

Teaching Anxiety, Emotional Labour and Job Stress as Correlates of Job Satisfaction among Teachers in Owerri, Imo State, Nigeria

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ABSTRACT

This study investigates teaching anxiety, emotional labour and job stress as correlates of expressed job satisfaction among teachers in Owerri, Nigeria. Using the descriptive survey research design of ex-post facto type employing questionnaire for data collection; one research question is answered and three research hypotheses are tested. Data are collected using four validated instruments, from four hundred (400) randomly selected teachers in Owerri. Analysis of data is done using Multiple Regression and Pearson Product Moment Correlation (PPMC) at .05 level of significance. The study reveals significant correlation between the independent variables (Teaching Anxiety, Emotional Labour and Job Stress) and the dependent variable (teachers job satisfaction in the following order of magnitude, teaching anxiety ($R=0.216$, $p<0.05$), emotional labour ($R=0.174$, $p<0.05$) and job stress ($R=.158$, $p<0.05$). The findings suggest that teachers should not be overburdened with teaching task and they should be given necessary support that would make them to be satisfied as well as motivate them well in their teaching task.

Keywords: *Emotional Labour, Job Satisfaction, Job Stress, Teachers, Teaching Anxiety, Owerri*

INTRODUCTION

The challenges embedded in the teaching profession require a teacher to be job satisfied to perform effectively in the act of transmitting knowledge to learners and equally modifying their behaviour. Job satisfaction has been defined in different ways. Some believe it is simply how contented an employee is with his

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or her job. Others believe it is not as simplistic as this definition suggests and that instead, multidimensional psychological response to one's job are involved (Hulin and Judge, 2003). Researchers have also noted that job satisfaction measures vary in accordance to the extent to which they measure feelings about the job (affective job satisfaction) or cognitions about the job (cognitive job satisfaction) (Thompson and Phua, 2012). Job satisfaction can be indicative of workers expressed behaviours such as organizational citizenship and withdrawal behaviours such as absenteeism and turnover. Furthermore, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviours (Wegge, Schmidt, Parkes and van Dick, 2007).

One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life (Mount, Iliès and Johnson, 2006). In fact, Weiler (2016) flex-job survey reveals that 97% of respondents believe a job that offered flexibility would positively impact their lives, 87% think it would help lower stress and 79% think the flexibility would help them live healthier.

Additionally, a second survey of 650 working parents reveals that flexible work arrangements can positively affect people's personal health, as well as improve their romantic relationships and 99% of respondents believe a flexible job would make them a happier person in general (Weiler, 2016). In view of this context, this study investigates teaching anxiety, emotional labour and job stress as correlates of job satisfaction among teachers in Owerri, Nigeria. Hence, the following research hypotheses were formulated to guide the study.

1. There is no significant relationship between teaching anxiety and expressed job satisfaction among teachers in Owerri?
2. There is no significant relationship between emotional labour and expressed job satisfaction among teachers in Owerri
3. There is no significant relationship between job stress and expressed job satisfaction among teachers in Owerri

Teaching anxiety

Teaching anxiety is work induced and has negative implication on teachers' efficiency, disposition to duty and job satisfaction at the long run. Secondary school teachers are often burdened with multiple tasks which entail combining teaching with administrative responsibilities and the urge of striving to attain

success could make some teachers be anxious (Kinman, Jones and Kinman, 2006). For example, teaching anxiety impact negatively on the ability of some teachers to use teaching strategies effectively while teaching in the classroom (Fraser, Houlihan, Fenwick, Fish and Möller, 2007). Okoiye and Falaye (2011) posit that teaching anxiety serves as stress, tension and strain that interfere with the proper functioning of a teacher during classroom teaching and learning process. It is accompanied by feeling of helplessness because the anxious teacher feels blocked and unable to find solution to his teaching problem.

Adigun and Okoiye (2011) further affirm that teaching anxiety as a frustrating phenomenon increases fear, uncertainty, emotional instability and stress that could lead to poor applications of teaching methodologies by teachers. Okoiye, Nwoga and Ajileye (2014) also report that in Nigeria, due to the challenges of globalisation, creativity and innovation, the teaching profession has often experienced paradigm shift in pedagogical practice that is sometimes difficult for some teachers to comprehend and this has made them to express teaching anxiety.

Emotional Labour

Teachers' emotional skills are critical to their own effectiveness and success as their work involves a significant potential for emotionally draining situations (Dorman, 2003). Compared to people working in other professions, a greater percentage of teachers report work as a source of stress and teachers who are stressed experience burnout, offer less information to students, are less accepting of student ideas, and interact less frequently with students and other colleagues. However, teachers who are more emotionally skilled at regulating their emotions tend to report less burnout and greater job satisfaction; they also experience greater positive affect while teaching and receive more support from students, colleagues and the principals with whom they work with (Brackett, Palomera, Mojsa-Kaja, Reyes and Salovey, 2010).

Positively expressed emotional labour also is at the core of the ability of school teachers to build and maintain positive and trusting relationships, as they spend more time on average dealing with learners and other individuals' problems than on any other work task (Patti and Tobin, 2006). For example, a teacher who accurately recognizes a student mild irritative behaviour during teaching and learning, experiences and understands the significance of the emotion will be better able both to predict the learner's subsequent actions and respond

appropriately to the learner (Elfenbein and Ambady, 2002). How well a teacher expresses emotional labour and regulates emotions is critical to the relationship with learners, ability to dispense knowledge efficiently and be job satisfied. One angry outburst can destroy a teacher-students, teacher-teachers and teacher-principals (head of schools) relationship forever. Carmeli and Josman (2006) in their investigation of the relationship among emotional labour, task performance and organizational citizenship behaviours reported that individuals who are high in emotional labour are likely to exhibit a higher level of performance outcomes and job satisfaction.

Job stress

Job stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As with other forms of tension, job stress can eventually affect both physical and emotional well being if not managed effectively. Job stress is an inherent factor in any type of vocation or career. At its best, the presence of stress can be a motivator that urges the individual to strive for excellence. However, excess amounts of stress can lead to a lack of productivity, a loss of confidence, and the inability to perform routine tasks. As a result, quality employees lose their enthusiasm for their work and eventually withdraw from the company (Butts, DeJoy, Schaffer, Wilson and Vandenberg, 2009).

Job stress is the destructive physical, mental and emotional reaction that transpires when there is a poor match between job demands and competencies or employees' resources to manage with job pressure and experience job satisfaction. It is a condition ushered by suffering physical, mental, psychological or social problem that comes from individual feeling that is not able to respond due to unexpected situations. (Akinboye J., Akinboye D. and Adeyemo, 2002). Liu and Ramsey (2008) found that stress from poor work conditions had the strongest influence on teachers' job satisfaction and noted that inadequate time for planning and preparation and a heavy teaching workload reduces satisfaction from teaching. Teaching may bring personal satisfaction, but it also brings stress, with demands from administrators, colleagues, students, and parents compounded by work overload, student misbehaviour, and a lack of recognition for accomplishments (Liu and Ramsey, 2008).

The demanding nature of teaching profession in Nigerian schools sees some teachers not only to be burdened with the expected regular 8 hours of teaching experience, but also with compounding responsibilities of extra lesson and administrative duties such as house master, class teacher, duty master, etc without remuneration. The desire to handle these routine responsibilities without been seen to be a failure by teachers could cause anxiety which could further lead teachers to be emotionally unstable, stressed and be unsatisfied with teaching as a profession. These experiences often are a dilemma that has made some teachers to leave the teaching profession to seek other jobs that can give them job satisfaction. These have necessitated this study to investigate teaching anxiety, emotional labour and job stress as correlates of expressed job satisfaction among teachers in Owerri, Nigeria.

METHOD

This study adopted the descriptive survey research design using the ex-post facto type using questionnaire. It is a type of design that seeks to establish relationships but researcher usually has no control over the variables of interest and therefore cannot manipulate them. The population for this study consisted of six hundred and fifteen secondary school teachers in Owerri, Imo State, Nigeria. The simple random sampling technique was used to select participants for the study. Four hundred male and female teachers in Owerri were selected for the study.

Job Satisfaction Scale by Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar and Parra (2000) was used to measure the job satisfaction of teachers for the study. The instrument is a four point Likert scale and includes four anchor points: strongly agreed, agreed, strongly disagreed and disagreed. The instrument has a coefficient reliability of .82. Teaching Anxiety Scale (TCHAS) by Parsons (1973) was used to measure teachers teaching anxiety. The scale assessed teachers self-reporting of their feelings and tensions while they are teaching. It has 5-point likert response pattern ranging from 1(never) to 5(always) and it contains fourteen items in all with ten positive items (revealing restless behaviours), while the remaining four items were negatively-phrased statements (revealing comfortable behaviours). The responses to the four negatively-phrased statements were reversed and added to other statements to obtain the average of all fourteen statements in order to get each participant's level of teaching anxiety. The scale has a reliability coefficient of .81

Job stress was measured using Occupational Stress Inventory Revised Edition (OSI-R) developed by Osipow (1998). The OSI-R has three dimensions defined as the Occupational Roles Questionnaire (ORQ), Personal Strain Questionnaire (PSQ), and the Personal Resources Questionnaire (PRQ). The instrument is based on a five point Likert scale and includes five anchor points: rarely or never, occasionally, usually, often, and most of the time. The instrument has alpha reliability coefficient from .88 to .93. Teachers Emotional Labour Scale (TELS) was self developed by the researchers on a four point likert scale and was used to measure the teachers' emotional labour. This instrument was validated through a pilot survey on similar respondents to determine its reliability coefficient. It has an alpha reliability coefficient of .82. Permission was obtained from the principals of schools to be used for the study. The researchers also sought the consent of the teachers after which the instruments were administered on them on individual basis. The teachers were instructed that their responses will be for research purpose and the researchers will treat it confidentially. The administration of the instruments lasted for one month. Data were analyzed with Pearson product moment correlation and multiple regression analysis statistical tools at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1 shows the mean, standard deviation and zero order correlation among the variables. It was observed that there was significant relationship between the independent variables and the dependent variable (teachers job satisfaction in the following order of magnitude, teaching anxiety ($R=0.216$, $p<0.05$), emotional labour ($R=0.174$, $p<0.05$) and job stress ($R=.158$, $p<0.05$). This implies that teaching anxiety, emotional labour and job stress correlate significantly with teachers' job satisfaction. The result in Table 2 shows that teaching anxiety correlates with teachers job satisfaction, $r(398) = 0.216$, $p<.05$, the mean and standard deviation for teaching anxiety was 10.52 and 3.89 respectively. This result indicates that when teachers teaching anxiety is high, their job satisfaction is low. However, when teaching anxiety is low, teachers' job satisfaction is high. Table 3 reveals that teachers' with high emotional labour have positive attitude to teaching and will exhibit high level of job satisfaction, $r(398) = 0.174$, $p<.05$, the mean and standard deviation for emotional labour was 9.17 and 2.85 respectively. Table 4 shows that teachers' who have high job stress will exhibit lower level of job satisfaction, $r(398) = 0.158$, $p<.05$, the mean and standard

deviation for teachers job stress was 9.05 and 2.11 respectively. Table 1 reveals that there is a significant relationship between the independent variables and the dependent variable (teachers job satisfaction in the following order of magnitude, teaching anxiety ($R=0.216$, $p<0.05$), emotional labour ($R=0.174$, $p<0.05$) and job stress ($R=.158$, $p<0.05$). This implies that teaching anxiety, emotional labour and job stress correlate significantly with teachers' job satisfaction. This further indicates that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction) or cognitions about the job (cognitive job satisfaction) (Thompson and Phua, 2012). It also supports research findings that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life (Mount, Ilies and Johnson, 2006).

In fact, Weiler (2016) flex-job survey reveals 97% of respondents believe a job that offered flexibility would positively impact their lives, 87% think it would help lower stress and 79% think the flexibility would help them live healthier. Additionally, a second survey of 650 working parents revealed that flexible work arrangements can positively affect people's personal health, as well as improve their romantic relationships and 99% of respondents believe a flexible job would make them a happier person in general (Weiler, 2016).

The result of the first hypothesis indicates that teaching anxiety correlates with teachers job satisfaction, $r(398) = 0.216$, $p<.05$. This result indicates that when teachers teaching anxiety is high, their job satisfaction is low. However, when teaching anxiety is low, teachers' job satisfaction is high. This result affirms the fact that teaching anxiety is work induced and has negative implication on teachers' efficiency, disposition to duty and job satisfaction at the long run. For example, teaching anxiety impact negatively on the ability of some teachers to use teaching strategies effectively while teaching in the classroom (Fraser, Houlihan, Fenwick, Fish and Möller, 2007).

Okoiye and Falaye (2011) posit that teaching anxiety serves as stress, tension and strain that interfere with the proper functioning of a teacher during classroom teaching and learning process. It is accompanied by feeling of helplessness because the anxious teacher feels blocked and unable to find solution to his teaching problem. Adigun and Okoiye (2011) further affirm that teaching anxiety as a frustrating phenomenon increases fear, uncertainty, emotional instability and stress that could lead to poor applications of teaching methodologies by teachers.

The findings of the second hypothesis reveals that teachers' with high emotional labour have positive attitude to teaching and will exhibit high level of job satisfaction, $r(398) = 0.174, p < .05$. This findings supports the stand that teachers who are more emotionally skilled at regulating their emotions tend to report less burnout and greater job satisfaction; they also experience greater positive effect while teaching and receive more support from students, colleagues and the principals with whom they work with (Brackett, Palomera, Mojsa-Kaja, Reyes and Salovey, 2010).

Positively expressed emotional labour also is at the core of the ability of school teachers to build and maintain positive and trusting relationships, as they spend more time on average dealing with learners and other individuals' problems than on any other work task (Patti and Tobin, 2006). For example, a teacher who accurately recognizes a student's mild irritative behaviour during teaching and learning, experiences and understands the significance of the emotion will be better able both to predict the learner's subsequent actions and respond appropriately to the learner (Elfenbein and Ambady, 2002).

How well a teacher expresses emotional labour and regulates emotions is critical to the relationship with learners, ability to dispense knowledge efficiently and be job satisfied. Likewise the result of the fourth hypothesis shows that teachers' who have high job stress will exhibit lower level of job satisfaction, $r(398) = 0.158, p < .05$. This indicates that excess amounts of stress can lead to a lack of productivity, a loss of confidence, and the inability to perform routine tasks. As a result, quality employees lose their enthusiasm for their work and eventually withdraw from the company (Butts, DeJoy, Schaffer, Wilson and Vandenberg 2009).

Job stress is the destructive physical, mental and emotional reaction that transpires when there is a poor match between job demands and competencies or employees' resources to manage with job pressure and experience job satisfaction. It is a condition ushered by suffering physical, mental, psychological or social problem that comes from individual feeling that is not able to respond due to unexpected situations. (Akinboye, Akinboye and Adeyemo, 2002). Liu and Ramsey (2008) observe that stress from poor work conditions had the strongest influence on teachers' job satisfaction and note that inadequate time for planning and preparation and a heavy teaching workload reduced satisfaction from teaching.

Table 1: Descriptive Statistics and Correlation Matrix of Relationship between the independent variables and job satisfaction

Variables	N	Mean	Std Dev	1	2	3	4
Teacher Job Satisfaction	400	12.13	5.34	1.000			
Teaching Anxiety	400	10.52	3.89	.216	1.000		
Emotional Labour	400	9.17	2.85	.174	.134	1.000	
Job Stress	400	9.05	2.11	.158	.114	.101	1.000

** Correlation is significant at the 0.01 level (2-tailed)

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

Source: Survey, 2017

Table 2: PPMC summary table showing significant relationship between teaching anxiety and expressed job satisfaction among teachers in Owerri

Variables	N	Mean	SD	R	df	P
Teachers Job Satisfaction	400	12.13	5.34	0.216	398	Sig
Teaching Anxiety	400	10.52	3.89			

Source: Survey, 2017

Table 3: PPMC summary table showing significant relationship between emotional labour and expressed job satisfaction among teacher in Owerri

Variables	N	Mean	SD	R	df	P
Teachers Job Satisfaction	400	12.13	5.34	.174	398	Sig
Emotional Labour	400	9.17	2.85			

Source: Survey, 2017

Table 4: PPMC summary table showing significant relationship between job stress and expressed job satisfaction among teachers in Owerri.

Variables	N	Mean	SD	R	df	P
Teachers Job Satisfaction	400	12.13	5.34	.158	398	Sig
Job Stress	400	9.05	2.11			

Source: Survey, 2017

CONCLUSION AND RECOMMENDATIONS

This study was conducted to investigate teaching anxiety, emotional labour and job stress as correlates of expressed job satisfaction among teachers in Owerri, Imo State, Nigeria. The findings of this study reveal that there is significant correlation between teachers job satisfaction in these order of magnitude - teaching anxiety, emotional labour and job stress. Hence, the following are recommended:

- i. School environment should be made convenient enough and necessary support given to teachers to enable them excel in their daily teaching and

- learning interactive experience with students as to help attain the educational goals and objectives of educational institutions.
- ii. Teachers' should be exposed to training and workshops that would help them develop the capacity to cope with modern pedagogical teaching style as to avoid anxiety that may ensue due to lack of competence.
 - iii. Counselling intervention programmes should be made available in schools to help teachers develop emotional skills that would enable them relate positively with their environment despite stress encountered.
 - iv. School authorities should endeavour to give teachers task that is commensurate to their ability to avoid the experience of job stress.

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