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OCCUPATIONAL STRESS AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN MAKURDI EDUCATION ZONE OF BENUE STATE, NIGERIA

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Abstract

This study investigated the influence of occupational stress on the teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. Three (3) research questions and three (3) hypotheses guided the study. The review of related literature was done under the conceptual framework which identified the influence of delayed/non-payment of salaries, working conditions and lack of in-service training of teachers in secondary schools. Descriptive survey research design was adopted for the study. The population of the study comprised 2,300 teachers from 86 grant-aided secondary schools in Makurdi Education Zone, Benue State. A sample of three hundred and twelve (312) teachers from thirteen (13) selected secondary schools was used for the study. A 15-item structured questionnaire constructed by the researchers tilted, "Occupational Stress and Teachers' Job performance Questionnaire (OSTJPQ)" was used for data collection. Descriptive statistics of Mean and Standard Deviations were used to answer the research questions while the t-test statistical tool was used to test the hypotheses at 0.05 level of significance. The findings revealed that delayed/ non-payment of salaries, working condition and lack of in-service training significantly Influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. Based on the findings of the study, it was recommended amongst others that there should be prompt and regular payment of teachers' salaries and allowances among others by school administrators so as to make them happy and feel

relieved of the stress of work. Government should create enabling working conditions for teachers. Also the professional development of teachers should be a top priority by the educational administrators, so as to improve their knowledge and skills. Conclusion were made and implication of the findings drawn.

Keywords: Occupational Stress, Teachers Job Performance, Influence, Working Conditions, In-Service Training.

Introduction

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 (2005) and Borg (2010) assert 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 Dorman (2003) and Vander (2008) 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 (Nadeem, 2011). According to Almad and Almad (2010), the 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 degree of success or failure of teachers who have been assigned a specific task or given responsibilities to perform which may result to achieving the school objectives (Cheng and Tsui, 2006). Adeyemi (2010:85) described teachers' job performance as "the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process". It is also described as the duties performed by teachers such as teaching, assessing and marking students' test and examinations, records keeping and participation in school disciplinary committee at a particular period in the school system in achieving organizational goals (Cai and Lin 2006).

Wirefield (2014) observes that the typical consequences of teachers' occupational stress include less morale, job dissatisfaction, absenteeism, negative health effect, lower

productivity and job turnover. The teachers' job performance is negatively influenced by different stress contributing factors in secondary schools today that impede the performance of teachers, resulting in lower individuals as well as institutional productivity. Jack and Punch (2005) identified certain factors as sources of occupational stress of teachers to include; increase in work load, a hostile environment, large classes, non-payment of salaries, working environment, condition of service, delay in promotion, inadequate institutional materials and infrastructural facilities, lack of staff development, parents' insults and assaults and time pressure.

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 (Kyriacou, 2007). 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) observes 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. Rowsey and Ley (2009) also identified several factors as a major source of occupational stress among teachers in schools. Prominent among these factors are working conditions, delay in promotion, misbehaviour of students, lack of resources for teaching, workload with non-teaching duties, lack of in-service training and pupils' poor attitudes to work. This factors seriously affect their level of job performance 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 Makurdi Education Zone of Benue State.

It is against this background that this study is undertaken to investigate the influence of occupational stress on the teachers' job performance in secondary schools in Makurdi Education Zone of Benue State with particular focus on delayed/ non-payment of salaries, working condition and lack of in-service training.

Statement of the Problem

The effects of teachers' stress on their job performance have been widely recognized and have been of great concern to educational stakeholders in secondary schools. As observed by the researchers, teachers' stress may have negative effects in the area of low morale, absenteeism and the overall performance of teachers. The likely factors contributing to teachers stress are; delayed/ non-payment of teachers' salaries, 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 the study area seem to have become very uncomfortable with the teaching profession which is giving them so much stress and not helping 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 researchers 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 occupational stress on teachers' job performance in the study area.

It is against this backdrop that the researchers feels there is a need to investigate further into the possible effects of occupational stress on teachers' job performance in the study area. The problem of this study stated in a question form therefore is: How do teachers perceive influence of occupational stress on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State?

Purpose of the Study

The purpose of this study is to investigate the perceived influence of occupational stress on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. Specifically, the study sought to:

1. Determine teachers' job performance on the influence of delayed/non-payment of salaries in Makurdi Education Zone of Benue State.
2. Determine teachers' performance on the influence of working conditions in secondary schools.
3. Determine teachers' performance on the influence of lack of in-service training in secondary schools.

Research Questions

The following research questions guided the study.

1. To what extent does delayed/non-payment of salaries influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State?
2. In what ways do working conditions influence on teachers' job performance in secondary schools?
3. To what extent does lack of in-service training influences teachers' job performance in secondary schools?

Hypotheses

The following research hypotheses were tested at 0.05 level of significance.

1. Delayed/Non-payment of salaries does not significantly influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.
2. Working conditions does not significantly influence on teachers' job performance in secondary schools.
3. Lack of in-service training does not significantly influence teachers' job performance in secondary schools.

Significance of the Study

The findings of this study will be of great benefit to education stakeholders such as private individuals and government proprietors/proprietress, school heads, teachers, parents and students in various ways discussed below:

Private individuals and government proprietors or proprietress may get some useful information on the effects of occupational stress on teachers' job performance and device ways of making the teaching job more attractive to teachers rather than being stressful and scaring to them. The findings of this study will also create awareness to school Administrators on how their total neglect of teachers' welfare may result to occupational stress which may affect teachers' job performance. The findings of this study will highlight factors leading to occupational stress of teachers such as non-payment of teachers' salaries; working condition, workload, inadequate instructional materials and students' indiscipline as it affect teachers' job performance in schools. The results of this study will encourage teachers on their job hence the provision of welfare packages and agitation for minimizing their stress have become a great concern to the entire educational stakeholders and the public. The findings of this study will also be an eye-opener to parents as they will desist from unnecessary insults, harassment and assaults of teachers which tend to add to teachers' stress thereby negatively affecting their performances and that of their children. The findings of this study will also be an eye-opener to students to desist from in disciplinary act capable of affecting teachers' concentration in teaching them very well.

Lastly, the findings of this study will be of paramount importance to school heads, teachers, students and those who may like to use some information of the study and carryout a study on a related topic and make proper recommendations to educational policy makers to use and help revive our educational system for better national development.

Scope of the Study

This study is delimited to the perceived influence of occupational stress on the teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. The variables of occupational stress under investigation in this study are; delayed/non- payment of salaries, working conditions and lack of in-service training.

Review of Related Literature

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

Concept of Occupational Stress

Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern educational institutions. According to Lokanadha and Vijaya (2013), the term 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 (Akinboye and Adeyemo, 2005). It is the body's response to any undesirable mental, physical, emotional, social or environmental demand. Dobson and Smith (2005) define stress as an inability of a human being to cope with its surrounding environment. It is a human's body response to the negative demands of environment. Whenever human being experience or encounter any environmental factor (stressor) which is a threat to his/her survivals then they experience a

feeling which is considered a stressful. Caplan, Cobb and French (2005:67) define occupational stress as "any characteristics of job environment which poses a threat to the individual. Occupational stress in particular, is the ability to cope with the pressures in a job. It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work (Comish and Swindle, 2004). The ways in which stress manifests itself are generally referred to in terms of behaviour, physical or psychological outcomes. Teacher stress is a specific type of occupational stress. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher.

According to Tsutsumi, Kayaba, Kario & Ishikawa (2009) occupational stress is known as stress at work. It occurs when there is discrepancy between the demands of the work place and that of individual's. Occupational stress is a serious work hazard which has the power to bring crises on teachers. Nadeem (2011) defines occupational stress as a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning. Job stress is also defined as the harmful physical and emotional responses that occur when the requirement of the job do not match the capabilities, resources or needs of the worker. Job stress can lead to poor health and even injury (Ahmad and Ahmad, 2008) hence, a teacher who is assigned to many students in his class to teach, give and mark class work as well as shouting at the students who are making noises could experience job stress. Malta (2004) opines that, the responsibility workload among teachers and managers (school heads) can determine the level of stress that they can accommodate vague at work. If the individual manager cannot cope with the increased responsibilities, it may lead to several physical and psychological disorders among them. WHO (2005) defines occupational stress as the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Matthew (2005:26) defines occupational or job stress as a "Mechanism whereby the human body attempts to adapt to the environment". The body has a normal mechanism for dealing with stressful situations that is known as the "fight or flight" response. It is an ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the cooperate culture or personality conflicts. As with other forms of tension, occupation stress can eventually affect both physical and emotional well being if not managed effectively.

Concept of Teachers' 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. According to Nayyar (2009) 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 (Chen and Tsui, 2005, March, 2007, Medlay, 2012). Dibia (2008) looks at teachers' job performance as the measurement mainly in terms of his students' ability to pass or fail examinations (internal and external). Dibia further lamented that students' academic performance is a very vital evidence of measuring appreciable performance of teachers in terms of the way knowledge, skills, ideas,

values and the likes are imported into the learners in any level of the school. Adeyemi (2010:85) describes teachers' job performance as "the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process". It is also described as the duties performed by teachers at a particular period in the school system in achieving organizational goals. Adebule (2004) defines teachers' job performance as the extent of desired outcomes of teachers who have been assigned a specific task or given responsibilities to perform which may result to achieving the school objectives; it is the extent of work achievement of a teacher in a school which results to producing quality learners who will become useful and functional to the society after school.

According to Igukor (2008), teachers' performance is the measure of the performance of teachers which is intended at achieving the objectives of the school. It is associated with the degree to which a teacher uses desirable skills, task performance and the level of students' achievement in examination. The teachers' performance can be broadly divided into three major categories, such as task performance, contextual performance and adaptive performance (Bakker and Bal, 2010, Cai and Lin, 2006).Task performance is actually the technical behaviour and activities involved in the employee's job (Griffin and Neal, 2008). Here, the employee (teacher) proficiency with which he/her can perform technical activities such as planning of educational system, collection and collation of data, making of research and analyzing of data is usually tested (Borman and Brush, 2008). From teaching perspective, the task performance means set of regulated job behaviour, which a teacher can do. The teachers' task performance consists of teaching effectiveness, teacher-student interaction, and teaching value (Cai and Lin, 2006). The contextual performance refers to the employees' activities, which do not contribute to the technical core but support the organizational, social and psychological environment in which the organizational goals are followed (Borman and Brush, 2008). It is consisted of occupational morality, job dedication, assistance and cooperation among the teachers (Cai and Lin, 2006). Adaptive performance is a new performance concept in which learning comprises a major performance dimension (Pulakos, Arad, Donovan, and Plamondon, 2005). Under this new concept of performance, there is departure from the past conceptualization of performance in which learning was viewed as a prerequisite for performance. Under the adaptive performance, the learning itself is seen as part of performance, which should be considered as performance element. According to Pulakos (2005), the adaptive performance consists of dimensions like handling emergencies, handling stress at work, solving problems creatively, demonstration of interpersonal adaptability, and showing physically oriented adaptability.

Influence of Delayed/Non-Payment of Salaries on Teachers' Job Performance in Secondary Schools in Makurdi Education Zone of Benue State

Payment of salaries is very important to every teacher in educational institutions because it serves as a means of their livelihood and families. A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wages, where each job hour or other unit is paid separately, rather than on a periodic basis. It is also a fixed amount of money or compensation paid to an employee (teacher) by an employer (proprietor) in return for work performance (Fraser and Welberg, 2003). Akpakwu (2012) maintains that the issue of salaries goes beyond the institutional development as it affects the families of the staff (teacher) and his social status since salaries delayed is salary denied. Many teachers are always reluctant to work on an empty stomach

and more especially when they cannot meet their social obligations to their families, relations and their exigencies of life. Akpakwu further states that non-payment of salaries of teachers leads to low teachers' morale and performance and the temptation to leave their present job for the greener pastures. However institutions where staff (teachers) salaries are promptly paid, there is a reduction of job stress and there is a high morale among the teachers because they are highly motivated and they can afford to provide whatever they want for themselves and that of their families.

Amadi (2013) observes that, the irregular or non-payment of salaries is one of the major problems facing the teaching profession in Nigeria. According to Mbanefoh (2012), practicing teachers are particularly concerned about the late payment of salaries and the non- payment of salaries and the non-payment of fringe benefits rather than other non-monetary incentives. School principals often complained about teachers not willing to work because of delays in payment of their salaries. Ayeni (2005) and Ubom (2008) observes that prompt payment of salaries to teachers reduces their stress and reduce greater commitment to teaching. According to Kazeem (2009) teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Similarly, Eton (2004) identifies the payment of salaries, allowances and promotion as the key factors that shape teachers' attitude towards their work performance. Robert (2014) states that delay and non-payment of teachers' salaries tends to reduce the effort, contribution or commitment of individual teachers to the objectives of the school. Dugguh (2005) maintains that prompt payment of salaries and allowances and bonuses goes a long way in motivating teachers towards better and higher work performance which measures the profitability of the school. Donal (2011) asserts that a delay in payment of teachers' salaries is synonymous to a reluctant attitude to performing their assigned tasks. Okebukola and Jegel (2003) opines that disinterestedness, low commitment to work, lack of steam among Nigerian staff in many institutions are connected with the issue of non-payment of teachers' salary. Joule (2014) buttresses that the issue of delay or non-payment of teachers' salaries leads to light job stress and low teachers morale and the temptation to leave such job for other greener pastures. This means that when salaries of teachers are adequately and promptly paid, there is high level of morale on the part of the teachers and they are motivated to effective work performance.

Influence of Working Conditions on Teachers' Job Performance in Secondary Schools

The working condition of teachers is also an important determining factor in teacher motivation to performance. The teachers' working environment in Nigeria has been described as the most impoverished at all sectors of the labour force (Akinwumi, 2000). According to Dan (2010), Dejimi (2013), Fijabi (2014), Onuoha (2015), Oladewa (2017) and Ijaduola (2018), physical working condition refers to those things that must be available in the work place for effective office work. In the context of the school system, working condition of teachers are those things that enable the teacher to be able to teach effectively and contribute to the achievement of the school goals and objectives without stress or fatigue and distraction. Felix (2004) opines that a good school organization must have appropriate working conditions necessary for effective work performance. According to Subair and Awolere (2006), there should be maximum use of certain physical conditions such as lighting, ventilation, good building constructions, sufficient windows, doors, vents and fans to cool the heat during hot season and reduce stress among teachers. All these improve work and health of both the teachers and the learners. Adams (2004) submitted that a quiet, cool, clean and beautiful

environment makes the teacher happy and enhances his or her performance and productivity. Wilson (2006), Okunuga (2005) and Ijaduola (2008) caution that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all those consequently reduce teachers' productivity. Banmeke (2006) also lends credence to the fact that lack of adequate and improper working conditions in the teachers' office as well as in the classrooms dampens teachers' morale. Such situation engenders job dissatisfaction, causes truancy, lateness, absenteeism, indifference towards organizational goals and frustration; the consequence is low teachers' productivity. Taking a cue from the foregoing, Joel and Shaw (2009), Omidina (2005), Fatoki (2005), Colins (2006) and Ijaduola (2008) agrees that since teachers spend almost half of their time at work, it is important to provide them with pleasant and comfortable working conditions. NPEC (2009) observes that facilities in most schools are dilapidated and inadequate. Lovel (2008) asserts that most times, the noticeable attitude of staff of any organization is as a result of unsatisfactory working conditions of service especially on the issue of low salary allowance paid and sometimes not regular and promptly as compared to other professionals.

Dean and Kelly (2006) maintain that inadequate living and working conditions are major problems faced by teachers. Lack of availability of transport, security and residential facilities in remote rural areas, especially for female teachers is a big issue. High student teacher rating also affects quality of teaching and linked to the emotional and physical well- being of the teacher. The standard classroom size is 28 X 18 feet which is not sufficient space to accommodate high student numbers, which means, at times, teachers moving their classes outside the classroom, Kinsman (2005) states that drinking water is also an issue in schools. In addition, these are no nearby primary health care services where female teachers with babies can send them in case of an emergency. The absence of such basic facilities nearby is a major source of teacher de-motivation for female teachers as some would have to go to somebody's house or to a distant place to use the toilet or to nurse their baby. Akpakwu (2012) opines that staff of educational institutions with adequate instructional facilities such as classrooms, textbooks, good offices and adequate instructional materials is always agitated to put in their best because with working materials, they feel highly motivated and do not grumble. Ankpakwu further states that staff of the educational institutions that lack work tools and materials are always agitated to seek transfer to other institutions that can provide them with adequate working materials that will ease their stress and give them satisfaction in the performance of their duties.

Ada (2007) observes that in an environment where teaching and learning facilities are lacking, the teacher relies much on verbal explanation which becomes more stressful for him and consequently, students find it difficult to comprehend the explanations without teaching aids. Taiwo (2004) and Ojekule (2006), posits that school environments are dynamic, but the most dynamic factor in school is the human factor. Workers today are a lot more educated than before and are more likely to raise questions about their environment at work. That is perhaps why Ijaduol (2008) notes that many employers do not only meet this elementary condition but recognize that good working conditions improve productivity. Aladesanmi and Olaoye (2005) state that cleanliness is another aspect of the physical condition that may be properly taken care of. A dirty school environment is unpleasant to teachers; it affects their emotions and people reach to their surroundings, Mills (2008) explains that a clean school office contributes not only to the health and general well being of the teachers but also to the

neatness and accuracy of their work. A teacher working in a dirty class will tend to become untidy and careless in his work. Other prerequisites of proper physical working conditions include adequate floor covering, adequate ventilation, rest rooms, recreation facilities, curtain services, health, safely and fire precaution, good furniture and unpleasant decoration of the school. All these contribute greatly to teachers' ultimo performance if put in place.

Influence of Lack of In-Service Training on Teachers' Job Performance in Secondary Schools

In this modern age of science and technology with its attendance challenges, it has become imperative for head teachers to keep teachers abreast with new knowledge and new methods of teaching so as to ease the stress of teaching and avoid repetition of concepts and ideas. This calls for the need for the provision of in-service training such as study leave with or without pay, seminars, workshops and symposia in educational matters. According to Nakpodia (2008), in-service training programme is a process for continuous updating of teachers' knowledge, skills and interests in chosen field. It is a means for continuous professional growth, which encourages the extension of technical assistance by teachers' educators. In-services teacher education is an integral part of staff development programme, which is organized for teachers while in service. Akinbode (2013) states that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training serves to boost teachers' morale and it engendered positive work performance among them. Dugguh (2005) observes that in-service training improves teachers' skills and boosts their motivation. This in turn leads to higher productivity, less job stress and increased profitability in the institution. According to Jibowo (2004), in-service training helps teachers to be abreast with current development and trend in classroom instruction, and this exposure no-doubt leads to job effectiveness, reduction of stress and after motivation on the job. Where the teachers are deprived of the opportunities, they might not likely live up to expectations and when frustration sets in, that might reflect in poor attitude to work. Akinyemi (2008) suggests that if the African teacher is to cope adequately with the movement task that lives ahead of him, he has to be well trained of his job, he must be willing to share new information and skills with his fellow teachers, seek mere knowledge and above all, be flexible and willing to experiment and not be afraid of failure.

Edem (2007) opines that availability opportunities particularly in-service training and study leave enhances teachers on their job while their absence demoralize teachers and render them ineffective and incapable. Edmunds (2009) states that teachers' professional needs must be given considerations. This includes attending workshops, seminars, sharing of teaching aids as well as motivation on pedagogical and content knowledge. This is important to improve teachers' professional needs and make them happier with their job thereby putting more efforts to help achieve the school or education is a very important factor in improving their productivity in schools. Similarly, Edelt (2005) points out that through in-service training, the teacher becomes responsible for his own growth and effectiveness, feels more belonging to the institution and this lessens his emotional stress in the performance of his assigned duties. Handerson (2006) asserts that the continued activities of training and re- training programmes for the teachers help to enhance their performance and that of the entire educational system.

Methodology

Descriptive Survey design was adopted for the study. The population of the study comprised Two thousand three hundred (2,300) teachers from 86 grant-aided secondary schools in Makurdi Education Zone, Benue State of Nigeria. A sample of three hundred and twelve (312) teachers from thirteen (13) selected secondary schools was used for the study. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 15-item structured questionnaire developed by the researchers titled "Occupational Stress and Teacher Job Performance Questionnaire (OSTJPQ)" was used for data collection. The questionnaire was validated by experts in the Department of Educational Management and Tests and Measurement from the Faculty of Education, Benue State University, Makurdi. The questionnaire was trial tested using 20 teachers from two secondary schools that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha correlation co-efficient which yielded 0.82. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer research questions. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested, using t-test of goodness of fit at 0.05 level of significance.

Results and Findings

Research Question One:

To what extent does delayed/ non-payment of salaries influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State?

Table 1:

Mean Ratings and Standard Deviations of Teachers' Job Performance on the Influence of Delayed/Non-Payment of Salaries in Secondary Schools in Makurdi Education Zone of Benue State

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
1	Delay of teachers' salaries increases their hunger and make them reluctant towards performing their duties	89	135	49	53	2.87	0.98	Accepted
2	Non-payment of salaries create more worry for teachers which make them hate their jobs	45	140	88	55	2.57	0.91	Accepted
3	Non-payment of teachers' salaries leads to low teachers' morale and job performance	133	90	55	50	3.00	1.7	Accepted
4	Prompt and regular payment of teachers' salaries, enhance their attitude towards their work performance in school.	51	177	-	55	2.57	1.06	Accepted
5	There is reduction of job stress and increase in morale of teachers towards their work commitment when their salaries are not delayed and denied.	140	95	46	47	3.01	1.07	Accepted
	Cluster Mean/Standard Deviation					**2.80**	**1.14**	**Accepted**

Data on Table 1, shows that the mean rating for items 1-5 were 2.87, 2.57, 3.00, 2.57 and 3.01 respectively with their corresponding standard deviations of 0.98, 0.91, 1.7, 1.06 and 1.07. All

the mean ratings are above the cut-off point of 2.50. Which means that the respondents had agreed that delay of teachers' salaries increases their hunger and makes them reluctant towards performing their duties? Non-payment of salaries create more worry for teachers which make them hate their job. They also agreed that non-payment of teachers' salaries leads to low teachers' morale and job performance. More so, prompt and regular payment of teachers' salaries, enhance their attitude towards their work. Also, that there is reduction of job stress and increase the morale of teachers towards their work commitment when their salaries are not delayed and denied. The cluster mean of 2.80 with the standard deviation of 1.14 were also found to be above the cut-off point of 2.50. This implies that delayed/non-payment of salaries influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Research Question Two:
In what ways do working conditions influence teachers' job performance in secondary schools?

Table 2:
Mean Ratings and Standard Deviation of Teachers' Job Performance on the Influence of Working Conditions in Secondary Schools?

Item No	Item Description	SA	A	D	SD	$\overline{X}$	STD	Decision
6	working conditions improve productivity among teachers	45	135	49	99	2.44	1.05	Accepted
7	working condition creates mental fatigue and discomfort among teachers thereby reducing their performance	180	45	55	49	3.16	1.12	Accepted
8	An unclean class make teachers untidy and careless in their work	90	133	50	55	2.86	1.00	Accepted
9	A dirty and unpleasant school environment tends to affect teachers' emotions and performance	139	90	54	45	3.00	1.07	Accepted
10	Inadequate instructional materials makes teaching very difficult for teachers	90	133	55	50	2.86	0.99	Accepted
	Cluster Mean/Standard Deviation					**2.86**	**1.05**	**Accepted**

From the analysis of data as shows on Table 2, the mean ratings for items 6-10 were 2.44, 3.16, 2.86, 3.00 and 2.86 respectively with their corresponding standard deviation of 0.50, 0.66, 0.82, 0.83, 0.79 and 0.97. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that good working conditions improve productivity among teachers. Poor working condition creates mental fatigue and discomfort among teachers thereby reducing their performance. Also, that an unclean class make teachers untidy and careless in their work. More so, a dirty and unpleasant school environment tends to affect teachers' emotions and performance and that inadequate instructional materials makes teaching very difficult for teachers. The cluster mean of 2.86 with the standard deviations of 1.05 were also found to be above the cut-off point of 2.50. This implies that working condition influence on teachers' job performance in secondary schools.

Research Question Three:
To what extent does lack of in-service training influence teachers' job performance in secondary schools?

Table 3:
Mean Ratings and Standard Deviations of Teachers' Job Performance on the Influence of Lack of In-service Training in Secondary Schools

Item No	Item Description	SA	A	D	SD	$\overline{X}$	STD	Decision
11	Teachers are happier performing their duties when given opportunity to go for workshops, seminars and conferences.	143	96	44	45	3.00	1.07	Accepted
12	In-service training help teachers update their knowledge thereby reducing the stress of teaching	88	135	50	55	2.85	0.99	Accepted
13	Teachers are abreast of new and easy training method when sent for in-service training	90	135	51	55	2.86	1.00	Accepted
14	The absence of in-service training renders teachers ineffective and incapable to teach well.	55	94	135	44	2.43	0.91	Accepted
15	Provision of opportunity for in-service training reduces teachers' emotional stress and makes them feel more belonging to the institution thereby increasing their level of commitment.	43	180	50	55	2.71	0.88	Accepted
	Cluster Mean/Standard Deviation					**2.77**	**0.97**	**Accepted**

From the analysis of data shown on Table 3, the mean ratings for item 11-15 were 3.00, 2.85, 2.86, 2.43, and 2.71 respectively with corresponding standard deviations of 0.60, 0.62, 0.83, 0.84 and 0.82. All the mean ratings are above the cut-off point of 2.50. This means that the respondents agreed that teachers are happier performing their duties when given opportunity to go for workshops, seminars and conferences. In-service training helps teachers update their knowledge and skills thereby reducing the stress of teaching. Also, that teachers are abreast of new and easy training method when sent for in-service training. More so, the absence of in-service training renders teachers ineffective and incapable to teach well and that provision of opportunity for in-service training reduces teachers' emotional stress and makes them feel more belonging to the institution, thereby increasing their level of commitment. The cluster mean of 2.77 with the standard deviations of 0.97 were also found to be above the cut-off point of 2.50. This implies that lack of in-service training influence on teachers' job performance in secondary schools.

Testing Research Hypothesis
In testing the three hypotheses of this study, the t-test statistical tool was used to test the hypotheses at 0.05 probability level of significance and the results are presented on table 4 to 6.

Hypothesis one:
Delayed/Non-payment of salaries does not significantly influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Table 4:
t-test Analysis of Teachers on the Influence of Delayed/Non-payment of Salaries on Teachers' Job Performance in Secondary Schools in Makurdi Education Zone of Benue State

Opinion	N	St. error	Df (n-2)	Level of sig	t-cal	t-crit	Decision
No Influence	48	0. 046	294	0.05	69.73	1.96	Ho
Influence	264						Rejected

P=0.05

The result on the Table 4, shows that t-cal is 69.73 while the t-table is 1.96 at 0.05 level of significance. The t-test results indicate that there is a statistically significant influence, (t=69.73<0.05) of delayed/non-payment of salaries on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. Consequently, the hypothesis (Ho) suggesting no statistically significant influence of delayed/non-payment of salaries on teachers' job performance in secondary schools was therefore rejected. This is a clear indication that delayed/non-payment of salaries significantly influences on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Hypothesis Two:
Working conditions does not significantly influence on teachers' job performance in secondary schools.

Table 5:
t-test Analysis of Teachers on the Influence of Working Conditions on Teachers' Job Performance in Secondary Schools

Opinion	N	St. error	Df (n-2)	Level of sig	t-cal	t-crit	Decision
No Influences	33	0.048	294	0.05	69.28	1.96	Ho
Influence	279						Rejected

P = 0.05

The result of Table 5, shows that t-cal is 69.28 while the t-table is 1.96 at 0.05 level of significance. The t-test results indicate that there is a statistically significant influence, (t=69.28<0.05) of working conditions on teachers' job performance in secondary schools. Consequently, the hypothesis (Ho) suggesting no statistically significant influence of working conditions on teachers' job performance in secondary schools was therefore rejected. This is a clear indication that working conditions significantly influences on teachers' job performance in secondary schools**.**

Hypothesis Three:
Lack of in-service training does not significantly affect teachers' job performance in secondary schools.

Table 6:
t-test Analysis of Teachers on the Influence of Lack of In-service Training on Teachers' Job Performance in Secondary Schools

Opinion	N	St. error	Df (n-2)	Level of sig	t-cal	t-crit	Decision
No Influence	42	0.049	248	0.05	71.52	1.96	Ho
Influence	270						Rejected

P =0.05

From the result analysis of data as presented on table 6, the t-cal is 71.52 while the t- table is 1.96 at 0.05 level of significance. The t-test results indicate that there is a statistically significant influence, (t=71.52<0.05) of lack of in-service training on teachers' job performance in secondary schools. Consequently, the hypothesis (Ho) suggesting no statistically significant influence of lack of in-service training on teachers' job performance in secondary schools was therefore rejected. This is a clear indication that lack of in-service training significantly influences on teachers' job performance in secondary schools.

Discussion of Findings
Based on the analysis of research questions and testing and the hypotheses, the following findings were organized and discussed here for ease of understanding.

The first finding of this study revealed that non-payment of salaries significantly influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. This finding is in line with the views of Ayeni (2005) and Ubom (2006) who observes that prompt payment of salaries to teachers reduces their stress and reduce greater commitment to teaching. In another support to the finding, Robert (2008) states that delayed and non-payment of teachers' salaries tends to reduce the effort and contribution or commitment of individual teachers enhances the objectives of the school.

The second finding of this study revealed working conditions significantly influence on teachers' job performance in secondary schools. This finding corroborate with the opinions of Dean and Kelly (2008) who maintains that inadequate working conditions are major problems faced by teachers. Lack of availability of transport, security and residential facilities constitute teachers' stress in schools. High student-teacher ratio also affects the quality of teaching and linked to the emotional and physical well-being of the teacher. The standard classroom size is 28 X 18 feet is not sufficient to accommodate high student numbers, which means, at times, teachers moving their classes outside the classroom. All these cause serious stress for the teachers thereby affecting their job performance. A teacher with a conducive working environment would experience a positive mood and enjoy his concentration to work and that if all elements causing stress on the job are absent, the teachers' job performance would receive a boost.

The third finding revealed that lack of in-service training significantly influence teachers' job performance in secondary schools. This finding agrees with the views of Dugguh (2005) who observes that in -service training improves teachers' knowledge and skills as well boosts their motivation. This in turn leads to higher productivity, less job stress and increased teacher job performance in their educational organization. Similar in support to the finding, Jibowo (2004) asserts that in-service training helps teachers to be abreast with current development and trend in classroom instruction, and this exposure no-doubt leads to job effectiveness, reduction of stress and enhance teachers' job performance. Where the teachers are deprived of the opportunities, they might not likely live up to expectations and when frustration sets in, that might reflect in poor attitude to work. In-service training serves as a boost to teachers' morale and engendered positive attitude to work and teachers who had low commitment to the profession prior to training became highly committed after given opportunity to go for in-service training.

Conclusion

Based on the findings of this study, it was concluded that non-payment of salaries, working conditions and lack of in-service training significantly influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The educational administrators should adequately improve the human resource management by ensuring that prompt and regular payment of teachers' salaries and allowances, so as to make them happy and feel relieved of the stress of work and also teachers should be regularly promoted so as to boost their morale towards effective instructional delivery.

2. School administrators/managers should improve on the working conditions of teachers by providing them with adequate working tools and materials, canteen, transportation means, accommodation, security, financial assistance and health services. This will make them feel more belonging to their work place and work hard to help actualize school objectives.

3 The professional development of teachers should be a top priority of the school administrators, they should from time to time send their teachers for in-service training such as workshops, seminars, conferences and symposia's in educational matters to increase in their knowledge and skills.

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