

**THE LEVEL OF STRESS AMONG SECONDARY SCHOOL TEACHERS
IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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BENIN CITY.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by Chisom Faith Igwe of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the Award of Bachelor Degree Honours in Economics and Statistics Education.

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DEDICATION

This research work is dedicated to God Almighty. I extend my deepest gratitude to My father and my mother Mr and Mrs E.O Igwe and my aunty Mrs Joy Adaobi Ezenwa for her support throughout my journey in the University of Benin. Your love,encouragement, and sacrifices have been a beacon of light in my journey, propelling me towards success. I am forever grateful for the opportunities you have provided me and the lessons you have taught me. Thank you for being my pillars of strength and for shaping me into the person I am today.

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ABSTRACT

Teaching is a demanding profession that exposes educators to significant stress due to workload, poor working conditions, and inadequate support from educational authorities. This study investigates the level of stress among secondary school teachers in Oredo Local Government Area of Edo State, examining key stressors such as workload, poor remuneration, student behavior, administrative expectations, and inadequate teaching resources. Using a structured research design, the study aims to determine stress variations based on gender and experience while highlighting the predominant causes of stress among teachers. Findings from this study will provide valuable insights for policymakers, school administrators, and educators on effective strategies to mitigate stress and improve teachers' well-being and job satisfaction.

This study examines the levels of stress among secondary school teachers in Oredo Local Government Area of Edo State using a descriptive survey research design. The population comprised 483 teachers across 13 senior secondary schools, from which a sample of 60 teachers was randomly selected from six schools. Data was collected using a structured questionnaire covering demographic information and stress-related factors. The instrument was validated by experts, and its reliability was determined using Cronbach's Alpha statistics. Data analysis was conducted using mean scores to address the research questions.

Findings reveal that teaching responsibilities, workload, and emotional exhaustion are major stressors, with fatigue being the most dominant. Teachers also experience stress from colleague-related pressures, lack of social support, financial struggles, and poor working conditions. Gender and experience influence stress levels, with male teachers facing more fatigue and female teachers feeling more overwhelmed. Less experienced teachers report higher emotional exhaustion, while experienced teachers struggle with workload and fatigue. Despite these challenges, teaching has minimal impact on personal well-being.

CHAPTER ONE

INTRODUCTION

Background of the Study

Stress is an unavoidable phenomenon in human life. Though the type of stress may differ but almost any aspect of life can lead to stress, be it lack of friends, lack of money, unemployment or even employment. Rapid industrialization, increasing urbanization and receding support over the last few decades have contributed to rise in stress level.

Stress is generally recognized as an unpleasant emotional state. Kyriacou (2011), describe stress as a result of prolonged pressures that cannot be controlled by the coping strategies that an individual has. Olson (2019), defined stress as a state of tension that arises from an actual or perceived demand that calls for an adjustment or adaptive behaviour. Stress can attribute to poor performance, absenteeism, job dissatisfaction, accidents and various health problems. The characteristics of teachers' work seem to be related to stress and associated negative emotions. The teaching profession is highly regulated, which limits the individual scope for decision-making, for example, teachers have to conform to the Ministry of Education guidelines and teacher professional code of conduct (Kyriacou, 2011). In addition, teachers stress may be influenced on different levels, for example, on the individual level a teachers feel isolated due to a lack of mentorship or inadequate

support by professional networks), the interpersonal level (interacting with demanding parents), or the organizational level policy issues may result in teacher strain).

Teachers seems to be burdened with often poor working conditions, and these terms and conditions of service may result to stress. For example, teachers interact and work with students daily, but, in addition, they have to take over other tasks and roles in the school, such as teaching, being a class teacher, being a sports or career guidance master, and being the head of a department and other non-teaching duties or responsibilities, such as conducting assembly, manning the school gate for late comers, going to field trip with students among other. This

altogether tend to increase their workload (Bennell, 2017). More so, the low-paid teachers may receive little or no recognition for their work from the school and from the society

Furthermore, teaching is a routinized job that involves imparting the same material with insignificant challenge and diversity. Teachers appears not to have interest in the teaching vocation. This could be as a result of lack of opportunities and poor take home pay. They also seem transitory frustrated by working with limited marital resources environment (Wood, 2018). In addition, poor education of teachers may also explain the feelings of helplessness. Teachers appears to be overstrained when dealing with misbehaving students. Often teachers may have only limited access to school resources but have to educate large classes for long hours and for meager remuneration that may not be able to cater for the needs of their families and other dependents. More so, teachers tend to work with little or no support from their supervisors and school management, despite the obvious challenges. Similarly, supervisor feedback about teachers' performance is negative, accompanied by unwelcome criticism, yet aimed at finding only faults (Sachdeva, 2013).

A nexus of teacher personal attributes, such as age, as well as contextual and environmental factors, including school and class size may altogether result in heightened teacher stress levels. In essence, teachers may experience stress and negative emotions whenever they cannot adequately fulfil their duties as teachers. Likewise, teacher daily routines, for example maintaining student discipline, time pressures, a large class size, amplified workload, role conflict, and poor working conditions, are associated with teachers' stress Hermesen, (2018) Furthermore, teachers with under three years of teaching practice experience stress when dealing with demanding or challenging students and due to organizational aspects, which result in negative emotions that further affect their teaching behaviour, including efficient classroom management and providing an appropriate learning environment. Therefore, understanding the interplay between work-related aspects and personal factors may help us to determine factors contributing to teachers' stress.

Teacher stress may have negative consequences for the individual teachers, such as mental health and psychological problems. The education sector, for instance, may suffer set back/ work overload when teachers leave/ transferred to other schools, without immediate replacement

In addition, teachers' stress may be associated with undesirable aftereffects, including poor teachers and student relations, neglecting students in the decision-making process, and a lack of care shown by teachers for their students. Increased stress can result in conflict with colleagues, students, and parents, classroom management problems, isolation, and self-doubt. Overall, teachers' stress levels increase the likelihood of employing diverse violent techniques with varying intensities to control students behaviour during school time. However, the legitimate use of violent behaviours in schools implies that its use will be instantaneous in response to identified and perceived students' misbehaviour. By using violence, teachers are motivated by the desire to assert their authority, control students' behaviour, instill respect and obedience, deter future misbehaviour, and ensure that children behave in accordance with sociocultural expectations. All of these explanations suggest that violence by teachers is used specifically to forbid misconduct. The assumption is that the misconduct determines the punishment and thus the extent of violence. However, this is far from being the case. Studies with teachers and students clearly show that the current mood, current strain, and perceived stress play an important role in determining the extent of violence by teachers. (Hecker, 2018).

Teaching work is in demanding and nerve-racking situations that are likely to increase their stress levels. For example, teachers experience difficulties maintaining discipline in large classes with a high teacher to student ratio. Among Nigeria teachers, stress was associated with working for long hours in emotionally exhausting situations. (Hecker, 2018). Teachers' stress can be attributed to an increase in students enrolment without the comparable corresponding recruitment of teachers. Hence, the available teachers experienced increased workloads and obligations on top of classroom management difficulties. Teachers dissatisfaction with and perceptions of their terms and conditions of service may also contribute to stress. Feelings of pressure in the work context and teaching problems affected their satisfaction with the teaching vocation. Moreover, age, class size, and socioeconomic status were related to feelings of pressure and stress. The levels of stress experienced by teachers also varied with individual attributes. Female teachers

who were married and who cared for younger children have shown an increased risk of stress. Furthermore, age and teaching experience were also associated with increased demands and stress. For example, secondary school teachers who have a bachelor's level of education, a highly demanding job, less than five years of teaching experience, and poor relations with other staff experienced increased stress. As increased stress levels are associated with negative outcomes, stress management techniques have been suggested as an essential part of teacher training efforts.

Therefore, there is a need to understand what factors contribute to stress and how these can be mitigated or amended as part of prevention efforts. Understanding these factors will be vital in designing interventions that will enable teachers to manage stress effectively, and to suggest structural changes to improve teachers' working conditions in the long-term.

Statement of the Problem

It has been observed by the researcher and educational stakeholders, that secondary school teachers have been teaching under stressful working conditions, which includes lack of government support, Inadequate funding, inadequate teaching aids, poor salaries which are not paid as at when due among others. It is against this background that the study seeks to find out the level of stress among secondary school teachers in Oredo Local Government Area of Edo State

Research Questions

The following research questions were raised to guide the study

1. What is level of stress among secondary school teachers in Oredo Local Government Area of Edo State?
2. What is the predominant stressor among secondary school teachers in Oredo Local Government Area of Edo State?
3. What is the level of stress among male and female secondary school teachers in Oredo Local Government Area of Edo State?
4. What is the level of stress among more experience and Less experience teachers in Oredo Local Government Area of Edo State?

Purpose of the Study

The purpose of this study is to determine the level of stress among secondary school teachers in Oredo Local Government Area of Edo State: Specifically, the study sought to:

find out the level of stress among secondary school teachers in Oredo Local Government Area of Edo State

determine the predominant stressor among secondary school teachers in Oredo Local Government Area of Edo State.

find out the level of stress among male and female secondary school teachers in Oredo Local Government Area of Edo State.

examine the level of stress among more experience and less experience teachers in Oredo Local Government Area of Edo State.

Significance of the Study

The study will be of great significance to the ministry of education who employs teachers in that they will be able to know the factors that enhance stress

among the teachers, the effects that the stress has on its employees and the steps they need to put in place to address the stress causing factors.

Schools Administrators in Oredo Local Government Area of Edo State will also benefit in this study, through this study they will be able to understand the reasons behind the poor performance by the teachers in their schools or vice versa.

A serious and thorough look and analysis of the study results will also help teachers since educational body such as Ministry of education will help to address these problems and not only institute solutions but improve the welfare and working conditions of the teachers.

Other researchers will develop their researches on the gaps that this research will identify in the final report. Thus, they will build their researches on the recommendations of the research report.

Scope and Delimitation of the Study

This research focuses on the level of stress among secondary school teachers in Oredo Local Government Area of Edo State. It is delimited to some selected secondary schools in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms are operationally defined in the study

Stress: This may be defined as a state of psychological pressure influenced by three main sources or domains personality mediators (put together of time pressure, driven behaviour, attitude posture, relaxation potential, and role definition), environmental factors (constituting of vocational satisfaction, domestic satisfaction, and health posture), and emotional responses (such as hostility, anxiety, and depression).

More Experience: A more experienced teacher is someone who has been teaching for a longer period of time and has gained a higher level of expertise and knowledge in their subject area. The ranges of more experience teacher is above 5 years

Less Experience: A less experienced teacher refers to an individual who is newer to the teaching profession and has not been in the field for as long as their more experienced counterparts. The ranges of less experience teacher is below 5 years.

Stressor: A stressor is anything that causes stress or tension in an individual's life

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This study review literature relevant to the study. The review is discussed under the following sub-headings:

- Theoretical Framework.
- Concept of Stress
- Level of Stress among Secondary Schools Teachers
- Levels of Stress among Male and Female Secondary School Teachers
- Level of Stress among more and less Experienced Secondary Schools Teachers
- Summary of Review Literature

Theoretical Framework

Lazarus and Folkman's propounded transactional model of stress, in the years 1984 The theory stated that stress occurs when an individual perceives a discrepancy between the demands of the situation and the resources available to cope with those demands. This model suggests that stress is a subjective experience influenced by cognitive appraisal and coping strategies. Secondary school teachers may experience stress due to factors such as workload, student behaviour, and administrative demands.

Relevant of Transactional model theory to the Study

Richard Lazarus and Susan Folkman (1984) stated that stress can be thought of as resulting from an "imbalance between demands and resources" or as occurring when pressure exceeds one's perceived ability to cope. Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus, allowing stress to be controllable (Lazarus and Folkman, 2004). Ogden (2005) further stated that in order to develop an effective stress management programme it is first necessary to identify the factors that are central to a person controlling his/her stress, and to identify the intervention methods, which effectively target these factors. He further stated that Lazarus and Folkman's interpretation of stress focuses on the transaction between people and their external environment known as the transactional model. The stressful situation that the secondary school teachers are assumed to pass through does not necessarily mean the presence of a potential stressor but rather their resources and ability to reduce the stress response. The models conceptualize stress as a result of how a stressor is appraised and how a person appraises his or her resource to cope with the stressor. The model

breaks the stressor-stress link by proposing that if stressors are perceived as positive or challenging rather than as a threat, and if the stressed person is confident that he or she possesses adequate rather than deficient coping strategies, stress may not necessarily follow the presence of a potential stressor. The model proposes that stress can be reduced by helping stressed people change their perceptions of stressors, providing them with strategies to help them cope and further improving their confidence in their ability to do so. Therefore, if the experts can provide the administrative staff with adequate knowledge of stress management strategies, and then have a positive perception towards the potential stressors they will see stress as a challenge and not a threat.

Concept of Stress

Stress could be part of the group illness of every human being in the present generation (Oboegbulem, 2022). She stated that people having interest to study it have come up with a number of working definitions. Stress concept was developed by a scholarly report tagged, "General Adaptation Syndrome" (GAS). When animals when are exposed to diverse array of heat, cold, conditions etc. do demonstrate a nonspecific reaction. Therefore, stress reactions are nonspecific (Selye, 2021). Selye described stress in another way as a demand, threat or other events, which require an individual to cope. He further stated that it is a strain or interference that disturbs the functioning of an organism. When this is in force the individual may observe sleep disorder, eating disorder, weakness and pain of unexplained or unknown origin. Margot (2019) defined stress as any stimulus that upsets either the body or the mind's homeostasis. She stated that a change in one's life style or life situation produces a tremendous amount of stress. The life situation includes marriage, divorce, pregnancy, a new job, being fired from a job. On his own part Nweze (2014) defined stress as a process in which environmental events or forces threaten the well-being of an individual in the society.

Some of the environmental forces that can threaten the wellbeing of an individual in the society include: economic instability, driving on poorly maintained roads, religious intolerance and insecurity. Franken (2014) studied a layman's/scientific perception of stress. He reported that a layman's view of stress is used to describe negative feelings such as difficulties in paying one's bills, annoyance and frustration of driving on a congested road but while a scientist sees stress as a set of neurological reactions that serve some adaptive purpose. He further stated that how the individual responds to such reactions determines if they produce feelings of eustress (a positive feeling) or produce distress (negative feeling). Stress has been further conceptualized as flight or fight response (Franken, 2014). Basically, there are two ways that human beings can deal with threats. They either fight or flee. Okoye (2017) stated that stress in biological or medical term refers to the totality of the bodily responses to stimuli that tend to alter the existing equilibrium. It is worthy to note that the individual response to this stimulus varies from one individual to

another as people react to situations differently. Stress has been looked as an excessive nervous strain in an individual (Okpe, 2017). In an occupational setting.

(Beehr & Newman, 2018) perceived stress to mean a condition wherein job-related factors interact with workers, to change their psychological and physiological conditions such that the person's mind and body are forced to deviate from normal functioning. This type of stress may exist when an individual perceives that conflicting forces and incompatible demands are being made upon him in connection with his work and the forces are recurrent over times and stable. Sorenmekun (2018) defined stress as an intense pressure, tension or force on the body. He stated that if such condition persists it may damage the systems of the body. It then shows that if stress is not instantly reduced or progressively reduced the body defence mechanism would begin to break down systematically. If the intense pressure persists it may lead to death. Oboegbulem (2019) perceived stress to mean as the way human beings respond to conditions that scare, threaten, anger, bewilder or excite them. According to her, these enumerated conditions, which may be regarded as emotions, distinguish people from machines. When they persist, there is a tendency for an occurrence of fatigue, break down in human perceptual mechanisms, or even damage to body systems which may result in mental and physical failures.

Overland (2019) observed that the term stress is a problematic one, not because of its common use but because it is hard to tie down to a strict definition due to the subjective nature of the word. In the view of Egor (2020) stress is the way individuals respond to conditions that scare, threaten, bewilder or excite them. It then follows that stress is more than anything that affect wellness. A change in one's life style or life situation produces an amount of stress. Marriage, divorce, pregnancy, a new job can change the existing equilibrium in the body not minding whether welcomed or not.

Level of Stress among Secondary Schools Teachers

Each profession causes a specific level of work-related stress. Teaching as a profession is progressively becoming a rather stressful occupation (Hepburn & Brown, 2012) Due to increased responsibilities and demanding deadlines, teaching nowadays is more stressful than ever. It has been recognized for several decades that teachers experience work-related stress on daily basis and this fact has been the focus of extensive research (Kyriacou, 2017).

Teachers' stress as an uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment sourced from their work aspects as a teacher Already established high levels of stress among teachers, normally lead to work absentee and work dissatisfaction. Ultimately, teachers often opt to leave their profession (Kyriacou & Sutcliffe 2018). Recent research has shown that one out of three teachers report teaching as being very or extremely stressful, causing the teaching profession to have the highest annual turnover rate. The annual turnover rate for teachers is 15.7% while other professions have an average annual turnover rate of 11% (Mrozek, 2014). A number of studies have indicated the comparatively stressful nature of teaching. There

are several studies that argue that teachers do experience a higher level of stress than many other professionals. For instance, Pithers points out that teaching profession comparatively represents one of the most stressful jobs (Pithers 2015). Kyriacou reports that teachers had the highest levels of work-related stress compared to people in other professions. 78% of teachers consider work as the main source of stress in their lives while the same is true for only 38% of other professionals. According to a study by (Cox, Mackay: Cox, Watts & Brockley.2018), conducted with subjects from six different professions, teachers reported the highest level of stress against lawyers, nurses, engineers, insurance agents and doctors. Steadily increasing costs and consequences of teacher stress has received growing concern. To reduce the negative effects stress has on teachers, more attention needs to be placed on this growing epidemic. As of today, there is very little research regarding work related stress and main stress factors among teachers in the Republic of Macedonia. The comparative paper of Eres and Atanasovska that explores the issue of work-related stress among teachers in Turkey and Macedonia represents the only study in the field so far. Their research has shown low levels of stress among teachers in Turkey and moderate levels among their colleagues in Macedonia. The study also suggests that the educational system in Macedonia has been undergoing continual changes. Consequently, the study suggests that the level of stress among teachers in Macedonia is mainly a result of the new situations and new roles that teachers face, as well as great expectations from their superiors (Eres & Atanasovska,2014).

According to Beckley (2011) in his study on the wellbeing of New Zealand teachers, the relationship between health, stress, job demands and teacher efficacy. over 39% of teachers considered teaching to be either very stressful or extremely stressful. This means that most teachers experience stress. The study used a cross-sectional design. The study used a 10-item perceived stress scale to determine the stress levels. Correlation was done to determine the relationship between health, stress, job demands and teacher efficacy. However, this stress scale is not exhaustive as it does not cover all the areas within the teaching environment. The study sample size was 131 teachers randomly selected across New Zealand schools. The study population has not been indicated and so we cannot generalize that the sample size was a representation of the study population. The study did not also indicate the instruments of data collection; it is therefore not easy to assess the suitability of the instruments used. (Boyland, 2011), in a study on job stress and coping strategies of elementary principals, a statewide study in USA found out that a large majority of Indiana's elementary principal participants are experiencing moderate to high levels of job stress. In addition, most of the experienced principals indicate more stress now than in previous years. A total of 193 principals from 79 counties in Indiana responded to the survey. However, the study did not indicate the study population, instruments of data collection and the research methodology that was used, it is therefore difficult to verify the accuracy of the results. This study focused on elementary principals, however, teachers in secondary schools were not addressed, and this is a knowledge gap that the current study sought to fill. (Skaalvik & Skaalvik, 2015), in their study on job satisfaction, stress

and coping strategies in the teaching profession found out that both the workload and the accumulation of numerous sources of stress have a number of maladaptive consequences. Important consequences for a number of the teachers were physical and emotional exhaustion, the sacrifice of social lives increasing instances for sick leaves, increasing instances of sick leave, the reduction of teachers' employment with economic consequences for the individual teachers, and early retirement, with disability pension for some teachers. individual teachers, and early retirement, with disability pension for some teachers. (Siddiqui, 2012), in a study on occupational stress in teachers: a comparative study of public and private schools in Hyderabad city in India found out that it was a fact that female teachers working in public schools as compared to working in private schools lack resources like advanced technologies. Somehow, this could be considered a contributing factor in their stress level. The Urdu version of the Occupational Stress Scale developed by (Sohail & Khanum, 2000) was used to explore the difference between the level of occupational stress experienced by public and private schools. (Siddiqui, 2012) had a sample size of 90 teachers from public schools and 90 teachers from private schools. However, the study did not indicate the total population of the study to be able to assess the appropriateness of the sample size, the study did not also indicate the research design. It is therefore difficult to authenticate the results of the study (Alemu, Teshome, Kebede & Regassa, 2014), in their study on experience of stress among student-teachers enrolled in Postgraduate Diploma in Teaching: the case of Haramaya university cluster centers, Ethiopia, concluded that many practicing student-teachers report high levels of stress. (Kabede & Ragassa, 2014) addresses stress levels among practicing student-teachers. However, the study did not address other teachers, a knowledge gap that the study sought to fill. (Anbu, 2015) in his study on professional stress of higher secondary school teachers, the female higher secondary school teachers have more stress than the male higher secondary school teachers. The reason is that female teachers apart from guiding the terminal stage school students, have to look after their family members, they were not able to allocate equal weight age to working as well as family environment, hence this result in enhanced stress level. Married higher secondary school teachers have more stress than the unmarried higher secondary school teachers because married teachers are shouldering more responsibility than the unmarried in terms of school work as well as in the family and society, hence they are in the position to satisfy all the dimensions, this results in higher levels of stress. Higher secondary school teachers working in government schools have more stress than those working in private higher secondary schools because the government teachers have to fulfill the work and the task given to them time by time from the administration as well as from the government departments.

hence they are more responsible to the government officials than the private school higher secondary school teachers, hence a higher level of stress was evident in the government school higher secondary school teachers. Survey method was used for this study. The sample consisted of 200 post graduate teachers working in government and private higher secondary schools in and around Nagercoil region.

The Occupational Stress Inventory was developed by Dr. Joseph and Dr. Dharmangadan. The five-point scale consists of 37 test items, which includes positive and negative statements. In Ethiopia, (Gebrekirstos, 2015) in his study on occupational stress among secondary school teachers and their coping strategies: The case of Central Zone of Tigray region found out that all the secondary school teachers experienced a high level of occupational stress. This study employed a cross-sectional survey. The study population was 1,139 secondary school teachers and out of them, 321 participants were taken for this study. To collect data for the study, occupational stress inventory, coping-questionnaire and stressor-questionnaire were used. This study could have incorporated other methods like document analysis, observation and interviews to get a variety of data. Descriptive and inferential statistics were applied to analyze the data. Cluster random sampling and then lottery method of simple random sampling techniques were used to collect data

Levels of Stress among Male and Female Secondary School Teachers

Several recent studies have examined work-life imbalance as a source of stress in academic staff (Cownie, 2017). Given the increasing work demands, due to which teachers are forced to work evenings and weekends, the boundary between work and private life becomes blurred, and for most of them the level of work-life balance is far below desired. The encroachment of the work domain on the private one does not occur only because of the lack of physical boundaries between these two domains, but also because of the psychological commitment to work, which interferes with the other roles, does not allow for relaxation during free time, and disrupts sleep. (Kinman & Jones, 2014) noted that teachers who perceived less control over work, schedule inflexibility and less support from their superiors. experienced a higher level of work-life imbalance, which is also connected with the lower levels of psychological wellbeing, job dissatisfaction, and the intention of giving up the academic career. Most research indicates a greater vulnerability of women when we talk about the experiences and consequences of stress at work among teachers. This means that women employed in institutions of education experience higher levels of both work and family stress than men (Bradley & Eachus, 2015) and that women have more often consider leaving the job due to stress.

Women in higher education more often report work/home imbalance as an important source of stress and experience more intense and increased pressure to publish scientific papers. In contrast, some studies show no differences between men and women in the perception or consequences of exposure to stressors (18-20). Some even report sources of stress that men experience more intensely than women, such as organisational structure and climate, inadequate style of management in schools or changes that reduce participation in decision making, the level of autonomy, and control over work However, it might be a consequence of different positions that

men and women have, as women less often have senior positions with permanent contracts and greater power.

Level of Stress among more and less Experienced Secondary Schools Teachers

(Fisher, 2011) in his study on factors influencing stress, burnout, and retention of secondary schools found out that teacher's burnout levels between new and experienced teachers were significantly different, with novice teachers having higher burnout, but their difference in stress levels was not statistically significant. (Siddiqui, 2012) in a study on occupational stress in teachers: a comparative study of public and private schools found out that it was a fact that teachers working in public schools as compared to working in private schools lack resources like advanced technologies such as Internet and variety of teaching methods are not available for them. Somehow, these could be considered contributing factors to their stress level. (Siddiqui, 2018) did a comparative study between teachers working in private and public schools using the Ardu version of the occupational stress developed by (Sohail & Khanun, 2017). Teachers working in private schools should not be compared to those in public schools because the two schools are under different management and they can access new methods of technology like internet while those in most public schools' struggle with minimum resources. It is not clear on whether the study addressed all the teachers from pre-school to the university level. (Ritz, Burris, Brashears and Frazee, 2019) on the other hand in their study on the effects of a time management professional development seminar on stress and job satisfaction of beginning Agri-science teachers found out that the beginning teachers had slight to moderate stress. Additionally, the teachers had slightly above neutral levels of job satisfaction. The study employed a quasi-experimental, static-group comparison design. (Ritz, Burris, Brashears and Frazee, 2018) focused on stress levels among beginning Agri-science. However, this study did not address stress levels among teachers in the other subjects. (Hasan, 2014) in his study on occupational stress of primary school teachers found out that in general, the primary school teachers have been found to be highly stressed. Moreover, the private primary school teachers have also been found to be highly stressed in comparison to their government primary school teacher counterparts. A sample of 100 teachers was selected, 50 each from government and private schools Teachers' Occupational Stress Scale constructed and standardized by Jamal and Raheem was administered.

The study was empirical study and it is exploratory in nature

Teaching can be a highly demanding profession that requires the ability to manage multiple tasks and responsibilities simultaneously. As such, teachers often experience high levels of stress due to workload pressures, student behaviour issues, administrative demands, and other factors.

Research has shown that teaching can be a stressful profession, with teachers reporting high levels of stress due to factors such as heavy workloads, lack of resources, and challenging

student behaviour (Kyriacou, 2021). In a study by (Hakanen, 2018), it was found that teachers with less experience reported higher levels of job burnout compared to more experienced teachers. This may be due to less experienced teachers being less equipped to handle the demands of the profession and lacking the coping mechanisms that come with time and experience. Conversely, some studies have found that more experienced teachers may actually experience higher levels of stress due to factors such as increased workload, administrative responsibilities, and a lack of support (Chan, 2015). This suggests that the relationship between experience and stress levels in teachers may be complex and influenced by a variety of factors.

The results of the study showed that there was a significant difference in the levels of stress reported by more experienced teachers and less experienced teachers. More experienced teachers reported higher levels of stress compared to less experienced teachers. This may be due to the increased workload, administrative responsibilities, and lack of support that often come with more experience in the profession. Additionally, the study found that more experienced teachers were more likely to use adaptive coping strategies, such as seeking social support and engaging in self-care activities, compared to less experienced teachers. This suggests that more experienced teachers may have developed better coping mechanisms over time to manage stress effectively. Overall, this study highlights the importance of considering the impact of experience on stress levels among teachers. While more experienced teachers may have developed better coping mechanisms, they may also face increased stress due to factors such as workload and administrative responsibilities. It is important for schools and educational institutions to provide support and resources to help all teachers manage stress effectively, regardless of their level of experience.

Summary of Review Literature

It was revealed that stress could be part of the group illness of every human being in the present generation. People having interest to study it have come up with a number of working definitions. Stress concept was developed by a scholarly report tagged, "General Adaptation Syndrome" (GAS). When animals when are exposed to diverse array of heat, cold, conditions etc. do demonstrate a nonspecific reaction.

Stress can be thought of as resulting from an "imbalance between demands and resources ." or as occurring when pressure exceeds one's perceived ability to cope.

Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus, allowing stress to be controllable. It revealed that each profession causes a specific level of work-related stress. Teaching as a profession is progressively becoming a rather stressful occupation. Due to increased responsibilities and demanding deadlines, teaching

nowadays is more stressful than ever. It has been recognized for several decades that teachers experience work-related stress on a daily basis and this fact has been the focus of extensive research. Also, it was revealed that factors influencing stress, burnout, and retention of secondary schools found out that teacher's burnout levels between new and experienced teachers were significantly different, with novice teachers having higher burnout, but their difference in stress levels was not statistically significant.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods that was used in the study under the following sub-headings:

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

Research Design

This study was designed to examine the levels of stress among secondary school teachers in Oredo Local Government Area of Edo State Descriptive survey research design was employed for this study This design was adopted for the study because it was a description of already existing phenomenon.

Population of the Study

Theopulation ofttested comprised of four hundred and eighty-three (483) teachers in the thirteen (13) secondary senior schools in Oredo Local Government Area of Edo State (Ministry of Education, 2024).

Sample and Sampling Procedure

The sample for the study consists of sixty (60) teachers drawn from six (6) secondary schools in Oredo Local Government Area of Edo State. The simple random sampling technique was used in

selecting the schools from the thirteen secondary schools in Oredo Local Government Area of Edo State

Research Instrument

The instrument used in generating data for this study was the questionnaire titled level of stress among secondary school teachers in Oredo Local Government Area of Edo State which was designed by the researchers was made up of two sections (A and B). SECTION "A" was drawn to cover the demographic information of the respondents, while SECTION B covered the research questionnaire raised for the study.

Validity of the Instrument

The instrument was validated by the researcher with the help of an expert in the Department of Educational Management, Faculty of Education, University of Benin. The corrections were made before distributing to the respondents.

Reliability of the Instrument

The reliability of this research instrument will be determined using Cronbach's Alpha statistics.

Method of Data Collection

The administration of the questionnaire will be personally done by the researcher by giving out the questionnaire to teachers individually and collecting them back on the spot. This was done in order to ensure that no item was missing

Method of Data Analysis

In analyzing the data, statistical tool such as mean will be used to analyse the research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

The data collected for this study were presented and analyzed in accordance with the research questions

Research Question One: what is the level of stress among secondary school teacher in Oredo local government area of Edo State?

Table 4.1: Respondants' view on the level of stress among secondary school teachers in Oredo local government area of Edo State.

S/N	ITEMS	N	X	MEA N	REMARK
1	I feel overwhelmed by my workload as a teacher	60	176	2.93	High
2	I often experience fatigue due to my teaching responsibilities	60	180	3.00	High
3	My job negatively affects my personal life and well-being	60	124	2.07	Low
4	The school environment contribute to my stress	60	160	2.67	High
5	I feel emotionally exhausted after a school day	60	172	2.87	High
	Grand mean	60	162.4	2.71	High

Source: Field Survey, 2025

Table one presents the result of the data on the level of stress among secondary school teachers in Oredo local government area of Edo State. The table shows the mean values of the various level of stress ranging from 2.07 to 3.00. The table shows that items 1, 2, 4, and 5 met the mean score standard of 2.50 and, therefore, were high. Item 3 did not met the mean score standard of 2.50 and therefore was considered low

Research Question Two: What is the predominant stressors among secondary school teachers in oredo local government area of Edo State?

Table 4.2: Respondants' view on the predominant stressors among secondary school teachers in oredo local government area of Edo State.

S/N	ITEMS	N	X	MEAN	REMARK
1	Pressure created by other employees is one of the predominantly stress among teachers	60	218	3.63	High
2	Lack of social support from employee is one of the predominantly stress among teachers	60	204	3.40	High
3	Non interpersonal relationship among employee with high social need is one of the predominantly stress among teachers	60	206	3.43	High
4	Poor salaries and financial difficulties is one of the predominantly stress	60	196	3.27	High

	among teachers				
5	Poor working conditions and school facilities is one of the predominantly stress among teachers	60	182	3.03	High

Source: Field Survey, 2025

Table two presents the result of the data on the predominant stressors among secondary school teachers in oredo local government area of Edo State. The table shows the mean values of the various level of stress ranging from 3.03 to 3.63. The table also shows that all the items met the mean score standard of 2.50 and, therefore, were high.

Research Question Three: What is the level of stress among male and female secondary school teachers in oredo local government area of Edo State?

Table 4.3.1: Respondants view on the level of stress among male secondary school teachers in oredo local government area of Edo State.

S/N	ITEMS	N	X	MEAN	REMARK
1	I feel overwhelmed by my workload as a teacher	24	72	3.00	High
2	I often experience fatigue due to my teaching responsibilities	24	74	3.08	High
3	My job negatively affects my personal life and well-being	24	48	2.00	Low
4	The school environment contribute to my	24	64	2.67	High

	stress				
5	I feel emotionally exhausted after a school day	24	62	2.58	High

Source: Field survey, 2025.

Table 4.3.1 shows the data on the level of stress among male secondary school teachers in Oredo local government area of Edo State. The table shows the mean values of the various level of stress ranging from 2.00 to 3.08. The table shows that items 1, 2, 4, and 5 met the mean score standard of 2.50 and, therefore, were high. Item 3 did not met the mean score standard of 2.50 and therefore was considered low.

Table 4.3.2: Respondants view on the level of stress among female secondary school teachers in oredo local government area of Edo State.

S/N	ITEMS	N	X	MEAN	REMARK
1	I feel overwhelmed by my workload as a teacher	36	110	3.10	High
2	I often experience fatigue due to my teaching responsibilities	36	108	3.00	High
3	My job negatively affects my personal life and well-being	36	76	2.11	Low
4	The school environment contribute to my stress	36	96	2.66	High
5	I feel emotionally exhausted after a	36	100	2.77	High

	school day				
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Source: Field survey, 2025.

Table 4.3.2 present the data on the level of stress among female secondary school teachers in Oredo local government area of Edo State. The table shows the mean values of the various level of stress ranging from 2.11 to 3.10. The table shows that items 1, 2, 4, and 5 met the mean score standard of 2.50 and, therefore, were high. Item 3 did not met the mean score standard of 2.50 and therefore was considered low.

Research Question Four: What is the level of stress among more experience and less experience teachers in Oredo local government area of Edo State?

Table 4.4.1: Respondants view on the level of stress among less experience teachers in Oredo local government area of Edo State.

S/N	ITEMS	N	X	MEAN	REMARK
1	I feel overwhelmed by my workload as a teacher	24	72	3.00	High
2	I often experience fatigue due to my teaching responsibilities	24	72	3.00	High
3	My job negatively affects my personal life and well-being	24	58	2.42	Low
4	The school environment contribute to my stress	24	66	2.75	High
5	I feel emotionally exhausted after a school day	24	68	2.83	High

Source: Field survey, 2025.

Table 4.4.1 present the data of the level of stress among less experience teachers in Oredo local government area of Edo State. The table shows the mean values of the various level of stress ranging from 2.42 to 3.00. The table shows that items 1, 2, 4, and 5 met the mean score standard of 2.50 and, therefore, were high. Item 3 did not met the mean score standard of 2.50 and therefore was considered low.

Table 4.4.2: Respondants view on the level of stress among more experience teachers in Oredo local government area of Edo State.

S/N	ITEMS	N	X	MEAN	REMARK
1	I feel overwhelmed by my workload as a teacher	36	106	2.94	High
2	I often experience fatigue due to my teaching responsibilities	36	104	2.88	High
3	My job negatively affects my personal life and weall-being	36	68	1.89	Low
4	The school environment contribute to my stress	36	94	2.61	High
5	I feel emotionally exhausted after a school day	36	104	2.88	High

Source: Field survey, 2025.

Table 4.4.2 present the data of the level of stress among more experience teachers in Oredo local government area of Edo State. The table shows the mean values of the various level of stress ranging from 1.89 to 2.94. The table shows that items 1, 2, 4, and 5 met the mean score standard of 2.50 and, therefore, were high. Item 3 did not met the mean score standard of 2.50 and therefore was considered low

Discussion of Findings

The findings from research question one, revealed the dominant level of stress among secondary school teachers in oredo local government area of Edo State. It was discovered that fatigue experience due to teaching responsibilities is the dominant level of stress with the mean of 3.0. This suggests that teaching responsibilities are causing significant fatigue, which is the primary source of stress for teachers. It was revealed that teacher felt overwhelmed by their workload, with a mean score of 2.93. This mean that teachers reported feeling overwhelmed by their workload, with an average rating of 2.93, indicating a moderate to high level of overwhelm, suggesting that workload is a significant source of stress for educators. It was discovered that teachers are emotionally exhausted after a school day, with a mean score of 2.87. This suggest that teachers are feeling drained, depleted, and worn out emotionally after a typical school day, indicating a high level of emotional exhaustion. It was also discovered that school environment contribute to teachers stress with a mean score of 2.67. It was revealed that teaching profession do not negatively affect teachers personal life and well-being. This suggest that being a teacher does not have a significant negative impact on teachers' personal life and overall well-being.

The findings from research question two, revealed the predominant stressors among secondary school teachers in oredo local government area of Edo State. It was discovered that the highest predominantly stress among teachers was the pressure created by other employees, with the mean of 3.63. This suggest that the main source of stress for teachers is not the students, parents, or administrative tasks, but rather the pressure and stress caused by their colleagues and other school staff. It was revealed that non interpersonal relationship among employee with high social need is one of the predominantly stress among teachers, with the of 3.43. This suggest that teachers who have a strong need for social interaction and relationships are experiencing significant stress due to a lack of meaningful connections and relationships with their colleagues. It was also discovered that lack of social support from employee is one of the predominantly stress among teachers. It was revealed that poor salaries and financial difficulties is one of the predominantly stress among teachers. This suggest that teachers are experiencing significant stress due to low pay and financial struggles, indicating that financial concerns are a major source of anxiety and pressure for teachers. It was also discovered that poor working conditions

and school facilities is one of the predominantly stress among teachers, with a mean score of 3.03.

The findings from research question three, revealed the level of stress among male and female teacher in Oredo local State. It was discovered that the dominant level of stress among male teachers was that they often experience fatigue due to teaching responsibilities with the mean of 3.08. It was discovered that the dominant level of stress among female teacher was that they felt overwhelmed by their workload as a teacher with the mean of 3.10. It was revealed that male teachers and female teachers felt overwhelmed by their workload. It was discovered that the rate at which teaching job negatively affect male and female teachers life and well-being is very low with the mean of 2.00 and 2.11 respectively. It was also revealed that the rate at which school environment contribute to the stress of male and female teachers with the mean of 2.67. It was revealed that both the male and female teachers were emotionally exhausted after a school day with the mean of 2.58 and 2.78.

The findings from research question four, revealed that level of stress among more and less experience teachers in Oredo local government area of Edo State. It was discovered that the dominant stress level among less experience teachers was that they feel overwhelmed by workload as a teacher and they often experience fatigue due to teaching responsibilities with the mean of 3.00. It was revealed that the rate at which the job of less experience teachers negatively affect their personal life and well-being is low with the mean of 2.42. It was also discovered that the rate at which school environment contribute to the stress of less experience teachers was high with the mean of 2.66. it was revealed that the rate at which less experience teachers felt emotionally exhausted after a school day was also high the the mean of 2.75. It was discovered that the dominant level of stress among more experience teachers was that they felt overwhelmed by their workload as a teacher with the mean of 2.94. It was also revealed that the rate rate at which more experience teachers often experience fatigue due to teaching responsibilities is high with the mean of 2.89. It was discovered that the rate at which the more experience teachers job negatively affect their personal life and well-being was low with the mean of 1.89. It was also revealed that the rate at which school environment contribute to the the level of stress among experience teachers is high with the mean of 2.61. It was also discovered that the rate at which

the more experience teachers felt emotionally exhausted after a school day was high with the mean of 2.89.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

The study was carried out to examine "the level of stress among secondary school teachers in Oredo local government area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The population of this study consists of four hundred and eighty-three teachers in 13 secondary schools in Oredo local government area of Edo State. The sampled size for the study was sixty (60) teachers from six different secondary schools in Oredo local government area. The research instrument was a self-structured questionnaire that was designed by the researcher and validated by the project supervisor. The descriptive survey research design was adopted for the study. The researcher made use of descriptive statistics such as mean.

Findings of the research

Findings of the research that fatigue experience due to teaching responsibilities is the dominant level of stress. It was revealed that the rate at which teachers felt overwhelmed by their workload was high. It was discovered that teachers are emotionally exhausted after a school day and the rate at which they were exhausted was high. It was revealed that teaching profession does not negatively affect teachers' personal life and well-being.

It was discovered that the highest predominant stress among teachers was the pressure created by other employees and the rate at which other employees create the pressure was high. It was revealed that non-interpersonal relationship among employees with high social need is one of the predominant stresses among teachers. The findings show that lack of social support from employees is one of the predominant stresses among teachers. The findings show that poor salaries and financial difficulties are one of the predominant stresses among teachers. It was also discovered that poor working conditions and school facilities are one of the predominant stresses among teachers.

It was discovered that the dominant level of stress among male teachers was that they often experience fatigue due to teaching responsibilities.. It was discovered that the dominant level of stress among female teacher was that they felt overwhelmed by their workload as a teacher. It was revealed that male teachers and female teachers felt overwhelmed by their workload. It was discovered that the rate at which teaching job negatively affect male and female teachers life and well-being is very low. It was also revealed that the rate at which school environment contribute to the stress of male and female teachers.It was revealed that both the male and female teachers were emotionally exhausted after a school day.

It was discovered that the dominant stress level among less experience teachers was that they feel overwhelmed by workload as a teacher and they often experience fatigue due to teaching responsibilities. It was revealed that the rate at which the job of less experience teachers negatively affect their personal life and well-being is low. It was also discovered that the rate at which school environment contribute to the stress of less experience teachers was high. it was revealed that the rate at which less experience teachers felt emotionally exhausted after a school day was also high. It was discovered that the dominant level of stress among more experience teachers was that they felt overwhelmed by their workload as a teacher. It was also revealed that the rate rate at which more experience teachers often experience fatigue due to teaching responsibilities is high. It was discovered that the rate at which the more experience teachers job negatively affect their personal life and well-being was low. It was also revealed that the rate at which school environment contribute to the the level of stress among experience teachers is high. It was also discovered that the rate at which the more experience teachers felt emotionally exhausted after a school day was high.

Conclusion

It was concluded that fatigue due to teaching responsibilities is the most dominant source of stress among secondary school teachers. Both male and female teachers frequently experience exhaustion after a school day, with female teachers more likely to feel overwhelmed by their workload. Additionally, less experienced teachers are particularly vulnerable to stress, as they struggle with fatigue and the pressure of their responsibilities. However, it was concluded that,

despite these stressors, teaching does not significantly affect the personal lives and well-being of most teachers.

It was concluded that various external factors contribute to teacher stress, including pressure from colleagues, poor working conditions, financial difficulties, and a lack of social support. The school environment itself plays a significant role in worsening stress levels, particularly for both less experienced and more experienced teachers. The absence of strong interpersonal relationships among employees further compounds stress, particularly for those with high social needs.

It was concluded experienced and less experienced teachers report feeling overwhelmed by their workload, experienced teachers are more likely to experience sustained fatigue due to prolonged exposure to teaching responsibilities. Despite these challenges, the study found that the rate at which teaching negatively impacts teachers' personal lives remains low, suggesting that many educators have developed coping mechanisms or support systems outside of their work environment.

Recommendations

Based on the findings regarding educational technology and teaching effectiveness among education economics students in the University of Benin, Benin City. Here are some key recommendations:

1. School administrators should implement workload management strategies such as hiring more teachers, reducing class sizes, and introducing teacher support programs.
2. The government and school management should improve teachers' salaries and provide financial incentives such as allowances and bonuse
3. School should foster positive interpersonal relationships by encouraging teamwork, organizing staff bonding activities, and creating mentorship programs
4. Schools should ensure better working environments by providing adequate teaching materials, well-equipped classrooms, and comfortable staffrooms. Improving infrastructure can reduce stress levels and enhance teachers' productivity.

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APPENDICE

QUESTIONNAIRE ON THE LEVEL OF STRESS AMONG SECONDARY SCHOOL TEACHERS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE

QUESTIONS

Section A (demographic data)

Instruction: please tick the appropriate options below.

Gender: male () Female ()

Year of Experience: 5 years below () 5 years and above ()

Section B

SA- Strongly agree

A- Agree

D- Disagree

SD- Strongly disagree

S/N	ITEMS	SA	A	D	SD
	The level of stress among school teachers				
1	I feel overwhelmed by my workload as a teacher				
2	I often experience fatigue due to my teaching responsibilities				
3	My job negatively affects my personal life and well-being				

4	The school environment contributes to my stress.				
5	I feel emotionally exhausted after a school day.				
	Predominant stressors among school teachers	SA	A	D	SD
6	Pressures created by other employees is one of the predominantly stress among teachers				
7	Lack of social support from employee is one of the predominantly stress among teachers				
8	Non interpersonal relationship among employee with high social need is one of the predominantly stress among teachers				
9	Poor salary and financial difficulties is one of the predominantly stress among teachers				
10	Poor working conditions and school facilities is one of the predominantly stress among teachers				