

**THE INFLUENCE OF TEACHERS STRESS ON SCHOOL
EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

JULY,2021

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA, IN PARTIAL
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BACHELOR OF SCIENCE B.Sc.(Ed), EDUCATIONAL MANAGEMENT
AND POLITICAL SCIENCE OF THE UNIVERSITY OF BENIN, BENIN
CITY**

JULY, 2021

CERTIFICATION

We, the undersigned, certify that this project was carried out by Ezra Emmanuel (EDU1603182) of the Department of Educational management, Faculty of Education, University of Benin, Benin City, Nigeria; and the work is adequate in scope and quality in partial fulfillment of the requirements for the award of B.Sc. (Ed) Degree in Educational management and political science, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project is dedicated to God Almighty who gave me the Strength and resources throughout the completion of my programme in school.

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My profound gratitude goes to my amiable supervisor Dr. (Mrs) S.O. Bello for her steadfastness, guidance and patience. Also special thanks goes to the Dean of the Faculty of Education Prof. E. O. S Iyamu and also my and my project coordinator Rev. Sis. Dr. Ekejiuba Paulette and also my Lecturers who made helped impact me with knowledge required for the next phase of life.

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ABSTRACT

This study was to carry out a comparative study on The influence of teachers stress on school effectiveness in public secondary schools in Oredo Local government. The study was necessary to examine the school effectiveness in public secondary schools in Oredo Local government as affected Teachers stress. The study adopts the descriptive survey as the research design. The research instrument was a well-structured questionnaire. The questionnaire was validated by the project supervisor for final correction. The reliability test was carried out using the test re-test method to arrive at a value that was reliable. Questionnaire were administered and answers offered were collated and analyzed using the simple percentage, frequency and mean data analysis.

Findings from the study revealed that: The level of teacher stress in secondary school in Edo state is moderate in public secondary schools in Oredo Local government; there is a statistical relationship between teachers stress level and school effectiveness in public secondary schools in Oredo local government: there is no statistical significant relationship between teachers stress level and school effectiveness based on school size in public secondary school in Oredo local government: and there is no statistical relationship between teachers stress level and school effectiveness based on school location in public secondary schools in Oredo Local government.

It was however recommended that Educational planners should formulate measures that will help to effectively curb stress in public secondary schools in Edo state. Government should employ more qualified teachers and there should be yearly orientation of these teachers to update them more on new strategies to help improve teaching and learning in schools. Training and re-training on a regular basis should be carried out on teachers, so as to ensure that they are open to effective alternatives in Educational administration. The school management should ensure putting checks and balances in place, to monitor the effectiveness of the teachers while carrying out their duties. Further research is needed to provide more conclusive evidence.

CHAPTER ONE

INTRODUCTION

Background to the Study

The very first job of the school is to impart knowledge on its student and shape the behavior of children through classroom teachers. The school and its classroom teachers shape the learning behavior of students in schools. With their training in pedagogy, knowledge of the subject matter and instructional competencies, teachers are critical to curriculum implementation in Nigeria. They select teaching materials, teaching methods and instructional materials to impart knowledge into the children. A teacher carries out formal teaching tasks first by preparing lesson plan, implementing the lesson plan with appropriate method of instruction, and assessing pupils→progress. Effective teaching, however, requires that the teacher steps out of the domain of personal experience and move into the world of the learners, thereby, making teaching to be learner-centered. To do this, the teacher constantly improves upon the teaching techniques, manage the classroom and grade students→assignments. All these may affect the

workload of teachers and consequently may appear to lead to job stress and cause negative change in school effectiveness.

Stress is seen as the body's reaction to a change that requires a physical, emotional, mental adjustment or response. Stress is an inevitable feature of life (Dyer K.A., 2006). Stress Teacher is typically defined as physical and psychological negative responses, such as anger or depression, to events pertaining to teacher's job as result of an imbalance between risk and protective factors (Prilleltensky, Neff, & Bessell, 2016). It is important for students to be able to receive the best education possible. It is important for students to be able to receive the best education possible. This may be affected by these four teaching stressors; (1) teachers understaffing, (2) teaching work overload, (3) poor teaching conditions, (4) uncooperative teaching staff as they directly impact on school effectiveness in Edo State.

Teachers may report a high level of stress based off of their working environment. Teachers who report high levels of stress may not be teaching at their peak potential. It is important to discover if there is a correlation between teacher stress and negative school effectiveness, in terms in its inability to adequately perform its function properly. Negative performance

displayed by students is caused by failure on the part of the Teacher to perform his task properly to some extent, interfered with learning, contributed to teacher stress, and made the school an unsafe place (Smallwood, 2003). If teacher stress has negative influence on school effectiveness in the classroom and outside, more research can take place on how to reduce the level of stress of teachers working in schools so that they may better serve their students.

Teachers are mainly responsible for providing students with an education, teachers are responsible for making sure that the goals of the school are well achieved. Teachers may have to deal with a variety of behavioral, emotional, and psychiatric problems displayed by students. Dealing with such a population may lead to a high level of stress for teachers. In fact, working with students who are diagnosed with behavioral disorders seems to be the number one factor for experiencing stress and burnout as a teacher.

Educational effectiveness refers to those characteristics and factors in the functioning of the school as a whole that contribute explaining the difference in outcomes between students in different grades, schools and

educational system (Chapman and Adams, 2002). Educational effectiveness can be defined as a degree in which an educational system and its components and stakeholders achieve specific desired goals and effects. Improvement in student participation in class room activities and in grades signifies school effectiveness. The school is an important institution that helps the child get a grasp of his environment, the value systems as well as other important things. When the school fails in this regard then it causes an imbalance in cognitive and psychomotor domain.

School effectiveness is commonly measured through students' performance in education and in their involvement in extra-curricular activities. This means the school has make do with a curriculum that reflects the educational needs of the child as well mirror the society and its value system. According to Harbergar and Lohrs(1984), stress a teacher or an executive would lead to work overload which means the teacher or executive is unable to perform given task to maximum ability therefore, reducing quality of results and effectiveness of school goals.

The role of teachers in main stream schools has become more varied and challenging, because of poor learning behaviours, lack of motivation

and diversity in individuals

Statement of the Problem

The study is designed to address the influence of teacher stress on school effectiveness. It is without a doubt that teachers in this part of the world experience more stressful situation than their colleagues in other parts of the world especially the developed nations. Teacher's perception of the teaching profession and societal negative attitudes to teaching job has placed us under undue stressful situations. Teachers are generally under paid, they receive small pay among their contemporaries in the country, they are unable to rent houses of their choice, not able to meet basic responsibilities of their families, low self-esteem, inability to cope with problem of students in class, too much work load in the area of lesson note, marking, recording or grading, teaching, jealousy among colleagues, job insecurity. All of these explain why teachers go through lot of stress and therefore, results in negative effect on school effectiveness. Notable among these are absent minded, fatigue, loss of concentration. When an individual becomes hypersensitive, restless, confusion sets into his head, the blood pressure rises severally and causes the individual to be analgesic at times having a nagging headache which does

not respond to common analgesic, stomach disorder such as diarrhea, constipation, general body pains which may be worse at regions.

However, when these effects of stress are telling much on the body, the teacher concerned experiences hyper excitation or depression or high blood pressures, dryness of the throat and mouth. Under these conditions, the teacher has nothing much to offer the students but just like a mere image in front of the classroom. Teachers experience such effect of stress like grind of teeth, sweating frequent need to urinate, tension, pain of neck, compulsive eating and cannot achieve success rather than the opposite on the school effectiveness. Teachers are considered as the frontline workers for school effectiveness. There is the growing need to address teacher stress/distress as related to their overall well-being and ability to engage in active home and work lives and the objectives of the school.

Research Questions

The following research questions were raised:

1. What is teachers' stress level in school in Edo State?
2. Is there an influence of teachers' stress on school effectiveness in school in Edo State?

3. Does the influence of teachers' stress on students' school effectiveness differ by school size in School in Edo State?
4. Does the influence of teacher stress on school effectiveness differ by school location in School in Edo state?

Research Hypothesis

Research question one and two were answered while research question three four and five were hypothesized.

1. There is no significant difference between the teachers stress and school effectiveness based on school size in schools in Edo State.
2. There is no significant difference between teachers' stress and school effectiveness based on school location in school in Edo State.

Purpose of the Study

The general aim of this study is to examine the relationship between teacher's stress and school effectiveness in secondary schools in Edo state.

The specific objectives are to:

1. examine the level of teachers' stress in schools in Edo State
2. examine the level of school effectiveness in schools in Edo State

3. investigate whether the relationship between teachers' stress and school effectiveness differ by school size in Edo State
4. find out the relationship between teachers' stress and school effectiveness differ by school size in Edo State

Significance of the study

The result of this study will provide basis for dimension of stress experience by school teachers to modify or reinforce students learning attitude.

In addition, findings of this study would provide comprehensive information/benefit for educational planners to plan in an effective way to curb stress in schools in Edo State by providing the necessary facilities to make work easier for teachers and students. Educators would also be able to manage their time schedule, classroom and school activities and the overall aim of teaching and learning in order to reduce their stress level. Parents would also have more knowledge on teacher stress and would device a means to work hand in hand with the school authorities and teachers in order to reduce the stress level of teacher and students to improve their school effectiveness of their students.

Furthermore, it would serve as a contribution to knowledge in the subject area. In this regard it would be useful for other researchers who might want to carry out research in related areas.

Scope and Delimitation of the study

This study focused on the indices of teacher's stress such as overpopulation in schools, lack of teaching and learning facilities, poor learning environment and school effectiveness such as the effectiveness of teaching methods, teaching aids, student-teacher class room relationship, students class room involvement and response rate in class.

The study is delimited to schools in Edo state.

Limitation of study

This work however limited by time frame and finance. Work of this magnitude should have looked at all secondary schools in Oredo local government area. This work is never the less limited to few selected schools so as to enable focus in the research and this will hopefully yield expected results.

Operational Definition of Terms

The following terms were operationally defined as;

Stress: something that occurs when goals are threatened that are perceived as important.

Teacher Stress: Negative emotions, such as anger or depression, experienced by a teacher as a result of their work:

School effectiveness: A degree in which an educational system and its components, and stakeholders achieve specific desired goals and effects

School Location: The site or area where a school is located.

Small School: a school which has low enrollment rate, few teachers, and few students and also few classes to contain the staff and students

Large School: a school which has high enrollment rate, large number of teachers and large classes to contain the students.

Urban School: A school located in a city which is metropolitan and developed.

Rural School: A school located in villages which are under development and not metropolitan in nature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter was discussed under the following sub-heading.

- Conceptual framework of stress
- Theoretical framework
- The concept of Teachers stress
- The concept of school effectiveness
- The relationship between teachers stress and school effectiveness

Conceptual Framework

Stress as a concept can be defined in various ways. Denga (2011) stated that stress is part of the normal way of life, and it is concerned with day-to-day life events and how individuals react to them. While stress management, is a wide spectrum of techniques and psycho therapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning. Stress management starts with identifying the sources of stress in an individual.

Denga further explained that any change in an individual's life, whether pleasant or unpleasant usually require some kind of human readjustment. And when the readjustment disturbs or disrupts the normal psychological or physiological well-being of a person, he or she experiences stress. Eboh, Money and Nwajei (2012) saw or considered stress as action in situation that places special physical and psychological demand upon a person: anything that can cause imbalance in his individual equilibrium. Aguulana (2012) viewed stress as that which man experiences when he is under pressure and feels unable to cope.

Aguulana also explained that stress is a term used mainly in physics to mean pressure, strain or force on a system. When used in relation to the cells of the body it refers to the building of pressure, the strain of muscles tensing: that is, the arousal of psycho-physiological (mind-body) systems. This arousal if prolonged can fatigue or damage the system to the point of malfunction. Aguulana also stated that Hans Selye of Monstreal leading expert on stress defined it as the "rate of wear and tear within the body". Mechanic, (2013) on the other hand described stress as a discrepancy between the demands placed upon the organism's capacity to deal with it. In this way, stress could

be seen as a state of discomfort, tension or emotional pain which arises when an individual is faced with situation which presents a demand that is important for the individual to meet but for which his capacities and resources are inadequate. There is a potential for stress when the capabilities and resources of an individual cannot adequately meet the demand imposed by the environment.

Achalu, (2012) observed that in recent years a good number of studies have shown that stress is as old as creation, except that the stress of today has gathered greater demons. As technological innovations, environmental problems, family life and economic conditions become more enigmatic; one becomes scared as to what this millennium has in stock for the developing countries. Aguulana (2010) explained that stress is a debilitating illness that should be properly managed in order for the individual to increase his chances of enjoying life or in fact, to exist. He stated that stress is believed to be a factor in several illnesses in Nigeria. It leads to burn out syndrome, high blood pressure, cardiac arrest and a host of other psychosomatic disorders.

Iwuji (2014) has however described stress as the invisible and silent killer. She explained this by saying that the danger of unresolved stress is that in a situation where it leads to an illness, such illness would only be a symptom of the real “disease” which is stress, she therefore said that the treatment of an illness resulting from stress may mean treatment of symptoms and that unless the source is removed the symptom may persist or reoccur. It is quite evident from these definitions that different situations generate different stressful states and that stress poses threat to human existence.

Theoretical Framework

There are many theories of work stress and general stress theories. Specifically, two theories were reviewed: transactional theory of stress and interactional theory of stress. This study made use of interactional theory of stress as the framework for analysis. The most commonly used transactional theory suggests that stress is the direct product of a transaction between an individual and their environment which may tax their resources and thus threaten their wellbeing (Lazarus 1986, Lazarus and Folkman 1987). Yet a more recent version of this theoretical model suggests that it is the appraisal of this transaction that offers a causal pathway that may better express the

nature of the underlying psychological and physiological mechanisms which underpin the overall process and experience of stress (Lazarus et al. 2001).

In this sense, any aspect of the work environment can be perceived as a stressor by the appraising individual. Yet the individual appraisal of demands and capabilities can be influenced by a number of factors, including personality, situational demands, coping skills, previous experiences, time lapse, and any current stress state already experienced (Prem et al. 2017). One multidisciplinary review provides a broad consensus that stressors really only exert their effects through how an individual perceives and evaluates them (Ganster and Rosen 2013).

As such, the experience of workplace stress according to the transactional theory, is associated with exposure to particular workplace scenarios, and a persons appraisal of a difficulty in coping. This experience is usually accompanied by attempts to cope with the underlying problem and by changes in psychological functioning, behaviour and function (Aspinwall and Taylor 1997, Guppy and Weatherstone 1997). In order to recognise these external and internal elements of workplace stress, Cox (1993) outlined another modified transactional theory. This theory represented the sources of

the stressor, the perceptions of those stressors in relation to his/her ability to cope, the psychological and physiological changes associated with the recognition of stress arising, including perceived ability to cope, the consequences of coping, and all general feedback that occurs during this process.

Yet, as with all transactional theories of work-related stress, it is the concept of appraisal that has been criticized for being too simplistic and for not always considering an individuals' history, future, goals and identities (Harris, Daniels and Briner 2004). Additionally, in his later works, Lazarus stressed that his transactional theories of stress failed to acknowledge the outcomes associated with coping in specific social contexts and during interpersonal interactions (Lazarus 2006).

Interactional theories of stress

Interactional models emphasize the interaction of the environmental stimulus and the associated individual responses as a foundation of stress (Lazarus and Launier 1978). For instance, the Effort-Reward Imbalance (ERI) theory posits that effort at work is spent as part of a psychological contract, based on the norm of social reciprocity, where effort at work is

remunerated with rewards and opportunities (Siegrist 1996). Here, it is the imbalance in this contract that can result in stress or distress. Yet in contrast to transactional theories of stress, this imbalance may not necessarily be subject to any appraisal, as the stressor may be an everyday constant occurrence.

The Person-Environment Fit theory is one of the earliest interactional theories of work-related psychological distress, suggesting that work-related stress arises due to a lack of fit between the individual's skills, resources and abilities, and the demands of the work environment (Caplan 1987, French, Caplan and Van Harrison 1982). Here, interactions may occur between objective realities and subjective perceptions and between environmental variables and individual variables. In this case, it has been argued that stress can occur when there is a lack of fit between either the degree to which an employee's attitudes and abilities meet the demands of the job and the extent to which the job environment meets the workers' needs (French, Rodgers and Cobb 1974).

Yet the Job Demand-Control (JDC) theory supposes that work-related stress can result from the interaction between several psychological job

demands relating to workload such as cognitive and emotional demands, interpersonal conflict, job control relating to decision authority (agency to make work-related decisions) and skill discretion (breadth of work-related skills used) (Karasek Jr 1979). The JDC model is concerned with predicting outcomes of psychological strain, and workers who experience high demands paired with low control are more likely to experience work-related psychological distress and strain (Beehr et al. 2001).

However, the original concept of job demand and control was expanded in 1988 to become the Demand Control Support (DCS) theory, describing how social support may also act as a buffer in high demand situations (Johnson and Hall 1988). As social support as a coping mechanism can moderate the negative impacts of job stress, another later version of the JDC theory was developed to suggest that it is those individuals who experience high demands paired with low control and poor support who are most at risk of work-related psychological distress (Van der Doef and Maes 1999). These later versions of the JDC theory were developed, as earlier versions were considered to be too simplistic and ignorant of the moderating effects of social support upon the main variables.

However, the perceived job demands and decision autonomy outlined in the JDC theory have been acknowledged as being key factors in determining the effects and outcomes of work on employees' health (Cox, Griffiths and Rial-González 2000).

Concept of Teacher Stress

Stress is a condition that has the ability to cause a number of problems for many people in everyday life. Stress is something that occurs when goals are threatened that are perceived as important to an individual (Kyriacou, 2001). Stress is defined as “The non-specific response of a human body to any demand made upon it. The situation is considered stressful when the demands to cope exceed an individual's ability to cope, ” (Selye, 1978, pg. 1). Stress was known to have an effect on cognitive functioning and higher order thinking and it can cause learned helplessness and lower self-esteem (Gunnar & Cheatam, 2003; O'Neal, 1996; Johnson, 1986.)

Stress that occurs in teachers happening within a school setting is referred to as teacher stress. Teacher stress is defined as a negative state held by a teacher that includes unpleasant emotions, such as anger or sadness, as a result of their work and it appears when events and responsibilities exceed

one's coping mechanisms (Kyriacou, 2001; Lazarus, 1993). Teacher stress is common and universal across cultures (Harney, 2008). Teacher stress related to teacher absences, turnover, and early retirement (Kipps-Vaughn, 2013). Stress among teachers negatively affects the school climate, which leads to students' negative academic and behavioral problems (Kipps-Vaughn, 2013). Student behaviors and overwhelming workloads are often mentioned as a major cause of stress in teachers, regardless of age, gender or seniority of the teacher (Wilson, 2002; Murphy & Claridge, 2000). Johnson et al. (2005) found that out of 26 stress-related occupations, teaching has been ranked as one of the highest. Johnson et al. (2005) hypothesized that the emotional involvement of teachers with their students may be a cause for this finding.

Wilson (2002) labeled three aspects of teacher stress: 1) stress is a burden for teachers who are dealing with situations that are beyond their adaptive limits; 2) stress is the psychological and physiological symptoms arising in the teacher; 3) stress is situational and interactive in specific schools and can vary depending on the teachers resilience and the availability of resources. Wilson (2002) identifies the first two aspects for teachers in passive teaching roles and the third aspect for teachers in active

teaching roles.

Teacher stress is often related to teacher burnout. Burnout was sometimes thought to be a strong reaction to stress (Cherniss, 1980). The term, “burnout,” describes a condition that includes emotional exhaustion, depersonalization, and reduced personal accomplishment, resulting from helping unwilling or ungrateful individuals (Schonfeld, 2001). Burnout was also explained as stress that individuals feel in their social and professional life (Gold & Bachelor, 2001), loss of direction and energy levels towards job (Edelwich & Brodsky, 1980), and exhaustion and fatigue due to a decrease in physical and emotional energy (Maslach, Schoufeli, & Leiter, 2001). Maslach et al. (2001) described burnout in three dimensions, such as, exhaustion, depersonalization, and accomplishment. Depersonalization is explained as taking on a cold, cynical, detached attitude towards one’s work and the people one comes into contact with. When teachers depersonalize with their students, they decrease their emotional involvement in the classroom (Gastaldi, Pasta, Longobardi, Prino, & Quaglia, 2014). Zahn (1980) suggested that burnout was something that happened over time and did not manifest in teachers until their third year in the field.

Burnout rates were higher in special education teachers than in general education teachers (National Association of State Directors of Special Education, 1990). Special education teachers may experience more stress and burnout than regular education teachers because the population they serve requires more time and energy. The retention rate of special education teachers was very high among schools across the country (Fore III, Martin, & Bender 2002). The high retention rate was due to teachers leaving the job because of stressors, such as: being unsupported, being unprepared, becoming overwhelmed by students and job responsibilities, loss of power (Fore III, Martin, & Bender, 2002). Teachers working in different types of schools with different populations may have different levels of burnout (Koruklu, Feyzioglu, Ozenoglu-Kiremit, & Aladag, 2012). There have been studies done for special education groups measuring burnout and stress in a number of different populations. Thompson (1980) and Fimian (in press) have studied stress and burnout in a population of group home staff. Lawrence & McKinnon (1980) have studied teachers of the emotionally disturbed. Meadow (1981) studied stress levels for professionals working with deaf students. Johnson et.al. (1981), Zabel & Zabel (1981), and Fimian

(1983) studied stress in teachers working with intellectually disabled and learning disabled students. McIntyre (1981) and Fimian & Santoro (1983) have studied stress in general education teacher populations. All studies have shown that there is a greater deal of burnout in special education populations. Working with students who are diagnosed with behavioral disorders may be the number one factor for experiencing burnout (Fore III, Martin, & Bender, 2002).

Burnout was thought to be a physical condition as well as psychological, and it could have physical symptoms associated with it. Kennedy Paine (2009) explained that there are cognitive, physical, affective, and behavioral warning signs of burnout. The physical symptoms associated with burnout were headaches, fatigue, stomach problems, ulcers, restlessness, increase in heart rate, cardiovascular problems, and neurological problems (Black, 2003; Talmor, Reiter, & Fegin, 2005). Burnout was also associated with psychological issues like rage, depression, low self-esteem, hopelessness, substance abuse, and attention problems (Black, 2003; Sari, 2004; Talmor et al. 2005). Examples of behaviors displayed by individuals with burnout would be deterioration of interaction with others, a mocking

and sarcastic manner towards others, absent from work or acting ill to purposely be absent from work, decrease in the quality of service towards others, and procrastination for work (Koruklu, Kiremit, Feyzioglu, & Aladag, 2012). Teacher burnout directly effected teachers' physical, academic, and social performance (Sears, Urizar, & Evans, 2000). Situations that may cause burnout in teachers are students who misbehave, tension in the school climate, inadequate support and respect for work, lack of resources to perform their job, lack of social support from colleagues, lack of administrative support, and being overwhelmed by workload (Ozdemir, 2007; Cheuk & Sai, 1995; Brissie et.al; Sarros&Sarros, 1987).

When teachers become stressed out to the point of experiencing burnout, they may tend to lose all the qualities that attracted them to the profession originally (Whiteman, Young, & Fisher, 2001). Teachers that experienced burnout as a result of stress were more likely to show less empathy towards students, become detached from students, and be less involved with their students interpersonally (Gastaldi, Pasta, Longobardi, Prino, & Quaglia, 2014). This attitude that a teachers took on due to burnout and stress can then have a negative effect on students' academic

achievement (Hamre & Pianta, 2004).

Pines and Aronson (1980) stated that caregivers become overwhelmed by constant emotional arousal with intense relationships with people over a long period of time. This statement applied to teachers because teachers were considered caregivers and they formed intense relationships with their students for an entire school year. For the stressed out teacher, dealing with the same intense students can create burnout in the teacher. As burnout became more apparent, teachers interpreted student behavior as more severe than it may actually be (Whiteman, Young, & Fisher, 2001). Teachers might discipline these students more seriously than they normally would because of the misinterpretation. This caused the quality of teaching to decrease because teachers were spending more time redirecting behavior than teaching. When teachers got off track to redirect behavior, it could be more difficult to pick back up where they left off and, as a result, lessons could become choppy and inconsistent. The quality of teaching also decreased as teachers skills became diminished due to emotional or physical factors caused by burnout (Whiteman, Young, & Fischer, 2001).

Research has suggested that a number of stressors are intrinsic to

teaching. In their study, Travers & Cooper (1997) found out that the workload and long working hours emerged as particular issues for English teachers as opposed to colleagues in France. When Travers & Cooper (1997) questioned British teachers across all educational sectors high workload, poor status and poor pay emerged as three of the seven major sources of stress - the others being systemic in origin. A study by Male & May (1998) of learning support coordinators in Further Education colleges further illustrates the importance of these factors. 35 coordinators were assessed for burnout, stress and health. Overall mixed evidence for heightened stress in this group emerged, but there was strong evidence for work overload and excessive working hours, associated with emotional exhaustion. Role overload occurs when an employee has to cope with a number of competing roles within their job. Pithers&Soden (1998) highlighted role overload as a significant stressor in teachers. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish vocational and FE lecturers. Strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause. The research by research Kinnunen&Leskinen (1989) identified a cyclical

pattern in the effects of overwork, contingent on the academic year in their assessment of 142 teachers. The assessment was repeated during the autumn and spring terms of an academic year. It was found that recovery from stress occurred each weekend during the spring term, but that by the end of the longer autumn term weekend recovery no longer took place.

Classroom discipline is also a significant source of stress. Lewis (1999) examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment. A study of 1000 student teachers (Morton et al, 1997) revealed that classroom management was their second greatest sources of anxiety, the greatest being evaluation apprehension. Of all the stressors reported, classroom management anxiety was the only one that did not decline following teaching practice.

Evaluation apprehension is an issue of increasing import, as quality assurance procedures increasingly demand lesson observation. The phenomenon is currently under-researched in qualified teachers, although there is a modest body of research on student teachers. Capel (1997)

questioned student PE teachers following first and second teaching practices on their levels and sources of anxiety. Evaluation apprehension emerged as the stressor in both practices. Similarly, the Morton et al study (above) found that of all the sources of stress for student teachers, evaluation apprehension was the greatest, although it declined following teaching practice, suggesting that it is reduced by exposure and positive experiences of observation feedback. The moderating effects of exposure to lesson observation are an area requiring further research.

Teacher stress is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression and nervousness that teacher experience due to some facets of their job (Kyriacou, 2001). Teaching, as a profession, is recognized as demanding and stressful (e.g., Griffith, Steptoe & Cropley, 1999) and teachers experience stress when the demands of the situation exceed their ability to cope with these demands. Some researchers even attribute the substantial attrition rates among teachers in some parts of the world, to significant levels of job-related stress that teachers experience and fail to manage (Chaplain, 2008; Kyriacou & Kunc, 2007). Research has revealed that teachers are exposed to various sources of stress. Major among

these are: teaching unmotivated students; sustaining discipline in the classroom; a demanding workload; being exposed to frequent changes; being evaluated by others; undergoing difficult or challenging relationships with colleagues and administrators, and poor working conditions (Kyriacou, 2001). As Kyriacou (2001) noted, stressors experienced by one teacher are unique to him or her and are reliant on the specific interaction between the teacher's personality, values, skills, and circumstances. In addition, many factors, such as means of coping and strategies, personality traits and characteristics of the environment can interactively affect teacher's perception of the degree to which situations are stressful. In order to deal with stressful events and to alleviate feelings of distress, teachers use means of coping that include cognitive, emotional and behavioral strategies of comforting and adaptation to the stressful situation (Admiraal, Korthagen, & Wubbles, 2000; Kyriacou, 2001).

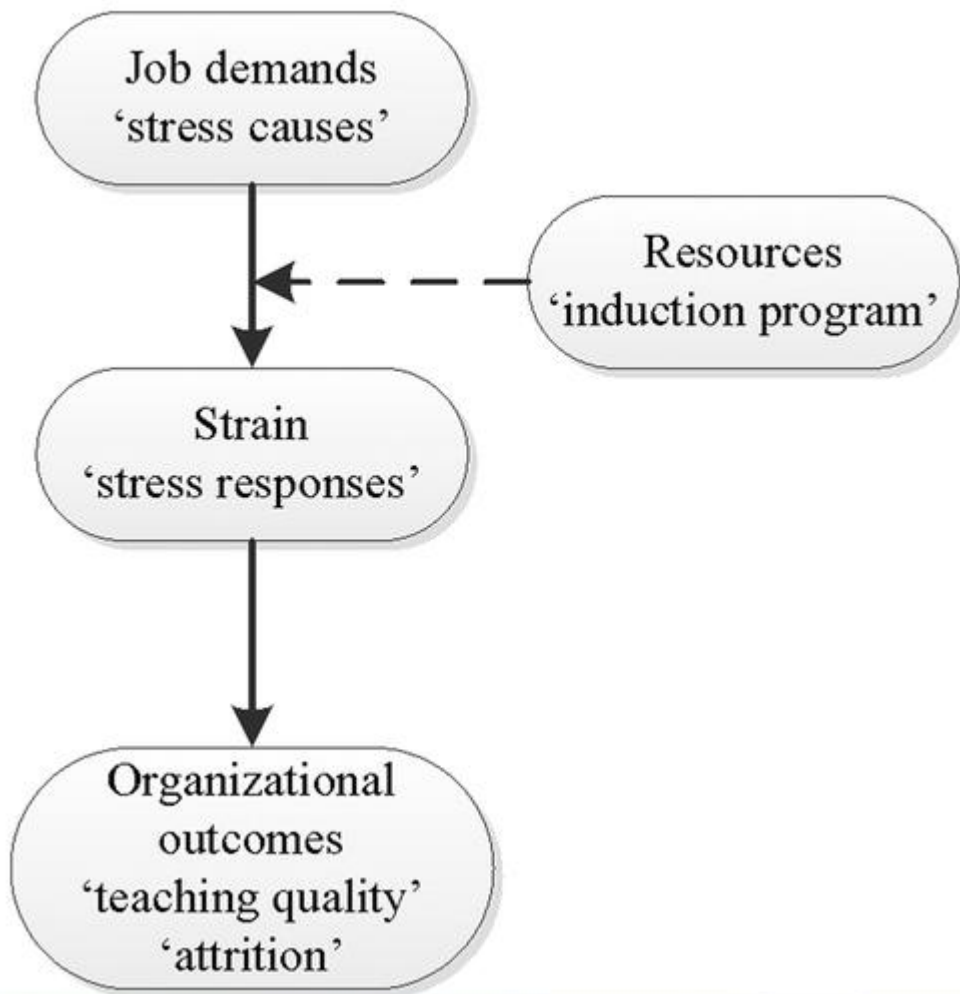
According to van Veldhoven ([1996](#)), teacher stress consists of two components:

1. Stress causes and

2. Stress responses.

Stress causes are the collection of aspects of the work content and the work situation influencing employees at cognitive, motivational and emotional levels. Stress responses are the employees' mental interpretations when experiencing stress causes (van Veldhoven, [1996](#)).

The job demands–resources model (JD-R model; Bakker & Demerouti, [2007](#)) is a useful framework to understand the interplay between BTs' stress causes, stress responses, teaching behaviour and attrition. The model depicts the relationship between work characteristics, well-being and organisational outcomes comprehensively. Job demands are not necessarily negative, but the demands may function as stress causes when meeting those demands requires high effort from an employee who has not adequately recovered from earlier demands. Hence, job demands are conceptually related to stress causes.



Conceptualizing school effectiveness

The concept 'effectiveness' refers to an organisation accomplishing its specific objectives (Beare, Caldwell & Millikan, 1989:11). School

effectiveness therefore means ‘the school accomplishes its objectives’. School effectiveness can therefore be regarded as a distinct characteristic of an effective school.

The concept ‘school effectiveness’ can, however, mean different things and this has led to a global debate around the concept (Mortimore, 2000). According to Sun, Creemers and De Jong (2007), studies of school effectiveness have two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. The choice and use of outcome measures has been open to debate in many areas of education research (Sun *et al.*, 2007). One of the touchstones of effective schools is the impact on learners’ education outcomes (i.e. test or examination results obtained during formal assessment). In this regard, Bennet, Crawford and Cartwright (2003:176) define an effective school as “a school in which students progress further than might be expected”.

Researchers into school effectiveness continuously aim to clarify the dilemma with regard to learners’ education outcomes (*cf.* Sun *et al.*, 2007

and Petty *et al.*, 2007). A long-standing problem in this regard has been to find ways to measure learner progress or achievement that identifies the school's contribution separately from other factors such as learner ability, background and socio-economic environment. In parallel with this has been a call for schools to be more accountable, which in many cases leads to school effectiveness being judged on academic results, while other contributing factors are ignored.

As a result, academic outcomes, usually measured by test and/or examination results, have continued to dominate, while other outcome measures have been neglected or used to a lesser extent. Gray (2004:187) stated in this regard: "Examination results are a measure of academic learning but do not give the whole picture with regard to the effectiveness of a school academically, and give little information about other outcomes".

Morley and Rassool (1999) attempt to highlight the fact that school effectiveness as a paradigm is based on three distinct discourses, namely, leadership, management and organization. Organization of the school often has a predestined structure prescribed by the education authorities. The

effectiveness of the school could be imposed by the government by the design of evaluation tools such as checklists and inspection, which may not necessarily enhance effectiveness, but seek to determine learner attainment.

Conversely, Harris, Bennet and Preedy (1997) highlight the political nature of school effectiveness by noting that governments determine how schools should function because of the value-for-money idea. However, to counteract the dominance of the government view in the management of the school, aspects such as marketing and the role of the parents and school community are also dominant factors. School effectiveness could indicate how well the school is managed by the principal and how well parents and the community are involved. Apart from the fact that researchers are not always sure what outcome (or category) of school effectiveness to measure, the definition of school effectiveness may also vary from one person or source to the next. Another problem is that school effectiveness is often confused with an aspect such as school efficiency. To clarify the above, each term and category of school effectiveness should first be correctly conceptualised and defined.

For the purposes of this study, the term ‘school effectiveness’ refers to the “ratio of output to non-monetary inputs or processes” (Cheng, 1996:36) and includes, among other things, the number of textbooks, classroom organisation, professional training of teachers, teaching strategies and learning arrangements. The term “school efficiency”, on the other hand, can be regarded as the “ratio between school output and Administrative input” (Cheng, 1996:37).

Furthermore, we can distinguish between internal and external school effectiveness (Cheng, 1996). Internal school effectiveness can be regarded as the school’s technical effectiveness if its outputs are limited to what happens in or just after schooling (e.g. learning behaviour, acquired skills and changes in attitude), while external school effectiveness can be regarded as the positive impact of the school’s outputs on society or on individuals’ lives (e.g. social mobility, earning power and work productivity).

However, more methodologically advanced studies conducted more recently (*cf.* Bressoux& Bianco, 2004; Kyriakides&Creemers, 2008b) have looked at the long term effects on schools and revealed that there is indeed a close

relationship between these two criteria of school effectiveness. The assumption that there is a direct correlation between these two categories of school effectiveness (internal and external) is often problematic and misleading, since a school with a high degree of internal technical effectiveness may not necessarily have a high level of external societal effectiveness. In other words, effective teaching and learning in schools may not necessarily lead to high productivity if these skills are found to be outdated later in life. Ignorance of this complicated relationship and an overemphasis on one category of effectiveness over another is to be avoided (Cheng, 1996; Petty *et al.*, 2007).

The reality, also, is that every school has to pursue multiple goals because “it works within multiple environmental constraints and time frames” (Hall, 1987:28). Because many public schools world-wide have limited resources, it is extremely difficult for any school to maximize its effectiveness, specifically with regard to scarce resources, in order to achieve its goals. In the process of pursuing multiple goals, every school experiences different pressures from the environment, and therefore each school develops different priorities and criteria.

A school may not be able to maximise its effectiveness in terms of all criteria at the same time, but it will be able to create harmony among all criteria in the long run. Cheng (1996:41) has stated in this regard: “School effectiveness may be the extent to which a school can adapt to internal and external constraints and achieve its multiple goals in the long run”. In other words, it is possible for the different categories of school effectiveness to be compatible with each other and eventually to work in harmony if schools can learn, adapt and develop.

Another relevant concept related to the issue school effectiveness, is that of ‘school improvement’. Although these concepts are widely regarded as not synonymous with each other, the literature draws a rather close relationship between the two concepts. According to Macbeath and Mortimore (2001), school effectiveness came into being as a result of inequalities in society, which sparked a move towards education for all. In fulfilling the goal of education provision for all, schools need to continually revise and improve their performance. Schools that are continually improving their performance gain confidence, are self-critical, and understand how people learn. This has led to a general assumption that school improvement leads to school

effectiveness, therefore one is tempted to conclude that the two concepts, however different, cannot be looked at in isolation as their goals and intentions are inseparable.

This varied contextualization of school effectiveness as discussed seems to expose a multiplicity of understandings which lead one to conclude that the definition of school effectiveness may not be conclusive as context plays an important role. However for the sake of this study school effectiveness will be assumed to mean the state at which the school functions properly in all respects and experiences high learner attainment.

Assessment approaches to school effectiveness

It is clear from the above discussion that the formulation, definition and measurement of school effectiveness are complex issues. The question remains: what category of school effectiveness (what school inputs and outputs) should be measured, and how should school effectiveness be correctly defined? From an organizational perspective, there are many different approaches for the conceptualization, formulation and measurement of school effectiveness. The following indicators form the

framework of the first assessment approach, The Indicator Approach (TIA), and are based on earlier research into the issue of school effectiveness (Cameron & Whetten 1983; Nadler & Tushman, 1983; Cameron, 1984; Hall, 1987; Caldwell & Spinks, 1992; Cheng, 1993:96):

The goal indicator:

This indicator assumes that there are clearly stated and generally accepted goals, relevant and important both to teachers and the school, for measuring school effectiveness, and that a school is effective if it can accomplish its stated goals within given inputs. These goals or objectives are quantifiable, are set by the authorities or school self and can be measured against predetermined criteria such as the objectives in SDPs and academic achievement in tests and/or examinations. This indicator is widely used in schools for evaluation purposes due to the fact that goals and tasks assigned to teachers are clear and specific, outcomes of teachers' performance are easily observed and the standards upon which the measurement of teacher effectiveness is based are clearly stated. A limitation of this indicator is its dependence on the quantifiable, which is often impossible to ascertain.

The internal process indicator:

This indicator assumes that a school is effective if its internal functioning is effective. Internal school activities are often taken as criteria for school effectiveness. This indicator includes aspects such as leadership, communication channels, participation, adaptability and social interactions in the school. Some of the disadvantages of this indicator are that it is difficult to monitor and that it overemphasizes the means of obtaining school effectiveness.

The satisfaction indicator:

This indicator defines an effective school as one in which all the stakeholders are at least minimally satisfied. It assumes, therefore, that satisfying the needs of the principal, teachers, SCHOOL MANAGEMENT TEAMS, governing body learners and the public is the school's main task. Satisfaction is, according to this view, therefore the basic indicator of effectiveness. This indicator may, however, not be appropriate if the demands of the stakeholders are in conflict with each other.

The organizational indicator:

This indicator assumes that environmental changes and internal barriers to school functioning are inevitable and that a school is effective if it can learn how to make improvements and adaptations to its environment.

The role approach

A second, alternative assessment approach, also based on earlier research (Leithwood & Menzies, 1998) is entirely different from the first approach. This approach, referred to as The Role Approach (TRA), focuses on the different roles of School management teams in pursuing school effectiveness, and does not include or consider the various indicators/categories of effectiveness as conceptualised in the TIA.

This approach describes, among other things, how successful School management teams can affect change in schools and improve school effectiveness. TRA consists of three interrelated components that serve as evaluation or assessment criteria, each of which is associated with and linked to a series of characteristics that describe each criterion, namely:

Team capacity:

This criterion is characterised by features like sharing information, team member effectiveness, access to information, requisite knowledge and skills, participation in goal setting, participation in the development of strategies and a focus on complex rather than simple tasks.

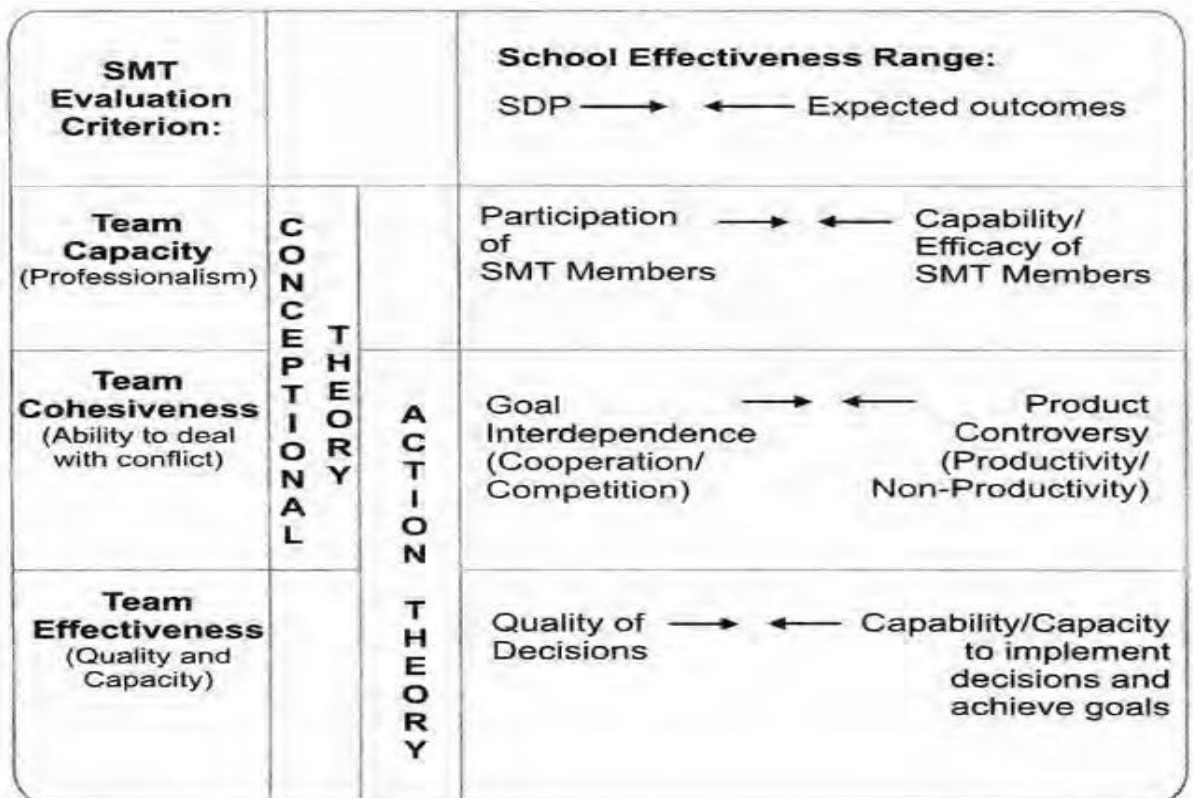


Figure 2 TRA: Assessment framework for school effectiveness based on the different roles of School management teams in the pursuit of school effectiveness (adapted from Black, 1998:33)

Team cohesion:

This criterion is characterised by cooperative, competitive and autonomous goal interdependence (i.e. a common purpose and sense of interdependence) and productive controversy (i.e. pitching views against each other deliberately or learning to fight over issues) (Google Books, 2010).

Team effectiveness:

This criterion is characterised by the quality of decisions and the capacity to implement such decisions.

The criterion of team capacity refers to the professionalism of School management teams and the degree in which the school principal is capable of cooperating and exchanging ideas and information with School management teams (Wohlstetter *et al.*, 1996).

- information sharing within the School Management Teams and between the team and the school principal
- School management teams members' perceptions of member effectiveness

- access to information by School Management Teams members
- requisite knowledge and skills of School Management Teams members
- participation in goal setting by School Management Teams members
- participation by School Management Teams members in the development of task strategies
- quality of task strategies
- a focus on complex rather than simple tasks

The criterion of team cohesion refers to the School Management Teams's ability to deal with conflict situations. Members of the School Management Teams who can work with opposing points of view to improve the quality of decisions made are more likely to understand the source of the opposing views and to incorporate a range of ideas into any decision eventually made. This criterion also refers to members' perceptions of team goals and the degree to which they experience cooperative, competitive or autonomous goal interdependence (Wohlstetter *et al.*, 1996).

The specific elements of this criterion were derived from the theories of “cooperative goal interdependence” and “productivity controversy” (Deutsch, 1990:82) . As far as cooperative goal interdependence (i.e. a common purpose and a sense of interdependence upon each other) is concerned, Deutsch (1990) theorised that when people such as School Management Teams members cooperate, they believe that their goals (and rewards) are the same and therefore they relate positively to each other. When one person achieves a goal, it is more likely that other team members will attempt to achieve theirs: one person’s success helps others to also try to succeed, although the effectiveness of members of any organisation will ultimately differ.

However, when people work in competition it is because they believe their goals to be negatively related. When one person reaches a goal, it is less likely that others will reach theirs; one person's success therefore hinders the success of others. In this regard it should be borne in mind that competition between employees will never be eliminated as it is the individual that gets awarded under a performance management system and not the group. Goals and rewards can therefore never be separated (Deutsch, 1990).

Productive controversy, on the other hand, is related to personal dynamics in an organisation and is a form of conflict that occurs when ideas, information and opinions are incompatible with each other (Tjosvold *et al.*, 1990) . Product controversy relates to a sense of cohesiveness and unity among employers in an organisation and involves the pitching of views or ideas against each other deliberately or learning to fight over ideas when these are incompatible (Google Books, 2010:225).

When controversy is productive, School Management Teams members are more likely to understand opposing points of view and arguments, fighting less over ideas and this is likely to result in better decision-making. When controversy is unproductive, people express their opinions with regard to incompatible ideas, but in a more closed-minded manner. Tjosvold *et al.* (1990:384) have reported that, in the case of unproductive controversy, School Management Teams members often try to find “weaknesses in opposing arguments so they are better able to counterattack, undercut other positions, and make their own views dominate; relying on superior authority or other means to try to impose their solution”. As a result, controversy creates polarisation and results in a low-quality decision which only the

winner are committed to implementing. This seriously influences school effectiveness in general.

Tjosvold *et al.* (1990) reported furthermore that work settings or situations with cooperative goals, but conflicting ideas and opinions, were most effective when one was trying to understand the conflicting points of view in assessing effectiveness. Information acquired in competitive climates is less likely to be assimilated into decision outcomes as a result of the predominance of closed-minded attitudes and a disregard for the source of information. In the case of cooperative climates, however, there is more respect for school management team members and their ideas and, although conflict may occur, different ideas are more likely to be considered.

The criterion of team effectiveness refers to the quality of school management team decisions and their ability to develop and to implement task strategies to achieve the school's goals and objectives. Elements of this criterion include quality of decisions and the capacity to implement them.

The relationship between the three evaluation criteria was presented in TRA above. The main purpose of this approach, empirically tested by Black

(1998) , is to explain how an SDP is expected to work to improve change and school effectiveness. An additional advantage of this approach is that it also illustrates the link between an SDP and its expected outcomes. According to Black (1998:33) this approach has two components, namely, a “conceptual theory test” and an “action theory test”, which are interdependent. The conceptual theory component of TRA tests the hypothesis that a decision from the school management teams influences the behaviour of the target population. Based on the three components discussed above, the conceptual theory is therefore the relationship between team capacity and team cohesion. Team capacity, as described by the set of specific characteristics, is posited to affect team cohesion. In other words, School management teams with greater capacity will be more cohesive.

The relationship between teachers stress and school effectiveness

Every effective teacher has a few crucial roles to play and this could be referred to as the elements of an effective teacher, they include:

Instruction: Prepares lesson plans reflecting logical sequence. Meet individual needs, abilities of students.

Building: Keep accurate academic and behavioral records

Planning, Interpersonal relations, Management. can therefore be considered one of the most important factors in a school's efficacy.

Therefore, teachers are responsible for many aspects of the schools output and can therefore be considered one of the most important factors in a school's efficacy.

CHAPTER THREE

METHODOLOGY

This chapter encapsulates the methods and procedures utilized, applied and adopted to gather data and efficiently carry-out the study.

The chapter is organized under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of Instruments
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design used for this study is based on a descriptive survey research design to analyze the relationship between teachers stress and school effectiveness in Oredo local government area of Edo state. Survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group.

Population of the Study

The population consisted of public secondary schools in Oredo L.G.A of Edo state. According to the Edo state Ministry of Education 2021, the public schools in Oredo local government consist of Five hundred and thirty-nine (539) teachers within Oredo local government area of Edo state.

Sample and Sampling Technique

The sample of the teachers used was One hundred (100), with 20 randomly selected from Teachers of five (5) public secondary schools, which was selected randomly out of all public schools in

Oredo local government schools in Oredo local government area of Edo state to ensure equal representation.

S/N	SCHOOLS	SAMPLE
1	Edokpolo Grammar School	20
2	Adesuwa Grammar school	20
3	Ihogbe college	20
4	Idia college	20
5	Oredo girls school	20
	TOTAL	100

Research Instrument

The research instrument used for the study is the structured questionnaire, the questionnaire was used to collect information from Teachers and school administrators in government Secondary Schools in Oredo Local Government Area of Edo State.

The questionnaire has its advantages in the sense that it requires less skill to administer and it is administered to a large number of individuals simultaneously `` with a specific research budget.

Also, the impersonal nature of the questionnaire in that it does not requires the names of respondents, and that the respondents may have higher confidence in their anonymity and thus feel free to express their views.

Section A of the research instrument has to do with bio-data of the respondents.

Section B is based on the research questions formulated for this study and the issues raised in the literature review, this section has a total of twenty (25) questions consisting of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

Before the administration of the questionnaire, it was first submitted to the supervisor and two other experts in the field who did the content and face validity for the relevance and accuracy and approved it for the study. The instruments were validated by three experts in the field of Educational management. The anomaly pointed out by the experts was corrected before using the instruments for the collection of data.

Reliability of the Instrument

In order to establish a good degree of consistency of the instrument, the test re-test type of reliability was conducted by the researcher which the second administration was made after an intervening period of two weeks. Thereafter reliability was obtained using Conbrach alpha product moment correlation and co-efficient of 0.750 was obtained

Method of Data Collection

The data were collected by both the researcher and the course representatives as research assistants who administered copies of the questionnaire to the respondents in their various offices. Questionnaires were retrieved and we're found usable for the study and then for the analysis.

Method of Data Analysis

The tools for data analysis employed in the analysis of data would be descriptive and inferential statistics tool. The Descriptive statistics tool are the percentage, frequency and mean data research questions.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS
Introduction

This chapter is concerned with data presentation and discussion of findings on the analysis of the relationship between teacher's stress on school effectiveness in secondary schools in Oredo local government Area of Edo state. This section was analyzed in line with objectives and research questions.

Questionnaires Response Rate

Table 1 Response Rate

Options	Frequency	Percentage (%)
Returned	100	89.29
Unreturned	12	10.71
Total	100	100

A total of 112 copies of the questionnaires were administered, 100 were returned with 100% response rate. The response rate of 10% is considered adequate for the study as it exceeds the minimum acceptable standard and acceptable response rate which stands at 60% and above.

Analysis of Research Questions

Research Question 1: What is teachers' stress level in secondary school in Edo State?

Table 2: Mean and Percentages on Teacher Stress Level in Secondary School.

S/No	Items	Percentages %				Mean	Decision
		SA	A	D	SD		
1	The level of teacher's stress in Secondary School in Oredo minimal.	18.8	16.9	26.3	38.1	2.31	Disagree
2	The level of teacher's stress affects students' school effectiveness in Secondary Schools in Oredo.	38.8	31.9	13.1	16.3	2.49	Agree
3	The working hours of teachers in Secondary School in Oredo causes stress among	10.6	40.0	28.1	21.3	2.77	Agree
4	The low salary scale of teachers in Secondary School in Oredo Local Government can be determinant to teachers high stress level.	27.5	34.4	28.8	9.4	2.40	Agree
5	Inadequate teaching materials in secondary schools in Oredo Local Government causes stress among teachers.	33.5	28.4			2.53	Agree
	Grand Mean					2.50	Agree

The data from table 1 shows that the level of teachers stress in secondary school is moderate. 38.1% of the total respondents disagreed that the level of teacher's stress in Secondary School in Oredo is minimal while they agreed to the other items as it relates to teachers stress in secondary school. The

data showed percentage value ranges from 2.31% to 40.0% while the mean value ranges from 2.31 to 2.77. This implies that the level of teachers stress in secondary school in Edo State is moderate as it is evident from the grand mean value of 2.50 which is the same with the benchmark of 2.50.

Research Question 2: Is there a relationship between teachers' stress and school effectiveness in secondary schools in Edo State?

Table 3: Mean and Percentages on Teacher’s Stress and Students’ School effectiveness in Secondary School

S/No	Items	Percentages %				Mean	Remark
		SA	A	D	SD		
6	Teacher stress affect school effectiveness in secondary schools in Oredo	13.8	33.1	26.9	26.3	2.90	Agree
7	When stress is minimal students tend to petrform better in their academics	15.0	43.8	20.0	21.3	2.50	Agree
8	Huge stress level amongst teachers lead to poor student-teacher interrelation.	3.1	30.0	27.5	39.4	3.45	Disagree
9	The huge work load of teachers make teachers perform poorly in the classroom.	9.4	40.6	25.0	25.0	2.75	Agree
10	Stress causes teachers to vent aggression on students in the classroom.	38	29	18	15	2.90	Agree
	Grand Mean					2.90	Agree

The data from the table shows that the percentage value ranges from 3.1% to 43.8% while the mean value ranges from 2.50 to 3.45. The data shows that the respondents agreed to all but one of the items as it relates to teachers stress and school effectiveness in secondary schools in Edo State. The

respondents disagreed to item 8 which states that the huge stress level amongst teachers lead to poor student-teacher interrelation and agreed to all other items. This implies that there a relationship between teachers' stress and school effectiveness in secondary schools in Edo State as it is evident in the grand mean of 2.90 which is greater than the benchmark of 2.50.

Testing Hypotheses

The hypotheses in this study were tested with the aid of Pearson correlation. The correlation coefficients indicate the strength of the association between the variables. A coefficient is considered significant if the p-value is less than or equal to 5%. Our decision in accepting a hypothesis is based on the p-value, we reject the null hypothesis when $p\text{-value} < 0.05$ and we do not reject the null hypothesis when the p-value is > 0.05 (that is, we accept the null hypothesis).

Table 6: Fisher's z test on Teachers Stress Level and School effectiveness based on School Size

School Size	N	Pearson's r	Computed z	z critical
Large	63	0.752		
Small	27	0.045	0.92	0.81
Total	100			

Hypothesis One: There is no significant difference between the teachers stress and school effectiveness based on school size in secondary schools in Edo State.

The hypothesis was tested using Fisher's z to check if there is a significant relationship between teachers' stress level and students' school effectiveness based on school size in secondary schools. The result of the analysis shows a Pearson's r value of 0.045. This indicates that there is a weak positive correlation between teachers' stress level and school effectiveness based on school size. The z-computed value of 0.92 which is lower than the critical z-value of 0.81 means that there is no statistical significant relationship between teachers' stress level and school effectiveness based on school size

in secondary schools in Edo State.

Table 7: Fisher’s z test on Teachers Stress Level and School effectiveness based on School Location in Edo state.

School Location	N	Pearson’s r	Computed z	z critical
Urban	63	-0.518		
Rural	27	-0.338	1.56	0.97
Total	100			

Hypothesis Two: There is no significant between teachers' stress and school effectiveness based on school location in secondary school in Edo State.

The hypothesis was tested using Fisher’s z test to check if there is a significant relationship between teachers' stress level and students’ school effectiveness based on school size in secondary schools. The result of the analysis shows a Pearson’s r value of -0.338. This indicates that there is a moderate negative correlation between teachers' stress level and students’ school effectiveness based on school location. The z-computed value of 1.56 which is lower than the critical z-value of 0.97 means that there is no statistical significant relationship between teachers’ stress level and students’ school effectiveness based on school location in secondary schools in Edo State.

Discussion of Findings

The result of data on the study implies that the level of teachers stress in secondary school in Edo State is moderate as it is evident from the grand mean value of 2.50 which is the same with the benchmark of 2.50. The result also showed that the level of school effectiveness of secondary school students in Oredo local government area is relatively moderate.

Also, the result showed that there exist a statistical significant relationship between teachers' stress level and school effectiveness in secondary. This implies that teachers' stress level have a significant impact on the school effectiveness in secondary schools in Edo state. This is in line with the findings of Adunola (2011).

In the same vein, the result showed that there is no statistical significant relationship between teachers' stress level and school effectiveness based on school size in secondary schools. This implies that teachers' stress level have no significant impact on school effectiveness based on school size in secondary schools in Edo state.

Lastly, the data from the result above showed that there is a negative and insignificant relationship between teachers' stress level and school

effectiveness based on school location in secondary schools in Oredo Local government Area of Edo state. This implies that teachers' stress level has no significant influence on school effectiveness based on school location in secondary schools in Edo state. This result contrasts with the findings of (Smallwood, 2003).

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS

AND CONCLUSION

Introduction

The objective of this chapter is to summarize the findings, draw conclusions reached in the study and make recommendations based on the objectives and overall perspective of the main findings while making suggestions for further findings. Section 2 provides summary of findings, and section 3 covers the conclusion, then section 4 recommendations.

Summary of Findings

This research work was aimed at relationship between teacher's stress and school effectiveness in secondary schools in Edo state. A total of 112 samples were administered, 100 retrieved with 89.3% retrieval rate. The Statistical package IBM version 24.0 was used in the analysis of the data.

The findings of the study are;

- i. The level of teachers stress in secondary school in Edo State is moderate as it is evident from the grand mean value of 2.50 which is the same with the benchmark of 2.50.

- ii. The result from the analysis showed that there is a statistically significant relationship between teachers' stress level and school effectiveness in secondary schools in Edo State.
- iii. The result also showed that there is no statistically significant relationship between teachers' stress level and school effectiveness based on school size in secondary schools in Edo State.
- iv. From the result of the study, it is evident that there is no statistically significant relationship between teachers' stress level and school effectiveness based on school location in secondary schools in Edo State.

Conclusion

Stress is a phenomenon that occurs when goals are threatened that are perceived as important to an individual. Effective management of the educational processes, however, requires that the educational administrator and members of staff of the school can manage the workload that accompanies the job role to yield an all-round effectiveness of the school. To do this, teachers and other members of staff of the school seek better and easier ways to carry out their duties.

From the findings in this study, it has been established that that teachers' stress level has a significant influence on school effectiveness in secondary schools in Edo state. There is also no statistically significant relationship between teachers' stress level and school achievement based on school size in secondary in Edo State.

Teachers' stress level has no significant impact on school effectiveness based on school location in secondary in secondary schools in Edo state.

Recommendations

Based on that, the following recommendations are made:

- i. Active measures should be take to help effect of stressors on Teachers to help aid effective Teaching and learning.
- ii. Educational planners should formulate measures that will help to effectively curb stress in secondary schools in Edo State by providing the necessary facilities to make work easier for teachers and students.
- iii. Government should employ more qualified teachers and there should be a yearly re-orientation of these teachers to update them

more on new strategies to be adopted for effective learning of the students.

- iv. Training and re-training on a regular basis should be carried out on teachers, so as to ensure that they are open to effective alternatives in educational administration.
- v. The school management should ensure putting checks and balances in place, to monitor the effectiveness of the teachers while carrying out their duties.
- vi. Further research is necessary in this area to provide more conclusive evidence.

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APPENDIX 1

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
(EDUCATIONAL MANAGEMENT/POLITICAL SCIENCE)
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**INFLUENCE OF TEACHER STRESS ON SCHOOL
EFFECTIVENESS IN OREDO LOCAL GOVERNMENT AREA OF
EDO STATE.**

Department of Educational
Management
Faculty of Education
University of Benin.

Dear Respondent,

I **EZRA EMMANUEL**, an undergraduate of the above named institution and department. This questionnaire is strictly academic and geared towards obtaining relevant information on the topic “INFLUENCE OF TEACHER STRESS ON SCHOOL EFFECTIVENESS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE” and so, your response will be treated as confidential.

Please, read each statement carefully before responding by ticking (✓) in the box that relates to your response to each question.

Consent Granted: YES [] NO []

Thank you.

SECTION A: (Background Information)

Please read the questions and statement carefully and tick (✓) against the option that reflect your response.

1. Name _____ of
 School:

2. School Location: Rural [] Urban []
3. School Size: More than 100 (Large) [] less than 100 (Small) []

SECTION B

Kindly indicate to what extent you agree or disagree with each statement by ticking (✓) in the appropriate column.

Note that a tick under column:

A - Agree

SA – Strongly agree

D – Disagree

SD –Strongly Disagree

S/N	ITEM	SA	A	SD	D
.	What is teacher stress level in Secondary School in Oredo Local Government Area of Edo State?				
1.	The level of teacher’s stress in secondary school in Oredo is minimal.				
2.	The level of teacher’s stress affects schools operation in Secondary School in Oredo.				
3.	The working hours of teachers in Secondary School in Oredo cause stress among teachers.				
4.	The low salary scale of teachers in Secondary School in Oredo Local Government can be determinant to teachers high stress level.				

5	Inadequate teaching materials in secondary School in Oredo Local Government Causes stress among teachers.				
	Is there an Influence of teachers stress on school effectiveness in Secondary School in Oredo Local Government Area of Edo state?				
6.	Teacher stress affect school effectiveness in Secondary Schools in Oredo				
7.	When stress is minimal students tend to perform better in their academics.				
8.	Huge stress level amongst teachers lead to poor student-teacher interrelation.				
9.	The huge work load of teachers make teachers perform poorly in the classroom.				
10.	Stress causes teachers to vent aggression on students in the classroom.				
	Does the Influence teacher' stress on school effectiveness differ by school size in Secondary School in Oredo Local Government Area of Edo State?				
11	Large class size lead to stress among teachers.				
12.	Students-teachers ratio affect the learning outcome among students in Secondary School.				
13.	Small schools is more conducive for teaching and learning process than large schools.				
14	The variation of students attitude in large classroom is a major cause of stress among teachers				
15.	Inadequate learning and teaching facilities is an indicator of stress among teachers.				
	Does the influence of teachers' stress on school achievement differ by school location in Secondary School InOredo local Government Area of Edo State?				

16.	Schools located in an uncondusive environment lead to stress among teachers.				
17.	Urban area is more conducive for teaching and learning.				
18.	Teachers in rural area feel dissatisfied with their jobs when posted to rural areas for teaching assignments.				
19.	Schools in urban areas possess better learning facilities, thereby easing teacher stress.				
20.	Community-school relationship improves teaching and learning in school location.				

APPENDIX II

Questionnaires Response Rate

Table 1 Response Rate

Options	Frequency	Percentage (%)
Returned	100	89.29
Unreturned	12	10.71
Total	100	100

Table 2: Mean and Percentages on Teacher Stress Level in Secondary

School.

S/No	Items	Percentages %				Mean	Decision
		SA	A	D	SD		
1	The level of teacher's stress in Secondary School in Oredo minimal.	18.8	16.9	26.3	38.1	2.31	Disagree
2	The level of teacher's stress affects students' school effectiveness in Secondary Schools in Oredo.	38.8	31.9	13.1	16.3	2.49	Agree
3	The working hours of teachers in Secondary School in Oredo causes stress among	10.6	40.0	28.1	21.3	2.77	Agree
4	The low salary scale of teachers in Secondary School in Oredo Local Government can be determinant to teachers high stress level.	27.5	34.4	28.8	9.4	2.40	Agree
5	Inadequate teaching materials in secondary schools in Oredo Local Government causes stress among teachers.	33.5	28.4			2.53	Agree
	Grand Mean					2.50	Agree

Table 3: Mean and Percentages on Teacher’s Stress and Students’ School effectiveness in Secondary School

S/No	Items	Percentages %				Mean	Remark
		SA	A	D	SD		
6	Teacher stress affect school effectiveness in secondary schools in Oredo	13.8	33.1	26.9	26.3	2.90	Agree
7	When stress is minimal students tend to petrform better in their academics	15.0	43.8	20.0	21.3	2.50	Agree
8	Huge stress level amongst teachers lead to poor student-teacher interrelation.	3.1	30.0	27.5	39.4	3.45	Disagree
9	The huge work load of teachers make teachers perform poorly in the classroom.	9.4	40.6	25.0	25.0	2.75	Agree
10	Stress causes teachers to vent aggression on students in the classroom.	38	29	18	15	2.90	Agree
	Grand Mean					2.90	Agree

Table 4: Fisher’s z test on Teachers Stress Level and School effectiveness based on School Size

School Size	N	Pearson’s r	Computed z	z critical
Large	63	0.752		
Small	27	0.045	0.92	0.81
Total	100			

Table 5: Fisher's z test on Teachers Stress Level and School effectiveness based on School Location in Edo state.

School Location	N	Pearson's r	Computed z	z critical
Urban	63	-0.518		
Rural	27	-0.338	1.56	0.97
Total	100			