**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Education is a top priority in any nation’s quest for development as it aids in the acquisition of appropriate skills for the development of the mental, physical, social abilities and competencies which help individuals to live and contribute to national development, Manafa, (2020). It remains a major tool to achieving any nation’s national economic and social development and has been accepted as a means of enlightenment and the official process of training to prepare and mold an individual for a useful life in the community (Onuselogo in Ugwuanyi, 2013). According to the National Policy on Education, (Federal Republic of Nigeria, 2013), Secondary education is the education received by children after primary and before the tertiary stage. Manafa, (2020), added that it is also one of the levels of education which an individual must pass through to higher education, prepares the youth for adulthood and the world of work in the society.

Teaching and learning depend on teachers as there can be no meaningful socio-economic and political development in any country without teachers. It is on the numbers, quality and devotion of teachers that rests the effectiveness of all educational arrangements, development and growth, (Ogunyinka, Okeke, & Adedoyin, 2015). Teachers are the heart and soul of the education enterprise, as, indeed, the life of the school system depends on them. Even if the educational planners have the best educational policies and designs and the government vote the largest sum of its revenue to education, the ultimate realization of any set of aims for education still depends on the teacher, (Ogunyinka, Okeke, and Adedoyin, 2015).

Teachers play positive roles in transforming and shaping any country towards her sustainable national development as the quality of education given in any society has a direct bearing with the quality of her teachers (Oke & Ogundele, 2017). At the helm of affairs in the secondary school is the principal who is responsible for managing the major administrative and supervisory tasks over the teachers, students and other personnel, (Chidobi, 2012). Teachers work under the direct supervision of the principal who is the educational leader in charge of administrative duties in the secondary school (Chidobi, 2012). One of the challenges faced by teachers in their work of developing human resource for the nation is stress.

Stress has been viewed variously from several perspectives but mostly from what happens to an individual that causes him unhappiness and restlessness. It is the inability of an individual to cope with his or her environment particularly the responses the body makes while striving to maintain equilibrium and deal with the demands of life, Fernando, (2006). It is a situation in which environmental or internal demands tax or exceed the adaptive responses of the individual.

It is a worry which is physical, psychological, physiological and sociological which may result from not meeting with certain demands at the work place. Mariamural, Amuthu and Sornaraj (2012) stated that stress manifests in the form of ailments or chronic diseases like hypertension, stroke, headache and diabetes as well as regular body pain. Chronic stress creates muscle tension, fatigue, constipation and arthritis (Siani, 2013). Stress is a very serious threat to teachers’ abilities to meet up with the challenges in the school.

Teachers experience stress as a result of misfit between the individual and the environment. Stress on teachers could lead to negative behavior and thought, problems of emotions and feelings and health challenges and ultimately affect academic delivery ( Adams, 2014 )

Cole (2018) described stress as the adverse psychological and physical reactions that occur in individuals as a result of their being unable to cope with the demands being made on them. It is an individual’s adaptive response to a situation that is perceived as challenging or threatening to the person’s well-being. In the opinion of Cole in Amah (2016), pressure comes on all individuals but the inability to deal with it is what manifests as stress. Stress is therefore a reaction to a situation that can have a positive or negative effect. It is the individual’s perception of the situation that determines whether the pressure is a challenge or a threat. The psychological perception is the individual’s perception. Oboegbulem (2014) defined stress as a process in which environmental events or forces, called stressors, threaten an organism’s existence and well-being, and how the individual responds to such threat. It is also a feeling which occurs when an individual’s working or living conditions or circumstances made demands beyond the individual’s capacity to handle such situation physically or emotionally (Cole, 2018).

Stress is a condition of being subjected to external forces or pressures which can either be good (eustress) or bad (distress). Advancing this view, Uko, (2018) added that eustress represents moderate and low stress levels and distress is frequently defined as high stress level. Teachers who experience eustress will be able to meet job demands and this may engender positive work life (e.g satisfaction and positive moral values), while teachers who experience distress will not be able to fulfill job demands leading to dissatisfaction which affects their productivity, effectiveness, personal health and quality of work. In essence, stress is conceptualized in this study as the challenge the body experiences in its bid to maintain equilibrium of existence. It is the degree to which an individual is able to adjust to the demands of the environment. In doing so, the individual makes effort, sometimes in pain, to make ends meet or satisfy the needs considered very necessary. It can also be accepted that stress refers to the exposure of the body to much work in which the body experiences difficulty to cope. Every occupation carries with it what is generally referred to as job stress or occupational stress. Job or occupational stress refers to a mental and physical condition which affects an individual’s productivity at the work place, as well as his effectiveness, personal health and quality of work (Adebola & Makharfi, 2015).

Job stress is also viewed as the experience of negative emotional states such as frustration, worry, anxiety and depression (Kyriacou, 2011). Buttressing this point, Fernando (2016) stated that job stress is an employee’s mental state aroused by a job situation or a combination of situations perceived as presenting excessive and divergent demands. According to the authors, these situations, called stressors, occur when there is a discrepancy between the demands of the work and family responsibilities, poor academic performance of students, students’ indiscipline and poor working environment, etc beyond the individual’s ability to meet them. In a similar view, Oboegbulem and Onwurah (2011) identified stressors which are intrinsic to the job and which border on unpleasant working conditions as: total school working hours, physical and environmental factors like over population of students and inadequate school plant. Others, according to them are: inadequate and ill-equipped teachers with lackadaisical attitudes towards work; students’ attitude towards learning; parental ambivalence towards the educational well-being of their children and low motive.

Teachers’ stress have also been traced to inadequate resources to run the school, low prospects of career advancement, lack of job security and poor staff development programs, (Oboegbulam and Onwurah, 2011). Others are personal problems and pressures; financial problems and domestic worries. Theorell, (2019) stated that lack of economic and financial resources to run the school constitute economic stressors, adding that these can eventually affect both physical and emotional well-being if not properly managed. The author added that stress on the teachers could lead to problems with behavior, thought pattern, emotional challenges and feelings including physical health which may hinder effective school administration. Some people experience symptoms such as suppression of the reproductive system, anxiety, aggressiveness, indigestion, stomach ache, pain, dizziness and rapid heartbeat (Willis, 2015).

Chronic stress creates muscle tension, fatigue, constipation and arthritis (Saini, 2013). Since the job of a teacher requires that he works almost round the clock, his entire life revolves around his job, making it almost impossible to separate one from the other. Fernando (2016) noted the teaching profession to be a highly stressful one and listed major sources of teachers’ stress as high job demands, pupil misbehavior, poor working condition, and poor relationship at work, role conflict, role ambiguity, lack of autonomy, poor school administration and lack of development opportunities.

Mastering coping skills is vital in order to reduce stress in our school system and promote growth and development. In this regard, stress coping techniques are conceptualized in this study as skills that are used to deal with situations that are stressful and may eventually lead to burnout. Erin, Anne and Kerry-Ann (2012) stated that coping skills are for the amelioration of stress, especially those that are chronic and capable of affecting one’s physical, psychological and environmental state. Measures taken to manage harsh conditions in order to maintain a state of psychological or physiological equilibrium are termed stress coping techniques (Uko, 2012).

Stress coping techniques, according Oboegbulem (2014) are actions, behaviors or attitudes which an individual exhibits when faced with certain psychological and social demands that tax the individual’s adaptive resources. Oboegbulem and Onwurah (2011) listed the following as techniques which can be used to cope with occupational stress by secondary school teachers: utilizing colleagues as human resource, developing close staff and students’ relationship, improving team management, adopting problem solving approach with teachers and hiring competent personnel to assist in administration, among others. Omoregie and Jimoh (2012) also stated that in managing stress, the following factors should be in place: cognitive coping personality, social support, emotional intelligence, planning, exercise and so on, while Onah (2012) listed time management, relationship with others, exercise, planning, etc.

Although, both in theory and practice none of these studies was carried out in Enugu State public secondary schools. There is a paucity of related research in Enugu State, Nigeria on Job-related stress and coping techniques Adopted by secondary school teachers. This gave room for this study as it will close gaps in knowledge, and because stress and coping techniques constitute a very crucial subject of thought in recent times. However, it is pertinent that the researcher carries out this study on Job-related stress and coping techniques adopted by secondary school teachers in Agbani Education zone of Enugu State, Nigeria because of its importance on the education enterprise.

**Statement of the Problem**

One of the major problems facing secondary school teachers is the low awareness of stress as a major threat to their wellbeing and job performance. Teachers need to be adequately equipped to cope with stress so as to teach effectively and efficiently. In view of the important roles they play in the education enterprise, there is a need to find remedies for principals and teachers in Agbani Education Zone of Enugu state to see them out of the stress-related challenges facing them. There is need for proper identification of the stressors they are exposed to and source workable coping techniques that suit them and which ultimately will impact positively on their job.

Dearth of similar studies in the zone also motivated the researcher to embark on the study. The study will examine job-related stressors and develop coping strategies for secondary school teachers in the zone.

**Purpose of the Study**

The purpose of this study is to investigate job related stress and coping techniques adopted by secondary school teachers in Agbani Education Zone of Enugu State. Specifically, the study Sought to:

1. Identify the job related stressors facing secondary school teachers in Agbani Education Zone of Enugu State.
2. Examine the extent to which secondary school teachers in Agbani Education Zone adopt Emotional Intelligence technique for coping with job related stress.
3. Ascertain the extent to which secondary school teachers in Agbani Education Zone adopt exercise as a technique for coping with job related stress.
4. Investigate the extent to which secondary school teachers in Agbani Education Zone adopt Planning as a technique for coping with job-related stress.

**Significance of the Study**

This study is designed to investigate Job related stress and coping techniques adopted by secondary school teachers in Agbani Education Zone of Enugu State. The findings of this study will be of great benefit to school administrators, teachers, students, the community, and future researchers in the related area.

The teachers will benefit from the findings of the research work because it will equip them with adequate knowledge of the stressors and the techniques to overcome job related stress and keep them poised to discharge their duty effectively and efficiently.

The students, being the direct beneficiaries of the teachers’ services, will benefit from the findings of the research as the teachers become more productive, following their capability to cope with the challenges posed by stress.

The community will benefit from the findings of the research work flowing from the teachers’ higher productivity. The learners who would have received quality educational delivery from the teachers, now develop to become well educated individual members of the community.

The school administrators will benefit from the findings of the research work since their knowledge and mastery of the nature of stressors facing teachers and the techniques to be adopted in managing job related stress will help them to properly administer even all the other schools in the zone.

Future researchers in related area will also benefit from the findings of this study since references could be made from it for further studies. In other words, it could serve as a source of literature review/data/information for further studies.

Scope of the Study

This project discusses the topic of study in general terms on job-related stressors and coping with stress in Agbani Education zone of Enugu State.

In specific terms, the scope is delimited to examine the nature of job-related stress among secondary school teachers, to investigate the sources of job-related stress among secondary school teachers, to ascertain the consequence of job-related stress among secondary school teachers and to investigate the techniques for coping with job-related stress among secondary school teachers in Agbani Educational zone of Enugu State.

**Research Questions**

The following research questions will guide the study.

1. What are the job-related stressors faced by secondary school teaches in Agbani Education Zone of Enugu State?
2. To what extent do secondary school teachers in this education zone adopt Emotional Intelligence as a stress coping technique?
3. To what extent is exercise applied as a stress coping technique by Secondary school teachers in this particular zone?
4. To what extent is Planning adopted as a stress coping technique by secondary school teachers in Agbani Education zone of Enugu state ?

**Research Hypothesis**

The following null hypothesis would be formulated and tested at 0.05 level of significance to guide the study:

**Ho1:** There is no significant difference between the mean ratings of principals and teachers on the job-related stressors faced by secondary school teachers in Agbani Education Zone of Enugu State.

**Ho2:** There is no significant difference between the mean ratings of principals and teachers on ways exercise helps to alleviate job related stress among secondary school teachers in Agbani Education Zone of Enugu State.

**Ho3:** There is no significant difference between the mean ratings of principals and teachers on how communication helps to relieve job related stress among secondary school teachers in Agbani Education Zone of Enugu State.

**Ho4:** There is no significant difference between the mean ratings of principals and teachers on ways planning helps to relieve job related stress among secondary school teachers in Agbani Education Zone of Enugu State.

**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 teachers to cope with job-related stress.

**C. Theoretical Framework**

\* Abraham Maslow (1971), theory of motivation

\* Selye’s General Adaptation Syndrome (GAS)

\* Stimulus-Based 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 ( Okeke in Oluka, 2014 ). 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 (Chidobi, 2012).

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 the 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 in 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 behavioral. 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, attitudes and skills in accordance with professional principles (Manafa, 2020). 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 veritable 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 the principles, sills, methods, resources and evaluations that will create a conducive learning environment that will affect the three domains of the learner to make him an 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 actions by the teacher and the learner that makes learning more 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 times. A lot of factors have been adduced for the ineffectiveness 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 aspects 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 his 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 at cognitive, motivational and emotional levels. Stress responses are the employee’s mental interpretations when experiencing stress. There is 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.

**Theoretical Studies**

**Nature of job-related stress among secondary school teachers**

Occupational stress describes the physical, mental and emotional tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands Mwangi (2013). Finance is a major factor in education expansion and access. Due to expansion in the demand for secondary school education, the schools demand finances for the construction of physical facilities and provision of teaching and learning aid. Parents in areas of low economic productivity especially the rural areas cannot afford to pay fees promptly hence inadequate finances for running the schools. Digolo (2015) observed that within these constraints, the capacity of a school to succeed and to produce excellent educational outcomes is the result of the intellectual assets of the school, the school working environment, and the development and utilization of resources.

One of the biggest concerns expressed by teachers is the increased amount of mandatory administrative and compliance work. They teach in the classroom and also confront workplace pressures which steal time from their family and social life. Teachers in turn express anger and frustration with increasing work load that adversely impacts on educational outcome hence leading to work related stress (Star, 2018). The sidelining of important educational matters and unrealistic expectations are burdens on teachers. The increase in responsibility also covers an increase in administrative tasks, feelings of isolation, rising stress levels and a decrease in professional satisfaction ( Walinga, 2018 )

Local community interests’ conflicts still exist over the purpose of schooling. Walinga, (2018 ) believes that although schools serve a vital role in creating communities in a highly mobile, industrialized society, they are often plagued with educational problems such as isolation from specialized services, limited accessibility to quality staff development and other services, teacher shortages and decreasing funding. Many schools offer less support to co-curricular programs often tying the school performance in fewer areas hence bringing conflicts between the school administration and the community leaders (Mutar, 2017). The school environment encompasses ambience, atmosphere, security and safety. Many schools lack this kind of environment hence discourage the deeper level and more achievement oriented teaching / learning platforms that teachers and learners would prefer. In some cases, efforts made to create the desired environment was unsuccessful mostly due to inadequate funding and political interests ( Busari, 2017 )

There is an erosion of our cultural values and norms due to the complexities of society changes necessitated by the infiltration of our society by foreign cultures resulting in gross indiscipline among students. The economic situation of the nation has so affected parents negatively that parents no longer have time to relate with their children but always on the move to make money for the purpose of making ends meet (Wawaery, 2016). This lack of parental affiliation with children gives the children an opening to fraternize with their peers who influence them negatively and as a result, teachers find themselves struggling to keep crime out of the system and restore sanity. Sometimes, it is a case of destruction of property worth millions of naira through protests which eventually translate to stressful situation for the teachers.

There is much stress among teachers when students engage in such acts of indiscipline. The issue of low enrolments of students in some secondary schools impacts negatively on the day to day running of the schools as the fees paid cannot manage the up keep of the students and pay the teachers and support staff thus amounting to stress among school teachers (Adams, 2014)

According to a study by Bibi, Yasmin, Fozio and Mola (2012) multiplicity of roles which confront teachers come with numerous challenges including insufficient resources, overcrowded classes, lack of professional development opportunities, lack of parents cooperation, low financial packages and so on. The authors opined that teaching was one of the noblest professions as it is the teacher who shapes the future of a child to actualize his potentials. The success recorded by the student always brings a huge sense of dignity, reverence and satisfaction for teachers. Bibi et al also argued that due to the many responsibilities on the teachers, the job of teaching has proven to be a very stressful and demanding profession. Teaching comes with so many responsibilities both in physical and intellectual dimensions.

Intellectually, because the profession requires teachers to constantly enhance and reshape their knowledge, and physically, because it requires them to be always dynamic, proactive and smart (Bibi, Yasmin et al 2012).

Teaching, according to Busari, ( 2017) is a stressful profession all over the world due to changing composition of classes, quantity of work, challenges of time, seasonal pressures, curriculum changes, expectations, lack of resources, etc. The role most teachers play today in secondary schools, it is not uncommon to find one subject teachers for instance; an English Language teacher to be the only teacher teaching all the classes from Junior School (JSS1 – 3) to senior division (SS1 – 3). All of this workload on a teacher contributes to stress as little or no time is available to him/her to attend to other personal obligations in school or at home ( Busari, 2017 )

**Sources of stress**

Sources of stress or stressors can be short-term or long-term in nature. Common acute stressors include: noise, high technology effects as well as thoughts about a threat or unsafe event.

Stress can be the result of a number of situations at school. The author categorized some workplace stressors as: Stress unique to the job such as workload meaningfulness of work, hours of work, physical environment, isolation at the workplace; role in school such as role conflict, role

ambiguity, responsibility for staff, conflicts occurring due to ill-defined school boundaries, career development such as over promotion, under promotion, lack of job security, thwarted ambitions; relationship at work such as poor relations with principals, subordinates, or colleagues, difficulties in delegation, threat of violence, harassment; school structure and climate such as participation or non-participation in decision making, management style and communication patterns among staff and members of the school community.

According to Wainwright and Calnon (2012), stress contributes to heart diseases, hypertension, high blood pressure, and impairs the immune system among teachers. Stress is also linked to diabetes, muscles and joint pain, miscarriage during pregnancy; and allergies. Whatever causes the workplace stress epidemic; it has been established that it is one of the key problems of modern working life. Consequently teachers who find it difficult to cope with the behavior of students, take various measures to disregard it.

Other sources of teacher stress include their level of job satisfaction, job overload, job control, role ambiguity and conflict, pressures of the teacher’s role, inadequate resources, poor working conditions, lack of professional recognition, low remuneration, lack of decision-making and effective communication, staff conflicts as well as students’ misbehavior, (Kabito and Wami, 2020). The researchers added that other sources of teachers stress stem from students who lack motivation, maintaining discipline in the classroom, general time pressures, large amounts of change, assessments, challenging relationships with colleagues, management and being exposed to generally poor working conditions. Iyore,( 2018 ) reported sources of stress and burnout to include work load and work pressure, unsatisfactory working conditions, poor relationship with colleagues and superiors, unsatisfactory school management and administration, the form and content of school cultures, school structure and communication, leadership practices, lack of promotional prospects, resources available to schools, the size of classes, educational policies and procedures, school reputation, relationships with the community and with parents as well as learners’ attitudes. Bibi, Yasmin, Fozio, and Mola ( 2012) held the view that teaching is a stressful profession all over the world due to changing composition of classes, quality of work, challenges of time, seasonal pressures, curriculum changes, expectations, lack of resources, etc

In similar view, Oboegbulem and Onwurah (2011) identified the stressors which are intrinsic to the job and which border on unpleasant working conditions as total school working hours, physical or environmental factors like over population of students; problem with the school plant; inadequate and ill-equipped teachers with lackadaisical attitudes towards work, students’ attitude towards learning; parental ambivalence towards the educational well-being of their children; low motivation; inadequate resources to run the school, prospects of advancement, lack of job security and poor staff development programs. Others are personal problems and pressures; financial problems and domestic worries (Adebola & Makharfi, 2015). Lack of economic and financial resources to run the school constitutes economic stressors. They added institutional and social factors to include: low pay, poor training, lack of resources, lack of teaching and learning materials and a breakdown in traditional support system. Work pressure, emotional, mental and physical reactions of teachers also contribute to their stress. (Oboegbulem and Onwurah, 2011)

In their study, Bahri and Ayca (2016) made some findings obtained from quantitative data where reasons for teacher stress were said to originate from school administration, the teaching profession and school facilities. In their findings obtained from qualitative data, issues that teachers were experiencing stress had been determined as: inadequacy of resources, constant supervision, the boredom and exhaustion of the profession, competition and ambition , irresponsible/problematic behavior of students, high demands and expectations and not being able to spare time for themselves, etc. Other sources of stress as identified by the researchers were: demotivated students, time pressure, workload, disciplinary environment, coping with novelty, being evaluated by others, problems with co-workers, status, administrative reasons, conflict of duties, and inappropriate working conditions (Bahri & Ayca 2016) .

In any job, there are wide Variety of potential causes of stress, some of which are common to both men and women, and others are specific to each group. According to an opinioned from Uzoeshi, (2017) Stress is an unavoidable characteristic of life and work. Job stress is the type that arises in the course of one discharging one’s duties and responsibilities in an organization. They include role conflicts, role ambiguity, poor interpersonal relationship between supervisor /subordinate or subordinate /subordinate, lack of career development, work overload/under load, poor working environment (lack of clean water, good offices, recreational facilities) and not being involved in decision making (Uzoeshi, 2017).

In the rapidly changing society, schools have become complex institutions to manage because of the challenges involved in providing for a wider range of interests among stakeholders. Schools have been seen as the property of the society, controlled by the government and hence have a right to demand an account of what is going on in the schools. School teachers are struggling with challenges ranging from outbreaks of violence, strikes, crumbling physical facilities, staff shortfalls, busy parents, orphans, drug and substance abuse, economic burdens and low academic expectations. The schools of the 21st century require teachers whose role is defined in terms of instructional leadership that focus on strengthening teaching and learning, professional development and data driven decision making, Koom, (2013).

**Consequences of job-related stress among secondary school teachers**

According to Hussein (2015), people react differently to stress, some coping much better than others and suffering fewer of the effects of stress. All types of stress strain health relationships and have an impact on the organization or institution. Both physical and mental illness renders the teacher unfit for work, and combine both to lessen the satisfaction obtained from work and reduce job performance and productivity levels. Stress symptoms are reflected in the work place in a number of ways.

Evidence from a growing body of research suggest that certain individuals, within a variety of occupations are increasingly exposed to unacceptable levels of job-related stress (Shultz & Schultz, 2015). Job related stress is a discomfort felt and perceived at a personal level and triggered by instances, events or situations that are too intense and frequent in nature and tends to exceed a person’s coping capabilities and resources to handle, hence leading to poor job performance. Zizinga (2017) in his longitudinal study of teacher burn-out, perceived self-efficacy in classroom management, stress related disorders encamped a broad array of conditions, including psychological disorders and other types of emotional strain such as disaffection, fatigue and tension. Maladaptive behaviors such as aggression, substance abuse as well as cognitive impairment which is manifested through lack of concentration and poor memory problem. In turn these conditions lead to poor work performance ( Zizinga,2017 )

According to Wainwright and Calnon, (2012), stress contributes to heart diseases, hypertension, high blood pressure, and impairs the immune system among teachers. Stress is also linked to diabetes, muscles and joint pain, miscarriage during pregnancy; and allergies. Whatever causes the workplace stress epidemic; it has been established that it is one of the key problems of modern working life. Consequently teachers who find it difficult to cope with the behavior of students, take various measures to disregard it. This has had negative impact in the education sector. It leads to frequent absenteeism from work, negligence of duty, frequent health complaints hence lowering the academic standards. Heavy administrative responsibilities is also a contributor as any teacher who is over loaded soon exhibits inertia, inefficiency and a high level of stress (Khan & Khan (2015).

**Techniques for coping with stress among secondary school teachers**

A number of coping techniques which have been applied by different teachers in different situations have been identified. Bahri and Ayca,( 2016) in their study, listed such techniques to include: looking at situations from the positive side, spending time with loved ones, creating environment that helps in dealing with stress, sharing the issue with a trusted confidant, sparring time to engage in hobbies, planning jobs ahead of time, avoiding occasions that reminds one of the stressor, confronting the person causing the stress, engaging in relaxing activities like yoga, muscle relaxations, deep breathing, exercises, etc, meditation, seeking support from experts, and so on.

Observed that the task of running a school requires imagination and common sense, Small (2016) noted that the teachers also need technical, human and conceptual skills that aid them in effective identification of problems, logical problem solving, critical and big picture thinking, listening and analytical skills and an ability to identify cause and effect of relationships. Zizinga (2017) observed that a great leader must have emotional intelligence (ET) and without it even the best trained and highly intelligent person may negatively suffer the consequences of work related stress. The school teacher ought to be in constant observation of the students’ frequent mischievous deeds, teachers’ omissions and over sights, complaints of support staff and intrigues by saboteurs ( Zizinga, 2017).

Emotion-focused coping involves regulating the emotion itself or reducing psychological distress while controlling the emotions linked with the stress to sustain an individual’s equilibrium This was the position of Akomolafe, (2011). The author listed the coping strategies used to include: focusing on and venting emotions, mental disengagement, positive reassessment, acceptance and denial. Problem-focused coping, according to Wainright and Calnon, (2012 ) involves efforts aimed at productively altering the conditions that harm, threaten or challenge the individual or efforts directed at managing the type of stress .

Going further on Problem-focused coping, Varvogli and Darviri (2020) maintain that it involves efforts to obtain information about what to do and to act accordingly to change the reality. According to the authors, problem-focused coping strategies lead to more positive long-term adjustment for the stressed individuals. Going further, the authors defined problem-focused coping strategy as an attempt to control a stressful situation by locating its causes and then changing or removing them. The focus of educational processes is apparently on cognitive restructuring which has the ability to influence individual’s existing cognitive structure and increase their ability to learn meaningfully (Varvogly & Darviri, 2010).

According to Lamothe, (2019) exercise improves mental performance, concentration and memory. It also improves self-confidence physically, it improves an individual’s self-image, boosts energy levels, lowers body fat and improves quality of sleep and also affects behavior. Some individuals enjoy going to the gym to relieve their stress. Others stay active and keep themselves busy. The author wrote that the regular use of exercise can produce many advantages in addition to weight loss and fitness improvement. It can reduce the possibility of severe medical conditions, and can also provide the opportunity to ward off some of the aggression and frustration built up during stress. Walinga, (2018) opined that Outdoor Games helps individuals develop outside interests to take their minds off work. This solution is particularly important or Type A people, whose physical health depends on toning down their drive for success. Employees can ensure that they get regular physical exercise to relieve pent-up stress. Many companies sponsor athletic activities and, some have built athletic facilities on company premises to encourage employee activity (Walinga, 2018).

Planning ahead is also associated with time, otherwise work accumulates and comes down all at once Melnick (2017) suggested that with competing deadlines and fast-changing priorities, it is critical to define what is truly important and why. It is important to understand your role in the organization, the company’s strategic priorities, and your personal goals and strengths. The author believes that planning ahead is extremely important and is considered to be a means of coping with home, personal life and work. Melnick (2017) believes that the actual organization of work and planning for the future are ways of reducing ambiguity and bringing clarity and predictability into the work life. In order to assist in reducing stress, proper work planning is required and consequently, many stressors can be reduced.

Time pressure is a major source of stress for people at work (Busari, 2017). The main symptoms of poor time management include constant rushing, missed deadlines, job overload, a sense of being overwhelmed, insufficient time to rest and indecision. Time management can include individual goal setting, prioritizing and planning. Furthermore, the system of time management enables individuals to track their success overtime and reduce stress and confusion (Walinga, 2018)

Stress results from poor time management skills on the part of both the employer and employees. Time management courses often include goal-setting, prioritization and delegation and starts from the premise that goal achievement reduces stress. Stress related to poor time management stems from the level of constraint and routine in the job or from the freedom to prioritize and regulate task (Melnick, 2017).

**Managing workplace stress**

At the corporate angle, stress should be seen as part of the organization’s programs which can assist employees to cope with stress exist in the workplace. The program, according to Mathangi, (2017) should include stress management training and sensitivity training. Stress Management Training includes instruction on goal setting, counseling of subordinates, self-awareness, relaxation techniques, time management, conflict resolution, stress inoculation, meditation, rational-emotive behavior, environment adjustment, systematic desensitization, wellness programs and employee assistance programs (EAP’s)

Sensitivity training, according to Brown, (2016), is a process of making people aware of the existence of stress, its causes and mechanisms of coping with stress. It is a process of bringing stress out into the open in order to deal with it since individuals aware of the nature of their stress can deal more effectively with it, while others require additional support,(Brown, 2016).

**Theoretical Framework**

For the purpose of this study, four theories would be postulated as a guide and will be discussed below in relevance to the study.

They include:

1. The theory of motivation
2. The person-environment fit Approach
3. The General Adaptation Syndrome (GAS).
4. The stimulus-based Model of stress

**Theory of Motivation**

The theory of motivation was propounded by Abraham Maslow in 1971. Maslow’s theory of motivation states that human needs exist in a hierarchical order. Maslow developed a hierarchy of needs which is a classification of needs ranging from basic needs to higher order needs. When lower needs are met, people move to higher needs. The first level of needs includes food, shelter, clothing, sex, fresh air and water among others. The second level includes safety needs like shelter, protection, security, education and a sense of belonging. Level three involves social and belonging needs. People dare to belong to a family or an institution that is loving and caring. The fourth level is concerned with esteem needs. After people have been accepted and given a sense of belonging in a good, loving and caring group, they are able to develop a sense of self-worth. The fifth level is called self-actualization which is the ultimate goal or purpose of human behaviors. At this level, people want to realize their full potential and continue with self-development so as to direct their entity in creative ability.

In relation to this work, if teachers’ needs are not well met, they get frustrated and stressed. If the school working environment is not conducive enough for them to execute their duties, it can lead to job stress. They could lack self-confidence, independence, freedom and general purpose in life hence lack of commitment in their school related duties leading to poor performance. Therefore, they need to be helped to value themselves and their work as well as learning to acquire stress management skills, social and personal skills that enhance social interactions and value for work. These 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.

**The Person-Environment Fit Approach**

This concept was developed by Khan in 1966. He focuses on the interaction between characteristics of the individual and the environment, whereby the individual not only influences his or her environment, but the environment also affects the individual. The Person-Environment fit theory, or, more specifically, stage-environment fit theory, postulates that the combination of an individual’s developmental stage and the surrounding environment produces adaptive change within the individual.

According to the Person-Environment Fit Theory, stressful experience at work is conceptualized in two ways: first, as an experience where the work environment does not provide adequate supplies to meet the person’s needs; second, as an experience where the abilities of the person fall short of demands that are prerequisite to receiving supplies. In both conditions, stressful experience results from a misfit between needs or abilities or opportunities of the work environment.

The adequacy of this fit between a person and the environment can affect the person’s motivation, behavior and overall mental and physical health; such that if the fit is optimal, the individual functioning may be facilitated, if it is unsuitable, the individual may experience maladaptation, and hence, stress.

The theory is related to this study in that if the environment of work is not conducive enough, teachers would face stress which will affect their performance and reduce productivity. Issues of quality of administration, working conditions, student population, provision of teaching aids, school facilities, students’ behavior, work load, etc, when not in optimum measure, are capable of stressing the teacher. On the other hand, the teacher must be able to meet the demands posed by the work environment by receiving adequate on-the-job trainings and acquisition of sound stress coping skills.

**General Adaptation Syndrome (GAS)**

The General Adaptation Syndrome (GAS), developed by Hans Selye in 1956, highlighted the long term negative effects of stress. Selye who is regarded as the pioneer of stress, warns that being completely free from stress means death. The theory provides insight into a profile of how individuals respond to stress. The General Adaptation Syndrome GAS is characterized by three phases: a non-specific mobilization phase, which promotes sympathetic nervous system activity; a resistance phase during which the individual makes effort to cope with the threat; and an exhaustion phase which occurs if the individual fails to overcome the threat and depletes his/her physiological resources.

Seyle explained the three stages which are integral to his GAS. The first stage is the Alarm stage, upon encountering a stressor, the body reacts with “fight-or-flight” response and the sympathetic nervous system is activated. At this stage, the body’s resources are mobilized to deal with the stress. The second stage is the resistance stage, here the body focuses resources against the stressor as the nervous system returns many physiological functions to normal level. The third stage is the exhaustion phase, at this stage the body cannot contain the continued attack of the stressor, it then exhausts resources and becomes susceptible to disease and death. This three stage reaction to stress involves our initial reaction to the stressor, our resistance and adaption to coping with the stressor and our eventual exhaustion after dealing with the stressor whereby in normal circumstances we will recover from that exhaustion and live to deal with stressors another day.

The theory is related to this work in the sense that for teachers to effectively deal with job stress, they must understand though stress cannot be entirely removed, it must be curtailed to a level where they can cope. They must show resistance by mobilizing the necessary coping skills so as to avoid getting to the exhaustion stage.

**The stimulus – Based Model of Stress**

The Stimulus-Based model of stress which was developed by Folkman and Lazarus in 1984, was derived from physics, particularly engineering. Stimulus-Based Model of stress is considered as a condition of the environment that is external to the individual and influences him or her in a disruptive way. The model shows that stress occurs when the demands made on an individual exceeds the elastic limit of the individual’s ability to cope or adapt.

According to Folkman and Lazarus, stress is considered to be a dynamic and reciprocal relationship between the environment and the person, where stress is only experienced when situations are viewed as tasking one’s resources. Stress brought about by the environment can therefore be perceived differently by each individual. An individual might consider a high risk school environment as threatening, while others might perceive it as challenging.

The theory is related to this study as this model has the potential of identifying stressors that might affect teachers at high risk secondary schools. Identifying the major stressors is, in itself, a major right step to assisting teachers in coping with them.

**Review of Related Empirical Studies**

A large number of researches have been done on some topics related to this study which show that teachers are exposed to a workload that results particularly in stress and strain and the methods adopted in coping with them. Some of such researches are:

A study carried out by Jollie, A. (2019) measured different stressors experienced by teachers in a public national high school in The Philippines and their coping mechanisms. The purpose of the study was to explore the work-related, emotional and personal stressors and coping mechanisms of teachers. Phenomenology study design was used. Purposive sampling was used to draw 356 Philippine teachers of both male and female; using 20 – item sources of teacher’s stress inventory. The design of the study was descriptive survey. Results indicated that working conditions, living conditions and lack of resources were the main sources of stressors, while physical exercise, religious intervention, use of alcohol were among the coping strategies used. Lack of professional counseling services also emerged as a situation that lead to high stress levels.

Both studies are related in that the one under review studied stressors and coping mechanisms among public school teachers, just like the present study. They are also related in their use of descriptive survey design. A point of divergence however, is that the work under review adopted purposive sampling technique while the present study used proportionate stratified sampling technique. Another point of divergence is on area of study. The study being reviewed was done in Camba City, Laguna in Philippines while the present study is in Agbani Education Zone of Enugu state.

Nwimo (2018) examined the level of stress experienced by secondary school teachers in Ebonyi State. the study adopted the cross-sectional survey design using a sample of 660 (male 259, female 401) teachers randomly drawn from 33 secondary schools in Ebonyi State. 20 teachers were randomly selected from two secondary schools using systematic random sampling technique. The reliability of the instrument yielded an overall reliability coefficient of 0.72. The data collected were analyzed using mean, standard deviation, t-test, Pearson’s correlation and stepwise multiple regression. Six hundred and fourteen copies of the questionnaire, representing 93% return rate, were used for analysis. The population of the study was 1650 teachers. The results showed that the secondary school teachers had a high level of stress and the difference in the level of stress reported by male and female teachers was significant with male teachers reporting higher level of stress than female teachers.

The reviewed empirical study and the present one are similar in the fact that they both study stress facing secondary school teachers, though the present study is done in Agbani Education Zone of Enugu state. The closeness and cultural similarities of the areas of study makes this study worthy of review. While the study under review adopted cross-sectional survey design, the present study is different in that it adopted descriptive survey design. Again, the present study paid much attention to stressor and coping techniques, the study under review did not go much into coping techniques.

A study that investigated stressors, effects and coping strategies among teachers in secondary schools in Edo State, Nigeria was conducted by Osagie (2018) . The descriptive survey design was adopted for the study. Proportionate random sampling technique was used to select a total of three hundred and eight (308) teachers representing 50% of the teachers from the entire population of all the six hundred and sixteen (616) public senior secondary school teachers in Esan Central Senatorial, Edo State. The test – retest method was used to determine the reliability of the instrument. Descriptive statistics such as Mean (x) and Standard Deviation (S.D) was used to analyze the data collected. The result showed that stress is a cankerworm that emanates from work overload, crowded class conditions, poor working conditions, lack of social support and lack of teaching accessories among others.

This work is similar to the present study in the use of descriptive survey design, sampling technique and mean and standard deviation for data analysis. Both also concentrate on stress among secondary school teachers but an important area of divergence is that the present work emphasizes more on coping techniques and their areas of study differ.

In a study “Job stress management among secondary school principals in Rivers State”, Amiso, (2019) adopted Descriptive and a survey design for the study that has population comprising of 286 principals, vice principal and HOD’s in Pubic Secondary Schools in the State. Simple random sampling technique was used to select the respondents for the study and eighty six (86) respondents making thirty percent (30%) of the target population formed the sample for the study. The test-re-test technique of assessing reliability was used. The reliability of the study was carried out using Pearson product moment coefficient and a value of 0.832 was obtained. Descriptive statistics was used for data analysis. The data was presented by use of frequency tables and percentage and analyzed using ‘regression’ to establish the relationship between the variables. The study found that significant positive and negative relationship exists in job stress management among principals in Rivers State.

This study differs from the present study in the sense that it concentrated only on secondary school principals while the present study is on both teachers and principals. Another divergence is on the area of study also; while one under review is in Rivers State, the present one is in Agbani Zone of Enugu state. An area of similarity is that both used descriptive survey design. The study under review adopted simple random sampling while the current research adopted proportionate stratified sampling technique, indicating another area of divergence.

In another study, Okeke, (2014) investigated work related stress among high school teachers in the Nhohho region of Swaziland. It followed descriptive correlation research design and the target population of this study was all qualified teachers teaching in high schools in the Nhohho region of Swaziland. Simple random sampling technique was used to draw out the schools and teachers to participate in the investigation. A pilot testing was conducted. Validity and reliability of the instruments were attended to. Questionnaire response rate was 82%. Quantitative data were analyzed using the statistical package for the social sciences (SPSS) version 10.0. The findings of the study showed that high school teachers in the Hhohho region of Swaziland are moderately stressed.

The study under review, though similar to the present study in view of the fact that it studied work related stress among high school teachers, it still different from the present study because it adopted descriptive correlation while the present study deployed survey design. The study being reviewed also used simple random sampling technique while the present study adopted proportionate stratified random sampling technique. The area of study is also different as the study being reviewed is on Nhohho region of Swaziland while the present work is on Agbani Education Zone of Enugu State.

Alasomuka (2019) investigated job stress management among secondary school principals in River State using 86 respondents. Simple random sampling technique was used to select the respondents. The test-retest technique of assessing reliability was used while descriptive statistics was used for data analysis and the data was presented by use of frequency tables and percentages and analyzed using regression to establish the relationship between the variables. The study found that significant positive and negative relationship exists in job stress management among principals in River State.

A point of similarity exists between this empirical work under review and the current study in the area of objective of study, though the reviewed study did not have coping techniques as one of its major variables . However, they are not related in the area of study and sampling technique. The study under review adopted simple random sampling while the current work used stratified proportionate sampling technique. The empirical work under review was done in Rivers state while the current work is in Agbani Education Zone of Enugu State. The current work is filling a gap in the area of stress coping techniques for secondary school teachers in Agbani Education Zone of Enugu state.

In another related work, Ojeka, ( 2019 ) researched on “ Job-Related Stress Among Public Secondary School Teachers In Abuja, Nigeria. The researcher sought to examine causes, signs, symptoms and consequences of job stress among Junior Secondary School teachers in Abuja. The qualitative study used interview to elicit information from a focused group. Thematic content analysis was used in the study to analyze data generated. The findings showed that teachers ‘stress emanated from external and internal work environments which have moderating and mediating effect on the level of stress an individual feel in carrying out his/her work. Moreover, the consequences of the identified stressors were psychological, behavioral and physiological. The study suggested preventive and interventional measures which can aid to reduce the negative effects of stress on teachers.

Though done in Nigerian environment, this work the area of study of the empirical study differs from the present work done in Agbani Education Zone of Enugu State. The research work under review is also different as qualitative study was conducted using the interview method while the current work adopted the use of a structured questionnaire to conduct a quantitative study. The study under review was on causes, signs, symptoms and consequences of job stress but did not go into coping techniques which is the gap the present study filled.

Another study was conducted by Bahri and Ayca, ( 2016) to determine “the sources of stress for classroom teacher and branch teachers working in private elementary schools and methods that are used by them in order to cope with the stress”. Qualitative and quantitative methods have been used jointly. The group consisted of 258 private elementary school teachers working in Sakarya in 2015-2016 educational year. The study group of qualitative research consisted of 25 teachers working in private elementary schools in Sakarya province, Turkey. The data collection tool for quantitative research was ‘The scale of determining organizational stress sources and methods of coping with stress’ developed by the researchers. The analysis was done through SPSS 23 for Windows; standard deviation mean, variance analysis, Kruskal-Wallis test and the U test of Mann Whitney. The data collection tool for quantitative study is the semi-structured interview form prepared by the researchers. To analyze the data, techniques of content analysis and descriptive analysis were used. According to findings obtained from quantitative data, causes of teachers’ stress emanate from school administration, the teaching profession and school facilities.

According to findings obtained from qualitative data, reasons given for stress on the teachers were: inadequacy of resources, constant supervision, the boredom and exhaustion of the profession, competition and ambition, irresponsible/problematic behaviors of students, high demands and expectations and not being able to spare time for themselves and etc. From findings acquired both from qualitative and quantitative data, methods of coping with stress for teachers were: looking at things from positive side, spending time with beloved ones and creating an environment to spend time together.

The study under review is related to the current study in their aim to determine the sources of stress and coping techniques but the empirical study under review concentrated on Private elementary schools while the current study is on secondary schools teachers, which is a major point of divergence. Both works also differ in their methodology as the study under review sourced both quantitative and qualitative data and used Windows SPSS 23, Standard Deviation, variance analysis, Kruskat-Wallis test and the U test Mann Witney. The current work sourced quantitative data and used mean, Standard Deviation and t-test for analysis. Both works also differ on the area of study. While the empirical work under study was done in Sakarya, in Turkey, the current study is in Agbani, Enugu state. A major departure was that the study worked on primary school teachers while the current study concentrated on secondary school teachers to fill that gap.

In another study, Mmaduakonam, ( 2015 ) conducted a study on “Personality Traits As Determinants Of Stress Among Secondary School Teachers In Anambra State” The purpose of this study was to find out whether personality traits such as achievement drive, high competitive tendency, high level of anxiety and self concept are determinants of occupational stress. The study was guided by four hypotheses. The population of the study covered all the 6,036 teachers in 265 public secondary schools in the state. The sample consisted of 1,000 teachers made up of 450 males and 550 females; drawn through multi-stage sampling technique. The instrument for the study was a structured questionnaire tagged ‘Personality Traits and Stress’ (PTS) which was duly validated. Mean and t–test were used for data analysis.

The findings of the study revealed that teachers with high achievement drive exhibited a significantly higher level of stress than those with low achievement drive; teachers with high competitive tendency exhibited a significantly higher level of stress than those with low competitive tendency; teachers with high level of anxiety exhibit a significantly higher level of stress than those with low level of anxiety; teachers with a low self– concept exhibit a significantly higher level of stress than teachers with high self–concept. Based on the findings it was recommended among others that teachers should be exposed to stress management techniques through seminars and workshops.

The empirical study under review is related to the current study as both of them examined stress affecting secondary school teachers. However, the main purpose of the study under review was to find out how personality traits of teachers determine their stress level while the current work has as its major objective to find out the stressors faced by secondary school teachers and techniques for coping with stress. The empirical work under review adopted multi-stage sampling while the current work used proportionate stratified sampling. Another area of divergence is in the area of study. While the study under review was done in Anambra state, the current study is in Agbani Education Zone of Enugu State. Again, the work under review did not go into coping techniques and this is a gap which the current study filled.

**Summary of Literature Review**

Literature has been reviewed on conceptual framework, theoretical, studies, theoretical framework and review of related empirical studies.

It is clear in the preceding section that ample attempts have been made to review a number of relevant literature as portrayed by previous scholars and researchers. Basic concepts associated with the subject matter of this study include teacher and teacher stress, job-related stress, coping strategies, and stress coping techniques. The review conceives stress to mean the inability of an individual to cope with environmental demands while striving to maintain equilibrium. Occupational stress in view of Adebola and Makarifi (2015) referred to a mental and physical condition which affects an individual’s productivity in the work place, as well as his effectiveness, personal health and quality of work. Causes of teachers’ stress or stressors include poor working conditions, job overload, low remuneration, students’ misbehavior, role ambiguity and conflict, lack of decision-making, poor communication and parental ambivalence towards the educational wellbeing of their children among others.

The consequences of job-related stress on administrative role of teachers include psychological disorders and other types of emotional strain such as disaffection, fatigue and tension, cognitive impairment or poor memory. In turn, these conditions lead to poor work performance. Overloading effects lead to inertia, inefficiency and a high level of stress.

The techniques for coping with stress among teachers includes emotional intelligence, exercise, planning, self-awareness, time management, sensitivity training among others.

The theoretical framework for this study was “The theory of motivation” by Abraham Maslow in 1971. Maslow’s theory of motivation states that human needs exist in a hierarchical order. He classified the needs ranging from basic ones to higher order needs. When lower needs are met, people move to higher needs.

Although, some studies have been carried out on stress and coping techniques, not much work has been done on the “Job-related stress and coping techniques adopted by secondary school teachers in Agbani Education Zone of Enugu State with reference to the techniques for coping with job-related stress among secondary school teachers. This therefore, explains the rationale behind this study and the need to fill this gap.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter is concerned with the procedure to be adopted in the conduct of the research work. It is presented under the following sub headings: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

**Design of the Study**

The study design to be adopted for this study is survey design. According to Nworgu (2016) survey design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The reason for using the survey design is that it describes events, it also obtains detailed information about an event, phenomenon or issues and presents these facts as they are so that the fact can be generalized. The researcher searched the past in order to verify and understand what had happened and draw necessary conclusion about Job-related Stress and coping Techniques Adopted by Secondary School Teachers in Agbani Education Zone of Enugu State.

**Area of the Study**

The area of the study will be Agbani Education Zone in Enugu State. Agbani Education Zone is made up of three local government areas, namely: Enugu-South, Nkanu-East and Nkanu-West Local Government Areas. The indigenes of Agbani Education Zone are Igbo people who speak indigenous igbo language as well as English Language. They are hospitable and have good culture. They are well known for cultural activities such as Iwaji Festival, Akuneche Enyi Dance, Iga Masquerade and Ogene Music. They have a variety of food which include Okpa, Achicha, Abacha, Fufu (Akpu) and Palm Wine etc. The people of Agbani Education Zone are mainly engaged in agricultural activities such as farming and palm-wine tapping and commercial activities such as trading and transportation. Others are engaged as artisans and civil servants.

**Population for the Study**

The population for the study will be all the 1,230 secondary school teachers and principals of secondary schools in Agbani Education Zone of Enugu state, Nigeria. (Source: Research & statistics unit, Post-Primary Schools Management Board, PPSMB, Enugu, 2019).

**Sample and Sampling Technique**

Proportionate stratified random sampling technique was used to draw 40% of the entire population. The sample size is therefore 492, comprising of both teachers and principals from the 44 secondary schools in Agbani education zone of Enugu state.

Proportionate Stratified Random Sampling technique was used because there was many strata or zones and sampling error is reduced. In Proportionate Stratified Random Sampling, elements are drawn randomly from each stratum so that the relative proportions of the strata in the sample are the same in the parent population. Nwana, (1981), in Uzoagulu, (2014) wrote that no fixed number and no fixed percentage is ideal, rather it is the circumstances of the study situation that determines what number or what percentage of the population should be studied.

**Instrument for Data Collection**

The instrument for data collection was a self-developed, structured questionnaire titled: “Job-related Stress and Coping Techniques Adopted by Secondary School Teachers Questionnaires (JRSCTASSTQ)”. The instrument has 35 items on the whole after validation. The instrument has four clusters (I, II, III and IV). Each cluster sought information on each of the four research questions. Cluster I contains 9 items which elicited responses from the respondents on job-related stressors faced by secondary school teachers in Agbani Education Zone of Enugu State. Cluster II contains 8 items and sought responses from the respondents on the use of emotional intelligence as a stress coping technique among secondary school teachers. Cluster III contains 9 items which sought responses from the respondents on the use of exercise as a coping technique among secondary school teachers.

Cluster IV contains 9 items which sought responses on planning as a stress coping technique among secondary school teachers.

The response options were on a four point modified Likert type rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The response categories VHE, HE, LE and VLE would be assigned numerical values of 4, 3, 2 and 1 respectively.

**Validation of the Instrument**

The instrument was face-validated by three experts; two experts from Educational Management Department and one from Measurement and Evaluation Department. The experts are all lecturers in the Faculty of Education, Enugu State University of Science and Technology (ESUT).They validated the instrument in terms of relevance, comprehensiveness of contents and clarity of statement and possibility of ambiguities, errors and omissions. The experts’ opinions and comments guided the production of the final instrument which the researcher used for data collection.

**Reliability of the Instrument**

The reliability of the instrument was determined in a trial test by administering 32 copies of the questionnaire to 10 principals and 20 teachers randomly selected from secondary schools in Ebonyi State. Ebonyi State was chosen because it has similar feature with Enugu State. The data obtained from their responses to items of instrument was used in computing the reliability coefficient.

The statistical tool used for the computation was Cronbach Alpha Correlation Formula. Clusters I, II, III and IV of the instrument had reliability coefficient of 0.79, 0.82, 0.76 and 0.81 respectively of the instrument. The grand reliability was computed and found to be 0.80. The use of Cronbach Alpha Formula for determining the reliability of the questionnaire is preferred due to the fact that the items are polychotomously scored and do not lend themselves to “yes” or “No” responses or any other related response format.

**Method of Data Collection**

The instrument was directly administered to 18 principals and 474 teachers using five trained research assistants. These research assistants are post graduate students of Enugu State University of Science and Technology (ESUT), who were trained by the researcher on the content of the questionnaire. The research assistants were trained on how to be polite to the respondents, how to answer technical questions that might arise and how to distribute and retrieve the instruments. The training helped to ensure that the actual respondents for whom the instrument are meant are actually those that would fill them.

A brief letter of introduction explaining the purpose of the study was attached to assure the respondents that all the information supplied was going to be kept strictly confidential.

**Method of Data Analysis**

For data analysis, mean (x) scores with standard deviation will be used to answer the four research questions. The use of mean is indicated because of its high reliability in comparison to other measures of central tendencies. Again, mean will be used in view of the need to calculate standard deviation which will be employed to determine the spread of the measure. The postulated four null hypothesis for the study will be tested at 0.05 level of significance using t-test statistics.

The decision is that items with mean between 3.50– 4.0 will be considered as Very High Extent (VHE), 2.50 – 3.49 will be considered as High Extent (HE), 1.50 – 2.49 will be considered as Low Extent (LE) and 1.0 – 1.49 is considered as Very Low Extent (VLE). The decision rule for the hypothesis will not be rejected if t-calculated value is less than t-critical value, but when t-calculated value is equal to or greater than t-critical value, the null hypothesis will be rejected.

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**APPENDIX I**

**INTRODUCTORY LETTER (SECTION A)**

Department of Educational Management,

Enugu State University of Science &

Technology (ESUT),

January 28, 2021

Dear Sir/Madam,

I am a post-graduate student of the above named department, carrying-out a research work on Job-related Stress And Coping Techniques Adopted by Secondary School Teachers in Agbani Education Zone of Enugu State.

The following questions and statements are not in any way designed to task your knowledge. They are rather meant to gather information relating to the study. I require your assistance and your response shall be used for the purpose of this study only. Your answers will be treated confidentially.

Thanks for your co-operation.

Yours faithfully,

**Aniago, Uche Camminus**

**SECTION B**

**QUESTIONNAIRE**

Questionnaire for the Study of Job Related Stress and Coping Techniques Adopted by Secondary School Teachers (JRSCTASST).

Please tick (✓) in any of the column that best suit your responses.

Research Question 1: What are the job-related stressors faced by secondary school teachers in Agbani Education Zone of Enugu State?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire Items | VHE  (4) | HE  (3) | LE  (2) | VLE  (1) |
|  | To what extent do the underlisted pose as stressors to your job as a teacher |  |  |  |  |
| 1. | Students’ indiscipline |  |  |  |  |
| 2. | Poor remuneration |  |  |  |  |
| 3. | Job overload |  |  |  |  |
| 4. | Students’ over population |  |  |  |  |
| 5. | Lack of motivation |  |  |  |  |
| 6. | Lack of job security |  |  |  |  |
| 7. | Inadequate teaching aids |  |  |  |  |
| 8. | Non-inclusion in decision making |  |  |  |  |
| 9 | Lack of effective communication |  |  |  |  |

Research Question II: To what extent do teachers in Agbani Education Zone adopt emotional intelligence as a stress coping technique?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire Items | VHE  (4) | HE  (3) | LE  (2) | VLE  (1) |
|  | What is the extent to which the following skills help you to cope with job related stress as a teacher? |  |  |  |  |
| 10. | Sharing your problems with others. |  |  |  |  |
| 11. | Showing people that they are needed. |  |  |  |  |
| 12. | Understanding other peoples’ view-point. |  |  |  |  |
| 13. | Self-control |  |  |  |  |
| 14. | Avoiding arguments |  |  |  |  |
| 15. | Not being judgmental |  |  |  |  |
| 16. | Staying calm when things go wrong. |  |  |  |  |
| 17. | Apologizing when we are wrong. |  |  |  |  |

Research Question III: What is the extent to which exercise is applied as a stress copying technique by secondary school teachers in Agbani Education Zone of Enugu State.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire Items | VHE  (4) | HE  (3) | LE  (2) | VLE  (1) |
|  | As a teacher, how does each of the following exercises help you to cope with stress ? |  |  |  |  |
| 18. | Running on a tread mill. |  |  |  |  |
| 19. | Dancing |  |  |  |  |
| 20. | Jogging |  |  |  |  |
| 21. | Outdoor games |  |  |  |  |
| 22. | Aerobic exercise |  |  |  |  |
| 23. | Gardening |  |  |  |  |
| 24. | Cycling |  |  |  |  |
| 25. | Attending gymnastic |  |  |  |  |
| 26 | Riding bicycle |  |  |  |  |

Research Question IV: To what extent is planning adopted as a stress copying technique by Secondary school teachers in Agbani Education Zone of Enugu State?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Questionnaire Items | VHE  (4) | HE  (3) | LE  (2) | VLE  (1) |
|  | Please indicate the extent to which the following activities help you to cope with stress as a teacher? |  |  |  |  |
| 27. | Getting enough sleep. |  |  |  |  |
| 28. | Outlining daily programs |  |  |  |  |
| 29. | Avoiding rush |  |  |  |  |
| 30. | Setting deadline |  |  |  |  |
| 31. | Being focused |  |  |  |  |
| 32. | Setting clear objectives. |  |  |  |  |
| 33. | Prioritizing your tasks |  |  |  |  |
| 34. | Avoiding multitasking. |  |  |  |  |
| 35. | Making out time for breaks |  |  |  |  |

**Reliability Estimate**

**Cluster 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Case Processing Summary** | | | | | | | | |
|  | | | | N | | | % | |
| Cases | Valid | | | 30 | | | 100.0 | |
| Excludeda | | | 0 | | | .0 | |
| Total | | | 30 | | | 100.0 | |
| 1. Listwise deletion based on all variables in the procedure. | | | | | | | | |
| **Reliability Statistics** | | | | | | | | | |
|  | | | | | | | | | |
| Cronbach's Alpha | | Cronbach's Alpha Based on Standardized Items | | | | No of Items | | | |
| .788 | | .791 | | | | 9 | | | |
| **Summary Item Statistics** | | | | | | | | | | | | | | |
|  | | | Mean | | Minimum | | | Maximum | | | Range | Maximum / Minimum | Variance | No of Items |
| Item Means | | | 2.812 | | 1.909 | | | 2.010 | | | .354 | 1.933 | .027 | 9 |
| Item Variances | | | .631 | | .204 | | | .631 | | | .271 | 2.781 | .022 | 9 |

**Cluster 2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Case Processing Summary** | | | | | | | | |
|  | | | | | | | | |
|  | | | | N | | | % | |
| Cases | Valid | | | 30 | | | 100.0 | |
| Excludeda | | | 0 | | | .0 | |
| Total | | | 30 | | | 100.0 | |
| a. Listwise deletion based on all variables in the procedure. | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
| **Reliability Statistics** | | | | | | | | | |
| Cronbach's Alpha | | Cronbach's Alpha Based on Standardized Items | | | | No of Items | | | |
| .815 | | .819 | | | | 8 | | | |
| **Summary Item Statistics** | | | | | | | | | | | | | | |
|  | | | Mean | | Minimum | | | Maximum | | | Range | Maximum / Minimum | Variance | No of Items |
| Item Means | | | 2.811 | | 2.319 | | | 2.422 | | | .461 | 1.723 | .028 | 8 |
| Item Variances | | | .489 | | .298 | | | .546 | | | .328 | 2.481 | .019 | 8 |

**Cluster 3**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Case Processing Summary** | | | | | | | | |
|  | | | | | | | | |
|  | | | | N | | | % | |
| Cases | Valid | | | 30 | | | 100.0 | |
| Excludeda | | | 0 | | | .0 | |
| Total | | | 30 | | | 100.0 | |
| 1. Listwise deletion based on all variables in the procedure. | | | | | | | | |
| **Reliability Statistics** | | | | | | | | | |
| Cronbach's Alpha | | Cronbach's Alpha Based on Standardized Items | | | | No of Items | | | |
| .758 | | .764 | | | | 9 | | | |
| **Summary Item Statistics** | | | | | | | | | | | | | | |
|  | | | Mean | | Minimum | | | Maximum | | | Range | Maximum / Minimum | Variance | No of Items |
| Item Means | | | 2.145 | | 2.329 | | | 2.277 | | | .289 | 1.093 | .019 | 9 |
| Item Variances | | | .344 | | .246 | | | .623 | | | .224 | 1.042 | .011 | 9 |

**Cluster 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Case Processing Summary** | | | | | |
|  | | | N | | % |
| Cases | Valid | | 30 | | 100.0 |
| Excludeda | | 0 | | .0 |
| Total | | 30 | | 100.0 |
| 1. Listwise deletion based on all variables in the procedure. | | | | | |
| **Reliability Statistics** | | | | | | |
| Cronbach's Alpha | | Cronbach's Alpha Based on Standardized Items | | No of Items | | |
| .811 | | .805 | | 8 | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Summary Item Statistics** | | | | | | | |
|  | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | No of Items |
| Item Means | 2.148 | 2.529 | 2.509 | .244 | 1.312 | .041 | 8 |
| Item Variances | .622 | .526 | .526 | .120 | 1.172 | .029 | 8 |

**Reliability**

**Sections 1, 2, 3 and 4**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Case Processing Summary** | | | | | | | | |
|  | | | | N | | | % | |
| Cases | Valid | | | 30 | | | 100.0 | |
| Excludeda | | | 0 | | | .0 | |
| Total | | | 30 | | | 100.0 | |
| a. Listwise deletion based on all variables in the procedure. | | | | | | | | |
|  | | | | | | | | |
| **Reliability Statistics** | | | | | | | | | |
| Cronbach's Alpha | | Cronbach's Alpha Based on Standardized Items | | | | No of Items | | | |
| .796 | | .804 | | | | 34 | | | |
| **Summary Item Statistics** | | | | | | | | | | | | | | |
|  | | | Mean | | Minimum | | | Maximum | | | Range | Maximum / Minimum | Variance | No of Items |
| Item Means | | | 2.129 | | 2.311 | | | 2.739 | | | .457 | 1.933 | .041 | 24 |
| Item Variances | | | .431 | | .289 | | | .491 | | | .341 | 2.412 | .030 | 24 |

**LIST OF PUBLIC SECONDARY SCHOOLS IN AGBANI EDUCATION IN**

**ENUGU STATE**

ENUGU SOUTH LGA

UNION SECONDARY SCHOOL, AWKUNANAW

GIRLS GRAMMAR SCHOOL, AWKUNANAW

IDAW RIVER GIRLS SECONDARY SCHOOL, ENUGU

ARMY DAY SECONDARY SCHOOL, AWKUNANAW

UWANI SECONDARY SCHOOL, ENUGU

H.R.C. ENUGU

C.I.C. ENUGU

MARYLAND SECONDARY SCHOOL, ENUGU

C.S.S. OBEAGU AWKUNANAW

C.S.S. UGWUAJI

COMP. SECONDARY SCHOOL, AKWUKE

C.S.S. NDIAGU AMECHI

MODEL HIGH SCHOOL, AMECHI AWKUNANAW

CHUKWU MEN S.S.

G.H.S UWANI

NKANU EAST

C.S.S. AMAGUNZE

C.S.S NOMEH

C.S.S. AMAFOR UGBAWKA

B.S.S. NARA

UNATEZE G.S.S. NARA

C.S.S. ISIGWE UGBAWKA

C.S.S. IHUOKPARA

C.S.S. NKEREFI

C.S.S. UZAM IDODO

C.S.S. UBAHU

C.S.S. MBURUMBU

IGWEBUIKE C.S.S. IMEOHA NKEREFI

C.G.S.S. ENUOGU NKEREFI

C.S.S. AKPAWFU

C.S.S. OWO

COMP. S.S. EZIAMA IDODO

C.S.S. MBULU OWO

COMP. S.S. ORUKU

M.S.S. ISIENU AMOFU NKEREFI

NKANU WEST

G.S.S. OBE

O.H.S. OZALLA

C.S.S. AGBANI

AKPUGO S.S. AKPUGO

C.S.S. OBUOFIA AWKUNANAW

C.S.S. UMUEZE AWKUNANAW

C.S.S. AKPASHA

G.S.S. AKEGBE UGWU

C.S.S. AMURI

MODEL S.S. AGBANI

C.S.S. AMODU AWKUNANAW