



THE RELATIONSHIP BETWEEN OCCUPATIONAL STRESSORS AND JOB DISSATISFACTION AMONG PRIVATE SCHOOL TEACHERS IN ETCHE LOCAL GOVERNMENT AREA, RIVERS STATE

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ABSTRACT: The study investigated the relationship between occupational stressors and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. 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 of 1262 private school teachers in Etche Local Local Government Area, Rivers State. 400 teachers were selected as sample of the study. The researchers utilized purposive sampling technique in carrying out this study. Occupational Stressors and Teachers' Job Dissatisfaction Questionnaire (OSTJDQ) was used as instruments for data collection. The instrument was validated by experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counselling, Ignatius Ajurur University of Education. The reliability of the instrument was determined using Pearson's Product Moment Correlation. A reliability coefficient of 0.82 (82%) was obtained for the instrument. In other words, the reliability index of 0.82 shows that the instruments was 82 percent reliable. The Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, respectively was used in scoring the items in the questionnaire. The criterion was based on mean of 2.50. An item with the mean of 2.50 and above was regarded as Agree (A) while the item less than the mean 2.50 was regarded as Disagree (D). Mean and Standard Deviation were used to answer the research questions while Pearson's Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance. The study concludes that there is relationship between occupational stressors and job dissatisfaction among private school teachers in the area. The study however recommends among others that private school employers should prioritize teachers' salaries in terms of increment to boost their morale and promote job satisfaction.

Keywords: stress, stressors, occupational stressors, job dissatisfaction teachers

INTRODUCTION

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 a common phenomenon all around during all human lifespan. It is a respecter of no one. Even the holy Bible recorded that God

rested on the 7th day after creation which mean that God Himself may have underwent a certain degree of stress during the past days of creation, hence the need for rest. Uzoeshi (2017) maintained that stress is as old as mankind. According to him, our forefathers encountered stress in one way or the other. All people have experienced stress throughout their history and throughout human history. Stress is one the special characteristics of life and its

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presence, origin, effects and management strategies have been much highlighted, discussed and theoretically addressed in behavioural sciences and related fields. Stress is a feeling that people have when they are struggling to cope with challenges related to finances, work, relationships, environment, and other situations (Freshwater, 2018). 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. In psychological sciences, stress is a feeling of mental press and tension.

Stress is not always harmful, in fact, every individual needs a certain level of stress to function at equilibrium level. Life without stress is a life without activity which is equivalent to lifelessness. There are different types of stress. American Psychological Association (APA) in Freshwater (2018) identified three different types of stress. They include acute stress, episodic acute stress, and chronic stress. There is also Eustress otherwise known as positive stress. This is a type of stress an individual undergoes as a result of positive and joyful events. A teacher who is promoted to be a principal will initially experience stress as a result of the demands associated with such position especially when preparing to move to the new office. Eustress is fun and exciting. It is known as a positive type of stress that can keep an individual thrilled and energized. It is associated with surges of adrenaline, such as when you are skiing or racing to meet a deadline (Scott, 2020). This is the kind of stress an individual experiences when preparing for an exciting event. For example, someone who won a presidential or governorship election will experience stress in preparation for his or her inauguration. Moreover, stress is felt when an individual perceives a real or imagined challenge or threat to their well-being. Work environment in most private sector in Nigeria expose workers to different levels of stress due to some occupational variable such as poor remuneration, workload, role conflict and ambiguity, lack of promotion, late payment of salary, lack of promotion and poor

interpersonal relationships. Other occupational situations that trigger workers' stress include: Poor communication, lack of working materials and poor physical working environment, lack of career development, late payment of salaries and securities issues. All these occupational elements that can place much demand on the individual above optimum level is what we referred to as occupational stressors.

Stress at work resulting from increasing complexities of work and its divergent demand and other conditions has become a prominent and pervading feature of the modern educational institutions. Akanji (2013) notes that a number of features within the workplace have the potential of producing negative organisational and extra-organisational outcomes which often impair mental health and physical well-being. According to him, factors such as workload (either overload or underload), excessive work pace (time pressures), lack of job meaningfulness, low work autonomy, external disturbances (such as noise and overcrowding) and toxic work systems are some examples that can pose health damage and disrupt well-being of employees engaged in such poor working conditions. Other occupational stressors within Murphy's model of work stress factors are theorised to exist within the context of work (Murphy, 1995). Occupational stressors are conditions, activities and events within the work environment that mount pressure on the worker above equilibrium level. Contemporary educational system especially primary and secondary education in developing countries is characterized with conditional events and situations that subject teaching and non-teaching staff to acute, episodic and chronic stress which in turn provoke negative feeling about job, referred to as job dissatisfaction.

Job dissatisfaction is negative feeling of an individual about his or her job that is principally produced by undesirable elements in the work place. Having a job does not guarantee a professional and personal fulfillment as some work environments is replete with conditions and



activities capable of keeping a worker consistently dissatisfied with the job. Some occupational environment can produce feelings of fulfillment, pleasure, self-worth, comfort and well-being, thus resulting to high level of satisfaction. On the other hand, some work environment can bring about feelings of distress, discomfort, low esteem, sadness, and depreciation, giving birth to dissatisfaction.

Job dissatisfaction is by definition is an unpleasant feeling over one's job, and most individuals are conditioned, probably even biologically-driven, to respond to unpleasant conditions by searching for mechanisms to reduce dissatisfaction (Okeke & Dlamini, 2013). Teacher job satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. Job dissatisfaction is used to explain workers' negative feeling towards their job. When a worker consistently experience unwanted conditions and unsatisfactory state affairs at workplace, he feels uncomfortable and dissatisfied with the job. Job satisfaction of a teacher relates to his or her perception of what he or she expects to get from teaching and what he or she is actually getting from teaching (Lawler, in Akinlolu et al., 2019). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job.

In view of Ohaka (2019), a teacher could be seen as an individual who consciously and meticulously attempts to cause a much needed transformation in the learning abilities, attitudes and skills of another individual or group of individuals under her guidance and supervision. A teacher is one who consciously attempts to shape character and personality of a learner, transfer knowledge and skills that are worthwhile in another. The teacher in a deliberate action (s) influences expected and desirable change in behaviour as a result of learning experiences.

Statement of Problem

Teachers are key players and fundamental stakeholders in the educational industry. Teachers play a prominent role in achieving the ultimate goal of education central for societal advancement. The degree of social, scientific, educational, technological and aesthetic advancement of any society is proportionately equivalent to the quality of teachers who carry out the professional teaching responsibilities in the school system. For a teacher to be effective in service delivery, there should optimum of feelings of fulfillment, happiness, pleasure, self-worth, comfort and well-being. Also, positive feeling about teaching job such as happiness, pleasure, self-worth, comfort and well-being are necessitated by desirable factors emanated from work environment. When activities, situations, events and conditions are not desirable to the worker to the point that they place much demand on the worker above optimum level they become occupational stressors.

Occupational stress is a universal psychological construct that has been found to raise argumentative concerns in different organisational and behavioural studies. In the context of this paper, occupational stress bothers on physical and mental stress and pressure that is associated with teachers' capabilities to react and handle any situation at their workplace thoughtfully. In other words, it is related with all those negative emotional responses of teachers 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' job dissatisfaction.

Experience and possible observations have revealed that Nigerian workers, particularly private school teachers, have been experiencing increasing levels of job uncertainty and loss of labor rights in recent years due to high level of unemployment as teeming unemployed graduates are roaming on the street in search of any available job to make end means. Consequently, the teachers, in order to guarantee their jobs are subjected to work overload, double



shift, precarious conditions, low remuneration, and increase in the exposure to work accidents, with repercussions on the physical and mental health and consequently, on the levels of satisfaction with work. These stressors tend to lower teachers' morale, affect their attitude towards their students and their response towards their subsequent professional development. The teachers in private schools sometimes resort to withdrawing to themselves and become a loner instead of engaging in a more fruitful social and academic interpersonal relationship that will bring about new knowledge development in their field of endeavour due to stress.

Private school teachers' employers are capitalist who prioritize profit making over quality of education and employees' needs and satisfaction. They place more emphasis on organizational growth in terms of expansion of branches for more profit at the expense of their employees. Ideally, private school proprietors are expected to provide various benefits to make their teachers happy and satisfied with the job. But it is unfortunate that the reverse is the case in private schools in Etche Local Government Area, Rivers State as proprietors expose their teaching staff to different kinds of stressors unknown to them that teachers' satisfaction with their job may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her job may influence the quality and stability of instruction given to students.

It is against this backdrop that the researchers feel there is a need to investigate further to identifying possible stressors and their attendant consequences on private school teachers' feeling about their job in Etche Local Government Area, Rivers State.

Aims/Objectives of the Study

The study sought to investigate the relationship between occupational stress and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. Specifically, the study objectives are:

1. To determine if poor remuneration relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State
2. To examine the relationship between poor working environment and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State
3. To investigate the relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State
4. To examine the relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

Research questions

1. To what extent does poor remuneration relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?
2. To what extent does poor working environment relate to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?
3. What is the relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?
4. What is the relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?

Hypotheses

1. There is no significant relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State
2. There is no significant relationship between poor working environment and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State
3. There is no significant relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State



4. There is no significant relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, 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 of 1262 private school teachers in Etche Local Government Area, Rivers State. 400 teachers were selected as sample of the study. The researchers utilized purposive sampling technique in carrying out this study. Ogidi (2018) posit that in this type of sampling technique, specific element which satisfies some pre-determined criteria are selected. Occupational Stressors and Teachers' Job Dissatisfaction Questionnaire (OSTJDQ) was used as instruments for data collection. The instrument was validated by experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counselling, Ignatius Ajurur University of Education. The reliability of the instrument

was determined using Pearson's Product Moment Correlation. A reliability coefficient of 0.82 (82%) was obtained for the instrument. In other words, the reliability index of 0.82 shows that the instruments was 82 percent reliable. The Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, respectively was used in scoring the items in the questionnaire. The criterion was based on mean of 2.50. An item with the mean of 2.50 and above was regarded as Agree (A) while the item less than the mean 2.50 was regarded as Disagree (D). Mean and Standard Deviation were used to answer the research questions while Pearson's Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance.

Results/ Discussion

Research Question One

To what extent does poor remuneration relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?

Table 4.1: Mean ratings and standard deviation of the respondents on the relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	I am looking for another job because the salary is too poor and cannot take care of my basic needs	400	2.88	0.92	A
2	Many workers are dissatisfied due to poor remuneration	400	3.61	0.94	A
3	The salary is very poor compared to the job I do	400	3.48	0.89	A
4	There is no relationship between remuneration and job dissatisfaction	400	2.17	0.86	D
5	I am satisfied with my job even though my salary is poor	400	2.11	0.95	D
	The major cause of job dissatisfaction in poor remuneration	400			
6			3.48	0.78	A
Grand Mean			2.95	0.87	



The table above shows the data presentation and analysis for the relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. The data showed that item 1, 2, 3, and 6 are well above the criterion mean of 2.50. This indicates that respondents agreed on the above items with mean scores greater than 2.5. Conversely, item 4 (there is no relationship between remuneration and job dissatisfaction) and 5 with mean scores of 2.17 and 2.11 respectively are well below the criterion mean, indicating that the items are rejected by respondents. However, the

grand mean of 2.95 which is greater than the criterion mean shows that majority of the respondents agreed the remuneration relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State.

Research Question Two

To what extent does poor working environment relate to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?

Table 4.2: Mean ratings and standard deviation of the respondents on the relationship between poor working environment relate and dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	Poor working environment related to job dissatisfaction	400	3.18	0.87	A
2	Unconducive office relates to teachers' job dissatisfaction	400	2.76	0.93	A
3	Poor classroom environment relates to job dissatisfaction among teachers	400	2.88	0.91	A
4	Poorly ventilated offices relates to job dissatisfaction among teachers	400	3.42	0.90	A
5	Poor working environment does not relate to teachers' job dissatisfaction	400	2.18	0.89	D
6	Teachers whose offices are well-ventilated and furnished have positive feeling about their job	400	2.51	0.94	A
Grand Mean			2.76	0.90	

The table above shows the data presentation and analysis for the relationship between poor working environment and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. The data showed that item 1, 2, 3 4 and 6 are well above the criterion mean of 2.50, while item 5 is well below the criterion mean of 2.50. This indicates that respondents disagreed on the

above items with mean scores less than 2.5. However, the grand mean of 2.76 which is greater than the criterion mean shows that majority of the respondents agreed that poor working environment relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State



What is the relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?

Research Question Three

Table 4.3: Mean ratings and standard deviation of the respondents on the relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	Teaching multiple subjects relates to job dissatisfaction	400	2.67	0.93	A
2	Combining teaching and administrative duties relates to job dissatisfaction	400	3.17	0.84	A
3	Teaching different classes in a day relates to job dissatisfaction	400	3.16	0.91	A
4	There is a relationship between workload and job dissatisfaction	400	2.87	0.95	A
5	The work load of the teacher does not relate to his or her job dissatisfaction	400	2.45	0.87	D
6	Teaching different classes a day is not related to job dissatisfaction	400	2.33	0.84	D
Grand Mean			2.77	0.89	

The table above shows the data presentation and analysis for the relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. The data showed that item 1, 2, 3 and 4 are well above the criterion mean of 2.50, while item 5 and 6 are well below the criterion mean of 2.50. This indicates that majority of the respondents disagreed on item 5 (the work load of the teacher does not relate to his or her job dissatisfaction) and 6 (teaching different classes a day is not related to job dissatisfaction) with mean scores of 2.45 and 2.33 which is less than 2.50

criterion mean. However, the grand mean of 2.77 which is greater than the criterion mean shows that majority of the respondents agreed that workload relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

Research Question Four

What is the relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State?



Table 4.3: Mean ratings and standard deviation of the respondents on the relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	I am planning to resign from this job because salaries are not paid as at when due	400	2.91	0.90	A
2	Delay in payment of salary relates to teachers' job dissatisfaction	400	3.42	0.89	A
3	When teachers' salaries are not paid in due it results to job dissatisfaction	400	3.11	0.95	A
4	There is no relationship between late payment salaries and job dissatisfaction	400	2.42	0.92	D
5	Teachers are satisfied even when their salaries are delayed	400	2.40	0.87	D
6	Teachers cannot resign from their job because of late payment of salaries	400	2.24	0.94	D
Grand Mean			2.75	0.91	

The table above shows the data presentation and analysis for the relationship between late payments of salaries and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. The data showed that item 1, 2 and 3 are well above the criterion mean of 2.50, while item 4, 5 and 6 are well below the criterion mean of 2.50. This indicates that majority of the respondents disagreed on item 4, 5 and with mean scores of 2.42, 2.40 and 2.24 respectively, which is less than 2.50 criterion mean. However, the grand mean of 2.75 which is greater than the criterion mean shows that majority of the respondents agreed that late payment of salaries relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State.

Hypothesis One

There is no significant relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

Table 4.5 Pearson Correlation Coefficient of Respondents' Answer Correlations

		Poor remuneration and job dissatisfaction	
Poor remuneration	Pearson Correlation	1	.063
	Sig. (2-tailed)		.020
	N	400	400
Job dissatisfaction	Pearson Correlation	.603	1
	Sig. (2-tailed)	.020	
	N	400	400

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

The results from the table of analysis for hypothesis one which states that there is no significant relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State yielded the value of .603 which suggests a



positive moderate relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. The implication of this result is that the respondents agreed that poor remuneration relates to job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. Thus, the null hypothesis one is rejected while the alternate hypothesis is retained.

Hypotheses Two

There is no significant relationship between poor working environment and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

Table 4.6 Pearson Correlation Coefficient of Respondents’ Answer

		Correlations	
		Working environment and job dissatisfaction	
Working environment	Pearson Correlation	1	.368**
	Sig. (2-tailed)		.040
	N	400	400
Job dissatisfaction	Pearson Correlation	.368**	1
	Sig. (2-tailed)	.040	
	N	400	400

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

The results from the table of analysis for hypothesis two which states that there is no significant relationship between poor working environment and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State showed that the relationship between poor working environment and job dissatisfaction is moderately significant, where correlation value $r=.368$, $p<.040$). The implication of this result is that the respondents agreed that poor working environment had a moderate relationship with job dissatisfaction. Thus, the null hypothesis two that states that there is no significant

relationship between teacher-students’ relationship is hereby rejected while the alternate hypothesis is retained.

Hypotheses

There is no significant relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

Table 4.7 Pearson Correlation Coefficient of Respondents’ Answer

		Correlations	
		Workload and job dissatisfaction	
Workload	Pearson Correlation	1	.434
	Sig. (2-tailed)		.010
	N	400	400
Job dissatisfaction	Pearson Correlation	.434	1
	Sig. (2-tailed)	.010	
	N	400	400

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

The results from the table of analysis for hypothesis three which states that there is no significant relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State showed a strong relationship between workload and job dissatisfaction, where correlation value $r.434$, $p<.010$). The implication of this result is that the respondents agreed that workload relates to job dissatisfaction. Thus, the null hypothesis three that states that there is no significant relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State is hereby rejected while the alternate hypothesis is retained. This implies that there is significant relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State



Hypothesis Four

There is no significant relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State

Table 4.8 Pearson Correlation Coefficient of Respondents’ Answer

		Correlations	
		Late payment of salaries and job dissatisfaction	
Late payment of salaries	Pearson	1	.683
	Correlation		
	Sig. (2-tailed)		.000
	N	400	400
Job dissatisfaction	Pearson	.683	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	400	400

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

The results from the table of analysis for hypothesis three which states that there is no significant relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State showed that the relationship between late payment of salary and job dissatisfaction is significant, where correlation value $r=.683$, $p<.000$). The implication of this result is that the respondents agreed that late payment of salary relates to job dissatisfaction. Thus, the null hypothesis four that states that there is no significant relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State is hereby rejected while the alternate hypothesis is retained.

Discussion of Results

The result of the study on the relationship between poor remuneration and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State revealed a positive moderate relationship. This finding is

in agreement with the study of Ahmed (2014) who observed in his study that the commonly cited reasons for job dissatisfaction were poor pay, teacher shortage, and infrastructural problems as mentioned by the teachers from both the public and private schools.

The result of the study on the relationship between poor working environment and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State revealed a positive moderate relationship between the two variables. This finding is in agreement with the study of Okeke and Mtyuda (2017) who observed in their study that lack of resources, overcrowded classes and lack of discipline among learners were serious sources of dissatisfaction among teachers.

The result of the study on the relationship between workload and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State revealed a strong positive relationship. This finding is in agreement with the study Ndubuisi-Okolo et al. (2017) which observed that organizations achieve higher performance by positively influencing employees' attitudes to their jobs through the provision of adequate incentives.

Finally, the result of the study on the relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State revealed a positive moderate relationship. This is because the analysis of the relationship between late payment of salary and job dissatisfaction obtained $r=.683$ and a p-value of $.000$ which indicates that there is a moderate relationship between late payment of salary and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State. This findings is in agreement with Katete1 and Nyangarika (2020) who revealed in their study that teachers’ delayed salaries and benefits affects the teaching and learning process.

Conclusion

Occupational stress is an inescapable aspect of work experience among private and government workers in



contemporary developed and developing societies. Every worker irrespective of position and responsibilities experiences a certain degree of stress emanated from work environmental variables known as stressors. The nature and severity of stress a worker experiences is largely dependent on the activities, events, conditions and responsibilities he or she is exposed to in the work place, as some work environment and conditions are more stress-provoking than the other. To a greater extent, stress arising from work place has a negative physical and psychological effects on the worker. This study therefore examined the relationship between occupational stress and job dissatisfaction among private school in Etche Local Government Area, Rivers State. Drawing from the findings, the study concludes that there is a significant relationship between occupational stress and job dissatisfaction among private school teachers in Etche Local Government Area, Rivers State.

Recommendations

Based on the findings, the researchers recommend as follows:

1. Private school employers should prioritize teachers' salaries in terms of increment to boost their morale and promote job satisfaction
2. Proprietors should provide encouraging working environment such as conducive staff quarters, well-furnished and ventilated office accommodation and motivating classroom facilities to encourage teachers' positive feeling about their job
3. Proprietors should employ more teaching staff to reduce the heavy burden of workload on the teacher as teaching many subject by one teacher results to job dissatisfaction
4. Teachers' salaries should paid as at when due so as to encourage job satisfaction among them.

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