

## EFFECT OF JOB STRESS ON TEACHERS' PRODUCTIVITY IN LAGOS STATE EDUCATIONAL DISTRICT

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| Article Information  | ABSTRACT   |
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| <p>Received: 10<sup>th</sup> December, 2023</p> <p>Accepted: 15<sup>th</sup> January, 2024</p> <p>Published: 25<sup>th</sup> January, 2024</p> <p><b>KEYWORDS:</b> Teachers, Secondary School, Productivity, Job Stress, Educational district</p> <p>Publisher: Empirical Studies and Communication - (A Research Center)</p> <p>Website: <a href="http://www.cescd.com.ng">www.cescd.com.ng</a></p> | <p><i>This study investigated the impact of job stress on teacher productivity in Lagos State Education District V. There has been a significant increase in stress-related deaths in many sectors, including education. Survey research was used in the study. The study population consists of 10 senior secondary schools in Lagos State Educational District V. A purposeful sampling method was used to select 200 teachers. This study used a 5-point Likert scale questionnaire to generate the data. The data were analysed using simple percentage analysis, while hypotheses were tested using the Product Moment Coefficient statistical technique. Study results showed that teachers' productivity is affected by job stress. Management should take better measures to reduce the effects of job stress.</i></p> |

### Introduction

Stress is a feeling of emotion or physical tension. It can come from an event or thought that makes you feel frustrated, angry, or nervous. Stress is a condition of physical and psychological mental disorder that occurs in a situation of pressure when resources are unable to fulfil the demands of an individual. In most time/days of our lives spent at work, job stress is widely experienced, and it's been found to affect people in every sector most especially the educational sector where a teacher will have to teach over four hundred students (a case study of some selected secondary school in Ojo local government). Due to this, the productivity of staff in the educational sector will be reduced drastically. Now these days, stress is

considered an important factor, which is rapidly increasing the absenteeism rate of staff in the educational sector because of breakdown from the outrageous workload. The main causes of stress are work overloads, management styles, and non-work factors such as relationships with family and workplace associates and management style. In the public sector, job security is considered a more common cause of stress in recent years.

Blumenthal (2003) argued that excess stress is harmful, destructive, and detrimental to human well-being and productivity. Stress can have an impact on an individual's well-being by causing dysfunction or disruption in multiple areas and leading to a decrease in productivity. When stress is not handled well, absenteeism, turnover, and medical compensation increase, and productivity decreases (Ekienabor, 2016). According to Blumenthal (2003), an inverted U-type curve has been used to depict the effect stress has on performance. It can be shown that, as stress increases, so does performance. However, if the stress continues to increase beyond an optimal point, performance will peak and start to decline. This shows that stress is necessary to enhance performance but once it reaches a level of acute discomfort, it is harmful and counterproductive. Stress is an unavoidable consequence of modern living. It is a condition of strain that has a direct bearing on the emotions, thought processes, and physical conditions of a person (Jayashree, 2010). Stress is much more common in employees at lower levels of workplace hierarchies, where they have less control over their work situation (Beheshtifar & Nazarian, 2013).

Stress can be considered as an unpleasant emotional situation that we experience when requirements (work-related or not) cannot be counterbalanced by our ability to resolve them. This results in emotional changes as a reaction to this danger. When an employee can manage the pressures of the job and the possibility of completing a task is substantial, then stress can work as a motivating factor (Halkos & Dimitrios, 2008). Stress can be positive (Eustress) or negative (Distress). Eustress results can be stimulating, thus enhancing work performance and positively encouraging workers to make efforts. Distress results in negative effects on workers' health and performance. Employee performance is adversely affected by workplace stress. This in turn reduces the effectiveness of the employees and organization (Jimmieson et al., 2004). Such job stress often results in workplace accidents (Moore, 2000).

A teacher's productivity heavily depends on several factors, among which are professional training, academic environment, academic background, infrastructure as well as staff development programmes that are in place at a given time. Teacher productivity could be measured in terms of student academic performance (Nndugu, 2014). Measurement of job productivity is important because it allows the organization to evaluate the extent to which the behaviour of employees can lead to the desired outcome. Productivity is viewed as the ability of the staff to bring about the achievement of educational objectives in the schools. The concern about teacher productivity is considered crucial because of its apparent direct relationship with the standard of education and eventual long-term effect on the future labour force. Therefore, teacher productivity is the relationship between the total resources input utilised in the production process (Ndu, Ocho & Okeke, 2007).

### **Statement of Problem**

Being productive is the goal of the organization. The aim of every educational sector is the positive outcome for every student which in many ways depends on the quality of education given to students by the teacher. However, most school to attain higher productivity with little staff in the school ends up burdening their staff with massive responsibilities in order to meet deadlines and this might have a psychological and physical effect on the employee/teacher. Teachers, who are the major input of the school organisation, make use of

every other resource in achieving the objectives stated in the National Policy of Education in Nigeria. The contribution of teachers to the realization of the goal of education cannot be over-emphasized. It is however distressing that the outcome expected in the education sector is below expectations, this has called for a common slogan as the standard of education has fallen among other slogans. Where teachers see the teaching profession as a means of survival against the bedrock of national development poses a threat to productivity.

### Research Hypotheses

**H<sub>01</sub>:** In Lagos State Educational District V, there is no significant relationship between job stress and teacher productivity.

**H<sub>02</sub>:** The workload does not significantly impact the productivity of teachers in Lagos State Educational District V

### Review of Literature

Many scholars have extended their research on this topic, including Alam, Gouhar & Shafiqur (2015). These studies showed a significant relationship between employee performance and job stress in the banking industry. Ayodele (2014), Indhu and Thirumakkal (2015) believe that stress affects organisational productivity. Bewell, Yakubu & Owotunse (2014) also reiterate this view. They concluded that work-induced stress and workers' effectiveness are not easily separated. Musyoka, Ogutu & Awino (2012), however, found positive effects on corporate performance. Ekienabor (2016) investigated the impact of organisational stress on organizational productivity and commitment. This study concluded that job stress poses a serious problem for employees working at different secondary schools in the state of Lagos. Furthermore, Kumar (2017) conclusions that job performance is influenced by job stress

Ementa (2015) examined the perceptions of bank secretaries about stress and its impact on their performance. It also looked at effective strategies to cope with stress. Bank secretaries view most work functions as stressors in the workplace. This study revealed that they consider a variety of factors to be effective strategies for dealing with occupational stress. Aasia, Hadia & Sabita's (2014) findings showed that organisational stress doesn't affect organisational productivity. Okeke, Ojan & Oboreh (2016) looked at the effects of stress on organisational productivity. The study found a significant correlation between stress and organisational productivity. Enekwe, Chinedu, Agu, and Ikechukwu (2014) discovered that stress management is gender specific. This means that stress management is gender sensitive. Nasresh, Ong, and Raduance, (2009) also found that job commitment is a key factor in positive organisational outcomes. Meyer, Paunonen, Gellatly. Goffin & Jackson (1989) found a positive correlation between the performance of an organisation and the commitment of its employees. Non-committed employees can portray the organisation negatively to outsiders (DeCottis & Summers 1987). This could hinder the ability of the organisation to attract high-quality workers (Mowday, Porter & Steers, 1982), and decreases altruism and compliance.

### Methodology

The researcher used a descriptive survey research design. This helps in providing information on the influence of the independent variables. Therefore, the researcher made a presentation by reporting the situation as it occurred without any manipulation of the variables. The target population of the study was secondary school teachers in Lagos State Education District V. This comprised 3514 teachers in the district. The district is comprised of both junior and senior secondary school teachers but only the secondary school teachers are the respondents.

District V comprises the Ajeromi/Ifelodun, Amuwo-Odofin, Badagry, and Ojo zones. The sample for this study was three hundred teachers. Proportionate stratified and simple random sampling techniques were used to arrive at the sample. Simple random sampling was used to select 10 teachers from each selected school.

### Instrumentation

Three research instruments were used for the study, a Stress Management Questionnaire (SMQ), a Work Stress Questionnaire (WSQ), and a Productivity Questionnaire (OPQ). Stress management questionnaire was a self-developed scale. The scale has 5 items which were designed to measure stress management among teachers. It is a four-point Liked scale measurement ranging from 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), and 4-Strongly Agree (SA). For example, it has sample items like, "I experience stress at work". The questionnaire has been subjected to appropriate validation with a reliability of 0.72 which indicates the high reliability of the questionnaire item constructed. The Work Stress Questionnaire was adapted. The scale has 5 items which were designed to measure work stress among teachers. It is a four-point Liked scale measurement ranging from 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), and 4-Strongly Agree (SA). It contained items such as, I teach 2 subjects in my school. The questionnaire was subjected to Pearson's Product Moment Correlation Coefficient to determine the level of reliability at 0.72. While Teachers Productivity Questionnaire (TPQ) was constructed by a researcher with 5 items. The scoring of the instrument was made concerning the 4-point Likert-type rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). The questionnaire has been subjected to appropriate validation with a reliability 0.72 coefficient using Pearson's product-moment correlation coefficient. The researcher personally visited the schools with the help of two trained research assistants to administer the questionnaire to teachers and this was made possible by seeking the permission of the principals. The respondents were adequately briefed on the importance of the study and were assured of the confidentiality of their responses. Data collected were analysed using Pearson's Product Moment Correlation Coefficient. Proportionate stratified and simple random sampling techniques were used to arrive at the sample. 50% of each school in the zone was selected and simple random sampling was used to select 10 teachers from each selected school.

### Data Analyses

**H<sub>01</sub>:** There is no significant effect between job stress and teachers' productivity in Lagos State Educational District V.

### Correlation analysis on the significant relationship between job stress and teacher productivity

**Table 1**

| Correlations           |                     | Job Stress | Teachers' Productivity |
|------------------------|---------------------|------------|------------------------|
| Job Stress             | Pearson Correlation | 1          | .629**                 |
|                        | Sig. (2-tailed)     |            | .070                   |
|                        | N                   | 300        | 300                    |
| Teachers' productivity | Pearson Correlation | .629**     | 1                      |
|                        | Sig. (2-tailed)     | .070       |                        |
|                        | N                   | 300        | 300                    |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Source:** Field Survey-Jan, 2024

From Table 3 the level of significance is obtained at 0.070, which is higher than the generally accepted that is 0.05. This indicates that job stress does affect teachers' productivity. Therefore, the null hypothesis is hereby rejected, while the alternative is rejected.

**H<sub>02</sub>:** There is no significant contribution of workload on teachers' productivity in Lagos State Educational District V

### Correlation analysis on the contribution of workload on Teachers' productivity

**Table 2**

| Correlations           |                     | Workload | Teachers' Productivity |
|------------------------|---------------------|----------|------------------------|
| Workload               | Pearson Correlation | 1        | .185**                 |
|                        | Sig. (2-tailed)     |          | .090                   |
|                        | N                   | 300      | 300                    |
| Teachers' productivity | Pearson Correlation | .185**   | 1                      |
|                        | Sig. (2-tailed)     | .090     |                        |
|                        | N                   | 300      | 300                    |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Source:** Field Survey-Jan, 2024

From Table 2 the level of significance is obtained at 0.09, which is higher than the generally accepted that is 0.05. This indicates that workload does affect teachers' productivity. Therefore, the null hypothesis is hereby rejected, while the alternative is accepted

### Discussion of Findings

The results of testing the first hypothesis revealed a strong correlation between job stress and teacher job performance in secondary schools in Lagos State Education District V with a significant level of 0.070. This study supports Kumar (2017) conclusions that job performance is influenced by job stress. The first hypothesis revealed that job stress such as Lack of classrooms makes teachers feel disoriented in the school, Lack of ventilation makes it difficult to teach, Poor working condition makes teachers quit their jobs thereby leaving them unqualified, and Poor working conditions reduce the ability to interact with the student. It was also observed that due to poor working conditions, teachers get frustrated and as well ignore other activities that would be useful to the students intellectually like co-curricular activities. This also leads to parents' teachers taking excuses to sit back at home because of stress. The findings are also consistent with Ayodele (2014) and Indhu and Thirumakkal (2015), who discovered that stress negatively impacts performance. The findings are also consistent with Mwirigi, Moguche, and Kirimi (2017) carried out a study on the effect of working conditions on the organizational performance of the Kenya Police Service in Laikipia County.

The results of the second hypothesis in Table 2 demonstrate that workload stress and work productivity contributed 0.09 to the variance in teacher performance in public high schools. This implies that teacher performance is affected by workload stress. These findings identified some characteristics that contribute to workload as being a barrier for teachers' job performance, one teacher to 40 students should be encouraged, co-curricular activities lead to numerous works hereby making work stressful, more than one teacher should be assigned to a class of over 70 students to reduce the workload. This research supports Bewell, Yakubu, Owotunse, and Ojih (2014), in addition to the impacts of workload on teachers' job performance at the individual level, the stress experienced by each teacher in a school can affect student accomplishment. Additionally, some workload stress variables also contribute to teachers' job performance. The use of delegates should be encouraged for marking and recording students' tests and examinations to avoid the stress of workload availability of

current and adequate instructional material reduces the workload on teachers, but the non-availability of teaching aids may lead to stress, and Staff bus should be made available for teachers. The study discovered a substantial association between workload characteristics and teachers' job performance.

### Conclusion

Based on the findings of the study, it is concluded that job stress and teachers' productivity. This implies that these identified variables are important to teachers' productivity in the school system. The study found that a reduction in performance can also result when an employee is experiencing negative work stress. Employees under stress are much less inclined to channel energy into continuous improvement initiatives or creative problem-solving pursuits. While in self-preservation mode when dealing with stress, individuals tend to spend their time and energy doing the bare minimum to keep up. Also, an over-stressed team will have less energy to begin with, as studies have shown that stress depletes energy stores and a person's physical and mental capabilities. Often greater demands are placed on workers (especially in the educational sector) in today's competitive marketplace and today's economic climate. Companies are expected to try to do more with less. Although profitability is the focus, this pursuit cannot be to the detriment of the workforce. Putting too much pressure and stress on staff to perform will ultimately have the opposite effect reduced teachers' performance.

The far-reaching implication is that if these variables are catered for judiciously, productivity may be enhanced.

### Recommendations

The study recommended that the government should continue prompt payment of teachers' salaries with other benefits and employ more teachers. Also, activities that can impede teachers' job productivity and intensify stress should be avoided. Remedial measures need to be taken by management to minimize the effects of job stress permanently. For this purpose, management must conduct research programs to build the managerial and technical skills of employees.

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