



SOURCES OF OCCUPATIONAL STRESS AMONG PUBLIC PRIMARY SCHOOL TEACHERS IN OBIO/AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE, NIGERIA.

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Abstract

This study investigated the prevalence and sources of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State. Three research questions and three hypotheses were formulated to guide the study. The study adopted the descriptive survey design. The population of the study consisted of 1,250 teachers (856 female and 394 male) in 20 public primary schools in the study area. The instrument titled "Prevalence and Sources of Occupational Stress among Public Primary School Teachers Questionnaire" (PASOSPPSTQ), was used to gather data. The instruments were validated by two research experts. The reliability of the test was determined using the test-retest method. Mean and standard deviation were used to answer the research questions, while T-Test and ANOVA were used to test the hypotheses at 0.05 level of significance. Findings from the study showed that there was no significant difference between gender and prevalence of occupational stress among public primary school teachers [$F(2, 364) = 2.002; p > 0.05$]; There was no significant difference between age and prevalence of occupational stress among public primary school teachers [$F(2, 364) = 1.936; p > 0.05$] and there was no significant difference in the prevalence of occupational stress among primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status [$F(2, 364) = 1.473; p > 0.05$]. The study recommended that Teachers should identify the peculiar sources and causes of stress and utilize that knowledge to modify and adopt positive work-time behaviour that will assist in reducing the level of stress inherent among teachers.

Keywords: *Prevalence, Sources, Occupational Stress, Public, Teachers.*

1. Introduction

Stress in working place is also known as occupational stress, is the result of the interaction between working condition and individual in the setting where the work task demand exceed the skill of the individual (Eres & Atanososka, 2011). Occupational stress is mostly evoked by various elements such as environmental factors and the behaviour formed as the result of pressure of those elements on individuals. Effects of occupational stress that impact of individuals' well-being can be categorised in three forms which are physiological, psychological and behavioural.

Teachers from different societies have found themselves to be overwhelmed with pressures in their job place. The greater demands, complex responsibilities and role ambiguity are the pressures faced by teachers. In Nigeria, teachers have been assigned for instructional tasks such as designing lesson plans, classroom teaching, and grading students' works as well as other ad-hoc tasks such as campaigning co-curricular activities, participating or facilitating professional development trainings, maintaining relationship with parents and community. Additionally, they also required to involve in administrative duties in school such as preparing students' performance records and tracking students' attendance in school. All these are enough reasons for the teacher to experience stress (Lemaire, 2009). Other factors contributed to stress among teachers included time pressure, administrative support, collegial support, resources, relation with students, Remuneration, work-life balanced, amongst others.

Statement of the Problem

The problem with occupational stress among primary school teachers and overall, well-being should be understood in more in depth and meaningful way so that to ensure the quality of education will not be de-escalated and the teachers' overall well-being of are paid attention on

Aim and Objectives of the Study

The aim of this study is to investigate the prevalence and sources of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State. In specific terms, the study seeks to:

1. Ascertain the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on gender.
2. Establish the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age.
3. Determine the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status.

Research Questions

The following questions were formulated to guide this study.

1. What is the mean rating of teachers on the prevalence of occupational stress among public primary

- school teachers in Obio/Akpor Local Government Area of Rivers State based on gender?
2. What is the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age?
 3. What is the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status?

Hypotheses

The following five null hypotheses were postulated and tested at 0.05 alpha level.

- H₀₁:** There is no significant difference in the mean rating of male and female teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on gender.
- H₀₂:** There is no significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age.
- H₀₃:** There is no significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status.

CONCEPTUAL REVIEW

Stress

Stress is a complex issue, and it is as old as mankind. Etiologically stress is derived from the Latin word “stringere”, which means the experience of physical hardship, starvation, torture and pains. Stress and its manifestations, such as anxiety depression, fatigue and burnout, stress have always been seen as a common problem among people in different profession and occupation. In the last few decades, alarm has already been invoked by the propagation of books, research reports proper articles and the growing numbers of organized workshops, with the aim of teaching people how to effectively manage stress. Keinan and Pelberg in Opuoru (2017).

Stress is often described as a feeling of being overloaded, wounded up tight, tensed and worried. Robbins and Judge (2011) defined stress as a “dynamic” condition in which an individual is confronted with an opportunity, demand or resources, related to what an individual desire and for which the outcomes is perceived to be both uncertain and Important. Anyanwu (2015) defined stress as a process in which environmental events or forces called stressors, threaten an organism existence or wellbeing and how the individual respond to such threat. He opined that when an individual fails to adequately curtain the need and pressures laid on him, he instantly falls under stress. Sogari (2017) stress is how the body responds to a demand or threatening experiences. You feel stressed when you are under pressure to do something or when you have to deal with adverse situations. Waghachavare et al. (2013). Lazarus (1976) in Uzoeshi (2012) defined stress is the result of an individual's perception that they do not have the resources to cope with perceived situation from the past, present or future. He also stated that stress occur when there are

demands place on a person whose resources exceeds his adjusted resources. Stress occurs when an individual is challenged with a situation that is perceived as overwhelming and with which they cannot adapt.

Stress is multidimensional. Physically, stress threatens the physiological homeostasis of an individual (Contrada & Baum 2010). Socially, stress alters interpersonal relationships. (Kidger et al., 2012). Emotionally, stress causes negative feeling about self which may result into low self-esteem, feeling of anxiety depression and other mental health conditions (Rodden et al., 2010). The role of stress is to signal and prepares individuals to take action. Take for instance, fear of the things that present realistic threats motivate individuals to either deal with them or to avoid them. Stress is divided into two types: Eustress and Distress.

Eustress; originated from the Greek root "Eu" which means good or positive as in euphoria. Eustress means beneficial stress either psychological, physical or biochemical/radiological. Eustress occurs when an individual perceives a stressor as positive. Eustress has the capacity to stimulate an individual on his toes, until he is through with his activities. Eustress prepares the muscles, heart and mind for the strength required for whatever is about to take place in our lives. This kind of stress, are experienced by people due to tasking life events which will eventually yield beneficial and rewarding outcomes. Amadi (2007) maintained that Eustress can also apply to creative endeavours, eustress kicks in to bringing them the inspiration they need. For example, when the body enters the fight to flight response, the body tends to experience eustress. Eustress prepares the body to fight with or flee an opposing danger, this type of stress will cause the blood to pump to the major muscle group and increases the heart rate and blood pressure. Aamot (2004) add that eustress is a kind of stress that is converted into positive energy and becomes motivating. Examples of eustress are marriage ceremonies, expecting the cry of a new born baby from the labour room, packing to a new house and proposing to a loved person for marriage.

Distress on the other hand originated from the Latin root "dis" which means bad or negative. Hence, distress is a negative kind of stress that occurs in the mind and body of an individual. Distress is as a result of excess demand on the person capabilities. The right level of stress tends to promote effective functioning of the body and the mind, while numerous stress especially if prolonged, distresses the body and can result into physical and mental illness (Asogwa 2017). This level of stress is higher among people in developing countries, may be as a result of high prevalence stressor in developing countries which could be ascribed to the countries, which could be ascribed to the countries poor economy, low education status, technology, backwardness, bad governance, corruption, harmful cultural beliefs and practice and over population (Asogwa, 2017). The events or circumstance that causes distress is usually producing unpleasant and regrettable consequences. Example of distress include: the death of a spouse, relation being raped, filling for divorce losing contact with love ones, automobile accidents, demotion, hospitalization, sleep disturbance etc. Distress may constantly alter the main routine thus, making the body and the mind uncomfortable. Furthermore, it is pertinent to point out that distress occur at varying levels or degrees. There are indications

that stress can be described in terms of its extent or severity. From available literature, the author maps out three levels of stress namely normal stress, severe stress and chronic stress.

Severe Stress is another level of stress in which traumatic event triggers off a remarkable impact that last for a considerable period of time in the life of an individual. This level of stress mainly results into severe illness due to the level of shock that occasionally precede it. Examples of life event that causes such stress are rape, repeating a session, high rate of failure among students (carry over), death of a loved one's impeachment, marriage disappointment, and divorce. Individuals who experience this level of stress mostly which to have the memory of such event wipe-out of their mind, notwithstanding, such events may still occur through dreams, thought, flashback, episode, image and events. (Whiteborn 2003).

Chronic Stress is the advance stage of severe stress where a full-blown traumatic disorder is experienced. The solemn impact of this stress makes the victim to completely avoid any source of remembrance of such traumatic events. This experience activates severe stress, instability and confusion, chronic stress has both psychological and physiological implication in the lives of victims and it is harmful to human health (Whiteborn, 2003). Opuoru (2017) opined that chronic tress damages body, minds and lives. It wrecks havoc through long time wastage. It is a stress of poverty of dysfunctional families, of being trapped in an unhappy marriage or in a despised job or career. Chronic stress occurs when a person never sees a way out of miserable conditions. The worst aspect of chronic stress is that people get used to it. They often forget it's there. Chronic stress kills through suicide, violence, heart attack, stroke and perhaps even cancer (American Psychological Association, 2019). People wear down to a final, fatal breakdown. Because physical and mental resources are deteriorated..

Occupational Stress

Occupational stress is a state or condition which interferes with the affairs of workers in all occupation. It is characterized by psycho-social and health outcome that influences the welfare of the workers including healthcare workers. The working conditions of healthcare workers on the whole world, Nigeria inclusive have experience a rapid change emanated from the recent digitalization, developmental strides, and industrialization and communication system. The emerging trends of rapid change globally from modernization, psycho-social elements in the working environment have great a potential tendency or inflicting negative fixation as stress on the well-being workers irrespective of their units or departments. The Canadian Centre for Occupational Health and Safety (2016) emphasized the effects of stress and defined workplace stress as "the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting the demands". To this extent, this study define occupational stress as a condition characterized by total interference of the normal state of affairs of workers in all occupation which progressively leads to health and psychological outcomes

Sources of Occupational Stress

Better Health (2012) identified the following sources of work stress;

Working Environment: The workplace environment is a potential cause of stress among workers especially healthcare workers. Zoecklers (2017) asserted that stress related to the workplaces is includes job strain, work stress, and load. The risk or hazards associated with work environment can predispose to psycho-social. Stress in the workplace upon the workers. Factors associated with stress in the work

environment are temperature level, ventilation or air quality, lighting, noise condition among others have a significant effect on the productivity of workers quality.

Work Load: Occupational stress is stress related to teacher's job which often stems from unexpected responsibilities and pressure that misalign with person's knowledge, capacity, skills, expectations, inhibiting the workers' ability to cope.

The major aspect of workload as a stressor includes:

Quantitative workload or overload: Having more work to do than can be accomplished comfortably; that healthcare workers or nurses could attend more patients at a time which may cause discomfort.

Qualitative workload: Giving work that is too difficult to be accomplished by the worker (teacher).

Underload: Giving work that fails to use a worker's skills and abilities.

Worker's Status: The personal status in the workplace can also affect level of stress. Working without promotion, delegation can result to neglect which causes stress.

Conflict: Workplace conflict is a stressor especially among health care professionals and related workers. Interpersonal conflicts among healthcare workers or employers at work post has been indicated to be one of the most frequent stressors that affect behaviours of workers.

Signs and symptoms of occupational stress

- 1. Physical symptoms include:** Fatigue, muscular tension, headaches, heart palpitations, sleeping difficulties, such as insomnia, gastrointestinal upsets, such as diarrhoea or constipation, dermatological disorders.
- 2. Psychological symptoms include:** Depression, anxiety, discouragement, irritability, pessimism, feelings of being overwhelmed and unable to cope, cognitive difficulties, such as a reduced ability to concentrate or make decisions.
- 3. Behavioural symptoms include:** An increase in sick days or absenteeism, aggression, diminished creativity and initiative, a drop in work performance, problems with interpersonal relationships, mood swings and irritability, lower tolerance of frustration and impatience, disinterest, isolation, amongst others.

Consequences of Occupational Stress.

There are four main physiological reactions to occupational stress in the body:

- i. Blood is shunted to the brain and large muscle groups, and away from extremities, skin, and organs that are not currently serving the body.
- ii. An area near the brain stem, known as the reticular activating system (RAS), goes to work, causing a state of keen alertness as well as sharpening of hearing and vision.
- iii. Energy-providing compounds of glucose and fatty acids are released into the bloodstream.
- iv. The immune and digestive systems are temporarily shut down
(<http://www.health.harvard.edu/newsletter,2011>).

Coping Strategies to occupational Stress

- i. Good social support system is important in maintaining motivation and managing stress. Surrounding oneself with family and friends can provide encouragement and support through stressful times. A social support system provides encouragement and self-efficacy, helps maintain a positive outlook, and allows an individual to talk about and find ways to deal with the stressor.
- ii. Positive thinking and hope help a person maintain high levels of motivation, even when stressful events occur. Elevated excitement and anticipation can also lower the perception of stressors through increases in mental strength and resilience. By focusing on the good and working toward positive goals, a nurse can become more impervious to life's little problems.
- iii. Set achievable goals: Maintaining motivation through setting small goals and rewarding these accomplishments is an effective way to maintain a positive outlook and good health. The small goals may be related to engaging in healthy behaviors or positive outlook. Positive self-talk, smiling or a daily ten-minute exercise routine are all things that can help reduce stress.
- iv. Humor: Making light of a stressful conditions might help workers maintain perspective and prevent the situation from becoming overwhelming (Young, 2012).

Prevention of Occupational Stress

Akanji (2013), the cure of occupational stress is designated in three (3) interventional methods to create and redesign a stress-free workplace: they are primary, secondary and tertiary intervention.

Primary intervention: This interventional method of curbing with stress refers to the organization better practices that explore the ability to reduce, modify or eliminate tensioned works demand or load that impair health status and workers performance. Typical examples include those actions like job redesign that eliminates stress factors, flexibility labour practices, organizational culture that prioritize health care workers' wellness.

Secondary interventions. This phase of curing the menace of job stress is aim to provide the wealth workers and other employees the assistance to cope with work stress, for instance, here are wellness programmes, planned social events, availability of physical and recreational activities, management stress training and strategic development. all which reinvigorated the healthcare delivery by health personnel and job improvement.

Tertiary intervention. This phase of occupational stress is therapeutic in nature. Those healthcare workers with signs and symptoms of health outcomes and other illness originated from occupational stress are helped through remedial strategy or action such as offering counseling service, employee assistance programme and/or seminars, rehabilitation, psychotherapy and payments in injury or compensation that fit in its category.

REVIEW OF EMPIRICAL STUDIES

In a study carried out by Adzakpah et al. (2018) on occupational stress among teachers in government girls secondary school, Kumasi in Ghana. A descriptive design was amp by to gather information in the characteristics of teachers focusing on occupational stress levels and coping strategies. The finding of the

study revealed that teachers experienced above average levels of occupation stress with the means score and individual score of 3.01 and 2.47. Furthermore, the result revealed that, handling many classes (3.51), inadequate staffing level (3.44), lack of break period (3.15), frequent non-academic tasks (3.12), lack of opportunity for growth/promotion (2.78), and difficulty students (2.44). In the top, five management and coping strategies of stress the result showed that; I resort to my hobbies (1.23), I identify the sources of stress, and avoid unnecessary stress (1.40) I manage my time better (1.44), I adjust my standards and attitudes (1.66), and I express my feelings (1.85). It was concluded that occupational stress is high because of hectic activities nurses undergo.

Gheshlagh et al. (2017), on the prevalence of job stress among teachers in Iran, a meta-analysis study. The aims of the study were to evaluate the prevalence of job stress among Iranian teachers through meta-analysis. A survey design was adopted for the study with the total sample size of 4630 teachers and the average sample size of 154 people was purposively selected for the study.

Related studies of Onowhakpor (2018) on occupational stress; prevalence, sources and coping mechanisms among lecturers in private tertiary institutions in Ogun State. The result of the study indicated that the prevalence of occupational stress was 50.7%, the main causes of occupational stress includes workload 216(94.3%), sleep deprivation 205(89.5%), and inadequacy of resources 204(189.1%). The participants indicted that the coping strategies are prioritizing and solving problem accordingly 187(81.7%), reorganizing the work 179(78.2%), planning ahead 177(77.3%) among others. In conclusion, the prevalence of work-related stress among lecturers was high which may impair the quality of care. It was recommended that school management and lecturers need to take good steps to reduce stress. The relationship with the present study was due to variables of interest such as causes of stress, coping remedy, prevalence of stress.

METHODOLOGY

This study investigated the prevalence and sources of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State. The descriptive survey research design was used for the study. The study design is concerned primarily with studying a phenomenon as it is (Kothari 2004). The population of study comprised 1,250 teachers, comprising 856 female and 394 male teachers in the 20 public primary schools in the Obio/Akpor Local Government Area of Rivers State. (Planning, Research & Statistics Department, RSSSSB, Port Harcourt, Rivers State, 2021).The sample of this study was 425 teachers which consisted of 145 males and 280 females. The study adopted a multi-stage sampling procedure of three stages, where Obio/Akpor Local Government Area the study area was divided along its existing seventeen political Wards. The researcher used simple random sampling method to select one public primary school from each of the seventeen Wards in the Local Government Area. Finally, a total of twenty-five teachers were drawn from each of the public primary school using purposive sampling technique, this method reduced sampling bias as well as enhanced representation. This brought the sample size to 425 participants for the study

The instrument for data collection was a self-structured questionnaire designed by the researcher titled **“Prevalence and Sources of Occupational Stress among Public Primary School Teachers Questionnaire PASOSPSTQ.”** The instrument was divided into two sections: A, and B. Section A elicited demographic data of the respondents, while section B contained items which addressed the issues relating to the research questions and hypotheses of the study. The instrument was structured using the modified 4-point Likert type rating scale of Strongly Agree (SA) – 4points, Agree(A) – 3points, Strongly Disagree (SA) – 2points, Disagree (D) - 1 point. In scoring the questionnaire responses, the weighted point was added as $4+3+2+1=10/4= 2.5$. Thus 2.5 was the Criterion Mean.

Validity is the degree to which a test measures what it purports to measure. Validation involves collecting and analyzing data to assess the accuracy of an instrument (Sharma 2010). To validate the research instrument, face and content validity of the instrument was established by two other experts in Measurement and Evaluation in the Department of Educational Psychology Guidance and Counselling Department. Their corrections were reflected in the final draft of the instrument.

A test–retest method was used to ascertain the reliability of the instrument. The researcher administered twenty copies of each of the two instruments to twenty teachers who are outside the study sample but part of the population. Two weeks later, another set of the same two instruments re-administered to the same respondents and retrieved. The two scores obtained from these exercises were collated, computed and correlated using Pearson Product Moment Correlation Coefficient Formula(r) and a correlation coefficient of 0.96 (96.0%) was derived. Four hundred and twenty-five (425) questionnaires were administered to 145 male teachers and 280 female teachers. Copies of the questionnaire were distributed to the public primary school teachers in Obio/Akpor Local Government Area who were selected with the help of two trained research assistants who were not related or known to the respondents. The respondents responded to the questionnaire on the spot to ensure maximum return rate. However, some were given a few days to respond to the questionnaire after which the researcher visited them again for the collection. Descriptive statistics such as mean and standard deviation were used to analyze the research questions, while Analysis of Variance (ANOVA) and T-Test were used to test the hypotheses at 0.05 level of significance.

DATA ANALYSIS AND DISCUSSIONS

Research Question One: What is the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on gender?

Table 1: Prevalence of Occupational Stress among Public Primary School Teachers based on Gender

S/N	Items	Female (N=217)	Male (N= 149)
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		\bar{X} SD		\bar{X} SD	
1	I feel stressed in my job due to lack of basic working equipment/facilities	3.30	.783	3.36	.734
2	I feel strained in my workplace due to poor relationship with the school administrators	3.23	.819	3.34	.754
3	I feel anxious about my future due to the lack of prospect in my current job	2.64	1.17	2.73	1.15
4	I get worried about my current job due to lack of promotion and adequate remuneration	3.15	.803	3.21	.726
5	The workload gets me stressed out	2.99	.763	3.08	.744
6	I cover several subjects and many classes and this makes me weary always	2.96	.897	3.03	.925
7	Poor parents-teacher relationship makes me weary	3.48	.839	3.46	.820
8	Inadequate organization of seminar, conference and training for teachers	2.64	1.04	2.80	1.04
9	I feel stressed due to poor work conditions	2.87	.919	2.96	.875
10	The attitude of most stubborn students makes me weary	2.70	1.16	2.81	1.15
Grand mean		3.0	.918	3.08	.892

Source: Field Survey, (2021)

Data on Table 1 showed the mean and standard deviation on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on gender. The analysis revealed an aggregate mean score and SD of $3.0 \pm .918$ for females, and $3.08 \pm .892$ for males/ the mean difference was -0.08 and this showed that the female teachers experience more stress than the male teachers in public primary school teachers in Obio/Akpor Local Government Area of Rivers State.

Research Question Two: What is the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age?

Table 2: Prevalence of Occupational Stress among Public Primary School Teachers based on age

S/N	Items	15-25 years	26-35 years	36-45 years	46-above years
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		(N=29)		(N= 182)		(N= 131)		(N= 72)	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	I feel stressed in my job due to lack of basic working equipment/facilities	3.27	.871	3.19	.767	3.45	.718	3.41	.763
2	I feel strained in my workplace due to poor relationship with the school administrators	3.24	.830	3.22	.867	3.27	.723	3.41	.755
3	I feel anxious about my future due to the lack of prospect in my current job	2.59	1.189	2.51	1.139	2.80	1.132	2.77	1.208
4	I get worried about my current job due to lack of promotion and adequate remuneration	3.05	.880	3.04	.870	3.27	.676	3.29	.652
5	The workload gets me stressed out	3.05	.705	2.94	.813	3.09	.689	3.09	.775
6	I cover several subjects and many classes and this makes me weary always	2.86	.887	2.89	.930	3.07	.816	3.05	1.015
7	Poor parents-teacher relationship makes me weary	3.43	.899	3.33	.963	3.59	.673	3.54	.670
8	Inadequate organization of seminar, conference and training for teachers	2.57	1.119	2.74	1.071	2.69	1.039	2.73	.957
9	I feel stressed due to poor work conditions	2.86	.855	2.92	.979	2.89	.861	2.95	.852
10	The attitude of most stubborn students makes me weary	2.46	1.145	2.73	1.158	2.98	1.130	2.75	1.167
	Grand mean	2.94	.94	2.95	.96	3.11	.85	3.14	0.88

Data on Table 2 showed the mean and standard deviation on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age. The analysis revealed an aggregate mean score and SD of $2.94 \pm .94$ for teachers aged 15-25 years, $2.95 \pm .96$ for teachers aged 26-35 years, $3.11 \pm .85$ for teachers aged 36-45 years and $3.14 \pm .88$ for teachers aged 46 years and above. This showed that the teachers aged 46 years and above were the most

stressedteaches in public primary school teachers in Obio/Akpor Local Government Area of Rivers State, followed by teachers aged 36-45 years, teachers aged 26-35 years and then teachers 15-25 years.

Research Question Three:

What is the mean rating of teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status?

Table 3: Prevalence of Occupational Stress among Public Primary School Teachers based on marital status

S/N	Items	Unmarried (N=79)		Married (N= 267)		Divorced (N= 7)		Separated (N= 13)	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	I feel stressed in my job due to lack of basic working equipment/facilities	3.41	.764	3.33	.764	3.00	.500	2.94	.772
2	I feel strained in my workplace due to poor relationship with the school administrators	3.34	.682	3.25	1.225	3.00	1.225	3.56	.512
3	I feel anxious about my future due to the lack of prospect in my current job	2.72	1.184	2.70	1.139	1.67	1.118	2.31	1.250
4	I get worried about my current job due to lack of promotion and adequate remuneration	3.28	.750	3.13	.740	3.11	1.269	3.44	.727
5	The workload gets me stressed out	3.17	.736	2.97	.740	3.22	1.093	3.19	.911
6	I cover several subjects and many classes and this makes me weary always	3.08	.921	2.94	.906	3.33	.707	3.37	.885
7	Poor parents-teacher relationship makes me weary	3.62	.614	3.42	.878	3.33	1.323	3.62	.619
8	Inadequate organization of seminar, conference and training for teachers	2.66	.614	2.72	1.017	2.67	1.225	2.75	1.183
9	I feel stressed due to poor work conditions	2.99	.843	2.86	1.112	3.33	.500	3.19	.750
10	The attitude of most stubborn students makes me weary	2.58	1.219	2.88	1.112	2.22	1.202	2.69	1.448

Grand mean	3.09	.83	3.02	.96	2.99	1.02	3.11	0.91
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Data on Table 3 showed the mean and standard deviation on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status. The analysis revealed an aggregate mean score and SD of $3.09 \pm .83$ for teachers who are unmarried, $3.02 \pm .96$ for teachers who are married, 2.99 ± 1.02 for teachers who are divorced and $3.11 \pm .91$ for teachers who are separated. This showed that the teachers who are separated were the most stressed teaches in public primary school teachers in Obio/Akpor Local Government Area of Rivers State, followed by teachers who are unmarried, teachers who are married and then teachers who are divorced.

Testing of Hypotheses

Hypothesis One: There is no significant difference in the mean rating of male and female teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on gender

Table 4: T-test Result of Gender on prevalence of occupational stress among public primary school teachers.

Gender	N	Mean	Std	Df	T	Sig	Decision
Male	149	3.08	.892	366	.284	.030	Retained
Female	217	3.00	.918				

T = .284; P < 0.05

From the table above, descriptive analysis of the variable showed mean of male and female response to the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State as $3.08 \pm .892$ and $3.00 \pm .918$ respectively. The t-test result, $t(366) = 0.284$, $p = .030$. Based on the result, the null hypothesis which states that there is no significant difference in the mean rating of male and female teachers on the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on gender was accepted and the alternate hypothesis rejected.

Hypothesis Two: There is no significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age.

Table 5: Analysis of Variance (ANOVA) showing significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age

Sources of variance	Sum of squares	of Df	Mean sum of squares	F-value	p-value	Decision
Between group	3.596	2	.360	1.936	.037	H ₀
Within group	176.466	364	.186			Retained
Total	180.062	366				

* Significant, $p > 0.05$

Table 5 shows the One-Way ANOVA of significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age. The findings of this study show that there was no significant difference between age and prevalence of occupational stress among public primary school teachers [$F(2, 364) = 1.936; p > 0.05$]. Therefore, the null hypothesis which states that there is no significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on age was accepted and the alternate hypothesis rejected.

Hypothesis Three: There is no significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status

Table 6: Analysis of Variance (ANOVA) showing significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status

Sources of variance	Sum of squares	of Df	Mean sum of squares	F-value	p-value	Decision
Between group	8.508	2	.945	1.473	.003	Retained
Within group	610.151	364	.642			
Total	618.658	366				

*Not Significant, $p > 0.05$

Table 6 shows the One-Way ANOVA of significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status. The findings of this study show that there was no significant difference between marital status and prevalence of occupational stress among public primary school teachers [$F(2, 364) = 1.473; p > 0.05$]. Therefore, the null hypothesis which states that there is no significant difference in the prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area of Rivers State based on marital status was accepted and the alternate hypothesis rejected.

DISCUSSION OF FINDINGS

Prevalence of Occupational Stress among Teachers

Findings from the study showed that there is a high of prevalence of occupational stress amongst public primary school teachers in Obio/Akpor Local Government Area of Rivers State. This is an indication that almost all the teachers in Rivers State irrespective of gender, age, department, work experience, marital status, level of education among others do experience one form of occupational stress from time to time. Comparing the occupational stress prevalent rate found in the present study with other studies, Gheshlagh et al., (2017) uncovered a similar prevalence after surveying 4630 Iranian teachers of 90%. Though, the prevalent rate recorded was slightly lower, both rates were conceptualized very high. A very high prevalent rate of this nature discovered in this study calls for serious action among labour organizations to look into the working conditions and policies to ensure workers are not been overlaboured.

Prevalence of Occupational Stress and Age, Marital Status, Gender, and Working Experience

While this study focused effort on discerning the prevalence and sources of occupational stress among teachers, it also furthered its inquiry to understanding if there was any difference in the level stress among teachers based on age, marital status, gender and working experience. The differences were tested with ANOVA. The results show there was no significant difference between gender, age, marital and working experience, and prevalence of occupational stress among public primary school teachers in Obio/Akpor Local Government Area. Sharma et al. (2014) also found no significant difference in the level of stress among teachers based on age, marital status. On the contrary, Jaworek, and Dylag (2015) after surveying Polish teachers found that age significantly predicts stress level. According, to them, the older teachers had less stress than the younger teachers especially those on internship. The difference in the level of stress teachers in Rivers State based on working experience could be explained by art of mastery of job process as well as adaptation to job practice which comes with experience. It could be explained by improve sense belonging in the organization.

In a nutshell, poor remuneration was the highest sources of occupational stress among teachers others sources of occupational stress among teachers include; Lack of effective administration, workplace relationship, home-work interface and career development. Occupational stress has several negative consequences on teachers. Among such consequences were; aggressiveness to patience, experience of burning sensation in the stomach, back pain and the least consequences were experience sexual dysfunction, frustration and depression and increased alcohol, caffeine or nicotine consumption.

Demographically, there was no significant difference in the stress levels among teachers in public primary schools in Obio/Akpor Local Government Area in Rivers Sate based on age; there was no significant difference in the stress levels among teachers in public primary schools in Obio/Akpor Local Government Area in Rivers Sate based on marital status; there was no significant difference in the levels among teachers in public primary schools in Obio/Akpor Local Government Area in Rivers Sate on gender; and there was

no significant difference in the stress levels among teachers in public primary schools in Obio/Akpor Local Government Area in Rivers State based on working experience.

Prevalence of Occupational Sources of Stress for Teachers

Findings from the study showed that the highest sources of stress among teachers in public primary school were from poor remuneration ($\bar{X}=3.59\pm.742$) and Lack of effective administration ($\bar{X}=3.59\pm.731$), while the least sources of stress were Attending to disobedient pupils ($\bar{X}=2.67\pm.1.159$). This finding agreed with the discovery of Onowhakpor (2018) who found that organizational structure and climate alongside intrinsic factors constitute the major sources of occupational stress among teachers in Ghana. Similarly, Collingan et al. (2013) outlined the various sources of occupational stress to include; Work environment includes inadequate arrangement of teaching equipment, lack of space among others, negative workload such as teaching to so many students at a time, lack of duty scope etc., Isolation, lack of competent staffs, financial pressures such as late payment of wages, poor remuneration. types of hours worked or prolong working time such as work overtime, lack of autonomy, career development barriers, difficult relationships with administrators and/or co-workers, managerial bullying such as threat to personal status and employment status, excess work among others, and harassment includes sexual assault among male and female workers, abuse, indecent behaviour among others.

CONCLUSIONS

Stress is undoubtedly a part and parcel of life. At the same time, a huge impediment to success in several human endeavour. Occupational stress was very high and the level was more than just alarming for most teachers in Obio/Akpor Local Government Area of River State. If the level of stress among the teachers is not mitigated, we might wake up one day to a stark reality of many teachers being down and in need of healthcare due to stress. Poor remuneration and Lack of effective administration was the highest sources of occupational stress among teachers in Obio/Akpor Local Government Area while other sources of occupational stress among teachers include; under-promotion, teaching subjects that are not my strength, too much work, workplace relationship, conflicting job demand, lack of staff development programmes, amongst others. occupational stress has several negative consequences on teachers. among such consequences were; aggressiveness to patience, experience of burning sensation in the stomach, back pain and the least consequences were experience sexual dysfunction, frustration and depression and increased alcohol, caffeine or nicotine consumption, amongst others

Demographically, there was no significant difference in the levels stress among teachers in Obio/Akpor Local Government Area based on age; there was no significant difference in the levels tress among teachers in Obio/Akpor Local Government Area based on marital status; but there was no significant difference in the levels tress among teachers in Obio/Akpor Local Government Area based on gender and there was no significant difference in the levels tress among teachers in Obio/Akpor Local Government Area based on working experience.

Recommendations

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

1. Teachers should identify the peculiar sources and causes of stress and utilize that knowledge to modify and adopt positive work-time behaviour that will assist in reducing the level of stress inherent among teachers.
2. School administrators at all levels of the education system, and educational stakeholders should truly value the health and the productivity of their workers by documenting the causes/sources of stress affecting teachers (recognized employees stressors) at least once in six months to be able to develop the best possible working programmes that reduces workplace stress.
3. Educational stakeholders, administrators and employers alike should ensure proper job placement that encourages the reduction of role conflict/ambiguity and work over-load to the possible minimal level.
4. Teachers should refrain from negative and emotional stress coping strategies such as drug abuse, non-selective sexual intercourse and embrace problem-solving strategies such as time management, adequate diet, sleep and rest to help curb the negative consequences of stress.

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