

Job Stress as a Sociological Predictor Teachers' Effectiveness in Senior Secondary Schools in Federal Capital Territory Abuja, Nigeria

Apeh H.A.^{1,*}, Usman M.B.², Idris M.A.¹

¹Department of Educational Foundations, University of Abuja, Abuja-Nigeria

²Department of Guidance and Counselling, University of Abuja, Abuja-Nigeria

*Corresponding author: hosea.apeh@uniabuja.edu.ng

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Abstract The study investigated teacher's job stress as a psychological predictor of senior secondary school teachers' effectiveness in the Federal Capital Territory Abuja, Nigeria. The study employed a descriptive survey design. One hundred and sixty-eight participants (principals and teachers) were drawn from the sampled schools. Two self-designed instruments namely: Teachers' Job Stress Scale (TJSS) and Principals' Assessment of Teachers Instrument (PATEI) were duly validated and tested for reliability were used to obtain information from the participants. Data collected were analyzed using descriptive and inferential statistics (Regression and t-test). The study revealed that teacher's effectiveness was poor and job stress low. There was negative and no significant relationship between teachers' job stress and effectiveness. Thus, increase in stress may not lead to increase in teaching effectiveness. There was also no gender difference in job effectiveness and stress among teachers. It is recommended that; stressing conditions be addressed and necessary palliatives be made available to relieve the teacher and thus improve overall teaching effectiveness.

Keywords: job stress, sociological predictor, teachers' effectiveness

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1. Introduction

Effective teaching is a term synonymous with teaching (teacher) effectiveness and was defined by Afe [1] as the type of teaching characterized by exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. According to Vogt [2], teaching effectiveness is the ability of instruction to inspire students of different abilities while incorporating instructional objective and assessing the effective learning mode of the students. Evans [3] also opined that teaching effectiveness is a measure of the extent of realization of the instructional objectives; it is a net growth in intellectual aptitude and skills as measured by student achievement. Sanders' [4] and Wenglinsky's [5] work asserted that teacher effectiveness is the single biggest contributor to students' success.

In assessing teacher effectiveness, Owoyemi and Adesoji [6] attended to three key characteristics of effective teachers; personal qualities, teaching skills and subject matter mastery. Owoyemi and Adesoji [6] stated that when personal qualities are emphasized, effective teachers/instructors are described as enthusiastic, energetic,

approachable, open, imaginative and possessing a high sense of humor. When teaching skills and mastery of the subject matter are emphasized, effective instructors are described as being masters of the subject matter, organized and emphasizing important concepts, able to clarify ideas and point out relationships, able to motivate students, able to pose and elicit useful questions and examples, creative or imaginative, and reasonable and fair.

Lumpkin and Multon [7] described effective teachers as those who use variety of instructional approach; who engage in professional endeavours and developmental activities to enhance their teaching; who seek feedback from students and make changes in instruction in response to those feedback and who value interrelationship between teaching and research. The argued that knowledge itself does not make one a good teacher but rather combination of knowledge of subject matter with other variables such as preparation of teaching materials, setting of clear objectives, enthusiasm, and ability to present learning materials clearly, that make an effective teacher. This implies that effective teaching involves a multiplicity of variables, but all these variables rest, and are highly dependent on the depth of the teachers' knowledge.

The review of related literature reveals that several factors are responsible for teacher effectiveness that could range from personal social, psychological, professional to

institutional variables. Postlethwaite [8] posited that these factors include but not limited to teacher-variables environment/family-variables and school-variables. Of all these factors, the ones that are touted to exert most influence on the learning outcome are the teacher-variables as the teacher is the implementer of the curriculum [8]. Adeyemo and Ogunyemi [9]; Dorman [10] have identified teacher's job stress as one of the cardinal factors militating against their effective performance in schools. Internally within the institution, the factors like fewer rewards, work over- load, existence of too many students, tight institutional policies, poor relationship with boss and colleagues and less carrier progression put pressure on teachers and ultimately cause stress [11,12]. On the other hand, the factors which are outside the institution include demanding parents, tight governmental rules regarding education sector, ever changing educational policies or reforms and downsizing. These factors, put pressure on the teachers by causing stress among them [13].

Teacher's job stress is known as stress at work. It occurs when there is discrepancy between the demand of the work place and that of the individuals [14]. Teacher stress is a serious work hazard which has the power to bring crisis on the teacher. In recent times, many studies have examined teachers stress in the teaching job, and have suggested that teacher experience disproportionately high level of stress [9,15]. Darling-Hammond [16] reported that 30% of novice teacher exit the profession prior to their 50 years. The major reason given for this exit was the level of occupational stress experience by the researchers. Increase in work load, a hostile environment, large classes, delay and non-payment of salary, poor condition of service, poor working environment, parents' insults and assaults and time pressure have been identified as source of teachers' job stress [17].

Studies like Akbar & Akter [18] and Ofoegbu & Nwadiani [19] observed that that variance in academic staff job performance was as a result of gender and stress. This implied that, stress could explain the variability in the academic staff job performance. On gender variations, it could be deciphered that the ability of an individual to cope effectively with stress depends on his or her gender. Male lecturers are easily adjustable to stress than their female counterpart [20]. Many commitments by the female lecturers in terms of home and office work, stress serves as hindrance to accomplishments of certain goals and objectives. Therefore, Wood and Eagly [21], believed that management of stress can be traced to the sex of the party involved.

1.1. Statement of the Problem

The alarming rate of high academic job stress and its eventual lack of effectiveness among teachers in Nigerian secondary schools constitute a great concern to parents, teachers, examination bodies and educational psychologists. The stress that is associated with the teaching profession has been acknowledged by researchers. Teaching is a stressful occupation [13,22,23]. Furthermore, in the past decades, researchers have shown that all over the world, teaching profession is a stressful occupation [24-28], at all levels from the elementary to university level [29]. A report by McIntyre [30] indicates that the level of

teachers' stress has increased both nationally and internationally. Teachers' stress results in such consequences as early retirement, long and excessive absence, different physical and psychiatric ailments, disinterest, negligence, bitterness and absenteeism among teachers, and can result in increase in teachers leaving the profession within their first five years. In recent years, professional satisfaction has been decreasing while job pressure has been on a steady rise for teachers. These issues have raised many questions about this growing problem of teachers' stress.

Studies have shown that teachers' stress affects learning environment and ultimately prevents achievements of the teachers' educational goals. For example, teacher job performance which implies the extent to which an individual teacher executes a particular role or function within the framework of specified guideline changes differently within the surrounding environment in which the teacher successfully carries out any assigned role or responsibility [31]. Bakker, Demerouti and Verbeke [32], and Tahir [33] also noted, when a teacher is under stress, there will be poor teaching quality, low students' satisfaction and turnover on the overall performance of the teacher.

Nigerian teachers are often exposed to high level of stress due to poor working conditions, overcrowding in class, poor remuneration and lack of incentives. It is against this backdrop that the researchers investigated teachers' job stress as a psychological predictor of senior secondary schools' teachers' effectiveness in the Federal Capital Territory Abuja.

The following research questions and hypotheses are formulated to guide the study.

- i. How effective are teachers in FCT secondary schools, Abuja?
- ii. How stressed are teachers in FCT secondary schools, Abuja?

The study hypothesized that there is no significant relationship between teachers' job stress and teacher effectiveness in the FCT secondary schools Abuja. It was also hypothesized that there is no significant difference between male and female teachers in their job-stress and effectiveness in FCT in Secondary Schools.

2. Methodology

The methodology employed in this study is descriptive survey design. The population of the study consist of all the 3,498 senior secondary school teachers and 56 principals in the FCT out of which 144 senior secondary school teachers and 24 principals were sampled to participate in the study. Two self-designed instruments titled: Teacher's Job Stress Scale (TJSS) and Principal's Assessment of Teachers Effectiveness Instrument (PATEI) were used to elicit response from the participants. The instruments contain 48 items and were vetted through the use of test-retest reliability and face and content validity techniques. Reliability index of 0.71 and 0.84 for the TJSS and PATEI respectively were adjudged as appropriate for the study. Data collected was analyzed using frequency counts, tables, mean scores and standard deviation and inferential statistical techniques such as correlation and t-test.

3. Results

Research Question One: How effective are teachers in FCT secondary schools, Abuja?

Mean and Standard deviation were used to answer the research question.

Table 1 shows the effectiveness of teachers in FCT secondary schools, Abuja as rated by their principals. The item means shows that the teachers were rated poorly in their job effectiveness. The overall mean of 1.88 puts the researcher in a position where it can be said that teachers are not effective on the job. Teachers' effectiveness therefore is poor among secondary school teachers in the Federal Capital Territory, Abuja.

Research Question Two: How stressed are teachers in FCT secondary schools, Abuja?

Mean and Standard deviation were used to answer the research question.

Table 2 shows the teachers' experience with job stress in FCT secondary schools, Abuja. The item means shows that teachers rarely have these feelings of job stress. The overall mean of 2.00 puts the researcher in a position where it can be said that stress is rarely a concern for secondary school teachers' in the Federal Capital Territory, Abuja. Stress level among secondary school teachers is therefore low.

H_{01} : There is no significant relationship between teachers' job stress and effectiveness in the FCT secondary schools, Abuja.

Table 1. Teachers' Effectiveness in FCT Secondary Schools (N=144)

S/No.	Items	Mean	Std. Dev	Decision
1.	Cover school syllabus sufficiently	1.70	0.97	Poor
2.	Arranges and supervises classroom activities	1.83	0.81	Poor
3.	Attends class punctually	1.43	0.71	Poor
4.	Organizes his/her lessons properly	1.60	0.86	Poor
5.	Uses different teaching methods	2.15	1.04	Poor
6.	Understanding students' learning problems	2.17	0.76	Poor
7.	Provide prompt feedbacks on assignment	2.16	1.09	Poor
8.	Show deep knowledge of the subject	1.47	0.50	Poor
9.	Uses some equipment and other materials to help his/her..	2.19	1.21	Poor
10.	Conducts end-of-term examination appropriately	1.69	0.85	Poor
11.	Shows willingness to mark assignment promptly	2.03	0.90	Poor
12.	Makes use of learning aids	2.03	1.03	Poor
13.	Encourages students to learn	1.86	0.79	Poor
14.	Let students know how they have performed in their work	2.00	0.93	Poor
15.	Involves students in classroom learning activities	1.62	0.77	Poor
16.	Gives extra lesson to students even after school hours	2.42	0.92	Poor
17.	Set good example of moral behaviour	1.47	0.71	Poor
18.	Disciplines students effectively	1.83	0.70	Poor
19.	Attracts the students with good appearances	1.69	0.85	Poor
20.	Show keen interests in parent- Teacher Association (PTA)	2.04	0.91	Poor
21.	Appears physical healthy	1.44	0.50	Poor
22.	Shows keen interest in games, sports and school activities	1.83	0.96	Poor
23.	Shows willingness to help students	1.86	0.73	Poor
24.	Gives students opportunity to approach him/her	2.01	0.88	Poor
25.	Discusses issues with students	2.17	0.95	Poor
26.	Supervises students in nationwide, state and local activities	2.39	1.10	Poor
27.	Encourages students to develop self confidence	1.99	0.94	Poor
28.	Spends sufficient time on the welfare of students and other...	2.35	0.90	Poor
29.	Maintain good relationship with the school authority	1.47	0.71	Poor
30.	Makes proper use of school facilities	1.56	0.64	Poor
	Sectional Mean/Std. Dev./Decision	1.88	0.85	Poor

Table 2. Teachers' Job Stress in FCT Secondary Schools (N=144)

S/No.	Items	Mean	Std. Dev.	Decision
1.	During job, I feel tense and get easily irritated	1.88	0.84	Rarely
2.	I feel recurrent headache because of my job	1.95	0.74	Rarely
3.	Because of job frustration, I feel migraines	1.95	0.80	Rarely
4.	I feel my sleeping routine is quiet disturbed because of my job	1.96	0.78	Rarely
5.	I feel I am highly stressed most of the time because...	2.06	0.69	Rarely
6.	Because of my job, I feel frequently anxiety	1.84	0.50	Rarely
7.	Everything seems worthless and meaningless for me	1.66	0.50	Rarely
8.	I am moody, irritable, or impatient over small inconveniences	1.73	0.57	Rarely
9.	I feel frustrated in carrying out responsibilities at work	1.58	0.60	Rarely
10.	I would be better if I were dead	1.25	0.43	Rarely
11.	I face difficulty in getting asleep at night even if I am tired	1.76	0.73	Rarely
12.	I am afraid about what my life will be like in the future	1.87	0.79	Rarely
13.	I lack restorative sleep	1.96	0.79	Rarely
14.	I often feel lonely	1.97	0.76	Rarely
15.	I am overwhelmed by the amount of work I do each day	2.27	0.84	Rarely
16.	I am faced with strenuous working conditions	2.39	0.71	Rarely
17.	I feel I am poorly remunerated	3.05	0.90	Large Extent
18.	I feel lack of adequate resources make my work difficult	2.91	0.96	Large Extent
	Sectional Mean/Std. Dev./Decision	2.00	0.72	Rarely

Table 3. Simple Linear Regression of Relationship Between Teachers' Job Stress and Effectiveness in FCT Secondary Schools

R	R ²	Adj. R ²	Std. Error	Unstandardized B.			
0.094	0.009	0.002	0.56242	2.142			
ANOVA							
	Sum of sq.	d.f	Mean sq.	F.	α	Sig.	Result
Regression	.401	1	.401				
Residual	44.917	142	.316	1.268	0.05	0.262	Insignificant (Accept Ho)
Total	45.318	143					

Table 4. t-Test on Gender Difference in Job Stress and Effectiveness of Teachers

Variable	Gender	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Job Stress	Male	86	2.02	0.47	.622	142	.535	Accepted
	Female	58	1.98	0.29				
Effectiveness	Male	86	1.92	0.54	1.064	142	.289	Accepted
	Female	58	1.82	0.59				

Table 3 indicates that $R = 0.094$, $R^2 = 0.009$, adjusted $R^2 = 0.002$, standard error = .562 while the unstandardized B value= 2.142. From the R^2 value, there is an indication that job stress explains about 0.9% of teacher effectiveness among secondary school teachers in FCT. The unstandardized B also reveals that as job stress increases or decreases in scale, there is a corresponding 2.142 increase or decrease in teaching effectiveness among secondary school teachers. The associated ANOVA also reveals that calculated $F = 1.268$, while the Sig value = 0.262. Therefore, since sig ($p = 0.262 > 0.05$) is greater than 0.05, the null hypothesis is accepted indicating that there is no significant relationship between job stress and teaching effectiveness among secondary school teachers in FCT, Abuja.

H_{02} : There is no significant difference between male and female teachers in their job stress and teaching effectiveness in FCT in Secondary Schools.

The analysis on Table 4 was carried out to determine whether male and female teachers differed significantly in their job stress and effectiveness in FCT secondary schools. A significant value of .535 and .289 (more than the 0.05 level of significance) for job stress and effectiveness respectively, shows that there is no significant difference. The hypothesis is therefore accepted. This implies that there is no significant difference in job stress and effectiveness of teachers in FCT secondary schools irrespective of their gender.

4. Discussion of Findings

The first major finding in this study indicated that teacher's effectiveness is poor among secondary school teachers in FCT. Meanwhile, the findings by Riti [34] show that the location of schools had definite impact on the teacher effectiveness; he therefore indicated that, significant difference was found in the teacher effectiveness of teachers teaching in urban and rural schools. Teachers teaching in urban schools were more effective than their counterparts teaching in rural schools. Low effectiveness in teaching is not good for students' academic progress. This is in consonance with the findings of Gupta in Pramod, Naik & Mani [35] who posited that low effective teachers are less intelligent and are having lower job-concept and competence. This corroborates the findings of Horton [36] who identified

four characteristics that make a teacher ineffective which are as follows: yelling at students, giving empty threats, failing to give prompt feedback and giving too much work to students. This finding can also be supported with the finding of Walls, Nardi, Von Minden and Hoffman [37] who generated five characteristics of low effective teachers to include; partial in treating students, disorganized, less resourceful, discourage students from asking questions and authoritarian in class.

Finding of this study indicated that stress level among secondary school teachers in the FCT is low, meaning that stress is not an issue among teachers in the FCT Abuja. This is probably because of the reasonably low work pressure, healthy competition, good relationship with colleagues, prompt payment of salaries and other entitlements, students per class/teachers or class size, and most importantly, Abuja being the seat of power where rules are complied with much more quickly compare to states. However, this finding is in contrast with the finding of Reddy and Anuradha [38], who found that around 88 percent of higher secondary school teachers are experiencing moderate and high level of occupational stress.

The result in this study also indicated that there is no significant relationship between teachers' job stress and effectiveness in FCT secondary schools. This means that improved teacher effectiveness does not depend on job stress. The negative value of correlation indicates inverse relationship between the two variables pointing to the fact high job stress levels corresponds to ineffectiveness of teachers. This finding conflicted with the finding of Bada [39], who found that there is a significant relationship between teacher job stress and teacher effectiveness in the south western Nigeria. The difference in the findings could be as a result of different working conditions, remuneration, incentives, class size per teacher among others. The finding of this study is in consonance with the finding of Ghani, Ahmad and Ibrahim [40], who found no significant correlation between teachers' stress and demographic factors such as age, length of teaching experience and the respondents' monthly salary. The finding of this study is also in tandem with the finding of Indira [41], who found that there is no significant correlation between experienced stress of teachers and teaching effectiveness as perceived by students.

On gender differences in job stress and teaching ineffectiveness among secondary school teachers in FCT,

no significant difference was found on the basis of teacher's gender. This implies that both male and female teachers were similar in job stress levels as well as in their effectiveness as teachers. This finding is not in consonance with the finding of Sofoluwe, Akinsiola and Ogbudinkpa [42], who reported that the variance in an academic staff performance was as a result of gender and stress. Finding of the study also indicates that the variance in academic staff job performance was as a result of gender and stress. This implies that gender and stress could explain the variability in academic staff job performance in tertiary institutions. Ability of an individual to cope effectively with stress depends on his/her gender which can be felt through accomplishment of a given task. Male lecturers are easily adjustable to stress than their female counter parts [20]. This study differs in this regard and all teachers were equally confronted with stress and also manifested ineffectiveness in their job performance.

5. Conclusion and Recommendations

The purpose of the study was to investigate job stress as a psychological predictor of senior secondary school teachers' effectiveness in the FCT Abuja, Nigeria. The concludes that senior secondary School teachers' effectiveness and teachers' job stress are poor and there is no significant relationship between teachers' job stress and effectiveness in FCT secondary schools.

It is recommended based on the findings of this study that the FCTA should initiate educational policies that can relieve teachers of their occupational stress. School administrators should ensure teachers are given tasks that commiserate with their ability to avoid the experience of work-overload, burnout and stress. Schools should be provided with more and better administrative services, such as efficient officials who can respond professionally and supply the required information and pedagogical support. This support services may help relieve teachers of stress.

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