RELATIONSHIP BETWEEN WORK - RELATED STRESS AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NORTH-WEST ZONE, NIGERIA

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DECLARATION

I declare that the thesis entitled '**Relationship between work- related stress and job satisfaction among secondary school teachers in North West Zone, Nigeria**, has been carried out by me in the Department of Physical and Health Education. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Aishat Bashir _____ **Signature** _____ **Date**

CERTIFICATION

This thesis entitled **"RELATIONSHIP BETWEEN WORK- RELATED STRESS AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NORTH WEST ZONE, NIGERIA"** by AISHAT BASHIR meets the regulations governing the awards of Doctor of Philosophy in Health Education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

The purpose of this study was to assess relationship between work- related stress and job satisfaction among secondary school teachers in North-West Zone, Nigeria. To achieve this purpose, the variables assessed in this study include physical environment, psychological, socio-economic, and health in relation to work- related stress and job satisfaction among public secondary school teachers. Ex-post facto research design was used for the study. A self-developed questionnaire with six statements on each of the variables investigated was vetted by the supervisors from the Department of Physical and Health Education. A pilot study was conducted to test the reliability of the instrument. The data collected were coded and analysed for reliability and internal consistency using Statistical Package for the Social Sciences (IBM Version 23).Cronbach's Alpha was .915, Spearman Brown Equal and Unequal Length was .781, and Guttman Split- Half test of .715 were used to further determine the validity and the reliability of the instrument. The instrument was then administered on six hundred and sixty five (665) teachers from twenty-eight (28) sampled public secondary schools from 14 Senatorial districts in North-West Zone, Nigeria through random sampling procedure while 613 were retrieved and used. The data collected were statistically analyzed thus: for the demographic variables, frequencies and percentage, mean and standard deviation, were used to analyze work related stress and job satisfaction among secondary school teachers in North West Zone, Nigeria. Pearson product moment correlation coefficient was used to test the formulated hypotheses 3,4,5,6. One simple t-test was used for sub-hypotheses 1& 2 to establish the significance of the expressed opinion on the investigated variables of stress and job satisfaction. All hypotheses were tested at 0.05 level of significance. The findings reveal that the teachers are highly stressed and this has affected their job satisfaction, On the findings, physical environment, psychological, Socio-economic and Health work-related stress are significantly correlated with teachers' job satisfaction in North West Zone. It was concluded that State ministries of education and the school management should improve on provision of facilities and equipment for conducive teaching and learning environment. It was further recommended that the Federal and State Ministries of Education should ensure immediate review and improvement of condition of services in terms of wages, incentives and develop a policy on stress management to guide the induction, operations and counselling of teachers at all levels in their day to day duties, to enhance teaching.

TABLE OF CONTENTS

Title Page		i
Declaration		ii
Certification		iii
Acknowledgements		iv
Abstract		v
Table of Contents		vi
List of Tables		ix
Appendices		x
Abbreviations		xi
Operational Definition of Terms		xii

CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	5
1.3	Purpose of the Study	7
1.4	Research Questions	8
1.5	Significance of the Study	9
1.6	Basic Assumptions	9
1.7	Research Hypotheses	10
1.7,1	Major Hypotheses	10
1.7.2	Sub-Hypotheses	10
1.8	Delimitation of the Study	11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 12

2.2 Concept of Stress 13

2.3 Concept of Job Satisfaction 17

2.4 Theoretical Framework 22

2.5 Physical Environment Work-Related Stress and Job Satisfaction 26

2.6 Psychological Work-Related Stress and Job Satisfaction 28

2.7 Socio-Economic Work-Related Stress and Job Satisfaction 33

2.8 Health Work-Related Stress and Job Satisfaction 37

2.9 Empirical Studies 42

2.10 Summary 52

CHAPTER THREE: METHODOLOGY

3.1 Introduction 55

3.2 Research Design 55

3.3 Population for the Study 55

3.4 Sample and Sampling Procedures 56

3.5 Instrumentation 58

3.6 Validity of the Instrument 58

3.7 Pilot Study 59

3.8 Procedure for Data Collection 60

3.9 Procedure for Data Analysis 61

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction 62

4.2 Results 62

4.3 Answering the Research Questions 64

4.4 Test of Hypotheses 71

4.5 Discussion 77

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary 82

5.1.1 Summary of Major Findings 83

5.2 Conclusions 84

5.3 Limitations of the Study 84

5.4 Recommendations 85

5.5 Contribution to Knowledge 86

5.6 Suggestions for Further Studies 86

References 87

Appendices 98

LIST OF TABLES

Table 3.1:	States, Senatorial Districts, Public Secondary Schools Selected and Sampled Teachers	57
Table 4.1:	The Respondents' Demographic Characteristics	63
Table 4.2:	Mean Scores of the Teachers on Work- Related Stress in the Schools	65
Table 4.3:	Mean Scores of the Teachers on Job Satisfaction in the Secondary Schools	66
Table 4.4:	Mean Scores of Teachers on Physical Environment in the Secondary Schools	67
Table 4.5:	Mean Scores of Teachers on their Psychological Status in the Secondary Schools	68
Table 4.6:	Mean Scores by the Teachers on their Social Economic Status in the Public Secondary Schools	69
Table 4.7:	Mean Scores of Teachers on their Health Status in the Secondary Schools	70
Table 4.8:	Correlation between Work Related Stress and Job Satisfaction of the Teachers	71
Table 4.9:	One Sample t-test on Work- Related stress among secondary School teachers in North West, Nigeria	72
Table 4.10:	One Sample t-test on Job Satisfaction among Secondary School Teachers in North West, Nigeria	73
Table 4.11:	Correlation between Physical Environment of the Schools and Teachers' Job Satisfaction in the Public Secondary Schools	74
Table 4.12:	Correlation between Psychological Status of the Teachers and their job Satisfaction in the Public Secondary Schools	75
Table 4.13:	Correlation between Social Economic Status of Teachers and their Job Satisfaction in the Secondary Schools	76
Table 4.14:	Correlation between Health Status of Teachers and their Job Satisfaction in the Public Secondary Schools	76

LIST OF APPENDICES

Appendix I:	Questionnaire: Instrument to Respondents	98
Appendix II:	Request to Vet Questionnaire	101
Appendix III:	Request to Administer Questionnaire	102
Appendix IV:	Reliability Output	103

ABBREVIATIONS

P.E	Person - Environment
ABS	Australian Bureau of Statistics
NUT	Nigerian Union of Teachers
EI	Emotional Intelligence
NCE	National Certificate in Education
HND	Higher National Diploma
GSR	Galvanic Skin Resistance
EMG	Electromyogram
PPMC	Pearson Product Moment Correlation

OPERATIONAL DEFINITIONS

These terms are operationally defined as follows:

Stress: 'a state of affairs involving demand on physical or mental energy'

Work-Related Stress: Is a condition where work related factors interact with the worker to change (disrupt/enhance) his or her psychological or physiological conditions, so that the person's mind and or body is forced to deviate from its normal way of functioning.

Job Satisfaction: the pleasure, satisfaction and fulfilment a teacher derives from day-to-day activities in his\her School.

Physical Environment Stressors of Teachers: dilapidated classroom and teachers houses, smelly environment, large classes, outdated textbooks, too much work load.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The complexities of life, both private and public have made stress to be an inevitable health concern in humans. The individual at work is always faced with some form of painful experience which results in stress that could either be a damaging factor to the individual's health and productivity. The extent to which teachers are satisfied with their job and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006). A job may require too much or too little from a person. Almost any aspect of the job environment is capable of producing stress. Ceasar, Chinedu & Kuttickattu (2014), state that like all formal organisations, the school system has specific administrative tasks and functions to be performed by the teachers. In the field of management, Reglin and Reitzammer (2008) describe the functions of teachers as that of facilitating teaching and learning in the school system.

Stress is a common feature in our lives, especially as the pace of development increases with the ever-changing demands in human lives. Work is a common term which is applied for all sorts of occupation and it is a basic condition for most people and is an important component of the atmosphere for human survival (Ceasar, Chinedu & Kuttickattu, 2014). Stress as well as job satisfaction act as major elements in 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 or tension or strain in the body or mind if there is no release or outlet for the pent-up feelings.

Secondary school teachers are those who work and teach students in the public or private secondary schools. They are teachers who work as counselors and conduct classes in academic subjects, provide skilled knowledge such as sport, drawing and sewing as well as guiding students to learn and get new knowledge. The Educational Management Information System (2010) reports that the number of secondary school teachers had been on the increase, as well as the number of students but the secondary school teachers are yet to fulfill the demands even though the statistics of teachers had increased in these few years.

The teaching profession has been categorized as an occupation at high risk for stress (Zindi, 2002). The Health and Safety Executive (2000), in the United Kingdom reports that teaching is the most stressful occupation, compared to other occupations. Child (2007) observes that the changes in education system causes stress which affects teachers' motivation. He emphasized that the introduction of so many innovations into school life, such as, more detailed and time-consuming methods of assessment, more administration and committee meetings within the school have all conspired to increase tension in teaching. Teachers stress is defined as an experience in teachers' behaviour which has unpleasant negative emotions; such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). The amount of research on teacher's stress has increased steadily and has now become a major research topic in many countries.

According to Chan, Chen and Chong (2010), workplace stress is the harmful physical and emotional responses that can happen when there is a conflict between job

demands on the employee and the amount of control an employee has over meeting these demand. In addition, work stress can be defined as the nonspecific response of the body to any demand made upon it. It is assumed to be an internal state or reaction to anything we consciously or unconsciously perceive as a threat, either real or imagined (Venkata & Lokanadha, 2014).

In addition, Robbins (2001) defines stress as a condition in which the individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress can be experienced by environmental effect, organizational factors, and individual variables (Matteson & Ivancevich, 1999; Cook & Hunsaker, 2001). Occupational stress is concerned with working environment or their nature of work that causes each individual suffering stress (Rohany, 2003). Whereas, Leka, Griffiths & Cox (2004) refer to occupational stress as the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.

Venkata & Lokanadha (2014) opine that work stress occurs among secondary school teachers due to the fact that they cannot meet up with the ever-changing demands and rigours of changing curriculum in the school, personal and environmental problems. It is also one important factor that affects how they are committed with school and how this affects their performances and output in school. In the era of globalization, occupational stress among secondary school teachers can be as a widespread problem in the world. In the view of Chan, Chen & Chong (2010), the phenomenon of work stress in teaching field had been drawing adequate attention and increased contemplation by public.

Job satisfaction refers to the fulfillment a teacher derives from day-to-day activities in his/her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work (Judge, Thoresen, & Patton, 2001). Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler, 1973). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job.

The term 'job satisfaction' was first utilized by Hoppock (1935), referring to it as a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. A job is not merely life sustaining but life-enhancing and enriching because most people continue to work even if their economic needs are met, suggesting that for most people, work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived from working with other people.

Teacher stress seems to be a universal phenomenon in both developed and developing countries; a phenomenon that has been recognized for over more than 25 years and across many countries (Borg & Riding, 1991; Brown & Ralph, 2002; Kyriacou, 1998, 2002; Kyriacou & Laughlin, 1984). Generally, the combination of high demands in a job and a low amount of control over the situation can lead to stress. Job related stress is a serious problem that can contribute to negative effect on people's health and society in general.

However, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction

has ripple effects on students' academic growth. According to Umme (1999), a significant relationship was found between teacher's attitude towards teaching and job satisfaction. When teachers have job satisfaction, they tend to teach well.

The widely held belief in Nigeria is that there is generally low teacher satisfaction (Businge, 2011) and low morale amongst Nigerian schoolteachers (Daily Trust, 2010). According to Kayode (2012), some factors reported to be contributing to job satisfaction or dissatisfaction include: salary structure, working conditions, attitude of parents, students' attitudes toward learning, loss of job and lives, promotion, workload. Furthermore, most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards.

The belief held in most quarters in Nigeria is that the only factor that contributes to teacher job satisfaction or dissatisfaction is the quality of teachers' take-home pay. For example, when making suggestions on how to improve the educational system, the president of the National Union of Teachers (NUT) said, "Government…must develop a…remuneration and reward system that will promote job satisfaction" (Komolafe, 2010). Job satisfaction and job-related stress are twin sisters which have positive and negative impact on job efficiency but work-related stress have a far more great negative impact which is affecting the level of output among teachers in all institutions of learning especially at the secondary school level.

1.2 The Statement of the Problem

Teaching is a unique job that brings about a positive change in the attitude of students and also assists them to acquire knowledge and skill. The desire to help extend education and skills shows teachers' commitment to educational objectives.

The progress of a nation is limited to its productive capacity, which in turn depends upon the calibre of its secondary education. The education system in general and the secondary education system in particular are instruments to develop the human capital as economic assets for wealth generation and also as social assets for improving the quality of the life of the people. The education system should provide scope for understanding several major socio-economic changes affecting the society that include global economic integration, national economic reforms, changing demographic pattern, increased school's enrolment, increased drop-out rate, social norms, increasing environmental consciousness, changing family finances, demands of labour market.

According to studies carried out in recent times, findings reveal that teachers in Nigerian schools are stressed and this has drastically reduced their level of performance and output (Adebola & Mukhtari, 2014). Studies carried out by Salami (2005) and Oyewumi, Ibitoye, & Sanni (2012) support the fact that there are work- related stress and job satisfaction among teachers. They further state that the teaching profession in Nigeria is replete with teachers who do not have job satisfaction. Furthermore, Salami, (2005) opines that many of the teachers are overloaded with work due to high ratio of pupils to teachers and lack of relevant working facilities. These teachers had been reported to be working in stressful environments with stressful equipment (such as using outdated textbooks, broken machines, teaching practical subjects without the basic equipment, tight schedules for meeting datelines, the ever-changing curriculum which put most of the teachers on their toes to cope or lose their jobs) (Adesoji, 2004; Salami, 2005, 2009). Moreover, a shrinking job market, and the downsizing of organizations also contribute to teachers' stress (Adesoji, 2004). Jarvis (2002) observes that teachers are highly stressed and that stress imparts greatly on teacher retention.

Teachers are often pressured at preparing daily and monthly lesson plan. Teaching in Nigeria, has become more challenging than ever due to transformation that Nigeria desires to be a fully developed nation in the nearest future. As a result, Nigerian teachers are facing work stress to fulfill the demand of training future skilled and talented students in order to be a fully developed nation by the year 2020.. Teaching jobs are structured in such a way that a worker is simultaneously exposed to both overload and acute time pressure. Generally, people under stress express their frustration through some common ways like excessive criticism of government, management and displaying inability to get along with others (Brown, 2012). At the same time, teachers are required to improve themselves in terms of creativity, innovations and critical thinking in order to cope with the advancement in the science and technology (Jaiyeoba & Jibril, 2008). The researcher has observed with dismay over the years that teachers are stressed and sometimes retire prematurely. The researcher is not really certain what is responsible for this. It is against this background that the researcher was prompted to find out if physical environment, psychological, socio-economic and health work related stress affects job satisfaction and to know the relationship between works- related stress and job satisfaction among secondary school teachers in North-west zone of Nigeria.

1.3 Purpose of the Study

The purpose of the study was to assess the relationship between work related stress and job satisfaction among secondary school teachers in North West zone of Nigeria. Specifically, the study sought to assess:

1. To determine if teachers in public secondary schools experience work related stress.

2. To find out if teachers in public secondary schools are satisfied with their job in North-West Zone of Nigeria.
3. To Investigate if physical environment of teachers is related to job satisfaction in secondary schools in North West zone of Nigeria.
4. To assess if psychological status of the teachers is related to job satisfaction in secondary schools in North West zone of Nigeria.
5. To determine if socio-economic status of the teachers is related to job satisfaction in secondary schools in North West zone of Nigeria.
6. To assess if health status of the teachers is related to job satisfaction in secondary schools in North West zone of Nigeria.

1.4 Research Questions

This investigation was conducted to answer the following research questions:

1. Do teachers of public secondary schools experience work related stress in North-West zone of Nigeria?
2. Does teachers of public secondary schools satisfied with their job in North West Zone of Nigeria?
3. Does physical environment of the teachers enhance job satisfaction in North West Zone of Nigeria?
4. Does work-related psychological stress of teachers relate to job satisfaction in North West zone of Nigeria?
5. Does socio-economic status of the teachers relate to job satisfaction in North West zone of Nigeria?
6. Does the health status of teachers relate to job satisfaction in North West Zone of Nigeria?

1.5 Significance of the Study

The study will be significant as follows;

i. Provision of a platform for the Ministry of Education, School Administrators to be conversant with the existence of work related stress among teachers and implement positive measures that will change conditions and behavior in secondary schools in North West Zone of Nigeria.

ii. The study will assist Health educators to create awareness among teachers on work stressors and their management.

iii. It will encourage the government to promote effective motivation through increase of wages that will create job satisfaction for teachers which will enhance their performance and adequate service delivery.

iv. The study will serve as a guide to education planners and health educators to find a way of minimizing the effect of these stressors for effective performance and output of teachers in public secondary schools in North West Zone of Nigeria.

v. This study will serve as reference for future researchers interested in stress and job satisfaction among secondary school teachers in other parts of Nigeria.

1.6 Basic Assumptions

This study was based on the following basic assumptions:

a. That teachers in public secondary school in North West Zone experience work related stress.

b. That teachers in public secondary schools in North West Zone lack job satisfaction.

c. That Physical environment relates to job satisfaction to secondary school teachers

d. That Psychological status of the teachers relates to job satisfaction.

e. That socio economic status of the teachers relates to their job satisfaction.

f. That health status of the teachers relates to job satisfaction.

1.7 Research Hypotheses

On the basis of the research questions, one major hypotheses and six sub-hypotheses were formulated for the purpose of this study as follows;

1.8 Major Hypothesis

There is no significant relationship between work-related stress, physical environment, psychological, socio-economic and health status of secondary school teachers in North West Zone of Nigeria and job satisfaction.

1.9.1 Sub-Hypotheses

i. There is no significant work- related stress among secondary school teachers in North West Zone of Nigeria.

ii. There is no significant job satisfaction among secondary school teachers in North West Zone of Nigeria.

iii. The physical environment of the teachers is not significantly related to job satisfaction in public secondary schools in the North West Zone of Nigeria.

iv. The psychological work- related stress of the teachers is not significantly related to job satisfaction in public secondary schools in North West Zone of Nigeria.

v. The socio-economic work-related stress of teachers is not significantly related to job satisfaction in public secondary schools in North West zone of Nigeria.

vi. The health work-related stress of the teachers is not significantly related to job satisfaction in public secondary schools in North West Zone of Nigeria.

1.10 Delimitations of the Study

This study was delimited to:

Relationship between work- related stress and job satisfaction among secondary school teachers in the North West Zone of Nigeria.

The study include only teachers in the public secondary schools in North West Zone of Nigeria.

It also covered variables like physical environment, psychological, socio-economic and health.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is an important pre-requisite for actual planning and execution of any research work. The present chapter embodies a brief review of the researches done in the area related to the present investigation. A particular thing should not be neglected because it is of past and a new one should not be accepted because of its newness. It is only with the reference to old that a new thing can be learned. Alternatively, it is necessary to connect previous knowledge with the new idea to be grasped.

The review of related literature provides the necessary background information on the work-related stress, job satisfaction amongst secondary school teachers. In an attempt to achieve the purpose of this study, the related literature for this study is reviewed under the following sub-headings:

2.2 Concept of Stress

2.3 Concept of Job Satisfaction

2.4 Theoretical Framework

2.5 Physical Environment Work Related Stress and Job Satisfaction

2.6 Psychological Work Related Stress and Job Satisfaction

2.7 Socio-economic Work Related Stress and Job Satisfaction

2.8 Health Work Related Stress and Job Satisfaction

2.9 Empirical Studies

2.10 Summary

2.2 Concept of Stress

Stress is one of the main problems affecting teachers these days all over the world. Although, this phenomenon is well- known and has also received huge research attention, it nonetheless, remains very difficult to define. According to Onchwari (2010), stress is the non-specific response of a human body to any demand made upon it. Stress must be understood as that unavoidable aspect of our everyday work life and even the individual's domestic situations. Austin, Shah, S.&Mincer. (2005) contend that stress is the totality of the responses to the individual's environmental demands and pressures. Stress is also a combination of physiological and psychological reactions that negatively affects individuals as a result of the conditions in their environment (Okeke and Dlamini 2013; Dlamini, Okeke, & Mammen 2014). However, not all stressful situations produce negative outcome. Studies suggest that the body often requires a response to certain kinds of stressful conditions to be able to perform efficiently (Al-Mohannadi & Capel 2007; Akhlaq, Amjad, Mehmood, Hassan, & Malik 2010).

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 on tension or strain in the body or the mind if there is no release or outlet for the pent-up feelings. Stress collapses everything, has a prominent place in the minds of millions. It is a silent killer in the modern age.

The word “stress” is defined as “a state of affairs involving demand on physical or mental energy”. In medical parlance “stress” is defined as a perturbation of the body’s homeostasis. Extreme stress conditions are detrimental to human health, but in moderation stress is normal and in many cases, proves useful. An occupational stress can be caused by too much or too little work, time pressure and deadlines, fatigue from physical strains of work environment, excessive travelling, long hours, having to cope with changes in work (Lewis, 1999).

An occupational stress is any force that pushes a psychological or physical factor behind its range of stability, producing a strain within the individuals. Knowledge that stress is likely to occur constitutes a threat to the individual. A threat can cause a strain because of what it signifies to the person. As occupational stress begins to take toll on the body and mind, a variety of symptoms can result (Farooq, 2003).

Working in organisations not only provides individuals with life sustaining income but also exerts its own pressures on them. This can ultimately have negative consequences both for achieving the goals of the organisation and meeting the needs of the individuals working in them. Thus, the work environment is a source of social and psychological stress, which has harmful effects on the well-being of the employees. Stress in general and occupational stress in particular is universal and frequently disabling human phenomenon. Stress arising at work has detrimental effect on the behaviour of people, which ultimately results in personal and organizational inefficiency. Occupational stress can be described as a condition where occupation related factors interact with the worker to change (disrupt/enhance) his or her psychological or physiological condition, so that the person’s mind and/or body is forced to deviate from its normal way of functioning. (Okeke, & Dlamini, 2013) It is a commonly held belief

that teaching can be a highly stressful profession (Jarvis, 2002). This is supported by national survey data from the United Kingdom (Dunham & Varma, 1998; Travers & Cooper, 1996). Travers and Cooper (1996) found that one quarter of the 1,790 teacher surveyed, from a cross-section of schools reported that they regarded their profession as very or extremely stressful. The National Union of Teachers (NUT) reports that stress is one of the biggest problems facing teachers, and that is the main health and safety concern in four out of five schools studied (NUT, 2013). Compared to other occupational groups (e.g., doctors, dentists, nurses) teachers experience low job satisfaction and poorer mental health, such as anxiety and depression (Travers & Cooper, 1996).

Stress is the general term used for abnormal pressure reaction that people are exposed to in life. Stress, may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person (Griffin, 2000). When a person feels insufficient in dealing with demands and challenges faced in life, he or she experiences stress. Being harmed by this situation or taking advantage of it mainly depends on the person because stress may either be a factor threatening the organism physically or psychologically or a power which gives energy in dealing with life (Muthuvelayutham & Mohanasundaram, 2012) giving rise to physical, mental, emotional and social reactions. Sources of stress may be classified as individual, organizational and outside organization (Gupa, 1981; Keitter &Kinick, 1992) or it is possible to divide them into two groups as individual and organizational components (Nahavandi & Malekvadeh, 1999; Smiith& Milstein, 1984). Organizational stress, which is also called professional stress, is the interaction between working conditions and the working person in environments in which the work demand exceeds the skills of the worker (Ross & Atmaler 1994). Organizational stress, is also

called professional stress, and the elements that cause stress in organizations are environmental factors and the behavior formed as a result of the pressure of these elements on the individual (Amason, Allen, & Holmes, 1999). These factors may be monotony, change of technology, excessive work load, job security, ergonomy, management problems (Cooper and Davidson, 1987; Sutherland & Cooper, 1990), the hindrance of the drive of success, personal ambitions, the lack of harmony between person-role (Yates, 1989) and individual characteristics of feeling of insufficiency Shortly, organizational policies, the structure and the climate of the organization, physical conditions and process are the basic factors of stress in the organization (Luthans, 1994). In addition, cultural and geographical factors such as climate and religion may shape factors of stress (Cooper & Davidson, 1987). Stress in working people results in various feeling such as worry, fear and depression (Margolis, Kroes, & Quinn, 1974). The first symptoms of stress in workers are; laziness, absenteeism at work and the decrease in performance and production (Furnhman 2005).

However, a bit of stress is necessary to gain outstanding success. Because of this, successful people are those who convert their stress to creative energy and creative power (Kruger, 1993). Some experts argue that those who work in a moderate level of stress work with a higher performance (Steers, 1981). Besides, a moderate level of stress may have a motivating effect if the individual's comprehension of roles is positive (Hargrove, Quick, Nelson, & Quick, 2011). Each profession causes a specific level of stress. However, teaching is one of such professions that causes more stress compared to other professions. Stress affects both the teacher and the learners in the teaching process, (Forlin, Douglas & Hattie, 1996). Kyriacou (1987) who has carried out varied studies on teacher stress, defined teacher stress as the experiencing of unpleasant feelings such as

depression, anger, worry, irritableness and tension which are formed as a result of working as a teacher.

Some researchers have found that job stress particularly role stress and other role-related problems were moderately to highly correlate with stress, severe or more severe has an impact on teachers and other workers' output. (Bakker,Demerouti & Verbeke, 2004); Thomas & Jankau, 2009). They further report increased stress levels and attributed teacher stress to heavy workload, time pressure, education reforms, and external school review, pursuing further education and managing students' behaviour and learning. Stress whether mild, of a worker positively if it is mild and can affect output negatively of teachers is severe and extremely severe.

2.3 Concept of Job Satisfaction

In any education system, the secondary level is a very important stage as it is a link between the elementary and higher education. Secondary School teachers have to work hard to prepare the young students for future education. If they are not given due reward for their services, their satisfaction level decreases and they will be unable to perform their duty properly. According to Bavendam (2000) job satisfaction of teachers is too important because their attitude towards job affects the learning process of the students. Only satisfied teachers can perform well in the classrooms and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process. Their retention rate also becomes higher.

According to Newstrom (2007), "job satisfaction is a set of favourable or unfavourable feeling and emotions with which employee view their work and the supervisors need to be alert about employee job satisfaction level". Job satisfaction refers to the feeling and emotions of employees in an organization. It includes the behaviour pattern of people

that can be favourable or unfavourable. The progress of work is directly related to job satisfaction. If employees are not satisfied with their jobs, the overall progress of system is affected.

There are two types of factors affecting the job satisfaction, situational characteristics and situational occurrences: these are considered as major factors of job satisfaction. Situational characteristics are salary, supervisory practices, working environment and promotion, whereas situational occurrences are either positive like extra vacation time, rewards, or negative like faulty equipment (Quarstein, McAfee, & Glassman, 1992). Another view is that job satisfaction is a behaviour that shows the satisfaction level of an individual at their work place (Griffin, 2000).

Teachers who are satisfied with their jobs usually have a high degree of professional competence and the effectiveness of an educational system depends largely on the job satisfaction of teachers in the system. This study therefore is to find out the relationship between work-related stress and job satisfaction and how the work related stress and job satisfaction have affected the work output among senior secondary school teachers in Nigeria. Also, this study is embarked upon to highlight the aspects that can bring about differences in work related stress as well as job related satisfaction among secondary school teachers in Nigeria. Again there are differences in level of work related stress as well as job satisfaction and furthermore, there are differences in gender which makes it possible for differences to arise in work related stress or job satisfaction among secondary school teachers in Nigeria, thus this present study is out to investigate the assessment of work related stress and job satisfaction among secondary school teachers in North-West zone of Nigeria. Job satisfaction refers to the fulfillment a teacher derives from day-to-day activities in his/her job. A teacher who has high job

satisfaction is perceived to have a high level of commitment to his/her work (Judge, Thoresen, & Patton, 2001). Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler, 1973). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. For Norton and Kelly (1997), factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks.

However, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. According to Umme (1999), a significant relationship was found between teacher's attitude towards teaching and job satisfaction. When teachers have job satisfaction, they tend to teach well.

However, the widely held belief in Nigeria is that there is generally low teacher satisfaction (Businge, 2011) and low morale amongst Nigerian schoolteachers (Daily Trust, 2010 and Kayode, 2012). Furthermore, most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards. In other words, the belief is that the only factor that contributes to teacher job satisfaction is the quality of teachers' take-home pay. For example, when making suggestions on how to improve the educational system, the president of the National Union of Teachers (NUT) said, "Government must develop remuneration and reward system that will promote job satisfaction" (Komolafe, 2010).

According to Locke (1969) job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook & Hepworth, 1981). For example, job satisfaction among teachers in higher secondary level schools, where students/ principal, typically have closed working relationships with their teachers may be influenced by the teachers' assessment of top management.

Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression about one's job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general). Job satisfaction is also an extension over a staff member that has favorable or positive feeling about work or the work environment. It refers to the employee's reactions towards their work experiences and work situations in an organization (De-Nobile 2005).

Smilansky (1984) observes teachers' work satisfaction and reveals that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

Judge, Thoresen, & Patton (2001) opine that teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching. Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. Concerning the job satisfaction (Borg & Riding 1991), 67.7% of the respondents answered that they were either fairly satisfied or very satisfied with their job. In addition,

significant interactions were noted for gender and type of teaching post, between curriculum/subjects taught and size of school. Also, female teachers who had teaching duties only were more satisfied than male teachers who had additional responsibilities in addition to their teaching duties. Finally, it was also reported that teachers who taught in junior levels reported a higher level of satisfaction than the teachers teaching in secondary levels.

In studies with post-secondary faculty members as the researched population, certain trends have emerged. For example, ethnic minorities generally have expressed lower job satisfaction than have their White counterparts (Sanderson .,(2000). Likewise, women have reported lower levels of job satisfaction than men have (Fiorentino, 1999; Hagedorn, 1996, 1998; Tang & Talpade, 1999; U.S. Department of Education, 1998), although results have not been consistent across each facet of job satisfaction. Another demographic variable that has influenced job satisfaction among faculty members has been tenure status. In general, tenured faculty members have reported higher job satisfaction than have tenure-track faculty members (Clark, 1986; Sanderson, Herda., 2000; U.S. Department of Education, 2001), but faculty at institutions with no tenure system have reported being very satisfied more often than have faculty in tenured or tenure-track positions (Sanderson, Phua V. C & Herda.,(2000). U.S. Department of Education, 2001). However, in a study of job satisfaction among industrial and technical teacher educators, demographic factors explained little of the variance in respondents' reported levels of job satisfaction (Brewer & McMahan-Landers, 2003).

2.4 Theoretical Framework

Person- Environment Fit theory. Kahin, French, Caplan and Van Harrison (2007) of the University of Michigan developed the Person- Environment (P-E) theory which states that stress arises due to lack of fit between the individuals' skills, resources and the abilities, on the one hand and the demands of the work environment on the other hand. The P-E Fit theory makes explicit the interaction between the individual and the environment in shaping their response to work situations and events but also highlights the importance of the individual's perception of the environment the interaction between them; and logically this lack of fit can take three forms. (Edwards, Capan.and Van Harrison .1998; (1) the demands of the work environment exceed the employee's ability; (2) the employee needs consistently fail to be met by the work environment; and (3) a combination of the two situations exists (i e where an employee's needs are not being met while at the same time their abilities are over- stretched)

In the context of the workplace, the individual's attributes are interests, transferrable skills, career motives and values, personality preferences, career orientations, self-concept and sense of self-efficacy. The work environment include individual's expectations and perceptions regarding workload, control over one's work, tangible and intrinsic rewards of work, with the relationship of the community among workers, perceptions of fairness in the workplace and the role of personal and organizational values. If the Fit between an individual and his environment is incompatible, the result is stress. Similarly, lack of Fit between the demands placed on individuals and their abilities to meet those demands can result in stress. Theory is applicable to this study because teachers of secondary schools in Nigeria work in very difficult environments ranging from infrastructural defects, poor working conditions,

work overload, the ever-changing demands in the work place which often lead to stressful working conditions and this in turn affects their output. The present study investigates the relationship between work-related stress and job satisfaction among secondary school teachers in North West Zone of Nigeria, that work under different environments, different working conditions and these tend to affect their personality either negatively leading to stress or positively leading to job satisfaction.

Job Demand- Control (Support) Theory

The JCD model postulated that job strain results from the interaction between two dimensions of the work environment; psychological job demands and job control. Psychological demands traditionally referred to workload, operated mainly in terms of time pressure and role conflict. The JCD theory suggests that individuals experiencing high demands paired with low control are more likely to experience psychological strain; work related stress, and poor physical and mental health. This theory therefore suggest that teachers will avoid situations that exceed their coping with stress.

Transactional Model. This model builds up interaction between the individual and their environment. Cox and MacKay (1978) suggest that stress is the result of a dynamic interaction between the individual and the environment. That is stress results when the perceived demands outweigh the perceived capability of the workers. The model also acknowledges that stress can manifest physiologically, psychologically, behaviorally and socially with detrimental consequences to both the individual and the organisation. This study can be extended to this model which means that the schools should provide a conducive environment in terms of putting physical structures in place, provision of consumables needed for effective teaching, increase in wages, promotions and the possibility to reduce stress

Theory of Job Satisfaction

Maslow's Theory of Motivation Satisfaction (1943) is the most widely mentioned theory of motivation and satisfaction, Weisberg & Brown,(1998) capitalizes mainly on humanistic psychology and the clinical experiences, Abraham Maslow postulated that an individual's motivational needs could be arranged in a hierarchy. Thus, next higher level of need has to be activated in order to motivate and thereby satisfy the individual.(Luthans. 2005) Maslow(1943) identified five levels in his need hierarchy;

1 Physical Needs; (food, clothing, shelter; sex).

2 Safety Need; (physical protection)

3 Social; (opportunities to develop close associations with other persons)

4 Esteem; Achievement needs; (prestige received from others)

5 Self-Actualization; (opportunities for self- fulfilment and accomplishment through personal growth) (Maslow, 1943)

This theory serves as a good basis from which the foundation for job satisfaction theory was laid and also for early researchers to develop job satisfaction theories. The theory is relevant to the current study because Maslow's hierarchy of needs is directly the problem of teachers which influences their job satisfaction. The physical environment, psychological, socio economy and health of the teachers if not guaranteed leads to job dissatisfaction.

Herzbergs Motivation Maintenance Theory

Herzgergs motivation maintenance theory has been widely accepted and applied to the management of organizations; especially to American business and industrial corporations. The two factor theory of motivation posit that motivation is not a single dimension describable as a hierarchy of needs, but that it is composed of two separate independent factors.

1. Motivational factors, which can lead to job satisfaction, and
2. Maintenance factors, which (a) must be sufficiently present in order for motivational factor to come into play and when (b) it is not sufficiently present, can block motivation and can lead to job dissatisfaction.

Traditionally, it was believed that the opposite of job satisfaction is job dissatisfaction; thus, by eliminating the sources of dissatisfaction from work, the job will be motivating and satisfying. But Herzerg suggests that this is not so; that the opposite of satisfaction is not dissatisfaction.

Thus by eliminating sources of dissatisfaction, one may placate, pacify, or reduce the dissatisfaction of a worker. But this does not mean that such reduction either motivates the worker or leads to job satisfaction. For example, salary, fringe benefits, type of administrator, working conditions, climate of the work group, and attitudes, and polices of the administration can be source of dissatisfaction.

Herzberg's theory is applicable to this study, because the above listed items are causes of stress to teachers if not met which could lead to job dissatisfaction.

2.5 Physical Environment Work-Related Stress and Job Satisfaction

The majority of existing studies on teacher job satisfaction and stress deal with meso-level factors. Crossman and Harris (2006), exploring job satisfaction among secondary school teachers in the UK, demonstrate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibit the highest satisfaction levels while those in foundation schools exhibit the lowest. In the same vein, the study by Perie and Baker (1997) discovered differences between school types with regard to job satisfaction: private school teachers tended to be more satisfied than public school teachers and elementary school teachers tended to be more satisfied than secondary school teachers. School location was also found to be a factor in predicting job satisfaction levels among teachers. Abel and Sewell (1999) in the US found that urban secondary school teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Poor working conditions and time pressures predicted work stress for rural school teachers while pupil misbehaviour and poor working conditions predicted work stress for urban school teachers. In addition to school type and location, workplace conditions have been found to impact on the job satisfaction of teachers. In Canada, McMillan (1999), found that workplace conditions such as administrative control, teaching competence and organisational culture positively affected teacher satisfaction.

Perie and Baker (1997) identified the following school-level/working condition factors associated with teacher satisfaction: administrative support and leadership, student behaviour and school atmosphere, relations with parents, and teacher autonomy (their sense of control over classroom procedures). The study noted that the more

favourable the working conditions were, the higher the satisfaction scores were. Skaalvik and Skaalvik (2009) examined relations between teachers' perception of the school context (supervisory support, time pressure, relations with parents, and autonomy), teacher's stress (emotional exhaustion, depersonalization, and reduced personal accomplishment), and teacher job satisfaction among Norwegian teachers in elementary and middle school. The authors found that teachers' job satisfaction was directly related to emotional exhaustion and reduced personal accomplishment. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents.

Johnson and Holdaway (1994) explored job satisfaction among elementary and junior high school principals in Alberta, Canada. The authors argue that in view of the changing role of school principals, studies of job satisfaction and the importance of job facets for satisfaction are urgently needed. Important areas to focus on include involvement in the hiring of staff and the performance of students and teachers. Physical environment condition of work like drab surrounding conditions, poor serviced machinery or equipment, inadequate ventilation, crowding lack of privacy, polluted atmosphere and in adequate stuff facilities. Also, amount of work, changing pattern of work, work load, work pressures, responsibility of people rather than materials responsibly for decision making, job insecurity, lack of control over work are other factors. Reddy and Anuradha (2013) who stated that school physical environment such as dilapidated teachers houses, crowded classrooms and inadequate informal furniture arrangement were key stressors. Liu and Ramsey (2010) found that school physical environment was highly related to teachers stress. Specifically, inadequate infrastructure and learning materials such as stationaries and congested classrooms were making

teachers more dissatisfied with their job. They also stated that teachers are stressed because they use the same pit latrines with students and also are engaged with extra-curricular activities like ball game despite the fact they travel far distances to school. This shows enough evidence that teacher's school physical environmental factors are responsible for stressful experiences.

2.6 Psychological Work-related Stress and Job Satisfaction

Psychological well-being is defined as a state that emerges from feeling of satisfaction with one's physical health and oneself as a person and with one's close interpersonal relationships. It is based on Ryff & Keyes' (1995) six key dimensions of well-being which are:(a) self-acceptance based on the capacity to see and accept our strengths and weaknesses;(b) personal growth which emerges from realizing our talents and potential over time;(c) having positive, intimate and valued relations with significant others;(d) autonomy;(e) environmental mastery; and (f) finding purpose in life by having goals and objectives that give life meaning and direction. Many studies have shown that occupational stress is negatively related to job satisfaction and psychological well-being (Choi & Ward, 2006; Grau Salanova & Piero, 2001; Morris & Long, 2002; Salami & Awolusi, 2000). Work stressors have been associated with a variety of adverse health outcomes, including depression and distress (Cole, Ibrahim, Shannon, Scott & Eyles, 2002; Parkes, 1990).

Psychological distress refers to a mental state that incorporates depression mood and anxiety and which may be experienced as anxiety or depression Griffiths 2006). In the Global Burden of Disease study, it was predicted that by the year 2020, depression would be second only to hearth disease. The report also indicates that mental disorders, and alcohol-use disorders, were linked to disability, and death by suicide.

The prevalence of psychological distress, as defined above, referring to a mental state characterized by anxiety and mood states (including depression) and also alcohol use in tandem, was also reported in the 2005. Australian National Health Survey, conducted by the Australian Bureau of Statistics (2006). In that survey, 13% of the Austraion Adult population had high or very high levels of psychological distress of these 45% included both anxiety and depressed mood. The findings indicate that the greatest increase in the prevalence of psychological distress were among people aged 18-24, and females aged 35 years and over, particularly women who use separated. This was significant, as the primary teaching profession in Australia is predominantly female, (Australian Bureau of Statistics 1986 and Kyriacou 2001) stated that level of psychological distress have been reported to be greater among the university students than among the general population reported in various university faculties worldwide. He further stated that the prevalence of psychological distress was of moderate, severity and depression was 21%, anxiety 41% and stress 27%. It was expected to likely suffer impairment and requirement attention from health care professionals.

The high psychological stress among students constitutes a serious health concern for those affected. Stress levels among practicing teachers are high. Kyriacio (2001) in the same research conducted reported that 37% of teachers were stress. Teachers in distress has been reportedly greater for the general population. Large sample of teachers in Western Australia, revealed that 45% Australian secondary-school teachers were psychologically distressed. Distress was related to whether or not the teachers perceived themselves to be effective, supported by their colleagues and if they received recognition for their work. This proportion of psychological distress was twice that of the general population, and perhaps four times as high as that for the professional population. He

further stated that Punch, 1992 P44 that well-being studies in the field of education have identified stress and job demands among teachers. These professional demands impact on the teacher psychological distress. In the United States, female teachers work environment was highly correlated with depression, job satisfaction and motivation teaching was linked to burnout and the ill health of teachers whereas motivation and teacher well-being was linked to feeling engaged, and supported by the organization.

Trait emotional intelligence (trait emotional intelligence) refers to the individual differences in the perception, processing, regulation and utilization of emotional information. It is a constellation of emotional-related self-perceived abilities and dispositions located at the lower levels of personality hierarchies (Petrides & Furnham, 2001). Individuals with high trait emotional intelligence (EI) scores believe that they are in touch with their emotions and they can regulate them in a way that promotes well-being. These individuals should enjoy higher levels of happiness. For example, several empirical studies have provided evidence of the positive relationship between emotional intelligence and life satisfaction. There are also evidences in the literature that feelings of powerlessness are related to negative emotions, sadness, fear and emotional intelligence (Roseman, Dhawan, Rettek & Naidu, 1995).

Several studies have found that trait emotional intelligence (EI) was a significant moderator of the relationship between occupational stress and well-being (Ciarrochi, Deane & Anderson, 2001; Mikolajczak, & Luminet, 2008; & Menil & Luminet, 2007). For example, Ciarrochi Deane and Anderson (2001) found that stress was associated with greater reported depression, hopelessness and suicidal ideation among people who are high in emotional perception compared to others. On the other hand, Law, Wong and Song (2004) argue that a person with high emotional intelligence should be able to

recognize his or her emotions, to facilitate performance. As a result, this person should be happier as a whole in life. Although, there has been a growing interest in the interactive role of emotional intelligence in the stress-well-being link, the findings have not been consistent. Also, to the knowledge of the present author, no studies have examined the possibility that emotional intelligence may buffer the impact of occupational stress on the well-being among teachers. Given that occupational stress can generate anxiety and depression, it is reasonable to expect that teachers with high levels of emotional intelligence may be less prone to experience depression than teachers with low levels of emotional intelligence.

Self-efficacy refers to an individual's belief in his/her ability to organize and execute the required course of action to achieve a desired result. Research has shown that high levels of general self-efficacy were significantly associated with better psychological adjustment and reduced depressive symptoms (Morris & Long, 2002). Low sense of self-efficacy is associated with depression, anxiety and helplessness (Schwarzer, 1999). Self-efficacy has been found to play a moderating role in the study of stress and well-being (Schwarzer; 1999).Therefore, it is expected that self-efficacy will be significantly related to well-being of teachers. For example, Jex & Bliese (1999) found that self-efficacy moderates the relationship between certain stressors such as hours worked, work overload or task meaning, and some of their consequences such as satisfaction, physical symptoms, attempts to abandon the job and organizational commitment. However, Jex and Gudanowski (1992) found no empirical evidence of a moderating role of self-efficacy in the processes of occupational stress. The basis for this is found in considering control as a key factor in the stress process. Mere exposure to stressor with control by the subject has no adverse effects. However, exposure to

stressors that occurs without control on the part of the subject may lead to undesired or harmful effects (Grau, Salanova & Piero, 2001). It is, therefore, expected that self-efficacy will moderate the relationship between occupational stress and well-being of the teachers.

According to a study carried out by Salami (2010), results indicate that the relationship between occupational stress and psychological well-being is influenced by the levels of negative negativity, trait EI, self-efficacy, coping strategies and social support intelligence, coping and social support and weaker for teachers having lower negative affectivity. Teachers who have higher levels of trait emotional intelligence (EI), self-efficacy, active problem solving, coping strategy, social support and high occupational stress reported higher psychological well-being. Teachers with high occupational stress who had higher negative affectivity had lower psychological well-being. However, teachers with high occupational stress who had lower negative affectivity had high psychological well-being.

In Canada, McMillan (1999) surveyed over 2,000 elementary school teachers. The study found that female teachers were more satisfied with their professional role as a teacher compared to their male counterparts. The gender gap in professional satisfaction grew with increased teaching competence. The study also found that teachers who stayed in the profession longer were less satisfied with their professional role and female elementary teachers rated their job satisfaction more positively, even across years of teaching experience.

School location was also found to be a factor in predicting job satisfaction levels among teachers. Abel &Sewell (1999) in the US found that urban secondary school teachers experienced significantly more stress from poor working conditions and poor

staff relations than did rural school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers while pupil misbehaviour and poor working conditions predicted burnout for urban school teachers.

Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997), and higher education has not been ignored in job satisfaction research. A plethora of studies have examined job satisfaction in the postsecondary education context (McBride, Munday, & Tunnell, 1992; Moody, 1996; Olsen, Maple, & Stage, 1995; Sanderson, Phua, & Herda, 2000; Tack & Patitu, 1992; Tang & Talpade, 1999; Truell, Price, & Joyner, 1998; U.S. Department of Education, 2001; Valadez & Anthony, 2001; Wergin, 2001). This proliferation of research has focused attention on the need to understand job satisfaction as it relates specifically to post-secondary faculty.

2.7 Socio Economic Work Related Stress and Job Satisfaction

Byrd and Linkmeyer (2000) report that a healthy and social school environment generate a healthy social environment for both students and teachers. A healthy work environment generates a healthy social and mental environment which is manifested in high productivity and healthy interpersonal relationship, There is the need to justify and consider the three most important settings in which everyone who lives in the community finds himself. These are the home, the school and workplace all of which are within the community. Each person at one time or the other finds himself at least in one of the settings if not in the two. The teacher spends a good part of his life in the home and at workplace. Maslow, (2000) observes that most persons in our society need self-esteem, self-respect, and respect from other persons. It is the satisfaction of self-esteem needs that engenders the feelings of self-confidence, and worth which include the feeling of

being useful and necessary to one-self and to others. On the other hand, the non-realization of self-esteem needs leads to inferiority, dependence, weakness, helplessness, discouragement, and ultimately to compensating behavior. Rice and Hein, (2006), every person needs to feel able to take responsibility. This is of importance to the adolescent as much as to the adult. The most obvious way to build self-respect is to do something of value to excel in specific area which should be determined by one's interest and ability. Fasabender John Wiley and Sons (1980) in Byrd, opine that lack of security, love, recognition, independence, acceptance, success, self-respect, unsatisfied sexual life all of these contributes to work related stress and job satisfaction on the secondary school teachers.

When other needs have been satisfied, the need for self-actualization which is an ungoing process, driving the individual to accomplish his life work emerges. This is the highest of the human needs, the pinnacle of man's aspirations and desires. The satisfaction of his needs leads to ultimate happiness. Happiness does not come through leading a life of leisure, but rather through a life of achievement. Attainment of happiness through achievement comes with setting appropriate goals, choosing the right vocation and receiving the best preparation for one's chosen life work all these lead to job satisfaction.

Maslow's Characteristics of the Self-Actualized Persons. Maslow (2000)

	Characteristics	Explanations
1.	More efficient perception of reality and more comfortable relation with it.	The self-actualized person judges others accurately, detects falseness in others and is capable of tolerating uncertainty and ambiguity.
2.	Acceptance of self and others	He accepts himself as he is and is not defensive. He has little guilt, shame or anxiety.
3.	Spontaneity	Self-actualized persons are spontaneous in both thoughts and behaviours.
4.	Problem centering	The problem with which a self-actualized person concerns himself are not of a person nature, but instead are outside himself.
5.	Detachment, (the need for privacy)	Although he enjoys others, he does not mind solitude and sometimes seeks it deliberately.
6.	Autonomy, (independence of culture and environment)	He is relatively uninfluenced by local customs. He does what he feels is right after examining the issue.
7.	Continued freshness of appreciation	He derives ecstasy, inspiration and strength from basic experiences of life. Acts that serve biological functions such as eating and sexual behavior are relatively unimportant to the total scheme of things, but when enjoyed are done so whole-heartedly. There is no accompanying anxiety to detract from the intense pleasure.
8.	Mystic Experience	The self-actualized person much more commonly than others has experiences during which he feels simultaneously more powerful and more helpless than ever before.
9.	Social interest	There is a feeling of identification, sympathy and affection for others.
10.	Interpersonal relations	Relationships with others are few, but they are deep and meaningful. The self-actualized person does on occasions get angry, but he does not bear long lasting grudges.
11.	Democratic character structure	He respects people, irrespective of birth, race, blood and family.
12.	Discrimination between means and ends	Most people work in order to receive salary at the end of the moth. The self-actualized person enjoys his work.
13.	Sense of humour	He has a sense of humour that is both philosophic and non-hostile.
14.	Non-conformity	Self-actualized persons swim against the mainstream. They are open to new experience.
15.	Creativeness	Maslow feels every person is potentially creative, but he was not referring to work of art or science. He was referring to expressiveness spontaneity and perceptiveness in everyday life.

Maslow's Fifteen Characteristics of the Self-Actualized Persons - Maslow (2000) in Udoh and Ajala (2001).

These social factors relate to a person's environment and the interaction process of person's interaction with his environment which results to stress and job satisfaction. Sources of work related stress among secondary school teachers can vary from one region to another or from one country to another depending on the economic, social and educational policies adopted by people in authority in that particular environment. Some of these sources of stress among secondary school teachers range from personal factors, environmental factors, work related factors to organizational as well as social factors.

Child (2007) observes that the changes in education system causes stress which affects teachers' motivation, and emphasizes "the introduction of so many innovations into school life, more detailed and time-consuming methods of assessment, more administration and committee meetings within the school have all conspired to increase tension in teaching". Van Dick &Wagner (2001) sampled a total of 356 German teachers to test the theoretical model of teacher stress on a large sample using complex structural equation modeling. The results of the study reveal that the predictors of the stress model hold true: work load and mobbing lead to stress reactions, whereas principal support, beliefs of self-efficacy, and use of appropriate coping strategies reduces the perception of work load and mobbing.

Again, in another study Jepson & Forrest (2006) studied 95 teachers from schools in the UK. A snowball sampling technique was used. There were 71 female teachers (68%) and 24 male teachers (32%). Teachers were recruited from both primary (68%) and secondary (32%). The aim of the study was to identity the role of individual contributory factors in teacher stress. The results reveal the strongest predictor of work related stress, with a strong negative relationship as occupational commitment, indicating that as occupational commitment increases, perceived stress decreases. It also show that

significantly higher levels of 'perceived' were reported from primary school teachers than secondary school teachers. This study has therefore demonstrated that individual contributory factors are significant to the prediction and understanding of occupational stress experienced within the teaching profession.

2.8 Health Work related Stress and Job Satisfaction

Stress is generally seen as a threat to the fulfilment of basic needs; to the functioning of the nervous system including homeostasis and to growth and development. This type of stress, is referred to as distress. It could cause both physical and psychological disturbances of very serious nature. Stress on the other hand can be `positive and it is referred to as eutress and therefore strengthening to an individual under certain situations. It has a positive effect when it comes in moderate dose which enables the individual to demonstrate the ability to cope with it successfully. However, the positiveness of stress is not often thought of, because we could normally say that an individual is under stress, which simply means that such an individual is experiencing excessive stress or distress. According to John, Sutlons & Cooley (2001), everyone has an optimal stress level and it is necessary that stress be kept in the right amount, the right kind, and the right duration to keep it from prolonged or unvaried stress or frustration.

Lewis (1999) called the causes of stress, stressors. There are therefore, bacteria (disease) stressors, as there are physical and mental stressors, such as financial insecurity, poor social contacts, strained working conditions, sarcastic joking by companions, failure in a course, a poor record on a job, unsurmountable bills to pay, a broken engagement, an unhappy marriage and other conditions which bring about continuous discontent and anxiety. Individuals will react to these stressors depending on their individual capacity to cope with each situation. For some persons, some of these

stressors can result in behaviour disorders and personality disturbances. Lewis (1999) further outlined the way the body reacts to stress. In the first stage, the body defences are mobilised by the "alarm reaction" which is sounded to the hypothalamus and pituitary gland as well as to the autonomic nervous system and other endocrine glands. In the second stage, the body attempts to resist the invasion (stressors). The hormones of the adrenal cortex, the corti-costeroids are produced rapidly by the signals of the pituitary gland. Some adjustment to the stressor takes place during this period which leads to the third stage in which the stressor is coped with or the body defences succumb to exhaustion. The psychological defences of the body include task-oriented reactions and ego defense mechanisms which are largely unconscious devices.

Danger Signs of Stress

An effective coping with stress requires that the stressor as well as the way the body reacts or responds to its demands be recognised. This involves among other things self-observation and a concerted attempt to identify the signs of stress. Self Analysis may be just enough to tell one that the present trouble is physical, that is caused by fatigue, poor nutrition or insufficient sleep. It may be as a result of financial problem which may lead to modification of behaviour. The problem could also be a result from other causes such as an unfavourable comparison with another person, such as being snubbed by a person one admires or likes to associate with, or being let down by a trusted friend.

An understanding of oneself may help in the understanding of other persons and to learn how to deal with minor conflicts. The more serious problems and conflicts. The more serious problems and conflicts which lead to stress may call for the assistance of professionally qualified persons. But the most important thing is not that a person has

problems, for we will always have problems, but that he knows how to face them and how to act in order to solve them. Finally, being able to identify the signs of stress is first step in dealing with it.

Discussing the signs of danger in relation to stress, Han Selye (2000) indicates that there are two major ways of finding out if one is suffering from distress: observation of symptoms medically and observation of signs by self. Some of the signs which can be self-observed can be more accurately evaluated only by medical examination of such factors as levels of adrenalin, corticoids and a drop in blood eoisnophils etc. But as lay persons, we are more concerned with self-observable signs which Selye (2000) has also listed as:

i. general irritability, hyper excitation or depression;
ii. pounding of the heart which is an indicator of high blood pressure occasioned by stress;
iii. impulsive behaviour and emotional instability;
iv. dryness of the throat and mouth;
v. overpowering urge to cry, run or hide;
vi. inability to concentrate, flight of thoughts and general disorientation;
vii. feelings of unreality, weakness or dizziness;
viii. predilection to become fatigue and loss of the "joie de vivre". (i.e. loss of the joy of living);
ix. floating anxiety; that is to say one is afraid although he does not know exactly what he is afraid of;
x. trembly, nervous ticks;
xi. tendency to be easily startled by small sounds etc;

xii. high-pitched nervous laughter;

xiii. stuttering and other speech difficulties which are frequently stress-induced;

xiv. bruxism or grinding of teeth;

xv. insomnia which is usually a consequence of being keyed up;

xvi. hypermobility, technically called “hyperkinesia which is an increased tendency to more about aimlessly and without reason; an ability to just take a physically relaxed attitude, sitting quietly in a chair or lying on a bed;

xvii. sweating- this becomes evident only under considerable stress by inspection of the skin but is readily detectable by the Galvanic Skin Resistance (GRS);

xviii. The frequent need to urinate;

xix. diarrhoea indigestion and sometime vomiting, all of which are signs of disturbed gastro-intestinal function which may ultimately lead to severe diseases of adaptation as peptic ulcerative colitis, irritable colons etc;

xx. migraine headaches;

xxi. premenstrual tension or missed menstrual cycles both of which are frequently indication of severe stress in women;

xxii. pain in the neck or lower back. The pain in these two places is usually due to increase in muscular tension that can be measured with electromyogram (EMG);

xxiii. loss of excessive appetite which shows itself very soon in alteration of body weight such as excessive leanness or obesity;

xxiv. increased smoking (for those who smoke) coffee consumption excessive consumption of alcohol and use of various psychotropic drugs is a common manifestation of exposure to stressors beyond natural endurance;

xxv. increased use of legally prescribed drugs such as tranquilizers or amphetamines;

xxvi. nightmares;

xxvii. psychoses;

xxviii. neurotic disorders; and

xxix. accident proneness – under great stress (eustress or distress) people are more likely to have accidents at work or while driving a car.

A survey in British teachers stated that financial services provide Teachers' Assurance revealed that stress levels within the profession were affecting the ability of teachers to successfully perform their roles. The organisation found that 76 per cent of teachers believed their stress levels were having repercussions on their health, while 56 per cent said they would definitely be better at their job if they were less stressed. 51 per cent admitted to 'severe' levels of work-related stress, whilst 64 per cent of respondents indicate that the threat of performance related pay had increased their stress levels. Furthermore, the survey found that classroom teachers were more likely to feel the repercussions of stress.

The human consequences of this excessive stress on teachers are serious and wide-ranging, and can include physical symptoms such as headaches, raised blood pressure, infections, digestive disorders, heart disease or cancer; mental health symptoms such as withdrawal, poor concentration, anxiety, depression, insomnia and an increased risk of suicide; and behavioural consequences such as low self-esteem, increased drug or alcohol intake and deteriorating personal relationships leading to family, relationship or career problems (Oyewumi, Ibitoye & Sanni, 2012).

Kayastha & Kayastha (2012) report that occupational stress among teachers was 51.0% of the teachers indicated high levels of occupational stress while 49% have low occupational stress. According to Kayastha & Kayastha (2012) teachers report high

occupational stress because of heavy workload followed by conflicts, poor peers relations, and responsibility. Studies on work stress has defined stress as the discrepancy between environmental and situational factors and teachers' stress as a problem which emanates from the schools and it usually has its effects on job performance, and often is negatively linked to job performances (Edworthy, 2000). The trend in assessment of stress is now changing, because beyond the optimum level of stress, performance falls off. Performance according to Kocak (2006) refers to either employees' discrete activities and behaviour or their aggregate values to the organization. Performances, whether measured by supervisor ratings, organizational perceptions of effectiveness or job performance on job-related examinations have repeatedly been found to decrease with increasing levels of stress. In special situations, this may not be true, but in general, low performance can be anticipated where stress is high.

Salami (2005) reveals that more than 25% of teachers report having high stress levels in certain provinces, including the Province of British Columbia in Canada. Salami (2009) in an early study reports that 55% of teachers in Canada report feeling exhausted at the end of the day naturally. Similarly, Rohany (2003) conducted a study of occupational stress among Hong Kong aided secondary teachers and found that the teaching profession in Hong Kong is highly stressful and this in turn negatively affected their teaching effectiveness. Chan, Chen & Chong (2010) investigated teachers' stress in secondary schools in Hong Kong and the findings reveal that there was a high level of stress among secondary school teachers.

2.9 Empirical Studies

Indira Shukla (2008) carried out a study titled "Burnout and Stress among Secondary School Teachers in relation 'To their teaching Effectiveness" with the main

aim of assessing the level of stress and burn out among secondary school teachers in India. The study raised five objectives as well as five research questions and five hypotheses to test the answers to the research questions. The study reviewed literature on the teachers teaching students. Only English medium secondary school teachers were included in the study. Teaching effectiveness had been studied by teachers' self-perception of teaching effectiveness and students' perception of teaching effectiveness. Teaching effectively as perceived by teachers and burnout due to intensity and frequency of emotional exhaustion as related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment are significantly correlated. Teachers have the perception that teaching effectiveness is not influenced by the level of stress. Students also have the perception that teaching effectiveness is not influenced by the level of stress that teachers perceive.

Teachers have shown positive relationship between stress and burnout due to intensity relationship of teaching as perceived by teachers and burnout did not make any difference between (i) experienced and inexperienced teachers. (ii) qualified/over qualified teachers (iii) aided /unaided school (iv) subject taught (language/social sciences) with the expectation of (i) Age of teachers (ii) single sex/co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between (i) experience/inexperience teachers. (ii) Age of teachers, (ii) single sex/co-ed school aided/unaided school with the exception of (i) qualified/overqualified teachers (ii) subject taught (language/social science (science). Teachers have shown that there is stress and teaching effectiveness on the basis of (i) qualification (ii) experience, (iii) subject taught (iv) type of school and (v) age of teachers are not related. Similarly, teacher stress and teaching effectiveness as perceived

by students on the basis of (i) qualifications (ii) experience (iii) subject taught (iv) type of school and age of teachers are not related.

Dlamini (2014) carried out a study titled “An investigation of work related stress among High school teachers in the Hhohho Region of Swaziland” This study employed the descriptive -correlation research design to find out if high school teachers were experiencing stress as a result of their jobs. The study sought to ascertain those aspects of teachers' jobs that were major sources of work -related stress for high school teachers. The study examined the influence of four demographic characteristics of the sample on the level of work -related stress.

Dlamini (2014) maintains that a questionnaire was used to collect data for the study. To determine the level of work -related stress teachers rated their level of work-related stress on a 5 -point Likert scale that ranged from 'Not stressful' to 'Extremely stressful. They also rated the stressfulness of a total of forty-six (46) stressors that were divided into four (4) aspects of teachers' jobs. Demographic data sought by the questionnaire was limited to the variables of gender, age, marital status and qualification. The questionnaire was validated by experts in the Department of Educational Foundations (2009) and Management at the University of Swaziland. Participants included 239 teachers, 122 of whom were male and 117 were females, from ten (10) randomly selected high schools in the Hhohho region of Swaziland. The instrument was pilot tested on 30 teachers and the correlation co-efficient was 75. The instrument was seen as yielding a satisfactory internal validity. To ensure instrument reliability Cronbach’s alpha co-efficient was used and the reliability co-efficient was obtained at .85.Findings of the study show that teachers experienced moderate stress level from their work. Contractual problems and nature of the work were two job aspects that were

reported to be the main stressors for the sample. Work environment and work relationships were only mildly stressful for the sample. There was a weak relationship between the level of work-related stress and the demographic variables of gender, marital status and qualification. Age had a moderate relationship with the level of work-related stress for the sample. This relationship was also statistically significant.

Barber (1992) furthermore observes that the relationships between teachers' occupational stress and job satisfaction, work values and students control ideology in the literature review show mixed results. Reporting on the demographic factors, Barber (1992) also conducted a study to examine the teachers on the selected demographic variables of sex, age, years of service and level of education. Minnesota satisfaction questionnaire was utilized. The findings of the study indicate that the job satisfaction and sex of the teacher were related, older teachers were more satisfied than younger teachers, more experienced teachers were more satisfied than less experienced teachers; but there was no relationship between job satisfaction and educational attainment of the teachers. Samad (2010) reveals that female teachers had poorer mental health than male teachers and hence were more susceptible to stress than their counterpart teachers. In contrast, Darmordy and Smyth (2010) found that teachers in the fourties had higher stress level than younger age group. The report also have significant differences that those who have been in the teaching profession for a longer duration with good working experience are less stressed up unlike those who are newly employed and are struggling to adapt to the demands of the teaching profession.

Dlamini (2014) opines that a large number of researches report that teachers experience stress mainly in the beginning years of their career. Few studies show years of experience differ significantly and thus, contribute directly to teachers stress. Some of

the researches deal with an evidence of older/ more experienced teachers to face higher levels of stress, while a significant portion stated no differences in stress based upon years of teaching experience. Also, teachers of junior rank possessing less qualification reported themselves to be more stressed out; while there have been enough evidences where higher degree holders exhibited more occupational stress. Quite opposite to this, there were studies which observed no significant difference between academic qualification of teachers and their occupational stress.

Job satisfaction and job stress are the two hot focuses in human resource management researches. Teacher job satisfaction and stress can have both economic and personal implications as it can lead to stress-related employee absenteeism, burnout and a negative impact on pupil outcomes (Kyriacou, 1989).

According to Chandraiah, Agrawal (2003) higher level of job stress and job satisfaction has been found significant relationship between different age groups and has also shown that the age was found to be negatively correlated with occupational stress and positively with job satisfaction. One study of general practitioners in England identified four job stressors that were predictive of job dissatisfaction. Lawler (1973) identified four theoretical perspectives from which to examine job satisfaction: fulfilment theory, discrepancy theory, equity theory and the two-factor theory. Researchers using the fulfillment approach measure peoples satisfaction by simply asking how much of a given facet or outcome they are receiving. Lawler (1973) concluded that fulfilment theory fails to take into account individual differences in desires and aspirations.

Discrepancy theory maintains that satisfaction is determined by what people expect and what they actually receive. Three different discrepancy approaches are

reported in the literature on job satisfaction: the first, looks at what people want, the second, at what people feel they should receive and the third, at what people expect to receive. This theory does not address the question of how people decide what their outcomes should be. Equity theory determines satisfaction by the perceived ratio of what a person receives from his job relative to what a person puts into his job. Equity theory argues that people evaluate their input-outcome equity by comparing it with their perception of what others receive at a similar level. This theory fails to recognize differences in the perception and desires of individuals.

Fletcher & Payne (1980) identified that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. This study reveals that, both of job stress and job satisfaction were found to be interrelated. Merike, Darmody & Emer Smyth(2010) report that Job satisfaction and occupational stress were associated with a number of background and school level factors. Sheena (2005) studied in United Kingdom and reporting there were some occupations worse than average scores on each of the factors such as physical health, psychological wellbeing, and job satisfaction. The relationship between variables can be very important to higher secondary teachers. If a definite link exists between two variables, it could be possible for higher secondary school teachers to provide intervention in order to increase the level of one of the variables with a hope that the intervention will also improve the other variable as well (Koslowsky, Kluger & Reich, 1995). In this study, we would like to examine the extent of interrelation between the job stress and job satisfaction among higher secondary school teachers.

Kaur (2011), also made an attempt to examine the job satisfaction and occupational stress of the school teachers with a sample of 500 secondary school

teachers. It was found that male teachers were more satisfied with their jobs and occupationally less stressed than the female teachers. It was also observed that rural school teachers were less satisfied and had relatively higher level of occupational stress as compared to urban school teachers. Klassen, Usher & Bong, (2010) studied on teachers collective efficacy (TCE), job stress , cultural dimension (Collectivism) and job satisfaction on 500 teachers from Canada, Korea and the United states. Multi group path analysis reveals that TCE predicted job satisfaction across settings. Job stress was negatively related to job satisfaction for North American teachers. The cultural dimension of collectivism was not related to job satisfaction in Korean and North American teachers.

De Nobile, John & Mc Cormick, (2005) investigates the relationship between job satisfaction and occupational stress among 356 staff members from 52 primary schools of 6 catholic school systems in New South Wales, Australia and identified nine job satisfaction and four occupational stress factors through factor analysis. Moderate to strong correlations existed between most of the job satisfaction and occupational stress variable.

A survey of teachers in 2013 reports that by financial services provider Teachers' Assurance reveals that stress levels within the profession were affecting the ability of teachers to successfully perform their roles. The organisation found that 76 per cent of teachers believed their stress levels were having repercussions on their health, while 56 per cent said they would definitely be better at their job if they were less stressed. 51 per cent admitted to 'severe' levels of work-related stress, whilst 64 per cent of respondents indicated that the threat of Performance Related Pay had increased their stress levels.

Reglin & Reitzammer (2008) and Tnetteman & Punch (2005) opines that, teachers regardless of what level they teach are exposed to high levels of stress. Empirical evidence has shown that, teachers experiencing more stress were burned out (Kokkinos, 2007; Moore, 2007). Kokkinos (2007) found that managing student misbehaviour, teachers' appraisal by students, workload, and time constraints were predictors of burnout. Moore, (2007), and that role conflict, work overload, classroom climate and decision making are all organizational factors that contributed to teachers stress and eventual burnout. Furthermore, researchers like Bakker, Demerouti & Verbeke, 2004; Schaufeli & Bakker, 2004); have found that job stress particularly role stress and other role-related problems were moderately too highly correlated with stress (Thomas & Jankau, 2009). Therefore, it was expected that job stress will predict burnout.

Personality stands for a person's values, preferences, needs, stable dispositions or emotional characteristics. The use of five- factor model of personality developed by Brown (2012) to study the process of burnout has been applied to various populations. The five-factor model of personality Brown (2012) described adult personality in terms of neuroticism (susceptibility to psychological distress), extraversion (the disposition towards positive emotions, sociability and high activity), openness (the proclivity toward variety, intellectual curiosity), agreeableness (the inclination towards interpersonal trust and consideration for others), and conscientiousness (the tendency towards persistence, industriousness and organization).

Similarly, Lue, Chen, Wang, Cheng, & Cheng (2010), report that introversion, conscientiousness and having negative affectivity predicted stress. However, social support is the physical and emotional comfort given to an individual by his/her family, co-workers and others in times of need. It has been found that social support can buffer

the negative effects of stress (e.g. Bonfiglio, 2005; Cheug, Wong & Rose, 1994; Wong & Cheuk, 2005), although such positive effects of social support have not been identified in some other studies (Oyewumi, Ibitoye, & Sanni, 2012). Consequently, results from these studies were not conclusive. Therefore, it was expected that social support will predict interact with job stress.

Willey (2000), asserts that some degree of stress is a normal part of life and provides part of the stimulus to learn and grow, without having an adverse effect on health. When stress is intense according to Willey, (2000) continuous or repeated – as is often the case with occupational stress – ill health can result. He also reports that the prevalence of stress among teachers was 55.7%. The high prevalence according to the study was due to working environment of the teachers which shows the observe level of stress among urban school teachers was mild. Similarly, a report of occupational stress in the year 2000 found the occupations in United Kingdom with high stress (in order) were teaching, nursing, management, professionals, other education, welfare, road transport and security. At least one in five reported high levels of stress were two in five (Health & Safety Executive, 2000b)

Antoniou, Polychroni & Vlachakis (2006) found that younger and older teachers perceived stress at work indifferently. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of support they feel they received from the government.

According to Ceasar, Chinedu & Kuttickattu 2014), the major source of stress for teachers was contractual problems which includes the following stressors: lack of power and influence, threat of job loss, performance related objectives, poor pay, lack of

accommodation, badly planned changes, temporal contracts and shortage of teachers. Adebola, & Mukhtari, (2014) assert that: the environment within which they operate cannot be free of problems that are typical of a populous African nation with a high demand for education. Some of these problems include over population of students ; problem with the school plant; ill-equipped and inadequate teachers to cope with the workload; students with poor academic backgrounds; poor funding that effect management; students negative attitude towards learning; parental ambivalence towards the educational wellbeing-of their children ;low motivation; low performances and overall lackadaisical attitudes of teachers towards work; personal problems including role conflict; societal problems and pressures; financial problems; domestic worries; and a lot more.

Against all these odds, the school managers are expected to be competent professionals in their duties. Teachers and students as well as parents and other stakeholders, look up to them to meet up with their various needs. They are to manage the meagre resources at their disposal to attain results. They are also to promote useful and profitable interaction of minds within the school community through various media; thus bringing about the needed mutual confidence in pooling experiences for effective problem solving. According to Adebola & Mukhtari (2014), they are similarly to establish an atmosphere that will ensure effective management of the curriculum and its application to students' needs, aims, objectives and aspirations of the immediate environment and the nation. As leaders, they are seen as those whose examples transcend their precepts at work, play, in the office/school. They show examples by patience, amicability, kindness, considerations and genuineness of interest of their students and teachers.

Kayastha & Kayastha (2012) identified that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. This study reveals that, both of job stress and job satisfaction were found to be interrelated. Merike Darmody & Emer (2010) report that Job satisfaction and occupational stress were associated with a number of background and school level factors. Kyriacou. (2001) studied in UK and reporting there were some occupations worse than average scores on each of the factors such as physical health, psychological wellbeing, and job satisfaction. The relationship between variables can be very important to higher secondary teachers. If a definite link exists between two variables, it could be possible for higher secondary school teachers to provide intervention in order to increase the level of one of the variables with a hope that the intervention will also improve the other variable as well (Kyriacou, 2001).

2.10 Summary

The fore going chapter has been concerned with the review of literature. It among other things, sought to explore some extent scholarly views on the subject matter with a view to putting the study in proper conceptual and theoretical perspective.

The literature review considered the concept of stress as well as its theoretical perspectives. This is followed by review of the application of stress within the context of work related stress and job satisfaction among secondary school teachers.

The literature also looked at the concept of job satisfaction particularly from the stand point of its usage in the context of the profession of teachers. Similarly, the varying perspective of stress among the teachers were also considered based on the insights from existing literature.

The literature review shows a paucity of studies on occupational stress and salary/ subjects taught. Poor salary is negatively correlated with teachers stress, and has been identified as the major cause of dissatisfaction among teachers. A little indication has also been given where salary provided satisfaction for both male and female teachers. Besides, studies that are specific to significant differences between subjects taught and teachers' occupational stress were also addressed.

However the review highlighted that teachers were faced with many challenges in the schools such as; physical environment with dilapidated classrooms, lack of furnitures, lack of ventilation, autocratic administrator, outdated textbooks, lack of consummerables in the laboratories, noisy environment, large class, strikes, pressure to submit continuous assessment and examination scores, fatigue ,insufficient sleep. Psychological with lack of promotion, low wages, irregular payment of salaries, financial insecurity, unhappy marriage, too much bills to pay, broken engagements,

Socio economic; global economy, inflation, poor records on job; absenteeism, parental pressure, large family to carter for, too many children, inability to pay children school fees, lack of pension.

Health; too much work load, poor nutrition, headache, hypertension, heart disease, mental health, weakness, depression, tension.

All these influences the teacher's work negatively which affects job satisfaction, this is why this study was to assess the relationship between work related stress and job satisfaction.

The various issues and themes addressed in the course of the literature review were designed to present the analytical frame work of the study. In effect, the various

scholarly contributions examined in the course of the literature review have helped in situating the entire study on sound analytical pressure.

However, it is to be pointed out that the bulk of the works considered in the literature review tends to be fairly inadequate in terms of capturing the analytical interface between stress, work related stress and job satisfaction in teaching, especially from the stand point of the Nigeria experience. It is expected that upon completion, the present study would help in addressing the apparent gaps and inadequacies in the existing literature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study was to assess the relationship between work related stress and job satisfaction among secondary school teachers in North West Zone of Nigeria. To achieve this purpose, the research design, and population of the study, sample and sampling procedure, instrumentation, validity of the instrument, pilot study, procedures for data collection, and procedures for data analysis were presented and described in this chapter.

3.2 Research Design

Ex-post facto research design was used because the research was descriptive in nature. It is an appropriate design because the researcher only assessed the already existing information from the respondents. This is in line with Fredrick & Farzano (2006), who points out that in ex-post facto research, the data required will be sourced through the research instrument. This research design is the best used to determine condition or relationship that exists, opinion and effects that are evident for trends developing on a group of people under study by collecting and analyzing data for a sample considered being representative of the entire group. Furthermore, the researcher cannot manipulate the variables because this is a non- experimental design.

3.3 Population for the Study

The population for this study comprised teachers in all public secondary schools in the seven (7) states in North West Zone of Nigeria. It comprised twenty thousand (20,000) teachers in the twenty-one senatorial district in the North West Zone of Nigeria.

3.4 Sample and Sampling Procedures

For the purpose of this study, multi -stage sampling procedure was used. In selecting the sample for this study, two senatorial districts each from the seven (7) states in North West Zone of Nigeria were randomly selected. In this simple random sampling procedure, the names of the senatorial districts in each state were boldly written on pieces of paper folded and dropped in a container and shaken by the researcher, who asked one of the research assistant to pick and the district picked was recorded by the researcher. This procedure was repeated until two (2) senatorial districts were randomly selected from each of the container, thus, a total of fourteen (14) senatorial districts were selected and used for this study.

From the fourteen (14) senatorial districts sampled for this study, two (2) Public secondary schools each were randomly selected using the same procedure used to sample the senatorial districts, thus, a total of twenty eight (28) selected public secondary schools used for this study. This is in line with Fredrick and Farzano (2006) who opine that dip and pick method ensures equal opportunity to all. According to Gay and Diehl (1992), the number of respondents acceptable for a descriptive research, the sample should be 10% of the population. But if the population is small then 20% may be required. The table 3.1; below shows the states, selected senatorial districts and public secondary schools under the study.

Table 3.1: States, Senatorial Districts, Public Secondary Schools Selected and Sampled Teachers

Sn	States	Senatorial Districts	Schools selected	Total No. of teachers selected	Sample
1.	Jigawa	Jigawa North West	Government Boys Secondary School, Kazaure.	72	24
			Government Boys Secondary School, Babura	84	28
		Jigara South West	Government Secondary School, Miga	65	22
			Government Secondary School, Dutse	98	33
2	Kebbi	Kebbi Central	Government Secondary School Kalgo	69	23
			Government Secondary School, Birnin Kebbi	76	25
			Government Science College Yauri	85	28
		Kebbi South	Bahago Secondary School, Zuru	70	23
3.	Kaduna	Kaduna North	Government Secondary School, Ikara	88	29
			Sardauna Memorial College, Kaduna	68	23
			Government Secondary School, Kagoro	92	31
		Kaduna South	Government Secondary School, Kachia.	74	25
4.	Kano	Kano North	Government Secondary School Karaye	82	27
			Government Secondary School, Danbatta	89	30
			Government Secondary School Wudil	93	31
		Kano South	Government Secondary School, Rano	68	23
5.	Katsina	Katsina South	Government Secondary School, Malumfashi	86	29
			Government Secondary School, Funtua	56	19
			Government Girls Secondary School, Sandamu	85	28
		Katsina North	Government Secondary School, Mashi	78	26
6.	Sokoto	Sokoto South	Government Secondary School Tambuwal	88	29
			Government Secondary School, Yabo	98	32
			Government Secondary School Wamako	75	25
		Sokoto North	Nagartta College, Sokoto	86	28
7.	Zamfara	Zamfara West	Government Secondary School, Marandun	21	7
			Government College, Anka	18	6
			Government Secondary School, Janyau	22	7
		Zamfara Central	Government Secondary School, Yawarindaji Tsafa	14	4
				2000	665

Source: www. Transparency for Nigeria Wednesday 30, March 2011

Out of twenty thousand teachers (20,000) in the seven (7) states of North West Zone 10% of the population was used for this study which gave a total of two thousand (2,000) teachers. The sample size used in the study was approximately six hundred and

sixty-five (665) respondents which was one third (1/3) of the population. This is in line with Ojobo (2008), who posits that in a situation where the population is so complex, the researcher needs more than one sampling technique to select his or her sample which is the principle of multistage sampling procedure.

3.5 Instrumentation

The instrument was a researcher developed close-ended questionnaire on Relationship between work- related stress and job satisfaction among secondary school teachers in North West Zone of Nigeria. The questionnaire for the study consisted of two (2) sections. Section A contained five (5) items on the demographic characteristics of the respondents. Section B was divided into six (6) sub- sections (B1-B6) with six (6) statements each, thus making a total of thirty-six (36) statements. Section B1 contained six (6) statements on Work- related stress. Sub-section B2 consisted of six (6) statements on Job satisfaction of teachers. Sub-section B3 contained six (6) statements on work-related Physical environment. Sub-section B4 consisted of six (6) statements on work-related Psychological stress. Sub-section B5 contained six (6) statements on work-related Social- economic stress. Sub-section B6 contained six (6) statements on work-related Health problems. The responses made by the respondents were scored based on the four point Likert Scale rating of Strongly Agreed (SA) = 4points, Agreed (A) = 3points, Disagreed (D) = 2points, Strongly Disagreed (SD) = 1 point. Therefore, a respondents mean score of responses is positive if the mean score was 2.5 and above and is negative if the mean score of response was less than 2.5.

3.6 Validity of the Instrument

The copies of the questionnaire prepared under the supervision of the researcher's supervisors were distributed to five (5) jurors for their critical evaluation in order to

establish its content validity. These jurors were drawn from the Departments of Physical and Health Education, Psychology and Counselling in the Faculty of Education, Ahmadu Bello University, Zaria. After incorporating all the suggestions made by the jurors, the final draft of the questionnaire was prepared for the pilot testing.

3.7 Pilot Study

To further ascertain the reliability of the instrument to be used for this study, the instrument was subjected to pilot testing. The pilot study was conducted using two (2) selected secondary schools in one of the states in the North West Zone of Nigeria. This was carried out in two (2) selected secondary schools in Kaduna State.

The two selected secondary schools were Government College Kurmi-Mashi and Queen Amina College Kakuri Kaduna. Twenty five (25) copies of the questionnaire were administered on twenty- five respondents in each secondary school, thus a total of fifty (50) copies of questionnaire were distributed to the respondents,

The data collected from the pilot study were subjected to computer analysis, using the Statistical Package for the Social Sciences (IBM Version 23), and the result reveals that Cronbach's Alpha Spearman-Brown, and Guttman Split-Half tests were used to further determine the validity and reliability of the instrument. The statistical analysis shows the Cronbach's Alpha was.915.Spearman-Brown Equal and Unequal Length was.720, and Guttman Split- Half correlation coefficient was .715. The observed reliability correlation coefficient was approximately one. Spiegel (1992), reports that any reliability of 0.5 or nearest to 1 is to be considered reliable to be used for a study. Therefore, the questionnaire designed used in the study was valid, reliable and consistent. (See appendix IV) on page 115.

3.8 Procedure for Data Collection

The researcher obtained a letter of introduction from her supervisor in the Department of Physical and Health Education, Ahmadu Bello University, Zaria, to the public secondary schools sampled for this study. This was to solicit for cooperation and assistance of the teachers in the selected twenty–eight (28) public secondary schools. The teachers were briefed on the purpose of the study, and were encouraged to respond to the questionnaire truthfully. They were also assured that the information collected from them would be kept highly confidential and will only be used for the purpose of academic pursuit Teachers in the twenty-eight (28) public secondary schools were administered with six hundred and sixty–five (665) copies of the questionnaire in the fourteen (14) senatorial district randomly selected out of the twenty –one (21) senatorial districts of the seven (7) States in North West geo-political Zone of Nigeria.

The administration of the copies of the questionnaire were based on the number sampled from each public secondary school. The researcher involved five (5) trained research assistants and a teacher from each of the selected public secondary schools who administered the copies of the questionnaire on the six hundred and sixty- five (665) respondents who picked "Yes" written on their pieces of papers. However, those who picked "No" were not given the copies of the questionnaire to fill in the twenty-eight (28) public secondary schools under study in North-West Zone of Nigeria. The five (5) trained research assistants, the researcher and a teacher from each of the selected public secondary schools retrieved 613 (92.2%) dully filled questionnaire after four (4) days and the data collected was subjected to statistical analysis.

3.9 Procedure for Data Analysis

The purpose of this study was to assess the relationship between work- related stress and job satisfaction of teachers in public secondary schools in North West geo-political zone of Nigeria. In order to achieve the purpose of this research, the data collected were statistically analysed using:

Descriptive statistics of frequencies and percentages to describe demographic characteristics of the respondents.

Mean and standard deviations to answer the questions on the relationship between work-related stress and job satisfaction among secondary school teachers in North West Zone Nigeria.

Pearson Product Moment Correlation (PPMC) procedure to analyse the major hypothesis, sub-hypotheses III to VI because of the need to establish the relationship between the variables and the teachers' job satisfaction. Sub-hypotheses I and II were tested with the one sample t-test because of the need to establish the expressed opinions on the investigated variables of stress and job satisfaction. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

A total of 665 copies of questionnaire were administered out of which 613 (92.2%) were adequately filled and returned. The data collected was then statistically analysed in this chapter. In the analysis, mean scores for the items and variables were used in determining the direction of opinion and conclusion of solution to the research questions. Decision on the items and variables were based on a midpoint average of 2.5 based on the four point likert scale, whereby 2.5 shows the agreement and less than 2.5 shows disagreement.

4.2 Results

Teachers from twenty eight (28) public secondary schools from seven (7) states of North-West Zone were involved in this study. The total number of teachers administered with the questionnaire were 665 of which 613 were successfully retrieved with valid information required. Their demographic characteristics selected along with their opinions on the relationship between work related stress and job satisfaction were gender, age, marital status, highest educational qualification and years of teaching experience. These variables were considered to be directly associated with the job satisfaction and work related stress experienced by the teachers in their respective secondary schools. The demographic variables were described using frequencies and percentages as presented in Table 4.1.

Table 4.1: The Respondents' Demographic Characteristics

Variable	Option	Frequency	Percent
Gender	Male	356	58.1
	Female	257	41.9
	Total	613	100.0
Age Range	25-30years	99	16.2
	31-35years	175	28.5
	36-40years	178	29.0
	41-45years	86	14.0
	Above 46years	75	12.2
	Total	613	100.0
Marital Status	Married	450	73.4
	Single	117	19.1
	Divorced	33	5.4
	Widow/Widower	13	2.1
	Total	613	100.0
Highest Educational Qualification	NCE/HND	222	36.2
	BSc. BA. B Ed	245	40.0
	M Sc. M A. M ED	139	22.7
	Ph D	7	1.1
	Total	613	100.0
Years in Service	0-10years	285	46.5
	11-20years	228	37.2
	Above 20years	100	16.3
	Total	613	100.0

Observation of Table 4.1 shows that majority of the respondents, 356(58.1%) were male teachers while 257(41.9%) were female teachers. Concerning the age range of the respondents, majority of them 175(28.5%) were between ages 31 to 35 years of age, 99(16.12%) respondents were between 25 to 30 years of age. Teachers who were between 36 to 40years were 178(29.0%), while 86(14.0%) of the teachers were between 41 to 45years while 75(12.2%) of the teachers were ages 46 years and above. The distribution indicated clearly that the teachers belonged to all the age categories which means that the finding could not be attributed to any particular age grouping. However, the selection implies that teachers of all ages within the secondary schools in North West Zone could be said to be represented in the study.

Furthermore, observation of Table 4.1 reveals that 450(73.4%) of the respondents were married, while 117(19.1%) were single. Those divorced were 33(5.4%) and 11(2.1%) of the teachers were widowed or widowers. These classifications clearly implied that all the teachers could be said to represent the different marital status and thus, could give valid opinion of the work related stress and the job satisfaction experienced in the secondary schools.

Table 4.1 further shows that 222(36.2%) of the teachers had either the National Certificate in Education (NCE) or Higher National Diploma (HND) as their highest qualifications. Those with first degree were 245 (40%) (BSc. B A, B Ed) and teachers with Master degrees as their highest qualifications were 139(22.7%) while 7(1.1%) had doctorate degrees. By these qualifications, the respondents could be said to have relatively high educational background for assessing work related stress and job satisfaction in the public secondary schools within the zone of study.

Teachers who had less than 11 years of teaching experience were 285(46.5), while 228(37.2%), have teaching experience of between 11 to 20years. Only 100 (16.3%) of the teacher had more than 20years of teaching experience. The years of experience of the teachers shown in the table 4.1 clearly means that they could be expected to have adequate information on the work related stress and job satisfaction in the selected secondary schools in North West Zone of Nigeria.

4.3 Answering the Research Questions

The main purpose of this study was to assess relationship between work- related stress and teachers' job satisfaction in the secondary schools in North West Zone of Nigeria. For specificity, this purpose was restructured into specifics and assessed under structured research questions. Each of these variables was assessed independently with

different set of items and the opinions of the teachers on the items were scored in means and standard deviations computed using modified four point likert scale The aggregate mean score for each of the variables was used for decision and conclusion of the respective research question. Decision on item cum variable was based on the midpoint average of 2.5. The research questions are as follows:

Research Question One: Are teachers of public secondary schools experience work related stress in North-West zone of Nigeria?

The opinions of the teachers on the extent of the work related stress they experience in the schools are scored in mean scores and standard deviation in Table 4.2.

Table 4.2: Mean scores of Responses on Work-related Stress among Secondary School Teachers

S.N	Work related stress	Mean	Std. Dev.
1	I like my job though I feel insecure with it.	3.18	0.816
2	I frequently bring work home at night.	2.96	0.807
3	Not enough hours in the day to do all the things that I must do.	2.93	0.881
4	I am unable to perform tasks well as my judgment is not good as it was.	2.95	0.839
5	I do the job myself to ensure they are done properly.	2.93	0.902
6	I feel fatigued or tired even when I wake after an adequate sleep	2.75	0.887
	Aggregate Mean Score	2.95	0.532

A careful look at table 4.2 the aggregate mean score of 2.95 shows that most of the teachers actually experienced work related stress in the schools. Though most of the teachers were of the view that they felt insecure in their job (3.18;0.816) The indications from the mean scores are that they were constrained with time factor which forced them to extend their schedule into their leisure time and bring some tasks home and thus increase their fatigue. Based on the midpoint average of 2.5, the teachers could be said to have work related experiences in their schools.

Research Question Two: Are teachers of public secondary schools satisfied with their job in North West Zone of Nigeria?

Table 4.3: Mean Scores of Responses on Job Satisfaction among Secondary Schools Teachers

Sn	**Job Satisfaction**	Mean	Std. Dev.
1	I enjoy working as a teacher.	2.09	0.939
2	I choose to be a teacher.	2.17	0.851
3	I taught of leaving the teaching profession.	1.85	0.769
4	I get support and team work from other colleagues	2.51	0.973
5	I am provided with all resources to work with.	1.72	0.775
6	I experience being trusted by parents.	2.61	0.857
	Aggregate mean score	2.14	0.520

Concerning job satisfaction by the teachers, table 4.3 above indicates that the teachers were not satisfied with their job as revealed by the aggregate mean score of 2.14,(0.520) compared with the fixed mean of 2.5. Based on this result, job satisfaction was considered low, showing below aggregate of 2.5. This could be attributable to the responses given to the items on choice of leaving the job, lack of team work and resources to work with and only the trust earned from parents of the children. It could, therefore, be said that the teachers have low job satisfaction in their schools.

Research Question Three: Does physical environment of the teachers enhance job satisfaction in North West Zone of Nigeria?

Table 4.4: Mean Scores of Teachers Responses on Physical Environment in the Secondary Schools

Sn	Physical environment	Mean	Std. Dev.
1	Classes and furniture are dilapidated	3.14	0.828
2	Teachers and students lack toilet facilities.	3.38	0.831
3	Overcrowded classrooms makes teachers over stretched.	3.31	0.816
4	Noisy school environment affects teaching.	2.81	1.024
5	School lack adequate facilities for teaching.	2.95	0.863
6	School environment is littered with refuse. The environment is offensive.	3.28	0.772
	Aggregate mean score	3.14	0.553

Looking at table 4.4, it is shown that the teachers were of the opinion that the physical environment was not conducive enough for effective teaching and learning in the schools. Among others, they were of the view that non-conduciveness is attributable to inadequate classrooms, furniture, toilet facilities and teaching and learning facilities. The aggregate mean score for the table 4.4 shows a mean of 3.14,(0.553) which supports the view that the schools' physical environment was not considered adequate enough for teaching and learning.

Research Questions Four: Is work-related psychological stress of the teachers relate to job satisfaction in North West zone, Nigeria?

Table 4.5: Mean scores of teachers Response on their psychological status in the secondary schools

Sn	Psychological	Mean	Std. Dev.
1	I worry a lot.	3.17	0.790
2	It is hard for me to relax at home.	3.33	0.752
3	When other teachers criticize me, even in a friendly constructive way, I feel offended.	3.05	0.778
4	Lack of motivation, low wages and inability to cope with new technology gives me stress.	3.26	0.834
5	My emotions change unpredictably and without any apparent reason.	2.99	0.842
6	I feel tired and disinterested in my work.	3.10	0.820
	Aggregate mean score	3.15	0.507

Table 4.5 shows that worry is the major psychological problem of the teachers with mean score of 3.17 (0.790) and 3.33 (0.752) which make it hard for them to relax even when they are at home. These are coupled with the psychological experiences of interactions between personnel which results into emotional stress, and inability of the teachers to cope with new technology in the schools. With an aggregate mean score of 3.15, (0.507 it means that the teachers have high level of psychological problems in the schools as shown in the table.

Research Question Five: Does socio-economic work related problem\stress\status of the teachers relate to job satisfaction in North West zone, Nigeria?

Table 4.6: Mean Scores by the Teachers Responses on their Social Economic Status in the Public Secondary Schools

Sn	Social economic	Mean	Std. Dev.
1	Irregular salary payment of teachers have a negative effect on me and leads to poor performance.	3.22	0.785
2	Inability of the teacher to provide for the family leads to low output in school.	3.19	0.896
3	Low income teachers have anxiety and frustration due to financial crises.	3.10	0.954
4	Frequent strikes by teachers affect productivity.	3.16	0.811
5	Delayed promotions affect economic status of the teachers.	3.18	0.730
6	Lack of capacity building leads to inferiority complex among teachers.	3.22	0.877
	Aggregate mean score	3.18	0.586

Concerning socio- economic status by the teachers, table 4.6 shows the mean scores by the teachers responses clearly that they were of the opinion that they suffer some socio-economic problems that contribute to work stress. This is indicated with an aggregate mean score of 3.18 with a standard deviation of 0.586 which clearly shows that most teachers were of this agreement that irregular payments, inability to provide for the family and lack of capacity building leads to lower status. Based on the midpoint average of 2.5 used in the measurement, it could be said that the teachers' socio-economic status were not good and probably affects their job satisfaction.

Research Question Six: Does the health work related status of teachers affect their job satisfaction in North West Zone of Nigeria? To assess the relationship of the teachers' health statuses on their job satisfaction in the secondary schools, their experiences in terms of physical pains, workload, and other associated physical health conditions were assessed. In Table 4.7, the opinions of the teachers on the related items are scored in mean and standard deviations.

Table 4.7: Mean Scores of Teachers Responses on their Health Status in the Secondary Schools

Sn	Health	Mean	Std. Dev.
1	Because of my busy schedule, l miss at least 2 meals during the week	3.11	0.768
2	Teachers have increased muscular aches and pains especially in the neck, head, lower back and shoulders,	3.31	0.767
3	Excessive workload with no attention to the teacher's health is responsible for health crises experienced by teachers.	3.19	0.789
4	High level of work with less job satisfaction can lead to premature aging and even death.	3.18	0.785
5	Long time health challenges of teachers like High blood pressure, Low blood pressure and any of the degenerative diseases would result to depression.	2.91	0.859
6	I go to work even when l feel sick.	2.98	0.810
	Aggregate Mean Score	3.11	0.542

An observation of table 4.7 shows that the teachers' responses as indicated with an aggregate mean score of 3.11 with a standard deviation of 0.542 shows that the teachers experience physical health problems in the schools. The health problems were associated with excessive workload, missing of meals and other work associated problems which results in physical pains and other health challenges. From the opinions of the teachers as indicated by the aggregate mean score of 3.11, (0.542), it could be said that they have physical health challenges which probably affect their job output in the schools.

4.4 Test of Hypotheses

The null hypotheses formulated along the purpose of the study to establish the statistical significance of the answers to the research questions are tested at a probability of 0.05 level of significance. The hypotheses consisted of one major hypothesis and six sub-hypotheses. The tests of the hypotheses are conducted as follows:

Major Hypothesis: There is no significant relationship between work- related stress and job satisfaction among secondary school teachers in the North West zone of Nigeria.

The two variables of work- related stress and job satisfaction were assessed in Table 4.2 and 4.3 respectively. To determine the level of their relationship, the two variables were subjected to a Pearson Product Moment Correlation procedure. Table 4.9 shows the summary of the result.

Table 4.8: Correlation Between Work-related Stress and Job Satisfaction of the Teachers

Variables	Mean	S. D.	S. E	DF	r	P-value
Work related stress	2.95	0.532	0.021	611	0.397	0.000
Job satisfaction	2.14	0.520	0.021			

$r(611) = 0.082 > 0.05$

The result revealed that the two variables were significantly correlated. The observed correlation coefficient (0.397) obtained at 611 degree of freedom is higher than the critical value of 0.082. The observed level of significance for the test is 0.000 ($P < 0.05$). This indicates that there is significant relationship between the teachers' work-related stress and their job satisfaction in the selected secondary schools in the North West Zone of Nigeria. These observations provide sufficient evidence for rejecting the null hypothesis which states that there is no significant relationship between work related

stress and job satisfaction among secondary school teachers in the North West zone of Nigeria is therefore rejected.

Sub- Hypotheses I: There is no significant work- related stress among secondary school teachers in the North West Zone of Nigeria.

This hypothesis was tested with the one sample t-test procedure because of the need to compare the observed mean score in Table 4.2 with a test mean which would indicate whether the stress experienced by the teachers is significant or not. The test mean is the midpoint average of 2.50. Table 4.9 shows a summary of the result.

Table 4.9: One Sample t-test Analysis on Work- related Stress Among Secondary School Teachers in North West Zone, Nigeria

Variables	N	Mean	Std. Dev.	Std. Error	t	DF	P-value
Work related stress	613	2.95	0.532	.021	20.909	612	.000
Test mean	613	2.50	0.000	0.000			

$t(612) = 1.96, P > 0.05$

From the observations of table 4.9 above, it is shown that the mean score (2.95) obtained from the respondents on their work related stress is significantly higher than the test mean of 2.50. This indicates that the respondents were of the view that their work related stress experiences in the schools were statistically significant. The observed t-value (20.909) obtained at 612 degree of freedom for the test is higher than the critical value of 1.96 the observe probability level of significance is 0.000 ($P < 0.05$). These observations provide enough evidence for rejecting the null hypothesis. The null hypothesis that there is no significant work related stress among secondary school teachers in the North West Zone of Nigeria is therefore rejected.

Sub-Hypotheses II: There is no significant job satisfaction among secondary school teachers in North West Zone of Nigeria.

The means scores of the teachers on the extent of their job satisfaction in the schools assessed in Table 4.3 were tested here for significance by comparing the aggregate with the midpoint average of 2.50 to establish whether their related job satisfaction was significant or not. The result of the test is summarized in Table 4.10.

Table 4.10: One Sample t-test on Job Satisfaction among Secondary School Teachers in North West of Nigeria

Variables	N	Mean	Std. Dev.	Std. Error	t	DF	P-value
Job satisfaction	613	2..14	0.520	0.021	0.957	612	.0.02
Test mean	613	2.50	0.000	0.000			

t(612) = 1.96, P<0.05

The result in the table reveals that the extent of job satisfaction by the teacher as indicated with the mean score of 2.14 is significantly lower than the test mean of 2.50. This is indicated with a t-vale of 0.957 obtained at 612 degree of freedom (DF). The probability level of significance observed in the test is 0.02 (P > 0.05). By these indications, there is sufficient evidence to retain the null hypothesis. The hypothesis that there is no significant job satisfaction among secondary school teachers in North West Zone of Nigeria is therefore retained.

Sub- Hypotheses III: There is no significant relationship between physical environment of the schools and teachers' job satisfaction in public secondary schools in the North West Zone of Nigeria.

To test this hypothesis, the mean scores in Table 4.4 where the related physical environment of the schools were assessed along with the scores in Table 4.3 on the job satisfaction of the teachers were assessed and subjected to a test of relationship using the Pearson Product Moment correlation procedure. Table 4.12 shows the summary of the results.

Table 4.11: Correlation between Physical Environment of the Schools and Teachers' Job Satisfaction in the Public Secondary Schools

Variables	Mean	S. D.	S. E	DF	r	P-value
Physical Environment	3.14	0.553	0.022	611	0.668	0.000
Job Satisfaction	2.14	0.520	0.021			

$r(611) = 0.082 > 0.05$

In the table, the observed correlation coefficient (0.668) obtained at 611 degree of freedom is higher than the critical value of 0.082. The observed level of significance for the test is 0.000 ($P < 0.05$). This indicates that the teachers' job satisfaction is significantly correlated with the physical environment of the schools. Therefore, the null hypothesis that there is no significant relationship between physical environment and teachers' job satisfaction in public secondary schools in the North West Zone of Nigeria is thus rejected.

Sub- Hypotheses IV: There is no significant relationship between work-related psychological problem/status of the teachers and job satisfaction in public secondary schools in North West zone of Nigeria.

In Table 4.5 the work-related psychological problem/status of the teachers in the schools were assessed to establish the extent of the experiences. The scores of the teachers in the table were correlated with the rated job satisfaction of the teachers in Table 4.3 to establish the extent of their relationship in this hypothesis. The result of the Pearson Product Moment Correlation procedure used for the test is summarized in Table 4.12.

Table 4.12: Correlation between Work-related Psychological Stress\Problems Status of the Teachers and their Job Satisfaction in the Public Secondary Schools

Variables	Mean	S. D.	S. E	DF	r	P-value
Psychological Status	3.15	0.507	0.020	611	0.546	0.000
Job Satisfaction	2.14	0.520	0.021			

$r(611) = 0.082 > 0.05$

From the result in the table, the teachers' work-related psychological stress/problem status is significantly correlated with their job satisfaction in the schools. This is indicated with an observed correlation coefficient of 0.546 obtained at 611 degree of freedom. The observed correlation coefficient is higher than the critical value of 0.082 at the fixed probability of 0.05 and at 611 degree of freedom. The observed level of significance for the test is 0.000 ($P < 0.05$). These observations provide enough evidence for rejecting the null hypothesis. The null hypothesis that there is no significant relationship between work-related psychological stress/problems\ status of the teachers and job satisfaction in public secondary schools in North West zone of Nigeria is therefore rejected.

Sub- Hypotheses V: There is no significant relationship between work-related socio-economic stress/problems status of teachers and job satisfaction in public secondary schools in North West Zone of Nigeria.

This hypothesis is based on the mean scores of the teachers on the work-related socio-economic stress\problems status assessed in Table 4.6 and their job satisfaction examined in Table 4.3. The test was conducted with the Pearson Product Moment Correlation procedure and the result is summarized in Table 4.13.

Table 4.13: Correlation between Socio-Economic Status of Teachers and Their Job Satisfaction in The Secondary Schools

Variables	Mean	S. D.	S. E	DF	r	P-value
Socio-economic Status	3.18	0.586	0.024	611	0.461	0.000
Job Satisfaction	2.14	0.520	0.021			

r(611) = 0.082 > 0.05)

The result of the test as indicated in the table reveals that the teachers' work-related socio-economic stress status is significantly correlated with their job satisfaction. This observation is deduced from the observed correlation coefficient (0.461) obtained at 611 degree of freedom which is far higher than the critical value of 0.082 indicated at the bottom of the table. The observed level of significance for the test is 0.000 ($P < 0.05$). By these observations, there is sufficient evidence to reject the null hypothesis. The null hypothesis that there is no significant relationship between socio-economic status of teachers and job satisfaction in public secondary schools in North West Zone of Nigeria is therefore rejected.

Sub- Hypotheses VI: There is no significant relationship between work-related health problems/status of teachers and their job satisfaction in public secondary schools in North West Zone of Nigeria.

The test here is focused on the relationship between work-related health problems status of the teachers as assessed in Table 4.7 and their job satisfaction assessed in Tables 4.3 respectively. The Pearson Product Moment Correlation procedure was used to determine the extent of relationship between the two variables. The result is summarized in Table 4.14.

Table 4.14: Correlation between Work-related Health Problem/Status of Teachers and their Job Satisfaction in the Public Secondary Schools

Variables	Mean	S. D.	S. E	DF	r	P-value
Health status	3.11	0.542	0.022	611	0.468	0.000
Job Satisfaction	2.14	0.520	0.021			

r(611) = 0.082 > 0.05

The result shows an observed correlation coefficient of 0.468 obtained at the 611 degree freedom (DF). The observed probability level of significance (P-value) for the test is 0.000 ($P < 0.05$). These observations reveals that the teachers' work-related health problems/ status is significantly correlated with their job satisfaction in the schools. The null hypothesis that there is no significant relationship between work-related health problems of teachers and their job satisfaction in public secondary schools in North West Zone of Nigeria is therefore rejected.

4.5 Discussion

This study assessed work related stress and job satisfaction among secondary school teachers in North-West Zone of Nigeria. One major null hypothesis and six null sub-hypotheses were tested in line with the purpose and research questions of the study.

The relationship between the teachers' work-related stress and their job satisfaction in the public secondary schools in North West Zone that was tested. The result of the major hypothesis reveals that the work related stress was significantly correlated with their job satisfaction in the schools This situation is pathetic as one wonders what the situation will be if appropriate measures is not taken to address the surge in our educational system, The findings here support similar findings by studies carried out by Fletcher & Payne (1980) which identified that lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress which culminated a strong relation between the two. This study reveals that both of job stress and job satisfaction where found to be interrelated. The findings here support similar findings carried out by Edundayo & Ademike (2013) and Oyewumi, Ibitoye, & Sanni, (2012 who report respectively that there are work related stress and job satisfaction among teachers in Nigeria secondary schools.

The significance of the work related stress experience by the teachers in the schools was tested. The result shows that the stress experienced by teachers was

significant. The null hypothesis was therefore rejected. This finding agrees with the report of Bakker (2004) who found out that work related stress were moderate to high which often led to incidence of burnout experienced by workers. The findings here agree with Rohany, (2003) who observed that occupational stress is concerned with working environment or their nature of work that causes each individual suffering stress. In addition, Perie and Baker (1997) identified the following school working conditions and factors associated with teachers satisfaction, administrative support and leadership, students behaviour, school atmosphere, relation with parents and teachers autonomy their sense of control over classroom procedures. The study notes that the more favourable the working conditions were, the higher the satisfaction.

The significance of the level of job satisfaction experienced by the teachers in the schools was tested in Sub-hypothesis II. The result of the test reveals that the teachers were of the view that they were dissatisfied with their job. The null hypothesis was therefore retained. This finding is in line with the finding of Skaalvik (2009) who reports from an investigation into teachers' job satisfaction that, teachers' job satisfaction was directly related to emotion and not personal accomplishment. The finding is also in support of Salami (2005), who reports that factors of stress have positive association with job satisfaction. This study is also in support of Umme's (1999) view that a significant relationship was found between teachers attitude towards teaching and job satisfaction. When teachers have job satisfaction they tend to teach well., This study agrees with the widely held belief in Nigeria that there is generally low teacher satisfaction (see Businge, (2011) and low morale amongst Nigerian school teachers (Daily Trust, 2011 and Kayode, 2012).but disagrees that teachers satisfaction is directly related to teachers salary and reward only.

The relationship between the teachers' schools' physical environment and their job satisfaction in the secondary schools. From the result of the PPMC conducted, the test reveals that the two variables were significantly correlated. The null hypothesis was therefore rejected. The finding imply that the schools' physical environment could be a significant factor of their job dissatisfaction. This study is in line with the findings of Canada, Ma and MacMillan (1999) who found that workplace conditions such as administrative control, teaching competence and organisational culture negatively affected teacher job satisfaction. This study supports the findings by Adebola, & Mukhtari, (2014) that; The environment within which they operate cannot be free of problems that are typical of a populous African nation with a high demand for education. Some of these problems include over population of students, problems with the school plant, ill- equipped and inadequate teachers to cope with the work load, students with poor academic backgrounds ,poor funding, that affect management, students negative attitude towards learning, low motivation, parental ambivalence towards the educational well-being of their children, low performance and overall lackadaisical attitudes of teachers towards work, personal problems including role conflict, social problems and pressures, financial problems, domestic worries and a lot more.

On the relationship between the teachers' work-related psychological stress and their job satisfaction in the schools, the result of the test reveals that the two variables were significantly correlated. The relationship was found to be high and positive which imply that the better the psychological status of the teachers, the higher their job satisfaction in the schools. The null hypothesis was therefore rejected. The finding here agrees with the report of Kayode (2012) who states that some factors could be contributing to job satisfaction or dissatisfaction among teachers and that those includes

salary structure, working conditions, attitude of parents, students' attitudes toward learning, loss of job and lives, promotion and workload. The finding is in line with the report of Ciarrochi Deane and Anderson (2001) who found that stress was associated with greater reported depression, hopelessness and suicidal ideation among people who are high in emotional perception compared to others. The findings is consistent with Skaalvik (2009) who found that teacher's job satisfaction was directly related emotional exhaustion and reduced personal accomplishment.

The relationship between work-related socio economic stress\problems status of the teachers and their job satisfaction in the secondary schools. The result of the test which was carried out with the Pearson Product Moment Correlation procedure reveals that the two variables were significantly correlated. The null hypothesis was therefore rejected. This finding was consistent with the report of Rice and Hein, (2006) that every person needs to feel that they are able to take responsibility which is very important to the adult and that the most obvious way to build self-respect is to do something of value to excel in specific area which should be determined by one's interest and ability. This study is in line with the present study According to Ceasar, Chinedu & Kuttickattu (2014), the major source of stress for teachers was contractual problems which include the following stressors; lack of power and influence, threat of job loss, performance related objectives, poor pay, lack of accommodation, badly planned changes, temporal contracts and shortage of teachers

The relationship between the teachers' work-related health problem and their job satisfaction in the secondary schools. The result of the test reveals that the two variables were significantly and positively correlated. The null hypothesis was therefore rejected. The finding agrees with De Nobile, John, & Mc Cormick, (2005) who investigates the

relationship between job satisfaction and occupational stress among 356 staff members from 52 primary schools of 6 catholic school systems in New South Wales, Australia. The findings was that moderate to strong correlations existed between job satisfaction and health of respondents. The finding here is that moderate to strong correlations existed between most of the job satisfaction and occupational stress variables. The finding here agree with the study of Fasabender John Wiley and Sons (1980) opinion that lack of security, recognition, independence, acceptance, success. Self-respect, unsatisfied sexual life contribute to work- related stress and poor job satisfaction among the secondary school teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter provides summary of relationship between work related stress and job satisfaction among secondary school teachers in North West Zone of Nigeria .The research design adopted was ex-post facto research design. It involved study of the variables under study to generate data which was used to answer the research questions. The assessment was conducted with a researcher close-ended structured questionnaire which had two sections .Section A had five items that solicited for information on demographic characteristics of the respondents. Section B was sub- divided into six sub –sections with six statements each making a total of thirty-six statements on work related stress and job satisfaction among secondary school teachers in North West Zone, Nigeria.

The questionnaire was validated and pilot tested in two public secondary schools in Kaduna. The approved questionnaire was then administered to teachers through a stratified random sampling procedure across the North West geopolitical Zone. A total of 665 copies of the questionnaire were administered to the respondents in the twenty-eight public secondary schools selected for this study out of which 613 (92.2%) were retrieved. 52 (7.8%) copies of the questionnaire were not adequately filled and therefore were not included. The data collected were analysed with the Statistical Package for the Social Science (SPSS). Statistical procedures adopted in the analysis of the data included simple frequencies and percentage, mean standard deviation, Pearson Product Moment correlation coefficient and one sample t-test. One major hypothesis and six null sub-

hypotheses were tested All the hypotheses were tested at the 0.05 probability level of significance.

The result from the analysis of the data and test of the hypotheses reveal that teachers in public secondary schools in North West Zone of Nigeria experience work related stress and are dissatisfied with their job.

5.1.1 Summary of Findings

Major findings from studies in the Nigerian educational system reveal that teachers involved in the study have high level of work- related stress which significantly correlate with their job satisfaction. The major findings from the tests and analysis of the data are summarized below.

i. There is significant work related stress among secondary school teachers in North West Zone of Nigeria.

ii. There is no significant job satisfaction among secondary school teachers in North West Zone of Nigeria.

iii. There is significant relationship between physical environment of the teachers and job satisfaction in public secondary school in the North West Zone of Nigeria.

iv. There is significant relationship between work-related psychological problem\stress/ status of teachers and job satisfaction in public secondary schools in North West Zone of Nigeria.

v. There is significant relationship between work-related socio economic stress\problem/ status of teachers and job satisfaction in public secondary schools in North West zone of Nigeria.

vi. There is significant relationship between work-related health problem/status of teachers and job satisfaction in public secondary schools in North West Zone of Nigeria.

5.2 Conclusions

From the findings of this study, the following conclusions were drawn;

i. The experienced work related stress of the teachers is significantly correlated with their job satisfaction in the selected public secondary schools in North West Zone, Nigeria.

ii. Teachers in the study areas have high and significant level of work- related stress.

iii. The teachers involved in the study lack job satisfaction.

iv. There is significant relationship between physical environment of teachers' and their job satisfaction in the selected public secondary schools in North West Zone, Nigeria

v. The work-related psychological stress\problem/status of teachers in the secondary schools is significantly correlated with their job satisfaction in North West Zone, Nigeria.

vi. Teachers' work-related socio-economic stress is significantly correlated with their job satisfaction in the selected public secondary schools in North West Zone, Nigeria.

vii. The work-related health problems of teachers is significantly correlated with their job satisfaction in the selected public secondary schools in North West Zone, Nigeria.

5.3 Limitations of the Study

In the course of this study, the researcher did not encounter any challenge except for the fact that;

i. The researcher had no control over the feelings of the respondents in filling the questionnaire.

5.4 Recommendations

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

i. The Federal and State Ministry of Education should focus on capacity building in form workshops and seminar in professional development for individual teachers.

ii. School management should introduce motivational strategies to induce positive attitude that could reduce negative emotional feelings, mong teachers and enhance protecting teaching rights in the schools, in form of manageable class size, an effective code of discipline, a decrease in work load per teacher.

iii. The school management should improve on provision of infrastructural facilities and equipment for teaching and learning as a way of improving the school environment towards reduction of work- related stress among teachers

iv. There should be provision of welfare packages that could help in the reduction of negative psychological feelings among teachers

v. Effort should be put in place by the school management towards provision of health care system for teachers and students of the secondary schools.

vi. There should be an integrated coordinated health education provision for teachers in North West Zone, Nigeria.

vii. Ministry of Education, enforcing Agencies, employees and trade union must work together at all levels in order to truly have an impact on reducing work –related stress and job dissatisfaction among secondary school teachers in North West Zone Nigeria.

5.5 Contribution to Knowledge

The following are the contributions of the study:

1. The study has established that there is significant work related stress (P.001) among public secondary school teachers in North West Zone of Nigeria.
2. The study has also established significant job dissatisfaction (P=0.02) among public secondary school teachers in North West Zone of Nigeria.
3. The study established that the physical environment of the schools in North Zone of Nigeria was significantly related (P = 0.001) job satisfaction of secondary school teachers.

5.6 Suggestions for Further Studies

i. Research could be conducted on job related stress among Principals of secondary schools in Nigeria.

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APPENDIX I

QUESTIONNAIRE
INSTRUMENT TO RESPONDENTS

Section 'A' is soliciting demographic information of the respondents while 'B' requires your response by ticking (√) a statement under each sub-section that best represent your perception of Relationship between work-related stress and job satisfaction among secondary school teachers in North-West Zone, Nigeria.

SECTION 'A' DEMOGRAPHIC INFORMATION OF RESPONDENT

1. Gender

Male ( )
Female ( )

2. Age

25 – 30years ( )
31 – 35years ( )
36 – 40years ( )
41 – 45years ( )
Above 46years ( )

3. Marital Status

Married ( )
Single ( )
Separated ( )
Divorced ( )
Widow/widower ( )

4. Highest Educational Qualification

NCE/HND ( )
B.Sc., B.A, B.Ed ( )
M.Sc., M.A., M.Ed ( )
Ph.d ( )

5. Years in Service

0 – 10years ( )
11 – 20years ( )
Above 20years ( )

SECTION 'B' WORK RELATED STRESS AND JOB SATISFACTION.

Kindly tick (√) the appropriate column against each statement that best represent your feeling.

KEY:

Strongly Agreed (SA)

Agreed (A)

Disagreed (D)

Strongly Disagreed (SD)

S/N	STATEMENT. Sub- section B 1; Work Related Stress.	SA	A	D	SD
1.	I like my job and I feel secured with it.				
2.	I frequently bring work home at night.				
3.	Not enough hours in the day to do all the things that I must do.				
4.	I am unable to perform tasks as well as I use to my judgment is not good as it was.				
5.	I do the job myself to ensure they are done properly.				
6.	I feel fatigued or tired even when I wake after an adequate sleep				
	Sub-Section B2; Job Satisfaction	**SA**	**A**	**D**	**SD**
7	I enjoy working as a teacher.				
8.	I choose to be a teacher.				
9	I taught of leaving the teaching profession.				
10	I get support and team work from other colleagues				
11	I am provided with all resources to work with.				
12	I experience being trusted by parents.				
	Sub-Section B3; physical Environment	**SA**	**A**	**D**	**SD**
13.	Classes and furniture are dilapidated				
14.	Teachers and students lack toilet facilities.				
15.	Overcrowded classrooms makes teaching over stretched.				
16.	Noisy school environment affects teaching.				
17	School lack adequate facilities for teaching..				
18	School environment is littered with refuse. The environment is offensive.				

	Sub-Section B4; psychological Work Related Stress	**SA**	**A**	**D**	**SD**
19.	I worry a lot.				
20.	It is hard for me to relax at home.				
21.	When other teachers criticize me, even in a friendly constructive way, I feel offended.				
22.	Lack of motivation, low wages and inability to cope with new technology gives me stress.				
23.	My emotions change unpredictably and without any apparent reason.				
24.	I feel tired and disinterested in my work.				
	Sub-Section B5; Socio Economic Work Related Stress	**SA**	**A**	**D**	**SD**
25.	Irregular salary payment of teachers have a negative effect on me and leads to poor performance.				
26.	Inability of the teacher to provide for the family leads to low output in school.				
27.	Low in come teachers have anxiety and frustration due to financial crises.				
28.	Frequent strikes by teachers affects productivity.				
29.	Delayed promotions affects economic status of the teachers.				
30.	Lack of capacity building leads to inferiority complex among teachers.				
	Sub-section B6; Health Work Related Stress	**SA**	**A**	**D**	**SD**
31	Because of my busy schedule, l miss at least 2 meals during the week				
32.	Teachers have increase muscular aches and pains especially in the neck, head, lower back and shoulders,				
33.	Excessive workload with no attention to the teacher's health is responsible for health crises.				
34.	High level of work with less job satisfaction can lead to premature aging and even death.				
35.	Long time health challenges of teachers like High blood pressure, Low blood pressure and any of the degenerative diseases would results to depression.				
36.	I go to work even when l feel sick.				

APPENDIX II

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

(OFFICE OF THE HEAD OF DEPARTMENT)

VICE CHANCELLOR: **Professor Ibrahim Garba,** *B.Sc., M.Sc., (ABU); Ph.D. (London); D.I.C.*
HEAD OF DEPARTMENT: **Professor M. A. Suleiman,** *N.C.E. (OYSCE); B.Sc. (UNICAL); M.Sc, Ph.D, (ABU)*

Ph.D/Educ/14044/2011-2012/P15EDPE9022 6th June, 2016

Dear Sir/Madam,

REQUEST TO VET A QUESTIONNAIRE

The bearer, **Aishat BASHIR with** Registration Number Ph.D/Educ/14044/2011-2012/P15EDPE9022 is a Postgraduate student (Health Education) of this Department. She is currently conducting a research on **"Relationship Between Work-Related Stress and Job Satisfaction Among Secondary School Teachers in North West Zone of Nigeria".**

On the basis of your professional expertise and experience, you have been selected to serve as jurors to critically vet the questionnaire and make the necessary corrections for its improvement

Please kindly return the questionnaire to the researcher after completing the vetting.

Thank you.

Prof. (Mrs) T. N. Ogwu

Major Supervisor

APPENDIX III

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

(OFFICE OF THE HEAD OF DEPARTMENT)

VICE CHANCELLOR: **Professor Ibrahim Garba,** *B.Sc., M.Sc., (ABU); Ph.D. (London); D.I.C.*
HEAD OF DEPARTMENT: **Professor M. A. Suleiman,** *N.C.E. (OYSCE); B.Sc. (UNICAL); M.Sc, Ph.D, (ABU)*

Ph.D/Educ/14044/2011-2012/P15EDPE9022 6th June, 2016

Dear Sir/Madam,

PERMISSION TO ADMINISTER QUESTIONNAIRE

AISHAT BASHIR is a Postgraduate (Ph.D) Health Education candidate of this Department. In partial fulfillment of the requirements of her Doctoral programme, she is conducting a research on **"Relationship Between Work-Related Stress and Job Satisfaction Among Secondary School Teachers in North West Zone of Nigeria".**

Your school has been chosen as one of the schools which the researcher will collect information by administering a questionnaire on her respondents.

I therefore request your permission to allow her to administer her questionnaire, as well as extend your fullest possible cooperation which will be highly appreciated.

Thank you.

Yours Sincerely,

Prof. (Mrs) T. N. Ogwu

Major Supervisor

APPENDIX IV

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Dear Sir/Ma

REQUEST TO VET A QUESTIONNAIRE ON RELATIONSHIP BETWEEN WORK RELATED STRESS AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NORTH WEST ZONE OF NIGERIA

The bearer BASHIR, Aishat is a Ph.D student of this Department. She is conducting a research on Relationship between Work related stress and job satisfactory among secondary school teachers in North-West Zone Nigeria. In this regard, she has developed a questionnaire that contained statements on the above topic. On the basis of your professional expertise and experience, you have been selected as one of the jurors to critically examine the questionnaire and make corrections and suggestions for its improvement.

Please kindly return the vetted questionnaire to the student after vetting.

Thank you.

Yours faithfully,

Prof. (Mrs.) T.N. Ogwu
Major Supervisor

APPENDIX V

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Dear Sir/Ma

REQUEST TO ADMINISTER QUESTIONNAIRE IN YOUR SECONDARY SCHOOL

The researcher BASHIR, Aishat is a Ph.D student in Health Education. In partial fulfillment of the requirement for her Ph.D Programme. She is conducting a research on Relationship between work related stress and job satisfaction among secondary school teachers in North-West Zone of Nigeria.

I therefore request you kind permission to allow her to administer the questionnaire as well as extend you fullest possible cooperation which will be highly appreciated.

Thank you for your co-operation.

Yours faithfully,

Prof. (Mrs) T.N. Ogwu
Major Supervisor

APPENDIX VII

Reliability OUTPUT

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded(a)	0	.0
	Total	50	100.0

a List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.869
		N of Items	30(a)
	Part 2	Value	.915
		N of Items	30(b)
	Total N of Items		60
Correlation Between Forms			.562
Spearman-Brown Coefficient	Equal Length		.720
	Unequal Length		.720
Guttman Split-Half Coefficient			.715