Occupational stress on the teachers’ job satisfaction in public secondary schools in the North-Central, Nigeria

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Abstract
The study investigated the influence of occupational stress on the teacher’s job satisfaction in public secondary schools in the North-Central, Nigeria. Specially, the study examined the influence of workload, students’ indiscipline and staff training and development on the teachers’ job satisfaction in public secondary schools. Three (3) research questions and three (3) hypotheses respectively guided the study. The review of related literature which was done under the conceptual framework indentified the influence of workload, Students indiscipline and staff training and development in public secondary school in North-Central, Nigeria. The descriptive survey design was adopted for the study. The population of the study comprised Three thousand and twenty-five (3025) teachers from 137 grant aided secondary schools in North Central, Nigeria. A sample of Two hundred and fifty-six (256) teachers from twenty (20) selected secondary schools was used for the study. A 15-item structured questionnaire constructed by the researchers tilted. “Occupational Stress and Teachers Job Satisfaction Questionnaire (OSTJSQ)” was used for data collection. A reliability estimate of 0.86 was established for the instruments. Descriptive statistics of mean and standard deviation were used to answer the research question while the Chi-Square (X²) statistical tool was used to test the hypotheses at 0.05 level of significance. The findings revealed that workload, students indiscipline and staff training, significantly influenced on teachers job satisfaction in public secondary schools North Central, Nigeria. Based on the findings of the study, it was recommended amongst others, that Principals should make conscious efforts to distribute school work/duties fairly with reference to the teacher’s qualifications or specialization and competence, so as to avoid overstress of teachers. The educational administrators should take the issue of indiscipline very serious, students caught misbehaving should be well punished so as to serve as deterrence to others, to desist from such acts, Also the educational administrators should endeavour to give teachers the opportunities to regularly attend workshops, in-service training, conferences, seminars and symposia on educational issues so as to improve their skills and knowledge. Conclusion were made and implication of the findings drawn.

Keywords: Influence, Occupational Stress, Teachers’ Job Satisfaction, Workload, Working Environment, Students Indiscipline and North-Central, Nigeria

Introduction
It is an accepted truth that education is the most potent tool for change and social transformation. It is through teaching and learning that education is made possible. The fact remains that teaching and learning depends on teachers for there can be no meaningful socio-economic and political development in any society without teachers. According to Elujekwute (2015) [17], it is on teacher’s number, quality and devotion that rest the effectiveness of all educational arrangements, development and growth. Even with the best of educational policies and design and the expenditure of colossal sum of money on education, the ultimate realization of any set aims for education depends on the teacher, they will be ultimately be responsible for translating policy into actions with their students. Elujekwute further maintains that teachers are the bedrock of educational system and need to be treated fairly well in terms of prompt settlement of their entitlements, any enjoyment of other benefits enjoyed by other public servants, so until the human needs of the teachers are satisfied, the desire of the governments, parents and society for an improved educational system will be a hopeless dream and at best a nightmare and investment in education will be very beneficial to society in the final analysis. However, teachers in many institutions of learning today particularly in secondary schools in North-Central, Nigeria, experience high level of stress. The consequence of this is of high level of unconcern about teachers’ welfare by their employers. Adeyemo and Oguneyemi (2008) [8] states that most teachers take exist from the profession before they reach age of fifty (50) years.
The major reason given for this, exists was the level of occupational stress experienced by teachers. The importance of teachers in nation building cannot be overemphasized; one cannot discuss the role of education in the national development without giving central attention to teachers as the real agent of development. National development hinges on the contribution of the teachers towards attainment of academic excellence by the students. According to Nadeem (2011) [36] the major work of the teacher is human resource development and no nation can develop above her human resources. Thus, the teachers are very important in the actualization of the school goals. In spite of the central role played by teachers in the realization of school objectives, according to Dorman (2014) [15] identifies occupational stress as one of the cardinal factors militating against their effective job satisfaction in schools.

In similar view, Occupational stress is a condition arising from the interaction of people and their job, characterized by changes within people that force them to deviate from their normal functioning. In every institution of learning, teachers stress strongly affects their extent of job satisfaction. According to Ahmad (2008) [2] occupational stress as a contributing factor among teachers varies from situation to situation, but there is a general agreement on certain factors which exist either within institution or outside institutions which as a whole contribute to stress among the teachers. In view of the forgoing, the factors like fewer rewards, workload, poor working conditions, delay/non-payment of salaries, students indiscipline, lack of in-service training, existence of too many students, rigid institutional policies, poor relationship within the boss and colleagues and less career professional development and among others are factors that put pressure on teachers and ultimately cause stress which result in affecting their job satisfaction. Teacher job satisfaction is how happy and fulfilled a teacher is with his or her job in the educational organization. Job satisfaction can be indicative of workers expressed behaviors’ such as organizational citizenship and withdrawal behaviors such as absenteeism and turnover. Elujekwute (2015) [17] states that job satisfaction is when a teacher is happy at his job if he/her has materials and equipment to work with, if his/her colleagues and superiors are kind, sympathetic and friendly to him, he will reciprocate by putting in his/her very best in the performance of his job. He may even be willing to go extra length to initiate activities on his own to ensure that the goals of the educational organization are achieved. Kayoed, Abisoye, Rachael & Victor (2008) [29] reports that job satisfaction can partially indicate the relationship of personality variables and work behavior and is correlated with life satisfaction, people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life.

Workload is another occupational stress on teachers’ job satisfaction in the educational institutions. A teacher who has a lot of workload will be forced to reduce teaching to lecturing. According to Elujekwute (2015) [17] duties and responsibilities should be assigned to staff according to their abilities most especially in their areas of specialization and qualification. In doing so, care must be taken not to workload the staff with duties in the school. Akpakwu (2012) [4] maintains that teachers with lots of duties and long teaching hours, this does not motivate them because they feel overworked by the school and in final analysis they may become ineffective and dissatisfied in the discharge of their duties. There is widespread acceptance of the fact that students’ indiscipline in the school setting usually affects teaching and learning. Misbehaviors from students have the tendency of making teaching an unpleasant experience especially, if it occurs frequently such that the teacher has to spend most of his or her instructional time correcting students. Clarke (2009) [12] maintains that neither teachers nor learners can be encouraged to give their best because of the atmosphere of constant confusion and friction. Staff training and development of teachers helps them to be abreast with current development and trend in classroom instructions or management and this exposure no doubt lead to job satisfaction, effectiveness, reduction of stress and motivation on the job, where the teachers are deprived of the opportunities they might not likely live up to expectations and frustration and dissatisfaction sets in, that might reflect in poor attitude to work. Elujekwute (2019) [18] states that teachers’ professionals needs must be given adequate consideration. This includes attending workshops, seminars, sharing of teaching aids as well as motivation on pedagogical and content knowledge. This is important to improve teacher’s professional skills and knowledge and make them happier and satisfied with their jobs thereby putting more effects to help achieve the goals of the educational institutions.

In similar developments, Rowsey and Ley (2009) [44] identifies several factors as a major source of occupational stress among teachers in schools. Prominent among these factors are; poor working environment, delay/non-payment of salaries, delay in promotion, misbehavior of students, lack of resources for teaching, lack of in-service training and students poor attitude to learning. This seriously affects the teacher’s job satisfaction in schools. Since teachers are the custodians of skills and knowledge that groom the children into the expectation of curriculum designers, the workload, student indiscipline, working environment, delay/non-payment of salaries and staff training and development of teachers during the process of discharging their duties or expected tasks becomes things of great concern for educational managers and heads of various institutions particularly public secondary schools in the North-Central, Nigeria. It is against this background that this study tends to investigate the influence of occupational stress on the teachers job satisfaction in public secondary schools in North-Central, Nigeria with focus on workload, student indiscipline and staff training and development.

**Purpose of the Study**

The purpose of the study is to investigate the influence of occupational stress on the teachers’ job satisfaction in public secondary schools in North-Central, Nigeria. Specially, the study sought to:
- Examine teacher’s job satisfaction on the influence of workload in public secondary schools in North-Central, Nigeria.
- Determine teacher’s job satisfaction on the influence of students’ indiscipline in public secondary schools.
- Ascertain teachers job satisfaction on the staff training and development in public secondary schools.

**Research Questions**

The following research questions guided the study:
Review of Related Literature

This section reviewed the literature which is pertinent and relevant to the study. Occupational stress in particular, is the ability to cope with feelings which is considered a stress. Caplan, Cobb and French (2005:67) defines stress as “any characteristics of job environment which poses a threat to the individual”. Occupational stress in particular, is the ability to cope with the pressures in a job. It is a mental and physical condition which affects an individual’s productivity, effectiveness, personal health and quality of work. The ways in which stress manifest itself is generally referred to in terms of behavior, physical or psychological outcomes, teacher’s stress is a specific type of occupational stress; it is the experience by a teacher of unpleasant emotions such as tension, frustration, anger, depression resulting from aspects of his or her work as a teacher.

According to Nadeem (2011) [36] Occupational stress is known as stress at work, it occurs when there is discrepancy between the demands of the work place and that of individual. Occupational stress is a serious work hazards which has the power bring crises on teachers. Elujekwute (2015) [17] defines occupational stress as a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning. Elujekwute further defines occupational stress as the harmful physical and emotional responses that occur when the requirement of the job do not match the capabilities, resources or needs of the workers. Job stress can lead to poor health and even injury. A teacher who is assigned to many students in his or her class to teach, and mark class work as well as controlling the students who are making noise could experience job stress. Malta (2009) [32] opines that he cannot cope with the increased responsibilities. It may lead to several physical and psychological disorders among them. WHO (2010) [46] defines occupational stress as the response people may have when presented with work demands and pressures that are not matched to their knowledge and ability and which challenge their ability to cope. Matthew (2005:26) [33] defines occupational or job stress as a “mechanism whereby the human body attempts to adapt to the environment”. The body has a normal mechanism for dealing with stressful situations that is known as the “fight or flight” response. It is an ongoing stress that is related to the work place. The stress may have to do with the responsibilities associated with the work or be caused by conclusion that are tested in the cooperate culture or personality conflicts. As with other forms of tension, occupational stress can eventually affect both physical and emotional well being if not managed effectively.

Concept of Teachers’ Job Satisfaction

The job satisfaction of teachers is measured from the efforts made by teachers themselves, school heads and students towards the actualization of school goals. Job is the composition of tasks, roles, responsibilities, interactions, incentives and rewards. Job satisfaction is the quality, state or level of various interests and attitude of a person. However, the amount of efforts teachers put to the actualization of school goals depend to a very large extent on the needs satisfaction teachers derive from the educational administrators or managers. Job satisfaction of teachers is therefore to be seen as a measure between school academics performance and needs satisfaction of the teachers which is greatly influenced by the prevailing organizational climate in the school. Johnson and Hall (2010) [27] states that the school cannot be effective organized unless administrators create a school climate which is conducive to a high degree of teachers’ satisfaction. According to Pooring (2010) human relations movement scholars Elton Mayo, Williams and Fritz
Reethlisberger shares these vision, these people believe that high moral leads to improved productivity, because a happy worker (teacher) is a productive worker, enhances effective and efficient teaching and learning in the school. Educational administrators can increase productivity by satisfying the needs of teachers. This is a relevant and significant fact of the school system. Jack and Punch (2008) states that a particular leader who assumes an active role in the group, by giving support satisfaction to his workers, delegating authority and exercising an optional degree of supervision is likely to have a high level of productivity and moral among the subordinates than an authoritarian leader who places more emphasis on institutional goals. Taiwo (2004) notes that teachers would certainly prefer to work with principals who make their policies clear and assign work schedules to teachers after the group has democratically approved of the schedule. Also teachers would perform better, if they are able to recognize and accept a principal’s concern for their personal wellbeing and comfort. In view of the above, Taiwo further maintains that organizational climate is the only condition for staff performance in school. A school with a leader having no concern for teacher’s experiences low morale of teachers and high disencouragement hence, low academic performance by students. Kyriacon (2008) states that a teacher’s satisfaction with his job and his effectiveness to performance are related, it seems logical to expect that such kind of a direct relationship exists, because teachers have freedom to plan their work and opportunities to participate.

**Influence of Workload on Teacher’s Job Satisfaction Public Secondary Schools in North-Central, Nigeria**

Workload of teachers entails giving teachers, extra hours in their lesson, assignments, too much of non-teaching duties and among others. Denga (2005) states that, the workload of teachers should be considered in terms of the number of hours, the number of classes to be taught by a teacher. There should be conscious efforts to distribute work fairly with reference to the teacher’s characterization and specialization to avoid overstretching of teachers which could result to serious tiredness and job dissatisfaction. Elujekwute (2019) emphasises that a teacher who is work loaded with much duties will be forced to reduce teaching to lecturing. Akpakwu (2012) states that duties and responsibilities should be assigned to staff according to their activities most especially in their areas of specialization and doing so, care must be taken not to workload the staff with duties. Akpakwu further adds that workload teacher with duties and teaching hours, because they are not motivated, they feel over worked by their institutions and in the discharge of their duties. Rudow (2010) maintains that teacher’s cognitive and emotional workload may evoke chronic stress, over fatigue and finally burnout, which may lead to psychosomatic disorder and complaint as well as restrictions in pedagogical performance. Bakker, Demerotic and Euwewe (2005) predicts that teachers job demands (Students misbehaviour, workload and physical work environment) would predict ill health through their influence on burnout and that of teachers job resources (job control, supervisory support, information, social climate and innovativeness) would predict organizational commitment. Similarly, Travers and Cooper (2008) observes that teachers who are work loaded with too many lesson hours, may sometimes collapse in the classroom or not being able to complete their scheme of work for them. Karasek (2009) asserts that job stress in particularly caused by the combination of high job demands, workload, the pressure and low job control. According to Borg and Riding (2010) the task for a workload is obvious stress and what is often called burnout among teachers are consequences. Borg and Riding further adds their burnout as a syndrome of exhaustion, cynicism and reduced professional efficiency. Exhaustion refers to feelings of strain, particularly chronic fatigue resulting from over tasking work. Donald (2011) postis that workload have a negative influence on teachers job satisfaction, some of the negative influences are high level of stress, poor morale and low job satisfaction. Gaillard (2010) points out that over workload and time pressure causes job stress among teachers and this ranges from too many work, taking work to home, less time, paper work and computer work, number of teacher, changes in educational policies and non-responsibilities, lot of things to remember, focusing on many things to remember, focusing on many things, meeting with colleagues and parents, tight deadlines, non teaching hours and things to do apart from teaching. This intends to affect teachers’ job satisfaction. According to Jahanzeb (2010) occupational stress, also known as job stress has been identified as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors. The stress may have to do with the responsibilities associated with workload itself or because by conditions that are based on the educational institutions or personality conflicts. Workload has become a source of extreme stress as a result of retrenchment, information, workload and force competition demand for greater productivity by the educational administrators, so as to keep pace with thus competitive world. Teachers in the school spend most of their time striving to meet their job obligations hence ignoring the stressors that have adverse effects on their domestic, social and personal life. Work loaded may prove harmful to the teacher both mentally and physically, thus could lead to job dissatisfaction. Oginska and Bulik (2006) states that extreme stress can lead to decreased teachers’ performance and overall negative impact on the educational organisation itself. Teachers with high percentage of occupational stress may not be satisfied with their teaching job and therefore they will not feel happy working in that particular educational organisation. Butt and Lance (2005) states that occupational stress can affect physical and emotional well-being of the teacher, if not managed effectively. It is an inherent factor in any type of vacation or career. At its best the presence of stress can be a motivator that wages the teachers to strive for excellence. However, excess amount of stress can lead to a lack of job satisfaction, a loss of confidence and the inability to perform routine tasks, as a result, quality employees (teachers) loss their enthusiasm for their work and eventually withdraw from their educational organization. Occupational stress is the destructive physical, mental and emotional reaction that transpires when teachers are work loaded with duties and there is a poor match between the job demands and competencies or employees resources to manage with the job pressure and experience job satisfaction. It is a condition ushered by suffering physical, mental, psychological or social problem that is not able to respond due to unexpected situation. Akinboye and Adeyemo (2012) states that
Influence of Students Indiscipline on Teachers’ Job Satisfaction in Public Secondary Schools

Indiscipline is a negative form of discipline perpetuating in schools today and the prevailing situation of indiscipline in our secondary schools has posed a serious threat to teacher’s parents and the management of educational institutions in Nigeria. According Orhunung (2005) indiscipline may take the form of disregard for school regulations disrespect for school, poor habits of the students to collective misbehavior, truancy, absenteeism, lateness, disobedience apathy and stubbornness, alcoholism and drugs abuse, cruelty, verbal assaults, bullying dishonesty, fighting, vandalism, sexual immorality or sex offences, improper dressing, negligence and laziness among others. The term indiscipline is also agreed to be synonymous to disobedient to constituted authority. It is disobeying or going contrary to rules and regulations guiding a given organization thereby causing problem and suffering to staff within the organization. Eyiinade (2005) [29] indiscipline is the manifestation of students behavior that are contrary to school rules and regulations, disrespect of school authority, poor habits of the students to collective misbehavior. Acts of undesirable attributes committed by students often include apathy, stubbornness, disobedience, improper dressing and among others. Zubaida (2009) [30] states that indiscipline is a major problem in Nigeria educational system and indiscipline among students result from a combination of factors that are intrinsic and extrinsic. Zubaida further defines indiscipline in secondary schools as the action and in action of secondary school students which negates the school rules and regulations as a result turn out to be criminal tendencies among the students, such actions include: cultism, rape, examination malpractices, drug abuse, robbery, truancy and among others. Iburum (2008) reports that indiscipline among students of the educational institutions makes teaching and learning uninteresting and boring for teachers. The students’ indiscipline behavior occurs on a daily basis and its continual disruptions of teaching and learning process do limit learning effectiveness. Iburun further states that students do not listen to teachers in the class and they can be argumentative, rude and discourteous. Edwards (2008) [31] maintains that lack of respect among students undeterred teachers authority, minimizing and often zeroing out their job performance in the effective teaching and learning in school. According to Akube (2006) [32] teachers spend good portion of their lesson time dealing with disciplinary problems that are related to classrooms misbehavior among students. Sometimes become frustrated when they cannot deal with students who impede or disrupt routine classroom learning activities and management. This negatively affects teachers job performance hence the environment becomes unfavorable for teaching and learning process in the school Khan (2008) states that educational institutions that have poor discipline are likely to also have low teacher morale and job performance in instructional delivering. Gyesma (2005) [33] observes that students’ indiscipline causes much stress on teachers Job performance thereby making some of the teachers to resign from the profession.

Gyamera further asserts that student indiscipline discourages and compels teachers to shrink and avoid responsibilities and engage in tardiness as well not being serious on the job. The indiscipline tend the use of alcohol, crack cocaine and antidepressant leading to lethargic, apathetic behave or urge to inmate erratic thus causing sporadic outburst of violence in school which disorganizes teaching and learning activities. According to Wright and Kate (2008) [34] the influence of students indiscipline cannot be overemphasized, students indiscipline lowers teachers morale and job performance in secondary schools. There is widespread acceptance of the fact that indiscipline in the school setting affects teaching and learning process and students misbehavior has the tendency of making teaching and learning unpleasant experience especially, if it occurs frequently such that the teacher has to spend most of his/her instructional time correcting students deviant attitude. Clarke (2009) [35] maintains that neither teachers nor students can be encouraged to give up their best because of the atmosphere of constant confusion and friction. Appiah (2007) observes that indiscipline may cause a sudden decrease in classroom achievement. Appiah further states that students’ indiscipline poses a great challenge to teachers and principals because they are saddled to manage and motivate the students. Students’ indiscipline makes duties assigned to teachers difficult to perform and also distracts the academic activities of the school hence lowers teachers job performance in the educational institutions.

Influence of Staff Training and Development on Teachers Job Satisfaction in Public Secondary Schools

Staff training and development is the process of acquiring new skills, social status and knowledge that assists the teacher to live up to expectation as the demand of his/her current job in the educational organization. According to Mgbodile (2005) training is the planned and systematic modification of behavior through learning events, programmes, conferences, workshops, seminars and instructions which enable teachers to achieve the level of skills, knowledge and competences needed to carry out their duties effectively without stress on the job. Training for educational staff (teachers) is necessary because education is a dynamic process, changes take place in education from time to time for example changes in the curriculum, physical facilities, personnel communication and technology. In this modern age of science and technology with its attendance challenges, it has become imperative for educational managers to keep teachers abreast with new knowledge and new methodologies of teaching so as to ease the stress of teaching and avoid repetition of concepts and ideas. This calls for the need for the provision of staffs training and development and development. As a result of these changes, the teachers should be trained from time to time to enable them keep abreast with the changes. Whereas on the job training and off the job training as well as in-service training such as study leave with or without pay, seminars, workshops and symposia in educational matters. According Elujekwute (2019) [36] in-service training programme is a process of continuous updating of teachers knowledge, skills and interest in chosen field. It is a means for continuous professional growth which encourages the extension of technical educational assistance by teachers’
educators (supervisors). In service teacher education is an integral part of staff training and development which is organized for teachers while in the field of education. Nakpodia (2008) [37] states that teachers who had low commitment to the profession prior to training become highly motivated and committed and satisfied on the job after they were given opportunity for in-service training and further courses, thus staff training and development serves to boost teachers morale and it engendered positive job satisfaction among them.

Oribabor (2013) observes that staff training and development in educational organizations improves teachers’ skills and boosts their motivation in performing their duties. This in turn leads to higher job satisfaction, less job stress and increases profitability in the educational institutions. According to Onah (2005) [40] staff training and development helps teachers to be abreast with current development and trends in classroom management and instructional delivery, and this exposure no-doubt leads to job satisfaction, effectiveness, reduction of stress and motivation on the job. Where the teachers are deprived of the opportunities, they might not likely live up to expectation and when frustration sets in that might reflect in poor attitude to work among teachers in the organization. Akpakwu (2012) [4] states that, through training the teacher acquire new skills and new knowledge that will assist him to improve, the standard of the educational organizations and also improve his social status, in his community at large. The skills and knowledge with which the teachers was employed may no longer stand the test of time as far as the demand of his/her job performance is required, if he/she must perform optimally in the face of the new challenges of his work, he must update his skills and knowledge from time to time. Staffs training and development helps teachers to obtain new qualifications and certificates, new relevance in their educational institutions and communities, increased salaries and allowances and effective job satisfaction. In educational institutions where opportunities of training are lacking, qualified and experience teachers have the tendency to look elsewhere and this is usually the disadvantages of their institutions. Staff training and development is very important because it enables the teacher improve his job performance and the teacher also enjoys job satisfaction. Educational managers at all levels should endeavor to train their staffs to enable them perform their task effectively and efficiently, in their educational organizations. Ngu (2005) [38] state that availability and opportunities for staff training and development such as in-service training enhances teachers job performance and job satisfaction, while their absence demoralize teachers and render them ineffective. Elyjekwute (2015) [17] opines that teachers’ professional needs must be given considerations. This including opportunities of attending workshops, seminars, conferences, provision of instructional materials as well as motivation on pedagogical and content skills and knowledge. Through staff training and development, assist teachers to improve professionally, growth and effectiveness, feels more belonging to his/her educational institutions and this easy his emotional stress and increases job satisfaction in his/her assigned duties.

Methodology
The North-Central, Nigeria, comprise of six states including, Benue, Kogi, Kwara, Nassarawa, Niger, Plateau state and including Abuja the Federal Capital Territory. Descriptive survey design was adopted for the study. The population of the study comprised Three thousand and twenty-five (3025) teachers from one hundred and thirty seven (137) grant-aided public secondary schools in the North-Central, Nigeria. A sample of Two hundred and fifty-six (256) teachers from Twenty (20) public secondary schools selected was used for the study. A stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 15-items structured questionnaire developed by the researchers titled “Occupational Stress and Teachers Job Satisfaction Questionnaire (OSTJSQ)” was used for data collection. The questionnaire was validated by experts in the Department of Educational Management and Test & Measurement from Faculty of Education, Benue State University, Makurdi. The questionnaire was trial tested using 40 teachers from four (4) public secondary schools from the South-East States of Nigeria that were not part of the sample population. The data collected was analyzed using Cronbach Alpha correlation co-efficient, which yield 0.89. The co-efficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistics of mean and standard deviations to answer the research questions. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested using Chi-square(χ²) test of goodness of fit at 0.05 level of significance.

Results and Findings
Research Questions One
To what extent does workload influence teachers’ job satisfaction in public secondary schools in North-Central, Nigeria?

Table 1: Mean Rating and Standard Deviation of Teachers on the Influence of Workload on Teachers Job Satisfaction in Secondary Schools in North-Central, Nigeria

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item Description</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>STD</th>
<th>Decision</th>
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<tbody>
<tr>
<td>1</td>
<td>Too much workload enhances low morale of teachers and job dissatisfaction in my school.</td>
<td>161</td>
<td>107</td>
<td>22</td>
<td>6</td>
<td>3.43</td>
<td>0.72</td>
</tr>
<tr>
<td>2</td>
<td>Teacher’s work loaded with many duties and long teaching hours always reduce teaching to lecturing</td>
<td>143</td>
<td>118</td>
<td>22</td>
<td>13</td>
<td>3.22</td>
<td>0.80</td>
</tr>
<tr>
<td>3</td>
<td>Work loading teachers have negative influence such as high level of stress, poor morale and low job satisfaction in my school</td>
<td>157</td>
<td>89</td>
<td>33</td>
<td>17</td>
<td>3.30</td>
<td>0.88</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are unable to complete their scheme of work for the term due to workload of non-teaching duties</td>
<td>111</td>
<td>131</td>
<td>39</td>
<td>15</td>
<td>3.21</td>
<td>0.86</td>
</tr>
<tr>
<td>5</td>
<td>Work loaded teachers may fall ill frequently and stay away from the school for sometimes</td>
<td>139</td>
<td>98</td>
<td>41</td>
<td>18</td>
<td>3.43</td>
<td>0.72</td>
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Cluster Mean/Standard Deviations

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<tr>
<td></td>
<td>3.29</td>
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<tr>
<td>STD</td>
<td>0.83</td>
</tr>
<tr>
<td>Decision</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
Table 1 shows response of respondents on the mean and standard deviation of teachers on the influence of workload on teachers’ job satisfaction in public secondary schools in North-Central, Nigeria. The result reveals that items 1-5 have mean scores and standard deviation of 3.43 (STD. 0.72), 3.22 (STD. 0.80), 3.30 (STD. 0.88) 3.21 (STD. 0.86), and 3.43 (STD. 0.72) respectively. Based on the boundary criteria for decision making, it means the mean scores for item 1-5 were above the cut-off point of 2.50 indicating that workload has influenced on teachers job satisfaction in public secondary schools in North-Central, Nigeria. This is an indication that the respondents agreed that too much workload enhances low morale of teachers and job dissatisfaction in public secondary schools and teachers work loaded with many duties and long teaching hours always reduce teaching to lecturing. More so, work loading lowers job satisfaction in schools and also teachers could makes teaching boring and uninteresting for teachers, hence lowers job satisfaction in my school.

Table 3: Mean Ratings and Standard Deviations of Teachers on the Staff Training and development on Teachers Job Performance in Public Secondary Schools

Table 2 shows response of respondents on the mean and standard deviation of teachers on the influence of students’ indiscipline on teachers’ job satisfaction in public secondary schools in North-Central, Nigeria. The result reveals that items 6-10 have mean scores and standard deviations of 3.31 (STD. 0.79), 3.11 (STD. 0.77), 3.28 (STD. 0.82), 3.35 (STD. 0.83) and 3.54 (STD. 0.66) respectively. Based on the boundary criteria for decision making, it means the mean scores for items 6-10 were above the cut-off point of 2.50, indicating a high level of acceptance that students’ indiscipline has influenced on teachers job satisfaction in public secondary schools in the North-Central, Nigeria. The respondents have indicated that indiscipline among students makes teaching boring and uninteresting for teachers, hence lowers job satisfaction in schools and also teachers could refuse going for lessons when they are disrespected by a student or of students in my school.

Table 3: Mean Ratings and Standard Deviations of Teachers on the Staff Training and development on Teachers Job Performance in Public Secondary Schools

Research Questions Two:
To what extent does students’ indiscipline influence teachers’ job satisfaction influence in public secondary schools?

Table 2: Mean Rating and Standard Deviation of Teachers on the Influence of Students Indiscipline on Teachers’ Job Satisfaction in Public Secondary Schools

Table 3: Mean Ratings and Standard Deviations of Teachers on the Staff Training and development on Teachers Job Performance in Public Secondary Schools

Research question three
To what extent does staff training and development influence teacher’s job satisfaction in Public Secondary Schools?
ineffective and dissatisfied towards performing their duties in my school

<table>
<thead>
<tr>
<th>15</th>
<th>Staff training and development help teachers update their knowledge and skills thereby reducing the stress of teaching in my school</th>
<th>100</th>
<th>143</th>
<th>36</th>
<th>17</th>
<th>3.10</th>
<th>0.83</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster, Mean/Standard Deviation</td>
<td>3.18</td>
<td>0.85</td>
<td>Accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows of respondents on the mean and standard deviations of teachers on the influence of staff training and development on teachers’ job satisfaction in public secondary schools in the North-Central, Nigeria. The results revealed that items 11-15 have mean scores and standard deviations of 3.37 (STD.0.74), 3.23 (STD.0.86), 3.24 (STD.0.81) and 2.96 (STD. 0.90) 3.10 (STD. 0.83) respectively. Based on the boundary criteria for decision making, it means that mean scores for items 11-15 were above cut-off point of 2.50. An indication that staff training and development influences on teachers’ job satisfaction in public secondary schools in North-Central, Nigeria. The respondents agreed that provision of staffs training and development reduces teachers’ emotional stress and they feel more belonging to their educational organization as well increasing their level of job satisfaction and also, the respondents agreed that teachers are happier and job satisfied performing their duties when given opportunities to attend workshops, in-service training, conferences and seminars. More so, teachers are abreast with new skills, knowledge and new methodologies in teaching and learning when sent on workshops, in-service training and conferences. They have also agreed that the absence of staff training and development renders teachers ineffective and dissatisfied towards performing their duties in their educational institution. The respondents have agreed that staff training and development helps teachers update their knowledge and skills thereby reducing the stress of teaching in their educational organization. The cluster mean of 3.18 with the standard deviations of 0.85 were found to be above the cut-off point of 2.5, which implies that staff training and development influences on teachers job performance in public secondary schools in the North-Central, Nigeria to high extent.

Table 4: Chi-square ($\chi^2$) test of Teachers on the Influence of Workload on teachers job satisfaction in Public Secondary Schools in North-Central States of Nigeria

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Observed frequency</th>
<th>Expected frequency</th>
<th>df</th>
<th>Level of sign.</th>
<th>$\chi^2$-cal</th>
<th>$\chi^2$-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>58 (18%)</td>
<td>148 (50%)</td>
<td>1</td>
<td>0.05</td>
<td>126.00</td>
<td>3.84</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Influence</td>
<td>250(82%)</td>
<td>148 (50%)</td>
<td>148</td>
<td>0.05</td>
<td>3.84</td>
<td>Ho</td>
<td></td>
</tr>
</tbody>
</table>

Value in parentheses are percentage ($\chi^2 = 126.00$, df = 1, $P = 0.05>0.00$)

Table 4, showed that, the descriptive statistics of percentage and the inferential statistics of Chi-square were used to test of teachers on the influence of workload on teachers’ job satisfaction in public secondary schools in the North-Central, Nigeria. The results showed that 82% of the respondents agreed that there is a significant influence of workload on teachers’ job satisfaction in public secondary schools in North Central, Nigeria as against 18% of respondents who disagreed.

Table 4, Chi-square ($\chi^2$) calculated value of 126.00 was greater than Chi-square ($\chi^2$) table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypotheses were therefore not accepted. This implies that there is a significant influence of occupational stress on work load on the teacher’s job satisfaction in public secondary schools in North- Central, Nigeria.

Table 5: Chi-square ($\chi^2$) test of Teachers on the Influence of Students Indiscipline on Teachers Job Satisfaction in Public Secondary Schools

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Observed frequency</th>
<th>Expected frequency</th>
<th>df</th>
<th>Level of sign.</th>
<th>$\chi^2$-cal</th>
<th>$\chi^2$-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>No influence</td>
<td>20 (5%)</td>
<td>148 (50%)</td>
<td>1</td>
<td>0.05</td>
<td>281.00</td>
<td>3.84</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Influence</td>
<td>288(95%)</td>
<td>148 (50%)</td>
<td>148</td>
<td>0.05</td>
<td>3.84</td>
<td>Ho</td>
<td></td>
</tr>
</tbody>
</table>

Value in parentheses are percentage ($\chi^2 = 281.00$, df = 1, $P = 0.05>0.05$)

Table 5, showed that, the descriptive statistics of percentages and the influential statistics of chi-square ($\chi^2$) were used to test teachers on the influence of students’ indiscipline on teacher’s job satisfaction in public secondary schools in the North-Central, Nigeria. The result indicated that 95% of the respondents agreed that there is a significant influence of students’ indiscipline on the teachers’ job satisfaction in public secondary schools as against 5% respondents who disagreed.

Table 5, also showed that, Chi-square ($\chi^2$) calculated value of 281.00 was greater than the Chi-square ($\chi^2$) table value of 3.84 checked at 0.5 level of significance and at 1$^2$ degree of freedom. The null hypotheses were therefore rejected. This implies that there is a significant influence of students’ indiscipline on the teachers’ job satisfaction in public secondary schools in the North-Central, Nigeria.

Hypotheses Three:
Staff training and development has on significant influence on the teachers’ job satisfaction in public secondary schools

Testing Research Hypotheses
In testing the three hypotheses of this study, the chi-square ($\chi^2$) statistical tool was to test the hypotheses at 0.05 probability level of significance and the results are presented on table 4-6.
The third finding revealed that staff training and development significantly influence on teachers job satisfaction in public secondary schools in North-Central States of Nigeria. This finding agreed with the views of Onah (2005) [40] who affirmed that staff training and development helps teachers to be abreast with current development and trends in classroom management and instructional delivery and this exposure no-doubt leads to job satisfaction; effectiveness, reduction of stress and motivation on the job. In supporting the finding Elujekwute (2015) [18] asserts that staff training improves teachers skills and knowledge as well boost their job satisfaction, this in turn leads to higher job performance and productivity, less job stress and increased teachers job satisfaction in their educational institutions. Akpakwu (2012) [4] agreed that where teachers are deprived the opportunities of staff training and development they might not likely live up to expectations and when frustration sets in that might result to poor attitude to work and job dissatisfaction. Staffs training and development serves as a boost to teachers morale and engendered positive attitude to work and teachers who had low commitment to the teaching profession prior to training became highly committed after given opportunities to attend, workshops, in-service training, conferences, seminars and among others.

**Conclusion**

Based on the findings of this study, it has been established that occupational stress has significant influence on the teacher job satisfaction in public secondary schools in the North-Central, Nigeria. The study also concluded that the variables of occupational stress investigated in this study such as workload, students’ indiscipline and staff training and development has significant influence on teachers’ job satisfaction in public secondary schools in the North-Central, Nigeria.

**Recommendations**

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

- **Principals and Educational Administrators** should make conscious efforts to distribute school work fairly with reference to the teachers’ area of specialization or qualification and competence, so as to avoid work loading the teachers, thereby lowering their morale and job satisfaction, because a teacher who is work-loaded with much duties (long teaching hours) will be forced to reduce teaching to lecturing.

- **The educational administrators** should take the issue of indiscipline very serious, students caught misbehaving should be well punished so as to serve as deterrence to others, to desist from such acts, also parents should be involved in the disciplinary committee of the school to help tackled better disciplinary issues among students.

- **The Educational Administrators** should endeavour to give teachers the opportunities to regularly attend workshops, in-service training, conferences, symposia
and seminars on educational issues to improve their skills and knowledge, this will enhance teachers' motivation and job satisfaction in their educational institutions.

References
37. Nakpodia ED. The role of Educational administration in the promotion of in-service teacher education for...


