



Influence of Stress as a Correlate of Teachers Productivity in Senior Secondary Schools in Rivers State

¹Okeke, Angela Ngozi, ²Ohaechesi, Vivian Ngozi, ³Orji, Uzochukwu Williamson

Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria

ABSTRACT

The study investigated influence of stress as a correlate of teachers' productivity in senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted correlational research design. The population for this study consisted of the 278 (Two Hundred and Seventy-eight) public senior secondary schools in Rivers State as at the time of the study, having a population of 7,942 teachers. A sample of 40 schools were drawn from the 278 public secondary schools using stratified sampling technique. Proportionate stratified random sampling technique was used to draw 318 teachers. The instruments used for collection of data in this study were two self-structured questionnaires titled: "Stress Variables Questionnaire (SVQ) and Teachers' Productivity Questionnaire" (TPQ). The first Instrument which is the Stress Variable Questionnaire (SVQ) comprised of 40 items. Ten items were used to measure each of the two sub-variables identified for the study namely; record keeping and classroom management. Each item was structured using four points rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The second instrument which was the Teachers' Productivity Questionnaire" (TPQ) was structured on a four- point Likert rating scale with 20 items. All the instruments had 60 items which guided the variables. The reliability coefficient was determined using Cronbach statistics method, which established internal consistency of the test items. The general reliability coefficient obtained was 0.78 while that of the dependent variable was 0.82. Based on the findings of this study, it was concluded that record keeping, classroom management and student discipline were significant to teachers' productivity. The study recommended amongst others that record keeping should be done not only by one teacher but by other teachers so as to reduce the stress in recording every single activity that takes place in schools by one teacher.

Keywords: Stress, Teachers Productivity, Senior Secondary Schools, Rivers State.

Introduction

The purpose of schools is to transmit fundamental knowledge, abilities, and values from one generation to the next, and teachers are integral to this process. Teachers are in charge of teaching pupils at all educational levels, from early childhood and primary school to post-secondary education. Obanya (2013) asserted that education is about promoting a person's full development and good rather than merely "knowing books." It is crucial for providing individuals with the necessary knowledge, skills, competencies, values, and attitudes to thrive in a technology-driven society (Okute & Chukwurah, 2011). To achieve educational goals, educators must blend effectiveness with quality to produce the desired outcomes. This requires the right quality and quantity of teachers, adequate equipment and facilities, incentives, and sufficient funding.

It also requires commitment from educational resource managers as well as teachers. Teachers in secondary schools are responsible for maintaining order in the classroom. They offer direction on proper behaviour in addition to aiding students in learning new topics. In addition to teaching, teachers' responsibilities at the school include maintaining records, assigning homework, attending meetings, developing lesson plans, and supervising student activities. The maintenance and enhancement of educational policies heavily depends on teachers. They are responsible for streamlining the process of teaching and learning, ensuring that students receive top-notch instruction in the classroom. No nation is supposed to be able to progress past the quality of its teachers. As a result, the standard of the work that pupils do in the classroom matters greatly.

Teachers have a big impact on a student's educational development. Since there would not be a school without teachers, their dedication to their work is vital to it. For teachers to perform their jobs effectively, they need to be in good physical and mental health. They won't function effectively and produce work that isn't up to par if this is not the case. Teachers usually have a lot on their plates, and some of them manage several jobs within the school. This may cause tension and exhaustion, which could lower the teacher's performance level.

According to Martin, Carlson, and Buskist (2007), stress is a pattern of physiological, behavioral, and cognitive reactions to perceived threats to one's well-being, whether they are actual or imagined. They continued by cautioning that ongoing stress may result in anxiety, which can make it harder to complete a task. Stress can cause a teacher to lose it, feel tense, restless, slow, and generally fatigued. It can also cause them to become too sick to work, quit, or refuse to work at all. Stress is one of the major health problems associated with the workplace, especially in developing countries where job stress has become the primary source of stress and strain for workers. Although teacher stress is a widely discussed topic, professional groups are divided on

whether stress is a real phenomenon with a variety of causative variables, such as systemic impacts and individual vulnerability (Jackson, 2004). Being a complicated phenomenon, job stress is highly subjective, with what one individual may find challenging at work becoming stressful for another. It primarily depends on an individual's temperament, upbringing, and experiences in the past.

Lesson preparation, monitoring extracurricular activities, keeping records, organizing classrooms, participating in professional development, and punishing pupils are just a few of the duties that teachers have when working in schools. The purpose of teachers' roles is to meet learning objectives and enhance the quality of learning activities. The tension of executing these tasks can arise if they are not well controlled. Classroom management is the act of organizing and supervising the classroom. For many, maintaining order in the classroom is the responsibility of the teachers.

However, classroom management is much more than that. Establishing and maintaining the teaching environment is also necessary to achieve the educational goals (Savage & Savage, 2010). Effective classroom management is a vital ability for both elementary and secondary school. In addition to being crucial in ensuring that the classroom environment is favourable for teaching and learning, teachers are required to be capable of overseeing the classroom in which these activities occur. For some teachers, classroom management is not a natural skill. Teachers in elementary schools keep a careful eye on their pupils because they know that if they don't, the youngsters would become rowdy and unruly. The teacher is the person in charge of the class, and committed teachers are people with the abilities and attitudes required to supervise courses.

Another part of teaching is preserving student records, or maintaining student records. Written papers that are produced, acquired, or received during the preparation, performance, or completion of an activity are known as records. For these documents to be used as proof or evidence of the action, they must have sufficient organization, context, and content. Hrach (2006) defines a school record as a single comprehensive collection of documentation about all services provided to a student. This can include details regarding the student's admission, evaluations, assessments, publicly accessible forms, individualized learning plans, all of the student's written notes, all of the student's supporting documentation, etc. All that a record stores, transmits, and retains is information. A record is a written documentation of a transaction. Also, records help school administrators and parents to keep a concise and accurate timeline of events in the life of the pupils. Individuals may think they will be able to recollect past events, but it is easier to use a written record.

It is clear that upholding classroom discipline is a challenging problem for which there is no technical or scientific answer. Complex interactions between teacher, student, school, and social variables (e.g., general attitudes and values towards schooling) form classroom discipline. Since classroom discipline centers around the distribution of power in a certain public realm, the issue actually assumes political and pedagogical significance (Miller & Salmon, 2014). Classroom indiscipline, or misconduct, often refers to actions that are against instruction, which is the main focus of the classroom, and that the teacher attempts to correct through his actions. Therefore, maintaining classroom discipline is a violation of the management strategies a teacher has implemented to support student learning. In essence, it describes a collection of teacher behaviors that make up management and organizational processes meant to create classroom order (routines, conventions, procedures, etc.). Conversely, discipline describes the steps a teacher takes to put an end to indiscipline and bring order back.

Statement of the Problem

In order to guarantee that children receive the greatest education possible and that schools meet their predetermined goals and objectives, teacher performance and productivity are crucial. The best way to increase and maintain teachers' productivity is to ensure that they experience little to no stress while performing their academic tasks. If stress is not well controlled or addressed, it can have a negative impact on teachers' effective productivity in public secondary schools. In order to make sure that the goals of the various schools where they work are met, many secondary school teachers give it their all. However, this desire and drive might occasionally be impeded by work-related stress. In many schools these days, teachers deal with stress almost every day. Too much work is put in by instructors trying to manage their classrooms. It can be difficult at times to reprimand students because of the scope of the project. Many educators find it tough to discipline their students and even more so to cope with their disobedience. For teachers, maintaining track of student records and guaranteeing their accuracy is typically a difficult undertaking. This causes them to feel stressed out. Furthermore, making lesson plans in advance typically results in stress. Teachers experience stress as a result of their jobs, which they struggle to control or avoid. Thus, the main focus of this paper was to examine the relationship between stress and teachers' productivity in senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate influence of stress as a correlate of teachers' productivity in senior secondary schools in Rivers State. Specifically, the objectives were to:

1. find out influence of stress on record keeping as a correlate of teachers' productivity in public senior secondary schools in Rivers State.
2. ascertain the relationship between influence of stress on classroom management as a correlate of teachers' productivity in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided this study:

1. What is the influence of stress on record keeping as a correlate of teachers' productivity in public senior secondary schools in Rivers State?

2. What is the influence of stress on classroom management as a correlate of teachers' productivity in public senior secondary schools in Rivers State?

1.5 Research Hypotheses

The following hypotheses were tested in the study at 0.05% level of significance:

1. There is no significant relationship between influence of stress on record keeping as a correlate of teachers' productivity in public senior secondary schools in Rivers State.
2. There is no significant relationship between influence of stress on classroom management as a correlate of teachers' productivity in public senior secondary schools in Rivers State.

Methodology

The study adopted correlational research design. The population for this study consisted of the 278 (Two Hundred and Seventy-eight) public senior secondary schools in Rivers State as at the time of the study, having a population of 7,942 teachers. A sample of 40 schools were drawn from the 278 public secondary schools using stratified sampling technique. Based on this sample, a sample size of 318 teachers was drawn from the schools sampled; Proportionate stratified random sampling technique was used to draw 318 teachers. The instruments used for collection of data in this study were two self-structured questionnaires titled: "Stress Variables Questionnaire (SVQ) and Teachers' Productivity Questionnaire" (TPQ). The first Instrument which is the Stress Variable Questionnaire (SVQ) comprised of 40 items. Ten items were used to measure each of the two sub-variables identified for the study namely; record keeping and classroom management. Each item was structured using four points rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The second instrument which was the Teachers' Productivity Questionnaire" (TPQ) was structured on a four- point Likert rating scale with 20 items. All the instruments had 60 items which guided the variables. The reliability of the instrument was established by the researcher administering the instrument on a sample of 30 teachers drawn from the population but not used as part of the sample for the study. The data generated from the responses of teachers were used to estimate the reliability of the instrument. The reliability coefficient was determined using Cronbach statistics method, which established internal consistency of the test items. The general reliability coefficient obtained was 0.78 while that of the dependent variable was 0.82. These coefficients showed high reliability. The researcher collected the data with the help of two trained research assistants who were trained and taught how to administer the data from the area where the research was conducted. Three hundred and eighteen (318) copies of the questionnaires were administered, but 304 copies were correctly filled and retrieved which represented 95.8% return rate. The research questions were answered using the simple regression statistics, while t-test of relationship was used to test the null hypotheses at 0.05 significant levels. The Statistical Package of the Social Science (SPSS) was used to analyze the data gotten from the field.

Presentation of Data

Research question 1: What is the relationship between influence of stress on record keeping and teachers' productivity in public senior secondary schools in Rivers State?

Table 1a: Simple Regression Analysis on the Relationship between influence of stress on record keeping and teachers' productivity in public senior secondary schools in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.895 ^a	.801	.801	4.76917	Very High Positive Relationship

a. Predictors: (Constant), record keeping

Table 1b: Significance of the Relationship between influence of stress on record keeping and teachers' productivity in public senior secondary schools in Rivers State.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	34660.895	1	34660.895	1523.894	.000 ^b	Significant
	Residual	8597.589	303	22.745			
	Total	43258.484	304				

Table 1a shows that influence of stress on record keeping has a very high positive relationship of R=0.895 with teachers' productivity in public senior secondary schools in Rivers State. Similarly, the value of R Square implied that record keeping influenced teachers' productivity to the tune of 80.1% (.801*100) while other aspects of teachers' productivity are determined by other factors aside record keeping. Table 1b also implied that with the

significance value of 0.000 which is below the p-value of 0.05, the relationship between influence of stress on record keeping and teachers' productivity was significant in public senior secondary schools in Rivers State.

Research Question Two: What is the relationship between influence of stress on classroom management and teachers' productivity in public senior secondary schools in Rivers State?

Table 2a: Simple Regression Analysis on the Relationship between influence of stress on classroom management and teachers' productivity in public senior secondary schools in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.802 ^a	.643	.643	6.38779	Very High Positive Relationship

Table 2b: Significance of the Relationship between influence of stress on classroom management and teachers' productivity in public senior secondary schools in Rivers State.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	27834.610	1	27834.610	682.156	.000 ^b	Significant
	Residual	15423.874	303	40.804			
	Total	43258.484	304				

Table 2a reveals that influence of stress on classroom management has a very high positive relationship of R=0.802 with teachers' productivity in public senior secondary schools in Rivers State. Similarly, the value of R Square indicated that classroom management determined 64.3% (.643*100) of teachers' productivity while other aspects of teachers' productivity are determined by other factors aside classroom management. Table 2b also implied that with the significance value of 0.000 which is below the p-value of 0.05, the relationship between influence of stress on classroom management and teachers' productivity was significant in public senior secondary schools in Rivers State.

Summarily, it was discovered from objective one that influence of stress on record keeping has a very high positive relationship with teachers' productivity in public senior secondary schools in Rivers State and this relationship was significant. Also, it was indicated from objective two that influence of stress on classroom management has a very high positive relationship with teachers' productivity in public senior secondary schools in Rivers State and this relationship was equally significant.

Conclusion

Based on the findings of this study, it was concluded that record keeping, classroom management and student discipline were significant to teachers' productivity. While lesson planning was not significant to teachers' productivity in public senior secondary schools in Rivers State.

Recommendations

1. Record keeping should be done not only by one teacher but by other teachers so as to reduce the stress in recording every single activity that takes place in schools by one teacher. Teachers should not be allowed to over work themselves in schools by assigning less tasks to them
2. Teachers should manage classroom activities by assigning tasks to students and giving them functions so as to reduce the stress in organizing and managing the classroom. Teachers must ensure that they eat well, rest, maintain a healthy lifestyle and also exercise a lot to reduce stress through health-related seminars and talks.

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