SOURCES OF STRESS AND STRESS MANAGEMENT STRATEGIES AMONG SECONDARY SCHOOL TEACHERS IN ONITSHA URBAN

BY

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TITLE PAGE

Sources of Stress and Stress Management Strategies Among Secondary School Teachers in Onitsha Urban.

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January, 2011

CERTIFICATION

I certify that I am responsible for the work submitted in this thesis. The original work is mine, except as specified in the reference and neither the thesis nor the original work contained therein has been submitted to this university or any other institution for the award of degree.

_____ _____

ARALU, G.N. **Date.**

DEDICATION

This work is dedicated to my beloved husband and children.

ACKNOWLEDGEMENTS

I thank God for accomplishment of this work. I gladly acknowledge my amiable Supervisor Professor J.O. Okafor, for his efforts, kindness, encouragement, understanding and fatherly attitude without which this work would not have succeeded.

I specially thank my husband, Sir Robert, for his useful advice, suggestions, and financial support that enhanced the completion of this work.

I appreciate my children's patience and prayers throughout this programme. I would like to acknowledge the principals and staff of the selected schools that assisted me to collect the relevant data in their schools. Also, I appreciate the efforts of the statistician Mr. Chike Nwankwo. I am grateful to all who assisted in one way or the other towards completion of this work.

ABSTRACT

The study investigated the sources of stress and stress management strategies among secondary school teachers in Onitsha Urban. The descriptive survey design was used to carry out the study. Research questions and hypotheses were formulated to guide the study. Pertinent and related literature on sources of stress and stress management was reviewed. The target population of the study comprised all married and unmarried secondary school teachers in Onitsha Urban. The population of the study was 1820 teachers. Multistage sampling was used. Out of 65 schools in Onitsha urban, 20 teachers were randomly selected from 23 sampled secondary schools, thus, the total sample for the study was 460 teachers. A self-developed, validated and reliable questionnaire on sources of Stress and Stress management Questionnaire for Teachers (SSSMQT) was used for data collection. The data were collated, tallied and coded manually by the researcher and statistician made entries into the Computer. The mean was used in answering research questions. The ANOVA, Z-test and Scheffe's post hoc test were used to test the stated hypotheses. The result among others showed that: generally, the secondary school teachers agreed with all the items that measured their sources of stress and also stress management strategies, however, there were variations based on the variables. Some hypotheses result indicated that teachers of different age groups perceived stressors the same way; Also, teachers sources of stress based on the nature of their school showed that both private and public school teachers perceived stressors the same way. Stress management strategies based on different age groups showed that age did not play any significant role in the way stress was managed among teachers. Teachers stress management strategies due to distance to school showed that distance of teachers home had no influence in teachers' management of stress.

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APPROVAL PAGE

This thesis has been approved for the award of the Master of Science (M.Sc) Degree in Health Education Nnamdi Azikiwe University, Awka.

_____ _____

Prof. J.O. Okafor Date
(Thesis Supervisor)

_____ _____

Dr. E.C. Agbanusi Date
(Head of Department)

_____ _____

(External Examiner) Date

_____ _____

(Dean of Faculty) Date

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APPENDIX A

PUBLIC SCHOOLS IN ONITSHA URBAN

S/NO **NAME OF SCHOOL**

ONITSHA – NORTH LGA

1. D.M.G.S. Onitsha
2. G.S.S. Onitsha
3. Washington MGS Onitsha
4. Q.R.C. Onitsha
5. Comprehensive S.S. Onitsha
6. Eastern Academy Onitsha
7. Onitsha H.S.S. Onitsha
8. Inland G.S.S. Onitsha
9. Prince MHS Onitsha
10. Army day ss Onitsha
11. Metropolitan Coll. Onitsha
12. Ado GSS ONitsha
13. G.T.C. Onitsha
14. St. Charles S.S. Onitsha
15. ST. Charles SP. SS Onitsha
16. New Era G.S.S. Onitsha
17. Our Ladys' H.S. Onitsha

(Source: Ministry of Education Onitsha 2008)

APPENDIX B

ONITSHA – SOUTH LGA

18. C.K.C. Onitsha
19. Modebe M.S.S. Onitsha
20. Metu M.S.S. Onitsha
21. Urban G.S.S. Onitsha
22. Urban B.S.S. Onitsha

(Source: Ministry of Education Onitsha 2008)

APPENDIX C

LIST OF PRIVATE SCHOOLS IN ONITSHA – NORTH LOCAL GOVERNMENT AREA.

1. Day spring G.S.S.
2. Nkisi Comprehensive S.S.
3. Learning Field International S.S.
4. Deo Grantinu S.S.
5. Gipps S.S.
6. Social Centre S.S.
7. Trinity S.S.
8. Victory Comp S.S.
9. Y.W.C.A. Comp S.S.
10. Maranatha International S.S.
11. Akunne Oniah's M.S.S.
12. Emmanuel College
13. Rock Foundation College
14. Holy Child International S.S.
15. St. Christopher Junior Seminary 3-3 Onitsha
16. Beth Roots Model School 3-3 Onitsha
17. Holy Spirit International S.S.
18. Heritage Height S.S.
19. Latter Rain S.S.
20. All Hallows Seminary Onitsha
21. New World International S.S
22. Ozougwu Comp. S.S.

23. Redeemed Christian S.S.
24. Glory S.S.S. 3-3. Onitsha.

(Source: Ministry of Education Onitsha 2008)

APPENDIX D

PRIVATE SCHOOLS IN ONITSHA – SOUTH LOCAL GOVERNMENT AREA.

1. Seat of Wisdom S.S.
2. Estate Secondary School
3. Basic Step S.S.
4. Kezz Foundation S.S.
5. Prudence S.S.
6. Nkem M.S.S.
7. Learning Field S.S.
8. Summit S.S.
9. Promise S.S.
10. Bishop Onyemelukwe S.S.
11. Excellent S.S.
12. Queens Secondary S.
13. City S.S.
14. Good Hope S.S.
15. Infant Jesus Secondary S.
16. St. Joseph Evening Secondary S.
17. Our Children S.S.
18. Bethlehem Secondary S. Fegge
19. Pinnacle Secondary S.

(Source: Ministry of Education Onitsha 2008)

APPENDIX E

Dept of Human Kinetics & Health Ed.
Nnamdi Azikiwe University
Awka.
Date: 10th February, 2010.

Dear Respondents,

I am a postgraduate student of the above named institution. Could you please give your sincere responses to all the items in the questionnaire. All your responses to the items are purely for academic exercise and strict confidentiality is assured.

Please tick (✓) against responses column that best describes your opinion on each item.

Thank you for your anticipated co-operation.

ARALU G.N.

Investigator.

APPENDIX F

QUESTIONNAIRE ON PERCEPTION OF SOURCES OF STRESS AND STRESS MANAGEMENT STRATEGIES

SECTION A

Personal background information

Instruction: Please tick in the appropriate boxes

1. Age:
   - 25-28 years ☐
   - 29-32 years ☐
   - 33 and above ☐

2. Year of teaching experience:
   - 1-5 years ☐
   - 5-9 years ☐
   - 10-years and above ☐

3. Distance to school:
   - Close ☐
   - Far ☐
   - Very far ☐

4. Gender:
   - Male ☐
   - Female ☐

5. Student population:

   200 – 399 ☐

   400 – 599 ☐

   600 – 799 ☐

   800 – 999 ☐

   1000 and above ☐

6. Nature of school:

   Private ☐

   Public ☐

SECTION B

Indicate how you accept items 1-10 as sources of stress.

S/No	Source Of Stress	SA	A	D	SD
1	Non-payment of leave allowance increases my financial difficulties.				
2	Heavy work loads make me antagonistic.				
3	Non-functional vehicle is a source of worry to me.				
4	Inadequate instructional materials creates a stressful situation for me.				
5	Delay in promotion makes me unhappy.				
6	Too many students in my class creates boredom for me.				
7	Living far away from school distresses me.				
8	Poor transportation network enhances my frustration.				
9	Delay in payment of salaries frustrate me.				
10	Regular monitoring by school authority and inspectors bring a lot of stress on teachers.				

SECTION C

How often do you use these stress management strategies

S/No	Management Strategies	Used very Often	Often used	Rarely used	Not used at all
1	Selling of goods inorder to meet my financial difficulties.				
2	Making request for sufficient staff.				
3	Effective time management.				
4	Making efforts to improvise instructional materials.				
5	Discussing stressors with colleagues.				
6	Use of group method in teaching.				
7	Seeking transfer to a school close to my resident.				
8	Making efforts to wake up early inorder to be punctual to work.				
9	Concentrating more in problem solving methods.				
10	Showing great commitment to work.				

CHAPTER ONE

INTRODUCTION

Background of the Study

Stress is a normal event in life and one cannot avoid it. One can however, learn to cope with it. Cordon (1999) stated that stress has been used to describe a variety of negative feelings and reactions that accompany threatening or challenging situations. However, not all stress reactions are negative. This is because stress is actually necessary for survival, but it is a friend or a foe according to the personality of the one experiencing it.

Generally, stress has been viewed as a set of neurological and physiological reactions that serve an adaptive function. According to Selye (1976) stress is a “non-specific response of the body to any demand made upon it”. Selye noted that an important aspect of stress is that a wide variety of dissimilar situations are capable of producing the stress response, such as fatigue, effort, pain, fear, and even success.

Lazarus and Folkman (1984) viewed stress as a transactional dynamic complex shaped by people’s appraisal of the environment situation and their perceived capabilities to cope with the situation. However, experience has shown that individual vulnerability to stress varies widely and whereas one person can

adjust to changes in his life style, others will crumble under the same circumstances.

Hoeksema (2004) defined stress in a more positive way, when she said that stress motivates us to learn, improve and mature. She concluded by saying that we needed certain amount of stress to remain interested in life and to face challenges. A mild degree to stress and tension can sometimes be beneficial, feeling mildly stressed when carrying out a project or assignment often compels us to do a good job and to work energetically.

According to WHO (1996) there are numerous physical as well as emotional response to stress and it has been shown that stress is associated with diseases. WHO stated that it's hard to think of any disease in which stress cannot play an aggravating role or any part of the body that is not affected. Herbert and Cohen (1994) noted that there are several possible pathways through which stress could produce disease. In Britain, a survey in 2002 estimated that over half a million individuals in Britain believed in 2001/2002 that they were experiencing work-related stress at a level that was making them ill (Awake, 2005). In a similar vein, an European Agency for safety and health at work noted that based on a survey about 41 million workers are affected by work-related stress each year in Europe. (Awake, 2005). In Nigeria the same

could be true among the different categories of workers in the country. Therefore, job stress is a common concern among people in different countries of the world, both developing and industrialized countries.

People therefore should have different techniques for managing their stress situations. Everyone is susceptible to stress irrespective of age, sex, status, religion, and experiences. An individual should be able to detect subtle but early manifestations of stress. Recognition of stress in one's life or institution makes an individual develop positive mental attitude towards the situation while strengthening his inner capacity to overcome the situation no matter its form, manifestations and cause. Having taken the stressful situation as a challenge, then the situation must be met by appropriate techniques such as exercise, dietary control, biofeedback, muscle relaxation etc.

According to Miller and Smith (2000) in a book Solution to Stress, stress management is a complicated issue. It is complicated by the fact that different types of stress have their peculiar characteristics, duration and treatment approaches. Although, we tend to think of stress as caused by external events; events in themselves are not stressful. Rather, it is the way in which we interpret and react to events that make them stressful.

Different variables could influence reaction to stress. The age of the individual, year of teaching experience, distance of the individual's home to school, gender, student population and nature of school. These variables determine the level of stress reaction, and they are the ones to be use in this study.

Teachers should use time management as a stress coping strategy. It will help them to manage their workload, identify the priorities and as such become better placed to cope with multiplicity of pressures and demands on their time and resources. Also, time management is like keeping a diary that schedules their time in terms of the daily plans and activities.

Strategically, teachers should maximize their potentials to ensure optimum output. A tensed up teacher cannot deliver at optimal level. Moreover, a tensed up institution can collapse without appreciable output (Irinoye, 2004). Schools like any other organization always undergo series of disturbances, following which there would be a re-establishment of its equilibrium. The disturbances may arise either from internal or external stressors arising from daily activities. According to Irinoye (2004) the administrators and principals should be familiar and sensitive to the needs and problems of the school in general and teachers in particular, identify negative stressors among them and provide

proper management skills, Employers should provide a stress-free work environment, recognize when stress is becoming a problem for staff and take action to reduce it.

Teachers when faced with daily hassles of the work need to develop the coping strategies to reduce the stress they face. This is important because if their perception is negative, they are bound to have low productivity. This is in line with Hass (1987) who pointed out that persons having negative attitudes have low productivity.

It is as a result of this that the researcher has decided to determine the sources of stress affecting Anambra State secondary schools' teachers with particular reference to Onitsha Urban; and the different strategies these teachers employ to cope with their stressful situation.

Statement Of The Problem

Teaching is an interesting job. Under normal circumstances teachers should feel free with the job without much stress. Their concern should be to prepare their lessons, come to school at 8.00 am, deliver these lessons and go back to their homes at 2.30 pm and have their rest. However, things do not work out this way. Teachers are not promoted when they are due for promotion. Post

primary school teachers who were in grade level 15 were denied promotion for the past six years. Lack of vacancy as claimed denied the affected teachers the benefits. There are delays in implementation of Teachers Salary Structure. (TSS) and monetization. Also, payment of allowances were delayed. Teachers as result of these problems engage in extra lessons in order to meet their financial needs. As a result, they experience improper stress management which at times result to ill health or even tissue damage.

Okafor (2007) tried to find out the sources of this stress among teachers, how it affect the teachers and how those teachers managed these stressful situations. From his findings it was observed that in carrying out their daily activities they stress themselves a lot and it caused ill health and tissue damage to some of them. The ones done by American Heart Association (2010) were on women while the one done by Everson (2001) was on men. In Nigeria not much work has been done in this area. None has been done in Anambra State in particular using serving teachers. It is as a result of this that this study was designed to determine the sources of stress and stress management strategies among secondary school teachers in Onitsha Urban.

However, things do not work out this way. Teachers are not promoted when they are due for promotion, there are delays in implementation of teachers salary structure (T.S.S) and monetization. Also, payment of allowances were delayed.

Purpose Of The Study

The major purpose of this study was to find out how the secondary school teachers in Onitsha Urban perceive sources of stress and the stress management strategies they use to manage their stressful situations. Specifically the purposes of the study were to identify;

1. the sources of stress of secondary school teachers of different age groups in Onitsha Urban.
2. the sources of stress of secondary school teachers in Onitsha Urban with respect to their teaching experience.
3. the sources of stress of secondary school teachers in Onitsha Urban due to distance to school.
4. the sources of stress of secondary school teachers in Onitsha Urban in relation to their gender.
5. the sources of stress of secondary school teachers in Onitsha Urban as a result of student population.

6. the sources of stress of secondary school teachers in Onitsha Urban based on the nature of the school.
7. how secondary school teachers of different age groups in Onitsha Urban manage their stress.
8. how secondary school teachers in Onitsha Urban manage stress with respect to their teaching experience.
9. how secondary school teachers in Onitsha Urban manage stress due to distance to school.
10. how secondary school teachers in Onitsha Urban manage stress in relation to their gender.
11. how secondary school teachers in Onitsha Urban manage stress as a result of student population.
12. how secondary school teachers in Onitsha Urban manage stress based on the nature of the school.

Significance Of The Study

The findings of the study would be of immense benefits to teachers as it will create awareness in them of the factors that predispose them to stress and skill they will use to manage their stress. Teachers would benefit from the finding of the study because they will utilize them in both classroom instruction and

counseling of the students. They would be adequately equipped towards a healthy lifestyle in the society.

The findings if utilized by health educators will enable them develop appropriate methods and approaches in teaching and handling the stress and stress management problems of both students and teachers. This will enable the health educator inculcate in themselves the desired knowledge, attitudes and skills necessary in dealing with stress.

Guidance counselors would benefit in that it will help them during career conventions to counsel teachers and students on coping strategies required when they have stress.

Scope Of The Study

The study was restricted to secondary school teachers in Onitsha. Onitsha Urban comprised Onitsha-North and Onitsha-South L.G.A. Both married and unmarried teachers in public and private secondary schools were included in the study. The study cover six independent variables; Age groups, Teaching experience, Distance to school, Gender, Student population and Nature of the school. The study was also limited to the dependent variables of sources of stress and stress management strategies.

Research Questions

The main research question that was posed to guide this study was, what were the sources of stress of secondary school teachers' in Onitsha Urban and their stress management strategies. Specific research questions that guided the study were as follows:

1) What are the sources of stress affecting the secondary school teachers in Onitsha Urban in respect of their different age groups?
2) What are the sources of stress affecting the secondary school teachers in Onitsha Urban in respect of their teaching experience?
3) What are the sources of stress affecting the secondary school teachers in Onitsha Urban due to distance to school?
4) What are the sources of stress affecting the secondary school teachers in Onitsha Urban in relation to their gender?
5) What are the sources of stress affecting the secondary school teachers in Onitsha Urban as a result of student population?

6) What are the sources of stress affecting the secondary school teachers in Onitsha Urban based on the nature of their school?
7) What are the different stress management strategies of secondary school teachers in Onitsha Urban in respect of their different age groups?
8) What are the different stress management strategies of secondary school teachers in Onitsha Urban in respect of their teaching experience?
9) What are the different stress management strategies of secondary school teachers in Onitsha Urban due to distance to school?
10) What are the different stress management strategies of secondary school teachers in Onitsha Urban in relation to their gender?
11) What are the different stress management strategies of secondary school teachers in Onitsha Urban as a result of student population?
12) What are the different stress management strategies of secondary school teachers in Onitsha Urban based on the nature of the school?

Research Hypotheses

The following specific hypotheses were tested at .05 level of significance.

1. There is no significant difference among teachers of different age groups in their sources of stress.
2. Secondary school teachers would not differ significantly in their sources of stress with respect to their teaching experience.
3. Secondary school teachers would not differ significantly in their sources of stress due to distance to school.
4. Secondary school teachers would not differ significantly in their sources of stress in relation to their gender.
5. There will be no significant difference in sources of stress among teachers as a result of student population.
6. There will be no significant difference in sources of stress among teachers based on the nature of their schools.
7. Secondary school teachers of different age groups in Onitsha Urban would not differ significantly in their management of stress.
8. Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress with respect to their teaching experience.

9. Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress due to distance to school.
10. Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress in relation to their gender.
11. Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress as a result of student population.
12. Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress based on the nature of their school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This review of literature is presented under the following sub-headings:

- Conceptual Framework
- Theoretical Framework
    i. Response Theory
    ii. Allostatic Load
    iii. The Cognitive Activation Theory of Stress
    iv. Cognitive Theory
    v. Transaction Theory of Stress
- Stress Management Strategies
- Empirical Studies
- Summary of the Reviewed literature

Conceptual Framework

According to Cordon (1999) Stress has been viewed in three ways, they are: Stimulus, Response and Process. Stimulus according to Cordon refers to stress which can be categorized as emanating from three sources. Catastrophic events such as tornadoes and earthquakes, Major life events and Chronic circumstance such as living in crowded or noisy conditions.

Response refers to how somebody responds to a particular stress. It is a physical response e.g. “my heart races when I feel a lot of stress”.

Process according to Cordon (1999) views stress as a series of interactions and adjustments between the person and environment. These interactions and adjustments are called transactions. The person suffering stress is seen as an active agent who can influence the impact of a stressor through behavioural, cognitive and emotional strategies. Cordon (1999) concluded by saying that success and failure in previous transactions would determine the amount of stress perceived.

Griffiths (1981) stated that stress is sometimes used to refer to those situations which place individuals under some adjustment in their behaviour and can cause changes which are unpleasant, sometimes maladaptive and even associated with physical change. People experience stress when they perceive that the demand of the situation exceeds their personal resources. (Hobfoll,1988; Lazarus & Folkman, 1984).

Stress is also commonly used to refer to disturbing events in the environment. Selye (1976) had earlier defined stress as the “non-specific response of the body to any demand made upon it”. He said that demand is unique or specific and that whether we

consider a demand or situation to be pleasant or unpleasant each demand requires some adjustment thus creating stress awareness. These demands on our time according to Selye which call for our reactions and responses are labelled “stressors”. In Selye’s opinion these stressors are demanding life situations located in our homes, place of work, community and in our interaction with people in the environment.

Spierings, Ranke, and Honkoop (2001) stated that health problems encountered in life have been attributed to stress and stress is recognized as a factor in headaches; people with either tension or vascular headache named stress as one of the leading precipitating factors.

According to Ezeilo (1995) an organisms physiological response to stress is referred to as stress reaction, stress reaction according to her is generally typified by a disturbance of body equilibrium and homeostasis in which the hypothalamus, pituitary-adrenal system is activated. This physiological activation Ezeilo (1995) opined is usually followed by behavioral attempts to deal with the stressors or stress reaction itself.

Bernard and Krupat (1994) noted that Biopsychosocial model of stress is the most comprehensive model of stress. According to the Biopsychosocial model of stress, stress involves three

components: an external component, an internal component and the interaction between the external and internal components. The external component of the Biopsychosocial model of stress involves environmental events that precede the recognition of stress and can elicit a stress response. The internal component of stress involves a set of neurological and physiological reactions to stress. The third component of the biopsychosocial model of stress is the interaction between the external and internal components, involving the individuals cognitive processes.

Response Theory

According to Selye (1976) stress response of the organism represented a common set of generalized physiological responses that are experienced by all organisms exposed to variety of environmental challenges. From his perspective the stress response was non specific; that is, the type of stressor experienced does not affect the pattern of response. In other words, a wide variety of stressors elicited an identical or general stress response. Selye termed this non-specific response, the General, Adaptation Syndrome which consisted of three stages: Alarm, Reaction, Resistance and Exhaustion.

Selye reasoned that the first stage which is the Alarm Reaction involves the classic “fight or flight” response. As a result the body’s physiological system dropped below optimal functioning. As the body attempts, to compensate for the physiological reactions observed in Alarm reaction stage, the organism entered the Resistance stage. Physiological compensatory systems start working at peak capacity to resist the challenges the entire system is confronting and according to Selye, this actually raised the body’s resistance to stress above homeostatic levels.

However, because this response consumed so much energy, a body could not sustain it forever. Once energy has been depleted, the organism enters the stage of Exhaustion. In this stage, resistance to environmental stressors break down and the body becomes susceptible to tissue damage and perhaps even death. In Selye’s terminology, the Alarm Reaction stage is comparable to the acute stress response and Exhaustion stage is comparable to a chronic stress response.

Teachers when encounter environmental stressors are not left out in passing through the three stages of Alarm Reaction, Resistance and Exhaustion. But it is necessary that they use stress management strategy at each given time to ensure that they

control stress and avoid tissue damage or death, which may occur as a result of chronic stress. This theory explains the objectives of this study.

Allostatic Load

According to McEwen (1998) Allostatic Load is a term that refers to the price the body pays for being challenged repeatedly by a variety of environmental stressors. Increased Allostatic Load or what McEwen and Wingfield (2003) called Allostatic Overload occurs with increased frequency of exposure to stressors, or increased intensities of these stressors, or decreased efficiency in coordinating the onset and termination of the physiological response. McEwen (1998) outlined four distinct types of Allostatic Overload.

In the first type, the organism is exposed to multiple environmental stressors during a short period of time. For example running to get the phone only to realize it is a tale marketer, then finding your three year old colouring on the kitchen wall with permanent marketers and a baby urinating on the floor of sitting room. In a case like this McEwen said that the physiological response associated with the first stressor is just starting to lessen when the second stressor hits, and likewise, recovery from the

second stressor is interrupted by the onset of the third stressor. He concluded by saying that in this type of Allostatic Overload the problem is associated with the frequency of the stressors encountered. It is likely that secondary school teachers in Onitsha Urban experience Allostatic Overload.

According to McEwen (1998) in the first type of Allostatic Overload, teachers also experience multiple environment stressors in their daily activities. A teacher may be rushing to the class to teach his/her lesson because he is few minutes late, but on getting to the class he realized that the class is not swept and the students are playing in the class. At this point the teachers problem is associated with the frequency of the stressors at a short period of time.

In the second form of Allostatic Overload according to McEwen (1998) repeated stressors elicit responses that fail to habituate. Consider an example in which five consecutive students after issuing them their report card, come back to you reporting that their scores are not properly reordered. Normally, ones physiological response to this series of encounters would decrease, or habituate with each subsequent encounter. When the body fails to exhibit the normal habituation responses, this type of Allostatic Overload occurs.

A third form of Allostatic Overload according to McEwen (1998) involves delayed physiological recovery from a given environmental stressor. In this case the frequency or magnitude of the physiological response may be entirely normal; however, it is the length of time that the response is sustained that leads to Allostatic Overload. For example, imagine having an argument with a fellow worker and experiencing some physiological arousal associated with the argument. Rather than the arousal gradually declining after the argument, in this type of Allostatic Overload the physiological recovery is delayed and the arousal is still apparent hours or days later.

Teachers always encounter environmental stressors. It may be between the teacher and the school administrator, fellow teacher or even students. For instance a teacher may raise an argument on the workload given to him/her. The argument will lead to physiological arousal. Also, the length of time that the response is sustained leads to Allostatic Overload. It is important that teachers should use management strategies like taking a brisk walk and self talk to combat the situation. It will also help the situation not to linger for too long.

The final form of Allostatic Overload involves an inadequate physiological response. In this case the organism encounters a

stressful circumstance or environmental change, but the physiological responses is either very weak or entirely absent. According to McEwen (1998) Allostatic Overload, whatever is the source is the mechanism through which acute physiological responses result in permanent tissue damage.

In the above forms of Allostatic Overload, teachers in some cases are faced with stressful circumstances like teaching over populated class, but due to the encounter they may show inadequate physiological response which may be as a result of weak or absent physiological response. However, they should use their management strategies properly to ensure that they don't have acute physiological responses that may result in permanent tissue damage. Allostatic Overload theory therefore explains this study.

The Cognitive Activation Theory of Stress.

Ursin and Erikson (1996) presented the Cognitive Activation Theory of Stress (CATS) using four aspects of stress. Stress stimuli, stress experience, the non-specific general stress response. These four meanings may be measured separately. The stress response is a general alarm in a homeostatic system producing general and unspecific neuropsychological activation

arousal. The stress response occurs whenever there is something missing. Formally, the alarm occurs when there is a discrepancy between what should be and what is between the value a variable should have and the real value of the same variable. The alarm elicits specific behaviours to cope with the situation. The level of alarm depends on the expectancy of the outcome of stimuli and the specific responses available for coping.

According to this theory teachers experience various sources of stress daily. These stressors lead to responses that activate them from one level of arousal to more arousal. Likewise alarm enables them to exhibit management strategies to cope with each situation. Also, the expectation of the stimuli faced by the teacher depends on the level of alarm and management strategies available.

Cognitive Theory

Lazarus and Folkman (1984) proposed a Cognitive Theory of stress which addressed the interaction. They refer to this interaction as a transaction taking into account the ongoing relationship between the individual and the environment. The theory places emphasis on the meaning that an event has for the individual and not on the physiological responses. It is believed

that one's view of a situation determines whether an event is experienced as stressful or not making stress the consequence of appraisal and not the antecedent of stress. According to this theory, the way an individual appraises an event plays a fundamental role in determining not only the magnitude of the stress responses, but also the coping strategies that the individual may employ in efforts to deal with the stress.

Various sources of stress, which teachers encounter in their daily activities, are viewed differently. Due to individual differences some teachers may view a situation as stressful while others may view it as antecedent of stress. That is why cognitive Theory of stress placed emphasis on the meaning an event has for the individual and not the way he/she responds to the event. In line with the theory, the way a teacher appraises an event will play a fundamental role in determining the magnitude of stress responses and management strategies to employ in trying to control the stress.

Transaction Theory of Stress

Lazarus and Launier (1978) in transaction theory of stress stated that the cognitive appraisal of stress is a two part process which involves a primary appraisal and a secondary appraisal.

Primary appraisal involves the determination of an event as stressful. During primary appraisal, the event or situation can be categorized as irrelevant, beneficial or stressful. If the event is appraised as stressful, the event is then evaluated as either a harm/loss, a threat or a challenge. During secondary appraisal according to the theory, stress arises only when a particular transaction is appraised by the person as relevant to his or her well being and this will determine its management. In order for an event to be appraised as a stressor it must be personally relevant and there must be a perceived mismatch between a situations demands and one's resources to cope with it.

In line with the theory teachers undergo both primary and secondary appraisal stages. If they appraise event as stressful and evaluate it as a challenge, it gives them the opportunity to expand skills, demonstrate ability and also use appropriate management strategies. This theory therefore explains the objective of this study.

Stress Management Strategies

There is no-one-way of managing stress. Rather a combination of methods help in the management. It is not possible to eliminate stress completely. We are to find methods of avoiding

unnecessary stress. The following are methods of managing stress.

Coryne and Racioppo (2000) noted that people experience an almost constant attempt to manage the problems and stresses of their lives and most of these attempts may be considered as coping. However, the term coping is usually applied to strategies that individuals use to manage the distressing problems and emotions in their lives.

Folkman and Lazarus (1980) conceptualized coping strategies as emotion focused or problem focused problem focused is aimed at changing the source of stress, whereas emotion focused is oriented towards managing the emotions that accompany the perception of stress. They proceed by narrating several different strategies that exist within each of these categories. For example, taking action to get rid of the problem is a problem focused strategy, but so is making a plan of the steps to take or asking someone to help in solving the problem. Getting upset and venting emotions is clearly emotion focused, but seeking the company of friends of family for comfort and reassurance and refusing to accept situation are also oriented toward managing the negative emotions associated with stress.

Tennen, Affleck, Armeli and Carney (2000) confirmed the use of both types of coping strategies.

Folkman and Moskowitz (2000) explored the intersection of problem and emotion focused coping emphasizing the value of gaining positive emotions as a result of coping. They studied people coping with AIDS, both as caregivers and patients and found that people attempt to derive meaning from their distress and to experience positive emotion even in the face of enormous stress. Penly, Temaka, and Weebe (2002) revealed that the relationship between coping strategies and health outcomes were moderated by the type of stressor and whether the impact was on psychological or physical health.

Social Support as Stress Coping Strategy.

Wills (1998) demonstrates that people with higher levels of support have lower rates of mortality and better health than people with lower levels of support.

According to Allen (2001) people who are high in hostility may profit from more social support, but they receive less than those who are lower in hostility. Hostile people according to Allen who are unpleasant and difficult to befriend could increase the

number of their social contacts, they may not increase their social supports.

Argyle (1992) noted that increased social support comes from the gender difference. Women according to Argyle tend to have larger and more active support network than men. The reason for the difference can be seen in women's friendship style, which tends to rely on emotional sharing, co-operation and positive non-verbal signals.

Gottliet (1996) stated that two strategies exist to improve social support. One strategy involves enhancing existing support sources. This might include seeking the help of a health care professional, becoming more self disclosing or supporting others who are in need of support.

The second strategy is to join a support group, that is a social network consisting of people with similar stressful circumstances such as those caring for the AIDS patients e.g. National Agency for Control of AIDS (NACA) meeting with others in similar circumstances can give people many valuable support, information and practical help. A huge array of support groups exists to serve people with a variety of conditions and to help their families cope. Some of such support groups are World Health Organization (WHO) Red Cross Society etc.

Personal Hardiness

Kobasa and Maddi (1977) hypothesized that hardiness buffers the harmful effects of stress and thus protects the hardly personality from stress related illness.

According to soderstrom, Dolbier, Leiferman and steinhard (2000) hardiness related to coping strategies perceived stress and symptoms of illness are mainly for middle-aged men and women. A later result from Dolbier, Leiferman, and Steinhardt (2001) indicated that high hardy employees had stronger immune responses than low hardy individuals.

Alcohol As Stress Coping Strategy

Davis (1990) reported that individuals always show a subjective anticipation of alcoholic effectiveness in dealing with stress. Little wonder that people who have some symptoms of stress like feeling anxious worked up or have a lot of things in their mind may resort to use of alcohol to cope. Based on the subjective anticipation of relief Priest (1988) reported that alcohol relieves tension and anxiety: produces emotional disinhibition that may boost ones confidence and may result in relaxation.

However, use of alcohol in management of stress according to Nweze (1982) has long term disadvantages rather than benefits. First, it is a passive coping technique that is purely defensive in nature and as such fails to deal realistically with the stressful conditions. Second, it may produce a rebound effect that is it may make one more distressed or tearful than before embarking on the drinking spree. Third, it may make one restless and distressed. Rivara (1997) noted that alcohol affects coordination and alters cognitive functioning in ways that contribute to increased chances of unintentional injury not only to the drinker, but also to non-drinkers who live with a drinker.

Relaxation And Stress Management.

According to Ezeilo (1995) stress, usually induces high emotional and psychological arousal; the effects of stress are therefore opposite the effects of relaxation. She noted that owing to the counteracting effects that relaxation is employed as one of the methods of stress management.

Other stress management techniques according to Murphy (1984) include muscle relaxation, Biofeedback, meditation, cognitive/behavioural approaches etc. Murphy also stated that

these techniques are purely psychological and have been employed in occupation or work management of stress studies.

Muscle Relaxation

According to Ezeilo (1995) people can learn to control their feelings of stress, tension or anxiety by employing some forms of muscle relaxation exercise. Such as progressive muscle relaxation which involves the alternate tension and relaxing of the various muscle groups in the body.

Rimm and Masters (1979) demonstrated that progressive relaxation is highly effective in reducing stress. Relaxation according to Rimm and masters is often successful by itself in helping people cope.

Biofeedback

Quick and Quick (1984) stated that biofeedback has been used in stress management by helping people learn to relax specific muscles.

According to Brown (1970) Electromyography (EMG) biofeedback is a type of biofeedback that reflects the activity of the skeletal muscles by measuring the electrical discharge in muscle

fibers. Biofeedback according to Brown can be used to decrease muscle tension in stress management.

Sedlacek and Taub (1996) indicated that Thermal Biofeedback is another type of biofeedback used to help people cope with stress and is based on the principles that skin temperature varies in relation to levels of stress. High stress according to sedlack and Taub tends to constrict blood vessels whereas relaxation opens them. Therefore cool surface skin temperature may indicate stress and tensions while warm skin temperature suggests calm and relaxation.

Nakao (1997) stated that psychologists have applied biofeedback techniques to the management of hypertension or high blood pressure. He said that it is capable of decreasing hypertension.

Meditation

This is a method used in the practice of yoga that was promoted by Maharishi Mahesh yogi as a means of improving physical and mental health and reducing stress. Benson (1975) indicated that individuals employing this technique are instructed to practice it twice a day, sitting upright with eyes closed and

repeating silently cue word (e.g. relax) called mantra to prevent other distracting thoughts from occurring.

Shapiro and Gilher (1978) noted that meditation is used in clinical psychology as a therapy for anxiety and stress related disorders such as high blood pressure, headache etc.

Cognitive/Behavioural Approaches

According to Sarafino (1990) stress can result from cognitive appraisal that are frequently based on a lack of information, misperception or irrational beliefs, cognitive/behavioural methods have been developed to help people cope better with the stress they experience.

Bandura (2001) stated that cognitive therapy is cognitive/behavioral approach based on the principle that beliefs, personal standards and feelings of self-efficiency strongly affect their behaviours. Cognitive Therapies according to Bandura concentrate on techniques designed to change cognitions rather than on the unmediated reinforcement of overt behaviour.

Psychologists have developed a variety of other cognitive strategies for coping with stress. Two of these strategies are inoculation programme, it was developed by Turk (2001) and the parallel stress inoculation programme of meichenbaum and

Cameron (1983). Both procedures rely on inoculation techniques. This is designed to teach people skills for alleviating stress and achieving personal goals through three stages: conceptualization, skill acquisition and rehearsal; and follow through or application.

Hypnosis is an altered state of consciousness in which a persons stream of consciousness is divided or dissociated. Barber (1996), Hilgard (1978) noted that Hypnotherapy is used to treat health related problems and stress management.

Smyth and Pennebaker (2001) noted that emotional disclosure involves the transfer of emotions into language and this requires a measure of self reflection. It can be healthy both psychologically and physiologically. For example asking people to talk into a tape recorder or to speak to a therapist about highly stressful events. The key ingredients to these techniques is language. The emotions must be expressed through language.

Exercise

Physical exercise according to Androniki (2007) is immensely beneficial in managing stress. Some of the reasons are:

- Exercise distracts us from the causes of stress.

- Exercise warms and relaxes cold tight muscle and tissues which contribute to stress feelings.
- Exercise develops and maintains a healthy body which directly reduces stress susceptibility

Exercise of all types as noted by Adroniki relaxes tense muscles and tight connective tissues in the body which directly contribute to stress feelings and symptoms.

Dietary Control

According to Obindo (2007) regular balance diet is essential in the management of stress.

He also noted that avoiding food with high caffeine level (e.g. coffee, tea, chocolate, kola etc) will help in reducing stress because these are strong stimulants which actually generates a stress reaction in the body.

Obindo (2007) stated that the habit of leaving our stomach empty for too long should be avoided because this stimulates the stress reaction, as hunger is an internal stressor. He concluded by saying that a regular meal culture makes us healthy.

Empirical Studies

People are faced with various challenges. Some people react more strongly to stress than others. Murphy, Alpert, and Walker (1995) in a study on higher reactivity with a focus on gender and ethnicity showed that boys and men seem to show higher reactivity than girls and women. Everson (2001) in his study showed to incidence of stroke. Those men with higher systolic blood pressure reactivity were at greater risk for stroke than men with less blood pressure reactivity. In this study according to Everson educational level was also a factor that raised the risk of stroke.

Using both self evaluating of jobs for high demands and low control; A study published recently by an American Heart Association Conference in Chicago as led by Michelle Albert, a Cardiologist indicated that women with demanding jobs and little control over how to do them were nearly twice as likely to have suffered stress and heart attack as women with less demanding jobs and more control. The study which analyzed job strain in women found that job insecurity, or fear of losing a job was associated with risk factor for cardio vascular disease such as high blood pressure increased cholesterol and excess body weight. (Newswatch 2010). Fauvel (2001) in his study examined blood

pressure using selective effects at workplace stress. This study measured blood pressure during a 24 hour period and found that individuals with the combination of high work demand and low job decision showed higher blood pressure during working hours but their blood pressure at home was not higher than that of other workers. The findings demonstrated that stressful situations can affect blood pressure and thus Cardiovascular system. Karen (2008) observed that challenging jobs are always easier and more, enjoyable when the work is shared with a friend.

According to Kessler (1997) stressful life events cause depression. Tennant (2001) stated that Chronic workplace is related to the development of depression. Several health problems as noted by Tennant are produced as a result of stress. AIDS, Alzheimer;s disease etc have been related to increased incidence of depression. Schmitter (2001) indicated in his study that people who sought spiritual help receive significant stress buffering effects against depression.

Okafor (2007) in his study on Secondary School Health teachers perceived sources of stress and stress coping strategies indicated that health teachers who are constantly exposed to stressors can impair the functioning of the body's organ and immune system thereby resulting in illness. George and Montere

(1980), observed that in a society where occupation and age are major claims to social status. Some individuals suffer stress related diseases because of their inability to measure up to their expectations.

Herbert and Cohen (1993) in meta-analysis of studies on stress and immunity concluded that substantial evidence exist for a relationship between stress and decreased immune function. This meta-analysis according to Herbert and Cohen showed that many types of immune system function are related to stress and that immune suppression varies with the duration and intensity of the stressor. Also, in a laboratory research to investigate the physical changes that accompany stress. Cohen and Herbert (1996) suggested that sympathetic activation may be a pathway through which stress can affect the immune system.

Gunthert, Cohen and Armeli (1999) in a study of college students found that those students high in negative affectivity tended to see more events as stressful and to report more stress than students with lower negative affectivity. This suggests that people with negative affectivity feel more stress than other people with lower negative affectivity.

Summary of the Reviewed Literature

The literature review is based on conceptual framework, Theoretical Framework, Stress Management Strategies and Empirical Studies.

Cordon (1999) viewed stress as a stimulus, response and process. According to Cordon stimulus has three sources catastrophic events, major life events, and chronic circumstances. Stress according to Selye (1976) is non-specific response of the body to any demand made upon it. Selye said that each demand whether pleasant or unpleasant is followed by adjustments that create stress responses. Bernard and Krupat (1994) in bio-psychosocial model of stress stated three components; an external component, an internal component, and the interaction between the external and internal components.

According to McEwen (1998) Allostatic Overload is the price the body pays for being challenged repeatedly by variety of environmental stressors. It has four types. The first type is concerned with multiple environmental stressors during a short period of time. The second is a repeated stressors that fail to habituate, the third type is delayed physiological recovery from a given environmental stressor and the last type involves inadequate physiological response.

Larzarus and Folkman (1984) in Cognitive theory emphasized that the way the individual appraises the event determines the level of stress and also the coping strategies he/she may employ. Also, Transaction theory of stress according to Lazarus and Launier (1978) involves primary and secondary appraisal. Primary appraisal determined an event as stressful while secondary appraisal occur when an event is appraised as relevant by the individual.

From the review of related literature done for this work it was clear that no study of this type had been done using serving teachers. Therefore, a study of this nature using serving teachers in Anambra State is a welcome development.

CHAPTER THREE

METHOD

This chapter discusses the procedures used in carrying out this research. It is presented under the following sub-headings:

Research Design

Area of The Study

Population of The Study

Sample and Sampling Technique

Instrument for Data Collection

Validation of The Instrument

Reliability of The Instrument

Method of Data Collection

Method of Data Analysis

Research Design

The design adopted for this research was a descriptive survey. According to Nworgu (1991), descriptive Survey is an empirical enquiry that collects and describes data in a systematic manner. The design enabled us to describe the sources of stress and the stress management strategies adopted in order to control the stress.

Area of The Study

This study was carried out in Onitsha Urban. Onitsha Urban is made up of Onitsha - North and Onitsha – South Local Government Areas. Onitsha – North has 41 public and private secondary schools while Onitsha – South has 24 public and private secondary schools. The people are known to be resourceful and very enterprising especially in the area of commerce. As a commercial center people in Onitsha Urban are always busy including the teachers. Most schools in the area are of high density and in most cases teachers travel quite some distances to their respective schools.

Population of The Study

The target population of this study was 1820 teachers. This population comprised all the married and unmarried secondary school teachers in 65 public and private secondary schools in the area. Public schools are 22 while private schools are 43 (Appendix A)

Sample and Sampling Technique

Multistage sampling technique was used for the study.

The sample was divided into two groups, private and public schools. All private schools and public schools were grouped

separately. Ratio of 1:3 was used for sampling of secondary schools. In Onitsha – North the total number of public schools was 17. Using of ratio of 1:3, 5 schools were obtained. Also, using ratio 1:3 for 24 private school 8 schools were obtained. In Onitsha South out of 19 private schools 7 schools were obtained using ratio of 1:3 out of 5 public schools 2 was obtained using ratio of 1:3. Total sample of schools obtained was 23. From each of the sampled schools 20 teachers were randomly selected, thus the total sample of teachers for the study was 460 teachers.

Instrument For Data Collection

The instrument used for the study was Sources of Stress and Stress Management Strategies Questionnaire for Teachers (SSSMSQT) constructed by the researcher. The instrument had three sections.

Section A sought information as to the respondents Age, Teaching experience, Distance to School, Gender, Student Population and Nature of School.

Section B had 10 items indicating sources of Stress for the subjects with a modified Likert-type of four point rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly

Disagree (SD). The items in the questionnaire were scored 4,3,2, and 1 for Strongly Agree, Agree, Disagree and Strongly Disagree respectively. The subjects were required to respond to each of the 10 sources of stress based on how they accepted them as sources of Stress.

Section C had 10 items that sought information on stress management strategies, also with a modified Likert-type of four point rating scale of “Used Very Often”, Often used”, Rarely Used”, “Not Used at all” and the respondents indicated how Often they use each of the Stress management strategies to cushion the effect of the sources of stress in Section B.

Validation of the Instrument

The questionnaire was validated by the thesis supervisor, two other experts in health education. These experts examined the contents of the questionnaire items, their clarity, appropriateness of language and ability to elicit accurate information in relation to the purposes of the study, the research questions and the hypotheses. Their necessary observations and suggestions were used to produce the final draft of the instrument.

Reliability of the Instrument

The instrument was trial-tested on 10 secondary school teachers who were randomly selected from different secondary schools in Onitsha Urban. Teachers were selected from one mixed school, a single boys' school and a single girls' school. In testing for reliability test-re-test method of ascertaining consistency over time was applied. Copies of the questionnaire were administered to 10 secondary school teachers. The questionnaire were administered again after two weeks. Computation of Pearson Product Moment Correlation between the sets of scores yielded coefficient of 0.87 for sources of stress and 0.86 for stress management strategies respectively. These were considered high enough in line with Kerlinger (1986) and Nzeagwu (2006) who noted that reliability coefficient of 0.50 and above was appropriate for any measuring instrument.

Method of Data Collection

The researcher personally administered the questionnaire to the respondents with the help of some teachers in the affected schools. Administration of questionnaire was done in all the sampled schools. The administration and collection lasted for one

week. Four hundred and sixty copies of questionnaire were distributed and collected back.

Method of Data Analysis

The data were collated and coded manually by the researcher and entries made into the computer by a statistician. The data were analysed based on the research questions and the stated hypotheses. The mean was used in answering the research questions. A mean of 2.5 and above was acceptable while a mean below 2.5 was not acceptable. The ANOVA, z-test statistics, Scheffe's post hoc test were used to test the stated hypotheses. The data were presented in tables.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter the findings of the study are presented.

Table 1: Sources of stress by the respondents according to the independent variables of the study.

S/N	VARIABLES	GROUP	F	$\overline{X}$
1	Age	25-28yrs	50	3.68
		29-32yrs	105	3.42
		33years & above	295	3.53
2.	Years of Teaching Experience	1-5yrs	109	3.71
		6-10yrs	70	3.75
		11yrs & above	271	3.80
3.	Distance to School	Close	167	3.77
		Far	219	3.40
		Very Far	64	3.93
4.	Gender	Male	112	3.74
		Female	338	3.55
5.	Student Population	200-399	120	3.74
		400-599	105	3.44
		600-799	33	2.97
		800-999	19	3.15
		1000 & above	173	3.82
6.	Nature of School	Private	208	3.64
		Public	242	3.97

Table 1 shows the sources of stress by the respondents. The table shows that the respondents within the age group of 25-28 years and who perceived the items as sources of stress had the highest mean of 3.68. In terms of years of teaching experience, respondents within 11 years and above of teaching experience had a mean of 3.80. Evidence from distance to school showed that respondents that lived very far had the highest mean of 3.93. In respect of gender male respondents had a mean of 3.74. As for the student population the respondents indicated that population above 1000 had the highest mean score of 3.82. The respondents in public school who perceived the items as sources of stress had the mean score of 3.97.

Table 2: Stress management strategies of the respondents according to the independent variables of the study.

S/N	VARIABLES	GROUP	F	$\overline{X}$
1	Age	25-28yrs	50	3.45
		29-32yrs	105	3.85
		33years & above	295	3.54
2.	Years of Teaching Experience	1-5yrs	109	3.77
		6-10yrs	70	3.19
		11yrs & above	271	3.24
3.	Distance to School	Close	167	3.62
		Far	219	3.07
		Very Far	64	3.73
4.	Gender	Male	112	3.21
		Female	338	3.44
5.	Student Population	200-399	120	3.72
		400-599	105	3.92
		600-799	33	2.90
		800-999	19	3.02
		1000 & above	173	3.63
6.	Nature of School	Private	208	3.26
		Public	242	3.56

Table 2 shows the mean stress management strategies of the respondents. The table shows that the respondents within the age group of 29-32 years had the highest mean of 3.85. The table also shows that respondents within 1-5 years of teaching experience had the highest means score of 3.77. In terms of distance to school, respondents residing very far had a mean of 3.73 which is highest among other groups. In respect of gender, female respondents had the mean score of 3.43. On student population, the respondents with 400-599 students had the highest mean of 3.92. The table revealed that public school had the highest mean of 3.56.

Hypothesis 1: There is no significant difference among teachers of different age groups in their sources of stress. The results are shown in table 3.

Table 3: ANOVA summary of teachers' sources of stress based on different age groups.

	Sum of squares	df	Mean square	F	P-value
Between Groups	.768	2	.384	1.635	.196
Within Groups	104.921	447	.235		
Total	105.689	449			

* Not significant at $\propto$ = 0.05 level.

The table shows that at 2 and 447 degrees of freedom, the calculated F ratio was 1.635 and P-value was 0.196. From the values obtained using

$\propto$ = 0.05, Hypothesis is accepted since the P-value 0.196 was greater than $\propto$= 0.05. Hence, all age groups perceived the stressors indicated in the study the same way. Thus, age has no influence on teachers sources of stress.

Hypothesis 2: Secondary school teachers would not differ significantly in their sources of stress with respect to their teaching experience.

The data in table 4 are used to test this hypothesis.

Table 4: ANOVA summary of the teachers' sources of stress with respect to their teaching experience.

	Sum of squares	df	Mean square	F	P-value
Between Groups	2.584	2	1.292	5.451	.005
Within Groups	105.955	447	.237		
Total	108.540	449			

*Significant at $\propto$ = 0.05 level.

Table 4 shows that the calculated F-value from the ANOVA table was F-5.451 with a P-value of 0.005. Since the p-value was less than $\propto$ = 0.05, the null hypothesis is not accepted and

alternative hypothesis accepted. This means that teachers differed in their sources of stress with respect to their teaching experience.

In order to determine the direction of the difference, the Scheffe's post Hoc test for multiple comparisons was carried out as shown in table 5.

Table 5: Scheffe's post-hoc test on teachers' sources of stress with respect to teaching experience.

Dependent variable stressor

(1) VAR 00001	(J) VAR 00001	Mean difference (I – J)
1	2	07564
	3	11777
2	1	07564
	3	19341 *
3	1	11777
	2	19341 *

* The mean difference is significant at the .05 level.

From the table year of teaching experience had different Scheffe's grouping indicating that means are significantly different from one another. Subset 2&3 and 3&2 had a high mean difference than subset 1&2, 1&3, 2&1 and 3&1.

Hypothesis 3: Secondary school teachers would not differ significantly in their sources of stress due to distance to school. One way ANOVA was used to test this hypothesis as shown in table 6.

Table 6: ANOVA summary of teachers' sources of stress due to distance to school.

	Sum of squares	df	Mean square	F	P-value
Between Groups	.060	2	.030	.126	.881
Within Groups	106.138	447	.237		
Total	106.198	449			

* Not significant at $\propto$ = 0.05

From the ANOVA table the calculated F was 0.126 with a P-value of 0.881. For $\propto$ = 0.05, Hypothesis was accepted since 0.881 was greater than 0.05. This implies that sources of stress was not related to the distance the teachers travel to school.

Hypothesis 4: Secondary school teachers' would not differ significantly in their sources of stress in relation to their gender. The hypothesis was tested with Z-test as shown in table 7.

Table 7: Z-test for sources of stress in relation to gender.

	Mean	S.D	Observations (N)	Z-cal	Z-crit
Male teachers	3.74	4.39	112		
				0.425	1.96
Female teachers	3.55	3.81	338		

From table 7, the Z-Cal of 0.425 was less than Z-crit of 1.96. Therefore, the null hypothesis was accepted. This means that both males and females teachers perceived stressors the same way.

Hypothesis 5: There will be no significant difference in sources of stress among teachers as a result of student population. One way ANOVA was used to test this hypothesis as shown in table 8.

Table 8: ANOVA summary of the teachers' sources of stress as a result of student population.

	Sum of squares	df	Mean square	F	P-value
Between Groups	15.870	4	3.967		
				17.329	.000
Within Groups	101.881	445	.229		
Total	117.751	449			

* Significant at $\propto = 0.05$

Table 8 shows a calculated f-value of 17.329 with a P-value of 0.000. The null hypothesis was not accepted since the P-value was less than $\propto$ = 0.05. This shows that student population had influence on teachers sources of stress.

Further post hoc testing using Scheffe's test to find out which student population that cause more stressor was conducted and was shown in table 9.

Table 9: Scheffe's test on teachers' sources of stress as a result of student population.

(1) VAR00001	(J) VAR00001	Mean difference (1-J)
1.00	2.00	40000*
	3.00	22303
	4.00	41123*
	5.00	44408*

* The mean difference is significant at the .05 level.

Table 9 shows that student population had different Scheffe's groupings indicating that means are significantly different from one another. Subset 1 & 2, 1 & 4 and 1 & 5 had a very high mean difference than subset 1 & 3.

Hypothesis 6: There will be no significant difference in sources of stress among teachers based on the nature of their schools. The hypothesis was tested with Z-test as shown in table 10.

Table 10: Z-test for teachers sources of stress based on the nature of their school.

	Mean	S.D	Observations (N)	Z-Cal	Z-crit
Private	3.64	4.31	208		
				0.782	1.96
Public	3.97	4.86	242		

From table 10, the calculated value of Z-cal 0.782 was less than the Z-critical value of 1.96. Hence, the null hypothesis that there will be no significant difference in sources of stress among teachers based on the nature of their schools was accepted. This implies that teachers in both private and public schools in Onitsha Urban perceived these stressors the same way.

Hypothesis 7: Secondary school teachers of different age groups in Onitsha Urban would not differ significantly in their management of stress. This hypothesis was tested using one way ANOVA in table 11.

Table 11: ANOVA summary of teachers' Stress management strategies based on different age groups.

	Sum of squares	df	Mean square	F	P-value
Between Groups	.640	2	.320	2.525	.081
Within Groups	56.674	447	.127		
Total	57.314	449			

* Not significant at $\propto = 0.05$

The ANOVA table showed a calculated F-value of 2.525 with a P-value 0.081. Since the P-value 0.081 was greater than $\propto = 0.05$ Hypothesis was accepted. This implies that age did not play any significant role in the way stress was managed among secondary school teachers in Onitsha Urban.

Hypothesis 8: Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress with respect to their teaching experience. One way ANOVA was used to test the hypothesis as is shown in table 12.

Table 12: ANOVA summary of teachers' stress management strategies with respect to their teaching experience.

	Sum of squares	df	Mean square	F	P-value
Between Groups	.094	2	.047	.371	.690
Within Groups	56.792	447	.127		
Total	56.886	449			

* Not significant at $\propto = 0.05$

The F-value in the ANOVA table was 0.371 with a P-value of 0.690. At $\propto = 0.05$, the P-value was obviously higher, hence hypothesis was accepted. This shows that years of teaching experience did not influence the way stress was managed by the teachers.

Hypothesis 9: secondary school teachers in Onitsha Urban would not differ significantly in their management of stress due to distance of their homes to schools. This hypothesis was tested using one way ANOVA as shown in table 13.

Table 13: ANOVA summary of teachers' stress management strategies due to distance to school.

	Sum of squares	df	Mean square	F	P-value
Between Groups	1.549	2	.774		
Within Groups	633.454	447	1.417	.546	.579
Total	635.003	449			

* Not significant at $\propto = 0.05$

As can be seen from the table 13, F-value was 0.546 with a P-value of 0.579. Using $\propto = 0.05$ the hypothesis was accepted since the P-value 0.579 was greater than $\propto = 0.05$. This implies that distance of the teachers homes to school had no influence in teachers management of stress.

Hypothesis 10: Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress in relation to their gender. The hypothesis was tested with Z-test as shown in table 14.

Table 14: Z-test for teachers' stress management strategies in relation to their gender.

	Mean	S.D	Observation (N)	Z-Cal	Z-crit
Male teaches	3.21	2.84	112		
				0.67 4	1.96
Female teachers	3.44	3.80	338		

Table 14 shows that since Z-cal 0.674 was less than z-crit 1.96. hypothesis was accepted. This implies that method of management of stress did not differ by gender.

Hypothesis 11: Secondary school teachers in Onitsha Urban would not differ significantly in their management of stress as a result of student population. One way ANOVA was used to test the hypothesis as was shown in table 15.

Table 15: ANOVA summary of teachers' stress management strategies in relation to student population.

	Sum of squares	df	Mean square	F	P-value
Between Groups	1.291	4	.323	2.577	.087
Within Groups	55.707	445	.125		
Total	56.998	449			

* Not significant at $\propto$= 0.05

Table 15 shows an F-value of 2.577 and a P-Value of 0.087. From the values obtained, using $\propto$ = 0.05 the hypothesis was accepted since the P-value 0.087 was greater than $\propto$ = 0.05. This implies that student population has no influence on stress management of teachers.

Hypothesis 12: Secondary school teachers in Onitsha Urban will not differ significantly in their management of stress based on the nature of their schools. The hypothesis was tested with Z-test as shown in table 16.

Table 16: Z-test for teachers' stress management based on nature of their schools.

	Mean	S.D	Observations (N)	Z-Cal	Z-Crit
Private	3.26	4.24	208		
				2.63	1.96
Public	3.56	4.05	242		

Table 16 shows the Z-Cal value of 2.63 which was greater than Z-critical value of 1.96. Therefore, it was significant at $\propto$ = 0.05. The stated hypothesis was therefore not accepted. This implies that teachers' in public and private schools did differ significantly in the way they manage their stress. Teachers in public schools with higher mean (3.56) manage their stress better than teachers in private schools.

Summary of results

The following are summary of the results.

1. Generally, Secondary school teachers agreed with all the items that measures sources of stress and also stress

management strategies, however, there are variations based on the variables.

(Table 1 and 2).

2. Teachers of different age groups did not differ significantly in their sources of stress. (Table 3).
3. Secondary school teachers differed significantly in their sources of stress with respect to their teaching experience. (Table 4).
4. There was no significant difference in the subjects sources of stress due to distance of their homes to school. (Table 6).
5. Secondary school teachers did not differ significantly in their sources of stress in relation to gender. (table 7).
6. There was significant difference in sources of stress among the teachers as a result of student population. (Table 8).
7. There was no significant difference in sources of stress among teachers based on the nature of their schools. (Table 10).
8. Secondary school teachers of different age groups did not differ significantly in their management of stress. (Table 11)

9. Secondary school teachers did not differ significantly in their management of stress with respect to their teaching experience.

   (Table 12)

10. Secondary school teachers did not differ significantly in their management of stress due to distance of their homes to school.

    (Table 13).

11. Secondary school teachers in Onitsha Urban did not differ significantly in their management of stress in relation to gender. (Table 14).

12. Secondary school teachers differed significantly in their management of stress as a result of student population. (Table 15).

13. Secondary school teachers in Onitsha Urban differ significantly in their management of stress based on the nature of their schools.

    (Table 16)

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATION

This Chapter presents the discussions of the results based on the major themes of the study; the conclusions, recommendations and the implications for further studies are also highlighted.

Discussion of Results:

Secondary school teachers of different age groups and their sources of stressors.

The result of the study on Table 1 showed that the respondents within the age group of 25-28 years perceived the items as stressors with the highest mean score of 3.68. Other age groups of 29-32 years and 33 years and above perceived the items as stressors too with mean scores of 3.42 and 3.53 respectively. The result was like this because different age groups work together irrespective of their age differences. Challenging jobs are always easier and more enjoyable when the work is shared with a friend (Karen, 2008). Working together despite age variations might have contributed to the way the items were perceived.

The result of the hypotheses in Table 3 showed that age was not a significant factor in teachers' sources of stress. This implies that all the age categories perceived stressors the same way. Again, teachers as soon as they come to school, would work together irrespective of age differences.

Also, they worked without discriminating against individual status, despite the fact that in a society occupation and age are primary claims to social status (George & Montere 1980). Although, teachers ages vary, working together might account for the non-significant difference in their sources of stress.

Secondary school teachers' sources of stress with respect to teaching experience.

The result showed that respondents who had 11 years and above of teaching experience has a mean of 3.80. It showed that respondents perceived the items as stressors. Also, other respondents who had 1-5 years and 6-10 years of teaching experience perceived the items as stressors. Evidence was in their different mean scores of 3.71 and 3.75 respectively. These teachers had taught for several years, their physical response and behaviour to issues affect the way items were perceived. So,

teachers' length of service or teaching experience enhances the way items are being perceived as stressors.

From hypothesis result in Table 4, the secondary school teachers differed significantly in the sources of stress with respect to their teaching experience it showed that sources of stress had to do with teaching experience. A newly recruited teacher may perceive teaching as stressful more than an older teacher who had taught for several years. The new teacher has to adjust to his/her new environment not minding whether it is favourable or not. Also, people experience stress when they perceive that the demand of the situation exceeded their personal resources. (Hobfoll, 1988; & Lazarus & Folkman, 1984).

The newly recruited teacher has a lot of variables challenging him/her. Such variables include change of environment, interaction with new people in the environment added task such as lesson plan and being required to be punctual to work might have contributed for the significant difference in sources of stress.

Secondary school teachers' sources of stress due to distance to school.

The research result in Table 1 showed that the respondents that lived very far had the highest mean of 3.93. It showed that these respondents perceived the items as stressors. Also, other respondents with the mean scores of 3.77 and 3.40 perceived the items as stressors. Travelling naturally has its problems like vehicle breakdown, bad roads and traffic jam. Vehicle breakdown, bad roads, and traffic jam might have contributed the way teachers' perceived the items.

The result of the hypothesis in Table 6 showed that there was no significant difference in teachers' sources of stress based on distance to school. Sources of stress had no relationship with the distance the teachers traveled to school. Some teachers whether they were posted to a school that was close or far from their home conveniently went to work and perform their daily activities. It showed that such teachers had some level of commitment and interest in their work. Some teachers preferred teaching in a school that is very far from their home to teaching in a school that is close to their resident. To such teachers, natural traveling problems like bad roads and traffic jam might not be a problem to them.

A committed teacher whether in a school that is close or far will discharge his/her duties effectively. Again, whether bad roads, vehicle breakdown, traffic jam or not, committed teacher must be at his/her duty post. This is in line with what Cordon (1999) said that a person suffering stress is seen as an active agent who can influence the impact of stressors through behavioural, cognitive and emotional strategies.

Teachers commitment to work irrespective of whether he/she is living close or far from the school might contribute to the non significant difference in their sources of stress.

Secondary school teachers' sources of stress in relation to gender.

The result of the study in Table 1 revealed that male respondents had a mean score of 3.74. This showed that male teachers perceived the items as stressors more than female respondents that had a mean score of 3.55. Male respondents were always eager to tackle issues concerning their jobs and this at times leads to impatience. Also, they react to issues more promptly than women. This is in line with what Murphy, Stoney, Alpert and Walker (1995) said that boys and men seem to show higher reactivity than girls and women.

The result of the hypothesis in Table 7 showed that gender had no significant difference in teachers' sources of stress. This means that gender had no significance influence on the sources of stress identified for the study, even when the female teachers were faced with extra activities like domestic chores in their respective homes. These extra activities did not affect them in their school work.

Women recently believe that what a man can do, a woman can do it better. That is why they go extra miles to achieve their ambition in life. Women are faced with challenges that are demanding in their various homes and place of work. This agrees with Selye's observation 1976 that stressors are demanding life situations located in our homes, place of work, community, and in our interactions with people in the environment. The era of gender inequality is becoming a mirage that might account for non-significant difference in teachers' sources of stress.

Secondary school teachers' sources of stress as a result of student population.

The result indicated that teachers with student population of over 1000 had the highest mean score of 3.82. This implies that these teachers perceived the items as stressful more than

teachers with student population below 1000 as shown in their different mean scores. The result might be because some schools were over populated without adequate number of teachers. This type of environmental change might lead to teachers' change in physiological response which may not be adequate. This is in line with McEwen (1998) which said that overload involves inadequate physiological response. Not having enough teachers and over population might have contributed to the way stressors were perceived.

The result of the hypothesis in Table 8 revealed that the secondary school teachers' sources of stress based on the student population differed significantly. This showed that students population had influence on teachers' sources of stress. Some schools were overpopulated without adequate number of teachers. Teachers in those schools had work overload and made less input.

Secondary school teachers' sources of stress based on the nature of their school.

The result of the study in Table 1 showed that respondents from the public schools of the study perceived the items as stressors with a mean score of 3.97. The respondents from the

private schools also perceived the items as stressors too with a mean score of 3.64.

Both teachers in public and private schools of the study were faced with multiple environmental stressors like poor condition of service, Large numerical strength of students and lack of incentives. This agrees with what McEwen (1998) said that organisms are exposed to multiple environmental stressors.

According to the result of the hypothesis in Table 10, secondary school teachers in both private and public schools of the study did not differ significantly in their sources of stress based on the nature of their schools. This implies that teachers in both private and public schools of the study perceived these stressors the same way despite the fact that they had multiple environmental stressors like poor condition of service, large numerical strength of students and lack of incentives. This is in line with McEwen (1998) which said that organism is exposed to multiple environmental stressors. Again, public school teachers were better paid than private school teachers. Private and public school teachers of the study perceived stressors the same way irrespective of their different environmental stressors.

Management of stress by secondary school teachers of different age groups.

The result of the study in Table 2 showed that the respondents within the age group of 29-32 had the highest mean stress management score of 3.85. Other age groups of 25-28years and 33 years and above had mean stress management score of 3.45 and 3.54 respectively. This showed that they managed stress adequately irrespective of their age differences. The result might be because teachers through effective use of their cognitive and behavioural attitude reduce the effect of stress. This is in line with Cordon (1999) who noted that a person suffering stress is seen as an active agent who can influence the impact of stressors through behavioural, cognitive and emotional strategies.

From the hypothesis result in table 11 it was observed that the secondary school teachers of different age groups did not differ significantly in their management of stress. This implies that age did not play any significant role in the way stress was managed among the teachers.

Teachers exercise themselves daily. Some walked to school, walked to the classroom and moved about in the class while teaching. This agrees with Androniki (2007) who stated that physical exercise is immensely beneficial in managing stress.

Androniki said that exercise develops and maintains a healthy body which directly reduces stress susceptibility. Also, workers should always engage in exercise that clear the mind. Lift the mood and curb other heart risks such as high blood pressure and cholesterol (Newswatch 2010). Teachers irrespective of their age differences participate in extra-curricular activities, this might account for non-significant difference in management of stress.

Secondary school teachers' management of stress with respect to their teaching experience.

The result revealed that respondents who had 1-5 years of teaching experience has a mean stress management score of 3.77 while others that had 6-10years and 11 years and above had mean stress management score of 3.19 and 3.24 respectively. (Table 2).

Although there are variations in the scores, this shows that the teachers managed their stress adequately irrespective of their years of service. Some teachers had taught for several years, the acquired experience has helped them to adjust their response and behaviour to issues that leads to stress reaction. According to Ezeilo (1995) stress reaction is the disturbance of body equilibrium

and homeostasis that result in physiological activation that is usually followed by behavourial attempts to deal with stress.

The result of the hypothesis in table 12 showed that the secondary school teachers of this study did not differ significantly in their management of stress with respect to their teaching experience. This implies that longer years of service has no influence in the way teachers manage stress.

Some teachers had been in the service for several years and their experience enable them to overcome environmental changes that might cause stress. This is in line with observation of Bernard and Krupat (1994) which said that environmental changes precede the recognition of stress response. Recognition of stress enables the teachers to apply the proper management skills.

Secondary school teachers management of stress due to distance to school.

The result showed that respondents residing very far from the school had mean stress management score of 3.73; while respondents living close and far had mean stress management scores of 3.62 and 3.07 respectively. This showed that they all managed stress adequately whether living close or far from school.

Teachers showed some level of commitment to work despite the fact that they encounter environmental stressors daily. Teachers commitment to work irrespective of where they lived might contribute to stress management.

Hypothesis result in Table 13 revealed that teachers did not differ significantly in their management of stress due to distance to school. This implies that distance to school has no significant influence in teachers' management of stress despite the fact that some teachers were living far away from the school.

Teachers performance at school might be as a result of showing commitment to duties and the way they appraise events. This is in line with Lazarus and Folkman (1984) observation that appraisal of an event will play a fundamental role in determining the magnitude of stress responses and management strategies to employ in trying to control the stress. Teachers' commitment to duties and the way they appraise event might account for the non-significant difference in their management of stress.

Secondary school teachers' management of stress in relation to their gender.

The result in Table 2 indicated that female teachers had the highest mean stress management score of 3.44 while male

teachers had mean score of 3.21. This shows that both gender adequately managed stress, but female teachers managed stress despite the fact that they had extra commitments at home.

Women always try to work harder to excel. Also, they ensure that they overcome the challenges that occur at home and place of work thereby reducing stress response. This is in line with Selye (1976) observation that stress response of an organism represented a common set of generalized physiological responses that are experienced by all organisms exposed to variety of environmental challenges. The aspiration to excel might contribute to stress management.

The hypothesis result in Table 14 of this aspect of the study showed that the teachers did not differ significantly in their management of stress in relation to their gender. This implies that both male and female teachers of the study managed stress the same way irrespective of the female extra work load at home. Both men and women use social support as stress coping strategies, but women use this more than men Argle (1992) noted that increased social support comes from the gender differences and women tend to have larger and more active support network than men; Argle said that women's difference was as a result of their friendship style which tends to rely to emotional sharing, co-

operation and positive non-verbal signals. In recent times women are working hard to excel in all spheres of their endevour that might account for the non-significant difference in their management of stress.

Secondary school teachers' management of stress, in relation to students' population.

The result revealed that teachers in schools with student population of 400-599 had the highest mean stress management score of 3.92. other teachers in schools with student population of 200-399, 600-799, 800-999 and 1000 and above respectively had the mean stress management scores of 3.72, 2.90, 3.03 and 3.63. this showed that they manage stress adequately irrespective of their different students' population.

Teachers use stress management strategies when the need arises for instance when a teacher is emotionally disturbed as a result of large class, he/she can use emotion focused as a strategy. Emotion focused according to Folkman and Lazarus (1980) is oriented towards managing the emotions that accompany the perception of stress.

The result of hypothesis testing (Table 15) showed that the teachers did not differ significantly in their management of stress

as a result of students' population. This showed that teachers in highly populated schools managed stress the same way as teachers in non-highly populated schools. When students' population is less there might be effective management, but when population is large it can lead to stressful situation that accompany weak physiological response which according to McEwen (1998) results in permanent tissue damage.

Secondary school teachers' management of stress based on the nature of their schools.

The result in Table 2 showed that teachers in the public schools of the study had the highest mean stress management, score of 3.56, while those in the private schools had mean stress management score of 3.26. This implies that both teachers in public and private schools manage stress adequately.

Public school teachers are frequently surcharged or queried like those in private schools. Also, public school teachers had standard salary and allowances.

According to the result of the hypothesis in Table 16, the teachers differed significantly in their stress management based on the nature of the schools. It shows that teachers in both private and public schools did not manage stress the same way.

Teachers in private schools are not given breathing space in anything they do. Also, they are frequently surcharged and queried. This frequent surcharge and query might be problems to these teachers. According to McEwen (1998) problem is associated with the frequency of the stressors encountered. Frequent surcharge and query might account for significant difference in management of stress.

Summary

The study was aimed at identifying perception of sources of stress and stress management strategies among secondary school teachers in Onitsha Urban.

The independent variables investigated were age groups, teaching experience, distance to school, gender, student population and nature of school. The dependent variables were teachers' sources of stress and their stress management strategies. A total of twelve research questions were formulated in relation to independent variables. Also, twelve hypotheses were formulated in relation to the independent variables of the study and were tested at .05 significant level.

Descriptive survey was used for the study. The study was restricted to Onitsha Urban, Onitsha Urban comprised Onitsha

North and Onitsha South. Each of them had 41 and 24 secondary schools respectively. Twenty teachers were randomly selected from twenty-three sampled secondary schools, thus, the total sample for the study was 460 teachers.

The data used for this study was obtained through Sources of Stress and Stress Management Questionnaire for Teachers (SSSMQT) constructed by the researcher. This was administered by the researcher with the help of some teachers in the affected schools.

The one way analysis of variance (ANOVA) was used in testing eight of the hypotheses, while the Z-test statistics was used in testing four of them. From the analysis the following major findings among others were made. Generally, secondary school teachers in Onitsha Urban agreed with all the items that measured their sources of stress and stress management strategies.

Out of six hypotheses on teachers' sources of stress, four of them were not significant, they are age, distance to school, gender and nature of school while two of them were significant they are teaching experience and student population. Also, out of six hypotheses on stress management strategies, five of them were not significant, they are age, teaching experience, distance to

school, gender and student population while one hypothesis was significant, that is nature of the school.

Conclusions

In conclusion teachers of different age groups of this study perceived stressors the same way. Teachers differed in their sources of stress with respect to teaching experience. Sources of stress, was not related to the distance the teachers traveled to school. Both males and females teachers perceive stressors the same way.

Age did not play any significant role in the way stress was managed by teachers. Length of service did not influence the way stress was managed by the teachers. Distance of teachers' homes to school had no significant influence in teachers management of stress. Method of stress management did not differ by gender. Student population has no influence on stress management of teachers. Public and Private school teachers differ in the way they manage their stress.

Implications of the study

Teachers should help to educate the public on the need to avoid too much stress. Teachers should promote stress management strategies to avoid permanent tissue damage. Teachers should ensure that they interpret and adjust to stressors in such a way that it will not increase their stress.

Recommendations

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

1. Government should ensure that students are posted to schools evenly to avoid some schools having greater number of students.
2. Government, proprietors and proprietress of schools should build quarters in schools to ensure reduction of stress susceptibility.
3. Teachers should be employed to ease the burden of overload.

Suggestions for further Research.

Certain areas not covered by this work like other Local Government Areas and other state should provide some basis for future study.

This study should be extended to include teachers in primary and tertiary institutions.

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