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JOB STRESS AS A PREDICTOR OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN EDO STATE

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ABSTRACT

The study investigated job stress as a predictor of teachers' job satisfaction in public secondary schools in Edo State. The study was guided by three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study comprised 2,746 teachers made up of 1,038 males and 1,708 females in the 670 public secondary schools in Edo State. A sample size of 824 teachers (311 males and 513 females) was drawn for the study using multistage sampling procedure. Two sets of instruments titled 'Teachers' Job Stress Scale (TJSSI)'' and ''Teachers' Job Satisfaction Scale (TJSSII)'' were used for data collection. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used to determine reliability of the instruments which yielded reliability coefficients of 0.83 and 0.80 for TJSSI and TJSSII respectively. The researcher together with four research assistants collected data for the study using the direct approach method and 98% return was recorded. Simple regression was used to answer the research questions and test hypotheses. The findings of the study revealed among others that job stress is a weak predictor of teachers' job satisfaction in public secondary schools in Edo State. Further results indicated that job stress is a significant predictor of male and female teachers' job satisfaction in public secondary schools in Edo State. Based on the findings, it was recommended among others that principals should conduct periodic surveys within their schools to determine the stress level of teachers' job and take remedial actions to help them cope with it and improve their job satisfaction.

Keywords: Job Stress, Teachers, Job Satisfaction, Gender, School

Introduction

A teacher is a person who is professionally trained for imparting knowledge to learners. According to Ajongakoh (2022), a teacher is a professional who educates, trains, transforms, facilitates and molds the minds

of younger generation and prepares them to be contributing citizens to themselves, their specific communities and the world at large. A teacher instructs, directs and imparts knowledge to learners to bring desirable change in their behaviour. Teachers are saddled with numerous responsibilities. Egbe-Okpenge, Adejoh, Emaikwu and Obinne (2020) noted that in some secondary schools, a single teacher is saddled with the task of coordinating daily activities such as ensuring orderliness, discipline and cleanliness of the students. Sequel to this, the authors stressed that the same teacher is expected to carry out his or her normal duties of teaching, marking students' scripts and assignments, classroom control, acting as the guidance counsellor and a host of other tasks. The teacher that performs these numerous responsibilities is bound to experience job stress.

Job stress is an experience of negative emotional and physical reactions arising from work-related conditions. Manjunath (2020) defined job stress as a condition of mental and physical exertion brought about by unpleasant elements or general features of the working environment. It is an unhealthy physiological and mental condition arising from work-related activities and responsibilities. Elujekwute, Uwalaka and Shir (2020) defined job stress as the destructive physical, mental and emotional reaction that transpires when staff personnel are work loaded with duties and also when there is a poor match between the work demands and their competencies. It is a negative reaction to high work demand. Contextually, job stress is a negative reaction of the body to work or teaching conditions that are beyond the physical and mental capacity of teachers. Job stress leads to tension, aggression and depression which affect the job satisfaction of teachers. Job stress occurs, when the requirements of a work mismatch the competencies needs and resources available to the teachers.

The teachers experience job stress from work situations that they cannot adequately cope with. Ogbudinkpa, Oluwalola and Sofoluwe (2022) pointed out that job stress occurs when members of staff feel physically or psychologically unable to handle the demands placed on them by their work environment. The physical or psychological capacity to cope with job demand may differ between male and female teachers due to the difference in their social and cultural roles. Gender is socially-constructed roles, ideologies and values that differentiate the behaviour of males and females. Kumari and Ahmad (2020) opined that the female teachers seem to frequently suffer more job stress than their male counterparts because they have to combine their teaching job with running a home and caring for their husbands and children. Furthermore, Kumari and Ahmad (2020) reported that a significant difference exists between male and female teachers in terms of their perceived occupational stress and job satisfaction. On the contrary, Asamoah-Gyimah and Amoako (2020) reported that there was no statistically significant difference between male and female

teachers with respect to stress experience on the job and their job satisfaction. Thus, it becomes imperative to investigate the gender of teachers in relation to their job stress and satisfaction. Teachers who are empowered to cope with stress could experience job satisfaction.

Job satisfaction is a pleasurable reaction arising from the nature and condition of work. Job satisfaction is a pleasant emotional state resulting from the teaching staff work experiences. Nwankwo and Ifeanyi (2021) defined teachers' job satisfaction as the pleasurable emotional feelings that members of the teaching staff have about their work. It is the teachers' feeling of gratification about their work. It is an intrinsic feeling of happiness with the nature of the teaching job. Wey-Amaewhule and Umor (2021) defined job satisfaction as a state of being happy and contented with their duties and showing the same by being devoted to the duties. Furthermore, Wey-Amaewhule and Umor stressed for a teacher to be satisfied with his or her work, such a teacher must be reasonably motivated. Teachers could be motivated to become satisfied with their job through regular capacity building programmes, timely promotion, participation in decision-making, rewards, improved mutual interpersonal relationship, welfare scheme, job security, and recognition among others. Contextually, teachers' job satisfaction is a positive mental and physical reaction of teachers to work experience and expectations in the learning institution.

Teaches' job satisfaction is derived from meeting their needs and expectations. In the same vein, Oduwole and Ekunday (2022) averred that teacher job satisfaction is a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. The authors stressed that a teacher who has high job satisfaction is perceived to have a high level of commitment to his or her work. Teachers could display job satisfaction by coming early to school and remaining in school till close of work, applying appropriate teaching methods, coverage of schemes of work and use of appropriate strategies during instructional delivery. According to Okaforcha and Okeke (2020), job satisfaction is being happy and contented with one's (teacher) duties and showing the same by being devoted to the duties. Teachers can express their job satisfaction by showing excellently performing their duties, excitement to embark on challenging tasks, desire to exceed previous job performance and commitment to their duties among others.

Some teachers tend to display positive attitude in performing their job over the years, especially in the area of instructional delivery and assisting students to learn in public secondary schools in Edo State. This is expatiated by Okosun (2024) who noted teachers show willingness to teach the learners, in cooperate students' personal interests into teaching, making themselves available to students on academic and other school engagement, sensitive to students' individual difference

and devotion of time to help them learn, and engaging them in in meaningful classroom activities connected to real-world experiences. However, it seems that there are some undesirable work attitudes displayed by some teachers who are possibly dissatisfied with their job in public secondary schools in Edo State. The habits of some teachers coming to work late, leaving early, procrastination in performing their duties, engagement in discussion with colleagues in staff room during instructional period and unwillingness to put in their best in teaching the students could be attributed to their job dissatisfaction in secondary schools in Edo State. To buttress this, Osolo and Oluwuo (2018) observed that some teachers are mostly not punctual to work, absent themselves most often from school, exhibit poor classroom management, fail to complete their scheme of work when due, give out notes to class representatives to dictate to the class probably due to their job dissatisfaction in secondary schools in Edo State. The contributing factors to job dissatisfaction could be high job stress. Osagie (2018) observed that some teachers experience job stress as a result of work overload, crowded class conditions, poor working conditions, lack of social support which lowers teachers' morale, increases fatigue and lessens teachers' job satisfaction in secondary schools in Edo State. It is against this background, that the researcher investigated job stress as a predictor of teachers' job satisfaction in public secondary schools in Edo State.

Statement of the Problem

The ideal work environment for teachers to effectively discharge their duties is expected to stress-free, healthy and supportive to improve their self-efficacy. In an ideal school environment, teachers could expect fair workload and flexible work schedules to minimize stress. However, some teachers experience negative emotional states such as anxiety, nervousness, anger, frustration, worry and depression probably due to work-related factors such as work overload, role ambiguity and conflict in secondary schools in Edo State. Anxiety and tension experienced by teachers in discharging their duties seems to contribute to the growing discontentment of teachers towards their job. Some teachers tend to display their job dissatisfaction through irregular attendance of classes, failure to mark the class attendance register, absenteeism and the desire to leave the teaching profession. This may account for the falling standard of secondary education in Edo State. Consequently, there may be increasing rate of unskilled manpower which endangers the economic, social, technological and political development of Edo State. These problems prompted the investigation into job stress as a predictor of teachers' job satisfaction in public secondary schools in Edo State.

Purpose of the Study

The purpose of the study is to investigate job stress as a predictor of teachers' job satisfaction in public secondary schools in Edo State. Specifically, the study sought to find out whether:

1. Job stress is a predictor of teachers' job satisfaction in public secondary schools in Edo State.
2. Job stress is a predictor of male teachers' job satisfaction in public secondary schools in Edo State.
3. Job stress is a predictor of female teachers' job satisfaction in public secondary schools in Edo State.

Research Questions

The following research questions guided the study:

1. What is the predictive value between job stress and teachers' job satisfaction in public secondary schools in Edo State?
2. What is the predictive value between male teachers' job stress and their teachers' job satisfaction in public secondary schools in Edo State?
3. What is the predictive value between female teachers' job stress and their teachers' job satisfaction in public secondary schools in Edo State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Job stress is not a significant predictor of teachers' job satisfaction in public secondary schools in Edo State.
2. Male teachers' job stress is not a significant predictor of their job satisfaction in public secondary schools in Edo State.
3. Female job stress is not a significant predictor of their job satisfaction in public secondary schools in Edo State.

Research Method

Correlational research design was adopted for this study. Correlational design is appropriate for this study because the researcher collected data from the given sample of teachers to determine self-efficacy, school climate and job stress as predictors of teachers' job satisfaction in public secondary schools in Edo State. The study was carried out in Edo State. Edo State is one of the thirty-six states in Nigeria located in South-south Nigeria. The choice of Edo State for the study was informed by the observed existence of hostile school environment, depression and job dissatisfaction among teachers probably caused by low self-efficacy, unfavourable school climate and high job stress.

The population of the study comprised 2,746 teachers made up of 1,038 males and 1,708 females in the 670 public secondary schools in Edo State. The sample size for the study is 824 teachers made up of 311 males and 513 females from 193 schools drawn using multiple sampling procedure. In the first stage, simple random sampling technique without replacement was used to draw 193 out of the 264 schools in the state. The exercise yielded 80 schools for Edo South Senatorial District, 41 Edo Central Senatorial District and Edo North Senatorial District. In the second stage, proportionate stratified random sampling technique was used to draw teachers from the sampled schools. The sampling exercise yielded a total sample size of 580 teachers (176 males and 404 females) from 80 schools in Edo South Senatorial District;

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104 teachers (48 males and 56 females) from 41 schools in Edo North Senatorial District and 140 teachers (87 males and 53 females) from 72 schools in Edo North Senatorial District.

Two sets of instruments titled ‘‘Teachers’ Job Stress Scale (TJSSI)’’ and ‘’Teachers’ Job Satisfaction Scale (TJSSII)’’ were used for data collection. The first instrument titled TJSSI which was adapted from Apeh, Usman and Idris (2020) which has two sections namely, A and B. Section “A” deals with the demographic variable of the respondents such as gender, while section B contains 13 items on teachers’ job stress. The original instrument has 18 items which were all restructured, seven items were expunged and two new items were added to the instrument. The second instrument titled TJSSII which was developed by the researcher from literature review and consultation of experts in the field of education has two sections namely, A and B. Section “A” deals with the demographic variable of the respondents such as gender, while section B contains 14 items on teachers’ job satisfaction. The two sets of instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively. The face validation of the instruments was determined by three experts who are lecturers in the Department of Educational Management and Policy and a specialist in Measurement and Evaluation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were used to produce the final version of the instruments that were used for data collection. The reliability of the instrument was established using Cronbach alpha method. Which yieled coefficient values of 0.83 and 0.80 for TJSSI and TJSSII.

The researcher with the help of four research assistants who are secondary school teachers in Edo State administered the instruments directly to the respondents using a direct approach for data collection. A total of 824 copies of instruments were distributed to teachers and 811 copies of questionnaires from 305 males and 506 females were properly filled and successfully retrieved, indicating 98 percent return rate. The copies of the instruments distributed, properly filled and successfully retrieved were used for data analysis. Data was analyzed using simple regression for answering research questions and testing hypotheses. For the research questions, the coefficient r and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows

Coefficient	Relationship
.00- .10 correlation	Negligible
.11- .39 correlation	Weak
.40- .69 correlation	Moderate
.70- .89 correlation	Strong
.90- .1.00 correlation	Very strong

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.80-1.00 High

For the decision on the hypotheses, where the p-value is equal to or less than level of significant value of 0.05, the null hypothesis was rejected but where p-value is greater than the level of significant value of 0.05, the null hypotheses was not rejected.

Presentation of Results

Research Question 1: What is the predictive value between job stress and teachers' job satisfaction in public secondary schools in Edo State?

Table 1: Simple Regression Analysis on Job Stress as a Predictor of Teachers' Job Satisfaction

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Job Stress	811	.364	.132	.131	.54406	Weak

It is revealed in 1 that the predictive coefficient value between job stress and teachers' job satisfaction is 0.364 with a coefficient of determination of 0.132. This shows that 13.2% variation in teachers' job satisfaction can be explained by job stress. The regression predictive coefficient r of 0.364 indicated that job stress is a weak predictor of teachers' job satisfaction in public secondary schools in Edo State.

Hypothesis One: Job stress is not a significant predictor of teachers' job satisfaction in public secondary schools in Edo State.

Table 2: Simple Regression Analysis on Job Stress as a Significant Predictor of Teachers' Job Satisfaction

Predictor	N	R	R^2	*F*	*P-value*	Remark
Job Stress	811	.364	.132	123.319	.000	*S

*Significant

A shown in table 2, the predictive coefficient value r is 0.364, while the r^2 is 0.132 showing that 13.2% variance in teachers' job satisfaction could be attributed to job stress. The *F* (1/811) =123.319 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, job stress is a significant predictor of teachers' job satisfaction in public secondary schools in Edo State.

Research Question 2: What is the predictive value between male teachers' job stress and their job satisfaction in public secondary schools in Edo State?

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Table 3: Simple Regression Analysis on Job Stress as a Predictor of Male Teachers' Job Satisfaction

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Job Stress	305	.319	.101	.098	.62102	Weak

Table 3 indicated that the predictive coefficient value between job stress and male teachers' job satisfaction is 0.319 with a coefficient of determination of 0.101. This shows that 10.1% variation in teachers' job satisfaction can be attributed to job stress. The regression predictive coefficient r of 0.319 indicated that job stress is a weak predictor of male teachers' job satisfaction in public secondary schools in Edo State.

Hypothesis 2: Job stress is not a significant predictor of male teachers' job satisfaction in public secondary schools in Edo State.

Table 4: Simple Regression Analysis on Job Stress as a Significant Predictor of Teachers' Male Job Satisfaction

Predictor	N	R	R^2	*F*	*P-value*	Remark
Job Stress	305	.319	.101	34.215	.000	*S

*Significant

Table 4 indicated that the predictive coefficient value r is 0.319, while the r^2 is 0.101 showing that 10.1% variance in male teachers' job satisfaction could be attributed to job stress. The *F* (1/506) = 34.215 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, job stress is a significant predictor of male teachers' job satisfaction in public secondary schools in Edo State.

Research Question 3: What is the predictive value between female teachers' job stress and their teachers' job satisfaction in public secondary schools in Edo State?

Table 5: Simple Regression Analysis on Job Stress as a Predictor of Female Teachers' Job Satisfaction

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Job Stress	506	.337	.113	.112	.49155	Weak

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It is revealed in 5 that the predictive coefficient value between job stress and female teachers' job satisfaction is 0.337 with a coefficient of determination of 0.113. This shows that 11.3% variation in female teachers' job satisfaction can be attributed to job stress. The regression predictive coefficient r of 0.337 indicated that job stress is a weak predictor of female teachers' job satisfaction in public secondary schools in Edo State.

Hypothesis Three: Female teachers' Job stress is not a significant predictor of their job satisfaction in public secondary schools in Edo State.

Table 6: Simple Regression Analysis on Job Stress as a Significant Predictor of Female Teachers' Job Satisfaction

Predictor	N	R	R^2	*F*	*P-value*	Remark
Job Stress	506	.337	.113	64.424	.000	*S

*Significant

A shown in table 6, the predictive coefficient value r is 0.337, while the r^2 is 0.113 showing that 11.3% variance in female teachers' job satisfaction could be attributed to job stress. The *F* (1/506) = 64.424 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, job stress is a significant predictor of female teachers' job satisfaction in public secondary schools in Edo State.

Discussion

The finding of the study showed that job stress is a weak predictor of teachers' job satisfaction in public secondary schools in Edo State. The anxiety, tension and unpleasant emotional reactions associated with work stress could be responsible for the weak prediction of teachers' job satisfaction in public secondary schools in Edo State. This is consistent with the finding of Aladwani (2021) which showed that there was low relationship between work stress and teachers' job satisfaction in public schools. This refuted the finding of Geetha and Poulose (2019) which showed that there was strong relationship between job stress and job satisfaction of teachers in special schools. Job stress is associated with difficulty in concentration, low morale and poor productivity that can contribute to the weak prediction of teachers' job satisfaction in public secondary schools in Edo State.

It was also indicated that job stress is a significant predictor of teachers' job satisfaction in public secondary schools in Edo State. This supported the finding of Aladwani (2021) which showed that there was a significant relationship between work stress and teachers' job satisfaction in public schools. This is also in line with the finding

of Reddy, Shailaja and Poornima (2020) which showed that occupational stress has significant relationship with job satisfaction of university lecturers. The teachers experiencing job stress could respond to it in a positive way that could account for the significant predictor of their job satisfaction in public secondary schools in Edo State.

It was showed that job stress is a weak predictor of male teachers' job satisfaction in public secondary schools in Edo State. Work stress has adverse impact on wellbeing and professional lives of male teachers which possibly responsible for the weak predictor of their job satisfaction in public secondary schools in Edo State. This finding is in concordance with the findings of Kumari and Ahmad (2021) which showed that occupational stress had weak relationship with job satisfaction of male teachers in private school. Work stress lead to anger, frustration and depression which could result in dissatisfaction with different aspects of work experience and conditions among male teachers.

It was also revealed that job stress is a significant predictor of male teachers' job satisfaction in public secondary schools in Edo State. This is in consonance with the finding of Mwakasangula and Mwita (2020) which showed that there was significant relationship between occupational stress and male teachers' job satisfaction. Job stress could male teachers to make better preparation for future tasks to get expected result that could lead to their job satisfaction in public secondary schools in Edo State.

The finding of the study showed that job stress is a weak predictor of female teachers' job satisfaction in public secondary schools in Edo State. This finding could be explained by the fact that female teachers who experience job stress suffer physical, emotional and mental exhaustion that might be associated with weak prediction of their job satisfaction. This result is in conformity with the finding of Kumari and Ahmad (2021) which showed that occupational stress had weak relationship with job satisfaction of female teachers in private school. Job stress could account for aggression and nervousness which lead to weak job satisfaction of female teachers. Job stress experience by female teachers is associated by health problems, sleep disorder, social deprivation and unpleasant feelings that can adversely affect their job satisfaction.

It was also indicated that job stress is a significant predictor of female teachers' job satisfaction in public secondary schools in Edo State. This is consistent with the finding of Mwakasangula and Mwita (2020) which showed that there was significant relationship between occupational stress and female teachers' job satisfaction. Job stress could help female teachers adapt to new work situations which could explain the significant predictor of their job satisfaction public secondary schools in Edo State.

Conclusion

Based on the findings, the conclusion drawn is that job stress is weak positive and significant predictors of teachers' job

satisfaction in public secondary schools in public secondary schools in Edo State. Highly stressful and demanding responsibilities create unfavourable work attitude which contribute to job dissatisfaction of teachers. Teachers with high levels of work stress are bound to be dissatisfied with their job.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Ministry of Education should conduct periodic awareness campaign through mass media to sensitize teachers on how to manage job stress to improve their job satisfaction.
2. Principals should conduct periodic surveys within their schools to determine the stress level of teachers' job and take remedial actions to help them cope with it and improve their job satisfaction.

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