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**RELATIONSHIP BETWEEN STRESS MANAGEMENT AND  
TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN  
NORTH CENTRAL STATES OF NIGERIA**

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**Abstract**

The study assessed the relationship between *stress management and teachers' job effectiveness in secondary schools in North*. One research question with corresponding objective and hypotheses was generated to guide the study. The study was guided by correlational survey research. The population of the study consisted of 43,271 teachers. The sample size of this study consisted of 4,324 respondents. Self-designed questionnaire that consisted of 14 items was used for data collection. The instrument yielded 0.80 as the logical validity index and 0.75 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were employed to answer the research questions while Pearson's product moment correlation was used to test the hypothesis at 0.05 level of significance. The findings of the study showed that there is a significant relationship between management of physical stress relates to teachers' job effectiveness *in secondary schools in North Central States of Nigeria*. The study recommended that there is need for every state government in North Central Geopolitical Zone of Nigeria to employ additional teachers as school enrolment increases in order to ensure that teachers are assigned with less teaching responsibilities so that the physical stresses they encounter due to much workload could be avoided to enhance their effectiveness in performing their assigned responsibilities.

**Keywords:** *Relationship, Stress Management, Teachers' Job, Effectiveness, Secondary School.*

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## **Introduction**

Every secondary school consists of diverse people with several desires, needs and expectations. The attainment of the goals and objectives of secondary schools depends on the ability of a principal to manage the needs and aspirations of the various staff because when staff members do not receive favourable working conditions, they may develop negative attitude that could reduce the level of their job effectiveness. As such, principals are expected to create cordial and conducive environment for every staff to reduce the level of stress and prepare teachers to teach students effectively. Globally, teaching is regarded as a noble profession, however, it is one of the occupations that is tedious and stressful in nature because it requires a lot of energy to enable students to learn appropriately and improve in their academic activities. The stress associated with teaching job sometimes would easily influence ill-health among teachers and prevent them from performing their teaching jobs effectively (Anyanwu, Ifeyinwa & Godian, 2015).

Teachers experience stress in form of unpleasant emotions like tension, frustration, anger and depression which may lead to poor quality delivery of lessons. Considering the nature of teaching profession, teachers seem to be under stress and such stressful situation could limit the level of their job performance. Oboegbulem and Onwurah (2011) defined stress as any external stimulus that cause instability in one's emotional, social, psychological and physical status. This means that stress is a body condition that occurs in response to actual or anticipated difficulties in life. Stress among teachers occurs due to pressure, tension or worry as a result of the working conditions of teaching profession. Teachers in secondary schools are likely to face stress because they are responsible for teaching and controlling the behaviour of students who are mostly adolescents. Stress is a dynamic situation in which an individual is confronted with limited opportunity, constraint, or demand which he or she desires and for which the outcome is sometimes perceived to be both uncertain and difficult to achieve. Prolonged or poorly managed stress could cause psychological discomfort and emotional instability among teachers. Stress does not only affect staff but school as an organization may also be affected due to low productivity and inefficiency among staff. Teachers who are over-stressed may fall sick and be frequently absent from schools to enable

them attend to their health issues. Stress in the school system occurs gradually from low to moderate and higher levels of stress. School managers are obliged to develop strategies for effective management of stress among teachers because high level of stress could reduce the efficiency of job performance by teachers (Oforjindu, 2011).

Stress management is the amelioration and control of stress, especially the chronic ones that are capable of affecting the staff physical, mental, emotional, social and psychological status. Effective management of stress requires the school managers to explore the stressors that are present in the school environments and take concrete steps to reduce or minimize stressful issues in order to improve the health and physical wellbeing of teachers. Stress management is the reduction or avoidance of excessive and otherwise uncontrollable demands and pressures caused by poor work design, poor working environment, poor management policies and unsatisfactory working conditions. Similarly, these things can result in workers not receiving sufficient support from others or not having enough control over their work and its pressures (Siani, 2013). Managing stress among teachers in the school system involves the creation of conducive and comfortable physical environments to enhance effective job performance. Stress management could be carried out through the provision of well-furnished offices for teachers as such situation may create a good atmosphere for teachers to plan their lessons and teach the students successfully. Management of stress among teachers also consists of making available the reward system like the salaries, wages, allowances, fringe benefits as well as other non-monetary incentives like welfare services, health care insurance policy, and staff safety scheme so that teachers could take appropriate care of themselves to minimize the effects of teaching stress (Osaat & Ekechukwu, 2017).

Stress management comprises measures taken to cope with trying periods, so that a state of psychological and physiological equilibrium is reestablished and subsequently maintained. Siani (2013) maintained that stress management is the amelioration of stress, especially the chronic ones that are capable of affecting one's physical, mental, emotional, social, psychological and environmental state. Measures taken to control harsh conditions in order to maintain a state of psychological or physiological equilibrium are known as stress management

strategies. Stress management strategies involve the reduction of staff workload, reduction of working hours, provision of free health care services, creation of conducive working atmosphere and improve the social relationship among staff to ease the tension and frustration that are associated with certain jobs.. Oboegbulem and Onwurah (2011) identified the following management copying strategies to be adopted by principals to control stressful related issues among teachers in secondary school system:

- i) Developing closer and friendly with staff,
- ii) Avoid allocation of too much responsibilities to staff,
- iii) Improve team spirit and unity among staff,
- iv) All staff need to be treated equally and fairly, and
- v) All staff members need to be provided with adequate instructional materials.

Physical stress in the school system is experienced through the nature of the school environment and the general working conditions of teachers. Teachers that experience physical stress may experience cardiac arrest, mental disorder and hypertension. Apart from reducing the effort of teachers from working effectively, physical stress may lead to the death of some affected teachers and decrease the number of teachers in some secondary school, thereby increasing the workload of the few available teachers who may tend to contribute less to enhance high academic achievement among students. Physical stress which occurs due to excess workload could influence inefficiency, depression, confusion and frustration among teachers in secondary schools. A frustrated and depressed teacher may not be effective in undertaking his or her teaching job diligently. Teachers whom too much workload are allocated to them could experience unhealthy working relationship with fellow teachers, management staff and students (Smruti, 2016).

When principals poorly handle stressful related issues among teachers, there is likelihood of ineffectiveness in job performance with the consequence of poor academic performance by students. Effective teachers need to work tremendously towards the improvement of students' academic achievement. Gurney (2017) observed that to be an effective teacher, there must be an interaction among different factors. One of them is the teacher' knowledge,

enthusiasm and responsibility to impart knowledge appropriately to students. Effective teachers are identified based on their knowledge, enthusiasm and responsibilities for promoting teaching and learning. Another index for determining effective teachers is the provision of students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback. The roles of effective teachers include presentation of clear lessons and proper use of instructional materials. Therefore, effective teachers do not teach in front of the class doing a good demonstration on the extensive and deep content knowledge, they teach to promote and enhance learning. Besides, they know how to manage not only their knowledge but also the classroom and the students through proper discipline, manage students' individual differences, manage interaction among teachers and students, how to give instructions, and how to assess and evaluate activities, the students and their own work (Iheukwumere, 2016).

**Teachers who are over-stressed could exhibit their feelings in several ways like aggression, anger and frustration and poor self-control. Emotional stress among staff members are displayed through frightening, increased heart-beat, sweating, tension, desperation and ill-thoughts. Manabete, John, Makinde and Duwa (2016) found out in their study that the' lives of teachers are affected by teaching stress which leads to physical ill-health such as headache, stomach upset, aches and pains with negative effectives on their job performance. Teachers who display negative behaviour because of too much responsibility may likely perform their job below the standard requires to enhance high academic achievement among students. Stressful teachers may not control their emotions in a manner that would boost their job performance. Teachers with much workload may become anxious and develop fears that would not help them to perform their job effectively (Uko, 2012). The demand and quest for secondary education in North Central states of Nigeria continues to increase on yearly basis without the corresponding increment in the recruitment of teachers. As a result, the few available teachers are overloaded with too much workload such as teaching, marking students' assignments, monitoring students' behaviour, marking of scripts and participation in extra-curricular activities of their schools. Such numerous tasks performed by teachers limit the quality of**

**their job performance. It is this on basis that this study is structured to assess the relationship between stress management, teacher effectiveness and students' academic achievement in secondary schools in North Central States of Nigeria.**

### **Statement of the Problem**

Poor stress management among secondary school teachers would prevent them from carrying effective teaching needed for high academic achievement among students. Teachers in secondary schools in North Central States of Nigeria seem to be overloaded with many subjects, as such, it becomes difficult for them to teach the students effectively. Teachers with much teaching responsibilities are likely to experience stress that would result to emotional, cognitive and psychological instability. This therefore necessitates the reduction and control of stress among teachers to induce them to become effective and efficient in performing their teaching responsibilities. The question therefore is that what are the stress management strategies to be adopted for controlling stress among teachers in secondary school system? The symptoms of stress and burnout in teachers are absenteeism, apathy, negativism, low morale, boredom, anxiety, frustration, fatigue, depression, alienation, anger, headache and stomach problem. *When teachers are overburdened with school activities without taken their health conditions into consideration, they would become stressed-up with the consequences of developing high blood pressure, migraine, heart disease, low immune system and possibly collapse and die. Teachers who are over-stressed may not contribute meaningfully towards the attainment of school goals. The massive failure in external examinations by secondary school students in North Central States may be attributed to improper management of teachers' stress with the effect of low quality teaching. Hence, this study is designed to assess the relationship among stress management, teacher effectiveness and students' academic achievement in secondary schools in North Central States of Nigeria.*

### **Purpose of the Study**

The main purpose of this study was to *assess the relationship between stress management and teachers' job effectiveness in secondary schools in North. The specific objective of the study was to:*

- *determine the relationship between the management of physical stress and teachers' job effectiveness in secondary schools in North Central States of Nigeria.*

## Research Questions

The study was guided by the research question below:

- ✓ What is the *relationship between* the management of physical stress and teachers' job effectiveness *in secondary schools in North Central States of Nigeria?*

**HO<sub>1</sub>:** *There is no significant relationship between the management of physical stress and teacher job effectiveness in secondary schools in North Central States of Nigeria.*

## Research Methodology

The study was guided by correlational survey research design. The population of the study consisted of 43,271 teachers drawn from 1,931 public senior secondary schools in North Central States of Nigeria. The sample size of this study consisted of 4,324 respondents representing 10% of the total population drawn from 811 senior secondary schools in North Central States, Nigeria. Multi-stage and simple random sampling techniques were employed to select the respondents for this study. The researcher developed a questionnaire for data collection from the respondents. The questionnaire is tagged 'Principals and teachers Questionnaire on Stress Management and Teacher Effectiveness' (PTQSMTE). The questionnaire contained 14 items constructed based on modified 4-point Likert's scale given as Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was subjected to expert's judgment for validation and it yielded the logical validity index of 0.80. The instrument was duly pilot tested and it yielded the 0.75 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's Product Moment Correlation was employed to test the hypothesis at 0.05 level of significance.

## Analysis of Research Question

The research question was answered using mean and standard deviation as presented below:

What is the *relationship between* the management of physical stress and teachers' job effectiveness *in secondary schools in North Central States of Nigeria?*

**Table 1: Mean and Standard Deviation Analysis Showing the Relationship between Management of Physical Stress and Teachers' Job Effectiveness in Secondary Schools in North Central States of Nigeria**

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	Std.	Decision
1.	Teachers are allocated with much workload which weighs them down physically and prevent them from performing their tasks properly.	2100	1200	361	241	2.60	0.66	Agreed
2.	There is depression among teachers which reduce their teaching zeal because of the burden of controlling students' behaviour as part of classroom management.	1680	1502	420	300	2.55	0.70	Agreed
3.	Teachers easily become angry and perform their job poorly as a result of frustration arising from inability to complete numerous assigned responsibilities successfully.	1801	1555	281	265	2.65	0.68	Agreed
4.	There is high rate of students-teacher ratio in secondary schools which prevent teachers from managing their classes effectively during teaching and learning.	1793	1602	205	302	2.60	0.72	Agreed
5.	Teachers easily make mistakes because they are unstable and restless due to level of anxiety to complete assigned responsibilities.	660	500	1802	940	2.25	0.70	Disagreed



6.	Much workload induces ineffectiveness due to poor thinking and mental disorder among teachers.	1338	1165	705	694	2.64	0.67	Agreed
7.	Teachers easily become weak and perform their job poorly because the tasks assigned to them are beyond their strengths.	720	641	1350	1191	2.33	0.69	Disagreed
8.	Teachers fall sick and frequently stay away from school due to their inability to overcome the stress associated with teaching profession.	811	575	1248	1268	2.00	0.65	Disagreed
9.	Stress makes teachers to experience body pains and prevent them from delivering their lessons successfully.	1410	1362	680	450	2.70	0.80	Agreed
10.	Physical stress induces low productivity that will lead to ineffective teaching among teachers.	987	1874	462	579	2.66	0.79	Agreed
11.	Teachers are inefficient in monitoring and supervising students' academic activities because of too much works that are assigned to them.	1300	1021	620	961	2.73	0.76	Agreed
12.	Teachers are not diligence in preparing comprehensive lesson plans because many subjects are allocated to them to teach.	1451	1280	721	450	2.82	0.71	Agreed

13	Teachers display low level of enthusiasm while teaching students due to their inability to cope with the numerous responsibilities assigned to them.	978	1824	866	234	2.75	0.69	Agreed
14.	Physical stress induces poor working relationship among staff and creates tension that will not promote effective teaching and learning.	1322	1085	642	853	2.68	0.70	Agreed
Agreed mean						2.28	0.68	Rejected

**Scale Mean 2.50**

Table 1 indicated the mean and standard deviation analysis of management of physical stress and teachers' job effectiveness *in secondary schools in North Central States of Nigeria*. The details of the analysis showed that item 1 has a Mean score of 2.60 with standard deviation of 0.66, item 2 has a mean score of 2.55 with standard deviation of 0.70, item 3 has a mean score of 2.65 with standard deviation of 0.68, item 4 has a mean score of 2.60 with standard deviation of 0.72, item 5 has a mean score of 2.25 and standard deviation of 0.70, item 6 has a mean score of 2.67 with standard deviation of 0.67, item 7 has a mean score of 2.33 with standard deviation of 0.69, item 8 has a mean score of 2.00 with standard deviation of 0.65, item 9 has a mean score of 2.80 with standard deviation of 0.80, item 10 has a mean score of 2.66 with standard deviation of 0.79, item 11 has a mean score of 2.73 with standard deviation of 0.76, item 12 has a mean score of 2.82 with standard deviation of 0.72, item 13 has a mean score of 2.67 with standard deviation of 0.69 and item 14 has a mean score of 2.68 with standard deviation of 0.70. It is observed from the analysis of the research question that the average mean of 2.57 is greater than the scale of 2.50, as a result, management of physical stress relates to teachers' job effectiveness *in secondary schools in North Central States of Nigeria*.

### Test of Hypotheses

The hypothesis was tested using Pearson's product Moment Correlation at 0.05 level of significance.

*HO<sub>1</sub>: There is no significant relationship between management of physical stress and teacher Job effectiveness in secondary schools in North Central States of Nigeria.*

**Table 2: Correlation Coefficient Analysis Showing the Relationship between Relationship the Management of Physical Stress and Teachers' Job Effectiveness in Secondary Schools in North Central States of Nigeria**

S/N	Variable	Df	r- calculated	r-tabulated	Level of Sig 0.05
1	Management of Physical Stress				
		3900	0.88	0.16	Significant
2	Teachers' Job Effectiveness				

Table 2 shows the results of Pearson's Product Moment Correlation Coefficient (r) analysis of the relationship between management of physical stress and teachers' job effectiveness *in secondary schools in North Central States of Nigeria*. The details of the analysis revealed that the r-calculated value is 0.88 while the r-tabulated is 0.16 at degree of freedom of 3900 and 0.05 level of significance. Since the r-calculated value of 0.88 is above the r-table value of 0.16, the null hypothesis was rejected which implies that *there is a significant relationship between management of physical stress and teachers' job effectiveness in secondary schools in North Central States of Nigeria*.

### Discussion of Findings

The general finding of the study indicated that there is significant relationship between management of physical stress and teachers' job effectiveness *in secondary schools in North Central States of Nigeria*. The details of the finding as presented in Table 2 indicated that the r- calculated value of 0.88 is above

the r-table value of 0.16 at 0.05 level of significance. The finding of the study confirmed the position of **Manabete, John, Makinde and Duwa (2016)** who found out that the' **lives teachers are affected by teaching stress which leads to physical ill-health such as headache, stomach upset, aches and pains with negative effectives on their job performance.** *Physical symptoms of stress in teaching profession occurs in form of headache, stomach upset, general body pains, weakness of the body, tense muscles, insomnia, loss of sexual desire and nervousness. The physical aspect of stress in teaching profession consists of factors which hinder teachers from performing their tasks effectively to accomplish the stated school goals.* Workload allocated to teachers in the school setting constitutes part of the conditions of service that could determine the level of teachers' effectiveness. The greater the workload, the lower the zeal, strength and efficiency for quality job performance and vice-versa. Workload refers to the number of courses and other responsibilities assigned to the academic staff to perform within a given period of time. Workload could be classified as quantitative that is, the amount of work to be done and qualitative which is the difficulty involved in getting a work done. The assignment of responsibilities to teachers is on the basis of educational background, academic qualifications and working experience. When teachers are given much workload, their level of job performance is bound to fall below the maximum level.

### Summary of Major Findings

The following are the summary of the major findings:

- The finding of the study as shown in Table 1 (research question one) revealed that management of physical stress relates to teachers' job effectiveness *in secondary schools in North Central States of Nigeria because the average mean of 2.57 is greater than the scale mean of 2.50.*
- The findings on Table 2 (Hypothesis 2) showed that *there is a significant relationship between management of physical stress and teachers' job effectiveness in secondary schools in North Central States of Nigeria since the r-calculated value of 0.88 is greater than the r-table value of 0.16.*

## Conclusion

The study concluded that physical stress induces low productivity and ineffective teaching among teachers especially as teachers are allocated with much workload which weighs them down physically and prevent them from performing their tasks effectively.

## Recommendation

The study recommended that there is need for every state government in North Central Geopolitical Zone of Nigeria to employ additional teachers as school enrolment increases in order to ensure that teachers are assigned with less teaching responsibilities so that the physical stresses they encounter due to much workload could be avoided to enhance their effectiveness in performing their assigned responsibilities.

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