

OCCUPATIONAL STRESS AND TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN THE NORTH CENTRAL STATES, NIGERIA

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Abstract

This study investigated occupational stress and teachers' job effectiveness in secondary schools in North Central States, Nigeria. Two research questions guided the study while two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised 34,473 teachers in 1,949 public secondary schools in the North Central States of Nigeria. A sample of 1034 teachers representing 3% was selected from 58 public secondary schools and used for the study. Multi-stage sampling techniques were used to select the respondents for the study. A 35-item structured four-point scale questionnaire titled "Influence of Teachers' Occupational Stress Questionnaire (ITOSQ)" and interview schedule were used for data collection. The instrument was validated by three experts in Educational Management and Measurement and Evaluation. The reliability of the instrument was tested and yielded a Cronbach Alpha Coefficient of 0.90 which was considered high enough and reliable to be used for field survey. Data obtained from the study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. Frequency, percentages and charts were used in testing the responses from the interview while the chi-square (χ^2) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that stress due to uncondusive working environment and inadequate infrastructural facilities has significant negative influence on teachers' job effectiveness in secondary schools. It was recommended among others that management of secondary schools, that is the government, parents and other education stakeholders should make teachers work environment more condusive by giving more attention to the motivational needs of teachers such as fringe benefits, good offices, canteen and good recreation centres.

Keywords: Occupational stress, teachers' job effectiveness, uncondusive working environment, inadequate infrastructural facilities

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Introduction

One of the most disturbing issues that have bothered stakeholders in the education industry during the past decade is declining productivity among teachers. Teachers' job effectiveness can be easily inferred from results of various external examinations such as the Joint Admission and Matriculation Board (JAMB), the West African Examination Council (WAEC) and the National Examination Council (NECO) among others. Some in-service programmes have been organized by government at various times towards improving teachers' job effectiveness. Such programmes include sponsoring of teachers for in-service training, organizing seminars, workshops, conferences and symposia in educational matters. The fact that noticeable improvement has not been recorded in the issue of teachers' job effectiveness implies that more intellectual efforts should be made in this regard and hence the rationale for this present study. Teachers' job effectiveness can be seen as the teachers' ability to improve students' learning as measured by students' gains on standardized achievement tests (Basavanthappa, 2014).

Teachers' job effectiveness may be influenced by several factors. Some of these factors may include: motivation, leadership style of principals, working environment, availability of infrastructural facilities, workload, equipments and instructional materials, remuneration and occupational stress among others. Stress is a feeling of tension, which is both physical and emotional (Selye, 2004). Stress is an aspect of the normal fabric of human existence. It is a fundamental part of the challenges which prompt mastery of new skills and behavioural patterns. However, problems arise when stress becomes excessive and chronic. The individual then experiences disrupted emotional, cognitive and physiological functioning (Kyriaciou, 2001). Stress is an adaptive response mediated by individual characteristics and or psychological processes, which are consequence of any external action, situation or event that places special physical and /or psychological demands upon a person (Jepsob, & Forrest, 2006).

Occupational stress is viewed by Kyriacio (2001) as negative feelings or unpleasant emotional state resulting from work. Smith and Bourke (2002) view occupational stress as a subjective negative reaction to aspect of the job that threatens a worker's self-esteem or wellbeing. Akinboye and Adeyemo (2002) describe it as a "global epidemic" with no occupation spared. Thus, occupational stress could be experienced by Medical Doctors, Priests, Prison Workers, Policemen, Soldiers, Nurses, Custom Officers, Teachers, Lawyers, Pilots, Sailors, Bankers and so on.

Teachers' job seems to be very stressful especially in these modern days where teachers' welfare seems to have been neglected by their employers. Borg (2000) observes that up to one third of teachers perceive their occupation as highly stressful. It is clear that teachers can be exposed to a number of sources of stress. Kyriaciou (2001) also reports that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands. Others include being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management. Moreover, being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, administrators and job insecurity are some of the main sources of teacher stress.

Murphy (2005) submits that stress can be the result of any number of situations in the occupational workplace of a person which influence their extent of job effectiveness.

Murphy illustrates the following as categories of workplace stressors in one's occupation to include: poor working environment, inadequate infrastructural facilities, excess workload, inadequate instructional materials, lack of in-service training and students' discipline. Others include: conflicts occurring due to ill-defined organizational boundaries, over promotion; under promotion; lack of job security; thwarted ambitions, relationship at work; poor relations with boss, subordinates or colleagues; difficulties in delegation of duties, threat of violence, harassment; organizational structure and climate which include: participation or non-participation in decision making; management style and communications patterns.

The effectiveness of the educational system largely depends upon active, resourceful and competent teachers (Usha, 2013). An effective teacher not only imparts the entire educational curricula allotted to him or her in the best and most efficient manner but also ensures the optimum development of students. In today's scenario where there is fierce competition in all spheres of life, effectiveness of a teacher becomes imperative to empower students to face global challenges. Effective teaching is a par excellence attribute of quality education. There are many factors, which influence the effectiveness of the teacher among others includes: intelligence, attitude towards teaching, experience, academic qualification, personality, mental health and so on (Raghu, 2004).

Basavanthappa (2014) maintains that effective teachers are those who achieve the goals which they set for themselves or which is set by others such as Ministries of Education, Legislators and other Government Officials and School/college Administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. The researchers observed that the standardised achievement test common in secondary schools in the study area are: school entrance examination, secondary school admission test, school placement test, achievement in specific school subjects, norm-referenced, group-administered achievement tests, criterion-referenced tests, terminal and external examinations conducted by the West African Examinations Council, (WAEC), and the National Examination Council (NECO). These various forms of test are used to ascertain the extent of teachers' job effectiveness hence measure their level of achievements in the performance of their teaching task.

As opined by Janelle (2017), a teacher thus performs certain duties that make them effective in their job. Such duties includes: plan lessons that teach specific subjects, such as Mathematics and English language, teach whole groups, or small group with the lessons that they have prepared with defined objectives to achieve. He/she assesses and evaluates students' abilities (strengths and weaknesses) in various subjects that have been taught to them. Teachers also prepare students well for standardized tests, communicating students' progress to their parents so that they know the areas of weakness and strength of their children. He/she develops and enforces classroom rules that enhance effective lesson delivery and students' learning; supervises students during extracurricular activities (lunch, playground, among others.), conducts in-class activities and plans field trips for students to have practical understanding of the theories taught in class.

Pooring (2010) observes that teachers' stress often affect their ability to function effectively, sometimes to the extent of causing burn out. Other common negative effects of teachers' stress include: reduction in work performance and output, inability to

manage time or delegate, feeling of alienation and inadequacy, lack of motivation, increasing introversion, irritability with colleagues, unwillingness to cooperate, frequent irrational conflict at work withdrawal from supportive relationships, loss of appetite for the job, frequent infection and accident proneness (Pooring, 2010). Jack and Punch (2001:7) have identified certain forces that are sources of occupational stress of teachers to include; poor working environment, inadequate infrastructural facilities, excess workload, inadequate instructional materials, delay and non-payment of salaries, in-service training and indiscipline.

The researchers observed in the study area that unconducive working environment is a source of stress which seems to influence teachers' job effectiveness. The speculation is that most secondary schools in the area seem to have poor working environment such as dilapidated facilities, hostile premises and dirt among others which do not mean well for the teachers. Teachers find it difficult to teach in such environment. This can be affirmed from the views of Ortese, Yawe and Akume (2006) who state that learning is influenced by the nature of environment. The authors add that the school environment creates conducive physical and emotional atmosphere which help students to learn better.

Inadequate infrastructural facilities is another area of concern expressed by concerned individuals in the study area such as: parents, students and members of the public which seem to increase teacher stress and have negative influence on teachers' job effectiveness. Most secondary schools hardly have enough learning facilities like library, laboratory, classrooms, furniture, playground, canteen among others. This situation seems to have negative implication on the level of teachers' conformability, preparedness and confidence. In line with the above view, Uganga (2000) posits that in order to ensure effective teaching and learning in any institution, school administrators must urgently create a safe structure with adequate sanitary facilities, build staff offices, provide highly equipped and furnished laboratories. This is because lack of these can result to increase in teacher stress, ineffectiveness and performance of their job. It is based on the assumption that occupational stress may influence teachers' job effectiveness in secondary schools in the study area where the researchers' curiosity in attempting to unravel the influence of occupational stress on teachers' job effectiveness in secondary schools with particular reference to the North Central States, Nigeria.

Statement of the Problem

The issue of occupational stress among teachers has been generating serious discussion among educational stakeholders particularly in the North Central States in recent times. This is because, in most secondary schools in the area, stakeholders have expressed concern on the issue of occupational stress which may have been responsible for teachers' job ineffectiveness in areas such as: students' poor performance school entrance examination, poor students' school admission tests, poor students' placement tests, poor performance of students' in aptitude test which are designed to predict achievement in specific school subjects, poor students' norm-referenced, group-administered and criterion-referenced achievement tests which evaluate the achievement of students, the skills they need to learn and the effectiveness of schools in teaching these skills, internal examination of students and external examinations conducted by the West African Examination Council (WAEC) and the National Examination Council (NECO).

According to the information gathered from teachers interviewed in the study area by the researchers, the indices of occupational stress which appear to be seriously affecting teachers' job ineffectiveness in the area are: unconducive working environment which makes teachers demoralized in preparing themselves for effective teaching, inadequate provision of infrastructural facilities, giving teachers excessive workload, provision of instructional materials for teaching and learning.

Moreover, personal observation by the researcher in the study area revealed a case whereby a class teacher in one secondary school in Benue state collapsed and died in a classroom because of job stress. It also happened in Benue State University, Makurdi almost two times to the information of the researchers where two lecturers collapsed in the class. This may have been as a result of excess workload and poor ventilation in lecture rooms or halls. These mentioned factors may have been seriously affecting teachers' effectiveness especially in the area of students' achievement in specific school subjects in the study area to the extent that secondary education seems to be losing value.

From observation by the researchers, it seems that the influence of occupational stress due to (unconducive working environment and inadequate infrastructural facilities on teachers' effectiveness which is measured by the achievement of students in standardized test has not been well investigated by researchers in the area of study. There is therefore a need by the researchers to investigate into the influence of occupational stress on teachers' job effectiveness in the study area. Therefore, the problem of this study as stated in a question form is: what is the influence of occupational stress on teachers' effectiveness in secondary schools in the North Central States of Nigeria with particular focus on unconducive working environment and lack of infrastructural facilities?

Purpose of the Study

The main purpose of this study was to investigate influence of occupational stress on teachers' effectiveness in secondary schools in the North Central States, Nigeria. Specifically, the study sought to:

1. ascertain the influence of stress due to unconducive working environment on teachers' job effectiveness in secondary schools in North Central States, Nigeria.
2. establish the influence of stress due to inadequate infrastructural facilities on teachers' job effectiveness in secondary schools.

Research Questions

The study was guided by the following research questions.

1. What is the influence of stress due to unconducive working environment on teachers' job effectiveness in secondary schools in North Central States, Nigeria?
2. What is the influence of stress due to inadequate infrastructural facilities on teachers' job effectiveness in secondary schools?

Hypotheses

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

- Ho₁. Stress due to unconducive working environment has no significant influence on teachers' effectiveness in secondary schools in North Central States of Nigeria.
- Ho₂. Stress due to inadequate infrastructural facilities has no significant influence on teachers' job effectiveness in secondary schools.

Methodology

The study employed the use of descriptive survey design which according to Mugenda and Mugenda (2003) is the collection of numerical data to answer questions or test hypotheses concerning current status which is then conducted either through self structured questionnaire or interviews or through observations. The study was confined to North Central Zone of Nigeria which comprised Benue, Kogi, Kwara, Nasarawa, Niger and Plateau States including the Federal Capital Territory Abuja. The population of the study comprised 34,473 teachers in 1,949 public secondary schools in the North Central States of Nigeria. A sample of 1034 teachers representing 3% was selected from 58 public secondary schools and used for the study. Multi-stage sampling techniques were used to select the respondents for this study. A 35-item structured four-point scale questionnaire titled "Influence of Teachers' Occupational Stress Questionnaire (ITOSQ)" and interview schedule was used for data collection. The instrument were validated by three experts, two in Educational Management and one Measurement and Evaluation. The reliability of the instrument was conducted on 40 teachers in 3 public secondary schools one each in the North Central States of Nigeria that were not part of the sample for the main study and a reliability coefficient of 0.90 was obtained which was considered high enough and reliable to be used for field survey. The instrument used for data collection was constructed four point rating scale with a response mode of Very High Extent= (4), High Extent= (3), Low Extent= (2) and Very Low Extent= (1) respectively. Descriptive statistics of mean and standard deviation were used 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 regarded as having the desired influence while any mean score below 2.50 was regarded as not having influence. The hypotheses were tested using chi-square (χ^2) test of goodness of fit at .05 level of significance.

Results and Findings

This section presented and discussed the results of the study.

Research Question 1:

To what extent does stress due to uncondusive working environment influence teachers' job effectiveness in secondary schools in North Central States of Nigeria?

The data that provided answer to the research question are presented on Table 1.

Table 1: Mean Ratings and Standard Deviations of Teachers on the Extent of Influence of Uncondusive Working Environment on Teachers' Job Effectiveness in Secondary Schools in North Central States of Nigeria

Item No	Item Description	N	VHE	HE	LE	VLE	\bar{X}	SD	Decision
1.	A noisy school environment makes the teachers uncomfortable as well as feel stressed in performing his/her teaching responsibility.	1008	419	389	93	107	3.11	0.96	HE
2.	Inadequate number of seats for students results to increased teachers' stress, thus making lesson delivery difficult for them.	1008	422	506	34	46	3.29	0.74	HE
3.	Lack of seats and tables in teachers' offices dampen their morale and make them hardly stay and prepare effective lesson plan.	1008	407	441	516	26	3.26	0.77	HE
4.	Unclean school offices of teachers contribute to their ill health, thus making them incapable and ineffective in teaching the students.	1008	393	441	76	98	3.12	0.92	HE
5.	Good relationship with the principal and students reduces teachers' stress and has positive influence on their job effectiveness.	1008	401	317	211	79	3.03	0.96	HE
Cluster mean and Standard Deviation							3.16	0.87	HE

Source: *Field Survey (2017).*

Decision Rule: 1.00-1.49=VLE, 1.50-2.49=LE, 2.50-3.49=HE, 3.50-4.00=VHE

Data presented on Table 1 showed that the mean ratings of items 1-5 were 3.11, 3.29, 3.26, 3.12 and 3.03 with the corresponding standard deviations of 0.96, 0.74, 0.77, 0.92 and 0.96 respectively. Based on the criterion of 2.50 and above, it means that respondents agreed that a noisy school environment makes the teachers uncomfortable as well as feel stressed in performing his/her teaching responsibility. They agreed that inadequate number of seats for students results to increased teachers' stress, thus

making lesson delivery difficult for them. They also agreed that lack of seats and tables in teachers' offices dampen their morale and make them hardly stay and prepare effective lesson plan. They agreed that unclean school offices of teachers contribute to their ill health, thus making them incapable and ineffective in teaching the students. Moreover, they agreed with the statement that good relationship with the principal and students reduces teachers' stress and has positive influence on their job effectiveness. The cluster mean of 3.16 with the standard deviation of 0.87 indicates that unconducive working environment negatively influences teachers' job effectiveness at high extent in secondary schools in North Central States of Nigeria.

Table 2: Percentage Response of the Oral Interview on Influence of Stress due Unconducive Working Environment on Teachers' Job Effectiveness in Secondary Schools

Themes	Frequency	Percent%
A noisy environment result to poor communication between teachers and students in teaching	12	21.4
A dirty school premises causes ill health among teachers and ineffectiveness in lesson planning	13	23.2
Poor principal-teacher relationship affects teachers' commitment to classroom discipline.	11	19.6
Inadequate classroom seats affect proper assessment of students.	9	16.1
A poorly ventilated classroom results to ineffective lesson delivery	6	10.7
Overcrowded classroom makes teachers hardly spend full lesson time in class.	5	8.9
Total	56	100.0

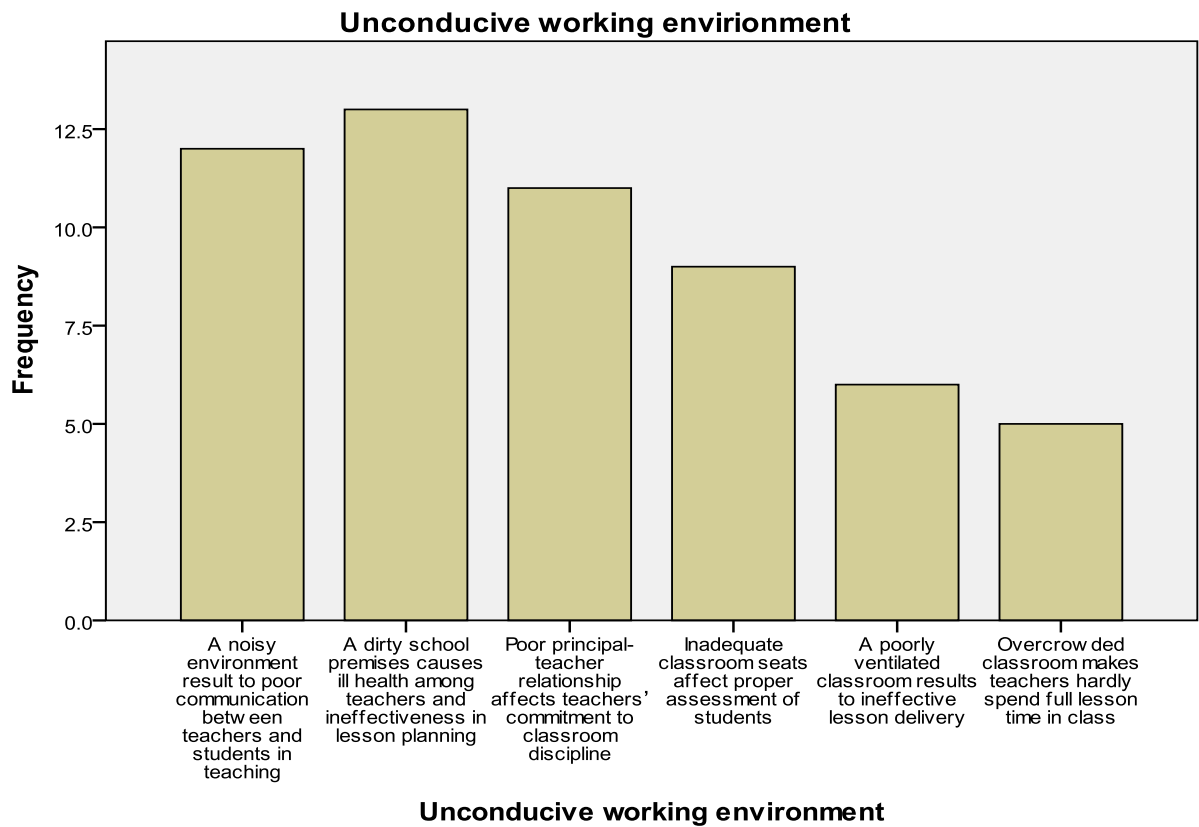


Figure 1: Bar chart of the Responses of the Oral Interview on Influence of Stress due to Unconducive Working Environment on Teachers' Job Effectiveness in Secondary Schools

In corroboration with the findings on unconducive working environment, respondents as shown on table 1 and Figure 1 from the oral interview indicated that: 21.4% a noisy environment result to poor communication between teachers and students in teaching, 23.2% said a dirty school premises causes ill health among teachers and ineffectiveness in lesson planning, 19.6% pointed out that poor principal-teacher relationship affects teachers' commitment to classroom discipline, 16.1% said that inadequate classroom seats affect proper assessment of students, 10.7% revealed that a poorly ventilated classroom results to ineffective lesson delivery and 8.9% were of the views that overcrowded classroom makes teachers hardly spend full lesson time in class. From the results, it can be concluded that unconducive working environment negatively influences teachers' job effectiveness in secondary schools in North Central States of Nigeria.

Research Question 2:

To what extent does stress due to inadequate infrastructural facilities influence teachers' job effectiveness in secondary schools?

The data that provided answer to the research question are presented on table 2.

Table 3: Mean Ratings and Standard Deviations of Teachers on the extent of Influence of Inadequate Infrastructural Facilities on Teachers' Job Effectiveness in Secondary Schools

Item No	Item Description	N	VHE	HE	LE	VLE	X	SD	Decision
6.	Adequate infrastructural facilities give educational institutions create a good atmosphere for effective teaching.	1008	550	321	49	88	3.32	0.92	HE
7.	Absence of good toilet facilities for defecation can make the teacher uncomfortable in teaching.	1008	440	398	113	57	3.21	0.86	HE
8.	Inadequate facilities in school create anxiety in the task of teaching thereby making teaching difficult and reducing teachers' teaching effectiveness.	1008	428	417	115	48	3.22	0.83	HE
9.	Inadequate classrooms result to overcrowding of students in class and adversely influence teaching effectiveness of teachers.	1008	450	408	64	86	3.21	0.90	HE
10.	The maintenance of school buildings and provision of chairs are important in curtailing of teachers' stress and increasing their effectiveness in lesson delivery.	1008	612	321	38	37	3.50	0.74	HE
Cluster Mean and Standard Deviation							3.29	0.85	HE

Source: *Field Survey (2017).*

Data presented on Table 3 showed that the mean ratings of items 6-10 were 3.32, 3.21, 3.22, 3.21 and 3.50 with the corresponding standard deviations of 0.92, 0.86, 0.83, 0.90 and 0.74 respectively. Based on the criterion of 2.50 and above, it means that respondents agreed that adequate infrastructural facilities give educational institutions

create a good atmosphere for effective teaching. They agreed with the statement that absence of good toilet facilities for defecation can make the teacher uncomfortable in teaching. Inadequate facilities in school create anxiety in the task of teaching thereby making teaching difficult and reducing teachers' teaching effectiveness. They agreed that inadequate classrooms result to overcrowding of students in class and adversely influence teaching effectiveness of teachers. Furthermore, they also agreed with the statement that the maintenance of school buildings and provision of chairs are important in curtailing of teachers' stress and increasing their effectiveness in lesson delivery. The cluster mean of 3.29 with the standard deviation of 0.85 was also found to be above the cut-off point of 2.50. This implies that stress due to inadequate infrastructural facilities negatively influence teachers' job effectiveness at high extent in secondary schools

Table 4: Percentage Response of the Oral Interview on Influence of Stress due to Inadequate Infrastructural Facilities on teachers' job effectiveness in secondary schools

Themes	Frequency	Percent%
Ineffective practical work	12	21.4
There is congestion of classes	11	19.6
Lack of individual attention	9	16.1
Increases fatigue	10	17.9
Poor classroom management	14	25.0
Total	56	100.0



Figure 2: Bar chart of the Responses of the Oral Interview on Influence of Stress due to Inadequate Infrastructural Facilities on teachers' job effectiveness in secondary schools

Table 4 and figure 2 shows that the responses of the respondents in the interview schedule represented on the bar chart indicated that stress due to inadequate

infrastructural facilities result to ineffective practical work 21.4%, There is congestion of classes 19.6%, Lack of individual attention 16.1%, Increases fatigue 17.1% and poor classroom management 25%. Based on result of the interview, it means that the views of the interviewees correspond with that of the views on the questionnaire. This implies that more of the respondents agreed that stress due to inadequate infrastructural facilities influence teachers' job effectiveness in secondary schools.

Testing of Hypotheses

Research Hypothesis 1:

Stress due to unconducive working environment has no significant influence on teachers' effectiveness in secondary schools in North Central States of Nigeria.

Table 5: Chi-square Test of the Influence of Stress due to Unconducive Working Environment on Teachers' Effectiveness in Secondary Schools

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	χ^2 -cal	P-value	Decision
VLE	97	252.0	-155.0	.05	3	459.37	.00	Sig. Not Accepted
LE	68	252.0	-184.0					
HE	436	252.0	184.0					
VHE	407	252.0	155.0					
Total	1008							

(P-value=0.00; P=0.00<0.05)

Table 5 reveals that chi-square (χ^2) calculated value=459.37, df =3 and p = .00. Since the p-value of .00 is less than the set alpha-value of .05 (p<.05) at 3 degree of freedom, the null hypothesis was therefore, not accepted. This implies that stress due to unconducive working environment has significant negative influence on teachers' effectiveness in secondary schools in North Central Zone of Nigeria.

Research Hypothesis 2:

Stress due to inadequate infrastructural facilities has no significant influence on teachers' job effectiveness in secondary schools.

Table 6: Chi-square Test of the Influence of Stress due to Inadequate Infrastructural Facilities on Teachers' Job Effectiveness in Secondary Schools

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	χ^2 -cal	P-value	Decision
VLE	68	252.0	-184.0	.05	3	501.18	.00	Sig.
LE	82	252.0	-170.0					
HE	408	252.0	156.0					
VHE	450	252.0	198.0					
Total	1008							

(P-value=0.00; P=0.00<0.05)

Table 6 reveals that chi-square (χ^2) calculated value=501.18, df =3 and p = .00. Since the p-value of 0.00 is less than the set alpha-value of .05 ($p<.05$) at 3 degree of freedom, the null hypothesis was therefore, not accepted. The null hypothesis was not accepted. This implies that stress due to inadequate infrastructural facilities has significant negative influence on teachers' effectiveness in secondary schools.

Discussion of Findings

The first finding of this study revealed that stress due to unconducive working environment has significant negative influence on teachers' job effectiveness in secondary schools in North Central States of Nigeria. This finding is in agreement with Amusan and Olaniyi (2012) who found in their study that occupational stress and workers' environment were correlates of teacher's job effectiveness in secondary schools in Ijebu-Ode Local Government. Amusan and Olanniya found that a teacher with a conducive working environment would experience a positive mood and increase concentration on his work, and that if all elements causing stress on the job were absent, the teachers' job effectiveness would be enhanced. Another agreement with the finding of this study is Mpho (2013) who found in his study on linking the school infrastructural facilities condition to teachers' level of teachers' job effectiveness in secondary schools, discovered that the state of infrastructural facilities had influence on the school climate. Moreover, the provision of accommodations is an issue which reduced the stress of teaching and enhanced teachers' job effectiveness. School facilities determine the trends in school activities and processes which influence teachers' job effectiveness. In addition, the provision and quality of infrastructures affected the ability and enthusiasm of teachers to teach. Teachers' morale, health and safety of were also improved. The study further revealed a significant relationship between sources of stress and the teaching effectiveness of the teachers. Contrary to this finding, Rao and Kumar (2004) state that teachers' job effectiveness mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, inquisitiveness and the student characteristics such as opportunity to learn, and academic work. Other factors are teaching factors such as lesson structure and communication; the learning aspects such as involvement of success; and organization and management. If teachers take care of these factors, their effectiveness can be enhanced to the optimum level. Moreover, in line with the finding, the researchers observed that if working environment is not conducive for teachers, they may feel much stressed and some students may not want to attend such schools. Many teachers may resort to absenting themselves even in attending classes in an unconducive class. This is capable of affecting teachers' job effectiveness.

The second finding of the study revealed that stress due to inadequate infrastructural facilities has significant negative influence on teachers' job effectiveness in secondary schools. This finding is in consonance with that of Florence, Yinusa and Metu (2015) in their study on the causes and impact of stress on teachers' job effectiveness as expressed by secondary school teachers in Nigeria revealed that lack of job satisfaction, inadequate school facilities, were major causes of stress among primary school teachers. The study also revealed that stress had negative impacts on teachers' job effectiveness. Similar in agreement with the finding is Kayode, Abisoye, Rachael and Victor (2012) who in their study on infrastructural facilities as determinants of productivity among secondary school teachers found that availability of adequate physical working condition led to job satisfaction and subsequent increase in productivity; that shabby and unconducive working environment contributed to the high rate of malingering and truancy among teachers. The researchers found a significant relationship between physical working conditions and secondary school teachers' productivity. The researcher also agreed with the finding as they observing that, when infrastructural facilities are not adequately provided in a school, teachers will be more stressed in performing their duties hence they are things that help to complement the efforts of the teachers. These may result to their ineffectiveness in job performance.

Conclusion

Based on the findings of this study, it was concluded that stress due to unconducive working environment and inadequate infrastructural facilities have significant negative influence on teachers' effectiveness in secondary schools in the North Central States of Nigeria.

Recommendations

Based on the findings of this study, the following recommendation were made;

1. The management of secondary schools that is the government, parents and other education stakeholders should make teachers work environment more conducive by paying more attention to the motivational needs of teachers such as: good offices, canteen, good recreation centres among others.
2. There should be good principal-teacher relationship as well as quiet, cool, clean and beautiful environment that will make teachers be relieved of their work stress and be effective in the performance of their job.
3. Teaching Service Board and all other relevant stakeholders involved in the management of schools should work tirelessly in making sure that adequate infrastructural facilities such as; buildings, furniture, sanitary facilities, electricity, recreational facilities, libraries, laboratories, computer system, school records and teaching aids are provided. This will go a long ways in reducing the stress of teachers and make them happy to be part of the school and use the facilities towards actualization of the school goals.

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