

Occupational Stress and Commitment of Teachers in Anambra State Secondary School System

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Abstract: Occupational Stress and Organizational Commitment of Teachers in Anambra State Secondary School System, aimed at exploring the extent of relationship between job stress and organizational commitment, measured by affective commitment, continuance commitment and normative commitment, using Public Secondary School Teachers in Onitsha North Local Government Area as the focus of the study. Person environmental fit theory of French and Caplan 1983 laid foundation for the study. A survey of 491 secondary school teachers in 11 secondary schools in Onitsha North Local Government Area was conducted with the aid of structured questionnaire. Descriptive statistics and product Moment correlation coefficient with the aid of SPSS 20.0 were employed to analyze data and test the hypotheses respectively. The study found a negative but significant relationship between teachers stress and affective commitment ($r = -0.415$; $p < 0.01$; $n = 491$); a negative but significant relationship between teachers stress and normative commitment ($r = 0.136$; $p < 0.01$; $n = 491$); but a positive and significant relationship between teachers stress and continuance commitment ($r = 0.234$; $p < 0.01$; $n = 491$). The implication of the study is that stress experienced by teachers could erode their affective and normative commitment, which would negatively affect the quality of teaching and learning thereby reducing the standard of education at the secondary school level. The positive relationship between stress and continuance commitment implies that teachers may reluctantly remain on their jobs not because they are satisfied but because they have no better choices. We recommended that working condition of teachers should continually be improved upon to stabilize total commitment to their jobs through seminars, workshops, conferences, and partial or full scholarship opportunities for further studies to ensure steady affective, normative and emotional attachment.

Key Words: Occupational stress, Teachers, Affective, Continuance, Normative commitment.

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I. INTRODUCTION

The concept of stress among teachers and their commitment towards their job in schools are not new to the management literature, just like stress and commitment are not. Teaching has been part of life whether within and outside the organization. In Nigeria, teaching has always existed before independence as both formal and informal in nature. In Southern Nigeria, the basic form of informal education was the teaching of traditional values, the obeisance of cultural norms, like knowing the deities and how to serve them; teaching through storytelling and folk tales, and also the practice of hunting and farming. According to Kenalemang (2013), there were informal and outside formal educational institutions and also without well laid down rules, regulations, grading schemes, and mostly done by family members.

About 1840, the Europeans in their radical crave for colonization through the instrument of religion brought Western and formal education system to Nigeria through their Missionaries, but that was initially prohibited in the Northern parts of Nigeria (Abdullahi 2014). Western education came with its own peculiarities and was basically in the Southern Protectorate (like the Yoruba and Igbo) and the minority ethnic Northern areas (like the Igala and Idoma) who at that time were mainly neither Muslims nor Christians. At the beginning of Western education, school enrolment was very low as people were not willing to accept it. Low school enrolment made learners' control and coordination very easy. Both standard and improvised teaching aids were relatively adequate and proper teaching and learning was taking place. Teachers in all levels of education had few things to contend with, and stress elements were either non-existent or too little to be worried about.

The secondary education system was still small in nature, before Nigeria's independence in 1960. It was run by the Queen using English men until 1963 when Nigeria became a Republic. The crisis resulting from the 1964 general elections, the Civil war of 1967 to 1970, and the 1972 Indigenization policy of the Federal

Government made the country uncondusive for the English men to continue to teach in Nigeria schools. Teaching and learning was dangerously affected. The academic job in secondary schools was then left mostly in the hands of Nigerian Teachers.

The discovery of oil in commercial quantity in 1956, the Udoji awards of 1976, the free education of the missionary and government schools, and the honour given to the educated English and few Nigerians who were gainfully employed, attracted parents/guardians to push their children to schools and school enrolment started to increase especially in the Southern part of the country. According to UNESCO (2015) report, from 1970 to 1985, the percentage of students that were enrolled in secondary schools jumped from 4.41% of school age children to 29.2%, and was at 43.8% in 2010.

With more work for teachers, without reducing standard, issues of commitment and stress became noticeable. It was expected that the quality of job done should still be high as quality is one integral part of the teaching profession and a teacher that would render a high quality service must be one that is highly committed to the teaching profession (Noordin, Rashid, Ghani, Aripin and Darus 2010). Being committed to the teaching profession implies the commitment to the job of teaching and to the school or organization. According to Folorunso and Adewale (2014), and cited by Finster (2015), Khan (2015) and Cogaltay (2015) the most effective way of measuring this commitment of teachers is the use of the Meyer and Allen Tri-dimensional Organizational Commitment Scale. This scale is divided into three (3) factors; *continuance commitment* (the teachers' commitment to the organization/job on the basis of necessity), *affective commitment* (the teachers' commitment on the basis of choice) and *normative commitment* (the teachers' commitment on the basis of obligation). It is believed that with higher level of stress (distress), essential work outcomes like commitment may be affected.

Increase in school enrolment seem to be more pronounced in the South Eastern state where Anambra and Imo states are presently located because of the legacies left behind by the early nationalists and others who received western education from that part of Nigeria which are partly now known as Anambra and Imo states today like late first President of Nigeria, Nnamdi Azikiwe, the first Premier of Eastern region Michael Okpara and first Nigeria Army graduate, Dim Emeka Odimegwu Ojukwu. This is one major reason for choosing the area of study as Anambra state where two of the above prominent Nigerians hail from.

With an increased quest for formal education (UBEC 2010; 2018), students quickly outnumbered the proportion of teachers, thereby leaving these teachers with so much stress to deal with. Teachers in this state that are educationally minded would definitely have more strenuous activities to engage in than teachers in educationally backwards states. It is against this backdrop that this study wants to find out the extent of the relationship between job stress and the commitment of teachers in Anambra state using Anambra North local government Area of the state because of its high number of students' population.

Research Hypotheses

H₀1: Teachers' stress does not significantly relate to the affective commitment of teachers in selected secondary schools in Anambra state

H₀2: Teachers' stress does not significantly relate to the continuance commitment of teachers in selected secondary schools in Anambra state

H₀3: Teachers' stress does not significantly relate to the normative commitment of teachers in selected secondary schools in Anambra state.

II. REVIEW OF RELATED LITERATURE

Conceptualization of Stress and Commitment

Generally, there appears to be a misconception of stress as something negative hence bad. In that sense, stress is seen as anything that causes an individual to feel uncomfortable and to deviate from normal functioning. Stress is the major reason why people do not meet up with their deadlines, it is the reason why people fall sick, why people are always absent in the workplace and why there are always arguments between employees in the work environment. However, stress does not generally mean an unpleasant situation or event; rather stress can also be pleasant situations or events because there are good aspects of stress.

Stress is triggered by a stimulus which could be physical, emotional or psychological, to which the individual is bound to respond to in a specific way. According to Moorhead and Griffin (2001), stress is a person's adaptive response to a stimulus that places excessive psychological or physical demands on him or her. Here, adaptive response involves the various ways that people may receive stressful circumstances, either positively or negatively. Secondly, the actions of the stimulus which are also known as stressors are elements that trigger stress psychologically or physically. Stress can only be said to have occurred when the demand that the stressors place on the individual is excessive. Excessive stressors' action on a person can be perceived by the person or people around him/her.

Both Ivancevich and Matteson (2003) and Luthans (2011) believe that stress is an adaptive response, mediated by individual differences and/or psychological processes that are a consequence of any external (environmental) action, situation, or event that places excessive psychological and/or physical demands on a person. Here, adaptive response refers to how an individual reacts to a situation or an event, and not the event in itself. Secondly, stress can be triggered by individual differences; and the third component highlights demands that could be either psychological and/or physical, but when they become excessive, they are bound to produce stress. Therefore stress can be seen in this study as the responses of teachers mediated by their inherent and learned individual differences and psychological processes resulting from pressure of internal and or external environment on the teachers. Commitment on the other hand can be seen as the moral, physical, and psychological courage to put more effort in discharging responsibilities despite all odds and to be ready to continue to stay in the organization in the future.

Workplace Stress

Stress in workplace is also known as job stress, occupational stress, workplace stress, task stress, etc. Behr, and Newman (2008) define job stress as a condition that arises as a result of the interaction of people and their jobs and is characterized by changes within people that force them to deviate from their normal functioning. Job stress could be as a result of the various interfaces that people encounter on the job, whether with fellow workers, or with the environment that is bound to change or cause change in the way people function.

Similarly, Ramon (2014) refers to occupational stress as emotional reactions that take place as a result of certain stimuli in a work environment, and which predisposes individual workers to physical and psychological problems. This definition suggests that occupational stress could be triggered by more than one stressors that exists within the work environment, it could be the task of the individual, the role the individual has to play, the interactions of the individual with other workers, or even the organizational climate and as well as the atmosphere within the organization. These forms of stressor can cause both psychological and physical problems that may constrain the performance of the individual.

Robbins (2009) defines job stress as a dynamic condition in which an individual is confronted with an opportunity, a demand or a resource that is related to the desires of that individual and for which the individual perceives the outcome to be both uncertain, and important. This definition tends to suggest that stress is an opportunity, especially when it offers some sought of gains or potential gains which indicate that stress could be good. Demands as used in this definition represents the various responsibilities, pressures, obligations and even uncertainties that individuals face in the workplace, which means that job stress could arise from the levels of recognitions that one gets. Resources on the other hand are those things within the individuals' control that can be used to resolve the demands.

Sources of job stress

Factors that cause job stress are generally known as stressors. Job stressors are those factors within the job environment that can cause an individual to come under stress. Stress can be classified under environmental factors, and seen as factors within the general environment like economic uncertainties, political uncertainty and technological change (Robbins, 2009). Stress can also be categorised as Personal and organizational factors. Personal factors are within the control of the individual which may cause physical and psychological demands on them. Examples of these stressors are family problems, economic problems and the type of personality of the individual (Luthans, 2011). Organizational factors comprise of those factors within the organization that act as a source of challenge or opportunity for an individual. They include factors such as the task demand, role demand, interpersonal demand and as well as the physical demand of the workplace (Moorhead and Griffin, 2001; Jackson and Rothmann, 2006).

Organizational Factors involve all those factors inherent in the workplace as mentioned earlier that have the ability to trigger stress. They fall under three categories which include: **Task Demands** associated with the specific job that the individual performs. Some jobs are by their nature stressful than others, and they could be major sources and causes of stress for the individuals. **Physical Demand** stressors comprise of the physical requirements that the job demands of the workers. They consist of the physical features of the setting and the physical tasks the job involves. A typical example is temperature, and the temperature of the work environment can be major source of stress for an individual. **Role Demand** stressor is associated with the role that an individual is expected to play. The role may be a set of expected behaviours that are associated with a particular position in a group or organization. Role demand comes under two shades; formal (job related or explicit) and informal (social and implicit). Individuals can suffer from role demand through:

- i. **Role Ambiguity**, which simply arises when an individual is not particularly clear about the role he or she is supposed to play. This could stem out from poor job description, vague instructions from supervisors, or unclear clues from workers.
- ii. **Role Conflict**, this majorly occurs when messages and cues that are related or that constitute a role are clear, but are contradictory. An example is the *inter-role conflict* i.e. conflict between roles, for instance being a loyal worker and a caring father at the same time. *Intra-role conflict*, arises when there are conflicting demands from different sources within the context of the same role. Others are *intra-sender conflict* i.e. when a single source is sending a message that is clear, but is contradictory; *person-role conflict*, the discrepancies between the role requirements and the individual's attitude, personal values and needs.
- iii. **Role Overload**, this generally occurs when the expectations of the role exceed the capabilities of the individual.

Effect of Job Stress

Effects of stress are numerous, but are not entirely negative, if the stress is positive, the results are often more energy, enthusiasm and motivation (Moorhead and Griffin 2001). However, the negative effects of stress have often been the most captivating concerns of managers, administrators and researchers. Many scholars (Moorhead and Griffin 2001; Robbins, 2009; Luthans 2011) tended to agree about the effects of stress, and they offer that stress can affect an individual in three forms: behaviourally, psychologically and physiologically. Also, Moorhead and Griffin (2001) enumerated some effects that stress have on the organization as a whole to include decline in performance and withdrawal of employees.

Effects of Stress on the Individuals are usually direct. The organization may suffer directly or indirectly, but it is the individual who suffers the outcomes. These could have psychological, physical and behavioural effects on the individual (Jackson and Rothmann, 2006). Psychological effects of stress are believed to manifest in the mental health and well-being of an individual. It is generally believed that when people come under a lot of stress, they suffer from depression; this may lead to family problems and other issues like job dissatisfaction, tension, anxiety, irritability, boredom and procrastination. For instance, when people are placed in jobs with conflicting demands, they are bound to become dissatisfied.

Physiological effect of stress manifests generally on the physical well-being of individuals. High levels of stress is believed to be the major cause of heart diseases, strokes and high blood pressure (Moorhead and Griffin, 2001; Robbins, 2009). Behavioural effects of stress can also manifest in the way the individual behaves, this can be seen in changes in productivity, absence from work or even intensions of wanting to leave or stay in the job. Other manifestations could be deviant behaviours displayed by the individuals like changes in eating habits, excessive smoking and alcohol consumption, sleep disorder and loss of self-esteem.

Effects of Stress on the Organization could be in the form of decline in organizational performance, withdrawal of employees and negative changes in attitudes inimical to organizational success. **Decline in Performance** can come indirectly from employees exhibiting poor-quality work and as well as drop in their productivity. For the managers of such organizations, it translates to poor or faulty decisions and poor human relations with their staff. The organization will on its own part suffer loss of reputation, sales and may eventually go out of business. **Withdrawal** can manifest in people withdrawing from the organization which could be physically in terms of absenteeism, outright quitting of the job. It can lead to low employee retention level.

Teachers Stress Inventory (TSI)

The Teachers Stress Inventory (TSI) is a model that was developed to measure the stress levels of teachers and educators in institutions of learning. The scale captures various causes of job stress that has been discussed in both literature and other common places. The model is operationally defined in terms of five factors that comprise teacher stress (Fimian, 1988). The TSI structure is such that it identifies the complete array of the events that act as sources of stress on one hand, and on the other hand, the events that act as manifestations of stress. In this structure five factors represent sources of stress, whereas another five represent the manifestations of stress.

Teacher Stress Inventory Factors

Sources of Stress	Manifestations of Stress
Time management	Emotional manifestations
Work- related stressors	Fatigue manifestations

Professional distress	Cardiovascular manifestations
Discipline and motivation	Gastronomic manifestations
Professional investment	Behavioural manifestations

Source: Fimian (1988:4), *Teachers Stress Inventory*

Constructs Measurement

Sources of Stress: These basically consist of those factors that cause stress or make people to come under stress. In line with this study and the TSI, these factors include:

i. Time Management: this construct has 8 items that measures the extent to which teachers feel ready to commit themselves to their duties; the levels with which they display their impatience when their colleagues do things slowly; the amount of time a teacher spends on relaxation; the total number of times a teacher thinks about unrelated matters when conversing with others; how comfortable a teacher feels when wasting time, how the teacher perceives given time for a task as sufficient or not and whether or not the teacher rushes his or her speech.

ii. Work-related stressors: This construct has a total of 6 items measuring the extent to which the teacher perceives that; there is little materials to prepare for lessons, that there is too much work to be done, that the pace of the school day is too fast, that his/her class is too big, the extent to which the teacher believes that his/her priorities are being short changed due to time demands and also the extent to which the teacher believes that there is too much administrative paper works involved in the job.

iii. Professional Distress: The construct has 5 items that measures the extent to which the teacher sees the job as one that lacks promotion or advancement opportunities, the extent to which the teacher feels that he/she is getting enough respect on the job, the amount of lack of recognition for extra tasks that the teacher gets.

iv. Discipline and Motivation: This construct has a total of 6 items measuring the levels of frustrations teachers get from disciplining students or teaching poorly motivated students or from poorly defined discipline problems and frustrations from rejected authorities.

v. Professional Investment: This construct comprises of four items measuring the extent to which teachers perceive that their personal opinions are not being sufficiently aired, the lack of control over decisions made about the classrooms, the extent to which the teacher is not being stimulated emotionally/ intellectually on the job and the extent to which the teacher believes he/she lacks opportunities for professional improvements.

Manifestations of Stress basically consist of the effects or consequences of stress as the case may be. These factors according to the TSI and as used in this study include:

i. Emotional Manifestations: the items of this constructs are 5, they basically measure the extent to which a teacher who has faced a stressful situation, feels insecure, is unable to cope with such situation, feels vulnerable, feels depressed and ultimately feels anxious.

ii. Fatigue Manifestations: 5 items under this construct are measuring the extent to which teachers that have come under stressful situations respond either by sleeping unusually, by procrastinating, by becoming fatigued within a short period of time, always having physical exhaustion and always displaying physical weakness.

iii. Cardiovascular Manifestations: 3 items consisting of the way a teacher responses to stressful situations by feeling increased blood pressure, heart pounding and racing, rapid or shallow breathing, measures this construct.

iv. Gastronomic Manifestations: 3 items consisting of the way a teacher response to stressful situations by feeling stomach pain, cramps and acids, measures this construct.

v. Behavioral Manifestations: The 4 items of this construct measures a teacher's reaction to stressful situations by the way the teacher responds by the use of drugs, whether prescribed or not, the teacher's use of alcohol and the rate at which the teacher falls sick.

Organizational Commitment

Whyte in 1956 brought to limelight the concept of organizational commitment in his work titled the *Organization Man*. It revealed the nature of relationships that exist between an organization as a system and the interest of its employees; and how these affect employee behaviour (Dixit and Bhati, 2012). Authors like Becker (1960), Kanter (1968); Porter (1974); and Steer (1977) were among the first to conceptualize organizational commitment as an employee attitude and various behavioural intents, the moral courage to maintain membership of an organization and the deliberate effort to work for organizational success (Bushe 2012). According to Arisi-Nwughalla (2016), employees show commitment to their organization to the extent of their emotional attachment (i.e. extent to which they are ready to share in the goals and aspiration of their organization).

Meyer and Allen (1997) described organizational commitment as a psychological state that underscores the relationship between an employee and his/her organization which has implication on the propensity of employee's decision to stay with the organization. Hulipta, Devos and Rosseel (2009) citing Mowday, Steers and Porter (1979) define organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Organizational commitment is therefore the bedrock of individual behaviour in an organization and a binding force towards a course of action in order to realize targeted objectives. It is the evidence that an employee have accepted the goals and aspiration of the organization and is willing to contribute his/her quota in assisting the organization to achieve their stated objectives.

Affective Commitment

This is the emotional attachment, identification and involvement that an employee has with its organizational goals (Miller and Lee 2001). Affective commitment as seen by Naser (2007) is the identification with the values, norms and aspiration of an organization by an employee and the constant effort to contribute to the success of the organization. An employee displays affective commitment when he or she perceives the values and goals of an organization as a worthwhile venture and offers efforts to the realization of the corporate goal. Mowday et al (1979, 1982), Mathew and Shepherd (2002) in Folorunso, Adewale and Abodunde (2014) maintained that affective commitment supervenes from factors like belief in and acceptance of the organization's goals and values; a willingness to focus effort on helping the organization achieve its goals; and a desire to maintain organizational membership.

Continuance Commitment

Bushe (2012) refer to continuance commitment as the degree to which an employee perceive that it is difficult to secure meaningful employment elsewhere, and that leaving their organization would be very costly in terms of being unemployed. The awareness of the consequences associated with leaving the organization creates a compulsory need in an employee to remain with the organization. The need to stay with an organization may arise from the fear of non-availability of better employment opportunity in the labour market, lack of relevant knowledge and skill that may be required to work in a new organization, fear of not adapting in a new organization with different culture and value system, etc.

Normative Commitment

Folorunso et al (2014) opined that normative commitment emanate from the desire of innate responsibility and obligation to perform certain responsibility as way of fulfilling a psychological contract. Normative commitment comes from the moral justification which an employee portrays as a basis for staying with an organization. Such justification may be personal, and it instils loyalty of an employee to an organization.

Factors Affecting Organizational Commitment

Experience

Earlier experiences either from the parents of an employee or from the personal experience of employee could be a determining factor in fostering organizational commitment (Dixit and Bhati 2012). For instance, an employee that is from a background where parents stress the need for work loyalty; or who happens to work in an organization where the parent(s) may have worked and retired, may be morally bound to show commitment to such organization by staying on its employment. Employee that has moved from one employment to another may eschew further job turnover especially when such turnover was not as juicy as anticipated.

Management Support

The works of John and Lee (2003); Hill and Huq (2004); Zeffanne (2008) in Bushe (2012) all postulated that organization commitment has a strong bearing to the extent to which employees in an organization receive support from their organization. These studies maintained that when an employee is allowed to partake in decisions bordering on his or her work with less supervisory interventions, it will lead to increased employee motivation, job satisfaction and organizational commitment. Again, employees will absorb organization's core values easily and show loyalty to their organization with increased employee empowerment through training and other employee support programmes.

Relationship at Workplace

Metcalf, Rolfe and Weale (2005) in their study of Recruitment and Retention of Academic Staff in Higher Education found that employee that is dissatisfied with non-pecuniary elements like relation with manager, relation with other colleagues, hours of work, and the work itself, will likely leave an organization.

They maintained that when an employee is satisfied with these non-pecuniary issues at work place, it will reduce the likelihood of such an employee leaving the organization.

Age of Employees

Another major factor affecting organizational commitment is the age of the employee. Income and career potentials are the major basis for job choices by younger employees unlike older employees who are more ardent to fulfilment of social needs, and these affect their commitment level in an organization. Chipunza (2009) found out that younger workers usually expect better pay package and promotion opportunities from their organization. In a related work by Mathieu and Zajac (1990) in Arisi-Nwugballa (2016), age was found to have a significant and positive relationship with affective commitment of employees. This may be anchored on the premise that as workers advance in age, their chances of getting substitute employment opportunities become less; making existing job more attractive, thereby necessitating continuance commitment of employee.

Empirical Reviews

Nart and Batur (2014) explored the relationship between work-family conflict, job stress, organizational commitment and job performance among primary school teachers in Turkey. The study sought to examine attitude of teachers in relation to work family conflict, job stress and organizational commitment. The population of study was 400 teachers in South Marmara Region of Turkey. The study found that work-family conflict and job stress affect teachers of primary school level and play a major role in their organizational commitment. They recommended more studies on the subject matter. The researcher believes that the use of multiple regressions for data analyses seemed not too appropriate with regards to two mediating variables' interplay in the study.

Dhar (2014) study on measurement of employees work stress and impact of organizational commitment in India, was basically to measure the level of employees' stress and to examine its impact on organizational commitment as well. The study viewed job stress from three perspectives: physiological discomfort, emotional unhappiness and strained relationships with other people, while organizational commitment was taken as a single construct viewed as the degree to which an employee identifies with the goals and values of the organization and is willing to exert to help it succeed. The study found that there is a negative relationship between stress and commitment.

Jackson and Rothmann, (2006) in a study analyzed occupational stress, organizational commitment and ill-health of educators in the North West Province of South Africa. Their objective was to assess the relationship between occupational stress, organizational commitment and ill-health. It was discovered that organizational commitment had major effects on physical and psychological ill-health, but that it only moderates the effect of one occupational stressor, namely, job insecurity on the physical and psychological health of educators. The study recommended that in order to prevent or reduce the stress levels of educators, primary interventions are necessary either at the work station or on the coping capacity of the employee, as this will improve the fit between an individual and the workplace.

Theoretical Framework

This study adopted the Person- Environment fit theory of stress (P-E Fit) as propounded by French and Caplan (1983) to examine the relationship between job stress and employee's commitment. The P-E fit theory of stress is one half of the interactional theories of occupational stress that was formulated based on an argument that stress is always likely to occur, and also well-being is likely to be affected, especially when there is a lack of fit in either or both respects (Javanovic, Lazaridis and Stefanovic 2006). The other half of the interactional theories of occupational stress is the demand-control theory. Job stress according to Harrison (1978, 1985) arises when: (1) there is no adequate supply within the environment to meet the person's needs; or (2) the ability of the person does not equate with demands that are preconditions to getting supplies. The person constructs in P-E fit theory of stress include the Type A- behaviour, the locus of control and the coping styles, while the environment constructs include stressors like role conflict and ambiguity.

III. METHODOLOGY

The researcher adopted the exploratory survey research using correlation to establish a relationship between Teacher Stress (TS) and the Organizational Commitment (OC) decomposed as Affective, Normative and Continuance commitment (AC, NC and CC) respectively. The variable of Teachers' Stress (TS) was taken as the independent variable (Y), while the variables of Affective (X₁), Normative (X₂) and Continuance (X₃) Commitment were taken as the dependent variables of this study. Instrument for data collection was a validated structured questionnaire.

Teachers in eleven (11) secondary schools in Onitsha North local Government Area, Anambra state formed the study population. The names of the schools and the number of teachers studied were Ado Girls Secondary School (53), Eastern Academy Secondary school (54), New Era Girls Secondary School (40), Inland Girls Secondary School (45), Washington Memorial Secondary School North (39), Patterson Memorial Grammar School (34), Prince memorial Secondary school North (55), Metropolitan College (47), Government Technical college (55), Onitsha High school (46), Our Lady High School (57) making a total of 525 teaching staff.

Pearson product moment correlation was used to ascertain the relationship with a decision rule that whenever computed relation has a p-value above the system generated significance level of 0.01, 0.05 or 0.1, it would imply that the null hypothesis for that relationship would be accepted and the alternate hypothesis would be rejected, but if the p-value is lower than the system produced significance value, the null hypothesis would be rejected and the alternate would be accepted.

IV. ANALYTICAL TECHNIQUES

The Pearson’s product moment correlation was used to ascertain the relationship with a decision rule that whatever computed relation that has a p-value above the system generated significance level of 0.01, 0.05 or 0.1 would imply that the null hypothesis for that relationship would be accepted, but if the p-value is lower than the system produced significance value, the null hypothesis would be rejected.

V. RESULTS

Table 2 Summary of correlation result

		SumTS	SumAC	SumCC	SumNC
	Pearson Correlation	1			
	Sig. (2-tailed)				
SumTS	Sum of Squares and Cross-products	19647.516			
	Covariance	36.384			
	N	491			
	Pearson Correlation	-.415**	1		
	Sig. (2-tailed)	.000			
SumAC	Sum of Squares and Cross-products	3132.451	5990.359		
	Covariance	5.801	11.093		
	N	491	491		
	Pearson Correlation	.243**	.297**	1	
	Sig. (2-tailed)	.000	.000		
SumCC	Sum of Squares and Cross-products	1409.547	1368.353	3547.641	
	Covariance	2.610	2.534	6.570	
	N	491	491	491	
	Pearson Correlation	-.136**	.555**	.390**	1
	Sig. (2-tailed)	.000	.000	.000	
SumNC	Sum of Squares and Cross-products	5485.244	4569.063	2468.732	11299.083
	Covariance	10.158	8.461	4.572	20.924
	N	491	491	491	491

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

Source: SPSS computation version 20 outputs

VI. DISCUSSION

The result for the correlation between Teachers Stress and Affective Commitment was negative and significant ($r=-0.415$; $p<0.01$; $n=491$), implying that an increase in a unit of teachers stress would simultaneously lead to a 41.5% decrease in affective commitment of teachers in the selected schools understudy. This inverse relationship also occurs at a significant value since the computed p-value (0.000) is less than the flagged p-value (0.01).

The result for the correlation between Teachers Stress and Normative Commitment was negative and significant ($r=-0.136$; $p<0.01$; $n=491$), implying that an increase in a unit of teachers stress would lead to a 13.6% decrease in normative commitment of teachers in the selected schools understudy. This inverse relationship also occurs at a significant value.

The Pearson Product Moment Correlation Test shows that there is a positive and significant relationship between teachers stress and the level of continuance commitment as regards the teachers in the organization under study ($p<0.01$; $r = 0.243$; $n= 491$). This result means that the null hypothesis would be rejected because the p-value exceeds level of 0.01 which means that there is a significant relationship between Stress and Continuance Commitment of Teachers in Selected Secondary schools in Anambra State.

VII. CONCLUSION

The study concludes that occupational stress is negatively related to the two of the decomposed parts of commitment which includes affective and normative commitment. Occupational stress experienced by teachers could erode their affective and normative commitment, which would negatively affect the quality of teaching and learning thereby reducing the standard of education at the secondary school level. The positive relationship between stress and continuance commitment implies that teachers may reluctantly remain on their jobs not because they are satisfied but because they have no better alternative place.

VIII. RECOMMENDATIONS

We recommended that working condition of teachers should continually be improved upon to stabilize total commitment to their jobs through seminars, workshops, conferences, and partial or full scholarship opportunities for further studies to ensure steady affective, normative and emotional attachment to their jobs. These would certainly increase their chances of continuance commitment to their jobs.

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