

## Relationship between Job Stressors and Job Performance of Senior Secondary School Teachers' in Kaduna State

Yahaya Ayuba Barau, Abdullahi Fati  
Department of Educational Psychology  
Federal College of Education, Zaria

### ABSTRACT

The study investigated the relationship between job stressors and the job performance of senior secondary school teachers in Chikun Local Government Area of Kaduna State. The research utilized a descriptive and correlation research design format. The total population of senior secondary teachers in Chikun LGA was 389, with 146 male teachers and 239 female teachers, as documented in the Kaduna State Annual School Census (2020). A purposive sampling technique was employed, resulting in a sample size of 100, comprising 65% female respondents and 35% male respondents. Data collection employed a self-constructed questionnaire with a four-point scale titled 'Teacher Job Stressors and Performance Questionnaire' (TJSPQ). The instrument underwent validation by experts in the Department of Psychology at Federal College of Education, Zaria, establishing face and construct validity. The instrument reported a reliability coefficient index of 0.62 using IBM SPSS Version 22. To address the research questions, mean and standard deviation were used, while Pearson Product Moment Correlation (PPMC) tested the two formulated null hypotheses. The findings revealed a positive correlation between workload and teachers' performance in Chikun senior secondary schools, which was statistically significant ( $r=0.55$ ,  $n=100$ ,  $p<0.04$ ). Additionally, a positive correlation was identified between burnout and teachers' performance in Chikun senior secondary schools, which was also statistically significant ( $r=0.67$ ,  $n=100$ ,  $p<0.04$ ). Based on the study's findings, the following recommendations were proposed: Government and school administrations should prioritize the reduction of teachers' workload by hiring more teachers in Chikun senior secondary schools. School principals, in collaboration with the government, should make concerted efforts to prevent teachers from experiencing burnout in the course of their duties.

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Job Stressors, Job Performance, Burnout, Work load.

### INTRODUCTION

Teachers have enormous work that on daily basis obsess their mind and give them sleepless night which often culminate in affecting their effectiveness and efficiency in the place of work in various ways. This way of feeling consequently leaves the teacher with headache, muscle pain and joint pain and backache with his

body temperature getting high. This drastically makes the teacher to begin to decline in terms of job performance because they become incapacitated and unable to meet up with the job demands (Manabete, John, Makinde, & Duwa, 2016).

Stress has been conceptualised in different perspective. Nevertheless, stress is

Corresponding author: Yahaya Ayuba Barau

✉ [ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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mostly comprehended via what conspicuously occurs to a person that makes him to have the experience of unhappiness with void of calmness. According to Dobson and Smith, (2000) stress is the inability of a person to manage his or environment to ultimately maximize its resources to his profit. As observed by Chitty, (2005) stress is the responses a person's body makes at a time when such a individual is striving towards the preservation of the body equilibrium to establish and attain the demands of life. In the work of Khan, Shah, Khan and Gul (2012) they perceived stress as the process which the body response to the negative demands of the environment. The negative demands unequivocally caused serious unpleasantness, restlessness and rising levels of discomfort. From a psychological point of view, stress refers to "an adaptive response, mediated by individual characteristics and/or psychological processes that is a consequence of any external action, situation, or event that places special physical and/or psychological demands upon a person" (Adams, 1999).

According to Zhao, Liao, Li, Jiang and Ding (2022), supporting Roeser, Schonert-Reichl, Jha, Cullen, Wallace, and Wilensky, (2013) teacher job stress refers to the unpleasurable or negative emotional feeling that teachers experience which have the potential to trigger excessive physical and mental fatigue, nervous tension, frustration, or distress due to factors, such as excessive working hours, heavy workload, and serious misconduct of students. Johnson, Cooper, Cartwright, Donald, Taylor, and Millet, 2005 also supported by Herman, Reinke, and Eddy, (2020) have indicated that teaching as a profession is one of the most stressful occupations. Li, Li and Zhang, (2021), maintained that with the educational reform and changes over time, the sources of job stress among secondary school teachers are also changing. First, teachers need to change their previous teaching content and working methods according to the requirements of national policies, which undoubtedly increase their workload. Second, teachers face the stress of

school assessment of their teaching quality and performance evaluation. In addition, secondary school teachers face self-development stress, such as poor salaries and limited development prospects. The stress faced due to many aspects, coupled with the problem that their professional effort is disproportionate to the reward received, results in more serious job stress among the secondary school teachers (Qi, Zhang, Liu, Ji, Chen, Sluiter, 2014; Zhou & Ning, 2020).

According to Wakoli, (2013) workload refers to time demands lack of stimulation or boredom, and lack of variety, experienced by teachers caused by situational demands made on the members of the organization. These demands may originate from the work environment itself and its related characteristics, or they may emanate from within the individual. Nhundu, (1999), posits that, the sources of occupational or work related stress for the teacher is found within the work environment (school). These sources he posits exist within organizational members in such a way that it is capable of inducing one's occupational stress in the work. According to the person, environment fit model of stress, Nhundu, (1999), citing French et al. (1976), asserts that the feeling of work overload is exclusively the function of the relationship that exist between a teacher's and his/her work environment. The mode focuses on the structural characteristics of the person interaction with their work environment, on the premise that the effect of workload is felt as a result of a mismatch between an individual abilities, needs, motives, goals and behaviour patterns and a given job's demands, resources, opportunities and rewards (Wakoli, (2013). According to Perlito, Leah, Eusmel, Joicelyn, Juby, Beverly, Jame, Joel & Analyn (2021) teachers experience stress because of their workload, as they plan lessons, organize activities, develop curriculum, manage extra-curricular activities, supervise classes, provide information, maintain discipline, provide cover for teacher shortages and absences, maintain records, administer time tables, evaluate and

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Corresponding author: Yahaya Ayuba Barau

✉ [ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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assess students' performance, in addition to the motivation of students by words and actions.

In the submission of Wu (2016) teacher job burnout refers to the emotional and behavioral exhaustion caused by the long hours and high-intensity nature of the daily teaching process. Ghanizadeh and Jahedizadeh, (2015) stressed that burnout is a syndrome which results from a form of chronic stress associated with the frequent interactions and close contact with others. Teaching as an interactive and stressful profession is highly prone to burnout. In the realm of teacher burnout the syndrome is under the influence of different factors and in turn can create various consequences. Maslach, (2001) holds that burnout consists of three components which referred to as emotional exhaustion, reduced personal accomplishment, and depersonalization. Kovess-Masfety, (2007) Ouellette, (2018) and Fathi, (2021) believe that teachers have higher levels of psychological stress and burnout compared with other occupations. Domitrovich (2016), Capone and Petrillo, (2018) maintained that teacher job burnout does not only directly affects the teaching quality and physical and mental health of teachers, but also has many negative effects on the academic achievement and social behavior of students.. Therefore, exploration of the generation mechanism and influencing factors of job burnout can not only improve mental health problems of teachers, but also indirectly promote mental health and academic progress of students (Zhao, Xiangrui, Liao, Li, Jiang & Ding, 2022).

Going by the above discussions, it is conspicuous that by reason of their profession, teachers are invariably experiencing stress. This fundamentally influences their performance negatively. Teacher job performance, according to Manabete, John, Makinde, and Duwa, (2016) is the extent to which a teacher performs a specific role or responsibility in consonance with detailed standards or criteria. To them teacher performance is the behaviour of a teacher which changes differently within the surrounding environment in which the teacher

successfully carries out any assigned role or responsibility. Because of stress which the teacher experiences however, he is unable to execute this assignment or role effectively. As Bakker, Demerouti and Verbeke (2004), and Tahir (2011) bewailed that when a teacher is passing through stress, the teaching quality will be poor, low students' satisfaction and turnover on the overall performance of the teacher.

According to Khan, (2012) routine stress has been known to be alright for effective and efficient functioning of the human body and mind. But at a time a teacher begins to experience unremitting stress that is probably leading to something that may prove quite ruining physically, emotionally, and psychologically, then becomes a thing of concern. Winfield, (2003) put it that in lower degree cases of stress, the effects on teachers are expressed in low morale, job disaffection, absenteeism, low productivity and job turn over. This is to say that with stress, teachers experience a feeling of exhaustion and they perform very low. Durosaro in Bada and Falana (2012), assert that stress makes people to be nagging, uncooperative with coworkers and highly intolerant of people around them. That is why Chitty, (2005) confirmed that prolonged stress decreases mental capacity and results in reduced problem solving skills of a worker (the teacher inclusive). Job stress leads to reduction in work performance and output, loss of confidence and motivation, inability to manage line or delegate, feelings of alienation and inadequacy, increasing introversion, irritability with colleagues, unwillingness to cooperate, frequent irrational conflict at work, increased substance, persistent negative thoughts, loss of appetite and accident proneness. If there is a growing disaffection within the school system due to bad leadership, the school head is not likely to secure the cooperation of his subordinates.

### **Objectives of the Study**

The study was guide by the following objectives:

1. To examine the relationship between work overload and chikun secondary school teachers' job performance

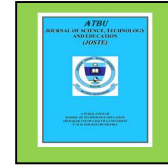
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Corresponding author: Yahaya Ayuba Barau

✉ [ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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2. To examine the relationship between job burnout and chikun secondary school teachers' job performance

### Research Questions

This paper is focused on the following research questions:

1. What is the relationship between work overload and chikun secondary school teachers' job performance?
2. What is the relationship between job burnout and chikun secondary school teachers' job performance?

### Hypotheses

This paper tested the following hypotheses:

1. There is no significant relationship between work overload and chikun secondary school teachers' job performance
2. There is no significant relationship between job burnout and chikun secondary school teachers' job performance

### METHODOLOGY

This study employs a descriptive and correlation research design. Descriptive research design, as defined by Kumar in Khan (2019), involves describing the features of the selected phenomena under investigation using data collected by the researcher without manipulating the variables. Additionally, the researchers have

incorporated the correlation design, which, according to Emaiku (2006), entails collecting data to establish relationships between two variables. The targeted population for this research comprises teachers in public senior secondary schools in Chikun Local Government Area of Kaduna State. According to the Kaduna State Annual School Census (2020), the total number of senior secondary school teachers in Chikun LGA is 385, with 146 being male and 239 female. The researchers utilized a purposive sampling technique, resulting in a sample size of 100, with 65% female respondents and 35% male respondents. For data collection, a self-constructed questionnaire with a four-point scale titled 'Teacher Job Stressors and Performance Questionnaire (TJSPQ)' was employed. The instrument underwent validation by experts in the Department of Psychology at Federal College of Education, Zaria, establishing both face and construct validity. The instrument reported a reliability coefficient index of 0.62 using IBM SPSS Version 22.

To address the research questions, mean and standard deviation were employed, while Pearson Product Moment Correlation (PPMC) tested the two formulated null hypotheses.

### RESULTS

**Hypothesis 1:** There is no significant relationship between work overload and chikun secondary school teachers' job performance

**Table 1:** There is no significant relationship between work overload and Chikun secondary school teachers' job performance

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Work overload	100	5.78	2.27	30	0.55	0.04	H <sub>0</sub> Rejected
Teacher's job performance	100	89.38	16.36				

Table 1 show the correlation table of Pearson Product Moment Correlation. The table revealed that correlation coefficient (r) equals 0.55 indicating a strong relationship between work overload and teacher's job performance in Chikun secondary schools. We can conclude that

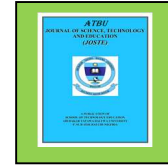
work overload affect teacher's job performance. By implication, there was a strong positive relationship between work overload and teacher's job performance which was statistically significant (r=0.55, n=100, p<0.04). It can therefore be said that to a large extend work

Corresponding author: Yahaya Ayuba Barau

✉ [ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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overload significantly affect teacher's job performance in Chikun senior secondary schools. Therefore, the null hypothesis which stated that there is no significant relationship between work overload and Chikun secondary school teacher's job performance was rejected.

**Hypothesis 2:** There is no significant relationship between job burnout and chikun secondary school teachers' job performance

**Table 2:** There is no significant relationship between job burnout and chikun secondary school teachers' job performance

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Job burnout	100	5.78	2.27	30	0.67	0.04	H <sub>0</sub> Rejected
School teacher's performance	100	89.38	16.36				

Table 2 show the correlation table of Pearson Product Moment Correlation. The table revealed that correlation coefficient (r) equals 0.67 indicating a strong relationship between job burnout and teacher's job performance in Chikun secondary schools. We can conclude that job burnout affect teacher's job performance. By implication, there was a strong positive relationship between work overload and teacher's job performance which was statistically significant ( $r=0.67$ ,  $n=100$ ,  $p<0.04$ ). It can therefore be said that to a large extend work overload significantly affect teacher's job performance in Chikun senior secondary schools. Therefore, the null hypothesis which stated that there is no significant relationship between job burnout and Chikun secondary school teacher's job performance was rejected.

### DISCUSSION

In the study by Morgan and Craith (2015), the results showed that the vast majority thought teaching had become more stressful. Catering to individual differences and the overcrowded curriculum are significant contributors to stress, as was the number of children with behavior difficulties. As such, the teacher is cumbered with work overload which significantly affect his job performance. Their study established that there is a significant relationship between work overload and teacher's job performance.

In terms of job burnout, Yilmaz, Altinkurt, and Guner (2015), find out that teacher job burnout in significantly relate to the job performance of a teacher which in turn affect his job satisfaction. They equally established that teachers have the highest burnout level when they experience emotional exhaustion, which is followed by a lack of personal accomplishment and depersonalization, respectively. Teachers' lack of personal achievement is predicted by all aspects of emotional labor.

### RECOMMENDATIONS

Based on the findings above, the following recommendations were put forward by te researchers:

1. The government and school administrations should ensure that they provide the means of reducing the work load among the teachers by employing more teachers in Chikun senior secondary school,
2. School Principals in collaboration with government should endeavor to ensure that teachers do not experience burnout in the cause of discharging their duties

### CONCLUSION

It is conspicuously clear that teachers with job stress cannot be able provide good job performance in the place of work. The study data was collected from public senior secondary

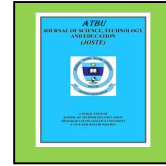
Corresponding author: Yahaya Ayuba Barau

[ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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school teachers in Chikun Local Government Area of Kaduna State.. It is an identified reality that job stressors are demotivating factors to job efficiency and efficacy the study revealed that work load, burnout and inadequate reward policy can affect the teaching performance of a teacher. The government and school administrations should ensure that they provide the means of reducing the work load among the teachers by employing more teachers in Chikun senior secondary school. School Principals in collaboration with government should endeavor to ensure that teachers do not experience burnout in the cause of discharging their duties. Government and school Principals should increase and improve adequate reward system in schools so as to encourage teacher job performance among teachers in Chikun senior secondary schools.

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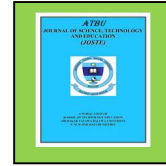
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Corresponding author: Yahaya Ayuba Barau

✉ [ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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Corresponding author: Yahaya Ayuba Barau

✉ [ayub4aimee@gmail.com](mailto:ayub4aimee@gmail.com)

Department of Educational Psychology, Federal College of Education, Zaria

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