



International Journal of Literacy and Education

E-ISSN: 2789-1615
P-ISSN: 2789-1607
IJLE 2021; 1(1): 01-11
www.educationjournal.info
Received: 05-11-2020
Accepted: 11-12-2020

Dr. Elujekwute, Edwin Chukwuaguzie
Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi, Benue State - Nigeria. E-mail: elujekwuteeddy@gmail.com
Tel: 08037530328

Rev. Dr. Uwalaka, Matthew C.
Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi, Benue State - Nigeria. E-mail: uwalakamathew@gmail.com
Tel: 08069791203

Shir, James Ngusha (M.Ed)
Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi, Benue State - Nigeria. E-mail: ngushajameshir@gmail.com
Tel: 08119257087

Correspondence
Dr. Elujekwute, Edwin Chukwuaguzie
Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi, Benue State, Nigeria. E-mail: elujekwuteeddy@gmail.com
Tel: 08037530328

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

Dr. Elujekwute, Edwin Chukwuaguzie Rev., Dr. Uwalaka, Matthew C. and Shir James Ngusha

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 titled. "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 (X^2) 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 Oguneanyi (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, delayed/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, delayed/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, delayed/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:

1. To what extent does workload influence teacher's job satisfaction in public secondary schools in North-Central, Nigeria?
2. To what extent does students' indiscipline influence teachers' job satisfaction influence in public secondary schools?
3. In what ways do staff training and development influence teachers' job satisfaction in public secondary schools?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance

1. Workload has no significant influence on teachers' job satisfaction in public secondary schools in North-Central State of Nigeria.
2. Students' indiscipline has no significant influence on teachers' job satisfaction in public secondary schools.
3. Staff training and development has no significant influence on teachers job satisfaction in public secondary schools

Significance of the Study

The findings of this research could be beneficial to educational administrators, teachers, society and other researchers in the sense that it could expose the need for the provision of enabling school environment that will enable teachers and students to be satisfied and achieve the goals of secondary education. The finding will also indentify factors and strategies to be used by the educational administrators to improve on the facilities that make teachers to be satisfied with their gob in North-Central, Nigeria. The students could benefit if the problem of teachers are solved; for it will improve the teaching and learning process, the end result which will be an improvement of students' academic performance in the Secondary Schools. The result in of this study will serve as a guide to other researchers who may wish to carry out further research in the area; it may also serve as a source of information for a research work.

Review of Related Literature

This section reviewed the literature which is pertinent and relevant to the study

Concept of Occupational Stress

Stress at work resulting from increasing complexities of work and its divergent demands has become a prominent and pervading feature of the modern educational institutions. According to Lokanadha and Vijaya (2013) ^[31] the term job stress denotes employees' mental state aroused by a job situation perceived as presenting excessive and divergent demands. It is an ineffective and unhealthy reaction in change. It is the body's response to any undesirable mental, physical, emotional, social or environmental demands. Dobson and Smith (2015) ^[14] states that stress is inability of human to cope with surrounding environment it is a human's body response to the negative demands of the environment. Whenever human beings experience or encounter any environmental factor (stressor) which is a threat to his/her survivals then is experiences a 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) ^[48] 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 "tight 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 co-operate 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) ^[25] 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) ^[46] 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 discouragement hence, low academic performance by students. Kyriakon (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) ^[13] 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) ^[18] emphasises that a teacher who is work loaded with much duties will be forced to reduce teaching to lecturing. Akpakwu (2012) ^[4] 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) ^[45] 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) ^[47] 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 is 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) posits 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) ^[22] 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) ^[39] 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) ^[10] 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) ^[3] states that

stress from poor work conditions had strongest influence on teachers job satisfaction and notes that inadequate time for planning and burnout personal satisfaction but it also brings stress, with demand from educational administrators, colleagues, students and parents compounded by workload, students misbehaviour and a lack of recognition for accomplishment, if not well managed could lead to job dissatisfaction in the educational organisation

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 Orhngur (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 Eyinade (2005) ^[20] 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) ^[50] 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) ^[16] maintains that lack of respect among students undermined teachers authority, minimizing and often zeroing out their job performance in the effective teaching and learning in school. According to Akubue (2006) ^[5] 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. Gyamera (2005) ^[23] 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 students 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 innate erratic thus causing sporadic outburst of violence in school which disorganizes teaching and learning activities. According to wright and kate (2008) ^[49] 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) ^[12] 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 reaching 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) ^[18] 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. Elujekwute (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 ease 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(x²) 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

Item No	Item Description	SA	A	D	SD	\bar{X}	STD	Decision
1	Too much workload enhances low morale of teachers and job dissatisfaction in my school.	161	107	22	6	3.43	0.72	Accepted
2	Teacher's work loaded with many duties and long teaching hours always reduce teaching to lecturing	143	118	22	13	3.22	0.80	Accepted
3	Work loading teachers have negative influence such as high level of stress, poor morale and low job satisfaction in my school	157	89	33	17	3.30	0.88	Accepted
4	Teachers are unable to complete their scheme of work for the term due to workload of non-teaching duties	111	131	39	15	3.21	0.86	Accepted
5	Work loaded teachers may fall ill frequently and stay away from the school for sometimes	139	98	41	18	3.43	0.72	Accepted
Cluster Mean/Standard Deviations						3.29	0.83	Accepted

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

teachers have negative influence such as high level of stress, poor morale and low job satisfaction in the secondary schools. The respondents also agreed that teachers are unable to complete their scheme of work for the term due to workload of non-teaching duties. Thus work loaded teachers may fail ill frequently and stay away from the school for sometimes. The cluster mean of 3.29 with the standard deviation of 0.83 were found to be above the cut-off point of 2.50. This implies that workload influences on teachers job satisfaction in public secondary schools in the North-Central, Nigeria to high extent.

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

Item No	Item Description	SA	A	DA	SD	\bar{X}	STD	Decision
6	Indiscipline among students makes teaching boring and uninteresting for teachers, hence lowers job satisfaction in my school.	143	114	28	11	3.31	0.79	Accepted
7	Teachers could refuse going for lessons when they are disrespected by a student or of students in my school	131	91	49	25	3.11	0.77	Accepted
8	Students indiscipline can disrupt academic activities and render the efforts of the teachers useless in the class	131	127	23	15	3.28	0.82	Accepted
9	Teachers who spend considerable of their lesson time dealing with students rude behaviors end up not achieving much in the class in my school	155	106	19	16	3.35	0.83	Accepted
10	Students bad attitude creates unstable mind for teachers in planning their lesson and achieving their lesson objectives in my school	181	99	10	6	3.54	0.66	Accepted
Cluster Mean/Standard Deviations						3.32	0.81	Accepted

Table 2 shows response of respondents on the mean and standard deviation of teachers on the influence of students’ indiscipline on teachers’ job satisfaction public secondary schools in the 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. More so the respondents agreed that

students’ indiscipline can disrupt academic activities and render the efforts of the teachers useless in schools. They have agreed that teachers who spend considerable of their lesson time dealing with students rude behaviors end up not achieving much in the class, also students bad attitude creates unstable mind for teachers in planning their lesson and achieving their lesson objectives in schools. The mean of 3.32 and a standard deviation of 0.81 was also found to be above the cut-off point of 2.50. This implies that students’ indiscipline influences teachers’ job satisfaction in public secondary schools in the North-Central, Nigeria to a high extent.

Research question three

To what extent does staff training and development influence teacher’s 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

Item No	Item Description	SA	A	D	SD	X	STD	Decision
11	Provision of staff training and development reduces teachers emotional stress and they feel more belonging to their educational institution as well increasing their level of job satisfaction in my school	147	122	17	10	3.37	0.74	Accepted
12	Teachers are happier and satisfied performing their duties when given opportunities to attend workshops, in-service training, conferences and seminars in my school	131	119	28	18	3.23	0.86	Accepted
13	Teachers are abreast with new skills, knowledge and new methodologies in teaching and learning, when sent on workshops, in-service training and conferences in my school	129	120	36	11	3.24	0.81	Accepted
14	The absence of staff training and development renders teachers	88	133	49	26	2.96	0.90	Accepted

	ineffective and dissatisfied towards performing their duties in my school							
15	Staff training and development help teachers update their knowledge and skills thereby reducing the stress of teaching in my school	100	143	36	17	3.10	0.83	Accepted
Cluster, Mean/Standard Deviation						3.18	0.85	Accepted

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.0.0.74), 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 help 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.

Testing Research Hypotheses

In testing the three hypotheses of this study, the chi-square (χ^2) statistical tool was to test the hypotheses at 0.05 probability level of significance and the results are presented on table 4–6.

Hypotheses One

Workload has no significant influence on teachers’ job satisfaction in public secondary schools in North-Central, Nigeria.

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

Opinion	Observed frequency	Expected frequency	df	Level of sign.	χ^2 - cal	χ^2 -tab	Decision
No influence	58 (18%)	148 (50%)	1	0.05	126.00	3.84	Ho
Influence	250(82%)	148 (50%)					Not accepted

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 (χ^2) calculated value of 126.00 was

greater than Chi-square (χ^2) table value of 3.84 checked at 0.05 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.

Hypotheses Two:

Students’ indiscipline has no significant influence on teachers’ job satisfaction in public secondary schools.

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

Opinion	Observed frequency	Expected frequency	df	Level of sign.	χ^2 - cal	χ^2 -tab	Decision
No influence	20 (5%)	148 (50%)	1	0.05	281.00	3.84	
Influence	288(95%)	148 (50%)					Not accepted

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 (χ^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 (χ^2) calculated value

of 281.00 was greater than the Chi-square (χ^2) table value of 3.84 checked at 0.5 level of significance and at 1⁰ 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 pubic secondary schools

Table 6: Chi-square (χ^2) Test of Teachers on the Influence of Staff Training and Development on Teachers Job Performance in Public Secondary Schools

Opinion	Observed frequency	Expected frequency	DF	Level of sign.	χ^2 - cal	χ^2 -tab	Decision
No influence	46(14%)	148 (50%)	1	0.05	162.32	3.84	
Influence	262(86%)	148 (50%)					Not accepted

Value in parentheses are percentage ($\chi^2 = 162.32$, $df = 1$, $P = 0.05 > 0.05$)

Table 6 showed that the descriptive statistics of percentages and the inferential statistics of Chi-square (χ^2) were used to test teachers on the influence of staffs training and development on teachers job satisfaction in public secondary schools in the North-Central, Nigeria. The results showed that 86% of the respondents agreed that there is a significant influence of staff training and development on teacher job satisfaction in Public Secondary schools as against 14% of the respondents who disagreed.

Table 6 also showed Chi-square (χ^2) calculated value of 162.32 was greater than the Chi-square (χ) table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom the null hypotheses was therefore rejected. This implies that there is a significant influence of staff training and development on the teachers' job satisfaction in public secondary schools in the North-Central, Nigeria.

Discussion of Findings

The first finding of this study was that occupational stress has significant influence on workload in public secondary schools in North-Central, Nigeria. This finding is in line with Elujekwute (2019) [18] who affirmed that a teacher who has a lot of workload will be forced to reduce teaching to lecturing. Elujekwute further maintained that duties and responsibilities should be assigned to teachers (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 teacher (staff) with much duties. Akpakwu (2012) [4] maintained that when teachers work overweighs them, with lots of duties and long teaching hours, this does not motivate them because they feel overworked by their educational institutions and in the final analysis they may become ineffective and dissatisfied in the discharge of their duties.

The second finding of this study revealed that students' indiscipline significantly influence on teachers' job performance in secondary schools. This finding corroborate with the opinions of Akubue (2006) [5] who stated that teachers spend good portion of their lesson time dealing with disciplinary problems that are related to classroom behavior. Such teachers sometimes become frustrated if they cannot deal with student who impede or disrupt routine classroom activities. This negatively affect teachers' performance hence the environment becomes unpleasant for teaching and learning. Also in another support to the finding, Iburun (2006) [24] stated that indiscipline among students in schools makes teaching uninteresting and boring for teachers. In addition, Gyamera (2005) [23] in his study on administrators' perception of effects of indiscipline on the administration of senior high schools, found that senior high school administrators perceived indiscipline as an issue affecting their administration and prevented the provision of congenial atmosphere for effective teaching and learning. In addition, it makes assigned duties to teachers difficult to perform and that students' indiscipline result to much teachers' stress thereby affecting their job satisfaction in schools.

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) [17] 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

1. Adeyemo DA & Ogunyemi B. Emotional intelligence and self-efficacy as predictors of occupational stress among academic staff in Nigeria.
2. Ahmad S & Ahmad H. Role stress and work satisfaction: a study on middle managers. *Indian Psychiatry Journal* 2008;1(6):110-115.
3. Akinboye JO, Akinboye DO and Adeyemo DA. Coping with stress in life and workplace. Sterling Harden Publishers Ltd, Nigeria 2005.
4. Akpakwu SO. Educational management; Theory and practice. Makurdi; Destiny Venture 2012.
5. Akubue AU. Classroom organization and management: A 5-point strategy. Owerri Wisdom Publishers 2006.
6. Appiah J. Teachers and students' perception of discipline in Oda Secondary School. Masters in Education in Unpublished, University of Cape Coast, Cape Coast, Ghana 2007.
7. Bakker AB, Demerouti E & Euwema M. Job resources buffer, the influence of job demands on burnout. *Journal of Occupational Health Psychology* 2005;2(10):170-190.
8. Bamisaye EA. Job satisfaction among secondary school teachers in Ogun State, Nigeria. *Journal of Educational Administration* 2006;4(7):34-51.
9. Borg MG & Riding RJ. Occupational stress and satisfaction in teaching. *British Educational Research Journal* 2010;3(17):263-281.
10. Butt G & Lance A. Teacher's workload and job satisfaction. Do successful strategies for change exist? *Educational Administration and Leadership* 2005; 33(4):401-422.
11. Caplan RD, Cobb S & French JRP. "Relationship of Cessation of smoking with Job stress, personality and social support", *Journal Applied Psychology* 2005;2(60):211-219.
12. Clarke C. *Discipline in schools*. USA: The guardian Publications 2009.
13. Denga DI. Educational and social psychology. Calabar: Cleanliness publications 2005.
14. Dobson G & Smith U. What is stress and how does it affect reproduction? *Animal Production Science* 2005; 60-81:743-752.
15. Dorman JP. Relationship between school and classroom environment and teachers burnout; A LISREL Analysis. *Social Psychology Education* 2014;3(6):107-129.
16. Edwards CH. Classroom discipline and management, New York: Argosy Publishing 2008.
17. Elujekwute EC. Occupational Stress and Teachers' Job Performance in Secondary Schools in Makurdi Education Zone of Benue State, Nigeria. (Unpublished, M.Ed. Dissertation), Benue State University, Makurdi, Benue State, Nigeria 2015.
18. Elujekwute EC. Educational management; concepts and theories. Makurdi; Jalim Publishing 2019.
19. Evans I. Teachers morale, job satisfaction and motivation: A guide for school leaders. London; Biddles Ltd 2007.
20. Eynade SA. Indiscipline in Primary Schools. (Unpublished NCE Project), Federal College of Education (Technical) Omoku 2005.
21. Fraser B & Welberg JW. Educational productivity and talent development. Oxford: Pergamon Press 2009.
22. Gaillard AWK. Stress workload and fatigue as three behavioural state; A general overview. In P.A. Hancock, & P.A. Desmond (eds.), *Stress, Workload and Fatigue Human Factor in Transportation* (pp 623-639) Malwah's Lawrence 2010.
23. Gyamera GO. Perceptions of students and teachers about discipline: A case study of Adisadel College, Cape Coast. (Unpublished Master of Philosophy), University of Cape Coast. Ghana, Cape Coast 2005.
24. Iburun WO. Maintaining discipline in primary school system in Nigeria. *Nigeria Journal of Counseling and Development* 2008; 2:132-142.
25. Jack YL & Punch KF. External environmental and school organizational learning conceptualizing the empirically neglected. *International Studies Educational Administration* 2008; 29:28-39.
26. Jahauzeh H. The impact of job stress on job satisfaction among academic faculty of a mega distance learning instruction in Pakistan. A case study of allamalgal open university. *Mustang Journal of Business & Ethics* 2010;1:31-48.
27. Johnson JV & Hall EM. Job strain, workplace social support and cardiovascular disease: Crosses sectional study of a random sample o the Swedish working environment. *American Journal of Public Health* 2013; 78:1336-1342.
28. Karasck R. Job demand, job satisfaction latitude and mental strain, implications for job redesign. *Administrative Science Quarterly* 2009;3(2):285-309.
29. Kayoed, I Abisoeye, F Rachael, OA & Victor B. Physical working condition as determinate of productivity among secondary school teachers in Ogun State, Nigeria. *Continental Journal of Arts and Humanities* 2008;4(1):13-28.
30. Kyriacou C. Teacher stress; direction for future research. *Educational Review* 2008;53(10):27-35.
31. Lokanadha R & Vijaya A. Occupational stress of higher secondary school teachers working in Vellure District in Tamil Nadu. *International Journal of Education Planning and Administration* 2013; 3(1):9-24.
32. Malta M. Stress at work, a concept in stress human factor limited. *Business Psychology and Strategic Development* 2009;33(6):125-133.
33. Matthew L. "Sources, Effects and the Coping Strategies of Occupational Stress among Special Education Teachers in India", Ph.D. thesis Dept. of Psychology, Calicut University 2005.
34. Mgbodile TO. Fundamentals of educational administration and planning. Enugu; Magnet Business Enterprises 2005.
35. Morgan M & O Leary M. A study of factor associated with job satisfaction of beginning teachers. *The Irish Journal of Education* 2004; 35:73-86.
36. Nadeem M. A study on occupational stress experienced by private and public Banks employees in Quetta city. *African Journal of Business Management* 2011; 5(8):3063-3070.
37. Nakpodia ED. The role of Educational administration in the promotion of in-service teacher education for

- primary school teachers in Nigeria. *Current Issues in Educational Management in Nigeria*, Benin City: Ambik Press 2008.
38. Ngu SM. *Management principles and workers motivation in Nigeria*. Zaria; Nigeria Gaskiya Corporation Ltd 2005.
 39. Oginska Bulik N. *Emotional intelligence in the workplace: exploring its effects on occupational stress and health outcomes in human service workers*. *International Journal of Occupational medicine and Environmental Health* 2006; 18(2):167-175.
 40. Onah FO. *Human resources management theory and practice*. Enugu; John Jacobs Classic Publishers Ltd 2005.
 41. Orhungue MM. *Discipline theory and practice*. Ibadan; Spectrum Books Ltd 2005.
 42. Oribor L. *Quality management and national growth and attainment in education. The case of Nigeria. An inaugural lecture series No.28 of University of Port Harcourt*, Port Harcourt 2013.
 43. Robert H. *Job satisfaction*. New York: Harner and Brothers 2006.
 44. Rowsey RE & Ley TC. *Perception of teachers' salary and non-salary. Benefits*. *Journal of Teacher Education*, 2009;37:42-45.
 45. Rudow B. *Stress and burnout in the teaching profession. European studies, issues and research perspectives*. In A.M. Huberman (ed.), *Understanding and Preventing Teacher Burnout: A sourcebook of international research and practice* (pp. 38-58). New York: Cambridge University Press 2010.
 46. Taiwo EO. *Management motivational strategies as factors in teacher task performance for Oyo State secondary schools*. (Unpublished PhD thesis).University of Ibadan 2004.
 47. Travers CJ & Cooper CL. *Teachers under stress. Stress in the teaching profession*. London: Routledge 2008.
 48. WHO. *Expert committee on health education of the public report*. W.H.O Technical Report Series No 89, 2010.
 49. Wright A & Kate K. *Violence and indiscipline in schools*. Research study commissioned NASUWT. Perpetuity Research & Consultancy 2003.
 50. Zubaida AN. *Indiscipline and its management techniques: A case study of a special education school in Kano State*. *The Journal of the National for Exceptional Children* 2009; 11(2):455-463.