

OCCUPATIONAL STRESS AND ADMINISTRATIVE TASKS PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ETSAKO WEST L.G.A. OF EDO STATE

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Abstract - This study examined the relationship between occupational stress and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State. The aim of the study was to investigate the relationship between excess workload, administrative pressure and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State. The correlational research design was adopted for the study. The population of the study comprised of the 111 teachers and 27 principals in public secondary schools in Etsako West L.G.A. Two adapted instrument titled; Occupational Stress Questionnaire (OSQ) and Teachers' Administrative Tasks Performance Questionnaire (TEADTAQ) were employed in the study. The Cronbach alpha reliability test technique was used in determining the reliability of the instruments. Four research questions were raised for the study and two hypotheses tested at 0.05 level of significance. Research Questions 1 and 2 were descriptively answered using mean (\bar{X}) and standard deviation (SD) while hypotheses 1 and 2 were tested using Pearson Product Moment Correlation Coefficient. The findings obtained from the study amongst other things showed that while the occupational stress of the teachers in the schools of study was relatively high and their administrative tasks performance was low, a significant relationship between teachers' workload, administrative pressure and administrative tasks performance was established. It was then recommended among other things that school administrators in the area should balance teachers' workloads with their bearable capacity by employing more staff and redistributing tasks to reduce the pressure and load of work on individual teachers, and improving their effectiveness and general productivity level.

Keywords: Occupational stress, teachers' workload, administrative pressure, tasks performance, secondary schools.

Introduction

Education is the process of acquiring knowledge, skills, values, beliefs, and habits through teaching, training, study, or experience. It helps individuals develop intellectually, socially, emotionally, and morally, preparing them to participate effectively in society and contribute to personal and national development. Education is an instrument for development and is highly regarded globally as the bedrock of any nation (Aiwuyo, 2023). Education plays a key role in developing critical thinking and problem-solving skills, empowering individuals to achieve their goals, promoting social inclusion, reducing poverty, advancing innovation and economic growth. Education can take place in various settings such as formal system of education which is structured learning in schools, colleges, and universities, usually guided by a curriculum and delivered by trained teachers. Teachers are trained professionals who have the right skills to help students learn and acquire knowledge, practical abilities, and good moral values. They are experts in supporting the intellectual, social, and emotional development of students, helping them understand new concepts, think critically, and solve real-life problems. According to

Abieyuwa (2024), teachers are trained individuals employed in schools to equip students with relevant knowledge and skills. They also teach values and societal norms in a formal learning environment to prepare students for higher education and to become responsible members of a society. Teachers are professionals who willingly take on the responsibility of guiding and developing students both inside and outside the classroom. They play a vital role in the education system and hold a central position in influencing students' outcomes. In the context of secondary education, the presence, role, and duties of teachers are essential and cannot be replaced; this is because secondary education depends heavily on them, as they help shape the structure and direction of learning. They influence important aspects such as the curriculum, teaching materials, instructional methods, and how students should engage with knowledge and values of life (Harahap, 2022).

Teachers' tasks are group into two which is instructional and administrative tasks. Their instructional tasks, relates to how they perform in the classroom, and these includes, preparing and delivering lessons, checking and monitoring students' progress through tests and assignments, and managing classroom activities while on the administrative side, their tasks involve supervising students, managing school laboratories and workshops, planning the academic calendar, handling financial issues, organizing extracurricular and co-curricular activities, attending staff meetings, and making sure students behave well both inside and outside the classroom. Teachers play an important role in the education system, not just as those who teach but also as administrators who help make sure school activities run smoothly. Their administrative duties are just as important as their teaching roles because they help maintain discipline, order, and the overall development of students. Although teachers' administrative tasks may differ from one school to another, there are some common responsibilities that are found in most schools. These include managing students' behavior, supervising students during morning assembly, and organizing school co-curricular activities. To carry out these duties well, teachers need important qualities such as patience, dedication, and good planning skills. These qualities help ensure that students are given more than just academic knowledge, they also get moral guidance, leadership experience, and the chance to take part in extracurricular activities (Abieyuwa, 2024).

In today's educational environment, the work of teachers seems to be more challenging than ever before due to the fact that many teachers face a wide range of responsibilities beyond teaching, they are also encored with administrative tasks such as preparing school reports, keeping records, organizing events, attending meetings, and supervising students during non-teaching hours. Performing these duties effectively is essential for the smooth running of schools, however, teachers are often expected to carry out these administrative responsibilities while also managing their regular teaching duties. As a result, many teachers seem to be experiencing occupational stress, which can have a negative impact on their ability to carry out their administrative tasks efficiently. According to Fabian (2022), occupational stress is a consequence of an imbalance between individual capability and external pressures, it is the inability to handle the demands of a work, a mental and physical state that has an impact on a person's performance, effectiveness, personal health, and work quality. Occupational stress occurs when there is a mismatch between the demands of the job and the teacher's ability to meet those demands. When teachers are overwhelmed with work responsibilities, they may feel anxious, frustrated, and emotionally drained. This condition can reduce their motivation, focus, and performance on both teaching and administrative tasks. The administrative

tasks that teachers are expected to perform are very important for the daily functioning of schools but a situation whereby teachers are stressed or overburdened, they may struggle to complete these tasks properly or on time which can lead to poor school administration, lack of coordination, and ineffective communication between teachers, principals, and education authorities. Two major sources of occupational stress that affects teachers' administrative task performance are excess workload and administrative pressure.

Excess workload generally means when an employee, for example, a teacher, has far too much work to handle on his or her own. From observation, it seems excessive workload have contributed significantly to stress levels among secondary school teachers currently in Nigeria, affecting not only their teaching but also their administrative effectiveness. Administrative pressure refers to excessive demand placed on a teaching staff to carry out a specific assignment within a limited period of time with putting the availability of the school environment into consideration which could make teachers feel they have no control over their work. When school authorities impose too many rules or constantly demand reports and records without providing enough time or support, teachers may become frustrated and demoralized these; pressures can reduce teachers' motivation to engage in administrative tasks and result in low-quality output (Hagos, 2015).

Many studies have looked into the level of work-related stress among school teachers. Jeyaraj (2013) investigated occupational stress among Higher Secondary School teachers in the Madurai District of Tamil Nadu. The study aimed to assess the level of occupational stress experienced by teachers in Government and Aided Higher Secondary Schools who come from diverse socio-cultural and economic backgrounds. A researcher-developed scale was used to collect data from 185 teachers in Aided schools and 120 in Government schools. The findings revealed a high level of occupational stress among teachers in the area. However, since the study was carried out in India, its findings may not be fully applicable to different contexts, such as public secondary schools in Nigeria. Moreover, the research primarily focused on measuring stress levels and did not explore how such stress affects specific aspects of teachers' job performance, particularly in managing administrative tasks like record-keeping, student evaluations, and adherence to school regulations thereby highlighting the relevance of the current study.

Hagos (2015) examined occupational stress and coping mechanisms among secondary school teachers in the Central Zone of the Tigray Region. Using a cross-sectional survey design, the study aimed to assess the current level of occupational stress, identify contributing factors, and determine the coping strategies most commonly used by teachers in the region. Out of a total of 1,139 secondary school teachers, a sample of 321 was selected for the study. Data were collected using an occupational stress inventory, a coping questionnaire, and a stressor questionnaire, and were analyzed using both descriptive and inferential statistics. The findings showed that all participating teachers experienced high levels of occupational stress. Although the study offered useful insights into the prevalence of stress and how teachers attempt to cope with it, it did not examine how such stress affects specific aspects of teachers' job performance particularly their ability to handle administrative responsibilities such as maintaining records, writing reports, documenting student assessments, or planning lessons. As the research remained largely descriptive in nature, it offered limited understanding of how occupational stress influences teachers' effectiveness in carrying out school-related duties, thereby creating a gap that the current study seeks to address. Saravanan and MuthuLakshmi (2017) conducted a study on occupational stress among higher secondary school teachers in

Nagapattinam District. The study aimed to assess the levels of occupational stress among government and private school teachers working in varying environmental conditions. A researcher-developed scale was used to measure stress levels, with 60 teachers from private schools and another 60 from government schools participating in the study. Data were analyzed using basic statistical techniques, specifically simple percentages. The findings revealed a significant difference in stress levels between the two groups, with government school teachers experiencing higher levels of stress compared to their counterparts in private schools. Although the study successfully highlighted variations in stress levels between school types, it remained primarily descriptive and did not delve into how occupational stress impacts teachers' ability to perform essential administrative functions. Tasks such as accurate record-keeping, completing official documentation, conducting student assessments, and preparing reports crucial to the effective management of secondary schools were not examined in relation to occupational stress, leaving a gap that the current research intends to address. In a separate study, Anho (2015) investigated the relationship between the administrative duties of teachers and principals and their influence on classroom management in public secondary schools in Delta State. The study was guided by five hypotheses and employed the Pearson "r" statistic for data analysis.

A sample of 30 principals and 284 teachers was selected through simple random sampling. Data were collected using a validated instrument titled "Teachers' Classroom Management Questionnaire" (TCMQ), which demonstrated a reliability coefficient of 0.80 using the Spearman Prophecy Brown Formula. The analysis, conducted at the 0.05 level of significance, revealed that teachers' performance in administrative tasks and supervision of students' notebooks was low, with average scores falling below 2.50. However, the study primarily focused on how administrative responsibilities influence classroom management and did not directly explore the impact of occupational stress on teachers' ability to carry out non-instructional duties such as documentation, record-keeping, and report preparation. This leaves an important gap in understanding how stress may impair teachers' performance in essential administrative functions. Kajo (2011) explored the impact of administrative tasks on teacher effectiveness in government secondary schools in Benue State. The study utilized a descriptive survey design, guided by five research questions and five null hypotheses. A researcher-designed questionnaire, which was validated by experts and tested for reliability, served as the main data collection instrument. It was administered to 33 principals and 655 teachers across government secondary schools in the state. Data analysis involved mean scores, standard deviations, and z-tests conducted at the 0.05 significance level. The findings indicated that teachers' performance of administrative tasks was generally low, which negatively affected their classroom effectiveness. However, the study did not examine occupational stress as a possible underlying cause of this low performance. This omission is important. In a related study, Nurharani, Nur-Zahira, and Nur-Shaminah (2013) investigated the effect of administrative duties on teachers' job performance in Klang district, Malaysia. The study involved 37 secondary school teachers selected through simple random sampling. Using survey methodology, data were analyzed using both descriptive and inferential statistics. Results showed that teachers struggled with their responsibilities and that the organizational climate in schools was unfavorable.

The study concluded that administrative workload significantly affected teachers' job performance. Nevertheless, it did not explore occupational stress as a contributing or mediating factor in this performance decline. Furthermore, the Malaysian educational

setting differs markedly from that of Etsako West Local Government Area in Edo State, Nigeria, in terms of school structure, expectations, and socio-economic context. Similarly, Farah and Uzma (2013) investigated how organizational justice influences teachers' workload and job satisfaction in public and private secondary schools. The sample included 100 teachers from Lahore, with 50 teachers selected from five government schools and 50 from five private schools. The questionnaire was divided into two sections: one focused on teachers' workload, and the other on job satisfaction. It included 25 items, 10 of which addressed workload, and 15 focused on job satisfaction. Data were collected and analyzed using SPSS, with frequency, t-test, and ANOVA used for analysis. The findings indicated that government school teachers were more satisfied with their working hours and conditions compared to private school teachers. However, the study did not explore how these factors contribute to occupational stress or its impact on teachers' ability to perform administrative tasks.

Additionally, it focused on general workload and satisfaction without considering the effect of stress on specific tasks such as record-keeping, reporting, and other administrative duties. Adeolu and Arinze (2018) examined the relationship between teachers' instructional workload management and students' academic performance in public and private secondary schools in Akoko North-East Local Government, Ondo State, Nigeria. The study employed a descriptive survey design and used stratified random sampling to select 12 schools (6 public and 6 private), involving 132 participants, including 120 teachers and 12 principals. A self-constructed questionnaire titled "Teachers' Workload and Student's Academic Performance Questionnaire" (TWSAPQ) was used. Pearson's product moment correlation and T-test were applied to test five hypotheses at the $p < 0.05$ level. The results revealed a negative correlation between teachers' workload and students' academic performance and a significant difference between teachers' actual workload and the policy standard. The study also showed that teachers' workload was high in teaching activities (75.8%), data entry (62.5%), and marking students' scripts (76.7%), which negatively impacted both teachers' instructional performance and students' academic outcomes. Carmellta (2024) explored the impact of ancillary services and teachers' performance on teaching efficiency in the districts of Misamis Oriental Division. A total of 481 elementary and secondary teachers were selected through stratified random sampling. The findings revealed a significant correlation between ancillary services and teaching performance, with age, sex, educational attainment, and years of service playing key roles. The study highlighted the importance of early exposure to professional standards in a teacher's career, with personal growth and professional development serving as major indicators of teaching performance. However, the study focused on the relationship between ancillary services and instructional performance but did not examine the occupational stress teachers experience from these and other responsibilities.

Furthermore, it did not address the performance of administrative tasks, which is a critical aspect of teachers' roles that is often overlooked. Adesegun and Adewuyi (2024) investigated the relationship between the administrative effectiveness of head teachers and teachers' job performance. The study employed a descriptive survey design, with a sample of 520 participants. The researcher-developed questionnaire had a reliability index of 0.83. The study used percentage analysis to address the research questions and Pearson Product Moment Correlation (PPMC) to test four hypotheses at the 0.05 significance level. The results showed that most respondents reported a moderate level of work performance, and

significant relationships were found between head teachers' vision, leadership, management skills, ethics, professionalism, and teachers' job performance. While the study focused on external leadership and organizational factors, the current study aims to address internal psychological and workload-based factors, specifically occupational stress and its impact on teachers' performance of administrative tasks. Abdul, Manzoor, and Sohail (2022) conducted a study to investigate the factors that hinder teachers' performance using a survey research design and a quantitative approach. A total of 350 questionnaires were distributed, and 243 responses were received (69.4%). Data were collected using a five-point Likert scale and analyzed using SPSS version 24. The study found that poor performance negatively impacts educational delivery, leading to professional dissatisfaction and an unwelcoming classroom environment. Teachers' feelings of boredom, monotony, and disengagement resulted in ineffective teaching and a sense of deprivation towards students and colleagues. However, the study did not specifically address occupational stress or its direct impact on teachers' ability to perform administrative tasks. Instead, it focused on emotional factors and their effect on instructional delivery, leaving a gap in understanding how stress from administrative duties impacts teachers' effectiveness beyond the classroom. This gap is addressed in the current study.

Statement of the Problem

Recent news reports across Nigeria have highlighted a troubling increase in incidents where civil servants collapse or die suddenly whether at work, on the road, at home, or even during social events. Alarming, educators have also been affected by these tragic occurrences. Several cases have been reported involving teachers collapsing and dying either in classrooms, offices, or at home while handling school-related responsibilities. These events are widely believed to be linked to excessive stress, particularly stress originating from adverse workplace conditions—referred to as occupational stress. Teachers in Etsako West Local Government Area (L.G.A) appear to be especially affected. Many of them seem disengaged and underperforming, which has led to a decline in productivity and educational outcomes. The attitude and conduct of some public-school teachers fall short of the professional standards expected of them, reflecting a lack of commitment and enthusiasm for their roles. Observations by the researcher in various public secondary schools in Etsako West L.G.A revealed that many teachers are displaying visible signs of stress and burnout. These include disheveled appearance, increased irritability, and a noticeable disinterest in activities that usually bring joy or satisfaction. A major contributing factor to this condition is the prolonged recruitment freeze by the Edo State government, which has not hired new teachers at the basic or secondary school levels for over fifteen years. This has created a critical shortage of teaching staff, significantly increasing the workload and administrative responsibilities of the serving teachers. Consequently, many are overwhelmed by excessive duties and administrative pressures, which may negatively impact how effectively they perform essential administrative functions. Given this situation, a pressing question arises: What is the nature of the relationship between occupational stress and the administrative tasks performance of teachers in public secondary schools in Etsako West Local Government Area of Edo State?

Research Questions

The following research questions guided the study;

1. What is the level of occupational stress among teachers in public secondary schools in Etsako West L.G.A of Edo State?
2. What is the level of teachers administrative tasks performance in public secondary schools in Etsako West L.G.A of Edo State?
3. What is the relationship between workload and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State?
4. What is the relationship between administrative pressure and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State?

Hypotheses

H₀₁: There is no significant relationship between workload and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State.

H₀₂: There is no significant relationship between administrative pressure and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State.

Methods

This study employed a correlational research design. This design was chosen because the primary focus was to examine whether there is a relationship between the variables under investigation. Correlational research is ideal for determining whether variables are connected, which aligns with the objectives of this study. The population for the study comprised 111 teachers and 27 principals from public secondary schools in Etsako West L.G.A. of Edo State. Given the relatively small number of participants, all teachers and principals were included in the sample and served as the respondents for the study. Two instruments were utilized to collect data: The Occupational Stress Questionnaire (OSQ) and the Teachers' Administrative Tasks Performance Questionnaire (TEADTAPEQ). These instruments were carefully designed and adapted from previous tools developed by Kyriacou and Sutcliffe (1978) and the Ekiti State University Annual Performance Evaluation Report for Staff Form. Teachers responded to the OSQ, while principals answered the TEADTAPEQ. To ensure the validity of the instruments, the researchers collaborated with two experts from the Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University Ekpoma, who provided valuable feedback and suggestions. The reliability of the instruments was assessed using the Cronbach Alpha method, with the overall reliability scores being 0.76 for the OSQ and 0.77 for the TEADTAPEQ, indicating that both instruments were sufficiently reliable for use in the study. The data collection process, which took about 3 to 4 weeks, involved ensuring that all 111 teachers and 27 principals participated, as the sample size was manageable. Ethical guidelines were strictly adhered to, with respondents being informed of their right to voluntarily participate or withdraw at any time. This ensured that participation was voluntary and not coerced. The questionnaires were distributed and collected on the same day to maximize response rates and prevent loss of interest or participant dropout. Data analysis was carried out by answering Research Questions 1 and 2 using mean scores and standard deviations while hypotheses 1 and 2

were tested using the Pearson Product Moment Correlation Coefficient at the 0.05 level of significance.

RESULTS

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

Table 1: Level of Occupational Stress Among Teachers in Public Secondary Schools in Etsako West L.G.A of Edo State

S/N	Items	N	\bar{X}	SD	Remarks
Workload					
1	My workload often leaves me with insufficient time to prepare for lessons.	111	3.52	0.8148	High
2	Managing multiple responsibilities at school negatively affects my teaching.	111	3.44	0.7905	High
3	I struggle to meet deadlines due to excessive teaching and administrative tasks.	111	3.49	0.8630	High
4	The amount of paperwork impacts my ability to focus on classroom instruction.	111	3.40	0.7859	High
5	Large class sizes contribute to stress that affects my performance.	111	3.12	0.7196	High
Cluster mean			3.39		
Administrative Pressure					
6	Frequent administrative demands reduce my effectiveness in teaching.	111	3.26	0.9174	High
7	I feel stressed due to the constant changes in school policies.	111	3.44	0.7905	High
8	Lack of administrative support impacts my ability to manage the classroom.	111	3.10	0.8145	High
9	I am often burdened with non-teaching tasks, which detract from my teaching performance.	111	3.52	0.8148	High
10	Unrealistic administrative expectations lead to stress that hinders my classroom effectiveness.	111	3.10	1.2268	High
cluster mean = 3.32			3.32		
Overall mean on occupational stress			3.34		High

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

The results presented in Table 1 indicate that majority of respondents perceived the occupational stress experienced by teachers in the study area to be relatively high. Items 1 to 10 were rated with mean scores ranging from 3.10 to 3.52, and the overall mean score was 3.34 (which is greater than 2.50), suggesting a high level of occupational stress among teachers in public secondary schools in Etsako West L.G.A. The data analysis further revealed that teachers in this area particularly experience high stress due to excessive workloads (mean score of 3.39, which is greater than 2.50) and administrative pressure (mean score of 3.32, also greater than 2.50). Overall, the reported mean score of 3.34 confirms that the occupational stress level for teachers in these schools is generally high.

Research Question 2: What is the level of administrative task performance of teachers in public secondary schools in Etsako West L.G.A of Edo State?

Table 2: Level of Administrative Tasks Performance of Teachers

S/N	Items	N	\bar{X}	SD	Remarks
Handling of student disciplinary problems					
1.	Maintenances of order and discipline in the classroom	27	2.81	1.12	High
2.	Consistency and fairness in dealing with student behavior	27	2.52	1.07	High
3.	Discipline of students in a consistent and respectful manner	27	2.26	1.14	Low
	Cluster mean		2.53		High
Conducting students on the assembly ground					
4	Maintenance of disciplined behaviour among students on the assembly ground	27	2.26	1.00	Low
5	Passing of relevant information of the day to students on the assembly ground	27	2.78	1.17	High
6	Ensuring students pay attention to instruction provided at the assembly ground	27	2.30	1.05	Low
	Cluster mean		2.45		Low
Organization of school co-curricular tasks					
7	Planning the school inter-house sports	27	2.59	1.03	High
8	Planning inter-school competitions in quiz, sports and field events	27	2.19	0.86	Low
9	Involvement in the organization of students into various school clubs such as literacy and debating society and jet club	27	1.85	1.11	Low
	Cluster mean		2.21		Low
	Overall mean on Administrative Tasks Performance		2.40		Low

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

The results presented in Table 2 show that respondents rated administrative task performance high for items 1, 2, 5, and 7, with mean scores ranging from 2.52 to 2.78. In contrast, the ratings for items 3, 4, 6, 8, and 9 were low, with mean scores ranging from 1.85 to 2.30. Overall mean score for administrative task performance of teachers in public secondary schools in Etsako West L.G.A was 2.40 (which is less than 2.50). This indicates that the performance of administrative tasks by teachers in these schools is relatively low.

Hypothesis 1: There is no significant relationship between workload and administrative task performance of teachers in public secondary schools in Etsako West L.G.A of Edo State.

Table 3: Relationship between Workload and Administrative Tasks Performance of Teachers in Public Secondary Schools in Etsako West L.G.A of Edo State

Variables	N	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Workload	138	3.39	.792	0.418*	0.003	Null hypothesis rejected (p<0.05)
Administrative Tasks		2.40	.876			

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

The data presented in Table 3 reports the findings from the study, showing a Pearson correlation coefficient of 0.418 ($r = 0.418$), which indicates a relationship between workload and administrative task performance. The mean scores recorded were 3.39 for workload and 2.40 for administrative task performance. Additionally, the standard deviations (SD) for workload and administrative task performance were 0.792 and 0.876, respectively. The p-value was 0.003, suggesting statistical significance. These results demonstrate that there is a notable relationship between workload and teachers' administrative task performance in public secondary schools in Etsako West L.G.A.

Hypothesis 2: There is no significant relationship between administrative pressure and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State.

Table 4: Relationship between Administrative Pressure and Administrative Task Performance in Public Secondary Schools in Etsako West L.G.A of Edo State.

Variables	N	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Administrative Pressure	138	3.32	.617	0.412*	0.002	Null hypothesis rejected ($p < 0.05$)
Administrative Tasks		2.40	.918			

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

The data presented in Table 3 reflects the analysis of the relationship between administrative pressure and the performance of administrative tasks. The findings show a mean score of 3.32 for administrative pressure and a mean score of 2.40 for administrative task performance. The standard deviation (SD) for administrative pressure was 0.617, while for administrative task performance was 0.918. Additionally, a Pearson correlation coefficient (r) of 0.412 was recorded, indicating a relationship between administrative pressure and administrative task performance. The p -value score of 0.002 further suggests a statistically significant relationship. Overall, these results indicate that administrative pressure has a notable impact on the performance of administrative tasks in public secondary schools in Etsako West L.G.A of Edo State.

Discussion

Findings from Table 1 show that the level of occupational stress among teachers in public secondary schools in Etsako West Local Government Area of Edo State is high. This result may be because teachers are constantly facing challenges such as a shortage of teaching staff. This shortage is mainly due to the government's delay in recruiting new teachers, which places more responsibilities on the few available teachers. This finding supports the work of Jeyaraj (2013), who found that teachers in his study also experienced high levels of occupational stress. It also agrees with Hagos (2015), whose research using the Occupational Stress Inventory revealed that all the secondary school teachers in his study went through high levels of stress. Similarly, Saravanan and MuthuLakshmi (2017) found that teachers in government schools experienced more stress compared to those in private schools.

Findings from Table 2 show that the administrative task performance of teachers in public secondary schools in Etsako West Local Government Area of Edo State is low.

This poor performance may be due to factors such as too much workload, lack of administrative support, poor time management, and low motivation or rewards for handling administrative duties. This result supports the findings of Anho (2015), who reported that teachers' administrative task performance and supervision of students' notes were low, with an average score below 2.50. It is also in agreement with Kajo (2011), who found that teachers' performance in administrative tasks was low and negatively affected their classroom duties. Likewise, Nurharani, Nur-Zahira, and Nur-Shaminah (2013) found that teachers in secondary schools could not perform their tasks properly, largely due to an unhealthy school environment. Their study also revealed that administrative tasks play a big role in teachers' job performance.

Findings from Table 3 show that there is a relationship between workload and administrative task performance among teachers in public secondary schools in Etsako West Local Government Area of Edo State. This result may be because teachers in the area are overwhelmed with both teaching and non-teaching duties. As a result, they find it hard to manage their main classroom responsibilities alongside administrative tasks, which affects the smooth running of school activities. This finding agrees with the study by Farah and Uzma (2013), who found that government school teachers generally feel more comfortable with their working hours and conditions than those in private schools. Similarly, the result is in line with Adeolu and Arinze (2018), who found that the high workload of teachers in teaching duties negatively affected their performance in instructional tasks and reduced students' academic achievement.

Findings from Table 4 show that there is a relationship between administrative pressure and the performance of administrative tasks among teachers in public secondary schools in Etsako West Local Government Area of Edo State. This may be due to the fact that excessive administrative demands—such as too many non-teaching duties, strict supervision, unrealistic deadlines, and complex procedures—can make it hard for teachers to stay focused and perform well in their administrative roles. This finding supports the study by Carmellta (2024), who found a strong link between support services and teaching performance, with factors like age, gender, education, and years of service influencing outcomes. The result also agrees with Adesegbe and Adewuyi (2024), who reported that most teachers showed only moderate levels of job performance, and that school leadership, management skills, ethical practices, and professionalism were all significantly related to how well teachers performed their duties. Similarly, the study by Abdul, Manzoor, and Sohail (2022) found that teachers' negative attitudes—such as boredom, lack of interest, and poor motivation—can lead to poor job performance and feelings of dissatisfaction among both staff and students.

Conclusion

The study set out to investigate the relationship between occupational stress and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State. The intent was to ascertain if and how occupational stress as experienced among teachers in the study location, impact of workload and administrative pressure have any relationship with the overall administrative tasks performance of teachers that worked in public secondary schools in the local government area, It was thus found that while the occupational stress of teachers was relatively high, administrative tasks performance relatively was low, Furthermore, the study revealed a significant relationship between workload, administrative pressure, and administrative tasks performance of teachers in public secondary schools in Etsako West L.G.A of Edo State.

Recommendations

Based on the findings, the following recommendations were made:

1. That government and other stakeholders in charge of managing public secondary schools in the study area should not only be informed or aware that teachers' performance in administrative tasks is low, but should also take action by putting measures in place to improve and boost the productivity of teachers in the study location.
2. That stress management programs should be introduced, and counseling services should be made available to help teachers handle the high levels of stress they face in public secondary schools.
3. That school leaders should reduce the workload on teachers by hiring more staff and sharing duties more evenly. This will help reduce pressure on individual teachers and improve their performance in the classroom.
4. That teachers should be encouraged to build good working relationships with one another through team-building activities, ways to solve conflicts, and mentorship programs to improve classroom performance in the study area.

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