**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?

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| --- | --- | --- | --- | --- | --- |
| **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.

|  |  |  |  |  |  |
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| **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?

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| --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |