



STRATEGIES FOR MANAGING STRESS IN PRIVATE SCHOOLS IN NIGERIA

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ABSTRACT

The study investigated the stress management among private secondary school teachers in Nigeria. Stress is becoming increasingly problematic in the teaching profession as teachers work longer and harder to see better output in teaching and learning activities. Stress is a condition or situation, internal or external that imposes demand for adjustment on the individual. Therefore, stress is the pressure or worry on our bodies as a result of problems we encounter in our daily living. Stress management comprises measures taken to cope with trying periods, so that a state of psychological and physiological equilibrium is reestablished and subsequently maintained. The study revealed that stress sources includes financial constraints, work load, fast changing education, and jealousy and amongst others while identifying the causes of the stress, learn relaxation techniques, alternative source of income and use of leisure time amongst others have been identified as ways to manage stress. Furthermore, the study concluded that teachers experience stress in secondary school due to environmental, social and economic factors. It was recommended that Proprietors and Proprietress need to improve on teacher's incentives and pay package recruit more teachers in the teaching profession so as to ease the heavy workload on teachers. The necessary instructional materials and teaching aids should be provided for teaching and learning activities. Also, a minimal number of students of about 40 per class should be approved to enhance effective class control by the teacher during teaching and learning activities.

Keywords: Strategies, Stress, Private School, Nigeria.

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INTRODUCTION

Secondary school teachers in private schools in recent times are faced with varied occupational issues that impede effective administration and teaching of the school. For instance, the school principal, initiates organizes and directs the activities of staff and students towards the

achievement of school objectives as well as the development of positive school-home relationship (Aggarwal, 2001). Teaching is commonly recognized as one of the most stressful occupations in our nation. In recent years, professional satisfaction has been decreasing, while job pressure has been on a steady rise for teachers. These issues have raised many questions about the growing problem of teacher stress.

It has been reported that teacher stress affects the learning environment and ultimately prevents achievement of the teacher's educational goals. This leads to disinterest, negligence, bitterness, and absenteeism among teachers, and can result in teachers leaving the profession. Stress, according to (Dash, 2004), means a general response which the human body makes to any demand on it. It is a worry which is physical, psychological, physiological and sociological which may result from not meeting with certain demands at the work place. Finlay (2006) defined stress as a process in which environmental events or forces, called stressors, threaten an organisms' existence and well-being and how the individual responds to such threat. It could also be seen as a feeling which occurs when an individual's working or living conditions or circumstances make demands beyond the individual's capacity to handle such situation physically or emotionally. Kaur (2011) stated that stress is also a condition of being subject to external forces or pressures which can either be good (eustress) or bad (distress). Eustress represents moderate and low stress levels and distress is frequently defined as high stress level.

Principals who experience eustress will be able to meet job demands and this may engender positive work life (e.g., satisfaction and positive moral values) while principals who experience distress will not be able to fulfill job demands leading to dissatisfaction which affects an individual's productivity, effectiveness, personal health and quality of work. The sources of stress, according to Luthans (2004) could be occupational, domestic and economic. Occupational stress is a term used to define stress that is related to workplace. It occurs when there is a discrepancy between the demands of the work and individual's ability to carry out and complete these demands. Occupational stress is also the experience of negative emotional stress such as frustration, worry, anxiety and depression attributed to work-related factors.

Such problems like work overload, pressure from parents and problems in curriculum implementation, lack of autonomy in execution of responsibilities, conflict between work and family responsibilities, poor academic performance of students, students' indiscipline and poor working environment constitute occupational stressors.

Markham (2009) identified those stressors which are intrinsic to the job and which border on unpleasant working conditions as: total school working hours, physical or environmental factors like overpopulation of students; problems with the school plant; inadequate and ill-equipped fellow teachers with lackadaisical attitudes towards work; students with poor academic background and negative attitude towards learning; parental ambivalence towards the educational well-being of their children; low motivation; inadequate resources to run the school, low prospects of advancement, lack of job security and poor staff development programmes.

Others are personal problems including role conflict; societal problems and pressures; financial problems and domestic worries. Occupational stress can eventually affect both physical and emotional well-being if not managed effectively. Lack of economic and financial resources to run the school constitutes economic stressors. Teachers may experience burnout as a result of stress itself, a sudden breakdown of their mediating coping mechanisms, or an ineffectiveness of their radiating coping mechanisms over a Long period of time (Peiffer, 2006). Burnout has traditionally been viewed as having three components: emotional exhaustion, depersonalization, and lack of personal accomplishment. Burnout is most frequently measured using Maslach's

Burnout Inventory. A feeling of burnout is not a direct effect of repeated exposures to stressful situations. However, Burnout is mediated through various active and passive coping mechanisms and is a result of the accumulation of positively and negatively oriented emotional responses that have arisen through coping mechanisms.

CONCEPTUAL CLARIFICATION

Teachers are engineers of every profession. They have an ultimate role in the actualization of school goals and overall development in this world. Hence, no nation can develop in the absence of responsible and motivated teachers. Even though the teachers carry out this decisive responsibility globally, different research findings suggested that their overall well-being and their effective performances are affected by their experience of Occupational stress. Stress on the teachers could lead to negative behavior and thoughts, problems of emotions and feelings and physical health and may hinder effective teaching and learning. Stress manifests in the form of ailments or chronic diseases like hypertension, stroke, headache and diabetes as well as regular body pain. Some teachers experience symptoms such as suppression of the reproductive system, anxiety, aggressiveness, indigestion, stomach ache, pains, dizziness, and rapid heartbeat. Chronic stress creates muscle tension, fatigue, constipation and arthritis. There is, therefore, the need for management strategies to reduce stress on private secondary school teachers. Stress is a state of physical or mental tension resulting from factors that affect the body's equilibrium or the body's reaction to either pleasant or complement stimulation.

This according to Eysenck (2011) stress is any action or situation that placed special physical and psychological demands upon a person. It is anything that can unbalance and individual's level of equilibrium. The World Health Organization (WHO) calls stress a "Worldwide Epidemic". The reason is that it has been discovered that stress is the most cause of visit to physicians. Thus they see stress as a force which affects human beings physically, mentally, emotionally, socially and spiritually. Occupational or work stress can be described as stress arising mainly from work and work related concerns or activities. It is also stress arising from the work environment which may be physical or chemical. It is the harmful physical and emotional responses that occur when the capabilities, resources, or need of the worker, this concept often confused with challenges but they are not the same. Challenges energized psychologically and physically and they motivate the people to learn new skills and master their job. Occupational stress can bring about depression, anxiety, public behavior, poor health and even injury. Occupational stress has special meaning in relation to the teaching profession. Teaching appears to be a very stressful job requiring an individual to stand for many hours daily alone, before a group of sometimes alienated students. It was noted that "the universities basic tasks teaching and research are undertaken by the same individuals". According to this report, research and teaching are complementary in true foundation for academic staff in the university but they are also in conflict because the time spent on teaching is not directly the time spent on research and these different tasks are both labor intensive.

The instructional goals of high quality research and teaching of tertiary institutions may lead to job related stress. Occupational stress includes the tendency of academics to evaluate themselves negatively particularly with regards to their work with students. Matlala (2009) defined stress as a state of strain, tension or pressure and it is a normal reaction resulting from interaction between the individual and the environment. Strain means to make great demand on something; tension is a mental or emotional strain that makes natural relaxed behavior

impossible; and pressure is a powerful demand on somebody's time, attention or energy. REF perceived stress in an occupational setting to mean a condition wherein job-related factors interact with workers, to change their psychological and physiological conditions such that the person's mind and body are forced to deviate from normal functioning. The similarity in the foregoing definitions reveals that there must be an interaction between the environment and the individual before stress can occur. The interaction arises when man is trying to deal with the problems that his environment produced. It could be in his place of work or marriage which makes it impossible for man to relax his nervous system. Nagra (2013) defined stress as a feeling which occurs when an individual's working or living conditions or circumstances make demands beyond his capacity to handle such a situation physically or emotionally.

When a person is faced with disturbing situations, a change in his normal behavior is usually noticeable. Such an individual may be faced with emotional, cognitive and physiological disruption or malfunctioning which can disorganize and adversely affect his powers of reasoning. Rani (2013) conceptualized stress as an unpleasant emotional reaction a person has when he or she perceives an event to be threatening. They stated that this emotional reaction may include heightened physiological arousal due to increased reactivity of the sympathetic nervous system. The stressor is the event itself, which is also called a stressful life event. In the context of this work stress refers to a condition or situation in the body that makes people prone to anxiety depression, anger, hostility, inadequacy and low frustration tolerance. Schlebuscb (2018) described anxiety as a state of feeling nervous or worried; depression as state of feeling very sad and without hope; anger as a strong feeling you have who something has happened that you think is bad and unfair; hostility is an unfriendly or aggressive feeling or behavior; inadequacy as a state of not being able to deal with a situation; and frustration as arising when something is preventing somebody from succeeding. Every health problem that does not have a permanent cure can be managed like stress.

Meanwhile, Dash (2004) described stress in another way as a demand, threat or other events, which require an individual to cope. He further stated that it is a strain or interference that disturbs the functioning of an organism. When this is in force the individual may observe sleep disorder, eating disorder, weakness and pain of unexplained or unknown origin. Eysenck (2001) defined stress as any stimulus that upsets either the body's or the mind's homeostasis. She stated that a change in one's life style or life situation produces a tremendous amount of stress. The life situation includes marriage, divorce, pregnancy, a new job, being fired from a job.

Concept of Stress Management

Rani (2013) affirmed that stress management encompasses techniques intended to equip a person with effective coping mechanisms for dealing with psychological stress, with stress defined as a person's physiological response to an internal or external stimulus that triggers the fight-or-flight response, Stress management is effective when a person utilizes strategies to cope with or alter stressful situations. Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

In this context, the term 'stress' refers only to a stress with significant negative consequences, or distress in the terminology advocated by Schafer (2000) rather than what he calls stress, a stress whose consequences are helpful or otherwise. Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors.

These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being. Despite stress often being thought of as a subjective experience, levels of stress are readily-measurable, using various physiological tests, similar to those used in polygraphs. Stone et al (2016) stated that stress management studies have shown that individuals in any occupation or profession can do little to significantly reduce stress which they experience or to which they are exposed. She further added that conventional wisdom is that much can be done outside one's specific job to get one's mind and body toughened up enough so as to withstand the attendant occupational rigors. In the view of Mokdad (2005) social support system is a system of stress management. He explained social support as all human relationships that have a lasting and positive impact on the individual's life.

This system as he put it helps one to mobilize resources to gain control of emotional and stressful situations. As he put it such help as: helping with a task, lending money, solving problems, taking and giving love and affection help in reshaping psychological balance. Seyaraj (2013) are of the same view that humorous aspects in stressful situation redefine the situation in a less threatening way. Laughter and fun according to them can discharge pent-up emotions. Therefore, joking about life's difficulties is particularly useful strategy in coping with stress, they concluded. So stress can be reduced through the application of humor. Stress among secondary school teachers. Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). While stress can also be related to apprehension, irritation, agitation, fear, annoyance, mental discomfort, nervous upset, inability to cope, frustration, unhappiness, etc. Stress can also be seen as a relationship between the person and the environment within which the person finds it to be taxing or exceeding his or her resources and endangering his or her well-being. Social, cultural, economic and educational differences between countries mean that one must be cautious in applying research carried out in one country to another country. It is important for research regarding teacher stress to be carried out in individual countries, where local circumstances can be taken into account in the design of the study. The teaching profession has been categorized as an occupation at high risk for stress. The Health and Safety Executive (2000) in the United Kingdom reported that teaching was the most stressful occupation, compared to other occupations; such nursing and engineering. In a study, Oforjindu (2011) reported that secondary school teachers in Enugu State suffered a low level of stress contrary to the belief that teaching was the most stressful occupation. Too much stress can contribute to health problems. Stress can also reduce the ability to perform at the highest levels. The negative effects of stress can impact negatively on performance and quality of life. The effects of stress are unmistakably many. They include increase heart rate, speed breathing or held breath, tightens muscle to prepare to fight or to flee, directing blood to the brain and major muscles (away from digestion, hands/feet, Reproductive organs), releases stress hormones like Cortisol and adrenaline, slows or stops digestion, causes the brain to be more reactive/less thoughtful, increases perspiration, reduces immune system response.

Tension headaches, neck/back/shoulder pain, tight jaw, sleeping problems, fatigue, loss of concentration, learning problems can increase, irregular or rapid heart rate, migraine headaches, poor circulation, Raynaud Syndrome, high blood pressure, sexual dysfunction (in either sex), digestive problems, upset stomach, ulcers, colitis, hormone imbalances, reduction of

immune system function, over reaction by immune system (allergies or autoimmune diseases worse), increased asthma activity, increased aging rate, anxiety, depression, substance abuse, poor habit control, over-eating, low energy, prone to accidents or mistakes, can impair communication, poor performance, among others effects are characteristics of stress.

Sources of Stress among private secondary school teachers
Financial Constraints: Poor salaries of primary and secondary teachers in private schools, resulting in lack of money. They have to go for part time jobs to meet even their basic needs. The primary and secondary teachers are particularly at disadvantage. The amount of salary primary and secondary school teachers receive from schools doesn't have the capability to provide secure life after retirement. To meet their basic needs some teachers even go for home tuitions and coaching. As financial stability is a primary requirement for maintaining their peace of mind. A large number of our teachers are therefore, frustrated, and uninterested in teaching. This in return causes stress and anxiety.

Work Load:

A lot of work is done by teachers, forms to be filled, setting of question papers, checking of examination copies, preparation of result, checking of home work, extra classes etc (Singh et al, 2015). There is an incredible amount of mechanical non teaching work that not only utilizes precious teaching time but also frustrates teachers on almost daily basis. Pure teaching is one of the most exhausting and tiring exercise which causes frustration and stress among teachers if they are not paid accordingly. Authors asked around fifty teachers of primary and secondary level of AMU and hardly any teacher said that they are work load free. All said anonymously that they are over loaded with work. This causes stress in them.

Fast Changing Education:

Children have become accustomed to new technologies and are always eager to learn new skills and discover fun activities. Thus, teachers have the task to always come with new educational techniques, new ideas for projects and ways to keep them interested in teaching learning process. This creates burden on teachers and hence stress takes place.

No Acknowledgement:

There is almost an absolute lack of incentive, verbal or finance. There is hardly any appreciation (even acknowledgement) from school or university administration and society for the hard work put in by the teachers. When hard work is not acknowledged then one is not motivated to do something innovative.

Lack of Promotion and Position:

This leads to politics and power struggle we see in every institution and organization. Teacher with this affliction simply keep hankering for power, position, title etc. A person who is a professor will become Chairperson of the Department, Dean of Faculty or anything in which he/she is interested. If a person is not able to achieve anything for which he/ she is aspiring it makes him/her stressed especially when the promotion is delayed due to various reasons. If a teacher is not able to become Professor on time or if an Assistant Professor is not able to become Associate Professor on time it leads to the generation of anxiety and ultimately stress.

Jealousy:

Jealousy is very common. "My junior is Professor but, I am still an Associate Professor". In some cases teachers are under stress because of the feeling that their juniors have been promoted. The feeling that he has something and I am not having it gives rise to jealousy. Jealousy is a disease. It gives birth to so many problems. Most dangerous problem because of jealousy is stress. People

who are jealous of each other are always under some kind of stress. Teachers begin to define their lives by what others think of them, not what they think of themselves. The affliction of "Comparing and Competing Disease" is a major source of stress among teachers today. One can cultivate an attitude of enjoying material comforts in a detached manner.

Consequences of Stress amongst private secondary school teachers:

Mokdad (2005) has classified consequence of stress as Psychological Emotional, Behavioral and Cognitive consequences. The physiological consequences of stress affect the heart rate respiration, blood pressure, digestion, arthritis, asthma etc. The Yoga Vashishta also described how mental disturbances produce physical disturbances. Emotions refer to the feeling aspect of behavior such as mild, irritation, rage, despair, sadness, love and liking. Emotional consequences of stress are anxiety, depression and anger. The Behavioral Consequences of stress may do considerable damage to a person internally but there are external manifestations too. There are at least three important areas of interpersonal behavior which are affected relationship with in the family, relationship with peers, and relationship with other people.

Some commonly behavioral effects are arguments and fight over relatively small makers, overdependence, uncommunicativeness, unreasonableness, and withdrawal of love, lack of interest. Psychological and social stress adversely affects many systems of the body including the immune system. Continuous stress can induce risky body-mind disorders. Disorders such as, anxiety attacks, tension, sleeplessness, nervousness and muscle cramps can all result in chronic health problems. In addition, they may affect our immune, cardiovascular and nervous system.

Like others teachers are also human being when they constantly work under stressful conditions it is not good for their health. Teachers are generally found in specific type of occupational stress. It is "the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher." A teacher working in stressful condition may suffer from certain diseases such as ulcer, diabetes, heart problems, hypertension, depression, anxiety, sleep disorder and suicidal tendencies etc. Therefore, it is very important to identify the various sources of stress so that they may be tackled on time.

Stress management strategies among private secondary school teachers

Schlebusch (2018) acknowledged that the following strategies can be used to manage stress amongst teachers in secondary schools. These strategies include:

- **Identifying the cause of the Stress:**

As we are dealing with any problem, identifying it is a necessary first step. Try writing a list of aspects of your busy life, your job, your students, your boss, your family and other avenues where you are feeling stressed. Consider two approaches to the list: things you have some control over and the things that are beyond your control. Where there is control, there may be solutions! Prioritize your list with the biggest issues at the top. Use realistic and positive language when working through these solutions.

- **Being realistic about your goals:**

Hoogendoom (2009) affirmed that even when they are comprised of daily "to do" lists or weekly goals of what to get done, "seeing" your workload is one step closer to getting through *it* You will feel more success as you knock items off your list, and don't worry about the things remaining if they can be easily carried over to the next list, or not done at all! Take notice of all you have done. Acknowledge when things that didn't get done weren't really under your control. (If you end up doing something that wasn't on your list, put it on anyway just for the joy of

crossing it off!) Use you're freed up time for things you love, like chatting with your students, helping out where it wasn't expected, or go outside for recess!

- **Learn Relaxation Techniques:**

Ideally schools should make opportunities available to their staff for mindfulness exercises and to enjoy peaceful environments. A quiet break room, a comfortable lunchroom, a place to read, study or prepare free of distractions are common needs in all workplaces. Schools are no exception. Where this is not available through an ideal setting you can practice relaxation exercises just about anywhere. Learn from yoga, Tai chi, breathing exercises and other methods that help your physical and mental facilities connect. Brain patterns are affected by underlying daily anxiety and irritability. Switching to calmer modes of dealing with stress will help you respond to situations more effectively. (Source: <https://unicheck.com/blog/teacher-stress-8-strategies-to-manage-work-pressure>)

- **Make relaxation a routine:**

Hatvany (2016) acknowledged that many teachers talk about simple classrooms techniques they use daily such as beginning their day calmly. This could be as simple as being at your desk with a favorite hot beverage, sitting quietly for two minutes before you engage with your students. Take deep cleansing breaths. Try to visualize your day ahead and see yourself teaching the way you want and responding to your students the way you want. See yourself dealing with situations outside your classroom in a positive way too. Try relaxation tapes or calming music. Have your students enter into this calmed space rather than with the chaos they can bring in their wake. (Source: <https://unicheck.com/blog/teacher-stress-8-strategies-to-manage-work-pressure>)

- **Work smarter and not harder:**

According to Mia (2019), "it is easy to confuse feelings of exhaustion and burn-out with hard work. Working hard, and doing good work, does NOT have to leave you feeling depleted and on-edge. Find ways to delegate some of your work, or invest in tools or technologies that will make your life easier".

- **Going home:**

Some administrators actually have to be forceful with their staff members that tend to stay too long at school tasks. If you don't set your own timetable to call it a day, find someone who will do that for you. If school is stressful, get out of the school. As well, be mindful of how much work you bring home. Decide on a healthy balance between your home and school life. Make priorities that keep you happy. (Source: <https://unicheck.com/blog/teacher-stress-8-strategies-to-manage-work-pressure>)

- **Alternative Source of Income:**

This merely means receiving or generating supplementary source of revenue. It is creating other source of income by engaging in activities other than one's usual engagement. Generating multiple streams of income can have a major impact on one's finances. An extra income of 5000 each month could go a long way towards preventing debt or increasing investments. One of the easiest ways to increase ones passive income is to shift your savings to a bank that pays a larger yield on your savings, also investing in the bonus paying stocks is a good way to earn money often. Others comprise; transportation, becoming a trainer in skills, buying property for renting ,tutoring kids, networking and marketing, selling home-made food, consultancy and gardening, day care, career coaching, grocery sales, relocation services amongst others REF.

(Source: <https://www.wealthy5.com/blog/post-wealthy5>)

- **Use of Leisure Time:**

According to Kat (2019), “this involves soothing and doing things that you love doing when one is not working. For instance, when you finally leave your job for good, you have eight or more hours to do whatever you wish. Pensioners generally spend their free time sleeping a little, functioning around the house, watching TV”. The America Time Use Survey also found that seniors devote more time lingering over meals, reading, and shopping than their younger counterparts. Other leisure actions engaged by retirees comprise; house work, grate booking, socializing or corresponding by telephone, mail or e-mail and calculating. They also devote some time to ease and think.

- **Location after Retirement:**

According Tungi (2019), “this involves where the retiree resides after withdrawal. For example, if one resides in a conducive atmosphere where there are social amenities, life will be less demanding thereby enlightening their aptitude to cope with stress associated with retirement”. Gilhooley (2002) also opined that having a self-owned lodging before retirement goes a long way to ease the pressure of paying lodging bills.

- **Promoting Healthy Behavior:**

There is no uncertainty that certain behaviors can put a retiree at risk, for instance, bodily disease and death. Perceptibly people die for an almost countless number of reasons. Finally death is manifest. On the other hand, many deaths among this group of people are premature and preventable. Variables such as cigarette smoking, unhealthy nutrition, drug misuse among others may lead to untimely death. (Source: <https://ncbi.nlm.nih.gov>)

- **Exercise:**

Exercise is one of the most active ways of stimulating healthy living. Studies have established that aerobic exercise can lessen the risk of heart attacks, anxiety and depression and afford optimistic aids of self-concept. Smearing some time to sports participation or bodybuilding day-to-day keeps one fit. (Source: <https://ncbi.nlm.nih.gov>)

THEORETICAL FRAMEWORK

Person-environment (PE) Fit theory of stress

This study was based on person-environment (PE) Fit theory of stress. This is the most widely accepted framework for conducting research on job-stress (Hatvany,2016) PE Fit theory of stress asserts that the interaction between an individual and his or her environment determines whether or not a situation is stressful for that person. It assumes that human behaviour is a function of the person and the environment, and that a person's vocational satisfaction, stability and achievement depend on the congruence or fit between the person's personality and the environment in which the person works.

In the context of the worksite, the individual's attributes are interests, transferable skills, career motives and values, personality preferences, career orientations, self-concept and sense of self-efficacy. The work environment includes individual's expectations and perceptions regarding workload, control over one's work, tangible and intrinsic rewards of work, the relationship and sense of community among co-workers, perceptions of fairness in the worksite and the role of personal and organizational values (Seyaraj, 2013). Stress results if the fit

between an individual and environment is incompatible. Similarly, lack of fit between the demands placed on individuals and their abilities to meet those demands can result in stress.

Though there are evidences that stress occurs as a result of complex interaction between individual characteristics and issues in the work environment, research has not systematically considered the role of person variables, such as gender, in this direction especially studying the manifestation of stress among primary school teachers in the area of the present study. Gilhooley, (2002) noted that there is gender based differences in teachers' stress. Oforjindu, (2011) also approved to the fact that females are more exposed to stress than their male counterparts. According to Markham, (2009), female workers are more stressed because they attempt to strike a balance between professional and home responsibilities

CONCLUSION

Teachers experience stress and work overload; interpersonal relations, school culture, family size, class size, domestic chores, student discipline and setting of examinations are the main reasons for stress. Considering the three levels of stress, most teachers recorded high stress levels; the teaching profession is full of stressors. However, a bit of stress is necessary to gain outstanding success. Because of this, successful people are those who convert their stress to creative energy and creative power. Teachers in a moderate level of stress work with a higher performance besides, a moderate level of stress may have a motivating effect if the individual's comprehension of roles is positive. The impact of stressors varied from one teacher to another.

The implication of stress levels among teachers in student academic performance is that teachers experiencing low and high stress levels are likely to be less productive, which culminate in reduction in student academic performance. Moderate levels of stress enhance teachers' productivity. This means that in schools where teachers experience moderate stress, students are expected to perform better. It is therefore expected that students in private secondary school should perform better in academics because of the kind of stress experienced by their teachers.

Suggestions

The study recommended that Proprietors and Proprietress need to improve on teacher's incentives and pay package, recruit more teachers in the teaching profession so as to ease the heavy workload on teachers. The necessary instructional materials and teaching aids should be provided for teaching and learning activities. Also a minimal number of students of about 40 per class should be approved to enhance effective class control by the teacher during teaching and learning activities. The school should be able to assist counselors to provide pamphlets and printed materials on stress management which could be made available free of charge. The school should also provide an enabling environment for guidance and counseling activities in the school. Adequate emphasis should be given to teachers on the need for rest, physical exercise, maintaining a balanced diet.

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