

**TEACHER STRESS AS CORRELATES OF JOB PERFORMANCE AMONG PUBLIC
SECONDARY SCHOOL IN SOUTH-WEST SENATORIAL DISTRICT IN OSUN
STATE, NIGERIA**

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ABSTRACT

This study examined teacher stress as correlates of job performance among secondary school teachers in South-West Senatorial District in Osun State, Nigeria. Job performance of teachers entails effectiveness of the teacher based on students' performance results, attendance, communication skills, classroom management and syllabus coverage. The teachers may not be able to achieve high level of job performance as they are working under work stress. The stress is characterized by trekking far distance from home to school, eating two squares meal per day, poor housing, marital conflict and heavy workload assigned by principal to the teachers. These and many more are capable of influencing job performance of teachers in secondary schools. The study adopted correlation survey research design. Purposive random sampling technique was employed to select four out of 10 local governments in South-West senatorial district in Osun State while the sample was made up of three hundred and sixty-seven (367) teachers using total enumeration method. A total of 367 questionnaire copies were distributed to the respondents. However, 345 were retrieved and found valid for data analysis. The two validated instruments used were Teacher Stress Questionnaire ($r=0.81$) and Job Performance Questionnaire ($r=0.93$). Data collected were analysed using descriptive statistics and multiple regressions. The results showed that there is significant relationship between teacher stress and job performance among public secondary schools ($r = 0.426, 0.000, P < .05$). The finding also equally indicated that there is relative contribution of family, economic and management related stress to job performance among public secondary schools (Adjusted $R^2=0.364, F_{(3, 341)} = 66.616, p < 0.05$). Lastly, there is relative contribution of family, economic and management related stress to job performance among public secondary schools ($\beta = 0.270; 0.172; 0.280; t = 4.562; 2.790$ and $5.352, p < 0.05$). Based on the findings, it was recommended that, government should resolve all the factors affecting job performance by increasing the number of teaching staff needed to perform the tasks and/or decreasing the number of students enrolled in each class. Workshops, conference and seminars should be organized to alleviate and cope with stress in order to improve job performance among secondary school teachers. Government should develop a policy on stress management to guide the induction, operations and counselling of teachers on their day to day duties.

KEY WORDS: *Teacher Stress and Job Performance*

Introduction

Over the years, secondary school teachers complain bitterly about excess workload, role ambiguity, and role conflict associated with their job. Kyriacou and Chien (2004) confirmed that teachers are usually under work stress hence not able to achieve the expected high levels of performance leading to ineffective in the classroom and delays in national development. Teaching is a very difficult job in which the teacher performance is concerned with her/his personality and knowledge. Therefore, if the teacher has to perform his/her role exceptionally well, it requires for a unique talent and sense of knowledge. A very good teaching performance usually brings positive results when one teaches with enthusiasm, competence, effectiveness and with dedication to the profession.

Job performance of teacher could be described as the duties performed by teachers at a particular period in the school system in achieving school goals. In this regard, (Adeyemi, 2010) defines job performance of teacher as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. The key indications of job performance are the individual personal characteristics including competency and ability to deal with role conflict (Howell and Higgins, 1990). Job performance of teacher entails effectiveness of the teacher based on students' performance results, attendance, communication skills, syllabus coverage, professionalism, decision making, interpersonal skills and classroom management (Wangui, Ombui and Iravo, 2016). School could be successful through engagement of teachers in school improvement programme.

Despite the duties and functions of teachers within the education sector, stress has become a part and parcel of teachers in the schools system when they have to combine their job description and administrative work which they are not employed for. This has become a serious issue in recent years as teachers attempt to cope with frequent changes in school system. Stress emanating from non-paying teacher' salary by the government, excess work load by the school management, travelling far distance from home to school, increased demand from family and students' indiscipline. When these occur, teachers may not be able to perform their core duties as expected. The factors contribute to stress among the teachers vary from situation to situation, but there is a general agreement on certain factors which exist either within the school or outside the school.

Internally within the school, the factors like fewer rewards, work overload, existence of too many students, tight institutional policies, poor relationship with boss and colleagues and less career progression, among others. These factors put pressure on teachers and ultimately causes stress (Sharpley, Reynolds, and Acosta, 1996; Forlin, 2001; Boyd, Lewin, and Sager, 2009). On other side the factors which are outside the school include demanding parents, tight governmental rules regarding education sector, ever changing educational policies and reforms, downsizing, among others. These factors also put more pressure on the teachers by causing stress among them (Kyriacou, 2001; Winefield, Boyd, Saebel and Pignata, 2008).

Research conducted in the United States of America (USA), United Kingdom (UK), New Zealand and Australia has identified several key causes of work stress commonly associated with teachers. These include inadequate salary, work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, changing job roles, inadequate recognition, inadequate management and participation in management decision making, inadequate resources and funding, inadequate policies and student indiscipline (Kyriacou, 2001 and Borg, 2010). This seems to affect job performance of teacher. Al khalefa (1999) found that work conditions, salaries, bonuses and allowances, status of education, supervision, school facilities, workload and career development were them a major causes of stress for teachers performance. Consequently, teachers were totally dissatisfied with their job, showed less sympathy towards students, felt depressed and irritable, planned for their lessons and were less committed to the work. In similar studies, Traverse and Cooper (1993), Boyle, Borg, Falzon and Baglioni (1995), Pithers and Soden (1998) equally found that workload, poor professional relationship with colleagues, inadequate salary, pupil misbehaviour, difficult interactions with parents and expectations of other staff were potential sources of teacher stress.

Teacher stress is considered as one of the leading problems in almost all professions around the world. In the past, there has been considerable research mainly in the developed countries on the nature, causes and effects of stress on the psychological well-being of teacher. Teacher stress is defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2000). According to substantial body of literature, teaching can be very stress ful occupation and teacher stress appears to have increased

in recent decades (Kyriacou, 2001 and Munt, 2004). Therefore, many factors cause stress among teachers. Teachers under stress cannot perform well.

Betonio (2015) identified four dimensional level of stress experienced by teachers in terms of work related, peerrelated, family related, economic related, schools' policies related and management related stresses. It is assumed in this study that, teacher stress is a combination of variables, including family related stress, economic related stress and management related stress. These stresses make teacher lives in a state of anxiety, tension and emotion which affect the duties and functions of teachers in the school system.

The need to care for and counsel young children, sick family members and problematic family backgrounds constitute family related stress factors for the already over worked teacher. It is claimed that there was a growing shift of responsibility from families to schools. Sharpe(2012) confirmed that overworked teachers may not have time to interact with other people in their home like spouses and children or to relax due to overworked carried home leading to fatigue, frustration, confusion and poor performance both at work and home. This may be true in the sense that teachers face difficulties in balancing work and personal life due to heavy work load and the conflicting roles at work.

In the family, teacher may experience marital conflict, sibling conflict, or parent-child conflict. All constitute family stress and this may affect his job performance in the classroom while teaching, taking attendance, computing student result as well as managing classroom. Research shows that problems at home may affect job performance (Forthofer, Markman, Cox, Stanley, and Kessler, 1996). Family responsibilities and family problems contribute much in teacher stress at work especially when they are not solved before teaching. The top 10 stressors perceived to be facing managers such as the teachers are: missing being with their growing children, putting their work before home and family considerations, having to move away from home for their employment, missing leisure/hobby time, short or long commuting to work, breaking up with their partners, frequently travelling away from home and either not having or postponing parenting children (Willis, 2005). If these problems are persistent in the family, it can affect performance of teacher as well as student performance.

Economic related stress is another factor that appears to be affected job performance of teacher in public secondary schools. Economic related stress is characterized by trekking far distance from home to school, eating two squares meal per day and poor housing. These are capable of influencing job performance of teacher in secondary schools. Kyriacou and Chien(2004) noted that teachers' salaries tend to be lower than those of comparable jobs and hardly match the high cost of living leading to anxiety, job dissatisfaction and turnover in the profession. Consequently, many teachers are forced to find additional income to augment their poor earnings which invariably will have a serious negative impact on their overall performance. Ng'ethe(2013) further observed that most key educators leave teaching profession due to poor remuneration to join other sectors with more competitive rewards. For a long time in Nigeria, teachers' salaries have remained very low compared to those of their counterparts in the civil service with the same qualifications. This scenario has compelled Nigeria Union of Teachers to go on strike on several occasions asking for increment of salary. Usually, teachers who are not motivated can have serious negative influence on the learning process of their students and can also disrupt effective teaching.

Borg(2010) noted that thirty percent of novice teachers exit the profession prior to their fifth year due to stress. Gigamand Hoel(2013); Powell and Snellman(2004) claimed that economic downturn raises teachers' anxiety. These scholars added that depression in the economy creates negative stress for teachers, because they will be much more anxious about making ends meet with the high cost of living than performing their jobs. It appears that delays and cutbacks on government subsidies continue to affect job performance of teacher negatively due to scarcity of physical resources such as text books, teaching aids and equipments such as computers and projectors, enough teachers and the lack of furniture which is thus hindering timely syllabus coverage and the progress of learners. Chetty(2004) confirmed that teachers are sometimes forced to use their own scarce funds to buy their teaching aids or for self-sponsored training. This agreed with McGrath(2007) who observed that most schools had no budget allocation for technological integration systems, computer gadgets and refresher training for the implementation of the global education in the new secondary curriculum.

Management related stress have significant effects on job performance in public secondary schools. It seems that allocation of heavy workload and in adequate recognition for teacher's good performance by the government and the school managers cause stress among teachers. This may have significant effect on job performance of public secondary school teachers. Aquino(2008) was of the opinion that teachers are usually bombarded with excess work load such as preparation of teaching aids and school records, intensive verbal communication in delivery of subject content while standing for long hours,evaluating students work, assisting students with varied abilities, completing syllabus coverage on time, class control, handling students' disciplinary cases, guidance and counseling, coordination of co-curricular activities, implementing changes in education policies, grading, filling outreportforms and taking responsibility for students' performance hence may not have time to relax or even take care of their personal needs causing frustration.This was supported by Watson(2009) who was of the opinion that coercive leadership frustrates teacher's innovativeness, prompt fear and kill steam work leading to poor performance of teacher.

From the foregoing discussions, it is clearly understood that by virtue of their profession, teachers areconstantly under stress. This ultimately affects their job performance. Bakker, Demerouti and Verbeke (2004), and Tahir (2011) lamented that when a teacher is under stress, there will be poor teaching quality, low students' satisfaction and turnover on the overall performance of the teacher.Thestudyaddressedteacher stress as correlates of job performanceamong secondary school teacherin South-West Senatorial District in Osun State, Nigeria

Statement of the Problem

Job performanceentails effectiveness of the teachers based on students' performance results, attendance, communication skills, syllabus coverage, professionalism, decision making, interpersonal skills and classroom management. The teachers may not be able to achieve the expected result and high levels of performanceas they are working under work stress. Teacher stress is characterized by trekking far distance from home to school, eating two squares meal per day, poor housing, marital conflict and heavy workload assigns by principal to the teachers. These and many more are capable of influencing job performance of teacher in secondary schools.

Teacher stress is considered as one of the leading problems in teaching professions. Thus, teachers attribute their stress on various aspects of the management, economic and family related stress. Stressors that have been identified include role overload (being overwhelmed by the amount or complexity of work), role ambiguity (uncertainty about job description), conflicting job roles, poor payment of salaries, demands made by external agencies, poor relations with colleagues, poor relations with students, lack of support from the principal, school climate and culture seems to lead to poor job performance. It was against this context that this paper examined teacher stress as correlates job performance among public secondary school in South-West Senatorial District in Osun State, Nigeria.

Purpose of the Study

The purpose of the study examined teacher stress as correlates job performance among public secondary school in South-West Senatorial District in Osun State, Nigeria. Specifically, the study examined the level of job performance and ascertained the level of teacher stress among public secondary school in South-West Senatorial District in Osun State, Nigeria

Research Questions

1. What is the level of job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria?
2. What is the level of teacher stress among public secondary schools in South-West Senatorial District in Osun State, Nigeria?

Research Hypotheses

The following research hypotheses were formulated in the study:

H₀₁: There is no significant relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria

H₀₂: There is no significant composite contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria

H₀₃: There is no relative contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria.

Literature Review

Teaching is one of the professions that have been gracefully recognized not only in Nigeria but globally. However, it has been acknowledged that teaching is a wearing job which makes large demands on the nervous power and vitality of the teacher (Adesina, 1990). Abundant literature indicates that teaching is not an easy job. It is a stressful occupation (Kyriacou, 2001; Anthoniou Polychroni and Vlachakis, 2006; Guthrie, 2006). Consequently, teachers are often exposed to high levels of stress which cut across cultures (Pither, 1995; Boyle, 1995; Chan, 1998; Mokdad, 2005), affect their ability to function effectively (Poornima, 2010). In other words, teachers' lives are often gravely affected by stress which leads to physical ill-health (Mokdad, 2005).

Study conducted by Gharib (2016) on the impact of job stress on job performance. Results were analyzed using Mutiple Regression analysis. It was found that work load has a positive statistical effect on job performance while role conflict has negative statistical effect on job performance. However, role ambiguity does not significantly affect on Job performance.

Mariya (2011) examined demographic differences and occupational stress of secondary school teachers. Result showed nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Findings also revealed no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

Nwimo(2015) examined stress among secondary school teachers in Ebonyi State, Nigeria in order to determine the level of stress experienced by secondary school teachers in Ebonyi State. The dimensions of stress studied included physical stress, mental stress, emotional stress and social stress. The study adopted cross-sectional survey design and using as ample of 660 (male 259, female 401) teachers randomly drawn from 33 secondary schools in Ebonyi State. The secondary schools were selected from two towns (Abakaliki and Afikpo) out of three eucation zones in Ebonyi State. In each school, 20 teachers were randomly selected using systematic random sampling technique. A self-developed instrument titled "Teacher Stress Questionnaire (TSQ)"

was used to collect data for the study. The data collected from the respondents were analysed using mean, standard deviation, T-test, Pearson’s correlation and Multiple Regression. 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. Each dimension of stress contributed significantly to the overall level of stress experienced by the secondary school teachers.

Methodology

Correlation survey research design was employed by the researcher. The population comprised 10 (ten) local governments with one thousand and Ninety three (1,093) teachers in a senatorial district. Purposive random sampling technique was employed to select four (Irewole, Isokan, Ede North and Ayedire) out of 10 local governments in South-West senatorial district in Osun State while the sample was made up of three hundred and sixty-seven (367) teachers using total enumeration method. However, 345 were successfully retrieved and found valid for data analysis. The two validated instruments used were Teacher Stress Questionnaire ($r = 0.81$) and Job Performance Questionnaire ($r = 0.93$). Data collected were analysed using descriptive statistics and multiple regressions.

Presentation and Analysis of Results

Research Question I: What is the level of job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria?

Table 1: Level of Job Performance among Public Secondary Schools

S/N	STATEMENT	SA	A	D	SD	(\bar{x})	SD	Decision
1	Breaking up with the partner affects job performance	187 (54.2)	131 (38.0)	14 (4.1)	13 (3.8)	3.43	0.744	Accepted
2	Job commitment gives the highest level of job performance	40 (11.6)	156 (45.2)	113 (32.8)	36 (10.4)	2.58	0.828	Accepted
3	Payment of teacher’s salary as when due improves job performance	124 (35.9)	161 (46.7)	46 (13.3)	14 (4.1)	3.14	0.797	Accepted
4	Trekking far distance from home to school is capable of influencing job performance	37 (10.7)	179 (51.9)	84 (24.3)	45 (13.0)	2.60	0.847	Accepted
5	The level of job performance lies	75 (21.7)	216 (62.6)	31 (9.0)	23 (6.7)	2.99	0.759	Accepted

	solely on ability to do work							
6	Motivated teacher gives the best to the job performance	198 (57.4)	120 (34.8)	22 (6.4)	5 (1.4)	3.48	0.682	Accepted
7	Excess workload enhances teaching performance	172 (49.9)	51 (43.8)	12 (3.5)	10 (2.9)	3.41	0.697	Accepted

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 1 reveals that 92.2% of the respondents agreed that breaking up with the partner affects job performance ($\bar{X} = 3.43$). 56.8% of the respondents were of the view that job commitment gives the highest level of job performance ($\bar{X} = 2.58$). 82.6% of the respondents agreed that payment of teacher's salary as when due improves job performance ($\bar{X} = 3.14$). 62.6% of the respondents agreed that trekking far distance from home to school is capable of influencing job performance ($\bar{X} = 2.60$). 84.3% of the respondents equally agreed that the level of job performance lies solely on ability to do work ($\bar{X} = 2.99$). 92.2% of the respondents agreed that motivated teacher gives the best to the job performance ($\bar{X} = 3.48$). While 93.7% of the respondents agreed that excess workload enhances teaching performance ($\bar{X} = 3.41$). Based on the result from the above table, the data indicates that the mean ratings of the respondents for items 1 to 7 are 3.43, 2.58, 3.14, 2.60, 2.99, 3.48 and 3.41 with corresponding standard deviation of 0.74, 0.83, 0.80, 0.85, 0.76, 0.68 and 0.70. The cluster mean of above items was accepted as rated above 2.50 cut off point and was considered as high. This implies that level of job performance among public secondary schools teachers in Osun State, Nigeria is expressed as high.

Research Question 2: What is the level of teacher stress among public secondary schools in South-West Senatorial District in Osun State, Nigeria?

Table 2: Level of Teacher Stress among Public Secondary Schools

S/N	Statements	High	Low	MEAN(\bar{x})	Std D	Remark
1.	Family related stress	306 (88.7)	39 (11.3)	1.89	0.318	High
2.	Economic related stress	246 (71.3)	99 (28.7)	1.71	0.453	High
3.	Management related stress	319 (92.5)	26 (7.5)	1.92	0.264	High

Table 2 reveals that 88.7% of the respondents reported that family related stress is high ($\bar{X}=1.89$). 71.3% of the respondents confirmed that economic related stress is high ($\bar{X}=1.71$). While 92.5% of the respondents were of the opinion that management related stress is high($\bar{X}=1.92$). Based on the results from table 2, the level of teacher stress among public secondary school inSouth-West Senatorial District in Osun State, Nigeria is very high.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria

Table 3: Relationship between Teacher Stress andJobPerformance

Variable	N	mean	Standard Deviation	r	Sig(P)	Remarks
Teacher Stress	345	20.50	2. 971	0.000	0.426	Significant
JobPerformance		21.63	3. 33			

(P< .05)

The results in table 3 established relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria. From the table, there is significant positive but moderate correlation between teacher stress andjobperformance, $r = (426), 0.000, P < .05$. Based on this table which states that there is no significant relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria was therefore rejected. This indicates that there is significant relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria.

Hypothesis 2:There is no significant composite contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria

Table 3: Composite Contribution and Job Performance

R = 0.608 R Square =0.370 Adjusted R Square =0.364					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1121.827	3	373.94	66.616	.000 ^b
Residual	1914.156	341	5.613		
Total	427.410	344			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), family related stress, economic related stress and management related stress

Table 3 shows that there is composite contribution between the independent variables (family related stress, economic related stress and management related stress) and the dependent variable (Job Performance) (R = 0.608). This was due to the fact that independent variables accounted for 36.4% of the total variation in the dependent variable (Adjusted R²=0.364, F_(3, 341) = 66.616, p<0.05). This composite contribution is shown to be significant. Therefore the hypothesis is rejected. This implies that there is significant contribution of family related stress, economic related stress and management related stress to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria.

Hypothesis 3: There is no relative contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria.

Table 4: Relative Contribution and Job Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	8.720	.938		9.302	.000
Family Related Stress	.265	.058	.270	4.562	.000
Economic Related Stress	.153	.055	.172	2.790	.006
Management Related Stress	.244	.046	.280	5.352	.000

Table 4 shows the predictions of each of the independent variables and all the independent variables (family related stress, economic related stress and management related stress) is shown to have significant contribution to job performance ($p < 0.05$). All independent variables have significant contribution to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria ($\beta = 0.270; 0.172; 0.280; t = 4.562; 2.790$ and 5.352 $p < 0.05$). The table also revealed that only management related stress had the highest and significant contribution to job performance (28.0%, $P < 0.05$). This implies that management related stress is a potential contributor to job performance. Based on this analysis, the null hypothesis is rejected. This indicates that there is relative contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria.

Discussion

Based on the hypothesis one which states that, there is no significant relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria. The result obtained from the findings shows that there is significant relationship between teacher stress and job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria. This finding corroborates that of Mekhla (2012) who reported a significant correlation between physical domain and role over load, role expectation conflict, role overload, resource inadequacy. Similarly, studies conducted by Gharib (2016) on the impact of job stress on job performance. Results were analyzed by using Multiple Regression analysis, to find the impact of job stress on job performance. It was found that work load has a positive statistical effect on job performance while role conflict has negative statistical effect on job performance. However, role ambiguity does not significantly affect on Job performance.

Regarding the hypothesis two which states that, “there is no significant composite contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria.” The study revealed that there is significant contribution of family related stress, economic related stress and management related stress to job performance. This finding is

consistent with finding of Mariya (2011) who examined demographic differences and occupational stress of secondary school teachers. Result showed nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Findings also revealed no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers

Lastly on hypothesis three which states that, “there is no relative contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria”. There is relative contribution of (family related stress, economic related stress and management related stress) to job performance among public secondary schools in South-West Senatorial District in Osun State, Nigeria. However, management related stress had the highest and significant contribution to job performance (28.0%, $P < 0.05$). This finding is consistent with findings of Nwimo (2015) who examined stress among secondary school teachers in Ebonyi State, Nigeria in order to determine the level of stress experienced by secondary school teachers in Ebonyi State. The study identified dimensions of stress included physical stress, mental stress, emotional stress and social stress. 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. Each dimension of stress contributed significantly to the overall level of stress experienced by the secondary school teachers.

Conclusion

From the findings of this study, it can be concluded that, it was established in the study that the level of job performance and the level of teacher stress among public secondary schools in South-West Senatorial District in Osun State, Nigeria is very high. Management related stress is a potential contributor to job performance.

Recommendations

Based on the findings, discussions and conclusion drawn from this research, the following recommendations were made:

1. Government should resolve all the factors affecting the teachers' job performance by increasing the number of teaching staff needed to perform the tasks and/or decreasing the number of students enrolled in each class.
2. Workshops, conference and seminars should be organized to alleviate and cope with stress in order to improve job performance among secondary school teachers.
3. Government should develop a policy on stress management to guide the induction, operations and counselling of teachers on their day to day duties.

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