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## Perceived Influence of Stress on Secondary School Teachers' Job Performance in Udi Education Zone of Enugu State, Nigeria

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### ABSTRACT

The study investigated the perceived influence of stress on secondary school teachers' job performance in Udi Education Zone of Enugu State, Nigeria. The objectives of the study were: to find out the extent to which secondary school teachers perceive writing of lesson notes, grading of students' scripts and students moral upbringing as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria. 3 research questions guided the study. The design of the study was descriptive survey. The population for the study consisted of the 1226 teachers in the fifty-four secondary schools in Udi Education Zone of Enugu State. 30% of the population of the population. the sample stood at 368 teachers. A Self-structured questionnaire was developed by the researcher called Perceived influence of stress on secondary school teachers' job performance (PISSSTJP). It was validated by three experts-one in measurement and evaluation while the other two from Guidance and Counselling department. Its reliability coefficient was ascertained using Cronbach Alpha reliability estimate. A coefficient of .73, .67 and .17 was found for the three clusters . Mean and Standard deviation were used to answer the three research questions. The result obtained from the analysis showed that secondary school teachers perceive writing of lesson notes, grading of students scripts and moral upbringing as stress in Udi Education Zone of Enugu State, Nigeria to a high extent. Based on the findings, it was recommended among others that courses and seminars on stress, causes, effects, signs and symptoms, care, prevention and management be organized for teachers. The study therefore suggests that a replica of the study could be carried out in private owned schools and institutions of learning in Nigeria.

Keywords: Stress, Teachers and Teachers and Job Performance

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### INTRODUCTION

Early research on psychological stress focused on extreme conditions such as combat, concentration camps, nuclear accidents, loss of loved ones, and serious injury. Another focus area was extreme responses to stress: psychosis,

incapacitating anxiety, bleeding ulcers, high blood pressure, heart conditions, and many other illnesses, which over time become stressful conditions themselves [1]. Stress is an unavoidable phenomenon in human life. Though the type of stress

may differ but almost any aspect of life can lead to stress, be it lack of friends, lack of money, unemployment or even employment. Rapid industrialization, increasing urbanization and receding support over the last few decades have contributed to rise in stress level. Few years ago, it was not considered as an important public health problem in many countries but recently stress has gained worldwide attention due to its potential hazards. In the most recent time, stress in relation to teachers' job performance becomes very significant. Why?

Teachers are found to be full of life. The demand of their profession, which requires high concentration of reading, writing of lesson notes, making of scripts, grading of students performance, class control and moral upbringing of the students, household chores, family and associates demand is what makes the job stressful. This is the crux of the study. Stress as a psychological illness is on the increase and requires urgent attention [2]. Despite its dreadful nature, researchers are unable to discover and isolate the most effective intervention strategies for a particular stressful situation. To this, one wonders what stress is all about.

[3], saw stress as an unpleasant state of emotional and psychological arousal that people experience in the situation that they perceive as dangerous and threatening to their wellbeing. Stress is a normal part of life and is normally part of

any job. However, problems occur when stress is overwhelming or constant that the tension never abated and we never get to relax. From the forgoing one can posit that teachers are engaged in a job full of stress. The marking of students exercise, grading, recording, keeping of continuous assessments, writing of lesson notes and lesson plans, discipline of students, maintenance of law and order in schools etc all these contributes to making teaching jobs stressful. These activities bring about worries, pressures, discomforts whose resultant effects could culminate in mental or physical stress. [4] defined stress as an ineffective and unhealthy reaction to change. It is the body's response to any undesirable mental, physical, emotional, social or environmental demand. According to them stress describes physical trauma, strenuous exercise, metallic disturbance and anxiety which challenges the body well being. [5], refers to it as any factor, mental and physical, the pressure of which can adversely affect the functioning of the body, or undue strain exerted upon mind or body which is liable to cause impairment of mental or physical functioning. [6], calls it "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important". Stress results from anxiety

over the unknown that is, being anxious to know the outcome of a future event. According to Robbins, though stress is often discussed in a negative context, it has a positive value, particularly when it offers a potential gain.

From the foregoing, we can say that, stress means pressures that can be either positive or negative, depending upon the effect of the external force. Hyper-stress occurs when an individual is pushed beyond what he or she can handle. Hyper-stress results from being overloaded or over worked. [7], saw hyper-stress as potential condition under the capabilities and resources of an individual (teacher) which cannot adequately meet the demand imposed by the environment. Hypo-stress is the opposite of Hyper-stress. Hypo-stress occurs when an individual is bored or unchallenged.

There is no gain saying that teaching is a job full of stress. This condition arouse due to the nature and demand of the job. The inherent condition could be regarded as Occupational stress. According to [8], is of the view that occupational stress is more of body reaction to the demand placed on it which begins with anxiety because of the work load. He contended that anxiety eventually leads to tension in the body, if a body mental and psychological condition continues unabated or unresolved. Occupational stress is a stress related to one's job. It is a state of pressure which brings about

difficulties in life which could be physical, mental or socio-psychological by nature. The difficulties could be grouped as a case of stress caused by an impending threat or other difficult situation. The potential causes of stress are numerous and highly individual. What you consider stressful depends on many factors including your personality, general outlook, problem solving abilities and social support system.

At this point, one can raise a question on how occupational stress can exist with man. [9] maintained that a worker can develop occupational stress due to quantitative overload, with unrealistic deadlines making teachers feel rushed, under pressure and overwhelmed lack of social support from co-workers, working conditions. When a teacher has a sound health, he has a good state of mind. He is ripped to generate good educational standard. It is against this background that the researcher is empirically motivated to identify the perceived stress on secondary school teachers and their possible effect on the school. We shall consider the objectives sequentially. For instance, secondary school teachers perception of writing of lesson notes, marking of students' scripts and moral upbringing as stress related to their job performance become the focus of the discourse under investigation.

Firstly, writing of lesson notes and teachers job performance. There are a

number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons [10]. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped.

Writing of lesson notes allows teachers to evaluate their own knowledge with regards to the content to be taught [11]. If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. A teacher with a plan, then, is a more confident teacher [10]. Yet lesson notes can be used again, in whole or in part, in other lessons months or years in the future [10]. Many teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. Finally, lesson plans can serve as evidence of a teacher professional performance. Teachers are sometimes asked to include lesson notes, along with other materials, as part of a portfolio to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so that employers can get a sense of their

organizational skills and teaching style. Imagine a teacher without a lesson note! Secondly, grading of students scripts and job performance. The most common type of feedback that students receive in a typical classroom is grades. Grades provide a convenient summary of students' performance and inform all interested parties of students' achievement. The versatility of the uses of grades is emphasized by many measurement experts [12]. The researchers concluded that grades emphasized quantitative aspects of learning, depressed creativity, fostered fear of failure, and weakened students' interest. Quite opposite to this pattern, no negative consequences followed from the use of task-specific individualized comments. For example, in an experiment conducted by [13], students who were told they would be graded on how well they learned a social studies lesson had more trouble understanding the main point of the text than did students who were told that no grades would be involved. Even on a measure of rote recall, the graded group remembered fewer facts a week later. The explanations of negative effects of grades on students' performance vary. [14], proposed that normative grades informed students about proficiency relative to others, whereas individualized comments created clear standards for self evaluation specific for the task. The researchers

discussed these results in terms of cognitive evaluation theory and posited that even if feedback comments were helpful for students' work, their effect could be undermined by the negative motivational effects of the normative feedback that was, by giving grades and scores. The argument that grades are detrimental to students' performance is commonly heard, but it is not the only one in the field of assessment. In an attempt to refute a commonly voiced urge to abolish grades, [15], stated that the most important purpose for grades was to provide feedback to students, and if referencing for grading was content specific, letter grades and numerical scores would lead to an increase in students' performance. He postulated that if students had a clear understanding of the requirements of the task and if grading was based on students' achievement and effort only, students could increase their level of knowledge and understanding based on grades alone. [16]. took a similar stance on the issue of grades. They suggested that if grading was done properly, an increase in students' academic attainment would follow.

Thirdly, moral upbringing and teachers' job performance. This relates with character development has been a goal of the American education system since its inception. Two of the founding fathers of American education, Thomas Jefferson

and Horace Mann, regarded universal public education as a lever for instilling in children the values such as respect, loyalty and self-discipline necessary to develop into productive workers and citizens [17]. Over the past decade, several "No Excuses" charter school networks have taken up character development as a key lever in promoting student success. As described below, this emphasis on performance character development finds support in a sizable body of research demonstrating correlations between academic achievement and performance character strengths such as persistence and self-discipline. The relationship between student achievement and academic integrity is a more ambiguous one. On one hand, several researchers have reported that cheating behaviors are inversely related to achievement [18]. In other words, violations of academic integrity are most often committed by low achieving students. However, other scholars report that high achieving students are just as likely as low achieving students to report engaging in cheating behaviors [19].

Consequent upon the above fact, the fact remains that if education is important and a necessary factor for the existence and survival of man, then it is not an exaggeration to state that whatever happens to the teacher will affect the entire school system and wider society.

For this reason, there is a general consensus that stress should not be allowed to linger for a long time or in a consistent frequency otherwise, it will lead to several disequilibrium, psychological, emotional or physical illness which will eventually result to the death of the affected individual. A teacher experiencing immense stress may breakdown, become sick and this can pose as a challenge of not discharging his/her job effectively; it can equally lead

to poor academic performance of the students. The question is to what extent is the perceived influence of stress among secondary school teachers in Udi Education Zone of Enugu exposed to stress in the workplace? It is against this background that this study sought to examine the perceived influence of stress (if any) among teachers in Udi Education Zone of Enugu State, Nigeria.

#### STATEMENT OF THE PROBLEM

One of the social problems which have eaten very deep into the fabric of the lives of the teachers in Nigeria at present is stress. The goal of education is to assist the teacher to acquire appropriate skill, change in behavioural objectives, acquiring of ability and competence geared towards enabling the teacher to contribute towards the development of the community as a functional member. The learner on the other hand, can attain these goals only under conducive learning

and teaching environment. When a teacher is stressed up, the attainment of the desired objective becomes defeated. As a result the teacher cannot perform well in the discharge of his or her duties. Perceived influence of stress among secondary school teachers in Udi Educational Zone of Enugu State has posed a serious threat to the achievement of educational objective in the area.

#### PURPOSE OF THE STUDY

The main purpose of this study is to investigate the perceived influence of stress on secondary school teachers' job performance in Udi Education Zone of Enugu State, Nigeria. Specifically the study sought to:

1. Find out the extent to which secondary school teachers perceive writing of lesson notes as stress related to their job

performance in Udi Education Zone of Enugu State, Nigeria.

2. Ascertain the extent to which secondary school teachers perceive grading of students' scripts as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria.
3. Examine the extent to which secondary school teachers

perceive moral upbringing as stress related to their job

performance in Udi Education Zone of Enugu State, Nigeria.

### Research Questions

The following research questions were raised to guide the study:

1. To what extent do secondary school teachers perceive writing of lesson notes as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria?
2. To what extent do secondary school teachers perceive grading of students' scripts as stress related to their job performance in

Udi Education Zone of Enugu State, Nigeria?

3. To what extent do secondary school teachers perceive moral upbringing as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria?

### RESEARCH METHODOLOGY

The researcher adopted descriptive survey research design for this study because it permits the collection of original data and describes the condition as they exist in their natural setting.

The population for the study consisted of the 1226 teachers in the fifty-four secondary schools in Udi Education Zone of Enugu State. (Source: Guidance and Counselling Unit, Education Services Department, Post Primary School Management Board (PPSMB), Enugu. 2016/2017 Session, November, 2016). To get a good representation of the sample the researcher used 30% of the population. Thus, the sample stood at 368 teachers. To ensure that the sample is a good representation of population, and that every teacher in Udi Education Zone stands a chance to be selected, and that each choice is

independent of the other. The instrument for data collection is a self-structured questionnaire developed by the researcher called Perceived influence of stress on secondary school teachers' job performance (PISSSTJP). It has 3 clusters with 24 items developed to assist the researcher provide clues that helped raise much needed data that were used to answer the 3 research questions that guided the study. The response format of the instrument is a 4 point scale of very great extent, great extent, little extent and very little extent. Each response option has a numerical value assigned to it as follows: All these items were structured on a four point scale of Very high Extent (4-VHE), High Extent (3-HE), Low Extent (2-LE) and Very Low Extent (1-VLE). An introductory letter was attached to the instrument stating the

purpose of the study for the respondents easy of reference.

The instrument was validated by three experts (one in measurement and evaluation and 2 others in Guidance Counselling departments) with the estimated overall reliability coefficient of 0.97 for three clusters using Cronbach Alph Reliability tool. Finally the researcher and the research assistants were able to retrieve 321 copies out of 368 copies of the distributed instrument signifying 82.23% return of dully filled copies of the administer instrument. The three research questions formulated to guide the study were answered using

**Data Analysis and Results**

The analyzed data were presented in Table 1-3.

**Research Question 1:** To what extent do secondary school teachers perceive

mean, grand mean and standard deviation. The mean rating of the numerical values assigned to the response options will be added and divided by the number of the response options. This formed the basis for the cut-off point. Thus:

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

**Decision Rule-**For the research questions: Any item with a mean score of 2.50 and above will be regarded as high extent while any item whose mean score is below 2.50 will be interpreted to mean 'little extent'.

writing of lesson notes as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria?



**Table 1: Mean ( $\bar{X}$ ) Rating with Standard Deviation of the Extent to which Secondary School Teachers Perceive Writing of Lesson Notes as Stress Related to their Job Performance in Udi Education Zone of Enugu State, Nigeria.**

| S/ N         | Statements  | Response Option   |         |         |          | $\bar{X}$   | SD   | Decision  |
|--------------|---|-------------------|---------|---------|----------|-------------|------|-----------|
|              |   | 4<br>VHE          | 3<br>HE | 2<br>LE | 1<br>VLE |             |      |           |
| 1            | Most teachers consider copying notes on the board for the students as stress  | 263               | 30      | 14      | 14       | 3.68        | 0.75 | HE        |
| 2            | Spending quality time when preparing lesson notes is considered by most teachers as stress.                           | 34                | 08      | 99      | 180      | 1.68        | 0.95 | LE        |
| 3            | Writing of lesson notes in every subject per period is essential.   | 272               | 38      | 08      | 03       | 3.80        | 0.51 | HE        |
| 4            | Teachers are unable to cover their subject scheme of work before examination due to the high workloads placed on them | 200               | 91      | 20      | 03       | 3.50        | 0.75 | HE        |
| 5            | Writing of lesson notes on weekly bases affects the quality of teachers note preparation.                             | 11                | 07      | 149     | 154      | 1.61        | 0.69 | LE        |
| 6            | The proportion of lesson time spent in writing lesson note is stressful for teachers                                  | 30                | 09      | 182     | 100      | 1.90        | 0.84 | LE        |
| 7.           | The teacher plans, implements and evaluates lesson Activities   | 90                | 226     | 04      | 01       | 3.26        | 0.49 | HE        |
| 8            | Teachers are alert to students' difficulties and provide help promptly when it is needed                              | 15                | 21      | 160     | 115      | 1.83        | 0.78 | LE        |
| <b>= 321</b> |   | <b>Grand Mean</b> |         |         |          | <b>2.66</b> |      | <b>HE</b> |

Table 1 shows that of the 8 items on the extent to which secondary school teachers perceive writing of lesson notes on their job performance in Udi Education Zone of Enugu State, teachers agreed on 4 items (1, 3, 4 and 7) as they recorded mean scores of (3.68, 3.80, 3.50, 3.26) which are above the cut-off point of 2.50. They however disagree with 4 items (2, 5, 6 and 8) as they recorded mean scores of (1.68, 1.61, 1.90 and 1.83). The standard deviation for all the items is small signifying that the respondents'

responses as closely clustered around the mean. The table also shows that the respondents' grand mean scores is 2.66. From the foregoing, the answer to research question 1 is that secondary school teachers perceive writing of lesson notes as stress in Udi Education Zone of Enugu State, Nigeria to a high extent.

**Research Question 2:** To what extent do secondary school teachers perceive grading of students' scripts as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria?

**Table2: Mean (  $\bar{X}$  ) Rating with Standard Deviation of the Extent to which Secondary School Teachers Perceive Grading of Students Scripts as Stress Related to their Job Performance in Udi Education Zone of Enugu State, Nigeria.**

| S/ N         | Statements   | Response Option   |         |         |          | $\bar{X}$   | SD   | Decision  |
|--------------|--|-------------------|---------|---------|----------|-------------|------|-----------|
|              |  | 4<br>VHE          | 3<br>HE | 2<br>LE | 1<br>VLE |             |      |           |
| 9            | Teachers tend to under mark or over mark the students' scripts due to high workloads.                          | 24                | 04      | 236     | 57       | 1.98        | 0.70 | LE        |
| 10           | The way the students scripts are marked by the teachers affect their performance in the subject.               | 11                | 13      | 158     | 139      | 2.52        | 0.68 | HE        |
| 11           | Students should be allowed to mark their assessments in order to reduce teachers' workloads                    | 06                | 10      | 52      | 253      | 3.88        | 0.32 | HE        |
| 12           | The standard of marking scripts should be lowered in order to accommodate students with low learning abilities | 18                | 09      | 185     | 109      | 3.69        | 0.46 | HE        |
| 13           | Teachers are penalized if there students don't do very well in their subjects                                  | 21                | 04      | 98      | 198      | 1.61        | 0.69 | LE        |
| 14           | Teachers find it stressful reading students work due to bad handwriting.                                       | 171               | 80      | 09      | 61       | 3.12        | 1.14 | HE        |
| 15           | There is stress in trying to understand students' ideas due to bad handwriting                                 | 183               | 64      | 70      | 04       | 3.33        | 0.86 | HE        |
| 16           | Poor organization of work by students when given answers to a given questions                                  | 87                | 194     | 09      | 31       | 1.83        | 0.78 | LE        |
| <b>= 321</b> |  | <b>Grand Mean</b> |         |         |          | <b>2.75</b> |      | <b>HE</b> |

Table 2 shows that of the 8 items on the extent to which secondary school teachers perceive grading of students scripts as stress on their job performance in Udi Education Zone of Enugu State, Nigeria, teachers agreed on 5 items (10, 11, 12, 14 and 15) as they recorded a mean scores of (2.52, 3.88, 3.69, 3.12 and 3.33) which are above the cut-off point of 2.50. They however disagree with 3 items (16, 20, and 23) as they recorded mean scores of (1.98, 1.61, and 1.83). The standard deviation for all the items is small signifying that there is homogeneity in

the response of the respondents. The table also shows that the respondents' grand mean scores are 2.75. From the foregoing, the answer to research question 2 is that secondary school teachers perceive grading of students scripts as stress in Udi Education Zone of Enugu State, Nigeria to a high extent.

**Research Question 3:** To what extent do secondary school teachers perceive moral upbringing as stress related to their job performance in Udi Education Zone of Enugu State, Nigeria?

**Table3: Mean (  $\bar{X}$  Rating with Standard Deviation of the Extent to which Secondary School Teachers Perceive Moral Upbringing as Stress Related to their Job Performance in Udi Education Zone of Enugu State, Nigeria.**

| S/N          | Statements  | Response Option   |         |         |          | $\bar{X}$   | SD   | Decision  |
|--------------|---|-------------------|---------|---------|----------|-------------|------|-----------|
|              |   | 4<br>VHE          | 3<br>HE | 2<br>LE | 1<br>VLE |             |      |           |
| 17           | Students from homes where both parents are Christians are more obedient in class.   | 220               | 90      | 03      | 08       | 3.63        | 0.64 | HE        |
| 18           | Students who belong to one social organization are better managed in schools.   | 120               | 180     | 13      | 08       | 3.28        | 0.66 | HE        |
| 19           | Students from homes where parents determine the television programme they view are more disciplined and obedient.                         | 290               | 20      | 02      | 09       | 3.84        | 0.56 | HE        |
| 20           | Students from homes where parents' engaged in domestic violence are better students in school.  | 08                | 01      | 111     | 201      | 1.43        | 0.63 | LE        |
| 21           | Students from broken homes are easier to manage   | 14                | 31      | 181     | 95       | 1.89        | 0.74 | LE        |
| 22           | Students from strong moral background engaged in minor misbehavior in school unlike those from weak moral families.                       | 261               | 50      | 05      | 05       | 3.77        | 0.55 | LE        |
| 23           | Students from good moral background respect the opinion of other students and as such promote orderliness in class                        | 203               | 100     | 10      | 08       | 3.55        | 0.68 | HE        |
| 24           | Students from good moral background tend to be more attentive and active during class activities unlike those from weak moral background. | 100               | 210     | 06      | 05       | 3.26        | 0.57 | HE        |
| <b>= 321</b> |   | <b>Grand Mean</b> |         |         |          | <b>3.08</b> |      | <b>HE</b> |

From the analysis in table 3, the respondents agreed to a high extent with 6 of the items (17, 18, 19, 23 and 24) as they recorded mean scores of (3.63, 3.28, 3.84, 3.77, 3.55, and 3.26). They however disagree with 2 items (20 and 22) as they recorded mean scores of (1.43 and 1.89). Their standard deviation is small signifying that there is homogeneity on their responses. The table also shows that the respondents' grand mean score is 3.08. Going by the decision rule, the

answer to research question 3 is that secondary school teachers perceive moral upbringing of students as stress on their job performance in Udi Education Zone of Enugu State, Nigeria to a high extent.

#### Discussion of the Study

Research question 1 sought to examine the extent to which secondary school teachers perceive writing of lesson notes as stress in Udi Education Zone Nigeria. This study revealed that most teachers considers copying of notes on the board,

spending quality time when preparing lesson notes, writing of lesson notes per period, teachers unable to cover their scheme of work due to high workloads placed on them, teachers plan, and implements and evaluates lesson activities are the extent to which secondary school teachers perceive writing of lesson notes a stress in Udi Education Zone. This is in agreement with [11], who says that writing of lesson notes allows teachers to evaluate their own knowledge with regards to the content to be taught. If a teacher has to teach a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information.

Research question 2 reveals the extent to which secondary school teachers perceive marking of students scripts as stress in Udi Education Zone. It was found from data in table 2 that the teachers agreed to a high high extent on the effects of marking students scripts as stress which includes; teachers tend to under mark or over mark students scripts due to high workloads, students should be allowed to mark their scripts in order to reduce teachers stress, the standard of marking scripts should be lowered in order to accommodate students with low learning abilities. This is to ensure that marking is fair, valid, reliable and consistent and

that the standards applied are appropriate for the particular level to be assessed. The findings agreed with [12] who opined that grades provide a convenient summary of students' performance and inform all interested parties of students' achievement. The versatility of the uses of grades is emphasized by many measurement experts. This is in line with [16], who took a similar stance on the issue of grades. They suggested that if grading was done properly, an increase in students' academic attainment would follow. This is at variance with [15] who stated that the most important purpose for grades was to provide feedback to students, and if referencing for grading was content specific, letter grades and numerical scores would lead to an increase in students' performance. The researcher also observed from the field that if a student's has a clear understanding of the requirements of the task and if grades are based on students' achievements and efforts, it will increase their level of knowledge and understanding.

Research question 3 showed the extent to which secondary school teachers perceive moral upbringing as stress in Udi Education Zone of Enugu State, Nigeria. The respondents agreed to six items. They agreed that students from homes where both parents are Christians are more obedient in class, students who belong to one social organization are

better managed in school, students from homes where parents determine the television programme they watched are more disciplined and obedient, students from strong moral background engaged in minor misbehavior in school and lastly students from good moral background respect the opinion of other students and

as such promote orderliness in class. This is in line with Thomas Jefferson and Horace Mann, in [17], who regarded universal public education as a lever for instilling in children the values such as respect, loyalty and self-discipline necessary to develop into productive workers and citizens.

### CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that

1. Secondary school teachers perceive writing of lesson notes as stress in Udi Education Zone of Enugu State, Nigeria to a high extent.
2. Secondary school teachers perceive grading of students

scripts as stress in Udi Education Zone of Enugu State, Nigeria to a high extent.

3. Secondary school teachers perceive moral upbringing of students as stress on their job performance in Udi Education Zone of Enugu State, Nigeria to a high extent.

### RECOMMENDATIONS

On the basis of the implication of the study the following recommendations are made:

1. Teachers from time to time should undergo stress psychological test, medical checkup at least once every six months.
2. Courses and seminars on stress, causes, effects, signs and

symptoms, care, prevention and management be organized for teachers.

3. Government and school authorities should provide relaxation center for teachers within their workplace.

### Suggestion for Further Research

Based on the limitation and findings of the study which points on the perceived influence of stress on secondary school teachers' job performance in Udi Education Zone of Enugu State, Nigeria,

the researcher suggests that further studies be carried out in the following areas:

1. A replica of the study in other states in the Federal Republic of Nigeria.
2. A replica of this study could be embarked upon using elementary school teachers and its effects on their job performance.
3. A replica of the study could be carried out in private owned schools and institutions of learning in Nigeria.

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