FACTORS OF WORKPLACE STRESS AMONG FEMALE SECONDARY SCHOOL TEACHERS IN OYO METROPOLIS, OYO STATE, NIGERIA

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Received: 13.08.2020 Accepted: 11.05.2021

ABSTRACT

Background and Purpose: Workplace stress is a common phenomenon that militates against the productivity of teachers. Thus, this study investigated the factors responsible for workplace stress among female teachers in Oyo metropolis, Oyo State, Nigeria.

Methodology: Descriptive survey method was adopted. A total of 200 female secondary school teachers in Oyo metropolis represented the sample for the study. A questionnaire was used to collect data. The instrument was validated by experts in counselling and social work and possessed a reliability coefficient of 0.82 after being subjected to test re-test. Data were analyzed using percentage, t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

Findings: Findings revealed that the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis include poor work environment, lack of job security, indiscipline among students, irregular payment of salary among others. Significant differences were found based on school type, educational qualification, teaching experience and marital status.
**Contributions:** Workplace stress among female teachers in Oyo metropolis is negatively associated with ill-health. Poor work environment, lack of job security, indiscipline among students, and irregular payment of salary among others on the scale of measurement except under promotion with a mean score below 2.50 benchmark. It is recommended that counsellors should be mandated to counsel the female teachers in Oyo metropolis on how to cope with workplace stress.

**Keywords:** Factors, Female Teachers, Oyo Metropolis, Stress, Workplace Stress.

**Cite as:** Adegboyega, L. O., Okafor, I. P., & Salihu, H. A. (2021). Factors of workplace stress among female secondary school teachers in Oyo metropolis, Oyo state, Nigeria. *Journal of Nusantara Studies, 6*(2), 185-201. http://dx.doi.org/10.24200/jonus.vol6iss2pp185-201

**1.0 INTRODUCTION**

Globally, the readiness of an individual for the tasks of adulthood is generally premised on the ability of such individual to engage in gainful occupations that render a plethora of services to foster the socio-economic advancement, social integration and personal fulfillment of individuals in particular and the society in general. For instance, in the traditional African society, much premium was placed on the functionalism of an individual in the society. Consequently, it was established that a man or woman must be employed in one form of work or the other in order to contribute to the development of the society (Busari, 2011; Ogbonnaya, 2009). By the same token, the work engaged in by people all over the globe remains a topical issue that concerns all and sundry in our contemporary world to date. In this sense, it is estimated that over 75% of adult’s non-sleeping time is devoted to work-related activities and people find satisfaction and personal identity by means of their employment (Scott, 2012).

Thus, work is of great importance to the sustainable wellbeing of humans in any given society, Nigeria and Nusantara inclusive. Nevertheless, it is germane to note that the process of performing a specific set of tasks, that is, doing a job, becomes work when an individual consistently does the same job for a long time in order to earn a living. Hence, work is generally considered as a coin with two sides. On the one hand, working in a particular work has its positive health-promoting effects, as the remuneration provides the worker with the essential necessities of life (Synder, Lopez, & Pedrotti, 2011). Thus, it has been noted by some researchers that there is a direct link between the type of work an individual engages in and the level of well-being, job satisfaction, and ultimately, higher productivity (Busari, 2011; Ogbonnaya, 2009).
On the other hand, it should be stressed that there seems to be a reciprocal and interactive relationship between the workers and the workplace environment (Isah, Asuzu, & Okojie, 2007). That is, when the work environment is conducive and favourable, there is a greater likelihood that workers would be healthy. However, it goes without saying that when the conditions of the work environment are not favourable, workers may tend to be unhealthy due to several stressors. Thus, given that workers are basically in constant relationship with several stimuli in the internal and external environment at any given point in time in the work environment, workers are generally inclined towards adapting to constant changes in the internal and external environment in order to survive across several developmental stages of the lifespan. As a consequence, any form of adaptation to the specific demands of the environment implies experiencing one form of stress or the other and in varying degree. This suggests that different situations including the work one does, could exert stress on the individual and such may require a great amount of ability to cope in order to forge ahead.

Stress is as old as mankind because it is an unavoidable phenomenon since it forms part of the human daily activities in the bit to meet the needs for human survival and progression. The etiology and pathogenesis of stress are complex and multi-factorial and varies across environments (Busari, 2011). In other words, every individual experiences stress in varying dimensions irrespective of age, occupation, social status, race, cultural background and a host of others (Oyerinde, 2014). Perhaps owing to this variability in experience, there is no single or universally accepted definition of stress. The term stress is a broad term that defies a singular definition (Anbazhagan & Sounadaryan, 2013). It is derived from the Latin word “Stringere” which means to be drawn tight (Mojoyinola, 2008).

From a definitive standpoint, Robbins, Powers, and Burgess (2010) citing the original definition of stress as stated by one of the foremost authorities on stress, Hans Seyle, defined stress as the non-specific response of the human organism to any demand made upon it. Non-specific as implied in the definition connotes that the body reacts the same regardless of the cause. From the perspective of contemporary women’s health, stress is the physiological and psychological state of arousal caused by the perceived presence of a challenging or threatening event. It can be gleaned from the preceding definition that the way an individual perceives the changes occurring in the environment determines the physiological and psychological response (Adegboyega, 2020; Kolander, Ballard, & Chandler, 2009). Donatelle (2011) define stress as mental and physical responses to change. Further, the scholar opined that individuals may experience strain during the process of adjusting to physical, social, psychological and occupational stressors. Stress is also defined as an inescapable consequence of modern life.
(Dewe, Driscoll, & Cooper, 2012). In a similar vein, stress is defined as an unpleasant experience that has a negative effect on the emotional and physical condition of a person (Zhou & Gong, 2013).

Stress that is related to work or the workplace is referred to as workplace stress (Ndem, 2016). The terms occupational stress, job stress, organizational stress, occupational stress and workplace stress are used interchangeably (Vokic & Bogdanic, 2007) because occupations, jobs, organisation and work are often indistinguishable concepts. In like manner, Nakasis and Ouzoni (2008) define workplace stress as the harmful physical and emotional responses that occur when there is a mismatch between the resources, capabilities and needs of the worker and the job requirements. Similarly, the European Commission (2008) noted that workplace stress is a pattern of emotional, cognitive, behavioral and physiological reactions to adverse and noxious aspects of work content, work organization and work environment. Workplace stress is stress involving work. Workplace stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual’s ability to carry out and complete these demands. That is to say, workplace stress is a condition arising from the interaction of people and their job and is characterized by changes within the people that force them to deviate from normal functioning. Thus, workplace stress arises when the individual normal coping responses cannot be found, that is, the individual is unable to cope anymore.

Sources of workplace stress have been viewed from various perspectives by several writers on the subject. A number of these authors are however, unanimous on a significant number of these sources of workplace stress (Adegboyega, 2020). According to Goodall and Montgomery (2014), workplace stress has generally been classified into two: Internal or individual stressors and external stressors. Internal stressors are stressors within the individual and relate to sources like family demand, the personal interest conflicting with organizational demand such as in leisure activities, and other inner conflicts. External stressors relate to role ambiguity, career development, work relationships and organizational structure and climate.

In the words of Oboegbulem and Ogbonnaya (2004), stress results when the teacher’s working or living condition makes demand beyond its capacity to handle physically or emotionally. The authors held that stress results where there is an obstacle in the path of goal achievement, conflicting demands, uncertain role prescription (role conflict or role ambiguity) and over-demanding work conditions. In simple terms, sources of stress for the teacher can be seen from within the institution (institutional sources) and from outside the institution (outside institutional sources). Institutional sources of stress are fewer rewards, work overload, overpopulated students, tight institutional policies, poor relationship with boss and colleagues
and poor opportunity for career progression (Forlin, 2001; Boyle, Lewin, & Sager, 2009). Outside institutional sources of stress are demanding parents, tight governmental rules regarding the education sector, ever-changing educational policies and reforms, and downsizing (Winefield, Boyd, Saebel, & Pignata, 2008).

Generally, however, Busari (2012) noted that certain conditions arising from developments within the workplace are likely to make living unpalatable for workers. For instance, the scholar noted that delay in promotions, selected promotions, denial of promotions, non-implementation of agreed salary scales, denial of fringe benefits, poor communication between principals and his assistants, non-delegation of responsibilities, side linings, duplication of functions, growing disaffection due to perceived poor leadership, lack of support from subordinates, and many others all contribute to fuel stress within an organization, and especially the school (Busari, 2011).

Regardless of the diverse sources of stress for teachers in the workplace, there is no gainsaying the fact that workplace stress has diverse effects on teachers in any school system (Winefield et al., 2013). In less severe cases, the effects of stress on teachers are low morale, job disaffection, absenteeism, low productivity and job turnover (Winefield et al., 2013). Gillespie, Wash, Winefield, Dua, and Stough (2001) held that with stress, teachers experience a feeling of exhaustion and they perform very low.

Brown and Ralph (2009) summarized the following effects of stress on teachers, among others: reduction in work performance and output, loss of confidence and motivation, inability to manage line or delegate, feelings of alienation and inadequacy, increasing introversion, irritability with colleagues, unwillingness to cooperate, frequent irrational conflict at work, increased substance, persistent negative thoughts, loss of appetite and accident proneness.

1.1 Research Question

This research question was raised to guide the conduct of the study:

- What are the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis, Oyo State?

1.2 Research Hypotheses

The following hypotheses were postulated and tested in the study:
1. There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on school type.
2. There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on educational qualification.
3. There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on teaching experience.
4. There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on marital status.

2.0 METHODOLOGY

2.1 Research Design
This study adopted the descriptive research design using the survey method. This design was adopted because it describes a phenomenon in an accurate and factual manner (Adegboyega, 2018).

2.2 Population, Sample and Sampling Procedure
The population of the study consisted of 8,790 female teachers in Oyo metropolis. The reason for selecting female teachers only for this study was because the researchers observed that the population of females in the teaching profession in Oyo metropolis is high coupled with other domestic duties of females. According to the Research Advisor (2006), a total sample size of 200 was recommended at 95% confidence and 5% margin of error. Hence, the researchers selected a total of 200 respondents for the study. The target population comprised female teachers in selected secondary schools. The study employed the multi-stage sampling procedure. This involves using more than two sampling techniques in the process of selecting the sample of the study. At stage one, the purposive sampling technique was used to select 15 public and 10 private secondary schools to represent all female teachers in the study area. The purposive sampling technique is a method in which the researcher deliberately selects the respondents because of their relevance to the goal of the study.

At stage two, the proportional sampling technique was used to select respondents across the selected schools because the proportional sampling technique is a kind of sampling technique that allows researchers to pick respondents for a study based on the population of each stratum of the variables under study. At stage three, the researchers purposively selected only the female teachers in the schools selected. This was done by identifying the female teachers before distributing the instrument to them. The respondents were thereafter stratified
based on the moderating variables of the study such as school type, educational qualification, teaching experience and marital status. These four moderating variables were picked to know whether they would influence the factors responsible for workplace stress among female teachers.

2.3 Instrumentation
A researcher-designed questionnaire was used to collect data required from the respondents. The questionnaire is entitled “Factors Responsible for Workplace Stress Questionnaire (FRWSQ)”. It has two sections. Section A seeks the personal information of the respondents, and Section B consists of 15 items each designed to elicit information on the factors responsible for workplace stress. The responses are on the continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), 4 points, 3 points, 2 points and 1 point respectively.

2.4 Psychometric Properties of the Instrument
The instrument was validated by experts in counselling and social work. The instrument also possessed a reliability coefficient of 0.82 after being subjected to test re-test method.

2.5 Procedure for Scoring
The questionnaire items were scored based on the format of each section. Section ‘A’ was scored and analyzed statistically using frequency counts and percentage while items in Section B were scored using four Likert-type rating scale as follows:

| Response                  | Score |
|---------------------------|-------|
| Strongly Agree (SA)       | 4     |
| Agreed (A)                | 3     |
| Disagreed (D)             | 2     |
| Strongly Disagree (SD)    | 1     |

The highest obtainable score on each item was 4 points and the lowest is 1 point and the midpoint is 2.50 (that is, 4+3+2+1=10/4). Any item that has a mean score of 2.50 and above was considered as a respective factor responsible for workplace stress.

2.6 Methods of Data Analysis
Data collected for the study were subjected to descriptive and inferential statistical analysis. Percentage, Means and Standard Deviation were employed to answer the research question
while t-test and Analysis of Variance (ANOVA) statistics were employed to test the null hypotheses at 0.05 level of significance.

3.0 ANALYSIS AND DISCUSSION

Table 1: Distribution of respondents by school type, educational qualification, teaching experience and marital status

| Variable                  | Frequency | Percentage% |
|---------------------------|-----------|-------------|
| Educational Qualification |           |             |
| NCE                       | 93        | 46.5        |
| HND                       | 21        | 10.5        |
| First Degree              | 57        | 28.5        |
| Postgraduate              | 29        | 14.5        |
| **Total**                 | **200**   | **100**     |
| School Type:              |           |             |
| Public                    | 107       | 53.5        |
| Private                   | 93        | 46.5        |
| **Total**                 | **200**   | **100**     |
| Teaching Experience:      |           |             |
| 1-5                       | 92        | 46.0        |
| 6-10                      | 102       | 51.0        |
| 11 & Above                | 6         | 3.2         |
| **Total**                 | **200**   | **100**     |
| Marital Status            |           |             |
| Single                    | 57        | 28.5        |
| Married                   | 71        | 35.5        |
| Divorced                  | 31        | 15.5        |
| Widowed                   | 41        | 20.5        |
| **Total**                 | **200**   | **100**     |

Table 1 presents the demographic characteristics of the respondents. The table shows that 200 respondents participated in the study; out of which 107 (53.5%) were in public school, while 93 (46.5%) of the respondents were in private school. A total of 93 (46.5%) of the respondents were NCE holder, 21 (10.5) were HND holder, 57 (28.5) were first degree holder while, 29 (14.5) postgraduate holder. Similarly, 92 (46.0) have teaching experience between 1 and 5 years, 102 (51.0%) have teaching experience between 6 and 10 years while, 6 (3.2%) have teaching experience between 11 years and above. 57 representing (28.5%) were single, 71
representing (35.5%) were married, 31 representing (15.5%) were divorced, while 41 representing (20.5%) were widowed.

**Research Question:** *What are the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis?*

Table 2: Mean and rank order on the factors responsible for workplace stress among female teachers

| Item No. | As far as I am concerned; the factors responsible for workplace stress include:                                                                 | Mean | Rank |
|---------|------------------------------------------------------------------------------------------------------------------------------------------|------|------|
| 7       | Poor work environment                                                                                                                     | 3.72 | 1<sup>st</sup> |
| 1       | Lack of job security                                                                                                                     | 3.72 | 1<sup>st</sup> |
| 6       | Indiscipline among students                                                                                                               | 3.24 | 3<sup>rd</sup> |
| 10      | Irregular payment of salary                                                                                                               | 3.24 | 3<sup>rd</sup> |
| 11      | Inadequate instructional resources for effective teaching                                                                                  | 3.12 | 5<sup>th</sup> |
| 14      | Pressure of the workload                                                                                                                  | 3.12 | 5<sup>th</sup> |
| 8       | Teaching of large class size                                                                                                               | 3.09 | 7<sup>th</sup> |
| 2       | Poor relations with principals, subordinates or colleagues                                                                                  | 3.08 | 8<sup>th</sup> |
| 3       | Poor school management style                                                                                                               | 3.02 | 9<sup>th</sup> |
| 13      | Strike actions                                                                                                                             | 3.01 | 10<sup>th</sup> |
| 12      | Inadequate support from colleagues, family and friends                                                                                      | 2.86 | 11<sup>th</sup> |
| 15      | Poor academic performance of students                                                                                                       | 2.86 | 11<sup>th</sup> |
| 5       | Over promotion                                                                                                                            | 2.81 | 13<sup>th</sup> |
| 4       | Ill defined school boundaries                                                                                                               | 2.80 | 14<sup>th</sup> |
| 9       | Under promotion                                                                                                                           | 2.34 | 15<sup>th</sup> |

Table 2 presents the mean and rank order of respondents’ expression on factors responsible for workplace stress among female teachers in Oyo metropolis. The result in the table revealed that items 7 and 1 (poor work environment) and (lack of job security) were ranked 1<sup>st</sup> with a mean score of 3.72 respectively and items 6 and 10 (indiscipline among students) and (irregular payment of salary) were ranked 3<sup>rd</sup> with a mean score of 3.24 respectively. On the other end, item 5 (over promotion) was ranked 13<sup>th</sup> with a mean score of 2.81, item 4 (ill-defined school boundaries) was ranked 14<sup>th</sup> with a mean score of 2.80 while item 9 (under promotion) was ranked 15<sup>th</sup> with the mean score of 2.34.
Hypotheses Testing

Four null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and Analysis of Variance statistical methods at 0.05 level of significance.

Hypothesis One:

There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on school type

Table 3: Mean, standard deviation and t-value showing the factors responsible for workplace stress among female teachers based on school type

| School Type | N  | Mean | SD  | df | Cal. t-value | Crit. t-value |
|-------------|----|------|-----|----|--------------|---------------|
| Public      | 107| 48.98| 10.83|    | 198          | 3.61*         |
| Private     | 93 | 43.69| 9.72 |    | 198          | 1.96          |

*P<0.05

Table 3 shows that the calculated t-value of 3.61 is greater than the critical t-value of 1.96. Since the calculated t-value is greater than the critical t-value, this means that there is a significant difference in the factors responsible for workplace stress among female teachers based on school type thus, the hypothesis is rejected.

Hypothesis Two:

There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on educational qualification.
Table 4: Analysis of Variance (ANOVA) showing the factors responsible for workplace stress among female teachers based on educational qualification

| Source          | df | SS   | Mean Squares | Cal. F-ratio | p-value | Crit. F-ratio |
|-----------------|----|------|--------------|--------------|---------|---------------|
| Between Groups  | 3  | 6661.858 | 2220.619     | 61.96*       | 0.013   | 2.60          |
| Within Groups   | 196| 54901.423 | 35.836       |              |         |               |
| Total           | 199| 61563.281 |              |              |         |               |

*Significant, p<0.05

Based on the educational qualification of the respondents, the result shows a calculated F-ratio of 61.96, calculated p-value of 0.013 and an alpha (α) level of 0.05. Since the calculated p-value of 0.013 is less than the alpha p-value of 0.05, the hypothesis is rejected.

Table 5: Duncan Multiple Range Test (DMRT) showing the factors responsible for workplace stress among female teachers

| Duncan’s Grouping | Mean  | N   | Group | Educational Qualification |
|-------------------|-------|-----|-------|---------------------------|
| A                 | 69.42 | 57  | 3     | First Degree              |
| B                 | 67.64 | 29  | 4     | Postgraduate              |
| C                 | 63.30 | 93  | 1     | NCE                       |
| D                 | 58.68 | 21  | 2     | HND                       |

In Table 5, Duncan Multiple Range Test (DMRT) results was used to determine which of the educational qualification mean score led to the significant difference noted in the ANOVA results in Table 4. The DMRT results indicates that Group 3 (First Degree) with a mean score of 69.42 differed significantly from Group 1; Group 2 and Group 4 with mean scores of 63.30; 58.8 and 67.64 respectively. It is also important to note that the entire groups mean scores differed significantly from one another. Hence, the significant difference noted on the ANOVA results in Table 4 was as a result of the mean scores of Group 3 and Group 1.

Hypothesis Three:

There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on teaching experience.
Table 6: Analysis of Variance (ANOVA) showing the factors responsible for workplace stress among female secondary school teachers based on teaching experience

| Source          | df | SS       | Mean Squares | Cal. F-ratio | p-value | Crit. F-ratio |
|-----------------|----|----------|--------------|--------------|---------|---------------|
| Between Groups  | 2  | 3182.855 | 1591.4275    | 41.78*       | 0.021   | 3.00          |
| Within Groups   | 197| 58380.425| 38.082       |              |         |               |
| Total           | 199| 61563.281|              |              |         |               |

*Significant, p<0.05

Table 6 indicates that the calculated F-ratio is 41.78 while the critical F-ratio is 3.00. Since the calculated F-ratio is greater than the critical F-ratio therefore, the hypothesis is rejected.

Table 7: Duncan Multiple Range Test (DMRT) output for differences in the factors responsible for workplace stress among female teachers based on teaching experience

| Teaching Experience | N   | Mean   | Duncan's Grouping |
|---------------------|-----|--------|-------------------|
| 1-5                 | 9   | 44.67  | B                 |
| 6-10                | 102 | 62.67  | A*                |
| 11 & Above          | 6   | 42.65  | C                 |

Table 7 shows the Duncan Multiple Range Test (DMRT) output for significant differences noted in Table 6. The finding shows that respondents with 6-10 years teaching experience have mean score of 62.07 which is significantly different from the mean score of those between 1-5 years which have a mean score of 44.67 and that of those between 11 and above with a mean score of 42.65.

Hypothesis Four:

*There is no significant difference in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on marital status.*
Table 8: Analysis of Variance (ANOVA) showing the factors responsible for workplace stress among female secondary school teachers based on marital status

| Source          | df  | SS     | Mean Squares | Cal. F-ratio | p-value | Crit. F-ratio |
|-----------------|-----|--------|--------------|--------------|---------|---------------|
| Between Groups  | 3   | 6661.858 | 2220.619     | 61.96*       | 0.013   | 2.60          |
| Within Groups   | 196 | 54901.423| 35.836       |              |         |               |
| Total           | 199 | 61563.281|              |              |         |               |

*Significant, p<0.05

The result shows a calculated F-ratio of 61.96, calculated p-value of 0.013 and an alpha (α) level of 0.05. Since the calculated p-value of 0.013 is less than the alpha p-value of 0.05, the hypothesis is rejected.

Table 9: Duncan Multiple Range Test (DMRT) showing the factors responsible for workplace stress among female secondary school teachers based on marital status

| Duncan’s Grouping | Mean | N  | Group | Marital status |
|-------------------|------|----|-------|----------------|
| A                 | 69.42| 71 | 2     | Married        |
| B                 | 67.64| 57 | 1     | Single         |
| C                 | 63.30| 31 | 3     | Divorced       |
| D                 | 58.68| 41 | 4     | Widowed        |

In Table 8, Duncan Multiple Range Test (DMRT) results was used to determine which of the marital status mean score led to the significant difference noted in the ANOVA results in Table 7. The DMRT results indicates that Group 2 (Married) with a mean score of 69.42 differed significantly from Group 1; Group 3 and Group 4 with mean scores of 67.64; 63.30 and 58.68 respectively.

The findings of this study revealed that the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis include poor work environment, lack of job security, indiscipline among students, irregular payment of salary among others on the scale of measurement except under promotion with a mean score below 2.50 benchmark. This implies that female secondary school teachers in Oyo metropolis could be exposed to workplace stress due to a work environment that is not conducive. For instance, female teachers in Oyo Metropolis might be faced with stress due to the large teacher-pupil ratio, lack of teaching materials and lack of conducive office accommodation or staff room. Given the low remuneration and irregular payment of salary in public secondary schools in Oyo metropolis,
female teachers in Oyo might feel threatened by the prospects and opportunities for career advancement and personal development in the teaching profession. The result of this study is in line with Busari (2011) who found that female teachers in Nigeria face workplace stress due to poor work environment, improper career development and poor salary structure.

There was a significant difference in the factors responsible for workplace stress among female teachers based on school type. This means that there is a significant difference between female teachers in public secondary schools in Oyo State and their counterparts in private secondary schools. This finding may be due to the fact that female teachers in Oyo metropolis could be working in better conditions than their public school counterparts which make them experience little or no stress at the workplace. In a similar vein, female secondary school teachers might not be stressed by delay in payment of salary like their colleagues in public secondary schools. The result of this finding is in line with Ogbonnaya (2009) who found that public school teachers faced more stress in the workplace than their private school counterparts.

Finding also revealed that there was a significant difference in the factors responsible for workplace stress among female teachers based on educational qualification. This implies that the educational qualification of the respondents influenced their views on the factors responsible for workplace stress among female teachers in Oyo metropolis. This finding was not in line with that of Busari (2011) which reported educational qualification did not influence the stressors faced by teachers in the workplace.

Another finding revealed that there was a significant difference in the factors responsible for workplace stress among female teachers based on teaching experience. In the teaching profession, there is no gainsaying that more experienced teachers have acquired a repertoire of skills such as coping strategies for dealing with stress. To this end, therefore, novice teachers might face a high level of stress in the workplace unlike their more experienced colleagues due to the ineffective use of feasible coping strategies to deal with the stressors in the workplace. This finding concretizes that of Busari (2011) which reported teaching experience influenced the stressors faced by teachers in the workplace.

Another finding revealed that there was a significant difference in the factors responsible for workplace stress among female teachers based on marital status. Universally, marriage is recognized a vital part of adult life that leads to diverse benefits which include emotional, psychological, spiritual and financial support. Hence, married female teachers may deal with workplace stress by leveraging the support of their spouses while their single counterparts might not have such a form of marital support. This finding corroborates the finding of Adegboyega, Okesina, and Hammed (2017) who found a significant difference in
the sources of stress experienced by female bank staff in Kogi State on the basis of marital status. This finding is also in line with the view of Ogbonnaya (2009) who posited that marriage is a source of support for female teachers.

4.0 CONCLUSION

This study investigated the factors responsible for workplace stress among female teachers in Oyo metropolis, Oyo State, Nigeria. The findings of this study revealed that the factors responsible for workplace stress among female teachers in Oyo metropolis include poor work environment, lack of job security, indiscipline among students, irregular payment of salary among others on the scale of measurement except under promotion with a mean score below 2.50 benchmark. Also, there were significant differences in the factors responsible for workplace stress among female secondary school teachers in Oyo metropolis based on school type, educational qualification, teaching experience and marital status.

The findings of this study have implications for counselling practice. The responsibility of a professional counsellor in the workplace is to inform clients on the various job hazards that could reduce their level of productivity in particular and the generality of their wellbeing. Thus, counsellors should help female teachers in Oyo State to develop a vast and effective arsenal of coping strategies that could be harnessed to deal with the workplace stressors. Counsellors can provide preventive measures for female teachers in Oyo State by organizing workshops, seminars, talk shows, and development of informational materials which will be made accessible to all secondary schools in Oyo State.

Based on the findings of this study, the following recommendations were made: 1) Counsellors should expose female teachers to the danger inherent in workplace stress, and tell them about some coping strategies which can help them to cope with stress; 2) Counsellors could provide information specifically on the workplace stressors; and 3) The university counsellors should on a regular basis organize talk shows and seminars for students on the proper usage of social media and peer pressure.

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