



Influence Of Occupational Stress And Job Performance Among Educational Management Lecturers In Universities In Rivers State

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ABSTRACT

The study focused on influence of occupational stress and job performance among Educational Management lecturers in Universities in Rivers State. It adopted the correlational and descriptive survey designs. Eight specific objectives, research questions and hypotheses guided the study. The population of the study consisted of all EDM lecturers in the three public universities in Rivers State. The purposive and census sampling techniques was used to draw a sample of 79 EDM lecturers across University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education for the study. An instrument titled: "Management of Occupational Stress and Job Performance Questionnaire" (MOSJPQ) was used for data collection. Validity of the instrument was established using the researchers supervisors and experts in measurement and evaluation while Cronbach alpha was used to determine sectional reliability indices of 0.80, 0.93, 0.79 and 0.87 respectively. Descriptive statistics involving mean and standard deviation as well as ANCOVA were used in data analysis. Result of the study showed that there is a high prevalence of occupational stress among EDM lecturers. Also, there is a significant and positive relationship ($p=0.006<0.05$) between occupational stress and job performance. Marital status ($p=0.025<0.05$) and age ($p=0.014<0.05$) had significant influence on the relationship between occupational stress and job performance. On the contrary, gender, ($p=0.24>0.05$), institution type ($p=0.71>0.05$) and rank of lecturers ($p=0.22>0.05$) has no significant influence on the relationship between occupational stress and job performance of EDM lecturers in universities in Rivers State. Based on this, it was recommended among others that government should provide an enabling environment that will reduce the stress level of lecturers in universities in Rivers State.

Keywords: Influence, Occupational Stress, Job Performance, Educational Management Lecturers, Universities in Rivers State.

INTRODUCTION

The quality of education depends on the ability, hard work, and dedication of the teacher. If a teacher doesn't keep up with the latest technological advancements and educational innovations, as stated in the National Policy of Education, they risk becoming incredibly inefficient and ineffective (2010). "The teacher is considered to be most crucial in the process of implementing all the instructional innovations relevant to the grass root level". The fact that a person's academic background, subject-matter expertise, level of competence, level of dedication, and teaching abilities have a significant impact on the teaching-learning process is breaking news. "We assert it with force and without reservations that none of the reforms we are proposing will work unless we are able to recruit men and women of the best skills to the teaching profession at all levels and can train them," according to the NPE (1997). The NPE advised sending newly hired staff members on ongoing training as a result of this. Additionally, those currently on the ground need to be sent for ongoing training to keep up with the... nature of the teaching profession, particularly in the area of advancements in technology

worldwide. Additionally, teachers express some form of emotion in response to the manner in which pupils behave and learn in the classroom. All instructors should be "guides and not dictators, an artist and not a mechanic, a scholar and not a philosopher, not a collector and repeater of data," according to the association of teachers in New York. Thus, the aforementioned claim highlights the necessity of teacher preparation. Anything that is being trained or developed can be thought of as part of a process intended to increase the professionalism, abilities, and attitudes of the educators and, in turn, the students' learning.

It is clear that instructors at various colleges and universities, especially, appear to be under a lot of stress, which inevitably has an effect on their health and ability to do their jobs. According to Uzonwanne (2014), stress is the negative reaction people have to tremendous pressure or other sorts of unfavourable expectations placed on them on a mental, physical, emotional, social, or environmental level. Due to complexity and living standards competition, stress is an inherent and inevitable part of life (Sindhu, 2014). According to Uzonwanne (2014), stress is a condition that happens when an organism is put in a dangerous circumstance that is challenging to handle. A person either crumbles or lives when carrying this burden or load.

One of the most fundamental issues affecting all aspects of human endeavour is stress. According to Sindhu (2014), the stress phenomenon has become a hot topic in management, development, seminars, and workshops in Nigeria for the past 25 years. He added that there are several clear reasons why stress is so common. First of all, stress affects everyone. We could find ourselves in a precarious scenario that makes us feel stressed. Thus, stress can affect everyone, regardless of age, income, or job. It can affect professionals as well as laypeople. Second, there is a search for the stress virtue in contemporary life because stress is seen as the sickness of growth and development. Sindhu (2014) went on to say that our accustomed ways of coping with life's stressors and difficulties are rapidly failing. In human societies, stress has become an inherent component of daily existence. Stress is created by the pressures, disappointments, and frustrations of everyday living. There are numerous ways to conceptualize stress.

According to Sindhu (2014), stress in the modern world, and specifically occupational stress, has become a common occurrence and has attracted a lot of attention in recent years. A person who is stressed out is full of anxiety and worry; they become stressed out trying to satisfy the demands of their job or other obstacles. No career is stress-free, and stress affects everyone. Individuals may suffer negative effects from stress since it interferes with their overall health. Job is intertwined with the working world. You can alternatively use the terms job, occupation, profession, vocation, work, and career. They are all connected by how people make a living. Therefore, stressors related to work are those that affect performance at all levels, including universities. Stress, according to Brewer and McMahan (2014), is a feeling that appears when a person's living or working situations or circumstances place demands on him that are too much for him to handle. Salami (2019) defined stress as a negative emotional response a person experiences when they consider a situation as being dangerous. According to him, this emotional response may also involve higher physiological arousal as a result of enhanced sympathetic nervous system reactivity.

Occupational stress, according to Jain and Rao (2018), is the physiological or psychological reaction to psychosocial or environmental elements at work that are seen as being too demanding or overwhelming to cope with effectively and endangering one's health and well-being. One of the key aspects of our everyday lives that adds the most stress is our jobs. Most people spend their time on work-related activities and ignore life and rest because of how competitive the working climate is. People that experience a lot of professional stress could not be content with their jobs, which would make them unhappy employees. People who are under a lot of strain at work or who have various demands made on them experience stress. It happens when people worry and become overwhelmed. A person's reactions to physical and psychological circumstances that they consider to be dangerous or emotionally threatening are also referred to as stress. It is a physical and emotional strain that results from a person's physiological, psychological, and environmental demands. Consequently, work-related stress is what a teacher experienced while at work.

Statement of the Problem

It is acknowledged that lecturers play a significant role in our society. They bear a heavy burden in the effort to build a better tomorrow. Due to the desire of young people and parents generally for their

children to succeed in life, there is a significant influx of students into state and federal institutions, overcrowding them and leaving lecturers with more pupils than they can effectively handle at one time. The lecturers have a number of classes to teach as a result. Stress for lecturers is a result of trying to satisfy the expectations of their workload, which include planning lectures, finding materials for the students, conducting research, and participating in other academic activities. Today's difficulties for educational professionals test them physically, mentally, emotionally, and psychologically.

The academic staff's work schedules in Nigeria's tertiary institutions are challenging; in fact, they are right in the centre of the storm. This situation is the result of a number of different factors, including public pressure to increase graduate output, research pressure to produce knowledge that will give the country a competitive advantage in the global market, increased workload from teaching and administrative duties, an unsuitable work environment, family expectations, and professional pressure to advance. The majority of them also support various levels of university administration, including Heads of Departments (HODs) and Deans of Faculties, among others. Some lecturers come to school and spend the majority of their time moving from one lecture room to another lecture room, office to office in terms of administrative work, in addition to giving lectures and performing other administrative tasks. They also provide counselling to students on both a scheduled and an individual basis and based on their needs. Without the fundamental tools for teaching, learning, and research, lecturers in Nigerian universities are expected to perform at a high level. Although the expectation is admirable, professors sometimes struggle to effectively manage the variety of demands of students with resource disabilities who are currently present in Nigerian universities. The problem of this study is to investigate occupational stress and job performance among Educational Management lecturers in Universities in Rivers State.

Aim and Objectives of the Study

The aim of the study is to investigate management of occupational stress and job performance among Educational Management lecturers in Universities in Rivers State. Specifically, the objectives were to:

1. find out the influence of gender on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.
2. find out the influence of marital status on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.

Research Questions

The following research questions guided the study

1. What is the extent to which gender influence the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State?
2. To what extent does marital status influence the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. Gender has no significant influence on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.
2. Marital status has no significant influence on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.

LITERATURE REVIEW

Conceptual Framework

The extent to which gender influence the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State

Gender is a classification of human beings into masculine or feminine i.e. male or female, based on reproductive characteristics and function or roles. Teaching is a profession which can be entered by men and women, although, more women seem to choose such a career. When it comes to academia, though, it may not be the case since there are many male scholars. Maura et al (2014) state that female teachers are less stressed than male teachers, whereas Antoniou et al. (2006) state something totally

opposite and justify their opinion by saying that female teachers stress more than male ones because of confronting difficulties in the classroom and because of the interference of their private life and family into their job. They claim that their hypothesis is supported by many international researchers. Although Maura et al (2014) state that males are more stressed, they admit that females report more absences than males which may suggest that they cope with their stress that way and therefore the level of stress reported is lower than in case of men who do not try to avoid stressful situations, but try to attack problems. When it comes to the stress of academics, Ifegwazi (2005) states that female university teachers are more likely to perceive more stress and display more strains and job dissatisfaction than their male counterparts.

A review of literature shows that stress and gender are related (Safaria et al., 2012). While some studies found significant relationship between stress and gender, others however failed to establish any relationship between them. For instance, studies Antoniou et al (2006) found that female lecturers experienced more stress on the job than their male counterparts. In contrast, Aftab and Khatoun (2012) found that male counterpart reported more stress than their female counterparts. Study by Mondal et al., (2011) revealed that male academics experience more psychological and physical stress than their female counterparts. However, Ofoegbu and Nwadiani (2006) found no significant difference in the level of stress experienced by both male and female lecturers.

In today's workplaces every individual will experience work-related stress and the level of stress varies person-to-person. Different aspects of a person's life will affect their stress levels through work. In comparing women and men, there is a higher risk for women to experience stress, anxiety and others forms of psychological stress in response to their work life than there is for men due to societal expectations of women. Such as women having more domestic responsibilities, the fact that women receive less pay for doing similar work as men and that societally women are expected to say "yes" to any requests given to them. These societal expectations added into a work environment can create a very psychologically stressful environment for women, without any added stressors from work. Desmarais and Alksnis suggest two explanations for the greater psychological distress of women. First, the genders may differ in their awareness of negative feelings, leading women to be more likely to express and report strains, whereas men more likely to deny and inhibit such feelings. Second, the demands to balance work and family result in more overall stress for women that leads to increased strain.

The influence of marital status on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State

Marital status is the description of a person's social relationship with another of opposite sex. It is to say whether the person is single, married, separated, divorced, widowed etc. Marital status has been found to play an important role in the experience of stress among university lecturers. In a study carried out to investigate stress in selected universities in the Southern part of Nigeria, Omoniyi and Ogunsanmi (2012) found the level of stress between married and single lecturers to differ significantly; with lecturers that are single experiencing more stress than their married counterparts. This is inconsistent with Khurshid et al. (2011) with the findings that married academic staff experience more stress than their single counterparts. Antoniou et al (2006) posit that married female academics are more likely to report more stress due to the fact that they have to perform the dual roles of both a professional career woman and that of a supportive house wife simultaneously. Ofoegbu and Nwadiani (2006) however found no significant difference in the level of stress between married and single academics in public universities in Nigeria.

To conclude, it is apparent that researchers cannot agree whether male or female lecturers are more prone to stress; there seems to be a grain of truth in both approaches. An assumption could be risked that men and women stress in a different way and adopt different coping strategies, besides, they are likely to experience different stressors – men may be more vulnerable to stressors connected with status, financial aspects and responsibility; whereas women may be stressed because of work/home interface, self-esteem problems and discipline problems.

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Theoretical Framework

The study was anchored on theory of Performance by Don Elger (2005). The theory of performance (TOP) as explained by Elgar (2005) develops six fundamental concepts to form a baseline for performance as well as its improvement. According to him an individual performer can act on his own or as a group engaging in collaborative efforts. He also put forward that the six fundamental concepts that performance depends are, the context, level of one's knowledge, the skill level, identity level, the personal factors as well as fix factors. Also, Elger proposes three axioms for improving job performance of the workers, these include the performers' mindset, immersion in an enriching environment as well as engagement in reflective practices.

The theory notes that humans are capable of carrying out extraordinary accomplishment. He quoted Gandhi who led a non-violent revolution that liberated India from colonial rule. It notes that people can actually carry out task not because they are easy but because they are hard to do and that because goals will serve to organize and measure the best of our energies and skills. Also according to Caine, Caine, Miclentic and Klimek (2005) wonderful accomplishment also occur in our day to day practice in higher education. Hence since individual's accomplishment are attained on high-level performance the theory's usefulness is various context cannot be overemphasized. This theory also posits that the performance of every system depends on the various components of the organization as well as the interactions between these components. Therefore in order to improve on performance the performer mindset must be in tune with the work. This includes his actions which engage positive emotions like challenging goals, allowing failure as a natural part of attaining high performance and providing conditions in which the performer feels an appropriate degree of safety. It also involves "immersion" This involves an individual's psychical, social and intellectual environment which can elevate performance as well as stimulate personal and professional development. The elements here include social interactions, disciplinary knowledge, active learning, emotions as well as spiritual alignment. On the other hand, Bransford, Browrund Cocking (2000) the reflective practice" has to do with actions or behaviours that help people pay attention to as well as learning from experiences. This example include observing from the present or current state of performance, noting individuals or organizational accomplishments, analyzing strength and weakness as well as areas in which to improve like the level of knowledge.

Furthermore Elgers axioms through which performance could be improves mentioned first engaging the individual performer in an optimal emotional state (performer mindset, secondly, immerse the performer in an enriching environment while lastly you engage the performer in reflective practices all through the process earlier explained.

In a conclusive Paralign Elger noted that all individuals or organizations wants to be high performers. "To be like one person or the other". Hence, the theory sets as a challenge to educators that through improving of own performance, one can empower themselves to help other people learn and to grow. When individuals learn and grow, such individuals are empowered to create results that will make a difference. Working and learning together in way that will make the world better has since been the goal of education.

METHODOLOGY

This study adopted two research designs. The descriptive and correlational designs. The population of the study consisted of all the lecturers in the Faculty of Education in three public Universities in Rivers State. As at the time of the study, there were 186 lecturers in the Faculty of Education University of Port Harcourt, 237 lecturers in Faculty of Education, Rivers State University, and a total of 225 lecturers in Faculty of Education, Ignatius Ajuru University of Education. This gave a grand

total of 648 lecturers from the three Universities. The sample size of the study consisted of 92 EDM lecturers which comprised thirty four (34) lecturers in UNIPORT, twenty (20) lecturers in RSU and 28 lecturers in Ignatius Ajuru University of Education. The researcher adopted the census sampling technique where the total number of lecturers in the Department of Educational Management in the three institutions were used for the study. The researcher also adopted the purposive sampling technique to focus only on EDM lecturers. The instrument for data collection was an adapted instrument named “Occupational Stress and Job Performance Scale” (MOSJPS). The face and content validity of MOSJPS was first determined by carefully outlining the items of the instrument after which the researcher proof-read the entire items one after the other. This move of validity was further strengthened by presenting a copy of MOSJPS to the researcher’s supervisors and three other experts in the Department of Psychology, Measurement and Evaluation. Thirty (30) academic staff who were not part of the study were drawn and administered with copies of MOSJPS. After their response, the researcher collated the scores and subjected them to Cronbach reliability test. The sectional reliability coefficients obtained were 0.80, 0.93, 0.79 and 0.87 respectively for Stress Prevalence Inventory (SPI), the Occupational Stress Inventory (OSI), the Job Performance Inventory (JPI) and the Stress Coping Strategy Questionnaire (SCSQ). A face to face method of data collection was employed. Descriptive statistics involving mean and standard deviation and ANCOVA were used to analyze the data that was generated. Mean and standard deviation (item by item analysis) was used to answer the research questions while the ANCOVA was used to test the hypotheses at 0.05 alpha level of significance. Specifically, in answering research question one, a mean range value was set thus; Very Low Extent= 0-1.0, Low Extent=1.01-2.0, High Extent= 2.01-3.0, Very High Extent= 3.01 & above.

RESULTS

Research Question 1: *To what extent does gender influence the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State?*

Table 1: Descriptive analysis of the influence of gender on the relationship between occupational stress and job performance of lecturers.

Gender	N	\bar{x}	Std. D
Male	28	58.00	16.465
Female	51	54.51	11.149
Average Mean Score		56.25	

Note: Population Mean: 62.75

From the analysis in table 1, male lecturers were 28 while females were 51. Their mean and standard deviation value was 58.00 and 16.47 respectively while that of female lecturers was 54.51 and 11.15 respectively. The average mean scores is 56.25. When compared to the population mean of 62.75, it indicates that the influence of gender on the relationship between occupational stress and job performance is to a low extent.

Research Question 2: *To what extent does marital status influence the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State?*

Table 2: Descriptive analysis of the influence of marital status on the relationship between occupational stress and job performance of lecturers.

Marital Status	N	\bar{x}	Std. D
Married	56	55.86	13.35
Single	15	59.40	12.56
Widow/Widower	8	48.13	12.35
Average Mean Scores		54.46	

Note: Population Mean= 50.12

From the analysis in the table 2, married lecturers were 56. Single lecturers were 15 while widows and widowers were 8. The mean and standard deviation values obtained were 55.86 and 13.35 for married lecturers; 59.40 and 12.56 for single while those of widows and widowers were 48.13 and 12.35 respectively. The average mean score was 54.46. When compared to the population mean of 50.12, this indicates that the influence of marital status on the relationship between occupational stress and job performance is to a high extent.

Hypothesis 3: Gender has no significant influence on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.

Table 3: ANCOVA analysis of influence of gender on the relationship between occupational stress and job performance of lecturers.

Source	Type III Sum of Sq.	df.	Mean Sq.	F	Sig.	Result
Corrected Model	311.77	2	155.88	.881	.418	
Intercept	9990.73	1	9990.73	56.48	.000	
Occ. Stress	91.57	1	91.57	10.31	.474	
Gender	232.34	1	232.34	1.314	.24	Not significant
Error	13443.16	76	176.88			
Total	259264.00	79				
Corrected Total	13754.93	78				

Table 3 reveals interaction effects of gender on the relationship between occupational stress and job performance. Calculated F value is 1.31 while the overall sig interactive influence is 0.24. Since the significant value ($p=0.24 > 0.05$) is greater than the alpha of 0.05, the null hypothesis was retained meaning that gender actually has no significant influence on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.

Hypothesis 4: Marital status has no significant influence on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.

Table 4: ANCOVA analysis of influence of marital status on the relationship between occupational stress and job performance of lecturers.

Source	Type III Sum of Sq.	df	Mean Sq.	F	Sig.	Result
Corrected Model	750.14	3	250.04	1.44	.23	
Intercept	9316.6	1	9316.66	53.73	.00	
Occ. Stress	84.53	1	84.53	.48	.48	
Marital. Status	670.71	2	335.35	1.93	.025	Significant
Error	13004.79	75	173.39			
Total	259264.00	79				
Corrected Total	13754.93	78				

Table 4 reveals the influence of marital status on the relationship between occupational stress and job performance. Calculated F value is 1.93 while the overall significant influence is 0.025. Since the significant value ($p=0.025 < 0.05$) is less than the alpha of 0.05, the null hypothesis is rejected meaning that marital status has a significant influence on the relationship between occupational stress and job performance of lecturers in Educational Management department in Universities in Rivers State.

DISCUSSION OF FINDINGS

Influence of Gender on the Relationship between Occupational Stress and Job Performance among Lecturers in Department of Educational Management in Universities in Rivers State.

From research findings three, it is revealed that there is influence of gender significantly on the relationship between occupational stress and job performance. The finding means that being a male or female lecturer determine the level of stress which they experience and alternatively can also determine the level of their job performance. The findings also implies that through the mean scores obtained that female lecturer's job performance is mainly influenced by occupational stress compared to those of their male counterparts. The findings of the study may be as a result of the relative differences in the emotional stability and stamina relative to gender. This means that there is some level of stress which a male may pass through and still be able to perform and there is some level of stress which female lecturers may experience and may or may not be able to perform and vice-versa. It could be that male lecturers are unable to contend with some emotional stress and as such passed through difficulties in their work compared to the female lecturers and vice-versa. The finding of the study is a bit surprising to the researcher because she has observed that sometimes, female lecturers perform higher than the male irrespective of the level of stress which they pass through while in some instances, male perform higher. Hence, the influences of gender to the best knowledge of the researcher's knowledge is irrelevant. The study is in line with that reported by Egor (2005) who reported significant influence of gender on job performance of individuals.

Influence of Marital Status on the Relationship between Occupational Stress and Job Performance among Lecturers in Department of Educational Management in Universities in Rivers State

Research finding four, revealed that marital status has a significant influence on the relationship between occupational stress and job performance of lecturers. This means that the status of being married or not being married, or being divorced or not as well as being single can add to the level of occupational stress which individuals pass through and consequentially can affect their level of job performance. This finding of the study may be because marital responsibilities can add to the level of stress in which individuals undergo. For instance, it is shown through the mean values that married individuals have more level of relationship between occupational stress and job performance. This implies that the combination of family and work responsibilities, can increase the level of stress which they pass through at the workplace and the consequences affects their job performance. This finding of the study is highly expected by the researcher because as a married person, she has had first-hand experience on the relationship between stress and job performance. The finding of Peters (2010) is in line with the present findings.

CONCLUSION

The researcher concluded that occupational stress is highly prevalent among EDM lecturers in universities in Rivers State and has a significant level of influence on their job performance. Also, the ability to cope with it significantly depends on some factors which include gender, marital status as well as their age etc. However, the type of university in which a lecturer works whether federal or state-owned university does not have any influence on the occupational stress and consequentially their job performance.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. It is recommended that both male and female lecturers should act within the limit of their abilities by reducing their commitment to other activities outside teaching.
2. It is equally advised that lecturers should consider their marital stress responsibilities even as they are carrying out their job. Those who are married should rely on the support of their spouse. They should not see marriage as a hindrance to the performance of their duties and vice-versa. On the other hand, the unmarried or divorced ones should feel free to carry out their responsibilities since they may not have much spousal need to be met.

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