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OCCUPATIONAL STRESSORS AS PREDICTOR OF CLASSROOM PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN UHUNMWODE WEST LOCAL GOVERNMENT AREA OF EDO STATE

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Abstract

This study examined how occupational stress affects the classroom performance of teachers in public secondary schools in Uhunmwode Local Government Area of Edo State. The main goal was to determine the level of stress teachers face and how it relates to their classroom performance. It also looked at whether classroom management pressure and lack of teaching resources could predict teachers' performance. A correlational research design was used, the targeted population were the teachers while the respondents were 81 teachers and 10 principals. Data were collected using two validated questionnaires: the Occupational Stress Questionnaire (OSQ) and Teachers' Classroom Performance Questionnaire (TECLAPEQ). Descriptive statistics answered the research questions, while simple linear regression tested the hypotheses at the 0.05 significance level. Results showed that both classroom management pressure and resource constraints significantly affected classroom performance. Teachers experienced high stress levels and generally low performance. Based on the findings, it was recommended among others that Edo State Ministry of Education and relevant authorities should urgently employ more teachers in public secondary schools to reduce the workload on existing staff. This will help in addressing stress associated with excess teaching periods, large class sizes, and incomplete syllabuses.

KEY WORDS: Teachers Classroom performance, Occupational Stress, Classroom Management Pressure, Resource Constraints, Public Secondary Schools.

Introduction

Teachers play a vital role in shaping the intellectual, emotional, and social development of students. They are the cornerstone of any educational system, serving as facilitators of knowledge, skill development, and character formation among learners. The success or failure of any nation's educational system largely depends on the quality and effectiveness of its teachers. In Nigeria, particularly in Edo State, secondary school teachers are responsible for preparing students for higher education and active participation in society. Their efficiency determines not only students' academic performance but also the overall quality of human capital development. According to Imoroa (2018), teachers' roles extend beyond classroom instruction to include mentoring, counselling, and creating a positive learning environment. Thus, when teachers perform optimally in the classroom, students are more likely to achieve better academic results. However, teachers' classroom performance can be influenced by several factors, one of which is occupational stress arising from the demanding nature of their profession. Classroom performance of teachers refers to the extent to which teachers effectively carry out their instructional, evaluative and managerial roles in the teaching-learning process. It involves lesson preparation, content delivery, classroom management, student assessment, and the ability to motivate learners toward academic excellence (Imhangbe, Imoroa & Osarenren-Osaghae 2020).

High classroom performance is reflected in students' understanding, discipline, and achievement. However, poor performance is often linked to reduced motivation, work pressure, and unfavourable working conditions. In the Nigerian context, teachers' performance is not only a measure of their professional competence but also an indicator of the effectiveness of the educational system. When teachers are overburdened by stressors such as inadequate resources or administrative challenges, their classroom effectiveness tends to decline (Alawiyah, Nur & Ummi 2022). Therefore, maintaining high teacher performance requires minimizing occupational stress factors that may interfere with their duties. Occupational stressors are the specific job-related conditions or factors that place physical or psychological demands on workers, resulting in strain, tension, and reduced productivity. In the teaching profession, occupational stressors include excessive workload, poor working conditions, large class sizes, inadequate teaching materials, administrative burdens, and lack of support from school management. These stressors affect teachers' morale, efficiency, and job satisfaction, which in turn impact their classroom performance. According to Lazarus and Folkman's (1984) in Imoroa (2025), stress occurs when individuals perceive that the demands of their job exceed their coping resources. In public secondary schools across Nigeria, many teachers face constant pressure from overcrowded classrooms, irregular remuneration, and limited instructional materials which could lead to burnout, absenteeism, and emotional exhaustion. Occupational stressors, therefore, represent significant barriers to teachers' productivity and the overall quality of education delivery.

One of the major occupational stressors faced by teachers is classroom management pressure. Classroom management involves establishing rules, maintaining order, motivating students, and creating an environment conducive to learning. In public secondary schools, especially in Uhunmwonde West Local Government Area, teachers seems to be face with challenges managing large and diverse groups of students with different abilities, attitudes, and behavioural tendencies. Effective classroom management is essential for ensuring smooth learning activities but when teachers struggle to maintain discipline or engagement, it becomes a

major source of stress. Over time, persistent classroom management pressure can lead to frustration, fatigue, and decreased instructional quality, thereby negatively affecting both teachers' performance and students' learning outcomes.

Resource constraints constitute another significant occupational stressor affecting teachers' classroom performance. Teaching resources such as textbooks, laboratories, instructional aids, and functional classrooms are critical to effective teaching and learning. Observation showed that public secondary schools in many parts of Nigeria, including Uhunmwonde West, is often characterized by dilapidated facilities, insufficient learning materials, and poor funding. Teachers are sometimes forced to improvise or use personal resources to facilitate lessons, which increases their stress levels and reduces job satisfaction. The absence of adequate teaching tools not only limits the teachers' ability to deliver quality instruction but also lowers students' motivation and interest in learning. When teachers work under such constrained conditions, their productivity and efficiency decline significantly hence, resource constraints represent a strong predictor of occupational stress and poor classroom performance among teachers in public schools.

Nyakeko, Winfrida and Coletha (2023) examined the link between occupational stress and job performance among secondary school teachers in Tanzania. They found that while a small amount of stress might improve performance, too much led to burnout and poor output. However, their study didn't focus on how specific stressors like classroom management pressure or lack of resources affect teaching. Renemlila, and Longkumer (2023) also studied stress among teachers in India and found that over half were stressed, especially in public schools. But they didn't explore how stress affects classroom performance, and their findings may not apply to Nigerian teachers. Ayodegi (2019) studied stress among health workers in Ekiti and found no significant link between stress and performance. But healthcare differs from teaching, making the results less relevant to this study. Similarly, Arockiasamy and Subramanian (2021) found varying stress levels among teachers in India, but didn't link these to classroom performance. Akporehe and Romina (2023) showed that principals' leadership skills affected teacher performance but didn't consider how stress affects teachers' work directly. Alawiyah, Nur, and Ummi (2022) studied university lecturers' performance in Malaysia and found high teaching output but lower research productivity. Their study didn't address stress or focus on secondary schools. Larrye, Ogbaga and Ibenwo (2022) highlighted that motivation improves teacher performance in Ebonyi State, but didn't explore the role of stress. Edo and Johnson (2024) also showed that management practices improve teacher performance but left out how stress impacts this. Jeanalyn, Denis,Vicente and Roger (2023) found that classroom management and coping strategies influence performance in the Philippines, but didn't examine specific stressors. Rachel, Elisa and Elise (2018) studied stress in U.S. elementary schools and found school climate to be key but didn't focus on stressors like classroom pressure or limited resources. Lyza and Agripina (2022) found that physical and cognitive stress affect performance in Philippine primary schools, but didn't address specific stressors in secondary schools. Sana et al. (2022) explored how teachers manage stress in Pakistan but didn't link specific stressors to performance. Ambogo (2021) studied how resources affect student outcomes in Kenya but didn't focus on teacher stress. Olaitan (2024) linked resources and motivation to satisfaction and performance in Niger State but didn't show how lack of resources causes stress. Sana, Muhammad and Furrakh (2022) looked at how teacher-related factors affect classroom performance in Rivers State but didn't

focus on the stress caused by lack of resources. Finally, Emenike and Ukamaka (2022) found that the work environment impacts performance in Anambra State, but didn't examine how stress from classroom challenges affects teachers.

When issues symptoms of stressors such as inadequate teaching materials, overcrowded classes, poor infrastructure, and high workload continue to be a reoccurring event within the teaching industry with no plan of properly managing it, may predict variations in teachers' classroom performance, affecting lesson delivery, classroom discipline, and student achievement. Understanding how stressors such as classroom management pressure and resource constraints predict teachers' classroom performance is therefore crucial for improving educational outcomes in the area. This study, therefore, seeks to investigate occupational stressors as predictors of classroom performance of teachers in public secondary schools in Uhunmwonde West Local Government Area of Edo State.

Statement of Problem

Teachers play a central role in achieving educational goals by facilitating learning, shaping character, and developing students' skills; however, their classroom performance in Nigerian public secondary schools, particularly in Edo State, has become a major concern due to declining instructional quality and commitment. This decline has been linked largely to occupational stress, which stems from the excessive physical, emotional, and psychological demands placed on teachers. In Uhunmwonde West Local Government Area, teachers seems to be face with overcrowded classrooms, poor infrastructure and inadequate teaching materials, all of which create high levels of stress. Teachers often struggle to maintain discipline among students, manage large class sizes, and cope with the absence of essential instructional resources, leading to frustration, fatigue, and reduced job satisfaction. These conditions not only lower teachers' motivation and performance but also contribute to declining student outcomes. Despite the importance of teachers' classroom performance to educational success, there is limited empirical evidence on how these stressors predict teachers' effectiveness in the area. The persistent reports of teacher absenteeism, low morale, and poor student performance suggest that occupational stress may be undermining teaching and learning quality. Hence, this study seeks to determine the extent to which occupational stressors, such as classroom management pressure and resource constraints, predict teachers' classroom performance in public secondary schools in Uhunmwonde West Local Government Area of Edo State.

Research Questions

1. What is the level of occupational stress among teachers in public secondary schools in Uhumwode L.G.A of Edo State?
2. What is the level of classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State?
3. Does classroom management pressure significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State?
4. Does resource constraints significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State?

Hypotheses

1. Classroom management pressure do not significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State.
2. Resource constraints do not significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State.

Methodology

A correlational research design was employed for this study. As explained by O'Sullivan et al. (2008), correlational research focuses on examining and describing the degree of relationship between two or more variables in quantitative terms. This design was appropriate because it enabled the researchers to determine how stress-related factors (independent variables) influence classroom performance (dependent variable). The study targeted population is the teacher while the respondents comprised all 81 teachers and 10 principals in public secondary schools within Uhunmwonde Local Government Area of Edo State. Two instruments were utilized: the *Occupational Stress Questionnaire (OSQ)*, completed by teachers, and the *Teachers' Classroom Performance Questionnaire (TECLAPEQ)*, completed by principals. These instruments were adapted from Kyriacou and Sutcliffe (1978) and the Staff Performance Evaluation Form of Ekiti State University. Their validity was established through expert review by two specialists from Ambrose Alli University, while reliability was assessed using Cronbach's Alpha, yielding coefficients of 0.72 for the OSQ and 0.74 for the TECLAPEQ, indicating satisfactory reliability levels. Data collection was completed within two weeks, involving all selected participants. Ethical procedures were strictly observed, ensuring voluntary participation and the right to withdraw at any time. The questionnaires were distributed and retrieved the same day to maximize response rates. Descriptive statistics such as mean and standard deviation were used to analyze the research questions, while simple linear regression was employed to test the hypotheses at the 0.05 level of significance.

RESULTS

Research Question 1: What is the level of occupational stress of teachers in public secondary schools in Uhumwode L.G.A of Edo State?

Table 1: Level of Occupational Stress

S/N	ITEMS	N	$\bar{x}$	SD	Remarks
	Classroom Management Pressure				
1	I find it challenging to maintain discipline due to stress.	81	3.06	0.95	High
2	Disruptive student behavior affects my ability to teach effectively.	81	3.03	1.00	High
3	Stress from handling classroom dynamics impacts my teaching performance.	81	3.25	0.95	High
4	My effectiveness decreases when I cannot enforce classroom rules consistently.	81	3.17	0.99	High
5	Classroom management stress reduces the time I can devote to actual teaching.	81	3.10	0.96	High
	Cluster mean		**3.12**	0.97	

	Resource Constraint				
6	Insufficient teaching materials limit my ability to deliver quality lessons.	81	3.03	1.00	High
7	A lack of technology in the classroom increases my teaching stress.	81	3.10	0.96	High
8	Inadequate infrastructure impacts my classroom performance.	81	3.25	0.95	High
9	Resource shortages make it difficult to meet my teaching objectives.	81	3.17	0.99	High
10	Access to sufficient resources reduces my stress and improves my teaching.	81	3.06	0.95	High
	cluster mean = 3.32		**3.12**	0.97	
	Overall mean on occupational stress		**3.12**	3.12	High

Significant mean ($\bar{X}$> 2.50).

Result from Table 1 shows that respondents believe that teachers in Uhumwode Local Government Area experience high occupational stress. The mean scores for items 1 to 10 range from 3.03 to 3.25, with an overall average of 3.12 well above the 2.50 benchmark. The main sources of stress are classroom management pressure and resource constraints, both scoring 3.12. This confirms that occupational stress is a major concern for teachers in the area.

Research Question 2 : What is the level of classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State?

Table 2: Level of Classroom Performance of Teachers

S/N	ITEMS	N	$\bar{X}$	SD	REMARK
1	Commitment and enthusiasm in carrying out teaching responsibilities	10	2.78	1.17	High
2	Completion of syllabus within the required academic term or session	10	2.26	1.00	Low
3	Maintaining a positive relationship with students to create conducive learning atmosphere	10	2.26	1.14	Low
4	Usage of available instructional materials	10	2.52	1.07	High
5	Assessment of students' learning regularly	10	1.85	1.11	Low
6	Preparation of lesson plan	10	2.81	1.12	High
7	Delivering of lessons clearly	10	2.19	0.86	Low
	Overall mean on classroom Performance		2.38	1.07	

Significant mean ($\bar{X}$> 2.50).

The analysis from table 2 showed that teachers demonstrated high performance in three areas commitment and enthusiasm in carrying out teaching responsibilities (Mean = 2.78, SD = 1.17), usage of available instructional materials (Mean = 2.52, SD = 1.07), and preparation of lesson plans (Mean = 2.81, SD = 1.12). These results suggest that teachers in the area are generally dedicated to their work, make efforts to use available instructional materials effectively, and adequately prepare for classroom instruction. However, low performance was observed in several important aspects such as *co*mpletion of syllabus within the required

academic term or session (Mean = 2.26, SD = 1.00), *m*aintaining a positive relationship with students (Mean = 2.26, SD = 1.14), *a*ssessment of students' learning regularly (Mean = 1.85, SD = 1.11), and *d*elivering lessons clearly (Mean = 2.19, SD = 0.86). This indicates that teachers experience challenges in completing their teaching schedules, assessing students consistently, and sustaining effective classroom communication and relationships. The overall mean score of 2.38 (SD = 1.07) implies that the general level of teachers' classroom performance in the study area was low, falling below the high-performance benchmark (≥ 2.50). hence is could be said that the level of classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State was low.

Hypothesis 1: Classroom management pressure do not significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State.

Table 3: Simple Linear Regression Analysis on Classroom management pressure do not significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State.

R =.216[a]
R-squared (R^2) =.047
Adjusted R-squared =.045
$F_{(1,358)}$ = 25.442*

	Unstandardized Coefficients		Standardized Coefficients			
	B	**Std. Error**	**Beta**	**t-val.**	**p-val.**	**Remark**
Model						
(Constant)	2.219	.050		44.818	.0002	Significant
Classroom management pressure	.104	.021	.216	5.044	.0004	Significant

a. Dependent variable: classroom performance of teachers

- b. Predictors: (Constant), Classroom management pressure

**t-values and f-value are statistically significant (p<0.05)*

Table 3 shows that the F-value of 25.442 is statistically significant ($p < 0.05$), meaning classroom management pressure has a real effect on teachers' classroom performance. The R-value of .216 indicates a weak but positive relationship, while the R^2 value of .074 shows that about 7.4% of the changes in classroom performance can be explained by classroom management pressure. The adjusted R^2 of .045 suggests the model fits the data fairly well. The t-value of 5.044 and p-value of 0.0004 confirm that classroom management pressure significantly affects teacher performance. The constant value of 2.066 is also significant ($p = 0.0001$), indicating that other factors not included in the model also influence performance. Based on this, it is concluded that classroom management pressure is a significant predictor of teachers' performance in public secondary schools in Uhumwode L.G.A.

Hypothesis 2: Resource constraints do not significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State.

The results of the analysis are presented in Table **4**.

Table 4: Simple Linear Regression Analysis on Resource constraints do not significantly predict classroom performance of teachers in public secondary schools in Uhumwode L.G.A of Edo State.

R =355[a]	
R-square (R^2) = .126	
Adjusted R-square =.124	
$F_{(1,358)}$ = 75.141*	

	Unstandardized Coefficients		Standardized Coefficients			
	B	**Std. Error**	**Beta**	**t-val.**	**p-val.**	**Remark**
Model						
(Constant)	1.976	.058		34.031	.0001	Significant
Resource constraints	.217	.025	.355	8.668	.0003	Significant

a. Dependent Variable: Classroom Performance of Teachers

b. Predictors: (Constant), Resource constraints

Note: t-values and F-value are statistically significant at $p < 0.05$.

Table 4 shows a moderate positive relationship between resource constraints and teachers' classroom performance, with a correlation (R) of .355. The R^2 value of .126 means that resource constraints explain about 12.6% of the changes in classroom performance. The adjusted R^2 of .124 confirms the model's reliability. The F-statistic, F(1,358) = 75.141, and a p-value of 0.0001 show that the model is statistically significant. The unstandardized coefficient (B = 1.976) suggests that for every one-unit increase in resource constraints, classroom performance increases by about 1.976 units. The standardized Beta of .355 also shows a moderate effect. The t-value of 8.66 and the p-value of 0.0001 confirm that resource constraint is a significant predictor. Since the p-value is less than 0.05, the null hypothesis is rejected. The study therefore concludes that resource constraints significantly affect teachers' classroom performance in Uhumwode Local Government Area.

DISCUSSION

Findings from Table 1, teachers in public secondary schools within Uhunmwode Local Government Area experience high level of occupational stress. This outcome suggests that teachers are under significant pressure due to multiple factors, including heavy workloads, inadequate staffing, and increasing administrative demands. One likely cause is the delay in recruiting new teachers, which results in staff shortages and consequently forces existing teachers to take on additional teaching responsibilities beyond their capacity. Such conditions contribute to emotional exhaustion, physical fatigue, and diminished classroom effectiveness. This finding is consistent with the work of Nyakeko et al. (2023), who noted that while moderate levels of stress can stimulate motivation and efficiency, excessive and prolonged stress leads to burnout and reduced professional performance. Similarly, Arockiasamy and Subramanian (2021) reported that teachers experience varying levels of stress depending on the school environment, workload intensity, and administrative support. Furthermore, the present finding aligns with Akporehe and Romina (2023), who established that principals' leadership qualities and administrative skills play a crucial role in managing teachers' workload and moderating stress levels in schools. Therefore, the high level of occupational stress observed among teachers in

Uhunmwode may be attributed to both institutional deficiencies and administrative inefficiencies, which together impede teachers' emotional well-being and overall classroom productivity.

Findings from Table 2 reveal that the overall classroom performance of teachers in public secondary schools in Uhunmwode Local Government Area was low. This suggests that although teachers exhibit commitment and make efforts in lesson preparation, their teaching effectiveness remains limited due to environmental and contextual challenges. Key issues contributing to low classroom performance include student misbehavior, large class sizes, inefficient time management, and excessive workload. When teachers are overwhelmed by large numbers of students and behavioral problems, it becomes difficult to manage classrooms effectively, evaluate student learning regularly, or complete syllabuses within the stipulated academic period. This outcome is consistent with Larrye et al. (2022), who emphasized that teacher motivation and supportive working conditions are essential for improving classroom performance. Conversely, the current result differs from the findings of Alawiyah et al. (2022), who reported high levels of teaching performance among university lecturers, likely because tertiary-level instructors operate in better-equipped environments with more manageable class sizes and stronger institutional support. The findings therefore reflect a systemic gap in Nigeria's public secondary school system, where teachers' dedication is constrained by limited resources and adverse working conditions, ultimately affecting teaching quality and students' learning outcomes.

Findings from Table 3 showed that classroom management pressure significantly predicts teachers' classroom performance in public secondary schools in Uhunmwode Local Government Area. This implies that the more teachers experience stress in handling classroom management issues such as student discipline, instructional time control, and maintaining an orderly learning environment, the lower their teaching effectiveness tends to be. Teachers often face difficulties in enforcing classroom rules consistently, particularly when dealing with large groups of students and inadequate institutional support. Moreover, stress resulting from classroom disruptions can reduce teachers' concentration and enthusiasm for teaching. Teachers without sufficient instructional materials such as textbooks, chalkboards, or technological tools often struggle to deliver lessons effectively and maintain students' engagement. This finding supports the results of Jeanalyn et al. (2023), who found that classroom management and teachers' stress-coping strategies are strong predictors of teaching performance. It also aligns with Rachel et al. (2018), Lyza and Agripina (2022), and Sana et al. (2022), who all emphasized that stressful classroom environments negatively influence teachers' ability to organize lessons, maintain discipline, and sustain learners' interest. Therefore, managing classroom stress is not merely a personal issue but an institutional concern that directly affects the overall quality of teaching and learning in secondary schools.

Findings from Table 4 indicate that lack of teaching resources significantly predicts teachers' classroom performance in Uhunmwode Local Government Area. This means that when teachers do not have access to essential teaching materials such as instructional aids, textbooks, functional laboratories, and digital resources their ability to plan lessons effectively and engage students meaningfully is greatly reduced. Teachers in poorly equipped schools often rely on verbal instruction alone, which limits students' comprehension and participation. The current

finding corroborates the study by Ambogo (2021), who found that schools with adequate facilities and teaching materials tend to produce better teaching outcomes and student performance. It also supports Olaitan (2024), who discovered that sufficient teaching resources and conducive working conditions significantly improve teachers' instructional delivery. Furthermore, the findings align with Osuji et al. (2022) and Emenike and Ukamaka (2022), who established a strong relationship between school facilities, work environment, and effective teaching. Collectively, these studies affirm that resource availability is a critical determinant of classroom performance. Inadequate infrastructure, coupled with insufficient instructional materials, creates a stressful work environment that diminishes teachers' efficiency, motivation, and overall productivity.

Conclusion

The role of occupational stress in the teaching and learning process of the school system cannot be undermined as it plays a critical part in shaping the effectiveness and quality of education delivery. Based on the findings, it was concluded that teachers experienced high level of occupational stress, classroom performance of teachers was low, classroom management pressure and lack of teaching resources significantly predicts teachers' classroom performance in Uhunmwode Local Government Area.

Recommendations

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

1. The Edo State Ministry of Education and relevant authorities should urgently employ more teachers in public secondary schools to reduce the workload on existing staff. This will help in addressing stress associated with excess teaching periods, large class sizes, and incomplete syllabuses.
2. Government and school administrators should ensure that all schools are equipped with essential instructional materials such as textbooks, laboratories, audio-visual aids, and ICT tools. The availability of these resources will reduce resource-based stress and improve teachers' ability to deliver effective and engaging lessons.
3. Regular training, workshops, and seminars should be organized for teachers on classroom management strategies, stress management, and modern teaching techniques. This will enhance teachers' competence, resilience, and capacity to cope with the dynamic challenges of the teaching profession.

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