

**A STUDY OF JOB STRESS AMONG SECONDARY
SCHOOL TEACHERS IN TAMBUWAL LOCAL
GOVERNMENT AREA OF SOKOTO STATE**

BY

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This work, A study of job stress among secondary school teachers in Tambuwal Local Government Areas of Sokoto State, had been read and approved, having met the required standard for the award of Degree in Education (B. Ed) in the Department of educational foundation, Usmanu Danfodiyo University, Sokoto.

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ABSTRACT

This paper take a look at the study of job stress among secondary school teachers in Tambuwal Local Government Area of Sokoto State. One hundred and five (105) teachers in five secondary schools were randomly selected using simple sampling techniques. A 15-item questionnaire was drawn in line with the four research questions raised for the study. Data were collected using a research-made questionnaire titled Job Stress and Teachers Effectiveness Questionnaire (JSTEQ). Collected data were analyzed through the use of table and percentage. Findings revealed that most of the teachers find teaching job stressful and students misbehavior also contributed to teachers' stress. Subsequently, it is recommended that government and authority concerned should reduce with urgency all identified stressors in schools for the teachers to carryout their work diligently.

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CHAPTER ONE

1.1 Background to the Study

In the educational process, the teacher occupies a very important place. A teacher is the medium through which educational objectives and plans can be actualized. For this, the teacher must have sound, mental and physical health. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase, rather than reduce the level of stress among teachers. Secondary school teachers experience higher level of stress due to demanding situations, while dealing with students. Overcrowded classes, heavy syllabus and inadequate facilities make teacher's work more complex. Researchers in service industry like nursing, hotel and police have highlighted that working personnel experience varying degree of stress and sometime burnout (Indira, 2008). Correlation between job satisfaction and performance has been proved in above mentioned professions (Nursing and Police). Present study is undertaking to study the job stress among secondary school teachers in relation to their teaching effectiveness and also how

the perceptions of teachers and their students differed on teaching effectiveness (E-Journal of All Indian Association for Educational Research, Indira, 2008).

The importance of teachers in a nation building cannot be over emphasized. One cannot discuss the role of education in the National development without giving central attention to teachers as the real agents of development. National development hinges on the contribution of teachers towards attainment of academic excellence by the students. The major work of teachers is human resources development and no nation can develop above her human resources. The different professions trained by teachers have their own contribution to make in the national development. In spite of the central role teachers occupied in the national development, researches by Adeyemo and Ogunyemi (2005), Dorman (2003) Linde (2000) have identified stress as one of the cardinal factors militating against effective performance in school.

In community day secondary school, Tambuwal L.G.A, Sokoto State, Secondary School Teachers themselves are widely

recognized to be subjected to stress in their daily work (Kyriacou 2001; Troman, 2006; Wiley, 2000).

Teaching profession has been categorized as an occupation at high risk for stress (Chan & Hui 2005; Pithers & Forgaly, 2004). The Health and safety executive (2000) in the united kingdom reported that teaching is the most stressful occupation, compared to other occupations such as nursing, managing, professional and community service occupations. It was also reported that two of five teachers in the country experienced stress, compared to one in five workers from other occupations.

Job stress has been identified as the experiences of unpleasant, negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers. The amount of researches on job stress has increased steadily and has now become major researcher topic in many countries (Kyriacou, 2001).

The stressfulness of teaching as an occupation is widely recognized and several studies have been initiated in the development countries to address its causes such programmes

includes, providing access to employee assistance programs (EAPs) for those who wish to attend, emotion focused strategies (releasing pent feeling through exercise, or meditation) (Admiral, Korthagen & Wobbles 2000) In Tambuwal local government area of Sokoto state as elsewhere, teachers have been leaving their profession in increasing numbers despite this trend during the past two years of economic recession, a high proportion of teachers who remain in their job freely admit their dissatisfaction. It is the level of dissatisfaction and job stress among secondary school teachers that are focus of this research. The major factors that are responsible for this stress are poor remuneration and benefit, work load, delay in promotion or promotion without implementations heavy syllabus and inadequate facilities make teachers work more complex (Kyriacou, 2001).

This research work is aimed at studying job stress among the secondary school teachers' in Tambuwal local government areas in Sokoto state. Plausible coping mechanisms that will reduce teachers' job stress are equally recommended.

1.2 Statement of the Problem

The current turbulent environment in which some teachers conduct their work requires that authorities examine their practices. Working in the Nigerian teaching profession is an inherently stressful profession with long working hours, overcrowded classes, heavy syllabus and inadequate facilities, heavy workload, poor remuneration and benefit, students' misbehavior, perceived burnout, physical and psychological demands of teachers in the class, make them more vulnerable to high levels of stress. The effects of stress are evidenced as increases in their perceived burnout, high medical bills, lateness to work, low productivity and increased in sick leaves. Despite the extremely negative effect of job stress on the human body and work performance, many secondary schools, in Tambuwal Local Government in Sokoto State are not being an exception to this scourge of job stress and its stress-related conditions that negatively affect teaching efficiency.

Furthermore, there has not been a conscious establishment of linkage between job stress and its effect on efficiency. It is in the light of these problems that the

researchers seek to bring to the fore the implication of job stress on the overall performance of teachers in schools.

1.3 Objectives of the Study.

- 1) To find out the relationship between job stress and the teaching effectiveness.
- 2) To find out the relationship between teachers work load and teaching effectiveness.
- 3) To find out the relationship between job stress and their perceived burnout.
- 4) To find out the relationship between job stress and students misbehavior.

1.7 Research Questions

To come up with solution to the identified problem, the study attempted to find answer to the following questions:

- 1) What is the relationship between job stress and the teaching effectiveness.
- 2) Is there any relationship between teachers' workload and teaching effectiveness.
- 3) What is the relationship between job stress and their perceived burnout.

- 4) What is the relationship between the teachers' job stress and student misbehavior.

1.8 Research Hypotheses

- 1) There is no significant relationship between job stress and the teachers' efficiency.
- 2) There is no significant relationship between teacher' workload and teaching effectiveness.
- 3) There is no significant relationship between teachers' job stress and their perceived burnout.
- 4) There is no significant relationship between teachers' job stress and student misbehavior.

1.9 Significance of the Study

It is the belief of the researchers that the results of this study would be of good help in the following area.

- a) To create an awareness on teachers stress and how to deal with it.
- b) To bring about awareness on the effect of stress and how to control it.
- c) To find out the perceptions of teachers and their students differed on job stress.

d) To combat a problem, the awareness of the conditions, which lead to it are very important.

The purpose of this study was to examine job stress among secondary school teachers in Tambuwal L.G.A, in Sokoto State. Above all, it is very important to know the causes of stress and how to proffer lasting solution to it. Stress management is important to healthy functioning or organizations or educational system as it seeks to increase productivity since one can clearly focus on tasks better memory, improved, immune system and better blood pressure. In Nigeria, job stress is not being given the attention it deserves and so very little has been done as far as assessing the role of stress on job performance in our educational system as well as other organizations are concerned (Dunham & Varma 2000).

The research will be of great significant to the study of job stress among secondary school teachers in Tambuwal L.G.A, In particular, the academic environment and the individual as well as teachers themselves on how to manage stress ways or method of managing job stress. Above all, it is very important to know the causes of stress and how to proffer lasting solution to

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Dunham and Varma (2000) suggested that, stress can be reduced by developing new skills or by diverting attention through humour physical activity. To cope under difficult conditions, teachers require both organization and personal support, including training in interpersonal problem solving and skills to deal with stress.

Lazarus and Folkman (1994) in Robert and Jessica (2006) stated that, continual physical and mental adaptation are required to cope satisfactorily with demanding situations. Poor coping mechanisms have long been identified as a primary cause of stress (Head 1996; Montgomery & Rupp, 2005). Good coping skills include modifying thought process, learning

problem focused strategies (such as new skills in addressing stress) and emotion focused strategies (releasing pent up feelings through exercises, Talking and meditation (Admiral, Korthagen & Wubbels, 2000).

Fleur (2010) identified stress as a part of life for most people and cannot be eliminated completely, but it can be managed by a number of natural methods. Some of these natural ways of controlling stress include:

1. **Exercise:** exercise will improve overall health and give one a sense of well being by the release of endorphins, thus boosting confidence and lowering stress levels. Regular exercise can also decrease the production of stress hormones and therefore help to better manage stressful situations. Reducing stress through exercise can give one a sense of well being and confidence. The more stress is reduced; the easier it becomes to cope with and eliminate stress.

2. **Relaxation:** learning relaxation techniques will help to relax both mind and body, which is essential in the quest for better stress management. Relaxation can lower heart rate and blood pressure and increase blood flow to organs and muscles,

allowing an individual to feel more in control of a situation. A visit to a professional to learn relaxation techniques may be necessary, since relaxing can be surprisingly difficult for someone who is always tense and stressed. Exercise and Relaxation should be a regular just don't have time to go to the gym to exercise or the time to find quite place in order to relax. What they fail is less stressed and probably more productive in the long run. Most companies give their staff a lunch break uses it, not to work but to exercise and relax.

1.7 Scope and Delimitation of the Study

The scope of this study is to cover all secondary school teachers in Tambuwal local government of Sokoto state. The study is also limited to examine job stress among the teachers. Amongst these secondary schools, five secondary schools are going to be selected for the study.

1.8 Operational Definition of Terms

1. **Stress:** Stress can be defines as the body's reaction to a change that requires a physical, mental or emotional adjustment or response.

2. **Job Stress:** Job stress is defined as the perception of a discrepancy between environmental demand (stressors) and individual capacities to fill these demands (Topper, 2007, 2003; Varca, 1999).
3. **Burnout:** Burnout is the feeling of physical and emotional exhaustion due to stress from working with people under difficult demanding conditions.
4. **Stressor:** Is a physical, psychological or social forces that puts real pressure or perceived demands on the body, emotions, minds or spirit of an individual. (Kyriacou, 2007).

CHAPTER TWO

Literature Review

2.1 Introduction

Montgomery and Rupp (2005) conducted a meta-analysis of 65 papers from 1998 to 2003 that deal with causes and effects of teachers stress and they were able to conclude that, poor coping skills were among the principals factor that cause daily stress to become distress. This literature review considers job stress, causes and effects as well as coping mechanisms for Teacher's.

Stress, from whatever perspective one looks at it, is an environmental problems manifested by a state of disequilibrium in an individual responds to demands made him. It is said to occur when individual finds that his capabilities and resources “can not adequately meet the demands imposed by the environment” (Famojuro 2001, P. 1). The signs and symptoms of stress are personal. The symptoms could be internal or external stress (Riches, 2004).

Internal stress may include feeling sick, moody or having headaches e.t.c. while external ones may be throwing things,

shaking with rage weeping e.t.c. Tension is a sign of extreme reaction to stressors (i.e anything that induces stress) that stress will result or not and it's extent are however, determined by the way, the individual perceives and copes with the environment demands (Oyewo, 2006). This is why two people under the same condition may differ in their level of stress or one may experience stress while the others do not. Therefore, stress as Selye in Okorie, (2000) puts it, whatever disturbs the psychological or physiological homeostasis of the individual. It can result in anxieties, conflicts and a feeling of frustration. It can lead to ill health and in some cases be life threatening. Reaction to stress may however, be positive or negative, the former occurs when the individual consider it as a challenge and it becomes as sources of strength to do better i.e. lead to constructive behaviour, while the latter result when feels frustrated and dejected (Riches, 2004). While some forms of stress in our daily life can be a motivator, persistent exposure to stressors or lack of hope that things will be better, can lead to frustration which is undesirable.

Stress does not discriminate, it can affect people of all ages and all categories of workers depending on their circumstance and coping abilities. Stress factors can be personal – based or family – based. The way the last affects teachers is one of our concerns of this research. Stress may be seen as a state of psychological and physiological imbalance resulting from the disparity between situated demand and all the individual ability (Okorie, 2000).

2.2 Definition of Stress

Mullins (2001), defined stress as a complex and dynamic concept. It is a source of tension and frustration and it can arise through a number of interrelated influences on behaviour including the individual, group, organization and environmental factors.

Telsand (2001) added that stress refers, to a state of mind which reflects certain biochemical reactions in human body and it is exhibited in forms of, a sense of anxiety, tension and depression.

According to Mokenna (2004), he defined stress as any situation that is seen as burden, some threatening, ambiguous

or boring situation are likely to reduce stress. This is the type of situation that would normally strike the individual as deserving immediate attention or concern and is viewed as unfortunate or annoying.

Stress is defined according to Kyriacou (2001), as an environmental problems manifested by a state of disequilibrium in an individual, as he or she responds to demand made on him. Stress may be seen as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individuals’ ability and motivation to meet those demand. Both Baum (2000) and Derogatis (2004), Described stress in terms of an uncomfortable emotional experience or feeling of pressure influenced by a person’s personality, environment and emotional response. It is generally agreed that stress involved discomfort and pressures, Lazarus and Folkman (2004) emphasized that this is highly variable and subjective.

Angela (2011), defines stress as the body reaction to a change that requires a physical, mental or emotional adjustments or response. Stress can come from any situation

or thought that makes you feel frustrated, angry, nervous or anxious. She further defined it as a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Pressure or tension exerted on a material object; the distribution of stress is uniform across the bar, the degree of stress measures in units of force per unit area.

Stress; in a medical or biological context is a physical, mental or emotional factor that causes bodily or mental tension. Stress can be external (from the environment, psychological, social situations) or internal (illness or from a medical procedure). Stress can initiate the “fight or flight” response, a complex reaction of neurological and endocrinologic system. The health and safety executive (2000a).

However, when trying to understand stress, develop stress management and stress relief strategies, having a definition of stress can be helpful to assist with a greater understanding of the term “Stress” let us now consider six definition of stress relating to human functioning from six different dictionary based sources.

In this first definition, the Kernerman English learners Dictionary (2008) defines stress as “the worry experienced by a person in particular circumstances, or the state of anxiety caused by stress”. The Merriam – Webster online dictionary (2009) describes stress as “a physical, chemical or emotional factor that causes bodily or mental tension and may be a factor in disease causation and a state resulting from a stress is one of bodily or mental tension resulting from the factor tends to alter an existent equilibrium”.

The Encarta world English Dictionary (North American Edition) (2009) Found stress to be “strain felt by somebody: mental, emotional, or physical strain caused, e.g by anxiety or over work. It may cause such symptoms as raised blood pressure or depression”.

In this fourth definition of the stress term, the American Heritage Dictionary of the English Language (2009), defines stress as “a mentally or emotionally disruptive or upsetting condition occurring in response to adverse external influence and capable of affecting physical health, usually characterized

by increased heart rate, a rise in blood pressure, muscular tension, irritability and depression.

The fifth definition of stress by the Gale Encyclopedia of mental Disorder (2003) on the other hand, states “stress is a term that refers to the sum of the physical, mental and emotional strains or tensions on a person. Feeling of stress in humans results from interactions between as straining their environment that are perceived as straining or exceeding their adaptive capacities and threatening their well being. The element of perception indicators that human stress responses reflect different in personality as well as difference in physical strength or health”.

Finally, we turn to wikipedia (<http://www.wikipedia.org>) for our sixth categorization and understanding of the stress term stress as a biological failure of a human or animal to respond appropriately to emotional or physical threats to the organism, whether actual or imagined. It is the autonomic response to environmental stimulus, it includes a state of alarm and adrenaline production, short – term resistance as a coping mechanism and exhaustion. Common stress symptoms include

irritability, muscular tension, inability to concentrate and a variety of physical reactions, such as headaches and elevated heart rate”.

Stress, though, not new to the world has to be increasingly recognized and given much more attention in modern day living especially in developed world economics. Stress management is increasingly attended to by business corporate organizations in recognition of its relationship to workers productivity. In countries like America and Britain, teachers stress has started to receive attention since the 70s in recognition of the relationship between job stress and work effectiveness as well as the need to improve teachers’ job lives and welfare (Kyriacou, 2001; Durham, 1997).

Stress in America survey results show that adults continue to report high levels of stress and many report that their stress has increased over the past year. American Psychological Association (2012).

Understanding stress and definition the term stress is not a simple process. As researcher Tom COX pointed out in 1985: “the concept of “stress” is elusive because it is poorly defined.

There is no single agreed definition in existence. It is a concept which familiar to both layman and professional alike. It is understood by all when used in a general context but by very few when a more precise account is require and this seems to be the central problem”. As the work load and demand from teachers increased, it is understandable that the level of stress in case teachers increases as well. Work related stress not only affected teachers but also has been noticed in a number of employees in western countries over the past decade (Klink, Blonk, Scheme, Van Dijk, 2001). It ends up costing the economy in workers absenteeism, loss productivity, and health care expense. The clients also lose out: the more stress teacher are feeling, less likely they are to perform their jobs at full potential (Klink, Blonk, Scheme, Van Dijk, 2001).

Martino (2000), defined stress is any action or situation that places special physical or psychological demands upon a person, anything that can unbalance his individual equilibrium. And while the physiological responses to such demand are surprisingly uniform, the forms of stress are innumerable. Stress may be even but unconscious like the

noise of a city or the daily chore of driving the car. Perhaps the one incontestable statement that can be made about stress is that it belongs to everyone to businessmen and professor, to mother and their children factory workers. Stress is a part of fabric of life. Nothing can isolate from human beings as is evident from various researcher and studies.

However, in Nigeria, the issue of teacher stress has hardly caught the attention of our educational planners and the Government even though, research findings have confirmed its presences. Adegoroye (2005), and the signals and the effect are obvious in our educational system. The reason for the lukewarm attitude is not far fetched. The misconception is fully demonstrated by the fact that it has been reduced to all corners and even never do we profession, treated with so much levity that nobody want to be a teacher.

In spite of its non-recognition and low esteem, every teacher knows that teaching is one of the most demanding jobs around the world and more so in Nigeria context. Any job that is directed at shaping the behaviour of young children up to adult life in the midst of conflicting and confusing cultures

cannot be easy. In addition, teaching at times for several hour is not an easy task. Teaching is even becoming more dangerous in our society with cult activities posing threats to teachers.

In spite of the central role teachers occupy in the National Development (Adeyemo & Ogunyemi, 2005; Dorman 2003; Linde, 2000) have identified job stress as one of the cardinal factors militating against their effective performance in schools. Stress can be managed but not simply do away with.

Stress is an ineffective and unhealthy reaction to change (Akinboye, Akinloye and Adeyemo 2002). Job stress is known as stress at work – it occur when there is discrepancy between the demand of the work place and that of individual. Tsutsumi (2009).

Job stress is a serious work hazard which has the power to bring crisis on teachers. In recent time, many studies have examined job stress in the teaching profession. Studies have suggested that teachers experience disproportionate high level of stress (Adeyemo and Ogunyemi, 2005).

Hammond (2001) reported that 30% of novice teachers exit the profession prior to their 50 years. The major reasons

given for this exit was the level of occupational stress experienced by the researchers. Increase work load, a hostile environment, large classes, delay and non-payment of salaries, poor working environment, poor condition of service, parents insult and assaults and time pressure have been identified as sources of job stress (Jack and Punch, 2001). It is the body's response to any undesirable, mental, physical, emotional, social or environmental demand. Mullms (2002) conceived stress as a complex and dynamic concept. It is a sources of tension and frustration which can arise through a number of interrelated influences on behaviour including the individual, group, organization and environmental factors.

Telsang (2001) added that stress is refers to a state of mind which reflects certain bio-chemical reactions in human body and it is exhibited in forms like a sense of anxiety, tension and depression. In human terms any situation that is seen as burden some, threatening, ambiguous or boring likely to induce stress. This is type of situation that would normally strike the individual as deserving immediate attention or concern and is viewed as unfortunate or annoying.

Teachers are at increased risk for burnout. Measuring teachers stress is important and can play important role understanding the process that lead to teachers' burnout. Burnout is described as the inability to perform both functionally and effectively in employment setting due to extensive to job related stress (Dorman, 2003).

Burnout is the feeling of physical and emotional exhaustion due to stress from working with people under difficult or demanding conditions. Burnout is followed by signs such as chronic fatigues, quickness to anger and susceptibility to cold, headaches and fevers.

One very useful explanation of burnout which we have adapted from the seminal work of Freedenberg (1991), who coined the term "burnout", Maslach (2001) and Veninga and Spradley (1981): A debilitating psychological condition brought about by unrelieved work stress, resulting in;

- a) Depleted energy and emotional exhaustion
- b) Lowered resistance to illness
- c) Increased depersonalization in interpersonal relationships.
- d) Increased dissatisfaction

e) Increased absenteeism and work inefficiency

“Stress” As being seen in school; it is a fact of life. The key issue is to personally and systemically ensure that the inevitable stresses are address, lest the burnout risks escalate if the stresses spiral unabated and unchecked, the notion of teachers being at greater burnout risk than people in other professions Malslach’s (1982) in Commet (2002) Says Burnout: the cost of caring, the very fact that you care about other people puts you at greater risk of burning out than if you did not care. Another of those stress related paradoxes we have mentioned throughout of this research work. You enter the profession in the first place with high ideals of service to others; this makes you a burnout risk. You daily face lot of red tape, regulations and mandates in a profession with high expectation by the typically accompanied by relative low salaries—this makes you a burnout risk. You don’t punch a clock, and since you care about what you do, you typically take work home with you, this makes a burnout risks. Even as hard as you have studies and as much as you work hard to stay on top of all the new presentation issues from your students everyday, there is no

way that you will have to face in your classroom this also makes you stressful and a burnout risk. The cost of caring, with think about it for moment; if you care about students and your job, you are tend to work harder at it. As you are successful at what you do, you are more likely to be noticed, respected and asked to do more for the good of the caused at school. This will put more demands on your time and energy. The very facts that you care will mean that you are more likely, not less likely to be sought after for committed work and other leadership responsibilities because your peers respects and trust you. And over time, as been mentioned above, unless you are taking care of your self so as to prevent burnout, you will be increasingly at risk because of your commitment to give your best. Unless you are replenishing yourself, there are limits to how you are able to give.

Maslach and Leiter's (2000) more recent work, presented in their book, the truth about the burnout, define burnout more in term of the systemic disconnect between a person's true self and their expectations about their work as opposed to

the realities of what they actually find themselves experiencing at work.

They shed more light on the burnout, burnout is the index of the dislocation between what people are and what they have to do. It represents an erosion in values, dignity, spirit and will, an erosion of the human soul (Maslach and Leiter, 2000, P. 24). Maslach and Leiter went on to reinforce the notion that it is not the fault of the worker that they experience burnout, but rather than the strong impact of the work environment mitigates either toward promoting burnout or preventing burnout in a particular setting. The six systemic sources of burnout that are discussed in detail in Maslach and Leiter's (2000) books are:

- a) Work load
- b) Lack of control
- c) insufficient reward
- d) unfairness
- e) Breakdown of a sense of community
- f) value conflict

2.3 Types of Stress

Stress management can be complicated and confusing because there are different types of stress. Miller and Smith (2011), gave types of stress as, acute stress, episodic acute stress and chronic stress. Each with its own characteristic, symptoms, duration and treatment rapprochement. Let's look at each one in detail.

i) **Acute Stress:** Acute stress is the most common form of stress. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Acute stress disorder (ASD) is an anxiety disorder characterized by a cluster dissociative and other symptoms occurring within one month of a traumatic event (Dissociation is a psychological reaction to trauma in which the mind tries to cope by “sealing off” some features of the trauma from conscious awareness). By the same token, overdoing on short-term stress can lead to psychological distress, tension, headaches, upset stomach and other symptoms.

Fortunately, acute stress symptoms are recognized by most people. It's a laundry list of what has gone awry in their

lives: the auto accident that crumpled the car fender, the loss of an important contract, a deadline they are rushing to meet, their child's occupational problems at schools, and so on. Because it is short terms, acute stress does not have enough time to do the extensive damage associated with long-term stress. The most common symptoms are: emotional distress – some combination of anger or irritability, anxiety and depression, the three stress emotions, muscular problems including tension headaches, back pain, jaw pain and the muscular tensions that lead to pulled muscles and tendon and ligament problems; stomach, gut and bowel problems such as heart burn, acid stomach, flatulence, diarrhea, constipation, and irritable bowel syndrome: transient over arousal lead to elevation in blood pressure, rapid heartbeat, sweaty palms, heart palpitations, dizziness, migraine headaches, cold hands or feet, shortness of breath and chest pain.

Acute stress can crop up in any ones life and it is highly treatable and manageable.

ii) **Episodic Acute Stress:** These are those, however, who suffer acute stress frequently, whose live are so disordered that

they are studies in chaos and crisis. They are always in a rush, but always late – if something can go wrong, it does. They take on too much, have too many irons in the fire and cannot organize the slew of self-inflicted demands and pressures clamoring for their attention. They seem perpetually in the clutches of acute stress. It is common for people with acute stress reactions to be over aroused, short tempered, irritable, anxious and tense. Often, they describe themselves as having “a lot of nervous energy” always in a hurry, they tend to be abrupt, and sometimes their irritability comes across as hostility. Interpersonal relationship deteriorates rapidly when others respond with real hostility. The work place becomes a very stress places for them.

The cardiac prone people, described by cardiologist, Friedman and Roseman (2001), are similar to an extreme case of episodic acute stress. This type of people have an “excessive competitive drive, aggressive, impatience, and a harrying sense of time urgency”. In addition there is a “free-floating, but well – rationalized form of hostility, and almost always a deep – seated insecurity. Such people’s characteristics would seem to create

frequent episodes of acute stress for these people Friedman and Roseman (2001) found them to be much more likely to develop coronary heart disease than those people who show an opposite pattern of behaviour.

Another form of episodic acute stress comes from ceaseless worry. “Worry warts” see disasters around every corner and pessimistically forecast catastrophe in every situation. The world is a dangerous, unrewarding, punitive place where something awful is always about to happen. These awful situations also tend to be over aroused and tense, but are more anxious and depressed than angry and hostile.

The symptoms of episodic acute stress are the symptoms of extended over arousal; persistent tension, headaches, migraines, hypertension, chest pain and heart diseases. Treating episodic acute stress requires intervention on a number of levels, generally requiring professional help which may take many months.

Often, life style and personality issues are so ingrained and habitual with these individuals that they see nothing wrong with the way they conduct their lives. They blame their woes on

other people and external events. Frequently, they see their lifestyle, their patterns of interacting with others, and their ways of perceiving the world as part and parcel of who and what they are.

Sufferers can be fiercely resistance to change. Only the promise of relief from pain and discomfort of their symptoms can keep them in treatment and on track in their recovery program.

iii) **Chronic Stress:** while acute stress can be thrilling and exciting, chronic stress is not. This is the grinding stress that wears people away day after day, year after year. Chronic stress destroy bodies, mind and lives. It wreaks havoc through long-term attrition. It's the stress of poverty, of dysfunctional families of being trapped in an unhappy marriage or in a despised job or career. It's the stress that the never ending "troubles" have brought to the people of Northern Ireland, the tension of the middle east have brought to the Arab and Jew, and the endless ethnic rivalries that have been brought to the people of Eastern Europe and the former soviet union.

Chronic stress comes when a person never sees a way out of a miserable situation. It's the stress of unrelenting demands and pressures seemingly interminable of time. With no hope, the individual gives up searching for solutions.

Some chronic stresses stem from traumatic, early childhood experience that becomes internalized and remain forever painful and present. Some experiences profoundly affect personality. A view of the world or a belief system is created that causes unending stress for the individuals (e.g. the world is a threatening place, people will find out you are a pretender, you must be perfect at all times) when personality or deep-seated conviction and beliefs must be reformulated, recovery requires active self-examination, often with professional help.

The worst aspect of chronic stress is that, people get used to it. They forget it's there. People are immediately aware of acute stress because it is new; they ignore chronic stress because it is old, familiar and sometimes, almost comfortable. Chronic stress kills through suicide, violence, heart attack, stroke, and perhaps, even cancer, people wear down to a final, fatal breakdown. Because physical and mental resources are

depleted through long-term attrition, the symptoms of chronic stress are difficult to treat and may require extended medical as well as behavioural treatment and stress management.

Stress Health and life (2012) asserted that, for the best explanation and researcher, we have four main types of stress

- a) Eustress (good stress)
- b) Distress (bad stress)
- c) Acute (arise fast)
- d) chronic (long term)

a. **Eustress – good (Positive)** kind of stress that provides immediate strength: won race, be with partner, child birth, Helps us to improve our performance, prepare us to meet problems, challenges, situations which need an extra push and sometimes necessary for survival and prosperity in many parts of life, occurs for a short period of time and it is still stress and it is not good to be so long or act too often

b. **Distress (“bad-stress”)** – without control, stress becomes bad stress or distress. Bring out the weakness to us and make us unbearable to illness.

c. **Acute (Arise fast):** The most common form of stress. Usually immediate and intense reaction of body and mind to a significant threat, challenge, scare or other stressors. Also acute stress can be acute eustress mostly in small doses (pleasant, cheerful, thrilling, exciting stress) and acute distress mostly too much (cause of mental health problems and physical difficulties, tension headaches, stomach upset, exhausting).

d) **Chronic (Long term)** stressor is present around for a longer time. Chronic stress is dangerous, because people get used to it (ignore chronic stress). Persistent of chronic stress can lead to health problems. They further said, there are a lot of stress types like

- i) Hypo – stress (monotony, unchallenged, drone)
- ii) Hyper – stress (over load, over work)
- iii) Physical (rapid heart beat, headache, chest paint, nausea, pain)
- iv) Mental (Fear, Anxiety, Confusion, Insomnia, worry)
- v) Emotional (Poor relationships, loneliness, sadness, loss of senses of humour)
- vi) Traumatic (Surgery, infections, extreme temperatures)

- vii. Social (Career, money problems, others people opinion)
- viii) Chemical – toxic (nicotine, alcohol, cafferine, remedies, drugs, pesticides)
- ix) Nutritional (problematic metabolism, fast food, eating disorder)
- x) Phobias (agoraphobia, claustrophobia) etc.

2.4 Causes of Stress to Teachers

Teacher today are expected to fulfill so many roles, not the least of which is to actually teach in many places throughout the country they are to perform their “duties: with very little pay. Many teachers find other roles being thrust upon them. Their duties increase while they still have to deal with grading assignments, writing test, and of course teaching class (Melissa 2013) she stated that, the following are some of the causes of stress to teacher;

1. **Too much work:-** Not only teachers figure out final grades, but they are also cleaning their rooms, gathering lesson plans and performing numerous other required tasks

2. **Time pressures and deadlines:-** Just remembering the deadlines for everything from failure notices to final grades everything can be a real chore.
3. **Apparent lack of support:-** Sometimes the administrative staff is less than supportive of the myriad problems faced by the classroom teacher at the end of the year, they too have items they have to complete before the year ends and teacher concerns sometimes take a back seat.
4. **Unclear expectations:-** This can occur with new teachers or teachers at a new school who are not sure what the end of the year procedure are.
5. **Responsibility for students grades:-** Even though as teachers we know that, students earn their grades, it often feels that parents and students place facing grades on the shoulders of the teachers. This is especially compounded in senior year where the grade means the difference between diploma and no diploma.
6. **Disruptions:-** You have just sat down at the end of the day to work on those research papers and realize that a

meeting has been called unfortunately. Many responsibilities exist outside the classroom that requires attention.

Owais (2010) opined that, the cause of stress to teachers, for outside teaching seems all together a different job with summer vocations, winter vocations and spring breaks. But considering everything that a teacher has to go through everyday as these days off do not so much to get a teacher back in the right frame of mind. Linde (2001) highlighted the following as major causes of teachers' stress:

1. Excessive working hours
2. Excessive workload
3. Rising class sizes
4. Pressures due to inspection
5. Changes in curriculum and courses
6. Changes to assessment and testing requirements
7. Poor management
8. Work place bullying
9. Crumbling school
10. Pupils misbehavior
11. Risk of violence from pupils, parents and intruders.

12. Lack of support with bureaucracy, form filling and routine tasks
13. Lack of job security due to redundancy and fixed term contracts.
14. Lack of control over the job
15. Burden of providing cover
16. Threat to early retirement arrangement
17. Denigration of profession by politician and media
18. Lack of public esteem

Investigation of source of stress among teachers in Britain, reveal that topping on the lists are pupils' poor attitudes, low motivation and general uncooperative (Bloomfield & Syed, 2002; Lasleft & Smith, 2004). Kyiacou (2001) however opined that, it is the day- to- day occurrence of these problems that account more for their stressful nature. For teacher to perceive their situation as stressful, three elements would be present namely:-

- i. That demands were being made upon them!
- ii. That they were unable to meet difficulty in meeting these demands!

iii. That failure to meet these demands threatened their mental or physical well being (Kyriacou, 2001, P.193)

The condition of the teachers in Nigeria fits into these elements. What seems to stress them is the ugly feeling among them that:-

- a) Increasing demands are being made on them e.g. new subject, workload due to overcrowded classrooms, marking and collecting continuous assessment e.t.c.
- b) That salary is not commensurate with such demands;
- c) That the teaching job is an easy road to poverty as the salary cannot satisfy their needs and wants

This view is supported by Kyriacou (2001) who opined that, it would appear that if individual feel they are doing work that is well-rewarded (in terms of salary). Is regarded as worthwhile and is respected by the community this, can mitigate the experience of stress. When teachers perceive that aforementioned factors are not met, the case, moral in schools tend to drop and stress is likely to increases (P.196).

Equally applicable to Nigeria teachers are Gupta (1990) cited by Okorie (2006), list of job related stressors are role

overload, role insufficiency, role ambiguity and feeling responsible for others.

a) Role overload is a situation in which the worker has too much work to do within a limited time. Inadequate supply of teachers has been a continuous problem of the Nigeria educational system, meaning that those on ground have to carry all the burden of teaching large classes or more periods, even the subjects they are not qualified to teach. Gandham (2000), identified overcrowded classrooms and too many subjects to teach as the most important stressors among secondary school teachers in Tambuwal local government area of Sokoto state.

b) Role insufficiency occurs when one works with inadequate materials and information needed to do the job effectively. This again applies to all Nigeria teacher at all levels. Inadequate classrooms, furniture, equipment, teacher aids including chalk, at times have been the bane effective teaching over the years.

c) Role ambiguity is a situation where the teacher did not know about the role or task assigned to him or about how the work will be executed. Although, Nigerian teachers know that

they are employed to teach, the lopsided manner by which promotion is carried out makes many of them unclear about the criteria with which their work is being judged as some apparently lazy but well – connected ones get promoted before their hardworking colleagues.

d) Feeling responsible for others implies that one feels accountable for work or progress of others. Teachers all over the world. Carry the responsibility of ensuring the social, emotional and intellectual development of their students. Nigeria teachers have more than their share of them these days when parents increasingly abdicated the role taking care of their own children to teacher while they run after all sorts of business teachers, nowadays work from morning till late afternoon conducting extra lessons, or afternoon press. It implies that student spends more of their daytime with teachers than with their parents. The higher the pupils enrolments, the more the demands on teachers, the higher their stress presumably.

However, where as, students misbehaviour and low motivation may top the list of stressor in a developed country

like Britain, in a depressed economy like that of Nigeria, the most important stressors are poor incentives and irregular salaries and allowance. Okebukola and Jegede (2006) developed a questionnaire in order to study factors related to job stress among teachers in Nigeria. They found five main factors related to stress; student factors, Teachers factors, the school working environment, administrative procedures and service conditions, female teachers were more influenced by the school environment and administrative procedures than male Teacher. Those who were not married found student factors caused greater levels of stress than in those who were married.

Borg (2001) reports that up to one third of teachers perceive their occupation as highly stressful. He found that the major causes of stress were problems of students' attitudes, problems with time and resources management, lack of professional recognition and interpersonal relationship.

Boyle (2005) validated these dimensions in order to form one model of factors associated with occupational or job stress: They found worked load as another factors besides the above four. Studies carried out in Malaysia identified several factors

contributing to stress among teachers such as use of information technology (Hanizah, 2003), years of experience in teaching (Mokhtar, 2000), the working environment and feeling of responsibility (Ismail, 2008); the school type and perception of inadequate school facilities (Chan, 2000).

Owais (2010), further gives the causes of stress or factors that cause stress are called “Stressors”, the following are the sources of and organizational and non-organizational stress. Let’s start with causes of organizational stress:

1. Career Concern: if an employee feels that he is very much behind in corporate ladder, then he may experience and if he feels that there are no opportunities for self – growth he may experience stress. Hence, unfulfilled career expectations are major sources of stress.
2. Role Ambiguity: It occurs when the person does not know what he or she is supposed to do on the job. His or Her task and responsibilities are not clear. The employee is not sure what he is expected to do. This creates confusion in the minds of the workers and results in stress.

3. Occupational Demand: Some jobs are more stressful than others that involve risk and danger are more stressful. Research findings indicated that jobs are more stressful usually requires constant monitoring of equipments and devices, unpleasant physical conditions making decisions etc.

4. Work Overload: Excessive workload to stress as it puts person under tremendous pressures. Work overload may take two different forms:

- i. Qualitative work overload implies performing a job that is complicated or beyond the employees capacity.
- ii. Qualitative work overload arises when number of activities to be performed in the prescribe time are many.

5. Working conditions: Employees may be subjected to poor working conditions; it would includes poor lighting and ventilations, unhygienic sanitation facilities, excessive noise sand dust, presences of toxic gases and fumes, inadequate safety measures etc. all these unpleasant conditions create physiological and psychological imbalance inhuman thereby causing stress.

6. Organizational changes: When changes occur people have to adapt to those changes and this many causes stress. Stress is higher when changes are major or unusual like transfer or adaption of new technology.

Owais (2010). Further gives causes of non-organization stress as: certain factors outside the scope of an organizational also causes organizational stress are:

1. Civil Amenities: Poor amenities in the area in which one lives can be a cause of stress. Inadequate or lack of civic facilities like improper water supply, excessive noise, or air pollution, lack of proper transport facility can be quit stressful.
2. Life changes: Life changes can bring stress to a person. Life changes can be slow or sudden. Slow life changes include death or accident of a loved one. Sudden life changes are highly stressful and very difficult to cope.
3. Frustration: Frustration is another causes of stress. Frustration arises when goal directed behaviour is blocked, management should attempt to remove barriers and help the employees to reach their goals.

4. Technology changes: Where there are any changes in technological field, employees are under the constant stress of fear of losing jobs, or need to adjust to new technologies. This can be source of stress.
5. Career changes: When a person suddenly switches over a new job, he is under stress to shoulder new responsibilities properly. Under promotion, over promotion, demotion and transfers can also cause stress.

Nearly everyone agree that job stress results from the aforementioned factors and interaction of the workers and the condition of work. Views differ, however, on the importance of worker characteristics versus working condition as the primary causes of job stress. These differing viewpoints are important because they suggest different ways to prevent stress at work.

According to one school of thought, differences in individual characteristics such as personality and coping style are most important in prediction whether certain job conditions will results in stress. In other words, what is stressful for one person may not be a problem for someone else. This viewpoints leads to prevention strategies that focus on workers and ways

to help them cope with demanding job conditions. Although the importance of individual difference cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people.

2.5 Effects of Stress

Stress is considered as an involuntary response to a dangerous situation. When we face a situation which our brain is incapable of handling. It puts the body on alert by producing hormones which are required in fight or flight situation. (Kyraicou, 2001; Hanizah, 2003).

Dorman (2003) highlighted the followings as the effects of stress.

- a) Increased blood pressure
- b) Rapid heart beat
- c) Reduced blood supply to the skin
- d) Cessation of digestive activities
- e) Increase perspiration
- f) Additional release of sugar and fat into the system to cope up with the additional energy requirement

g) Decrease in immune system's function to its for later action.

All these are perfect requirements. If we come across a physically stressful situation, like being attacked by a large predator, but most unbetting in a classroom scenario. All these actions which are mentioned above have a long lasting negative effect if these stressful situations are to become frequently occurring feature. They may lead to the following serious and even fatal conditions.

- i. Depression and Anxiety
- ii. Alcoholism
- iii. Drug dependency
- iv. Congenital heart disease
- v. Stress related diabetes

According to Irving (2000), gauge the effects of stress as follows:-

1. Lower immunity to diseases, stress uses a lot of energy that is vital to keep our body defenses high against diseases. When the energy is used up for stress, the body becomes only partially equipped to deal with outside

illness as well as disease such as cancer. Cancer cells can easily multiply when there's not enough energy to destroy them.

2. **Weight loss or gain:** In the majority of cases stress causes weight gain, but some people experience weight loss. It all depends on how you react to stressful situations. Even if you don't overeat when you become stressed, you will still gain weight because the energy that should be used to digest your food is used to cope with stress.
3. **Decreased ability to heal:** When the body suffers from a lot of stress or is in a chronic stress, the secondary functions of the body such as to heal itself are temporarily shut. This prevents quick healing and your body weakens.
4. **Depression:** If you suffer from a lot of stress this will wear you out and cause you to lose appetite for life. You will see only the negative sides of any situation and this will make you upset or even depressed.
5. **Emotional imbalances or phobias and anxieties:** stress alters the chemical balance in the blood as well as your

nervous system. This can cause all kinds of emotional problems, mood swings, phobias and anxieties.

Emotional effects includes, dissatisfaction and resentment; depression, inability to relax and unwind, feeling of inadequacy and low self esteem and ultimately burnout. Long term physical effects includes fatigue and low energy; frequent cold; irregular sleeping pattern, insomnia and bad dreams, appetite disorders and potentially psychosomatic illness and heart related disease (Brown and Ralph 2001).

2.6 Job Stress among Teachers

Stress, though not new to the world, has come to be increasingly recognized and given much more attention in modern day live especially in the development of world economic. Stress management is being increasingly attended to business or corporate organization in reorganization in reorganization of its relationship to workers productivity. In countries like Americans and Britain, teachers stress has started to receive attention since the 1970s in recognition of the relationships between job or occupational stress and work

effectiveness as well as the need to improve teachers job lives and welfare (Kyriacou, 2001; Dorman, 2005)

However, in Nigeria, the issue of teachers stress has hardly caught the attention of our educational planners and the government even though research findings have confirmed its presences (Asonibare, 2001; Alege, 2008; Adeoye, 2008).

In spite of its non-recognition and low esteem, every teachers knows that teaching is one of the most demanding jobs around and more so in Nigeria context. Any job that is directed at shaping the behaviour of young children up to adult life in the midst of conflicting and confusing cultures cannot be easy. In addition, teaching at times for several hours is not easy. Marking a regular exercise in teaching is so stressful that many teachers dread it. Teaching is even becoming more dangerous in our society with cult activities posing threats to teachers. What therefore is job stress among secondary school teachers? According to Kyriacou (2001) define teacher stress as the experience by a teacher of an unpleasant emotion such as tension, frustration, anxiety, anger and depression, resulting from aspects of his or her work as a teacher” (p.193)

Based on this definition, and the situation under which teachers have been working in this country it will not be an over statement to say that most of our teachers, if not all, are under stress. Job stress is defined as the perception of a discrepancy between environmental demands (Stressors) and individual capacities to fill these demands (Topper, 2007; Vermut and Steesma, 2005; Ornels and Kleiner, 2003; Varca 1999). Christo and Pienaar (2006) for example, argued that the cause of job stress. Include perceived loss of job, and security standing for long periods of time or heavy lifting, lack of safety, complexity of repetitiveness and lack of autonomy in the job.

In addition, job stress is caused by lack of resources and equipment; work schedule (such as working late or overtime and classroom climate are considered as contributors to Teachers stress. Job stress often show high dissatisfaction among the Teachers, job mobility, burnout poor work performance and less effective interpersonal relations at work (Manshor, Rodrigue, and Chong, 2003).

Johnson (2001) similarly argued that intervention like identifying or determining the signs of stress, identifying the

possible causes for the signs and developing possible proposed solutions for each signs are required.

Job stress can be also defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or need of the Teachers. Job stress can lead to poor health and even injury. The concept of job stress is often confused with challenge energizes us psychologically and physically and it motivated us to learn new skills and master our jobs. When a challenges is met, we feel relaxed and satisfied (NIOSH, 1999).

Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when they say, “a little bit of stress is good for you. Job stress is that which derives specifically from conditions in the work place. These may either cause stress initially or aggravate the stress already present from other sources. In today’s typical work place, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher level of responsibilities

has exerting themselves even more strenuously to meet rising expectations about job performance.

According to Okebukola & Jegede (1989). Defined job stress as “a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment”.

According to Borg (1990), conceptualizes teachers stress as a negative and potentially harmful to teachers health. The key element in the definition is the teachers perception of threat based on the following three aspects of his job circumstance:

- a) That demands are being made on him
- b) That he is unable to meet or has difficulty in meeting these demands.
- c) That failure to meet this demand threatens his mental/physical well being.

According to United Kingdom National Institution of Occupational Safety and Health, Commission London (1999) “job stress is the reaction people have to, excessive pressures or other types of demand placed on them.

According to Denise, (2002) job stress is a feeling we experience, when we loose confidence in our capability to cope with a situation.

2.7 Related Empirical Studies

Many researches have been carried out which are related to the topic under study.

Naing, Nordin and Sulong (2009), conducted a study on prevalence and factors associated with stress among secondary school teachers in Kota Bharu, Kelantan, Malaysia.

A cross-sectional study was conducted on 580 secondary school teachers in Kota Bharu District. The instrument used to carry out the study was adopted and modified from the Depression, Anxiety and Stress Scale (DASSS 21) and Job Content Questionnaire (JCQ). The questionnaire consisted of two parts: part 1 consisting non-job factor (socio-demographic characteristic) and part II consisting of psychosocial factors contributing to stress. Simple and multiple linear regression analysis were carried out. The prevalence of stress was reported as 34.0%. Seventeen percent (17%) of the teachers experienced mild stress. Age, duration of work and psychological job

demands were significantly associated with stress level. This study indicates job-related factors did not contribute much to stress among secondary school teachers. Non-job related factors should be further studied to determine methods for stress reduction in teachers in Malaysia.

Jude (2011), conducted a study titled Emotional Intelligence, Gender and Occupational Stress among Secondary School Teachers in Ondo State, Nigeria.

A sample of 392 participants (46.43% male and 53.57% female) was chosen for the study. The mean age was 45.3 years and work experience was 15.6 years proportionate. Stratified random sampling technique was used for the selection of sample of the study.

The instrument used to carry out the study was the emotional intelligence questionnaire developed by Schutte (2000) was adopted for the study. The questionnaire consisted of 33 items with the range of responses from 1 (I don't agree at all) to 5 (I completely agree) and scores from 33-165.

All the hypotheses were tested using t-test statistical analysis at 0.05 margin error. This study carefully looked into

the influence of emotional intelligence and gender on occupational stress among secondary school teachers. The study explicitly showed that emotional intelligence was a significant factor influencing occupational stress among secondary school teachers while gender was not. Thus the ability to effectively deal with emotions and emotional information in school would assist teachers in managing occupational stress.

Robert; Jessica; Delaney; Claire; & Kristen (2011) conducted a study on A Qualitative Study of Workplace Stress and Coping in Secondary Teachers in Ireland.

Sample selection, it was decided to aim for breadth and balance in a non-random sample of teachers by choosing different types of secondary school. This limited the potential for generalizing results. Ten schools in the greater Dublin area, with a total teaching force of around 400, were chosen to include boys' and girls' schools and a spread of socio-economic designation (SED) of the school catchment area. The principals of these schools helped assign the socio-economic designation for their area and participant were sought from each staff

group. The final selection of 15 teachers had a good balance for sex (eight male, seven female) with five schools each from affluent areas, lower middle-class areas and disadvantaged areas.

Data collection, each interview lasted approximately ninety minutes, giving participants sufficient time to expand on any matters they chose. The interview was tape-recorded and transcribed verbatim by the interviewer (removing all identifiable references) as soon as possible after its completion. The interviews took place over a two-month period in spring 2006, during which time the authors met regularly to discuss key topics arising from the research, including classroom management, workload and support structures. The results are described using the major factors identified in the interviews – classroom management, workload and support structure. No clear associations were observed between type of stress and sex of teachers, subjects taught. However, a weak link was noted between age of participant and citing pupil disruption as a stress in their daily work.

Brewer and McMahan-Landers (2003), conducted a study on the Relationship Between Job Stress and Job Satisfaction among Industrial and Technical Teacher Educators.

The population for the study was industrial and technical teacher educators from 2-4 year postsecondary educational institutions across the United States. The sampling frame for the population was the 2000-2001 Industrial Teacher Education Directory (Bell, 2000/2001). A random sample of 347 was drawn from the 1,752 industrial and technical teacher educators. Stress, Spielberger and Vagg's (1999) job stress survey was used to assess job stress. Respondents rate the intensity of 30 common workplace stressors on a 9-point scale by comparing each stressors to an event perceived as producing an average amount of stress. The job stress survey consists of three scales. The job stress index (JS-X) measures an individual's overall stress level; the job stress severity (JS-S) represents an individual's average intensity rating for the 30 stressors; and the job stress frequency (JS-F) indicates the average frequency of occurrence for the 30 stressors within the past 6 months. The sample population received the three

instruments along with a demographic questionnaire, a cover letter and self-addressed, stamped return envelope via the mail. To limit follow-up notifications questionnaires were coded numerically in accordance with procedures recommended by Dillman (2000) follow-up emails was sent requesting completion and return of survey instrument 3 weeks after the initial mailing and all responses were kept confidential. Each instrument was scored according to the direction in it's respective user's manual. Then, the relationship between job stress and job satisfaction was investigated by calculating person's product-moment correlation coefficients.

Results from this study indicate that priority in addressing reported policies and procedures should be given to those that occur more frequently rather than those with higher perceived intensity.

2.8 Summary and Uniqueness of the Study

Stress makes it hard to concentrate. Work place stress derives from many sources, demanding boss, annoying co-workers, rebellious students, angry principals, hazardous conditions, long commutes and never ending workload.

Majority of the teachers revealed that their work performance was also affected by stress such as family relationships, and lack of sleep stemming from fears and anxieties about their work.

The results of the findings showed that majority of the teachers found teaching being stressful while some teachers said, the main sources of their stress are students' unruly behaviour.

However, some teachers were of the opinion of being saddle with many responsibilities including large class size, too much marking during examination period and many clerical works.

Environmental condition e.g. unpleasant or dangerous physical conditions such as dilapidated buildings, air pollution or ergonomic problems. Studies shows that stressful working conditions are usually associated with increased absenteeism, tardiness and intentions by teachers to quit their job all of which have a negative effect on the bottom line.

Pressure at the workplace is unavoidable due to the demands of the contemporary work environment. However

when that pressure becomes excessive or otherwise unmanageable it leads to stress. Stress can damage teachers' health and their teaching performance.

Moreover, some teachers made mentioned inadequate teaching facilities, modern equipments which can make their teaching to be easier are not available in the secondary schools visited, all the aforementioned factors contributed to their stress.

Finally, on transportation, not all the teachers in the schools selected reported being conveyed to and from school by a school-providing means of transportation. Only few teachers attested to owing their own cars. This scenario can only lead to the inference that secondary school teachers are not handsomely remunerated enough to place them in the middle class of the Nigerian society. This affirms that teachers have overtime been facing management problems which have negative implication on their conditions of service and consequently on productivity.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter deals with research design, population of the study, sample and sampling techniques, instrument, method of data collection and method of data analysis. This research is also meant to expose all facts about the stress among secondary school teachers in Tambuwal Local Government Area of Sokoto State.

3.2 Research Design

The study employed descriptive research design of correlation type. According to Hassan (2002), correlational survey is one frequently employed in descriptive research when the focus is on determining the degree or strength of the relationship existing between two or more variables. The descriptive survey research design was chosen because relevant data were collected from the teachers by the use of questionnaire. The population of the study was 105 teachers from five selected schools in Tambuwal Local Government Area and analysis was carried out.

3.3 Population of the Study

Two hundred and thirty two (232) teachers in Tambuwal Local Government Area of Sokoto State formed the population. Tambuwal Local Government Area have ten (10) secondary schools out of which, one federal government owned. The secondary school teachers in Tambuwal Local Government Area are being represented in the table below.

Name of Schools	Population of Teachers		Total
	Male	Female	
Abdullahi Bara'u Secondary School, Dogondaji	19	3	22
Government Girls Commercial Secondary School, Tambuwal	32	8	40
Federal Government Girls College, Tambuwel	33	12	45
Community Day Secondary School, Tambuwal	30	10	40
Government Girls Day Secondary School, Dogondaji	15	6	21
Junior Secondary School, Romo	8	-	8
Junior Secondary School, Jabo	16	8	24
Government Secondary School, Sanyina	10	4	14
Junior Secondary School Salah	8	-	8
Junior Secondary School, Alasan	10	-	10
Total	18	51	232

3.4 Sample and Sampling Techniques

The sample and sampling techniques used in selecting the sample was random sampling. There are ten (10) public secondary school in Tambuwal Local Government Area of Sokoto State, out of which five (5) schools were selected using purposive sampling techniques, that is five secondary schools from the entire secondary schools in Tambuwal Local Government Area of Sokoto State. One hundred and five (105) teachers were selected using simple random sampling techniques. This is a method of sampling in which every subject in a population of the study is given equal chance of being selected. This implies that no element of the population is omitted deliberately except by chance, which shows that the selection is unbiased.

3.5 Instrument for Data Collection

Job Stress and Teachers Effectiveness Questionnaire (JSTEQ) is a self developed questionnaire which was used to collect relevant information for the study. The questionnaire had 15-items with uniform responses, which measured teachers' effectiveness, workload, heavy syllabus, remuneration

condition of learning and teaching, administrative supports which are factors contributing to stress among secondary school teachers in Tambuwal Local Government Area of Sokoto State. The item is structure on a 4-point Likert scale:

- Not important - 1 point
- Strongly important - 2 points
- Moderately important - 3 points
- Highly important - 4 points

The highest possible score on the instrument is 80 (4 x 20) while the lowest possible score on the instrument is 20 (1 x 20).

3.5.1 Validity of the Instrument

To determine the validity of the instrument, copies of the questionnaire were given to lectures in the department of educational foundation, Usmanu Danfodiyo University, Sokoto State. Their corrections and inputs helps to put the instrument in it's final stage. It was finally adjudged that it has face and content validity.

3.5.2 Reliability of the Instrument

The reliability of the instrument was established using test-retest technique. The researchers administered the

instrument twice in two secondary schools: (Federal Government Girls College, Tambuwal and Junior Secondary School, Romo) outside five selected schools, who were not part of the target population at an interval of two weeks. Scores generated were correlated using Pearson's product moment correlation coefficient. Statistics and reliability index of 0.78 was realized. The instrument was therefore considered highly reliable.

3.6 Method of Data Collection

The researchers went to the selected schools, distributed the questionnaire. The research assistants are teachers in various secondary schools selected in Tambuwal Local Government Area. The distribution and collection lasted for two (2) weeks and one hundred and five (105) copies were distributed and collected back.

3.7 Method of Data Analysis

Data collected on this study was analysed through the use of tables and percentage. All completed questionnaires were arranged in tabular form according to the findings. The

questionnaire are in form of Yes and No which required the respondents to tick the one that satisfy his or her view.

CHAPTER FOUR

Data Presentation and Analysis

4.1 Introduction

After an in-depth investigation which aimed at finding out the issues of job stress among secondary school teachers in Tambuwal Local Government Area of Sokoto State. As a result of job stress among secondary school teachers, one hundred and five (105) questionnaires were distributed to teachers in five elected secondary schools in Tambuwal Local Government Area of Sokoto State.

The questionnaires consisting of 15-item which deal with different information about the teachers' personal data while the second part deals with questions which aimed at finding out the nature of their stress and teachers' effectiveness. The data was analysed using simple frequency count and percentage in order to answer the research questions raised.

Personal Information

Distribution of respondents according to their age

Age of Respondents	Frequency	Percentage
21 – 30	52	49.5
31 – 40	30	28.5
41 – 50	15	14.3
51 – 60	8	7.7
Total	105	100%

The above table indicated that almost 50% of the respondents (teachers) age were in the range between 21 to 30 years, 28.5% were between the age of 31 to 40 years, 14.3% of the teachers age were arranged between 41 to 50 years of age while 7.7% of the respondents were between 51 to 60 years of age. This indicated that majority of the respondents were between the age of 21-30 years.

4.2 Data Presentation and Analysis

Research question one: There is no significant relationship between job stress and the teachers' efficiency?

Table 2: Distribution of job stress among secondary school teachers in Tambuwal L.G.A.

Stress Level	Frequency	Percentage	Rank
Very severe	40	38	1 st
Severe	22	21	2 nd
Normal	21	20	3 rd
Moderate	14	13.3	4 th
Mild	8	7.7	5 th
Total	105	100	

The results as presented in the table above, indicate that there is a significant difference in job stress level among the teachers in Tambuwal Local Government Area. The results showed that 38% of the teacher experienced a very severe stress, 21% have their own stress in severe level, 20% have or experienced normal stress, while the moderate stress are 13.3% and finally only 7.7% experienced mild stress.

Research Question Two: There is no significant relationship between teachers workload and teaching effectiveness.

Table 3: Distribution of workload and teaching effectiveness in Tambuwal L.G.A

Items	Frequency	Percentage	Rank
Heavy syllabus	30	29	1 st
Working condition	22	2	2 nd
Work pace	20	19	3 rd
Poor facilities for teaching	17	16	4 th
Time management	16	15	5 th
Total	105	100	

The result in the table 3 revealed that heavy syllabus, working conditions, work pace, poor facilities for teaching and time management were all considered to be the factors that contributes to teacher’s stress but topping on the list is heavy syllabus which is 29%, follow by working condition 21%, work pace stood at 19%, poor facilities for teaching is 16% and time management contributed the least stress which is 15%. There is a significant in the heavy syllabus than other items listed.

Research Question Three: There is no significant relationship between teachers' job stress and their perceived burnout.

Table 4: Distribution of teachers' job stress and their perceived burnout

Items	Frequency	Percentage	Rank
Young teachers	35	33	1 st
Middle aged teachers	28	27	2 nd
Emotional exhaustion	20	19	3 rd
Qualified teachers	12	11.5	4 th
Unqualified teachers	10	9.5	5 th
Total	105	100	

The results in the table above shows that 33% of young teachers found job stress and perceived burnout due to inexperience in the teaching profession. Correlation is positive for burnout due to middle aged teachers which stood at 27%. 1% indicated high level of emotional exhaustion. There is no significant correlation between teachers qualification and teachers perceived burnout due to frequency and intensity of

burnout due to depersonalization and frequency and intensity of burnout due to personal accomplishment.

Research Question Four: There is no significant relationship between teachers' job stress and students' misbehavior.

Table 5: Distribution of teachers job stress and students' misbehavior

Items	Frequency	Percentage	Rank
Class work	30	29	1 st
Noise making	22	21	2 nd
Good attitude	20	19	3 rd
Bad attitude	17	16	4 th
Rude behaviour	16	15	5 th
Total	105	100	

There is significant correlation between teachers stress and student misbehavior as perceived by teachers. This means that teachers have perception that some time class work is not influenced by the level of stress but contributed to it. There is no significant relationship between stress of the teachers and student attitude. This means that teacher have a perception

that student attitudes in the class is influenced by the level of stress of a teacher.

4.3 Discussion of the Findings

The results of the questionnaire revealed that most of the teachers find teaching job stressful and the issue of including pastoral care of students in their daily work along the pedagogic role, but this caused some stress – while most of the teachers occasionally ignored that advice, putting themselves in potentially awkward positions just to help a student offering support while respectively students privacy was likened to walking a tight rope untrained, especially when faced with extreme situation such as truant, absenteeism etc.

In this study, the psychological job demands were significantly associated with stress level, the findings revealed a significant relationship between stress and workload. There is an increasing demand for work to be completed within a limited time, therefore, time constraints are a major factor contributing to stress among teachers. There is no enough time to finish up the syllabus especially those who taught English language and mathematic was one important factor causing stress among

secondary school teachers. The study showed that there were four major areas perceived to be of particular concern as stressor: work load, time managements misbehaviour also contributed to teachers stress.

Personal factor, such as the emotions of the teachers, can be reasons for having stress, among teachers. Teachers in Tambuwal Local Government Area found teaching to be more stressful and suggest job stress has evaded their sense of excitement in pursuing a teaching career. Some reported having feeling of being emotionally drained had expressed negative attitudes in responding to student and did not value their achievements.

The majority of a teachers working time is spent being “in charged”, making decisions about the content and method of the teaching, maintaining classroom discipline, stimulating the interests of the pupil and dealing daily with the many issues that arise.

The research question two states that, is there any relationship between teachers workload and teaching effectiveness. The findings of this study revealed heavy

syllabus, working condition, and work pace; poor facilities for teaching and time management. Were all considered to be the factors contribute to teachers stress. But topping on the list is heavy syllabus which is 29%, working condition 21% work pace 19% poor facilities for teaching 16% and time management which stood at 15%. This finding are similar to a study by Mokhtar (2000) of secondary school teachers in one of the districts in Kedah Malaysia. He reported syllabus had 35%, working environment 25%, work pace 20%, poor facilities for teaching 15% while time management had 5%. The result revealed that there is significant relationship between teachers work load and teaching effectiveness.

For research question three states that, what relationship is between job stress and their perceived burnout the result revealed that 33% of the young teachers find job stress and their perceived burnout due to inexperience in the profession. In this study, younger teachers had more stress than the older teachers. This finding corresponds with a study by Shuhaida (2002) of secondary school teachers in Terengganu and Selargor. She found teachers between the age of 31 and 40

years old had high stress levels. At this age, the subjects may have other requirements to fulfill, such as family life and financial needs.

Finally, fourth research question state that, what is relationship between the teachers job stress and student misbehavior. There is an increasing demand for class work to be completed with a limited time. This finding is in line with Salmi, (200). Found class work 45% and noise making 35% contributing significantly to teachers stress while the remaining items did contribute but not as much as the first second items.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1 Summary of Major Findings

The following submissions are the summary of major findings.

- 1) There exist teachers' job stress and the teaching efficiency.
- 2) There is teachers' workload, condensed into the school years, resulting in high volume of work which makes teaching effectiveness rare.
- 3) There is the presence of teachers' job stress and their perceive burnout.
- 4) There is complete teachers' job stress and students misbehavior.

5.2 Conclusion

Excessive teacher stress, left undiagnosed and untreated, can have long term negative consequences not only for individual teachers but ultimately for the entire institutions. A caring work environment, however, is highly effective in reducing teacher stress and making it easier to treat. This

research work has presented ways in which school can work to create caring work environments and also ways for teachers to care for them selves and each other while waiting for institution to undergo the slow process of change. When put into practice, these ideas cannot only make teaches have more bearable but at the same time, help them to work more efficiently and thereby improve the quality of education as a whole.

The stresses identified by these teachers are similar to those found in the other sectors including the establishment and maintenance of professional and personal boundaries, the demands made by recalcitrant students, their daily worked and having to be in control at all times in front of the students, where they must act the role of the supportive and encouraging teachers regardless of personal circumstances on the day.

Dealing directly with a stress generally involved supported from other teaches in the school, with support in more serious situation coming from the principals indirect dealing with stressors took the form of physical exercise or socialism with friends or family.

5.3 Recommendations

1. It is recommended that job stress and the teachers' efficiency, government should design programmes or formulate policies that would be effective, efficient, affordable and fun methods, modalities and materials to make teaching job more manageable.
2. It is recommended that government should cut down teachers' workload that they would make teaching job more effective.
3. It is recommended that adequate provision should be made for re-training of practicing teachers in secondary schools to deal with teachers' job stress and their perceive burnout.
4. Finally, it is recommended that government design a programme that would help teachers to deal with job stress and students misbehavior.

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Appendix
Job Stress and Workers Effectiveness
Questionnaire for Secondary School Teachers in
Tambuwal L.G.A. Sokoto

Sir/Ma,

The research work is on a study of job stress among secondary school teachers in Tambuwal Local Government Area of Sokoto State.

This is research work of the students of Department of educational foundations, faculty of education and extension services, Usmanu Danfodiyo University Sokoto. Please answer the questionnaires appropriately.

Personal Information

Name:

Age:

School:

Class:

Subject:

Marital Status:

(a) Single () (b) Married ()

Family Size:

Level of Education:

1. Do you find education job stressful?
(a) Yes () (b) No ()
2. Are students' behaviour contributing to your stress?
(a) Yes () (b) No ()
3. Do you find administrative support stressful?
(a) Yes () (b) No ()

4. Do you cover all the syllabus?
(a) Yes () (b) No ()
5. Do you ask for help or indicate your need when you have a problem?
(a) Yes () (b) No ()
6. Are you excessively critical of the way other teachers do their work?
(a) Yes () (b) No ()
7. Do you find it difficult to manage your time?
(a) Yes () (b) No ()
8. Do you find, you have too little time for hobbies or time for yourself? (a) Yes () (b) No ()
9. Do you take on too many responsibilities?
(a) Yes () (b) No ()
10. Do you have to bring work home in order to meet deadlines?
(a) Yes () (b) No ()
11. Do you have to do your job yourself to ensure that they are done properly? (a) Yes () (b) No ()
12. Do you cope with the demands of your job?
(a) Yes () (b) No ()
13. Do you experience unacceptable behaviour like bullying at work? (a) Yes () (b) No ()
14. Do you find your role and responsibilities in your school stressful? (a) Yes () (b) No ()
15. Do you often teach more than five subject per day?
(a) Yes () (b) No ()