
Work Place Stressors and Job Dissatisfaction among Public Senior Secondary School Teachers in Rivers State

Gloria Matthews (PhD)

Department of Educational Psychology, Guidance and Counselling, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria

Abstract: This study investigates work place stressors and job dissatisfaction among public senior secondary school teachers in Rivers State. Correlational research design was adopted in the study. Five research questions and five corresponding null hypotheses were formulated to guide the conduct of this study. The population of the study comprised of all the 8,956 public senior secondary school teachers in Rivers State. The sample for the study comprised of 350 teachers. The researcher utilized the systematic sampling technique to draw the sample across the various senatorial zones, LGAs and schools from the state. A self-structured questionnaire was designed by the researcher titled “Work Place Stressors and Teachers’ Job Dissatisfaction Questionnaire (WPTJDQ)” and Job Dissatisfaction Inventory. The designed instrument was validated experts in Test and Measurement from the Department of Educational Psychology, Guidance and Counselling. To determine the reliability of the instrument, a test-retest technique was used. The researcher visited and administered the same instrument to a sample of secondary school students in Rivers State which is outside the sample schools at two weeks interval. Reliability coefficient of 0.81 and 0.77 were obtained using the Pearson’s Product Moment Correlation Coefficient for the sections assessing the dimensions of occupational stress and job dissatisfaction respectively. The instruments were administered personally by the researcher with the assistance of three research assistants. Pearson Product Moment Correlation was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The analysis of data generated from the study was aided by the Statistical Package for Social Sciences (SPSS). The findings of the study revealed the following: There is a positive weak relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State; there is a positive moderate relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State; there is a positive moderate relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State; there is a positive moderate relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State and there is a positive moderate relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State. Based on the findings, the study recommends amongst others that Rivers State government should as a matter of urgency promote every teacher who is due for promotion in order to boost their morale and build positive feeling about their job.

Keywords: Work, Work Place, Stressors, Job, Job Dissatisfaction.

Introduction

The relevance of job satisfaction is very crucial to teachers and the long-term growth of any educational system. Job satisfaction is the ability of the teaching job to meet teachers’ needs in order to improve their teaching performance. Work is an essential choice which an individual makes in life which goes a long way to influence every facet of life. The desire of every worker is to gain satisfaction and be accepted in his work place by his employers and colleagues. Every employee wants to work in a conducive environment capable of providing

basic comfort but most often; this is not applicable in Nigeria especially in the teaching profession.

Scholars and academic researchers agreed that teaching is most critical, yet a gentle social profession which creates all other professions in the whole world. Teaching is a distinct and an important profession in this world because all other professions grow and are sustained due to this profession. Teachers are expected to produce logical thinkers who will contribute important and effective inputs for a society. Teachers are also base stones for the advancement and development of the society. Today, education is becoming a business where teachers are under-paid employees like other industries and students are the customers. This badly affects the teacher's mental health and creates job stress. Nwamadi et al. (2022) maintained that the social environment is characterized with myriads of stressful demands, activities, events, situations and experiences that confront mankind. It therefore becomes unachievable expectation for humans to pursue a stress-free life in a stress-filled society. Stress is an emotional response towards any condition that affects any individual's health. Selye in Rizwan et al. (2019) defined stress as an inner force or outer actions that disturb the individual stability.

Stress is said to be a response of an individual towards harmful effects such as irritation and helplessness that becomes a threat to his/her self-respect. Particularly, job stress is related with mental stress and pressure that is associated with worker's capabilities to react and handle any situation at their workplace thoughtfully. In other words, it is related with all those dangerous emotional responses of employees where their skills and abilities are not well matched with job demands. Workload, organizational constraints, lack of incentives, poor working environment problems in the classroom, and interpersonal conflicts are the major occupational stressors that contribute to teachers' stress. Role conflict, role ambiguity, workload, and workplace conflict are factors of stress known as stressors.

Teachers in many institutions of learning today particularly secondary schools experience high level of stress. The consequence of this is the high level of unconcern about teachers' welfare by their employers. Adeyemo and Ogunyemi (2015) asserted that most teachers take exit from the profession before they reach the age of fifty (50) years. The major reason given for this exit was the level of occupational stress experienced by the teachers. The importance of teachers in a nation building cannot be over emphasized; one cannot discuss the role of education in national development without giving central attention to teachers as the real agent of development as national development hinges on the contributions of teachers towards attainment of academic excellence by students. The major work of teachers is human resource development and no nation can develop above her human resources. Thus, teachers are very important in the actualization of the school goals.

However, in spite of the central role played by teachers in the realization of school objectives, researchers such as Vander (2018) have identified occupational stress as one of the cardinal factors militating against their effective job performance in schools. Occupational stress is 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. In every institution of learning, teachers' stress strongly affects their extent of job performance. Occupational stress contributing factors among teachers vary from situation to situation, but there is a general agreement on certain factors which exist either within institution or outside institution, which as a whole contribute to stress among the teachers. Within the school, the factors like fewer rewards, work load, existence of too many students, tight institutional policies, poor relationship with boss and colleagues and less career progression usually put pressure on teachers and ultimately cause stress which result to affecting their job performance.

Teachers' job performance is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school.

Teachers' job performance refers to the degree to which a teacher(s) executes a particular role responsibility, in accordance with specified standards. Teachers' performance means the behavior of a teacher which changes differently with the change in surrounding environment, in such a way that when a particular task is assigned together, he/she successfully takes action to carry out that task.

However, it may be obvious that workers' in educational industry agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT), Academic Staff Union of Universities (ASUU) are in a constant stand-off over the increase in salaries, payment of pension, gratuities and arrears, promotion of staff, fringe benefits, and improvements in working conditions of workers in the school system. The federal and state governments have argued that the present economic realities in the country cannot sustain the demand in salary increase, benefits, and improvements in working conditions. Specifically, they argue that workers' demands are beyond the government resources. To this end, it becomes difficult for workers to feel satisfied with their jobs.

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual is with his or her job. In any school setting, principals in the school system are the source of guidance in all the crucial steps in vocational academic life of the teachers and students. Principal's job satisfaction is one of the key factors in school dynamics and is generally considered as variable in terms of which effectiveness of the school is evaluated. A well-adjusted and satisfied principal can contribute a lot to the well-being effectiveness of teacher in service delivery. People are interested to work in institutions as well as in the services where they feel satisfied. Job dissatisfaction may lead to a reduced level of performance and also may lead to absenteeism from work place. Some principals prefer to handle their personal pursuit alongside their responsibilities within the school system in order to meet their needs, since the curriculum planners and policy makers may not enhance their desired satisfaction through better reward system. In reality, when workers are satisfied with their job, they can perform their responsibilities with more concentration and devotion. Job satisfaction in this context is the ability of the principals' job to meet their needs and improve their job performance.

In the public secondary schools in Nigeria, some principals transfer their services from one school to the other; some prefer to transfer their services from their service into ministry or renowned organizations with better pay. Some principals go into private enterprises in addition to their regular teaching job in order to make ends meet and by this process; they may exhibit lack of dedication to their job. Many complain of irregular payment of salaries while others complain of meager salaries that are inadequate to carter for their needs, and these may make them dissatisfied with their work career as teachers. Abosede (2014) explained that job satisfaction is a generalized affective and cognitive orientation to all aspects of the job which simply means the extent to which an individual feel about the job and the extent to which an individual derives satisfaction with that particular aspect of the job. Such satisfaction derived from job include: pay, pension arrangement, working hours among others. It has also been observed that some people go into principal's job without taking time to consider and evaluate their interests, strengths, potentials and capabilities. This category of workers gets into teaching and promoted to the rank of a principal without having passion and the required administrative skills. As a result, they become frustrated in their job as teachers and thereby exhibit nonchalant attitude towards their administrative responsibilities (Adeyemi, 2010). They lack some competencies in the skills necessary or required to pilot secondary school administration. This may culminate in job dissatisfaction whereby the employees are not satisfied with their job.

Motivation has direct impact on the output of management and it influences quantity and quality. It is a basic psychological process and refers to the force within the person that affects direction, intensity and persistence of voluntary behaviour. Motivation is a factor which affects the job performance of principals. Principals arguably play one of the important roles in the school system. Therefore, it is disturbing to find that many of today's principals are dissatisfied with their jobs. The level of job satisfaction may be affected by intrinsic and extrinsic motivating factors such as: salary, job security, promotion, recognition of teachers, conducive office, provision of working equipment, etc. It seems that the behaviour that helps the firm to be successful is most likely to happen when the employees are well motivated and feel committed to the organization, and when the job gives them a high level of satisfaction. Work motivational factor has been universally perceived as drivers of human behaviour related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment. Several work motivational factors determine the satisfaction and dissatisfaction of teachers' job satisfaction. These factors may include: financial reward, promotion of teachers, and job security amongst others.

The combination of long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, organizational climate, strained relationship with colleagues make up a stressful recipe for teachers. Teachers manifesting high level of job stress also show signs of high level of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as well as decreased job satisfaction. Occupational stress of teachers due to factors such as non-payment of salaries, poor working environment, inadequate instructional materials, increase in work load and less career progression may result to their mental ill-health, burnout and job dissatisfaction. Pooring (2010) observed that teachers' stress often affects their ability to function effectively, especially to the extent of making them less committed to their work. Other common negative effects of teachers' stress include reduction in work performance and output, inability to manage time or delegate, feelings of alienation and inadequacy, loss of confidence and 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. These factors seriously affect their level of job satisfaction and since teachers are the custodians of skills and knowledge that groom the children into the expectation of curriculum designers, the occupational stress and working environment 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 secondary schools in Rivers State.

It is against this background that this study is undertaken to investigate the relationship between work place stress stressors and the teachers' job dissatisfaction in public senior secondary schools in Rivers State with particular focus on delayed/ non-payment of salaries, working condition and lack of in-service training.

Statement of the Problem

The problem of this study centres on the dissatisfaction secondary school teachers have in their job as may be influenced by some factors emanating from work environment. A school teacher may be dissatisfied with his or her job due to poor conditions of his work environment when salaries/ allowances are delayed for months. Many teachers in Nigeria and Rivers State in particular are leaving the school system for other jobs in the ministry or other government parastatal or jobs in other sectors. In the recent years large number of teachers have been leaving the profession before regular retirement age. Filling vacancies, seeking qualified candidates, and introducing and mentoring new teachers all involve financial costs and the consequences is even worse if unqualified or partially qualified individuals have to be hired to replace those who leave. The management's role in enhancing employees' job

satisfaction is to make sure that the work environment is positive, morale is high and employees have the resources they need to accomplish the tasks they have been assigned.

Generally, in schools, the challenge for teachers is to develop highly motivated positive feeling and attitude to work. Paradoxically, it has been observed that secondary school teachers display series of negative attitude to work such as lateness, absenteeism, lack of zeal in carrying out assigned tasks and sneaking out of school to run private businesses. This unwholesome attitude to work seems to suggest that these principals are greatly dissatisfied with their job. It is therefore on the basis of the challenges of the teaching responsibilities secondary school teachers are confronted with in the work place that the research is going to examine the relationship between the independent and dependent variables of the study.

There has been a steady resignation from the teaching job recently. This spate has remained a commonplace with new recruited teachers in both primary and secondary schools in Rivers State. The situation in turn has had significant strains on the remaining teachers dedicated to teach large and many classes. The students on the other side are performing poorly both in internal and external examinations.

The resigning teachers are complaining of delay in payment of salary, delay of promotion, poor working conditions, workload of teachers, inadequate teaching resources, inadequate infrastructural facilities, students' indiscipline, parents' insult and assault, lack of opportunities for in-service training, teaching of large class and time pressure and among others. These seriously affect teachers' job performance hence they become demoralized on the job. There is no denying the fact that teachers in secondary schools in Rivers State seem to have become very uncomfortable with the teaching profession as the job does not help to meet their personal needs and those of their families which explain why most teachers are now agitating to leave for other jobs that their welfare will be deeply considered and provided. The researcher personally observed that this situation has not been well investigated by educational managers, school heads, private proprietors/proprietress and Government to know the possible causes and effects of work place stress and its relationship with job dissatisfaction of public senior secondary school teachers in Rivers State.

It is against this backdrop that the researcher feels there is a need to investigate further to identifying possible work place stressors and their attendant relationship with job dissatisfaction of public secondary school teachers in Rivers State.

Aim/Objectives of the Study

The aim of this study is to investigate the relationship between work place stressors and job dissatisfaction of public senior secondary school teachers in Rivers State. In specific terms, the study seeks to;

1. Determine the extent to which lack of promotion relates to job dissatisfaction of public senior secondary school teachers in Rivers State.
2. Investigate the extent to which overcrowded classroom relates to job dissatisfaction of public senior secondary school students in Rivers State.
3. Ascertain the extent to which poor work environment relates to job dissatisfaction of public senior secondary school teachers in Rivers State.
4. Determine the extent to which workload relates to job dissatisfaction of public senior secondary school teachers in Rivers State.
5. Determine the extent to which poor interpersonal relationship at work relates to job dissatisfaction of public senior secondary school teachers in Rivers State.

Research Questions

The following research question are formulated to guide the conduct of this study;

1. To what extent does lack of promotion relates to job dissatisfaction of public senior secondary school teachers in Rivers State?
2. To what extent does overcrowded classroom relates to job dissatisfaction of public senior secondary school teachers in Rivers State?
3. To what extent does poor working environment relate to job dissatisfaction of public senior secondary school teachers in Rivers State?
4. To what extent does workload relate to job dissatisfaction of public senior secondary school teachers in Rivers State?
5. To what extent does poor interpersonal relationship at work relates to job dissatisfaction of public senior secondary school teachers in Rivers State?

Hypotheses

To further guide the study, the following corresponding null hypotheses are formulated;

H₀₁: There is no significant relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State.

H₀₂: There is no significant relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State.

H₀₃: There is no significant relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State.

H₀₄: There is no significant relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State.

H₀₅: There is no significant relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State.

Methodology

The study adopted correlational research design. Four research questions and four corresponding null hypotheses were posed to guide the study. The population of the study consisted all the public senior secondary school teachers in Rivers State. The population of the teachers totals 8,956. 367 teachers were selected as sample of the study. The researchers simple random sampling technique. Krejcie and Morgan (1970) statistical table was applied to select the sample of 367 public senior secondary school teachers in Rivers State. Two self-structured questionnaires were designed by the researcher titled “Work Place Stressors and Teachers’ Job Dissatisfaction Questionnaire”. (WPTJDQ) and Job Dissatisfaction Inventory (JSI). The instruments consisted of three sections, A and B. Section A is known as demographic data, was used for the collection of personal information from the students like gender, school location, socio-economic background, age, and educational qualification. Section B consisted of items that elicited responses from the respondents based on their opinion on lack of promotion, poor working environment, overcrowded classroom, poor salary, and workload, while job dissatisfaction. All the items were responded to on a 4-points modified likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE), weighted 4,3,2,1 respectively.

The final section of the instrument will be constructed to determine the level of job dissatisfaction. This section of the instrument contained 20 items which were constructed using the modified likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE), weighted 4,3,2,1 respectively. The designed instruments

were by experts in Test and Measurement from the Department of Educational Psychology, Guidance and Counselling. To determine the reliability of the instrument, a test-retest technique was used. The researcher visited and administered the same instrument to a sample of 45 secondary school teachers in Rivers State which is outside the sample schools at two weeks interval. Reliability coefficient of 0.81 and 0.77 were obtained using the Pearson's Product Moment Correlation Coefficient for the sections assessing the dimensions of occupational stress and job dissatisfaction respectively. The instruments were administered personally by the researcher with the assistant of three teachers. Uniform instruction was provided to the respondents on how to respond appropriately to the teachers. The researcher retrieved the copies of the instrument immediately after the students have responded to the items. This will help to avoid instrument mortality. The generated data were analyzed using Pearson's Product Moment Correlation to answer the research questions and test the null hypotheses at 0.05 level of significance. The analysis of data was done using Statistical Package for Social Sciences (SPSS).

Results/ Discussion

Research Question One: To what extent does lack of promotion relate to job dissatisfaction of public senior secondary school teachers in Rivers State?

Hypothesis One: There is no significant relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State

The responses of the teachers on the relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State were subjected to Pearson Product Moment Correlation Method as presented in Table 1 below.

Table 1: Relationship between Lack of Promotion and Job Dissatisfaction of Public Senior Secondary School Teachers in Rivers State

Correlations

		Lack of promotion	Job dissatisfaction
Lack of promotion	Pearson Correlation	1	0.272
	Sig. (2-tailed)		.000
	N	367	367
Job dissatisfaction	Pearson Correlation	0.272	1
	Sig. (2-tailed)	.000	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

Result in table 1 above reveals the relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State. From the result of the analysis, an $r=$ value of 0.272 was obtained which suggests a positive weak relationship lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State. Furthermore, a p value of 0.000 which is less than 0.05 level of significance implies that there is a significant relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State. Thus, the null hypothesis one is rejected while the alternate hypothesis is retained.

Research Question Two: What is the relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State?

Hypothesis Two: There is no significant relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State.

The responses of the teachers on the relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State were subjected to

Pearson Product Moment Correlation Method as presented in Table 2 below.

Table 2: Relationship between Overcrowded Classroom and Job Dissatisfaction of Public Senior Secondary School Teachers in Rivers State

Correlations

		Overcrowded classroom	Job dissatisfaction
Overcrowded classroom	Pearson Correlation	1	.455
	Sig. (2-tailed)		.000
	N	367	367
Job dissatisfaction	Pearson Correlation	.455	1
	Sig. (2-tailed)	.000	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

Result in Table 2 above reveals the relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State. From the result of the analysis, an $r=$ value of 0.455 was obtained which suggests a positive moderate relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State. Furthermore, a p value of 0.000 which is less than 0.05 level of significance implies that there is a significant relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State. Thus, the null hypothesis two is rejected while the alternate hypothesis is retained.

Research Question Three: To what extent does poor working environment relate to job dissatisfaction of public senior secondary school teachers in Rivers State?

Hypothesis Three: There is no significant relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State

The responses of the teachers on the relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State were subjected to Pearson Product Moment Correlation Method as presented in Table 3 below.

Table 3: Relationship between Poor Work Environment and Job Dissatisfaction of Public Senior Secondary School Teachers in Rivers State

Correlations

		Poor work environment	job dissatisfaction
Poor work environment	Pearson Correlation	1	.059
	Sig. (2-tailed)		.032
	N	367	367
job dissatisfaction	Pearson Correlation	.059	1
	Sig. (2-tailed)	.032	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

Result in Table 3 above reveals the relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State. From the result of the analysis, an $r=$ value of 0.059 was obtained which suggests a positive moderate relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State. Furthermore, a p value of 0.023 which is less than 0.05 level of significance implies that there is a significant relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers

State. Thus, the null hypothesis three is rejected while the alternate hypothesis is retained.

Research Question Four: To what extent does workload relate to job dissatisfaction of public senior secondary school teachers in Rivers State?

Hypothesis Four: There is no significant relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State

The responses of the teachers on the relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State were subjected to Pearson Product Moment Correlation Method as presented in Table 4 below.

Table 4: Relationship between Workload and Job Dissatisfaction of Public Senior Secondary School Teachers in Rivers State

Correlations

		workload	job dissatisfaction
workload	Pearson Correlation	1	.685
	Sig. (2-tailed)		.000
	N	367	367
job dissatisfaction	Pearson Correlation	.685	1
	Sig. (2-tailed)	.000	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

Result in the Table 4 above reveals the relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State. From the result of the analysis, an $r =$ value of 0.685 was obtained which suggests a positive moderate relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State. Furthermore, a p value of 0.000 which is less than 0.05 level of significance implies that there is a significant relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State. Thus, the null hypothesis four is rejected while the alternate hypothesis is retained.

Research Question Five: What is the relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State?

Hypothesis Five: There is no significant relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State.

The responses of the teachers on the relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State were subjected to Pearson Product Moment Correlation Method as presented in Table 5 below.

Table 5: Relationship between Poor Interpersonal Relationship and Job Dissatisfaction of Public Senior Secondary School Teachers in Rivers State.

Correlations

		poor interpersonal relationship	job dissatisfaction
poor interpersonal relationship	Pearson Correlation	1	.672
	Sig. (2-tailed)		.020
	N	367	367
job dissatisfaction	Pearson Correlation	.672	1
	Sig. (2-tailed)	.020	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

Result in the Table 5 above reveals the relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State. From the result of the analysis, an $r=$ value of 672 was obtained which suggests a positive moderate relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State. Furthermore, a p value of 0.020 which is less than 0.05 level of significance implies that there is a significant relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State. Thus, the null hypothesis five is rejected while the alternate hypothesis is retained.

Discussion of Results

The result of the study from research question/hypothesis one showed that there is a positive weak relationship between lack of promotion and job dissatisfaction of public senior secondary school teachers in Rivers State. This finding is in agreement with the study of Aderibigbe and Nwokolo (2016) who investigated the effect of crisis on employees' stress and dissatisfaction. The study, using a random sample of employees working in the private and public sectors, investigated the effect of crisis on job stress and dissatisfaction. Two stage cluster sampling was first used to collect primary data and relying on our sample and the collected variables we model for the first time a number of qualitative variables as features representing crisis (especially stress and dissatisfaction but also migration, reprioritizing and behavioral changes). There are many new findings like, among others, the acceptance of salary reductions, and number of working hours, economic migration, behavioral changes between management and employees, reprioritizing, and minimization of career opportunities.

The result of the study from research question/hypothesis two showed that there is a positive moderate relationship between overcrowded classroom and job dissatisfaction of public senior secondary school teachers in Rivers State. This finding is in agreement with the study conducted by Olaleye et al. (2017) on the impact of crowded classroom on teachers' job dissatisfaction of public secondary schools in Surulere Local Government, Lagos State. It also examined the relationship between overcrowding of classroom students' attitude and behaviour. It assessed the effect of overcrowding on teaching and learning. It hypothesized if overcrowding had significant effect on academic achievement of students as well as examined the relationship between overcrowding of classroom and general standard of education. The result revealed that 97.3% of the respondents were of the opinion that there was shortage of infrastructural facilities due to overcrowding of classrooms. The analysis also indicated that overcrowding of classroom significantly influenced behavioural attitude of students to their studies. It also showed that overcrowding of classrooms significantly affect effective teaching and learning. The analysis further indicated that overcrowding of classroom negatively affected academic performance of students, being the major factor responsible for poor performance of students in public schools.

The result of the study from research question/hypothesis three as indicated in table 3 showed that there is a positive moderate relationship between poor work environment and job dissatisfaction of public senior secondary school teachers in Rivers State. This finding is in agreement with the study of Edo and Nwosu (2018) who carried out a study titled working environment and teachers' productivity in secondary schools in Port-Harcourt metropolis. The study adopted descriptive survey design to examine effects of working environment on teachers' productivity in Port-Harcourt metropolis, Rivers State. The population of the study consists of 22 (principals) 440 (teachers) from 22 senior secondary schools in Port-Harcourt metropolis, Rivers State. The sample size consists of 462 respondents. The researcher adopted a purposive sampling technique. The instrument was questionnaire titled; working environment and teachers' productivity questionnaire (WETPQ). Findings indicated that

adequate lightening, temperature and space availability significantly influence productivity of the teachers.

The result of the study from research question/hypothesis four showed that there is a positive moderate relationship between workload and job dissatisfaction of public senior secondary school teachers in Rivers State. This finding is in conflict with a cross-sectional study by Amalu (2014) which aimed at determining the impact of stress from workload on professional effectiveness of secondary school teachers in Cross River State, Nigeria. The ex post facto design was used in a survey of 600 public secondary school teachers. The research data were collected through the use of self-administered questionnaire titled: Occupational Stress Inventory (OSI). Result of the data analyses indicated that stress from workload has no significant influence on seven dimensions (lesson presentation, use of instructional aids, evaluation of students, learning motivation, classroom management, supervision of co-curricular activities and personal/professional qualities) of professional effectiveness.

Finally, the result of the study from research question/hypothesis five showed that there is a positive moderate relationship between poor interpersonal relationship and job dissatisfaction of public senior secondary school teachers in Rivers State. This finding is in agreement with the study conducted by Lodisso (2019) who investigated effects of interpersonal relationship on employees' job satisfaction. The participants were 61 coworkers and supervisors in Education department of Hawassa City Administration. Structural Equation Model (SEM) analysis for the overall sample was conducted to scrutinize the trends of the effects of the independent variables on the dependent variable. The finding of the study reveals that good friendly environment at work place play important role for employees' interpersonal relationship and interpersonal relationship had a strong positive direct effect on job satisfaction.

Conclusion

Stress is a social variable and its complexity cannot be overemphasized. It is subjective and part of life generated by a constantly challenging situation that a person must face. What constitutes stress to a particular individual may not constitute stress to another person which prominently, and of course, is predisposed by someone's environmental condition, background, temperament and experience. Stress is unavoidable but tolerable and manageable and could sometimes serve as a propeller to attainment of an individual's goal when it is at optimum level. Job stress denotes employees' mental state aroused by a job situation or a combination of job situations perceived as presenting excessive and divergent demands. It is an ineffective and unhealthy reaction to change. Based on the finding, the study concludes that work place stressor is significantly related to job dissatisfaction among public senior secondary school teachers.

Recommendations of the Study

Based on the results of the study, the researcher made the following recommendations;

1. Rivers State government should as a matter of urgency promote every teacher who is due for promotion in order to boost their morale and build positive feeling about their job.
2. Classrooms should be decongested by building more classrooms to enable teachers develop positive feelings about teaching profession.
3. Conducive offices, teaching facilities and conducive work environment should be provided in public schools to reduce job dissatisfaction among teachers.
4. More teachers should be employed to reduce the workload on teachers and maintain global standard for teacher-student ration. This will enhance teachers' job satisfaction.

5. Teachers should be encouraged to maintain good interpersonal relationships so as to make the work environment less toxic for an improved job satisfaction.

References

1. Abdullah V. & Hui, J. (2014). The relationship between communication satisfaction and teachers' job satisfaction in the Malaysian primary school. *Asian Journal of Humanities and Social Sciences*, 2(2), 58-71.
2. Abdullah V. & Ramay, M. I. (2012). Antecedents of organizational commitment of banking sector employees in Pakistan. *Serbain Journal of Management*, 7(1), 89-102.
3. Abosedo, S. C. (2014). Gender differences in job satisfaction of academic and non-academic staff of Olabisi Onabanjo University, Ago-Iwoye, Ogun State. *Journal of Education and Practice*, 5(22), 34-41.
4. Aderibigbe, K., Nwokolo, E.E., & Solomon, O. (2020). *Occupational stress among some Nigerian graduate employees: The impact of work experienced and education*. <https://doi.org/10.1080/2331908.2020.1702948>.
5. Adeyemi, T.O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State. Nigeria in *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
6. Amalu, M. (2014). Impact of workload induced stress on the professional effectiveness of secondary school teachers in Cross River State. *Global Journal of Educational Research*, 13, 15-22.
7. Awoyele, A. Y. (2017). Job satisfaction and turnover intent of primary healthcare nurses in rural South Africa: A questionnaire survey. *Journal of Advanced Nursing*, 67 (2), 371-383.
8. Bacharach, House, J.S. (2007). Occupational stress and coronary heart disease: a review and theoretical investigation. *Journal of Health Social Behavior* 4(15), 17-27.
9. Badar, T. (2011). A synthesis of research on the causes, effects, and reduction strategies of Teacher stress. *Journal of Instructional Psychology*, 27 (2), 80-87.
10. Chang, W. & Yuan, S. (2018). A synthesized model of markou chain and ERG theory for behaviour forecast in collaborative prototyping. *Journal of Information Technology Theory and Application*, 9(2), 45-63.
11. Chatterjee, Q.D. & Chatterjee, B.G. (2015). Job satisfaction and its relation with job security of paramedical staff with reference to various private hospitals. *Journal of Vocational practice*, 35(2), 55-68.
12. Chen, J. (2010). Chinese middle school teacher job satisfaction and its relationships with teacher moving. *Asia Pacific Education Review*, 11, 263-272.
13. Edo, B. L & Nwosu, I. C. (2018). Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. *International Journal of Innovative Psychology & Social Development* 6(4), 39-49.
14. Nwamadi, L., Okere, R. O. John, B. (2022). The relationship between occupational stressors and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. *British International Journal of Education and Social Sciences*, 9(5), 25-36.
15. Olaleye, F. O., Ajayi, A., Oyebola, O. B. & Ajayi, O. A. (2017). Impact of overcrowded classroom on academic performance of students in selected public secondary schools in Surelere Local Government of Lagos State, NIGERIA. *International Journal of Higher Education and Research*, 7(1), 110-132.
16. Pooring R., (2010) *Emotional intelligence, occupational stress and job satisfaction of special education teachers*. Ph.D. thesis Dept. of Education.