

INFLUENCE OF SOCIAL STRESSOR ON JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN OBOLLO-AFOR EDUCATION ZONE OF ENUGU STATE

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Abstract

The main purpose of the study was to ascertain the influence of social stressor on job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State based on the teachers' gender. One research question and one null hypothesis guided the study. Descriptive survey research design was adopted for the study. The population for the study comprised all the 1,344 secondary school teachers in the 49 public secondary schools in Obollo-Afor Education Zone of Enugu State. There are 325 male and 1,019 female secondary school teachers in Obollo-Afor Education Zone of Enugu State. The sample size for this study is 536 teachers in the 49 public secondary schools in Obollo-Afor Education Zone of Enugu State. The researcher used stratified random sampling technique to draw the sample. The researcher divided the population into two groups: Male and female secondary school teachers. The male are 325 while the female are 1,019. 20% of each population was drawn through shuffling and picking from different basket stratified groups. The process was repeated again and the sample of 130 male and 406 of female secondary school teachers was drawn from the 49 public secondary schools in Obollo-Afor Education Zone of Enugu State. A structured questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha reliability estimate was used to determine the internal consistency of the instrument. The overall reliability index stood at .85 indicating that the instrument is highly reliable and suitable for the study. The researcher administered the instrument directly to the 536 respondents using three research assistants. The researcher and the research assistants were able to retrieve 524 copies of the duly filled questionnaire while 12 copies were not retrieved. Data collected was analyzed using mean and standard deviation to answer the research question, while the null hypothesis was tested using t-test statistic at .05 level of significance. From the result of the findings, it was concluded that to a little extent social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State. Similarly, there is no significant difference between the mean scores of male and female teachers on the extent to which social stressor influence job satisfactions among secondary school teachers in Obollo-Afor Education Zone of Enugu State. Based on the findings, the researcher recommended among others that soft skill training should be periodically organized by the Ministry of Education to ameliorate the effect of stress secondary school teachers in Obollo-Afor Education Zone of Enugu State.

Keywords: Social stressor, job satisfaction, secondary school, teachers

Introduction

Teaching is the most important profession of all kinds because it provides the society with academically and socially, morally qualified human resources. It is an honorable profession that has a great importance in the building of a nation. According to Anya, (2017) teaching is a deliberate activity done in a professional manner to bring a positive change on the learner. Anya (2017) noted that teaching consists of setting the stage so that someone or group of persons through transmission of knowledge and ideas can learn what is intended to learn. Tebabal & Kahassy (2017) identified teaching as a continuous process in which a teacher guides the students towards making the right choice and differentiating between the good and the bad. The researcher defined teaching as a way of making an individual to learn the good from the bad and to show an individual the right way to do things. Tim (2018) posited that teaching is one of the most demanding and stressful professions as majority of teachers are facing a high level of stress. Thus, so many teachers working in schools consider the teaching profession as a stressful profession probably because of the workload, time, emotional and psychological stress and attention expected of a classroom teacher. Thus, significant to teaching as a profession is the teacher.

A teacher is a person who controls and gives direction of the teaching and learning activities that take place in a school system. A teacher is described as a professional who imparts skills knowledge, information

and attribute among others into the students. He is accorded an important place in the learning process. Ene (2015) saw the teacher as a prime mover in the development of optimum condition for learning. According to Babalola (2016) teachers control many of the qualities that make good climate for learning within the classroom. Babalola, further noted that a teacher must plan ahead to setup a worthwhile learning situation and should constantly strive to develop an optimum climate for learning. According to Agarwal (2018) being a teacher is the most tough and praiseworthy job. Agarwal went further to say that one of the major roles of teacher is to motivate students by letting them have the chance to solve their problems instead of being harsh on them and condemning them. Malcom (2018) noted that a teacher is someone who teaches how to find the answers instead of giving the answers to students.

Teachers play vital roles in the lives of the students in their classrooms and are best known for the role of educating the students that are placed in their care, they are expected to perform so many tasks effectively, even when their students face difficulties outside the classrooms from unmet needs to mental health issues. Macaulay (2015) posited that the more needs students have, the more teachers are expected to solve their needs. Consequently, Fagbamiye (2016) stated that most teachers are labouring under stressful conditions and environment and they are not satisfied in their job. In the opinion of Udoka (2018) one of the qualities needed by teachers is an insatiable appetite for knowledge and effective job performance. Unfortunately, teachers' job being so labourous, attention need to be paid to occupational stress of the teacher as well as their job satisfaction. Being that occupational stress is eminent in the teaching profession, there is need to ascertain the extent to which it influences job satisfaction among teachers in secondary schools in Obollo-Afor Education Zone of Enugu State.

Stress is a state of mental tension and worry caused by problems in life and at work. It is seen as how the body reacts to a change that requires a physical, mental or emotional adjustment or response (Angela, 2021). Angela further noted that stress can come from any situation, condition or thoughts that makes one feel frustrated, nervous or angry. Oboegbulem (2017) defined stress as a process in which environmental events or forces called stressors threaten a person's existence and wellbeing and how the individual respond to it. Stress occurs when there is imbalance between the demands of life and the ability to cope with them (Azodo, 2023). Merriam (2017) opined that stress mostly occurs when employees have little or no support from the employers. Merriam, further noted that when the pressure at workplace becomes excess, it leads to occupational stress. According to Mohajan (2022) occupational stress is a pattern of reaction in the work that occurs when employees are faced or presented with work demands which are not matched with their knowledge and challenge their ability to cope. It may create physiological problems such as irritability, headache, eating disorder, loss of sex drive, increased heartbeat among others. The Health and Safety Executive (2020) revealed that two out of five teachers suffered from stress, compared to one in five workers from others occupations. Teachers might experience stress as a result of frustration and rigors of work (Ubaka, 2019). Stress create physical problems like heart disease, headache, migraine and psychological problems like low; self-esteem, negative attitude, job dissatisfaction and it causes behavioural problems like frequent mistakes, absenteeism, turnover leading to the teachers poor performance (Lazarus & Folkman, 2019). Jepson and Forrest (2016), posited that teaching career is a job that has a high level of stress than others. Study by Algozzine, Wange & Violette (2021) revealed that the high level of stress among teachers is noted to be one of the main reasons why 25% to 50% of teachers leave the teaching profession within their first 5years of teaching. Similarly, Klink, Blonk, Scheme & Van (2021) noted that the more stress teachers face, the more they are likely not to perform their duties in school at full potential. Cox (2018) posited that teachers' stress is formed by stressors which include; organizational stressor, emotional stressor, environmental stressor and social stressor. The focus of this study is on the social stressor.

A social stressor is a challenging or threatening situation or event in a person's social environment. It is a term that refers to strain that is formed as a result of one's relationships and their social environment. This may include stress from one's friendship groups, academic competition, or struggles at home. According to Cox (2018) social stressors are defined as behaviours and situations social in nature that are related to physical

and psychological strain. Cox, noted that the experience of social stressors can lead to a host of outcomes that are directly oppositional to some of the most desired organizational behaviours and consequences. The reason for this is that social stressors deplete ones coping resources or an ability to deal with strain. Anya (2017) noted that social stressors can arise from relationships, societal expectations, or social interactions. Research report by Crux and Mavis (2020) revealed that social stressors in particular lead to; reduced job satisfaction, increased turnover, feelings of failure, loss of productivity due to time spent dealing with 'situations', reduced altruism and organizational citizenship behavior. Ameja (2022) posited that social stressors of teachers include information on stressors related to interactions with students, parents, colleagues, and the wider community, such as: challenging student behaviours, negative parent interactions, lack of support from administration, societal pressures on education standards, limited collaboration with peers, and feelings of isolation or lack of appreciation; highlighting how these social factors can contribute to teacher stress and burnout. Falex (2023) reported that teacher social stressors include; difficult parent interactions, conflict with colleagues, lack of support from administration, feeling unappreciated by the community, managing challenging student behaviours, navigating social dynamics within the school, and experiencing pressure to conform to societal expectations about teaching. The above assertions leaves one to wonder if secondary school teachers has job satisfaction in their career, with the social stressor associated with the teaching profession. This calls for a serious concern and a need to explore the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State.

Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. According to Spector (2019) job satisfaction is generally seen as emotional states caused by employees' evaluating their work lives and can be defined as the degree of liking their jobs or being happy with them. Won & Chang (2019) referred to job satisfaction as that which expresses the feelings perceived by employees against their work, which has both rational and emotional elements. With regards to the teaching profession, Borah (2019) referred to job satisfaction as a multidimensional structure due to the nature of teaching profession. Torres (2019) noted that teacher job satisfaction" refers to a teacher's overall positive feeling about their work, encompassing aspects like their working conditions, relationships with students and colleagues, sense of purpose in their role, opportunities for professional growth, and the level of support they receive from their school administration, all contributing to their overall contentment with their job. Research by Malinen and Savolainen (2016) indicated that teachers' job satisfaction is related to social and organizational factors, cognitive factors and affective factors. According to Sharma and Jyoti (2016), most teachers lack satisfaction in their job. Ubaka (2019) stated that teachers' job satisfaction is not given adequate attention in the society despite the role being played by teachers in the development of the nation. Being that the secondary school occupy an important place in the Nigeria education system, as it serve as a link between the primary and tertiary level of education, and because of its central position, it's programs have functional roles such as giving students access to higher education as well as preparing them for work, it is regrettable that no research to the best knowledge of this researcher ever investigated the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State. There is therefore need to ascertain the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State, as the gap created by this is long overdue.

The secondary school level does not only occupy an important place in the Nigerian education system. It also serve as a link between the basic education and tertiary level of education, and because of its central position, its programs have functional role such as giving students access to higher education as well as preparing them for the world of work through effective teaching. Ibe (2016) asserted that secondary schools education provide avenue for interaction among human beings with divergent needs, interest and motives. Okoli (2023) posited that the secondary school education is unique in the educational development of child, being the link between the basic education and tertiary education it requires an effective job performance of the secondary school teachers, which is dependent on teachers' job satisfaction. Unfortunately, in spite of the

role of the secondary education, Ajayi (2017), and Omoregie (2018), reported that secondary education is riddled with challenges of various dimensions which include social stressor, and poor job satisfaction among others. Aleke (2016) posited that the goals of secondary education cannot be achieved amidst poor job satisfaction. Therefore, job satisfaction of teachers is instrumental to the achievement of the school goals, thus study on social stressor and job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State, is considered indispensable, irrespective of gender.

Gender is described as the biological sex of an individual. It has to do with socially expected behaviours of male and females. In Nigerian society, there are differences and inequalities in the assignment of responsibilities between women and men, activities taken, access to and control over resources as well as possession of some qualities (Adigwu, 2022). Depun, Selpher and David (2015) stated that there is significant relationship between secondary school teachers' gender and effectiveness in management of stress. Akindele (2023) observed that female teachers are found to be more satisfied in their job than their male counterparts. Study by Ajah (2023) reported that female male teachers have experienced a higher prevalence of stress than the male teachers. Johnson (2022) compared 26 different occupations and found that male teachers exhibited the lowest level of psychological well-being and job satisfaction. Studies by Ajayi (2017), and Omoregie (2019), investigated factors related to teachers' well-being have found that female teachers consistently report poorer well-being when they encounter elevated levels of students' inattentiveness, classroom disturbances, or disciplinary problems. These observed difference in teachers' gender are probably due to man's assumption of their ability to handle and deal with issues, unlike women who may not be prepared to deal with stressing situations. The issue of gender has gained much attention with little or no conclusion especially as regards the secondary school teachers' social stressor and job satisfaction in Obollo-Afor Education Zone of Enugu State.

Considering the fact that teaching is regarded as one of the most stressful professions globally. Teachers' occupational stress is often linked to reduce job performance and increased burnout rate, which is assumed to negatively affect job satisfaction among teacher. Consequently, recent studies by Ubaka (2019) and Udadi (2021) indicated that occupational stress is positively associated with employee's reduced performance, increased level of absence, and turnover. Unfortunately, none of the studies focused on teachers' social stressor and job satisfaction in Obollo-Afor Education Zone of Enugu State. More so, members of the public believe that the standard of Education has fallen, as a result of their observation through students' performance in Senior Secondary School Certificate Examination (SSSCE) conducted by West African Examinations Council (WAEC) 2023 and 2024 academic session. This could be attributed to teachers' ineptitude which could be seen in teachers' attitude to work, inability to work with zeal, inability to attend to school functions regularly.

This researcher is worried that if adequate attention is not paid to social stressor and job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State, education delivery might be jeopardized. This is because no meaningful teaching and learning can occur in an environment characterized by teachers' poor job satisfaction. It is against this backdrop that the researcher is motivated to carry out this research on social stressor and job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State,'. This constitutes the gap that this study intends to fill.

Statement of the Problem

It has been observed that the attitude of some secondary school teachers towards teaching is worrisome and this could be as a result of various stressors within the schools. The teacher is undoubtedly the most important factor for achieving a profitable learning outcome in every school system. Nevertheless, in spite of the role of teachers in achieving the school goals and objectives, teachers' satisfaction seems not to have been on a hard line particularly in Obollo-Afor Education Zone of Enugu State. The cause of this unsatisfactory state of affairs had been linked to many factors, among which is the social stressor.

Regrettably, teachers' satisfaction in schools has reportedly declined over the years. Research reports have revealed that some teachers are not punctual to class, instead, they are seen always busy discussing

irrelevant issues in the staff room not minding that they have lesson and that they should go to class to teach the students. Some teachers pay less attention to the discipline of students which can result into lawlessness and carefree attitude among the students, some employ instructional methods that are not innovative, thereby making student centered teaching method seem to be the order of the day in most secondary schools in Obollo-Afor Education Zone of Enugu State. These observed poor state has been alleged to be as a result of lack of job satisfaction among teacher. Nevertheless, social stress seems to contribute more to teachers' job dissatisfaction, unfortunately, no research to the best knowledge of the researcher ever investigated this. It becomes a source of worry and a gap yearning for urgent attention, that social stress and job satisfaction among secondary school teachers in Obollo-Afor Education Zone are not given adequate attention. It is therefore against these backdrops that the researcher is motivated to ascertain the extent to which social stress influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State.

Purpose of the Study

The main purpose of the study is to ascertain the extent to which social stress influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State. Specifically, the study seeks to;

1. examine the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State

Research Question

The following research question guided the study:

1. To what extent does social stressor influence job satisfaction among Secondary school teacher in Obollo-Afor Education Zone of Enugu State?

Hypothesis

The following hypothesis guided the study and was tested at .05 level of significance.

1. There is no significance difference in the mean scores of male and female teachers of secondary schools on the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State.

Methods

Descriptive survey research design was utilized for this study. Descriptive survey research design, according to Nworgu (2015), is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location. It involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are (Idoko, 2011). The descriptive survey research design is considered suitable since the study solicited information from the respondents directly and afforded all the respondents equal chance of being chosen for the study. The population for the study comprised all the 1,344 secondary school teachers in the 49 public secondary schools in Obollo-Afor Education Zone of Enugu State under the control of Post-Primary Schools Management Board. There are 325 male and 1,019 female secondary school teachers in Obollo-Afor Education Zone of Enugu State. The sample size for this study is 536 teachers in the 49 public secondary schools in Obollo-Afor Education Zone of Enugu State. The researcher used stratified random sampling technique to draw the sample. The researcher divided the population into two groups: Male and female secondary school teachers. The male are 325 while the female are 1,019. 20% of each population was drawn through shuffling and picking from different basket stratified groups. The process was repeated again and the sample of 130 male and 406 of female secondary school teachers was drawn from the 49 public secondary schools in Obollo-Afor Education Zone of Enugu State.

A structured questionnaire named "Social Stressor and Job Satisfaction among Teachers Questionnaire (OSJSTQ), developed by the researcher was used for data collection. The instrument has two sections; A and B. Section A contains the respondents bio- data while section B has 9 items, structured to assist the respondents in providing answer to the research question that guided the study. The response format

for the instrument is a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE). Each response option had a numerical value assigned to it as follows;

Very Great Extent (VGE) = 4 points

Great Extent (GE) = 3 points

Low Extent (LE) = 2 points

Very Low Extent (VLE) = 1 point

In order to ensure the validity of the instrument, three (3) draft copies of the instrument together with the purpose of the study, research questions, hypotheses and the developed instrument were given to three experts. Two of the experts were from the Department of Educational Management while the third expert was from the field of Measurement and Evaluation, Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The experts were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 5 generated items were increased to 9 items as suggested by the validators, while double barreled questions and grammatical errors were corrected as well. The validators' comments were used to draft the final instrument that was used for data collection. The researcher conducted a trial test using 20 teachers as respondents from secondary schools in Nsukka Education Zone of Enugu State. The respondents were assured of complete confidentiality of all information they supplied and they were allowed to complete the instrument at their own convenience. The responses to the various items of the questionnaire were used in computing its reliability using Cronbach Alpha reliability estimate. The choice for Cronbach Alpha is in line with the assertions of Daniel (2019) that Cronbach Alpha is used when multiple questions are used in a questionnaire. Thus, the researcher used Cronbach Alpha reliability estimate to determine the internal consistency of the instrument. The overall reliability index stood at .73 indicating that the instrument is highly reliable and suitable for the study. The researcher administered the instrument directly to the 536 respondents using three research assistants. The research assistants were briefed by the researcher on the conduct of the exercise, during which they were acquainted with the purpose of the study and how the questionnaire should be administered and collected. Appointments were booked with the respondents for collection at a later day for those who were not able to fill their own copies of the instrument because of the nature of their job. Finally the researcher and the research assistants were able to retrieve 524 copies of the duly filled questionnaire while 12 copies were not retrieved.

The data collected was analyzed using mean and standard deviation to answer the research question, while the null hypothesis was tested using t-test statistic at .05 level of significance. The choice for t-test statistic was based on the assertions of Scribbr (2025), that t-test statistic is used when the sample size is small and when there are two or few groups and to determine if the observed difference between the two groups is statistically significant or likely because of chance. For the decision rule, all the items with mean score of 2.50 and above was regarded as great extent while those with mean scores below 2.50 was regarded as low extent. For the hypothesis, if the t-calculated at .05 level of significance is less than t critical value, the null hypothesis was not rejected, but if otherwise the null hypothesis was rejected.

Results

Research Question 1: To what extent does social stressor influence job satisfaction among Secondary school teacher in Obollo-Afor Education Zone of Enugu State?

Table 1: Mean and Standard Deviation on the Extent Social Stressor Influence Job Satisfaction among Secondary school Teachers in Obollo-Afor Education Zone of Enugu State

S/ N	Extent to which social stressor influence job satisfaction among teachers includes;	Male (126)			Female (398)			Overall (524)		
		Mea n	SD	Dec	Mea n	SD	De c	Mea n	SD	De c
1	poor management influence teachers	1.88	.79	LE	1.87	.78	LE	1.87	.78	LE

2	job satisfaction									
	inadequate training influence teachers	1.86	.80	LE	1.84	.80	LE	1.85	.79	LE
3	job satisfaction									
	long working hour causes fatigue on	1.86	.77	LE	1.83	.76	LE	1.84	.76	LE
	teachers' satisfaction									
4	office politics causes distraction on	1.91	.79	LE	1.90	.79	LE	1.90	.79	LE
	teachers' job satisfaction									
5	inadequate resources decrease teachers	1.91	.79	LE	1.90	.79	LE	1.90	.79	LE
	job satisfactions									
6	irregular schedule causes confusion on	2.12	.93	LE	2.08	.94	LE	2.09	.94	LE
	teachers' job satisfaction									
7	unclear organizational goal influence	1.98	.78	LE	1.97	.78	LE	1.98	.78	LE
	teachers job satisfaction									
8	poor teachers' welfare influence	1.86	.79	LE	1.83	.78	LE	1.84	.78	LE
	teachers job satisfaction									
9	inadequate human resource			LE			LE			LE
	management influence teachers job	2.18	1.05		2.17	1.05		2.17	1.05	
	satisfaction									
GRAND MEAN		1.95	.72	LE	1.93	.83	LE	1.94	.77	LE

Table 1 shows the results obtained from the teachers on the extent social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State based on gender. The Table shows that male teachers had mean scores ranging from 1.86 to 2.18, while female teachers had mean scores that ranged from 1.83 to 2.17. The respondents had cluster means of 1.95 and 1.93, with corresponding standard deviations of .83 and .83 respectively. Overall, the mean scores of the respondents ranged from 1.84 to 2.17, with a cluster mean of 1.94 and a standard deviation of .83. The close range of the standard deviations scores suggests that the teachers exhibited uniformity in their responses. Meanwhile, at the group level, small figure of the standard deviation shows close spread of the clusters. The results show that social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State to a little extent.

Hypothesis

HO₁: There is no significance difference in the mean scores of male and female teachers on the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State.

Table 2: t-test Analysis of Male and Female Teachers on the Extent to which Social Stressor Influence Job Satisfaction among Secondary School Teachers in Obollo-Afor Education Zone of Enugu State

Gender	n	Mean	SD	df	t-value	Sig. (2tailed)	Decision
Male	126	1.95	.72	522	.310	.757	Do not reject
Female	398	1.93	.83	1			

Table 2 shows that there is no significant difference in the mean scores of male and female teachers on the extent to which social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State. With male ($n = 1.95$, $SD = .72$ and female counterpart ($n = 1.93$, $SD = .83$), $df(522) = .676$, $P = .499$ ($P > 0.05$). Therefore, the null hypothesis was not rejected. Thus, there is no significant difference between the mean scores of male and female teachers on the extent to which social stressor influence job satisfactions among secondary school teachers in Obollo-Afor Education Zone of Enugu State.

Discussion

The finding showed that to a little extent social stressor influence job satisfaction among secondary school teachers in Obollo-Afor Education Zone of Enugu State. Similarly, there is no significant difference between the mean scores of male and female teachers on the extent to which social stressor influence job satisfactions among secondary school teachers in Obollo-Afor Education Zone of Enugu State. These findings disagreed with the study by Malinen and Savolainen (2016) which indicated that teachers' job satisfaction is related to social and organizational factors, cognitive factors and affective factors. The findings also disagreed with Crux and Mavis (2020) which revealed that social stressors in particular lead to; reduced job satisfaction, increased turnover, feelings of failure, loss of productivity due to time spent dealing with 'situations', reduced altruism and organizational citizenship behaviour. Being that teacher social stressors include; difficult parent interactions, conflict with colleagues, lack of support from administration, feeling unappreciated by the community, managing challenging student behaviours, navigating social dynamics within the school, and experiencing pressure to conform to societal expectations about teaching, efforts should be made by school administrators to motivate teachers through school social programs so as to achieve job satisfaction among teachers.

Educational Implications of the Findings

The study holds implication for the government, as through the finding of this study the government will proffer solutions to improve the organization and environmental status of secondary schools and strengthen her policy as it affects teachers' stressors in secondary schools in Obollo-Afor Education Zone of Enugu State which have been ignored over the years. The study holds implication for school authorities, as through the result of this study they will be equipped with better knowledge on the importance of teachers' job satisfaction in secondary schools so as proffer solutions in incessant cases of stress bedeviling the teachers in the school environment. The study shall motivate the school authorities to improve in her motivation to the teachers in the school environment particularly in Obollo-Afor Education Zone of Enugu State. The study holds implication for secondary school teachers as it will serve as a guide to the teachers against organizational stressor, emotional stressor, environmental stressor and social stressor. The study shall assist in developing teachers' self-esteem, assertiveness and adjustment in behaviour toward their job satisfaction in the midst of organizational stressor, emotional stressor, environmental stressor and social stressor within the school environment. The adoptions of these practices are basically the gap that this study filled.

Recommendations

Based on the findings of the study the following recommendations were made.

1. Soft skill training should be periodically organized by the Ministry of Education to ameliorate the effect of stress secondary school teachers in Obollo-Afor Education Zone of Enugu State.
2. Workshop and seminars on stress management should be periodically organized and attended by all secondary school students in Enugu State.
3. Concrete measure such as the use of virtual and audio virtual facilities should be employed in secondary schools so as to ease stress and aid teachers' job satisfaction in Obollo-Afor Education Zone of Enugu State.
4. Deliberate efforts should be made by secondary school administrators and teachers to constantly organize social activities and programs to relive teachers stress and enhance job satisfaction of teachers in Obollo-Afor Education Zone of Enugu State.

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