

PATTERN OF STRESS EXPERIENCED BY SECONDARY SCHOOL TEACHERS IN DISTRICT II OF LAGOS STATE**BY****Okonkwo, Josephine Nwanyioma: Department of Educational Foundations University of Lagos, Nigeria,
Email: remi_okonkwo@yahoo.co.uk****Abstract**

Stress among teachers is a pervasive issue globally, affecting not only the well-being of educators but also the quality of education they provide. This study investigates the pattern of stress experienced by secondary school teachers in District II of Lagos State, Nigeria. The research employs descriptive surveys research design. A sample of 62 teachers were selected using random sampling. The Stress Pattern Questionnaire (SPQ) was used to gather data from a sample of 62 secondary school teachers in Education District II. Three research hypotheses were tested at 0.05 level of significance. Data gathered were analysed using mean, standard deviation, Pearson Product Moment Correlation Coefficient, t-test and Analysis of Covariance. It was observed that there is a negative and significant relationship between job satisfaction and stress experienced by teachers; there exists significant difference in the stress experienced by teachers in Education District II with male teachers facing more stress than their female colleagues; and significant difference exist in stress experienced by teachers in Education District II due to years of experience. One of the recommendations given was that strategies that will enhance job satisfaction among teachers should be implemented.

Keywords: *Stress, Job Satisfaction, Gender, Years of service*

Introduction

Secondary school teachers worldwide confront a myriad of pressures and demands that shape their professional lives and personal well-being. In recent years, research has increasingly recognized the detrimental effects of occupational stress on teachers' mental health, job satisfaction, and overall performance (Darmody & Smyth, 2016; De Simone et al., 2016; Elujekwute, et al., 2021; Oginyi et al., 2018). With a growing population and rapid urbanization, District II hosts a substantial number of public and private secondary schools, serving thousands of students annually. As the second most populous district in Lagos State, District II faces unique challenges that may exacerbate teachers' stress levels. Employees play a crucial role in achieving optimal productivity within organizations. To attain goals and objectives, both organizations and employees require minimized occupational stress, heightened work engagement, and a conducive working environment. Such an environment allows workers to perform freely without encountering issues that may hinder them from reaching their full potential (Oginyi et al., 2018).

Elujekwute et al. (2021) defined occupational stress as a state that emerges from the interplay between individuals and their job roles. It is marked by internal changes in individuals that compel them to deviate from their usual functioning. Thus, they are negative psychological and physiological reactions resulting from work-related demands and pressures exceeding individual capacities to cope effectively. In their study, Oghenede et al. (2020) highlighted the impact of work stress on teachers' health, particularly when the work environment becomes demanding and surpasses their capacity to cope with the challenges. Several factors contribute to teachers' stress, including heavy workloads, time constraints, administrative burdens, and challenging student behaviors. Furthermore, teachers working in developing countries, such as Nigeria, must contend with additional stressors, including inadequate infrastructure, limited resources, and weak institutional support structures. Within the school environment, factors such as insufficient rewards, heavy workloads, a large number of students, stringent institutional policies, strained relationships with supervisors and colleagues, and limited opportunities for career progression often exert pressure on teachers (Elujekwute et al., 2021). In addition, excessive or prolonged stress has the potential to harm a person's mood and relationships, as well as contribute to various significant mental and physical health issues that may impact overall performance. As a result, such individuals may experience the manifestations of stress through elevated blood pressure, disrupted sleep, cessation of digestive functions, accelerated heartbeats, or persistent headaches (Ghkadmin, 2015 as cited in Oghenede et al., 2020). This, in turn,

leads to stress and negatively impacts their job performance (Elujekwute et al., 2021; Oginyi et al., 2018; Parven & Bano, 2019).

Despite the recognition of stress as a salient issue in the teaching profession, few studies have examined the patterns of stress experienced by secondary school teachers in District II of Lagos State. Understanding the sources and manifestations of stress among teachers in this region is crucial for devising appropriate intervention strategies to safeguard their well-being and improve their job performance.

Research Hypotheses

1. Stress experienced by teachers do not significantly relate to their job satisfaction.
2. There is no significant difference in stress experienced by teachers based on gender.
3. Stress experienced by teachers do not significantly differ based on years of service.

Methodology

The study employed a descriptive survey research design to describe a naturally occurring phenomenon and to allow for sample selection and examination with the possibility of generalization. The target population consisted of all secondary school teachers in Education District II, from which a sample of 89 senior secondary school teachers was randomly selected. Data was collected using the Stress Pattern Questionnaire (SPQ), which was validated for content validity. The reliability of the SPQ was assessed through a test-retest reliability method, involving the administration of the instrument twice to 15 teachers from a school not included in the main study. A reliability coefficient of 0.89 was obtained from this exercise, conducted with a two-week interval between administrations. Data collated were analyzed using percentage, mean, standard deviation, person product moment correlation coefficient, t-test, and analysis of variance (ANOVA). The hypotheses were tested at 0.05 level of significance.

Results

Research Hypothesis 1: Stress experienced by teachers do not significantly relate to their job satisfaction.

Table 1

Relationship between stress experienced and job satisfaction

Variables	N	Mean	Std. Dev	df	r-cal	Sig.
Job Satisfaction	62	39.113	3.888	60	-0.464	0.000
Stress Experienced	62	18.032	5.887			

Analysis in Table 1 shows a correlation coefficient of -0.464 ($p < 0.05$). This means an inverse relationship exist between job satisfaction and stress experienced by teachers in Education District II. As stress experienced increases, job satisfaction reduced and vice versa. Besides, the correlation coefficient was found significance and null hypothesis was rejected. It was concluded that there exist a negative and significant relationship between job satisfaction and stress experienced by teachers in Education District II.

Table 2

Gender difference on stress experienced

Gender	N	Mean	Std. Dev.	df	t-cal	Sig.
Male	23	19.48	2.83	60	28.962	0.000
Female	39	17.18	7.00			

Table 2 displays the outcome of the t-test analysis on stress experienced based on gender. A t-calculated value of 28.962 ($p < 0.05$) was computed. This shows a significant difference based on gender with male teachers having higher mean when compared to their female counterpart. Consequently, the null hypothesis was rejected and it was concluded that there exists significant difference in the stress experienced by teachers in Education District II with male teachers facing more stress than their female colleagues.

Table 3*Descriptive and ANOVA result for stress experienced based on years of service*

Years of Service	N	Mean	Std. Dev.
0 – 5	5	25.20	4.02
6 – 10	8	18.88	4.97
11 – 15	18	19.83	4.09
16 and above	31	15.61	6.03
Total	62	18.03	5.89

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	502.41	3	167.47	6.03	0.001
Within Groups	1611.53	58	27.78		
Total	2113.94	61			

Result display in Table 3 shows F-calculated value of 6.03 ($p < 0.05$). This led to the rejection of the null hypothesis and it was concluded that a significant difference in stress experienced by teachers in Education District II due to years of experience. To determine the pair that was significant, a multiple comparison analysis was carried out and the result presented in Table 4.

Table 4*Multiple Comparison Analysis on Stress Experienced based on Years of Service (YoS)*

(I) YoS	(J) YoS	Mean Difference (I-J)	Sig.
0 – 5	6 – 10	6.33*	0.040
	11 – 15	5.37*	0.049
	16 and above	9.59*	0.000
6 – 10	0 – 5	- 6.33*	0.040
	11 – 15	-0.96	0.670
	16 and above	3.26	0.124
11 – 15	0 – 5	-5.37*	0.049
	6 – 10	0.96	0.670
	16 and above	4.22*	0.009
16 and above	0 – 5	-9.59*	0.000
	6 – 10	-3.26*	0.124
	11 – 15	-4.22*	0.009

*. The mean difference is significant at the 0.05 level.

Figures from Table 4 show a significant difference between teachers when category 0 – 5years is paired with 6 – 10years ($t = 6.33$; $p < 0.05$), 11 – 15years ($t = 5.37$; $p < 0.5$) and 16years and above ($t = 9.59^*$). In addition, the category between 11 – 15years and 16years and above ($t = 4.22^*$) was found to be significant.

Discussion of Findings

Research Hypothesis 1: Stress experienced by teachers do not significantly relate to their job satisfaction. The study observed a negative and significant relationship between job satisfaction and stress experienced by teachers in Education District II. This means that an increase in stress experienced by teachers reduced their satisfaction experience at work and vice versa. This outcome is in tandem with the report of Mwakasangula and Mwita (2021) that stress related to working environment, leadership and workload have a significant negative relationship with job satisfaction. Similarly, Osifila and Abimbola (2020) study workload and lecturers' job satisfaction revealed that lecturers found conducting research, processing of results, marking of examination scripts and supervision of undergraduate projects most demanding and that lecturers' job satisfaction was low in relations with the workload. Also, there is a significant relationship between marking of examination scripts and lecturers' job satisfaction, supervision of research work and lecturers' job satisfaction and there is a significant relationship between number

of courses allocated and lecturers' job satisfaction.

Research Hypothesis 2: There is no significant difference in stress experienced by teachers based on gender. The study observed that male teachers significantly experience stress than their female teachers in Education District II. This finding varied from the observation of Eskay and Nwefuru (2019) while studying perceived stress among special education teachers. They reported that there was significant difference between the mean ratings of male and female special education teachers in perceived stress. Male special education teachers feel less stressed than their female counterparts. Also, in the study of Desouky and Allam (2017) occupational stress was found to be significantly higher for female teachers than their male counterpart.

Research Hypothesis 3: Stress experienced by teachers do not significantly differ based on years of service. The study observed a significant difference in stress experienced by teachers in Education District II due to years of experience. The finding aligns with the report of Torkaman et al. (2017) that a significant relationship between job stress with job experience during their study on the effect of job burnout and stress on job satisfaction among teachers of exceptional schools. Similarly, Desouky and Allam (2017) in their study of occupational stress, anxiety and depression among Egyptian teachers reported that occupational stress was significantly higher among teachers with an age more than 40 years.

Conclusion

In conclusion, this study sheds light on crucial factors influencing the well-being of secondary school teachers in Education District II of Lagos State. The identified negative and significant relationship between job satisfaction and stress underscores the importance of addressing job-related factors to mitigate stress levels among educators. Furthermore, the significant difference observed in the stress experienced by male and female teachers suggests the need for gender-sensitive approaches in stress management initiatives. Additionally, the variation in stress levels based on years of teaching experience highlights the evolving nature of stressors throughout a teacher's career trajectory.

Recommendations

Based on the findings of this study, the following recommendations were proposed to address the stress experienced by secondary school teachers in Education District II of Lagos State:

1. **Implement Strategies to Enhance Job Satisfaction:** Recognizing the negative relationship between job satisfaction and stress, education authorities and school administrators should prioritize initiatives aimed at improving job satisfaction among teachers. This may include providing opportunities for professional development, fostering a supportive work environment, and ensuring adequate resources and infrastructure to facilitate effective teaching.
2. **Tailor Support Programs for Male Teachers:** Given the significant difference in stress levels between male and female teachers, targeted support programs should be developed specifically for male educators to address their unique stressors. These programs could include mentoring opportunities, stress management workshops, and avenues for open dialogue and support networks.
3. **Provide Support for Novice and Experienced Teachers:** Acknowledging the variation in stress experienced based on years of teaching experience, support programs should be designed to cater to the needs of both novice and experienced teachers. For novice teachers, mentorship programs and guidance from experienced colleagues can be invaluable in navigating the challenges of the profession. Similarly, ongoing support and professional development opportunities should be provided to experienced teachers to prevent burnout and enhance job satisfaction.

References

- Darmody, M., & Smyth, E. (2016), Primary school principals' job satisfaction and occupational stress. *International Journal of Educational Management*, 30(1), 115-128. <https://doi.org/10.1108/IJEM-12-2014-0162>
- De Simone, S., Cicotto, G., & Lampis, J. (2016). Occupational stress, job satisfaction and physical health in teachers. *European Review of Applied Psychology*, 66(2), 65-77. <https://doi.org/10.1016/j.erap.2016.03.002>.
- Desouky, D., & Allam, H. (2017). Occupational stress, anxiety and depression among Egyptian teachers. *Journal of Epidemiology and Global Health*, 7(3), 191–198. <https://doi.org/10.1016/j.jegh.2017.06.002>
- Elujekwute, E. C. R., Uwalaka, M. C., & Ngusha, S. J. (2021). Occupational stress on the teachers' job satisfaction in public secondary schools in the North-Central, Nigeria. *Sapienta Global Journal of Arts, Humanities & Development Studies*, 4(1), 79-98.
- Eskay, M., & Nwefuru, B. C. (2019). Cross-sectional study of perceived stress among special education teachers. *Global Journal of Health Science*, 11(14), 123. <https://doi.org/10.5539/gjhs.v11n14p123>
- Ghkadmin. (2015). Stress management. *Innovative Idea in Education*, 2(1), 47-56.
- Mwakasangula, E., & Mwita, K. (2021). Relationship Between Occupational Stress and Job Satisfaction among Teachers in Tanzanian Public Primary Schools. *Journal of Co-Operative and Business Studies (JCBS)*, 5(1). <https://doi.org/10.2023/jcbs.v5i1.42>
- Oghenede, M. E., Daremola, M., & Uzoewulu, J. A. (2020). Work stress among secondary school teachers in Ikorodu Area of Lagos State. *Benin Journal of Educational Studies*, 26(1 & 2), 109-122.
- Oginyi, C., Mbam, S., Nwoba, E., & Nwankwo, D. (2018). Occupational Stress, Work Engagement and Work Environment as Predictors of Job Satisfaction among Primary School Teachers in Ebonyi State, Nigeria. *European Journal of Social Sciences*, 56(2), 160-171.
- Osifila, G. I., & Abimbola, A. T. (2020). Workload and lecturers' job satisfaction in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. *Journal of Education and Learning (EduLearn)*, 14(3), 416-423. <https://doi.org/10.11591/edulearn.v14i3.16140>
- Parveen, H., & Bano, M. (2019). Relationship between teachers' stress and job satisfaction: Moderating role of teachers' emotions. *Pakistan Journal of Psychological Research*, 34(2), p353. <https://doi.org/10.33824/PJPR.2019.34.2.19>
- Torkaman, F., Farhang, S., Zakerian, S. A., Torkaman, M., & Niaragh, H. K. (2017). A study on the effect of job burnout and stress on job satisfaction among teachers of exceptional schools. *Pharmacophore*, 8(5), 18-24.