

**STRESS MANAGEMENT AND TEACHER  
EFFECTIVENESS IN SECONDARY  
SCHOOLS IN ABA SOUTH L.G.A**

**BY**

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(NTI/PGDE/2015/15633)**

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**APPROVAL PAGE**

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**CERTIFICATION PAGE**

This is to certify that the project "Stress Management and Teacher Effectiveness in Secondary Schools in Aba South LGA" is the original work of Okafor Dominica Obianuju with registration number (NTI/PGDE/2015/15633. The student vouches that it has not been presented to any other University for the award of any other degree. The student bears the full responsibility of any errors that may be found in the work.

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.....  
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**Date**

## **DEDICATION**

This work is dedicated to my husband Mr, Tony Okafor and to my daughter Adaugo Okafor for the love they showered on me while I was carrying out this study.

## **ACKNOWLEDGEMENT**

The researcher's gratitude goes to Almighty God who by His grace this study was completed. The researcher is grateful to her project supervisor: Dr. (Mrs.) Obike, C. N who without her professional assistance, expertise, counseling and support this work would not have been completed. Equally the researcher appreciates her lecturers.. Mr. Ekeke, O. G, Dr. Igbokwe, U. O., Mrs. Okoye, R. N. and Mrs. Ada Elezuo for their guidance and encouragement that helped her to appreciate the essence of teacher training.

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## ***Abstract***

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1: Background to the Study**

There are occasions, situations and experiences that upset people's equilibrium and sometimes cause serious consequences to their physical, mental, spiritual and social well being and may require remedies. According to Willis (2005) society has coined a term to describe these occasions – stress. A considerable number of people may share the same job experience but high school teachers and principals with varied levels of work load react in a different way to it. In support of the fact that these situations are not conducive, Yambo, Kindiki & Tuitoek (2012) who did their research in Australia have it that the term 'stress' is borrowed from the word of mechanics and physicists where stress is described as the physical pressure exerted upon, and between parts of a body. Furthermore, Willis (2005) added that, historically, Dr. William Bradford

Cannon who lived between 1871 -1945, in the U.S.A was the first clinician to identify the physical characteristics of the initial phase of stress. In every profession or work that has a goal to be achieved, a deadline to be met, a superior to report to and to be supervised, normally is not stress free. It is a concern to the novice and experienced employees, employers and administrators alike.

Stress in work place is a worldwide issue. A report on Secondary Education by [World Bank \(1999\)](#) revealed that the education systems the world over have been ineffective and has failed to address the matter of principals' and teachers stress and burnout in secondary schools. This failure however, has stifled natural efforts towards building a stronger human resource base which is invaluable for development in all its spheres in schools. Studies carried out in the United Kingdom by Travers and [Coopers \(1991\)](#) in [Yambo et al \(2012\)](#) found out that employees working in educational institutions especially the high school teachers, principals and their deputies reported high levels of stress and increased levels of stress related illness. On the other hand, [Smith \(2004\)](#) and [Howard and Johnson, \(2004\)](#) who conducted studies in USA and United Kingdom, have indicated that in terms of levels of experience in school teaching and management,

novice principals and teachers such as those with less than three years of experience face incidences of depression, neurotic disorders and stress more than experienced high school principals and teachers such as those with eight years of work experience. The study also showed that such experienced staff in public high schools suffer more frequent stress than experienced assistant teachers and also principals' in the American public high schools were exhibiting more stress that emanates from their daily routine and tasks in the job descriptions. It is therefore likely that high level of stress among teachers seems to threaten and vary in terms of levels of job experience in school.

However, in the developing countries of Africa, Nigeria inclusive, similar sentiments of secondary school teachers exhibit stress related issues. A study in Ghana shows that teachers and educational administrators are experiencing series of stress and stressful situations (Schroeder et al, 2001). What is happening in the United Kingdom and Ghana is not strange in Nigeria because, Koome (2007) who carried out a study in Nigeria among the teachers' found out that teachers' stress is on the increase, particularly at this time of uncertainty in the payment of salaries allowance and pension rights, such that most of them have

dropped being teachers due to stress and have joined other ministries and departments in the government like the Ministry of Youth Affairs, Gender and Sports among others and even businesses and politics.

The word stress has been used in different ways by different theorists. [Yambo \(2012\)](#) defined stress as any circumstance that threatens or is perceived to threaten one's well-being and that thereby taxes one's coping abilities. Threat may be to immediate physical safety, long-range security, self esteem, reputation, peace of mind or many other things that one values. [Yambo \(2012\)](#) further defined stress as the arousal of mind and body in response to demands made on them. Such demands may be characterized by variables like threats or opportunities. The word stress tends to spark images of traumatic crises. Stress is an everyday experience such as waiting on a bank line, having car trouble, shopping for Christmas presents, staring at bills you cannot pay, dealing with employees or employers. At a personal level stress can be related to depression, anxiety, general mental distress and symptoms such as heart disease, ulcers, and chronic pain (Koome, 2007). [Slobogin \(2009\)](#) also indicated that work overload is one of the main causes of stress. This is because of too much

work that does not match with the time and motivation packages available to accomplish it. This is also supported by Kranz (2011) who reported that job related stress can lead to burnout, dissatisfaction and health problems.

Robbins, Coulter, & Vohra (2010) indicated that stress among teachers in the United States of America has caused a work related dysfunction among them and even led some out of the profession. He added that this is caused by demands to meet government teaching targets in tests. Another evident of such findings was a report by the Health and Safety Executive (2000) in America that found teaching to be the most stressful profession, with 41% of teachers reporting themselves as "highly stressed" (<http://en.wikipedia.org/wiki/School>). In another study by Finely (2010) the results indicated emotional, physical, as well as general ill-health that were related to work stress among high school teachers in Canada.

In Nigeria, school teachers are the most influential factor in the success of secondary schools education. The duties of the school teachers include teaching his subject of specialization to enable supervise of curriculum implementation, be resourceful in attracting funding to the school, students' discipline, classroom management, participation in co-

curricular activities as well as having good public relations and a sense of commitment to duty, and hence, a role model to students and the community in general. According to Uba-Mbibi & Nwamuo (2013) their major findings in the study they did revealed that some factors that constituted stress to a High Extent (HE) were students' indiscipline, excess work load, inadequate teaching facilities, and large classes. This is a major responsibility with many tasks. The demands of such tasks can place the school teacher at the risk of stress. According to Dollard (2003), teaching is one of the most stressful occupations. One major stressor for school teacher involves conflicting demands made by the employer, supervisors, colleagues, students and parents. Another set of stressors relates to the workload which involves too many demands with too little time in which to meet these demands adequately. Consequently, this researcher wants to investigate stress management among secondary school teachers and its effects on their teaching effectiveness.

## **1.2: Statement of the Problem**

Hitherto, schools in Aba South in particular, and Abia State in general used to dismiss by 1.30 pm to enable teachers to go home and rest and prepare their lessons for the next day. These days the reverse is the case.



Teachers stay in schools up to 4.00 pm teaching extra lessons and doing other extra and co-curricular activities. These added workloads sap extra energy from the teacher thus stressing them up.

It has equally been observed by the researcher that in Aba South L.G.A teachers go through a number of other daily routines in schools such as conflict mediation among students, boundary spanning, and other non-curricular tasks and role plays which generate all kinds of stress in them. These duties have to be performed within a given time frame and are quite demanding irrespective of the teachers' level of job experience in school.

In this L.GA, as ascertained by the researcher, the general view of the teachers' stress indicates that every teacher is affected as a result of the irregular payment of their monthly stipends. In fact, many teachers in Aba South have been known to slump and die while teaching in the classroom either as a result of exhaustion and stress or hunger. Consequently, the problem of this study, put in declarative form, is to investigate secondary school teachers' stress management and its effect on their teaching effectiveness in Aba South L.G.A.

### **1.3: Scope of the Study**

The scope of this of this study is in two frames: the area scope and the content scope. The area scope covers all the secondary schools in Aba South L.G.A while the content scope covers the influence of secondary school teacher stress management on his teaching effectiveness. Stress management is the independent variable while teaching effectiveness is the independent variable. The sub-variables are inadequate teaching facilities, students' discipline, Very high work load and large classes.

#### **1.4: Purpose of the Study**

The primary purpose of this study was to investigate the influence of stress management on secondary school teachers' teaching effectiveness.

Specifically the study investigated the influence of teachers stress management of:

- (1) Inadequate teaching facilities on teachers' teaching effectiveness.
- (2) students discipline on teachers teaching effectiveness,
- (3) High work load on teachers' teaching effectiveness
- (4) Large classes on teachers teaching effectiveness.

#### **1.5: Significance of the Study**

The findings of this Study will likely be very significant to the stakeholders in education including the teachers, government, parents, employers of labour, the school system and future researchers.

Teachers themselves are likely to benefit from the findings of this study in that the recommendations that will be made may make the government to employ more teachers to reduce the work load carried by each teacher and to provide adequate teaching facilities to reduce the stress involved in talking in the classroom.

Teachers too are likely to benefit from the findings of this study because it will do a cataloging of possible stressor elements with recommendations on how they could be managed. This will in turn reduce their rate of being stressed if they follow the recommendations made to that effect.

School principals and other school administrators are equally likely to benefit from this study. This is because as school staff they undertake the same, and even greater job assignments than teachers and are liable to suffer similar stresses as teachers. In consequence the finding will also serve them as they will do to teachers.

Parents may also benefit from the findings of this study. For instance as teachers psychological health improve enabling them to put up good teaching performances with concomitant improvements in students' academic performances parents will be reassured that their investments in their children education are yielding good dividends.

Government will likely benefit from the findings of this study. If government adopts and applies the recommendations it is likely that she will relieve teachers of most of the job health related problems they encounter. This will result greater efficiency and high productivity by teachers.

Employers of labour may also benefit from the findings of this study. The report and the recommendations will be useful to them in their human resources management.

School libraries and future researchers may also benefit from this study. The final report will add to the number of reference materials that will be filed in the library shelves for reference purposes. This will help provide guidelines to future researchers who may wish to conduct researches in related topics.

## 1.6: Research Questions:

The following research questions were stated to guide this study:

- (1) To what extent does teacher management of stress resulting from Inadequate teaching facilities influence teachers' teaching effectiveness?
- (2) To what extent does teacher management of stress resulting from students discipline influence teachers teaching effectiveness?
- (3) To what extent does teacher management of stress resulting from high work load influence teachers' teaching effectiveness?
- (4) To what extent does teacher management of stress resulting from large classes influence teachers teaching effectiveness?

## 1.7: Hypotheses

The following hypotheses were posed to help carry out this study:

**H<sub>01</sub>:** There is no significant difference between the mean rating scores of male and female teachers on the influence of teacher management of stress resulting from students discipline on teachers' teaching effectiveness.

**H<sub>02</sub>:** There is no significant difference between the mean rating scores of male and female teachers on the influence of teacher management of stress resulting from students discipline on teachers teaching effectiveness.

**H<sub>03</sub>:** There is no significant difference between the mean rating scores of rural and urban teachers on the influence of teacher management of stress resulting from high work load on teachers' teaching effectiveness.

**H<sub>04</sub>:** There is no significant difference between the mean rating scores of rural and urban teachers on the influence of teacher management of stress resulting from large classes on teachers teaching effectiveness.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter dealt with the review of related literature. The review was divided into four sub-heading including the conceptual framework, theoretical framework, review of related literature and the summary of review of related literature

#### **2.1: Conceptual Framework**

##### **The Concept of Stress**

The word stress has been used in different ways by different theorists. However, [Yambo, Kindiki & Tuitoek \(2012\)](#) who did their research in Australia have it that the term 'stress' is borrowed from the word of mechanics and physicists where stress is described as the physical pressure exerted upon, and between parts of a body. Furthermore, [Willis \(2005\)](#) added that, historically, Dr. William Bradford Cannon who lived between 1871 -1945, in the U.S.A was the first clinician to identify the physical characteristics of the initial phase of stress.

Wayne (2001) defined stress as any circumstance that threatens or is perceived to threaten one's well-being and that thereby taxes one's coping abilities. Threat may be to immediate physical safety, long-range security, self esteem, reputation, peace of mind or many other things that one values. Slyers (2011) defined stress as the arousal of mind and body in response to demands made on them. Such demands may be characterized by variables like threats or opportunities.

The word stress tends to spark images of traumatic crises. Slyers (2011) has used the term stress to mean that general response which the human body makes to any demand on it. This researcher sees stress as a worry which is physical, psychological, physiological and sociological as a result of not meeting with certain demands from the work place. Stress is the condition that touches on well being. A stressed school teacher is one suffering from anxiety, frustration and worry which can cause work-related illness in educational sector (Health and Safety Executive, 2007). Teachers' stress therefore may be defined as uncomfortable experiences on the job. This may cause the teacher fear, anxiety, discomfort, anger or depression (Uko, 2012). If these conditions persist, they may generate actions and



reactions that may affect teachers' well being and interfere with students' academic and social development.

## **Types and Symptoms of stress**

Walt (1996) in Ngari et al (2013) identified three types of stress namely; neustress, distress and eustress. Neustress is neutral stress – arousal with neither harmful nor helpful effects on the mind or body. When arousal is too high or too low, distress ensues, resulting in harm to mind and body. The symptoms of stress are manifested differently by different people. It could be that the symptoms are suppression of the reproductive system, anxiety, aggressiveness, indigestion, stomach ache, pains, dizziness, and rapid heart breath. Chronic stress creates muscle tension, fatigue, constipation, and arthritis, Siani, (2013). Ani (2011) sees both male and female teachers as being stressful in their jobs in Abia State. Common distress symptoms include trembling hands, tight shoulders, anxiety, poor concentration, depression, fuzzy thinking, accelerated speech, irritability and short temperedness. These symptoms serve as a warning that something is wrong and needs to be changed. Distress is

something to avoid whenever possible because its cost does not stop with the individual since its negative energy ripples outward affecting others.

Eustress, on the other hand, is a positive stress or helpful arousal that promotes health, energy, satisfaction and peak performance. Eustress is helpful in that it enables us to respond quickly and forcefully in physical emergencies and to prepare for deadlines. For the purpose of this study, distress will be the focus of investigation among the respondents. This is because it negatively affects performance, and health of its victims. The researchers see stress as a worry which is physical, psychological, physiological and sociological as a result of not meeting with certain demands from the work place. Stress is the condition that touches on well being.

For Uba-Mbibi & anawamuo (2013) stress is seen as a worry which is physical, psychological, physiological and sociological as a result of not meeting with certain demands from the work place. They also opined that stress is the condition that touches on well being. A stressed school teacher is one suffering from anxiety, frustration and worry which can cause work-related illness in educational sector (HSE, 2007). Teachers' stress therefore may be defined as uncomfortable experiences on the job.

This may cause the principals fear, anxiety, discomfort, anger or depression. Thus, if these conditions persist, they may generate actions and reactions that may affect teachers' well being and interfere with students' academic and social development.

### **Causes of Stress in Work Environment**

Although occupational stress cannot be avoided, knowledge of factors that are stressful raises the possibility of redesigning jobs and implementing stress management interventions (Ako, 2011). Work overload is a chief factor producing high level of occupational stress. Workers whose jobs are too long and too hard, as well as demand too many tasks feel more stressed and face more health risks. Stress is even greater when work overload and pressure involves responsibility for people rather than responsibility for things like products.

Perceived inadequate career development has also been linked to psychological distress and to illness precursors. People who feel they have been promoted too quickly or too slowly, people who feel unsure about their job security and those who feel that their ambitions are thwarted in their current jobs feel more stressed. According to Ani (2011) other factors

likely to cause stress at work environment include role ambiguity or lack of job description where the person is not sure of what or how to carry out a task, external control, for example a chief executive may create stress to a member of his organization because it is only him who makes decisions and others are excluded.

Taboos and ethics against negative emotion at work condition in a corporate office usually demand that an employee contains his/her emotional reactions; production quota (where there is a set amount of production required from a worker), communication breakdown and job importance are all viewed as possible causes of stress. Poor relationships among workers are another factor likely to cause stress because when relationships are dysfunctional, working becomes mechanical and a burden, hence stressful. Workers sometimes stagnate on one job group for long without promotion while others are promoted within shorter durations to higher job groups and given pay increments. In both cases those involved are stressed. In one case, there is lack of rewarding of experience and long service, while in the other, the promotion without enough experience can be a cause of stress due to inability to function effectively. [Perry \(2011\)](#) views job dissatisfaction as another occupational stressor. The factors that

are typically thought related to job dissatisfaction are salary and conditions of the workplace. Types of work-related factors called motivational factors can affect job satisfaction. These factors include: the degree of stimulating tasks involved, the amount of recognition for jobs well done, relationship with fellow workers and the amount of encouragement to take up responsibility.

### **The stages of stress**

Stress does not sneak up on its victim, capturing him or her in an unpredictable surprise attack. Stress passes through three stages from the time it appears until it reaches its most acute level. [Siani \(2013\)](#) has given the three stages as: stage of alarm reaction, stage of resistance and stage of exhaustion. The stage of alarm reaction includes an initial shock phase in which resistance is lured and a counter shock phase in which defensive mechanisms become active. In the stage of resistance maximum adaption occurs until resistance increases to levels above normal. If the stressor persists or the defensive reactions prove ineffective, the organism deteriorates to the stage of exhaustion. In this stage, adaptation energy is exhausted, signs of alarm reaction reappear and resistance level begins to decline irreversibly and the organism collapses. According to Melgosa

(2000), exhaustion stage is characterized by fatigue, anxiety and depression. A person suffers from sleeplessness, thoughts become pessimistic and feelings become more and more negative. It takes a great deal of effort to escape from this stage of stress. Normally, external help from one's family, physician, psychiatrist and /or psychologist is needed.

### **Stress and Management of Students' Discipline:**

Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. The study of psychology reveals that a person possesses boundless urges and impulses, which are constantly seeking expression. These include need for security, sexual activities, exploration and success. On the other hand, the society stipulates laws and traditions, which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance between his inner tendencies and the external restrictions.

Self-discipline is a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by the society (Joseph, 2010). School discipline is an essential element in school administration. This is because discipline

is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. The doctrine of school discipline according to Nolte (1980) and Barrell (1978) is based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control. Consequently, in the field of child development, discipline refers to methods of modeling character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure (Reyes, 2006).

School discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the

usage of school discipline sometimes means the management of disciplinary setback in conformity with the school rules.

It is observed that in schools students go out of their way behaving in a manner that does not promote social unity in the school community thus creating conditions of chaos and anarchy. It takes principals and teachers time to get this condition under control. This causes stress to school staff. Yambo et al (2011) have observed that student' discipline is one of the sources of stress among teachers and principals and advocated for self discipline among students.

### **Review of Related Empirical Studies**

The first study to be reviewed was the work of Yambo, Kindiki, and Tuitoek (2012). This study investigated the High School Principals' Stress in relation to their job experience in schools in Southern Nyanza Region, Kenya. The objective of this article was; to investigate the sources of stress among high school principals in relation to their job experience in schools in Southern Nyanza Region, Kenya. The study was guided by Role Performance and Demand theory by Hebb (1972). It employed descriptive survey design. Target population was 254 high school principals from six



districts in Southern Nyanza Region. A stratified random sampling technique was used to select 77 principals and school categorized as district, provincial public and private; mixed day/boarding and boarding girls/ boys. Data was collected using both closed and open ended questionnaires with the principal's background information, a 29 – item instrument known as the High School Principals' Stress Index (HSPSI) together with an interview schedule.. A parametric statistical tool, Karl Pearson's Correlation of Coefficient was used to test the hypothesis. The hypothesis testing procedure was based on = 0.05 level of significance. Data was analyzed using (SPSS Version 18) computer programme. The findings of the study revealed that the sources of stress: Role Based, Task Based, Conflict Mediating and Boundary Spanning had a correlation and dependable relationship with High School Principals' job Experience in schools. This study recommends that High School Principals be helped by Principals/Employee Stress Assistance Program (PSAP/ESAP). It's the researchers hope that this article will benefit both novice and experienced principals to cope and continue in service in this region and beyond.

The second study reviewed was the study done by Ngari, Ndungu, Mwonya, Ngumi, Mumiukha, Chepchieng & Kariuki, (2013). According to

them stress significantly affects performance and service delivery of workers. Given the important role that education plays in the society, coupled with the dynamic nature of the education sector there has been an increased social pressure on the education system in general and school administrators in particular. This influences their levels of stress. This study sought to investigate the levels of stress among secondary school administrators in Ol kalou Division of Nyandarua District in Kenya, and its implication in education management. The study adopted an ex post facto research design. The population comprised 336 secondary school administrators (28 principals, 28 deputy principals and 280 heads of departments) in the 28 secondary schools in the study area. A random sample of 134 administrators (18 principals, 18 deputy principals and 98 heads of departments) from 18 secondary schools was obtained. Primary data were collected using a questionnaire. The collected data were then processed and analyzed by both descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS). The study established that the school administrators experienced stress in their work. 54.5 percent of the respondents recorded high levels of stress resulting from their school workload and other responsibilities. Among the three administrative levels,

a bigger proportion of principals recorded high levels of stress compared to deputy principals and heads of departments. Based on the study findings, three key recommendations were made. There is need for stress management techniques and strategies for school administrators regardless of their administrative level. Due to the rising cost of medical care, and the risk of stress related diseases, there is need for health insurance to cover psychological counseling.

Another study reviewed was the work of Uba-Mbibi and Nwamuo (2013). The study sought to investigate the principals' perception of stress and stress management strategies in junior secondary schools in Abia State. The study, more specifically sought to determine the quality and teacher-student ratio in private secondary schools in Abia State. The study employed descriptive survey. Mean scores and standard deviation were used to answer the research questions while the hypotheses were tested at 0.05 level of significance using ANOVA. The study involved a sample of 986 private secondary school teachers. The teachers' sample was selected by stratified random sampling technique using a table of random numbers from the teachers' population of 1088 in the 356 private schools in Abia state. Data was collected using the researchers' self constructed

questionnaire titled principals' perception of stress and stress management strategies questionnaire (PPSSMSQ) to obtain information from the respondents in the 3 educational zones of Abia namely Aba, Umuahia and Ohafia. The study revealed factors that constituted stress, symptoms of stress, and stress management practices adopted by the principals. Principals' gender, qualification and experience do not significantly influence principals stress perception while gender, qualification and experience significantly influence stress management practices of principals. The major findings revealed that some factors that constituted stress to a High Extent (HE) were students' indiscipline, excess work load, inadequate teaching facilities, and large classes. The study recommended that government should provide adequate facilities in schools and improve principals' conditions of service to motivate them to perform better.

### **Summary of Review of Related Literature**

A number of literature related to this study were reviewed. From the review it was observed stress is a disturbing phenomenon among not just principals but teachers alike.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter described the procedures employed to generate and analyse the data needed to answer the research questions and test the hypotheses. It gave information relating to the following: Research design, Area of study, population of the Study, instrument for data collection, Validation of the instrument, Reliability of the instrument, Methods of data collection and the Methods for Data Analysis.

#### **3. 1 Research Design**

This study adopted for this study was descriptive survey. The descriptive design helped the researcher to investigate the principal stress management styles and their productivity in Aba South L.G.A. The design helped the researcher to gather required data from the respondents in a systematic manner without manipulating any variables.

#### **3.2 Area of Study**

This study was conducted in Aba South LGA of Abia State. The area is one of the nine Local Government Areas in Abia South Senatorial Zone.

It is bounded at the North by Obingwa LGA, to the South by Ugwunagbor L.G.A, and to East by Akwa Ibom State and West by Aba North L.G.A. It is mostly populated by the Ukwa/Ngwa Igbo speaking group of the state, though the dialect and culture vary considerably from one community to another.

The L.G.A is entirely urban. It is a very popular commercial town east of the Niger. The area also has some educational institutions apart from primary and secondary schools which include: Abia State University Teaching Hospital (ABSUTH), Abia State College of Health Technology, and one of the campuses of the National Open University of Nigeria (NOUN) under the administration of the National Teachers Institute (NTI). The major occupations of the inhabitants which have influenced the peoples' life-style and general behaviour pattern are trading and craftsmanship.

The typical Aba man, woman, children and youth are commercially-oriented and have very strong business acumen to make profit in every business venture even when they are not professional traders. Schools in this Zone are located in close juxtaposition with markets and other business concerns. Children attend school from their homes. They go to

help their parents in their businesses after school. This affects students' concentration in their academic works.

### 3.3 Population of the Study

The population for this study consists of all the 218 teachers in all the public secondary schools in Aba South L.G.A. The total teacher enrollment as at the present school year according to the State Education Management Board (SEMB) statistical report of (2018) was approximately 49 male teachers and 171 female teachers. Table 1 below shows the distribution of the population for the study per school.

**Table 1: Sex Distribution of Student Population used for the Study**

S/N	Name of School	Males Teachers	Female Teacher	Total
1	Ndiegoro Girls' Secondary School 1	6	22	28
2	National High School	9	30	39
3	Umuagbai Secondary School	4	16	20
4	Ohabiam Girls' Secondary School	8	19	27
5	Girls Secondary Commercial School 1	5	25	30
6	Girls' Secondary Commercial School 11	4	30	34
7	Ndiegoro Girls' Secondary School 11	6	10	16
8	Etiti Ohazu Commercial Secondary School	1	3	4
9	Umuogele Mbano Commercial Sec School	4	16	20
	<b>Total</b>	<b>47</b>	<b>171</b>	<b>218</b>

**SOURCE:** SEMB Aba, Statistics Unit 20/08/2018

### **3.4 Sample and Sampling Techniques**

No sampling was done. The entire 218 teachers were used for the study. This because the researcher felt the population was manageable. This is known as purposive sampling.

### **3.5 Instrument for Data Collection**

The questionnaire designed by the researcher and titled "Stress Management Teacher Effectiveness Questionnaire" (SMTEQ) was used as instrument for data collection in the study. The questionnaire had two sections: Section "A" which is the respondents' personal data, while Section "B" containing four (4) clusters is the questionnaire proper. Each cluster contains five (5) statements designed in other to determine the influence of principals' administrative principal's style on teachers' productivity. Again the 20 items in section "B" required respondents to rate each item along 4 – points scale based on how much the statements reflects their principal's administrative style. The rating scale was Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Little Extent (LE) 2 points and No Extent (NE) 1 point.



### **3.6 Validation of the Instrument**

To ensure that the instrument measured what the researcher constructed it for, it was submitted to the researchers' supervisor and two other experts one of whom was in Education measurement and evaluation and the other in management and planning to read and make corrections. Corrections were made in terms of the correctness of the language used, the formatting and the relationship of the items to the research questions and hypotheses stated. The corrections they made were incorporated in designing the final copy of the instrument.

### **3.7 Reliability of the Instrument**

Reliability is the consistency with which an instrument or a test measures what it was supposed to measure. The reliability coefficient of the instrument was 0.83. To establish the reliability of the instrument, a trial test was administered on some randomly selected teachers in schools outside the area of the study. It involved fifty (20) respondents; they were a representation of the urban and rural areas of the population.

The Cronbach Alpha method of estimating reliability was used to estimating the reliability coefficient of the instrument. The coefficient of

0.83 got was considered high enough for the instrument to be used for the study.

### **3.8 Method of Data Collection**

The questionnaire was personally administered to the respondents by the researcher herself through personal hand delivery. At the end of the exercise all the administered questionnaire were retrieved. This can be attributed to the researcher's personal involvement and the on the spot administration and retrieval of the instrument.

### **3.9 Method of Data Analysis**

To analyze the data, the total score of each respondent was taken to represent his/her response for any of the clusters. Mean and t-test were used to analyse the data collected. Specifically, mean was used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

This chapter dealt with data presentation and analysis of results. The presentations and analyses were made separately for respective research questions and hypothesis.

#### 4.1: Analysis of Research Questions

##### Research Question One

To what extent does teacher management of stress resulting from Inadequate teaching facilities influence teachers' teaching effectiveness?

**Table 2: Results of Data Analyzed on the Influence of Stress from Inadequate Facilities on Teacher Effectiveness**

S/N	Items	VGE	GE	LE	NE	Total	$\bar{X}$	R/A
1.	If I have problems working with any facility I try to find alternative to avoid stress	160	120	200	38	518	2.38	A
2	To avoid stress by abandoning any facility that does not work	240	120	180	8	608	2.79	A
3.	I do not border myself whether facilities work or not	380	570	200	15	478	2.19	R
4.	To avoid stress I manage facilities the way they are.	160	120	200	38	518	2.38	R
5.	I do not allow the problems of school facilities to worry me	200	180	100	8	688	3.16	A
	<b>CLUSTER MEAN</b>	<b>2.58</b>						

Note: R= Rejected; A = Accepted

Results of data analysis presented in table 2 showed the respondents agreed to a little extent that autocratic administration has a positive influence on teachers' regularity to school. This was observed from the cluster mean which had a value of 2.58. From the table If I have problems working with any facility I try to find alternative to avoid stress had mean 2.38 and was rejected. To avoid stress by abandoning any facility that does not work hard had mean 2.78 and was accepted. I do not border myself whether facilities work or not had mean 2.19 and was rejected. To avoid stress I manage facilities the way they are. I do not allow the problems of school facilities to worry me had mean 2.38 and was rejected. Teacher productivity is always high in schools with autocratic principals had mean 3.16 and was rejected.

### **Research Question Two**

To what extent does teacher management of stress resulting from students discipline influence teachers teaching effectiveness?

**Table 3: Results of Data Analyzed on the Influence of Stress Resulting from Students' Discipline on Teacher Effectiveness**

S/N	Influence of Family Type	VGE	GE	LE	NE	Total	$\bar{X}$	R/A	
6.	I avoid problems resulting from students' discipline by allowing the students to behave as they like	200	180	100	8	688	3.16	A	
7.	If students worry me to a stressful point I flog them	360	190	120	8	668	3.06	A	
8.	If I am stressed by students' disciplinary problems I report them to the principal	240	180	180	28	628	2.88	A	
9.	I try as much as possible to avoid having disciplinary issues with students to avoid being stressed	240	120	180	8	608	2.79	A	
10.	If students' disciplinary problems start being stressful I recommend their suspension	292	240	90	20	622	2.85	A	
	<b>CLUSTER MEAN</b>							<b>2.95</b>	

Results of data analysis presented in table 3 showed the respondents agreed to a great extent that they do not allow students' disciplinary problems to border them. This was observed from the cluster mean which had a value of 2.95. From the table I avoid problems resulting from students' discipline by allowing the students to behave as they like had mean 3.16 and was accepted. The statement If students worry me to a stressful point I flog them had mean 3.06 and was accepted. If I am

stressed by students' disciplinary problems I report them to the principal had mean 2.88 and was accepted. I try as much as possible to avoid having disciplinary issues with students to avoid being stressed had mean 2.79 and was accepted. If students' disciplinary problems start being stressful I recommend their suspension had mean 2.85 and was rejected.

### 4.3 Research Question Three

To what extent does teacher management of stress resulting from high work load influence teachers' teaching effectiveness?

**Table 4: Results of Data Analyzed on the Influence of Stress Resulting from High Work Load on Teacher Effectiveness**

S/N	Items	VGE	GE	LE	NE	Total	$\bar{X}$	R/A	
11.	To avoid stress from work overload I do the much I can and the rest	280	120	160	18	578	2.65	A	
12.	To avoid stress from work overload I teach as much as I can	240	150	140	38	568	2.61	A	
13.	To avoid stress from work overload I abandon the work entirely	160	150	140	58	508	2.33	R	
14.	To avoid stress from work overload I calmly maintain a steady work rate	200	180	126	45	545	2.50	A	
15.	To avoid stress from work overload I reduce my rate of work have some rest	260	180	126	30	596	2.73	A	
	<b>CLUSTER MEAN</b>							<b>2.56</b>	

Results of data analysis presented in table 5 showed the respondents agreed to a great extent that they maintain their instructional effectiveness by some adaptive measures. This was observed from the cluster mean which had a value of 2.56. From the table to avoid stress from work overload I do the much I can and the rest had mean 2.65 and was accepted. To avoid stress from work overload I teach as much as I can had mean 2.61 and was accepted. To avoid stress from work overload I abandon the work entirely had mean 2.33 and was rejected. To avoid stress from work overload I calmly maintain a steady work rate had mean 2.50 and was rejected. To avoid stress from work overload I reduce my rate of work have some rest had mean 2.73 and was rejected.

#### **4.4 Research Question Four**

To what extent does teacher management of stress resulting from large classes influence teachers teaching effectiveness?

**Table 5: Results of Data Analyzed on the Influence of Stress Resulting from Large Class on Teacher Effectiveness**

S/N	Items	VGE	GE	LE	NE	Total	$\bar{X}$	R/A	
16.	To avoid stress resulting from Large class I abandon the classes	160	120	200	38	518	2.38	R	
17.	To avoid stress resulting from large class I give less tests	380	570	200	15	478	2.19	R	
18.	I reduce my work effort to avoid stress resulting from large class	160	120	200	38	518	2.38	R	
19.	I try teach as much as I can weather the class is large or not	240	120	180	8	608	2.79	A	
10.	I try to complete my work assignments but with rest at intervals	300	240	60	63	643	2.95	A	
<b>CLUSTER MEAN</b>								<b>2.54</b>	

Results of data analysis presented in table 5 showed that the respondents agreed to a great extent that they have a positive way of dealing with stress resulting from large class. This was observed from the cluster mean which had a value of 2.54. From the table to avoid stress resulting from large class I abandon the classes had mean 2.38 and was rejected. To avoid stress resulting from large class I give less tests had mean 2.19 and was rejected. I reduce my work effort to avoid stress resulting from large class had mean 2.38 and was rejected. I try teach as much as I can weather the class is large or not had mean 2.79 and was



accepted. Student indiscipline has no place among teachers with Task-oriented principals had mean 2.95 and was accepted.

## 4.2 Test of Hypotheses

**H<sub>01</sub>:** There is no significant difference between the mean rating scores of male and female teachers on the influence of teacher management of stress resulting from students discipline on teachers' teaching effectiveness.

**Table 6: Results of Hypothesis Test on the Influence of Stress Resulting from Inadequate Facilities on Teacher Effectiveness**

Sources	N	$\bar{X}$	SD	df	P	t <sub>cal</sub>	t <sub>crit</sub>	Decision
Males Teachers	47	2.69	0.12	398	<0.05	1.49	1.96	Do not reject H <sub>0</sub>
Females Teachers	171	2.66	0.13					

Results of hypothesis test presented in table 6 show that there is no significant difference between the mean scores of male and female students on the influence of stress on teacher effectiveness. This was observed from the calculated t of 1.49 which is less than the critical t of 1.96. From the table the mean score of the 47 male students was 2.69 with a standard deviation of 0.12 while the mean score of the 171 female students was 2.66 with a standard deviation of 0.13. The degree of

freedom was 398 while the probability level was 0.05. Since the calculated t of 1.49 was less than the critical t of 1.96 the null hypothesis was not rejected.

**H<sub>02</sub>:** There is no significant difference between the mean rating scores of male and female teachers on the influence of teacher management of stress resulting from students discipline on teachers teaching effectiveness.

**Table 7: Results of Hypothesis Test on the Influence of Stress Resulting from Students' Discipline on Teacher Effectiveness**

Sources	N	$\bar{X}$	SD	df	P	t <sub>cal</sub>	t <sub>crit</sub>	Decision
Males Teachers	47	2.91	0.18	398	<0.05	1.59	1.96	Do not reject H <sub>0</sub>
Females Teachers	171	2.94	0.15					

Results of hypothesis test presented in table 8 show that there is no significant difference between the mean rating scores of male and female students on the way they manage stress resulting from students' discipline. This was observed from the calculated t of 1.59 which is less than the critical t of 1.96. From the table the mean score of the 47 male teachers was 2.91 with a standard deviation of 0.18. The mean score of the 171

female students was 2.94 with a standard deviation of 0.15. The degree of freedom was 216 while the probability level was 0.05. Since the calculated t of 1.59 was less than the critical t of 1.96, the null hypothesis was not rejected.

**H<sub>03</sub>:** There is no significant difference between the mean rating scores of rural and urban teachers on the influence of teacher management of stress resulting from high work load on teachers' teaching effectiveness.

**Table 8: Results of Hypothesis Test on the Influence of Stress Resulting from High Work Load on Teacher Effectiveness**

Sources	N	$\bar{X}$	SD	Df	P	t <sub>cal</sub>	t <sub>crit</sub>	Decision
Rural Teachers	101	2.91	0.14	398	<0.05	1.43	1.96	Do not reject H <sub>0</sub>
Urban Teachers	117	2.94	0.17					

Results of hypothesis test presented in table show that there is no significant difference between the mean rating scores of rural male and female teachers on the way they manage stress resulting from work overload. This was observed from the calculated t of 1.43 which is less than the critical t of 1.96. The mean score of the 101 rural teachers was 2.91 with a standard deviation of 0.14 while the mean score of the 177

urban urban teachers was 2.94 with a standard deviation of 0.17. The degree of freedom was 398 while the probability level was 0.05. The calculated t was 1.43 while the critical t was 1.96. Since the calculated t was less than the critical t the null hypothesis was not rejected.

**H<sub>04</sub>:** There is no significant difference between the mean rating scores of rural and urban teachers on the influence of teacher management of stress resulting from large classes on teachers teaching effectiveness.

**Table 9: Results of Hypothesis Test on the Influence of Stress Resulting from Large Class on Teacher Effectiveness**

Sources	N	$\bar{X}$	SD	Df	P	t <sub>cal</sub>	t <sub>crit</sub>	Decision
Rural Teacher	101	2.88	0.13	398	<0.05	1.02	1.96	Do not reject H <sub>o</sub>
Urban Teachers	117	2.90	0.16					

Results of hypothesis test presented in table 9 show that there is no significant difference between the mean rating scores of rural and urban secondary school teachers on how they manage stress resulting from large class. This was observed from the calculated t of 1.02 which is less than the critical t of 1.96. From the table the mean score of the 101 rural teachers was 2.88 with a standard deviation of 0.13 while the mean score of the 117 urban teachers was 2.90 with a standard deviation of 0.16. The

degree of freedom was 216 while the probability level was 0.05. Since the calculated t of 1.02 was less than the critical t of 1.96 the null hypothesis was not rejected.

### **4.3: Summary of Findings**

The following are the findings of this study:

- 1) When confronted with stress resulting from poor facilities secondary school teachers in Aba South L.G.A. sometimes abandon the subject they want to use it to teach, find alternative thing to do or don't allow it to border them.
- 2) When confronted with stress resulting from students' discipline secondary school teachers in Aba South L.G.A. sometimes allow students to behave the way they like, flog the students, report them fo the principal, avoid them or report them to the principal.
- 3) When confronted with stress resulting from work overload some secondary school teachers in Aba South L.G.A. sometimes either abandon the class, teach as much as they can, work at a steady rate and have full rest.

- 4) When confronted with stress resulting from large class secondary school teachers in Aba South L.G.A. sometimes try work at a steady rate, give less assignment teach sparingly.
- 5) There is no significant difference between the opinion of male and female teachers on:
  - a. The way they manage stress resulting from poor facilities and students' disciplinary problems.
  - b. The way they manage stress resulting from large class and work overload
- 6) There is no significant difference between the opinion of rural and Urban teachers on:
  - a) how they manage stress resulting from work over load
  - b) how they manage stress resulting from large class.

## **CHAPER FIVE**

### **DISCUSSION OF RESULTS RECOMMENDATIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter treated discussion of findings, educational implications of the study, limitations of the study, recommendations, suggestions for further studies and summary of the entire study.

#### **5.1: Discussion of Findings**

##### **Management of Stress Caused by Inadequate Facilities**

The first research question was asked to find out the teachers manage stress arising from inadequate facilities. The findings in respect of this question showed that the respondents sometimes abandon the subject they want to use it to teach, find alternative things to do or don't allow it to border them. Since this is their pattern of survival in a stressful condition it becomes their culture. However, the question to ask is if this culture of survival runs in tandem with the tenets of their employment.

The results of the hypothesis tested in respect of this research question showed that there is no significant difference between the opinion of male and female teachers on the way they manage stress resulting from

poor facilities. This implies that the male and the female teachers are saying the same thing about the way they manage stress.

This response corroborates the statement of Yambo (2012) that apart from the general principle of rest individuals tend to develop their patterns of coping with stress. Coping with or managing stress caused by inadequate facilities in schools is a matter of personal decision.

### **Management of Stress Caused by Students' Disciplinary Problems**

The second research question was asked to find out how teachers manage stress arising from students- indiscipline. The findings in respect of this question showed that the respondents sometimes allow students to behave the way they like, flog the students, report them to the principal, avoid the students or report them to the principal

Result of the hypothesis test conducted on this research question showed that there is no significant difference between the opinion of male and female teachers on the way teachers manage stress resulting from students' discipline.

This teachers' reaction to students' problems sounds odd because they are supposed to be insistent in their reactions to anything involving positive change of behaviour on the part of students. Since this is their pattern of



survival in a stressful condition it becomes their culture. However, the question to ask is if this culture of survival strategy is in tandem with the tenets of their teaching employment.

### **Management of Stress Caused by Work Overload**

Research question three sought to find out the way teachers manage stress resulting from work overload. To answer this research question five items were included in the questionnaire to elicit the needed responses. Out of these five items four were accepted. That is when confronted with stress resulting from work overload some secondary school teachers in Aba South L.G.A. sometimes abandon the class, teach as much as they can, work at a steady rate or have full rest.

Result of the hypothesis test conducted on this research question showed that there is no significant difference between the opinion of rural and urban teachers on the way teachers manage stress resulting from work over load. This means that both rural and urban secondary school teacher teacher react the same way to stress arising from work over load.

### **5.3 Limitation of Study**

Due to lack of time, the researcher was not able to conduct a thorough research work as a result of the nature of the programme.

Another constraint to this research work was insufficient funds. This researcher experienced shortage of funds in the act of moving from one school to another for the research work.

Finally, there was difficulty in collecting data from teachers as some were busy attending to students in their various classes.

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