.6% pointed out that it result to increased fatigue, 16.1% reported a staff sometimes collapse, 12.5% said it result to ineffective assessment of students while 8.9% said it leads to ineffective lesson delivery. From the result of the interview, it means that the views of the interviewee correspond with that on the questionnaire. This implies that more of the respondents agreed that stress due to excess workload influence teachers' job effectiveness in secondary schools

Research Question 4: To what extent does stress due to inadequate instructional materials influence teachers' job effectiveness in secondary schools?

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The data that provided answer to the research question are presented on table 4.

Table 4: Mean Ratings and Standard Deviation of Teachers on the Influence of Stress due to Inadequate Instructional Materials on Teachers' Job Effectiveness in Secondary Schools

Item No	Item Description	N	VHE	HE	LE	VLE	$\overline{X}$	SD	Decision
16.	Inadequate instructional materials increases teachers' stress and make it difficult for the teacher to achieve the subject objectives.	1008	453	328	99	128	3.10	1.02	HE
17.	Inadequate instructional materials increase teachers' stress which renders them ineffective in lesson delivery.	1008	429	411	101	67	3.19	0.87	HE
18.	Inadequate instructional materials increases teachers stress, thus, discouraging them in attending and delivering their lesson effectively.	1008	412	394	105	88	3.14	0.92	HE
19.	Inadequate instructional materials make teaching boring for teachers thus, reducing their effectiveness in lesson delivery.	1008	473	415	71	49	3.30	0.80	HE
20.	Most teachers feel stressed and compelled to leave other content of a subject when instructional materials are not adequately provided.	1008	401	427	94	86	3.13	0.90	HE
	Cluster mean and Standard Deviation						**3.17**	**0.90**	**HE**

Source: *Field Survey (2017).*

Data presented on Table 4 showed that item 16-20 were rated 3.10, 3.19, 3.14, 3.30 and 3.13 with the corresponding standard deviations of 1.02, 0.87, 0.92, 0.80 and 0.90 respectively. Based on the criterion of 2.50 and above, it means that respondents agreed that inadequate instructional materials increase teachers' stress and make it difficult for the teacher to achieve the subject objectives. They agreed with the statement that inadequate instructional materials increase teachers' stress which renders them ineffective in lesson delivery. They also agreed that inadequate instructional materials increase teachers stress, thus, discouraging them in attending and delivering their lesson effectively. They further agreed that inadequate instructional materials make teaching boring for teachers thus, reducing their effectiveness in lesson delivery. Moreover, they disagreed with the statement that most teachers feel stressed and compelled to leave other content of a subject when instructional materials are not adequately provided. The cluster mean of 3.17 with the standard deviation of 0.90 was also found to be above the cut-off point of 2.50. This implies that stress due to

inadequate instructional materials negatively influences teachers' job effectiveness at high extent in secondary schools.

Table 4a: Percentage Response of the Oral Interview on Influence of Stress due to Inadequate Instructional Materials on Teachers' Job Effectiveness in Secondary Schools

Themes	Frequency	Percent%
Many lecturers skip classes	15	26.8
Much time is spent for improvisation	13	23.2
Low standard of materials is improvised by teachers	12	21.4
Lesson is not well understood by students	9	16.1
Over explanation of concepts	7	12.5
Total	**56**	**100.0**

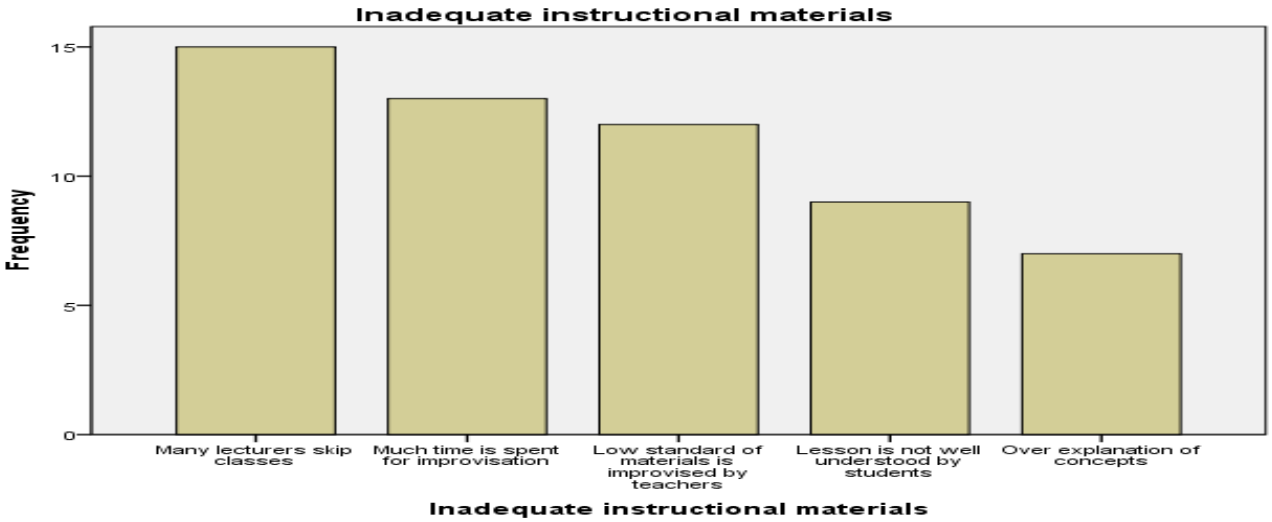


Figure 4: Bar chart of the Responses of the Oral Interview on Influence of Stress due to Inadequate Instructional Materials on Teachers' Job Effectiveness in Secondary Schools

Table 4a and figure 4 showed the analysis of the responses of the respondents in the oral interview on the influence of stress due to inadequate instructional materials on teachers' job effectiveness in secondary schools. The result showed that 26.8% of the respondents pointed out that many lecturers skip classes due to inadequate instructional materials, 23.2% said much time is spent for improvisation, 21.4% pointed out that low standard of materials is improvised by teachers, 16.1% said that lesson is not well understood by students and 12.5% said that over

explanation of concepts. Based on the views from the interview, it was concluded that stress due to inadequate instructional materials influence teachers' job effectiveness in secondary schools.

Discussion of Findings

The findings of this study revealed that stress due to excess workload has negative influence on teachers' job effectiveness. This finding agrees with Amusan and Olaniyi (2012) who found that workload contributes to teachers' stress.

Similarly, stress due to inadequate instructional materials negatively influences teachers' effectiveness. This agrees with Mpho (2013), Florence, Innocent, Ugochukwu and Deborah (2015) and Kayode, Adejare, Adeyinka, Iyabode and Kayode (2012) who found that conducive environment and adequate materials enhance effectiveness.

Conclusion

Based on the findings, it was concluded that stress due to excess workload and inadequate instructional materials have significant negative influence on teachers' job effectiveness in secondary schools in North Central States, Nigeria.

Recommendations

Government, parents, management and other stakeholders should make teachers' work environment more conducive and less stressful by providing good offices, canteen services, recreation centres, good principal-teacher relationship, quiet, cool and clean environment. Teaching Service Board, Ministry of Education and school management should ensure that adequate instructional materials are provided in schools, such as well-equipped libraries, laboratories, classrooms, furniture, computers and other teaching aids.

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