Education is a top priority in the national development of any nation as education aids in the acquisition of appropriate skills for development of the mental, physical, social, abilities and competencies which help individuals to live and contribute to societal growth and development,

Alson, (2019) listed major stressors facing teachers to include low morale, job dissatisfaction, unfavourable work environment, low salary, low access to in-service trainings, hazardous low salary, low access to in-service trainings, hazardous working conditions, lack of working tools, administrative problems, students’ misbehavior, poor remuneration, long hours of work that deprive them of quality time with their family, high work load which they normally take home, overcrowded classrooms, and lack of decision and communication arising from poor administration were also cited as stressors. These sometimes make teachers feel lethargic, anxious, worried, angry, annoyed and emotionally drained at the end of the day (Baluterych, 2017).

A valid angle to coping with stress is the use of emotional intelligence. Akomolafe, (2011) stated that emotional intelligence is the ability of employees to properly manage their emotions and manage other employees emotions to be able to cope with physiologicl and psychological stresses at work.

Goleman, (1998) stressed that EI is twice as important as technical skills and more important that Intelligent Quotient (IQ) for success in jobs at all levels. According to this proposition, attitudes like empathy, self-control, apologizing when one is wrong, not being judgmental, sharing one’s problem with another, showing others they are important and needed self-control, staying calm in the face of problems are all acts of emotional intelligence.

Physical exercise has been noted as one of the potent weapons against stress. Ojeka, Dickson and Edeoga (2019) noted that exercise is a great stress-buster. Activities like attending the gym, running on a treadmill, dancing, jogging/walking, cycling, gardening, outdoor games like football, volleyball and basketball are some of the recommended solutions to stress. Aerobic exercises can also be employed to ward-off the effects of stress.

A good approach to managing job-related stress is planning. According to Jenna, (2013) fighting work stress requires getting enough sleep, outlining daily programs and avoiding rush in your daily activities. Other approaches include the setting of delivery deadlines and focusing only on a few tasks at a time. a teacher faced with stress at work according to Cindy (2019) …….should always set clear objectives, prioritise and organize work and always go to bed on time.

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Job-Related Stress among Public Junior Secondary School Teachers in Abuja, Nigeria

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**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

In this chapter, the related literature relevant to this study was reviewed. It was presented under the following sub-headings: conceptual framework, theoretical framework, review of related empirical studies and summary of literature review.

A. Conceptual Framework

\* Concept of teacher/teaching

\* Concept of stress/teacher stress

\* Concept of stress coping strategies

B. Theoretical Studies

\* Sources of Job-related Stressors faced by secondary School teachers.

\* Ways through which emotional intelligence helps teachers to cope with job-related stress.

\* How exercise helps teachers to cope with job-related stress.

\* Various ways through which planning helps teaches to cope with job-related stress.

C. Theoretical Framework

\* Abraham Maslow (1971), theory of motivation

\* Seyle’s General Adaptation (GAS)

\* Stimulus-Base Model of Stress

\* The Person-Environment Fit Approach

D. Review of Related Empirical Studies

E. Summary of Literature Review

Conceptual Framework

Concept of Teacher/Teaching

A teacher is a person who had undergone approved professional training in education at appropriate level, capable of impacting knowledge, cultures and skill to the learner. A teacher helps students to acquire knowledge, competence and virtue. A teacher gives you not only the knowledge but also inspiration to live. He is a person who teaches you about a specific subject: facts, figures and exposes you to advanced concepts when you are ready. He is a person with knowledge that another person desires to acquire, present that knowledge in a way likely to be the easiest method for the person to learn and will try other methods until a match is found. A good teacher gives you not only the knowledge but also inspiration and encouragements.

Teachers are arguably the most important members of our society. They give children purpose, set them up for success as citizens of our world, and inspire in them a drive to do and succeed in life. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many roles in the classroom. Teachers set the tone of their classrooms. Teachers are dedicated professionals who have a lasting impact on students.

In view of Pearson (2016), five qualities of good teachers include:

1. The most frequent response is that a great teacher develops relationships with students. Teachers need to be able to build trusting relationships with students in order to create a safe, positive, and productive learning environment. According to him, good teachers should be able to develop relationships with their students and be willing to listen to students when there is a problem.

2. Patient, caring and kind personality: Personality characteristics related to being a compassionate person and having a sensitivity to student differences particularly with learners.

3. Knowledge of learners: This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning is a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner’s needs. The teachers should understand the pace and capacity of the student.

4. Dedication to Teaching: Dedication refers to a love of teaching or passion for the work, which includes commitment to student’s success. Responses often referred to loving the subject matter or simply being dedicated to the work. This means that a teacher should be, “always willing to help and give time.”

5. Engaging students in learning: Teachers should be able to engage and motivate students to learn. Three types of engagement are required for students to learn: cognitive, emotional and behavioural. If you think about the best teachers you know, those exceptional teachers develop strong bonds with students, and use them to help students learn.

Teaching is a systematic, rational and organized process of transmitting knowledge, attitude and skills in accordance with professional principals. Teaching is said to be a complex task; it involves all those activities and processes through which we learn useful and worth-while ideas and skills. It is a variable instrument of socialization and education. Teaching is a practical affair which should be practiced by a trained knowledgeable and experienced teacher who can use his knowledge and experience in the application of their principles, sills, methods and resource and evaluation that will create a conducive learning environment that will affect the three domains of the learner to make him active learner.

Teaching is perceived as the oldest and the noblest of all professions. Teaching is any activity or set of activities with the sole intention of bringing about learning. Akindutire (2011) posited that teaching is those action by the teacher and the learner that makes learning successful than it would have been without such teaching.

The quality and effectiveness of every education system anywhere in the world is dependent on the competence, effectiveness, efficiency and devotion of the teaching force. The extent to which the objectives of teaching are achieved determines teaching effectiveness. However, it appears that teachers have not been effective in the recent time. A lot of factors have been adduced for the ineffective of teachers in the state but the most prominent appears to be the stress experienced by teachers.

**Concepts of Stress/Teacher Stress**

Teacher stress is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression and nervousness that teacher’s experience due to some facets of their job (Kyriacou, 2011).

Teacher stress can be defined as a teacher’s experience of unpleasant, negative emotions resulting from some aspects of their work (Kyriacou, 2011). According to Van Veldhoren (2010), teacher stress consists of two components: stress causes and stress responses. Stress causes are the collection of aspects of the work content and the work situation influencing employees as cognitive, motivational and emotional levels. Stress responses are the employees at cognitive, motivational and emotional levels. Stress responses are the employee’s mental interpretations when experiencing stress causes a number of stress causes for teachers, including high job demands, pupils misbehavior, poor working conditions, poor relationships at work, role conflict, role ambiguity, lack of developmental opportunities (Hanif, 2014). Students’ misbehavior and high job demands are perceived as most stressful.

**TRANSACTION MODEL OF STRESS AND COPING**

The Transaction Based Model was proposed by Dr. Richard Lazarus in 1986. According to the theory, stressful experiences are believed to result from transactions between individuals and the environment. The transactions depend on the impact of the stressor which is mediated by the individual’s appraisal of the stressor and available coping resources.

According to Lazarus, the level of stress involves a judgment about whether internal or external demands exceed resources and ability to cope when demands exceed resources.

The Transaction Base Model depicts people as meaning-building creatures who constantly evaluate everything that happens and who use emotional cues from earlier experiences of stress, in the process of appraisal.

Lazarus 1984 identifies two cognitive appraisals which include primary appraisal and secondary appraisal. In primary appraisal, individuals question what they have at stake in a particular threatening situation. The answer to the question influences the quality and intensity of their emotion.

In secondary appraisal, individuals question what they can do in response to the perceived threat, that is, their options for coping and the answer to this question contributes to the types of coping strategies they will implement to manage the demands of the situation. Coping resources include personal attributes and environment, while coping responses are emotionally focused or problem focused which determines the short term and long term outcomes of the individual.

According to Lazarus, how an individual appraises a stressor determines how he or she copes with or responds to the stressor. Therefore, teachers need to be provided with a working environment that will stimulate their professional growth and development, hence find sense in hardworking and producing positive results in their workplace.