

**STRESS MANAGEMENT PRACTICES AMONG PRIMARY SCHOOL
TEACHERS IN EDUCATION ZONE C OF BENUE STATE**

**BY
ULOKO NOAH AGBECHE
PG/M.ED/12/62363**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA**

APRIL, 2015

TITLE PAGE

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SUPERVISOR: PROF. U.N. EZE

APRIL, 2015

CERTIFICATION

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DEDICATION

This research work is specifically dedicated to God Almighty who gave me the strength, knowledge, wisdom and resources to complete this programme. This work is also dedicated to my father, late Pa UlokoAgbeche and my mother, late Mrs.IyonoUloko who taught me the values of commitment, hard work and Education. Which helped me at various levels of my education.

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ABSTRACT

This study investigated stress management practices among primary school teachers. The area of the study was Education Zone C of Benue state, Nigeria. The study adopted descriptive survey research design. The sample of the study was 240 public primary school teachers drawn through multi-stage sampling procedure, from a population of 7,324. One instrument; Teachers Stress Management Practices Questionnaire (TSMPQ) in five clusters were used for data collection. Frequency and percentages was used to answer research question one (1) while mean and standard deviation was used for research questions 2-4. T-test was used to test hypotheses. Major findings of the study revealed that, sources of stress for teachers are positive. Stress management practices adopted by teachers are positive. There is agreement between male and female teachers stress management practices adopted by teachers. There is agreement between Urban and rural teachers on stress management practice scores of male and female teachers. Therefore, gender is not a significant predictor of stress management. There was no significant difference in the mean stress management practice scores of urban and rural teachers. Therefore, location is not a significant predictor of stress management. Based on the findings, it was recommended that government should give teachers high priority by improving on teachers welfare and as well make teaching/learning environment more conducive, hence teachers play vital role in the nation's educational development and teachers also determine the future of the young ones in the society. State Universal Basic Education Board (SUBEB) should organize workshops for teachers on stress management strategies in order to build confidence in them on their job. The board should also post qualified teachers to the deserving schools and build enough conducive structures for teaching/learning activities. Curriculum planners to give special attention to inclusion of stress management strategies in curriculum planning, which the teacher trainers will teach the trainees and prepare them for the tasks ahead. Teachers should as much as possible engage in studying fervently and make proper use of management strategies that will encourage them to face their tasks of teaching and their own health. Researchers to extend their researches to other levels of teaching field like secondary and tertiary institutions in order to encourage teachers in their job.

CHAPTER ONE

INTRODUCTION

Background of the Study

Teachers are important professionals for the nation's future. Their importance in education has been clearly stated in the National Policy on Education (NPE) (Federal Republic of Nigeria, 2004:33) that 'no education system can rise above the quality of its teachers'. One of the goals of educational services in Nigeria shall be, 'to enhance teaching and improve the competencies of teachers'. Teachers determine the future of the young ones in the society. Teachers are not only nation builders but pace setters. Teachers are the hub of any education system, just as the wheel rotates around the hub, the education system rotates around the teachers, that is to say that teachers play a primary role in the educational development of any nation. Regrettably, the teaching profession in Nigeria has been consciously and unconsciously relegated to the background (Adimora, Akaneme&Umeano, 2013).

A teacher is the one who undergoes many years of training in Educational Institutions and earns credentials from those authoritative sources that give the individual authorization to teach (Alan , 2001). According to Alan, teaching is an occupation that requires an advanced and specialized training for its members, thereby making them an esoteric group. It is a people-oriented profession because; teachers interact with students, co-staff and parents/guardians. A teacher imparts knowledge and skills to learners both in and outside classroom activities, which brings about changes in behaviour through the process of teaching.

Teachers engage in extra-curricular activities such as, religious and club activities, sports and community services such as, teaching adult members of the community. Teachers set and administer examinations to students in order to evaluate the students. They are

regularly monitored both internally and externally. Internally, involves the head teacher checking their lesson plans, records and on-the-spot lesson delivery in the class. While externally, involves external visiting officers like supervisors, monitoring officers from Local Government Education Authority (LGEA) office, zonal office and State Universal Basic Education Board (SUBEB) head-quarters and Area Education Officer paying unscheduled visits. These expectations make demands on teachers of primary schools in Nigeria and especially, in education zone C of Benue state.

Teaching has been identified as a stressful occupation. (Oboegbulam, 2004). However, teachers' uncomfortable working environment and stress, resulting from the demands of their job, make them vulnerable to fear, anxiety, discomfort, anger, depression and other associated psychological disorders. This occupational stress has no regard for age, gender, discipline or profession. (Oboegbulem & Onwurah, 2011).

The term stress has been defined as, a feeling which occurs when an individual's working or living condition makes demands beyond the individual's capacity to handle physically or emotionally, (Oboegbulem, 2004). In addition, Jepson and Forest (2006) perceive stress as pressure that people are exposed to in life. Furthermore, Feldman, (2011) explained stress as a person's response to events that are threatening or challenging. Stress as a challenge, helps one to walk properly, it helps one stay focused, energetic and alert. In emergency situations, stress can save one's life, for example, spurring one to slam on one's brake to avoid accident, sharpens one's concentration on events like jumping over an obstacle or studying for an examination. Stress as a threat is when the stress levels are out of control, and starts causing damage to one's health, mood, productivity, relationships and quality of life (Ellen, Melinda, Lisa, Heather and Jeans, 2007).

Operationally, stress could be seen as feelings of difficulties in an individual that result in positive or negative response depending on the nature of the event or stressor (anything that causes the body to react either positively or negatively). This means that negative responses as a result of pressure or demands on teachers indicate that teachers experience stress

Teacher's stress has been defined as, the experiences by a teacher of unpleasant emotions such as tension, frustration, anxiety, anger and depression resulting from work as a teacher (Kyriacou, 2001). Some causes of teachers stress include; sudden transfers, poor performance incentives, students' poor work attitudes, time pressure resulting from work overload, arbitrary changes in school, conflicts bothering on interpersonal relations, lack of teaching aids, unsatisfactory working conditions such as, meager, beggarly or inadequate remuneration, delayed promotion, lack of salaries, lack of public esteem, stagnated professional development, role ambiguity, fatigue, boredom and loss of motivation or enthusiasm (Oboegbulem, 2004). Other teaching-related sources of stress according to Oboegbulem are; societal stress, organizational stress, role related and extra-organizational stress. Societal stress results from the pressure put on the school by social and political forces within the community. Organisational stress results from failure of schools to organise themselves to meet the expectations of people. Role-related stress are problems of class room discipline, developing positive relations with head teacher, fellow teachers and parents. While extra organisational stress results from lack of social support from friends and relations

Stress can affect teacher's health, well-being and performance. Apart from teachers themselves, work stress suffered by them can also adversely affect their students and the learning environment; this is because, poor performance of teachers can as well lead to poor performance of students (Larchick & Chance, 2004). Bakirova, (2005) explains location as a

particular place, position, point or extent. These include urban and rural areas which schools are located.

Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time (Emily and Susie, 2006). Polichroniadou and Vlachakis (2006), however stated that females experience higher levels of stress than males due to ways they give interpretations and dealings with problems related to their work environment. However, Abel and Sewell (1999) revealed that males and females recognised the impact stress can have on physical health; men appear physical illnesses that often linked to high stress level and unhealthy life styles and behaviours. Abel and Sewell (1999) also stressed that urban teachers experience significantly more stress from poor working conditions, poor staff relations and lack of parental involvements, while rural teachers perceive too much parental contact as a source of stress.

However, Alan, Chan and Elaine Chong, (2010) stressed that, male teachers manage stress by listening to music and doing more exercises or sports while female teachers manage stress by sleeping, talking to neighbours and friends, watching television and shopping. Similarly, Anderson, Levinson, Barker and Kiewra, (1999) found out that teachers in suburban areas use standard meditation as their practice of stress management while, those in rural areas use relaxation, listening to music and exercises as their practice of stress management.

It has been observed that, over the years in Benue State of Nigeria, teachers in public primary schools express dissatisfaction over their working conditions. This makes them to engage in certain behaviors which include: lateness to work, absenteeism, discussion on their delayed salaries and promotion even when they should be in their various classes. This usually lead to embarking on strike action. Many teachers in the zone engage in odd jobs like going to the building sites to serve builders, others go out to look for jobs in the farms to get

what to eat, they complain of money to pay their children's school fees. Many complain of how to get books and uniforms for their children and even to clothe themselves. Their children are seen along the streets and in the market places hawking, they complain of frequent headache, loss of interest in the job, contemplating whether to continue or to leave for another job, and others are leaving the job.

There are some symptoms of stress teachers in zone C experience, such as; complaints of sleep difficulties, frustration, feeling bad about oneself, low energy, headaches, pains and tensed muscles, inability to focus, forgetfulness, changes in appetite (either eating too much or not eating) and loss of sexual desire, blurred vision and fast breathing. These manifestations among the individuals according to Oboegbulem (2004); Pole (2007), relate to emotional, behavioural, cognitive and physical changes, that manifest among them. According to them, emotional symptoms are; sadness, guilt, anxiety, anger, moodiness, irritability or short temper, inability to relax and depression. Behavioural symptoms include; withdrawal, crying, retardation, eating more or less, sleeping too much or too little, using alcohol, cigarette or drug to relax. Cognitive symptoms include; negative self-concepts, self-blame, helplessness, memory problems, poor judgment, and inability to concentrate. Physical symptoms include; shortness of breath, aches and pains, chest pain, rapid heart - beat, loss of sex drive, nausea, dizziness and frequent cold. These are symptoms of negative stress.

Negative stress could reduce teachers' efficiency, effectiveness and general productivity and such endangers the teachers' physical, mental and emotional health (Achal, 1993). To affirm the above statement, Dada, (2010) stated that, long exposure to stress can lead to serious health problems such as, high blood pressure, suppression of the immune system, increased risk of heart attack and stroke, acceleration of ageing process and vulnerability to anxiety and depression. These stress experiences of teachers call for efforts to manage stressful situations.

Stress management, are measures taken to cope with trying periods so that a state of physical and psychological equilibrium is re-established and maintained (Coper, 1986). In line with this ascertain, Oboegbolem and Onwurah, (2011) stated that stress management is, problem-solving efforts made by an individual faced with demands that are highly relevant to one's welfare, but tasking the individual's adaptive resources. This involves taking charge of one's thoughts, emotions, schedule, environment and the way one deals with problems. Stress management also involves, changing the situation from which stress arises and creating time for rest and relaxation. It is a dynamic process that is reciprocally related between the individual and his environment, or a struggle with demands, conflicts and emotions (Kucukalic, Bravomhmedbasis & Popovic, (2003). Operationally, stress management is conscious efforts to withstand irritations and uncomfortable experiences of an individual in the individual's occupation, to enable the individual cope with such challenges.. Due to the unpleasant stress experiences of teachers observed by the researcher, it is the researcher's interest to determine the stress management practices of primary school teachers in education zone C of Benue state.

Statement of the Problem

Teachers play a good role in educational development in the country, however, they still suffer neglect of performance incentives, promotion, implementation of promotion and prompt payment of salary which leads to severe stress in teaching profession. This cause many teachers to leave the teaching profession in search of green pasture. This situation led to insufficient number of professional teachers in schools and the available professional teachers, suffer work over load, with extra-responsibilities on them. They come back from school worn out with frequent complaints of headache. This ugly situation will be worsened as long as the solution to the problem is not sought. This situation therefore, calls for good stress management practices that will help reduce stress and its adverse effects on

teachers, and the total collapse of the primary education system. Hence the problem of this study is; to determine stress management practices among primary school teachers in Education Zone C of Benue State.

Purpose of the Study

The general purpose of this study is to determine the stress management practices among primary school teachers.

Specifically, the study seeks to:

1. Determine the sources of stress of primary school teachers in Benue State.
2. Ascertain stress management practices adopted by teachers of primary schools in Benue State.
3. Determine stress management practices among male and female teachers.
4. Determine the difference in stress management practices of teachers in urban and rural schools.

Significance of the Study

This study has both practical and theoretical significance. Theoretically, the findings of this study will help to verify and sustain Selye's theory of General Adaptation Syndrome (GAS) which posits that individuals pass through three stages of stress. One, the alarm stage; this is when one becomes aware of the stressor. Stage two, the resistance, this is when one uses a variety of means to overcome the stress. Stage three, is exhaustion, which when the stress persists, it wears out the victim. This theory will help the teachers to be aware of the three phases of stress, and adopt good measures in stress management so as to avoid harmful effects of stress in their occupational life.

Practically, the beneficiaries of this study will be teacher educators, Ministry of Education, Teachers, Pupils, State Universal Basic Education Board (SUBEB), Researchers and Curriculum planners. The result of this study will be of benefit to teacher educators when the study is published because, it will help them to identify the better and more effective stress management strategies that will help improve teaching and learning in the school. Ministry of Education will benefit maximally because, when this study is published, it will enable them to organize workshops, seminars and conferences for teachers on better and more effective stress management strategies. Teachers will benefit maximally from the findings of this study, when it is published in the sense that, it will enable them understand better strategies of their stress management, that will improve their performance.

Pupils will benefit from the findings of this study for the fact that, when teachers adjust with the help of good knowledge of management of stress, they will put in their best and better teaching/learning will be enhanced. State Universal Basic Education Board (SUBEB) will also benefit from the findings of this study because, it will help them to solve the problem of shortage of teachers, by employing and posting more teachers to the deserving schools.

Researchers will also benefit from these findings when it is published in the sense that, it will serve as source of information in their future research work. Curriculum planners will benefit from the findings of this study because, it will help them to include effective stress management strategies in the school curriculum, to be taught to students, future teachers.

Scope of the Study

This study will be carried out in Education Zone C of Benue State, using public Primary school teachers. The study will focus on sources of teachers stress, teachers stress

management practices, differences in stress management practices of male and female teachers and stress management practices of urban and rural teachers.

Research Questions

Research questions for this study are as follows;

1. What are the sources of stress for primary school teachers in Education Zone C of Benue State?
2. What are the stress management practices adopted by teachers in Education zone C of Benue state?
3. What are the differences in the stress management practices of male and female teachers?
4. What are the differences in the stress management practices of teachers in urban and rural schools?

Hypotheses

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

- H₀₁. There is no significant difference in the mean stress management practice scores of male and female teachers in Education Zone C of Benue state.
- H₀₂. There is no significant difference in the mean stress management practice scores of urban and rural teachers.

CHAPTER TWO

REVIEW OF LITERATURE OUTLINE

This chapter presents literature related to the present study under the four broad headings; conceptual framework, theoretical frame work, empirical studies and summary of review of literature.

Conceptual Frame Work

- ❖ Concept of stress.
- ❖ Stress management.
- ❖ Stress management practices
- ❖ Gender and Stress management practices
- ❖ Location and Stress management practices

Theoretical Frame Work

- ❖ General Adaptation Syndrome (GAS)
- ❖ Cognitive Activation Theory of Stress (CATS)
- ❖ Conservation of Resources Theory (CRT)

Empirical Studies

- ❖ Studies on occupational stress on job satisfaction among teachers.
- ❖ Studies of stressors that impinge on teachers.
- ❖ Studies on gender and stress management.
- ❖ Studies on location and stress management

Summary of Review of Related Literature

Conceptual Framework

Concept of Stress

Stress has been a major health problem in all works of life and it is inherent in all human activities and endeavours. This is because; the world itself is full of never-ending array of challenges; many of which present themselves as obstacles to be overcome (Boyce and Ellis, 2005).

Love, in Hinkle (1973), noted that, stress refers to internal force generated with a solid body, by the action of any external force, which tends to distort the body or the organism concerned. There are three (3) features in this definition, firstly, that stress is an internal force, secondly, force generated is external, that is, outside the individual, while thirdly is that external force tends to distort the body or the organism. This means that it is difficult to conceptualize stress.

Scholars perceived stress from different perspectives based on their orientations. Selye, (1976) defined stress as “the rate of wear and tear in human body associated with any vital activity”. Thus stress may be seen as a process in which environmental events called stressors (any event that causes a body to react positively or negatively) threatens an organism’s existence and well-being of the individual’s responses to that threat. It is therefore a force that creates psychological and physiological strain in that individual. In line with Selye (1976) Davis, Eshelman and Mccay (1988) stated that stress is the wear and tear human bodies experience, as they adjust to their continually changing environment. This has physical and emotional effects on them and can create positive or negative feelings.

Stress as a positive/Eustress influence, can help compel an individual to take action, it can result in a new awareness and an exciting new perspectives. For instance, positive events such as, getting married, buying a house, getting admission or receiving promotion. On the

other hand, stress as a negative/ distress influence, can lead to feelings of distrust, rejection, anger, and depression which can lead to health problems such as headache, stomach upset, rashes, insomnia, ulcers, high blood pressure, heart disease, stroke, aches and pains.

The explanations above show that nobody is exempted from experiencing stressful situations because it is a part of life which nobody can avoid. Ngwoke in Omeje, (2002) stated that, stress is any condition that disturbs the normal functioning of psychological levels. In support of this assertion, Ellen, Melinda, Lisa, Heather and Jean (2007), asserted that stress is a psychological and physiological response to events that upset an individual's balance in some ways. These demands or events are called stressors.

Stress is a condition/situation, internal or environmental, that imposes demand for adjustment on an organism, which can be explained in terms of its three closely related concepts namely; anxiety, conflict and frustration (Oboegbulam, 2004). Anxiety is an emotion characterized by a feeling of anticipated danger, tension and distress, a state of being anxious or of experiencing a strong or denominating blend of uncertainty and agitation. Conflict occurs in one's life when two or more incompatible motivations or behavioural impulses compete, while frustration occurs in a situation in which the pursuits of some goals are thwarted (Oboegbulam, 1995, 2004).

The definitions of stress by these different authors clearly show that, stress is the response the body gives to environmental events. It then implies that the level of stress experienced by an individual, depends on the individual's perception of the environmental events.

Stress can be external, it can as well be internal. For example, a teacher who was issued a query for being absent from school without permission will understand that, one should not be absent anytime one wishes without prior permission, also thousands of mile

separating loved ones from each other is an external stressor, this means that, the need to stay together has been deprived of, by the long distance that separated them, induces stress. On the other hand, internal stress comes from an individual's personal, physical and intellectual inadequacies/constraints. For instance, a teacher that is not competent in his teaching career is tensed up, depressed and afraid of being monitored during lesson delivery (Nwachukwu, 1994).

Thus, according to Ellen, Melinda, Heather and Jean (2007) stress reactions manifest in four dimensions, irrespective of their type or class. They are: emotional dimension which includes feelings like Moodiness, anxiety, depression, anger, worrying and frustration. Behavioural dimension includes: feelings like, impatience, poor concentration, restlessness, poor interpersonal relationship and increase use of alcohol, psycho-physiological dimension includes: psychologically induced reaction such as: excessive perspiration, increased heart beat/rate and poor appetite: health related dimension: these include: frequent headache and weakened immune system. Stress can be acute or chronic in nature, Berdie, Erichman, Seaward and Tweed (1999) cited in Ellen, Melinda, Heather and Jean (2007) identified two natures of stress as acute (short term) and chronic (long term) stress. Berdie and his co-researchers stated that acute stress is experienced when any event temporarily throws one off balance, instances are: long line at the post office or in the bank or locking one's key in one's car.

According to them, the feelings are usually intense but vanishes after a short time, whereas the chronic (long term) stress is constant or unrelenting pressure; for instance, caring for an elderly parent, lengthy illness and poverty. Furthermore, there is a traumatic type of stress which occurs as a result of catastrophic events or intense experiences such as natural disaster, sexual assault, life threatening and accident among others (Feldman, 2011). After the initial fallout according to Feldman, many victims of trauma generally begin to recover but psychological and physical symptoms triggered by the trauma do not disappear from some.

This means that equilibrium is lost and life does not return to normal. This condition is called post-traumatic disorder.

Four sources of stress were enumerated as potential teaching-related stress under four main headings. They are: societal, organizational, role-related and extra-organizational stress (Oboegbulam, 2004).

Societal stress: These results from the pressure put on the school as an institution by social and political forces or factors within the community. For example, in Nigeria, there is a waning public image of education as reflected in the low priority which education is accorded at the national, state and sometime, local levels, and it has been a source of stress to teachers. Poor image of teachers has led to a loss of reputation of their self-esteem and respectability. Because of the age-long poor working conditions of teachers across the country, the teaching profession has become more and more stressful and less and less rewarding, thus leading to infamous brain drain of clever, conscientious, efficient and dedicated staff to abandon their job for greener pastures.

On the other hand, organizational stress results from failure of schools or educational institutions to organize themselves properly, to meet the expectations of people as well as those of the teachers and pupils/students. When there is insufficient or inadequate funds for educational growth and development, poor staff development programme, such as in-service training, facilities, over-crowdedness, ill-furnished and badly ventilated classes, inadequate modern instructional materials and when instructional directives conflict with what teachers believe is best for their pupils/students, give rise to teachers stress.

Furthermore, role ñ related stress has been found to be another source of stress that affects teachers. These areas are the problems of classroom discipline, difficulties in developing appropriate instructional programme for pupils with special needs, finding

sufficient time for professional development and developing positive relations with head teachers, fellow teachers and parents. Extra-organizational stress results from the teacher's private or home environment and it can induce stress. These result from lack of social support, particularly where there are no close friends or relations to confide in; family difficulties, such as divorce, broken home, marital instability, childlessness or great financial deprivation and other personal crises, such as death, sickness or prolonged hospitalization in the family. These affects work attitude, productivity and inter-personal relationship of teachers because of the stress experiences of teachers.

In addition, Oboegbulam (2004) further identified some sources of teachers stress as; students' poor work attitude and general misbehavior, thus, prompting teachers to deal with those found continually engaged in such acts. Others are; time pressure, resulting from work overload and increased responsibilities, authority structure or management hierarchy exemplified by inadequate disciplinary policy of the school system, false teacher competence/confidence identified as having to teach a subject for which a teacher has not been adequately trained and bureaucratic interference and bottlenecks. Others are unsatisfactory working or service conditions such as meager, beggarly or inadequate remunerations, delayed promotion, stagnated and thwarted careers and ambitions. Conflicts bordering on interpersonal staff relations, such as idle gossip, noise and other disturbances from adjacent class all cause teachers stress. These are manifested in many ways and are called symptoms of stress.

Many scholars from different perspectives made highlights of manifestations of stress, relating to people's occupation. These manifestations are called symptoms of stress. Occupational stress manifests in a situation which evokes psychological response in form of anxiety, tension, panic, a feeling of sense of insecurity and loss of self-confidence.

Buzzard (1973) War and Wall (1975) and Oboegbulam (2004) identified other indicators of occupational stress as: frequent headache, anger, shortness of breath, nasty, frayed or filthy temper. Iketuonye, (1993), Dada (2010) identified three types of stress symptoms which are physical, emotional and mental. Physical manifestation of stress in individuals is associated with tension, headaches; shifting aches and pains about the body, restlessness, blurred vision, muscle twitches, fatigue or general body tiredness, stiffness in the neck, reduced libido, increase in blood pressure, change in heart beat, dizziness, trembling, and perspiration among others. Emotional reaction according to Iketuonye include; fear, nervousness, worry, irritability, loss of voice, aggressive behavior, intolerance, nightmares, and being upset. Mental stress symptoms identified include: boredom, or mental tiredness, poor concentration, disturbing thoughts and poor performance in problem solving tasks. In line with Iketuonye, Dunham (1992), Oboegbulam (2004), Fremont (2005) and Ellen, Melinda, Heather and Jean (2007) identified four major groups of stress symptoms namely: emotional/feelings, mental/cognitive/intellectual, physical and behavioral.

Emotional symptoms: The stress victim feels moody and hypertensive, depressive, urge to laugh or cry at inappropriate times, embarrassment, anger and anxiety.

Mental/cognitive/intellectual symptoms depict how stress affects one's mind. These symptoms are noticeable in the individuals experiencing stress, memory problem such as, inability to concentrate and negative world view among others.

Physical symptoms have among others, the following indicators: headaches, digestive problems, muscle tension and pain, sleep disturbances, constipation, eating disorders, weakness, nausea, asthma, shortness of breath, decrease sex drive and fatigue.

Behavioral symptoms are associated with eating more or less, isolating oneself from others, neglecting ones responsibilities, increasing alcohol and drug use, agitation, nervous

habits, such as nail biting, self-pacing, teeth grinding, or jaw clenching, overreacting to unexpected problems.

This study therefore shows that stress affects the mind, body and behaviour. The scientific signs and symptoms of stress vary from one person to another. Nevertheless, all have the same potential to negatively impinge on the health, emotional well-being of individual and his relationship with others.

There are other symptoms of stress due to job-related demands on an individual. Capel (1987) indicated that, when job-related demands and stress are excessive, there could be varieties of possible symptoms. Burnout is identified as one type of chronic response to the cumulative long term negative impact of work stress. This can be manifested in workers, emotionally detached from their jobs and may ultimately cause them to leave the job. Capel pointed out the three most common effects of burnout as; emotional exhaustion, depersonalization and low personal accomplishment. He further noted that stress and its effects have negative impact on teachers and students they teach.

A teacher who is experiencing progressive dissatisfaction exhibits symptoms of stress which colleagues and students can observe. These include: fatigue, depression, general lack of resilience, no sense of humour, difficulty-being organized, no time to listen to anyone and frequent illness (Matthew, 1990, Jarvis, 2002). Other manifestation according to Nwachukwu (1994) are:

General instability, depression associated with unusual aggressiveness depending on one's constitution, pounding of the heart (an indicator of excess adrenalin often due to stress, dryness of the throat and mouth, impulsive behaviour, emotional instability, inability to concentrate, flight of thoughts, general orientation, pre-disposition to fatigue, anxiety,

insomnia, excessive sweating, frequent urination, migraineheadache, excessive loss of appetite).

Furthermore, another researcher, Norfolk cited in Oboegbulem (2004, 14) summarized the stress manifestation of people. According to Norfolk, people who suffer stress exhibit the following symptoms:

“They become more irritable, over-react to relatively trivial frustrations. They show a change in their sleeping pattern. They set up their drinking and smoking and become increasingly tired and restless. They derive fewer pleasures from life, laugh less and become plagued with feelings of inadequate and self-doubt which make them constantly check their own and other people's work. It is therefore pertinent to note from the above that, stress manifestations vary from one individual to another. Therefore, there is need for a holistic and pragmatic approach towards finding solutions to these problems, even though; individuals have their various strategic approaches to stress reduction. Such techniques are discussed later in this work.

Management Behaviours

Stress has been identified to be a part of teacher's daily life, which ought to be seriously tackled to enhance working conditions, job performances, and healthy living among others. In order to achieve this, stressful situations are to be identified for good and effective management. In some cases, stress cannot be completely eradicated. However, in some situations, it can be coped with. Many teachers employ different control techniques and behaviors in managing stress, some of which are harmful and anti-social.

Some detrimental management behaviours identified by mechanic, cited in Hilgard, Atkinson and Atkinson (1979) postulated that, individuals attempting to cope with the demands of a new and more difficult job might increase their alcohol intake, eat too much

snack food, sleeplessness and failure to exercise. In line with the above, Oboegbulem (2004) also identified many of such detrimental coping behaviors which include: excessive alcohol intake, cigarette smoking, over-eating, use of dangerous drugs like cocaine and marijuana. Some other individuals in order to manage stressful situation using detrimental behaviours resort to withdrawal and aggressiveness, biting of finger nails, singing at odd times and places, drinking too much water, perambulating and collecting and tearing paper.

Another inappropriate behavior exhibited for stress reduction include; suicide, especially in cases of acute stress like, death of a benefactor or loss of goods/money in a fire disaster, uncontrolled use of drugs, like Indian hemp among others. These unhealthy stress management strategies discussed, imply that, such stress victims indulge in such behaviors in order to hide their emotions, thoughts or desires which are at variance with acceptable standards of behaviours. This is why Clements (1992) postulated that, the use of inappropriate coping strategies in response to stressful experiences may contribute to the developing and progression of psychological disturbances such as, depression. However, different researchers have discovered some stressful management strategies which are problem solving efforts of people experiencing stress.

Stress Management Practices

Ogunu (2000) defined management as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given objectives. Collaborating with Ogunu (2000) Obi (2003) stated that management is a process of planning, organising operations in order to achieve a coordination of human and material resources for effective and efficient attainment of set objectives. While stress management consist of measures applied to cope with trying periods/events in order that a state of psychological and physiological balance is re-established and

subsequently maintained. (Cooper 1986), Stress management is a measure used to deal with challenging moments. It is a frequent adjustment to particular demands. (Kucukalic, Bravomehmedbasis and Popovic, 2003) Kucukalic and his co-researchers emphasized, that coping is a dynamic process that is reciprocally related between the individual and his environment.

Boekaerts (1994) identified two ways of dealing with stress as: problem-focused coping and emotional focused coping. Problem focused coping refers to the efforts made by individual to act on the source of the stress, while the emotional - focused coping is all about the efforts to reduce the emotional distress by moving away from the source, either actually or mentally. Problem focused coping is called "approach" while emotional focused coping is called "avoidance". The approach ways of managing stress are applied when the stressors are of long-term, while the avoidance ways of coping are used when the stressors are of the short term.

Another way of managing stress is by organizing Staff Professional Development Programme (Oboegbulem, 2004). Oboegbulem elaborated that, staff professional development programme as a type of stress management technique help teachers acquire the required knowledge and skills to discharge their duties more effectively and efficiently. She posited that, teachers at times are confronted with problems because their training and orientation do not give them enough preparation. However, she added that certain stressors could be prevented or avoided if teachers were well remunerated, equipped and knowledgeable and skillful in practicing their profession. Oboegbulam further advised school administrators to shoulder the responsibility of enlightening their teachers on the on-going staff development programme, on topical issues like, classroom management, pupils/students motivation, designing of school time table and calendar, and conflict management.

Moreover, casting of jokes helps to alleviate stress. Denga and Ekpo (1994) advised that “casting of joke, from time to time helps in alleviating stress since jokes, are known to be antidote for sadism. Sadism and negativism are stressful emotional traits” They went further and asserted that, laughing out some problems is therapeutic due to the momentary relief laughter brings. Another way of managing stressful event is by being submissive. Oduye (2000) suggested that, “assuming a positive attitude” is a way of coping with stress which, he explained as being passive or submissive in any situation one finds oneself. Oduye advocated that, anytime stressors arise in an occupational environment, it is necessary to assume passive attitude, for, it gives a great relief to the body. For example, when a person is challenged with a stressful event, he can cast jokes or laugh out the problem.

In line with the above coping styles, Fremont (2005) mapped out some positive strategies for managing or coping with teachers stress as follows: going for walks, meeting/visiting friends, reading for pleasure, listening to music, taking a bath, laughing which can easily be induced by maintaining a sense of humour and watching funny movies. Ngoka (2000) supported that cognitive and psychological strategy of management of stress is laughter; that laughter has been found to be one of the best and more easily practical stress reduction techniques. It has been recognized as a wonderful medicine of stress. Sequel to this, Alan, Chan, Chen and Elaine, (2010) noted that, male teachers can manage stress by listening to music, engage in more exercise and sports, while female teachers can manage stress by watching television, talking to their neighbours and friends, sleeping and shopping. Similarly, the use of standard meditation (reading program) could reduce effectively the stressful condition of urban/sub-urban areas of teachers, while relaxation, listening to music and exercise could reduce the rural teachers’ stress (Anderson, Levinson, Barker and Kiewra, 1999).

However, Oduye (2000) and Oboegbulam (2004) suggested resignation to the will of God/choosing a mental device/ solving problems through faith in God as another stress reduction technique. Their suggestion is all about cognitive and psychological activities which entails having faith in the power and help of God through prayers and participation in religious activities. Another way of reducing stress is through the expression of one's feelings. On their discoveries, Muogbo (1999) and Oboegbulam (2004) illustrated a number of reasonable and effective coping behaviour which a person under stress can find helpful, namely: expression of feelings. The stress victim should be allowed to talk, to be angry, to cry, which will obviously reduce stress for a moment and identify the source of stress/avoid the source of stress/direct attack on the source of frustration. This is usually done on the source of frustration. This is usually done by encouraging the person to deal positively with a source of stress. For instance, devoting enough time for the marking of scripts so as to meet the deadlines allayed the curriculum contents in a way that will be practical enough to induce the students' interest.

Other method of stress reduction by teachers is effective time management. Lay and Showwenburg cited in Raniita and Michelle (2000) stated that, time management is generally in terms of clusters of behaviour and it is considered to alleviate stress and facilitate productivity. Time management experts emphasize commencing tasks well before due dates, breaking down large tasks into bits and doing small tasks on a regular schedule. Teachers who practice these strategies will not find themselves in great distress in their occupational environment. Other techniques for stress management according to Boekaerts (1994) involve those that deal with internal stressors which includes, feelings associated with work-related stress. The external technique calls for an individual's attempt to reduce or eliminate stress at its perceived source. The individual suffering from stress confronts the source of stress and attempts to eliminate it. Though, the internal strategy (a careful plan or method for achieving a

particular goal usually over a long period of time...calls for the stress victim attempts to manage the consequences of stress for his own well-being.

Some examples of strategies for stress management are wise use of time, involvement in regular exercises, taking mind of problems. Again, Blaise in Oboegbulam (2004) identified the stress management strategies as follows:

Disengagement: this is used to cope with the internal feelings of stress. Disengagement serves to detach or distance the person psychologically from internal tension and frustration. **Repression:** This strategy is for the individual to hide negative feelings associated with a particular stressful condition by not thinking about it again. **Diversion:** This strategy enables the individual; to use his internal positive impulses or feelings to change the direction of the negative job-related ones. This is why teachers are urged to use the particular strategy to deal with the internal consequences of stressors, usually associated with student indiscipline, lack of achievement opportunities and feelings of loneliness and isolation.

Rationalization: this strategy enables the individual to cope with negative feelings by re-defining them and dealing frontally with issues or reasons relating to them, in a more attractive and acceptable terms. For instance, teachers often cope with the stress associated with poor salary by focusing attention on the pleasant aspect of the work. **Intellectualization:** This method operates when a person uses reasonable arguments or develops a series of explanations which serves to reduce or totally eliminate the prevalent stressors. For example, it is also well-known that teachers often attribute aggressive students' behaviour to probable counselling failure on their part. **Compartmentalization:** this involves an individual attempt to separate or keep apart areas of life experience, which may be in conflict with one another, by rigidly dividing them into compartments such as periods of work and leisure.

Gender and Stress Management

Gender has been described as a state of being male or female (Barkirova.,2005) Prakash, Marthu and Agarwal (2002),in their findings stated that there is no major differences between male and female teachers in stress management.In support of this, Nwekeaku (2009) asserted that, both male and female teachers manage stress by using strategies such as recreation, meditation and in indulging in prayers. Similarly, Agbatogun (2010) also confirmed that there is no significant difference in stress management among male and female teachers use of information and electronic technology.

However, Alan, Chen and Elaine (2010) in their own findings, revealed that, male and female teachers manage stress in different ways. male, teachers manager stress by listening to music, engage in exercise, and sports, visit friends and relations and work in their garden, while female teachers manage stress by watching television, talking to their neighbours and friends, shopping and sleeping.

Location and Stress Management

Location has been described by Bakirova (2005) as, a place of settlement, activity or residence. Aralu (2009) confirmed that there is no significant difference in age groups among urban and rural teachers. In support of this Laiwati (2011) revealed that there is no significant difference between intrinsic work stress management of urban and rural teachers. However, Andersonlevenson, Barker and Kiewra, (1999). In theirfindingsstressed that urban teachers use standard mediation (reading program) as their effective way of reducing stress, while rural teachers use relaxation, listening to music and exercises to reduce stress.

Operationally, stress management strategies are careful plans or methods used by individuals in order to reduce or cope with threats that cause stress.

Theoretical Framework

Some theories related to this study were reviewed under this heading

General Adaptations Syndrome (GAS)

General adaptations syndrome (GAS) theory of stress was propounded by Selye (1976). It was based on long series of experiments with animals. Selye propounded that bodily stress reactions follow a three phase. The first phase is an alarm-reaction, which consists of physiological changes, generally associated with rapid heartbeats, rapid breathing, and heavy adrenaline secretion among others. These psychological responses are associated with emotional conditions like, anger, fear and agitation. If the stress persists, the individual enters another stage known as resistance.

The second stage, the resistance reaction is the period during which the body recovers from the initial stress reactions of alarm and starts coping with the stress situations. There is a decrease in output from the adrenal cortex and the pituitary gland. If the stressful situation continues, the victim may reach a final phase of exhaustion. At the third and final stage of exhaustion, the bodily resources are systematically depleted. The adrenal glands can no longer function adequately and the body begins to break down. Two ideas are central to Selye's proposal. Firstly, the body's reaction is the same, irrespective of the source of the stress. The second is that, this pattern of reaction, ultimately results in physical breakdown leading to heart disease, high blood pressure, asthma and ulcers.

This theory is relevant to the present study because, teachers experience stress like every other workers in their respective occupations and they respond to the stressors related to their occupation in the same way as others. Persistence of stress in the life of teachers can equally lead to physical break down, leading to different diseases.

This is why teachers need to adapt effective stress management practices to avoid harmful effects of stress on them. This theory will help teachers to adapt effective stress management strategies so that they will avoid harmful effects of stress in their occupational life. Finally, this theory is also relevant to the present study in the sense that, it will help the teachers to be aware of the three phases of stress.

Conservation of Resources Theory

Conservation of Resources Theory was propounded by Hobfoll (1989). According to this theory, individuals accumulate resources they can apply to accommodate, withstand, or overcome threats. They might accumulate personal resources such as self-esteem and optimism; material resources, such as money; condition resources, such as status and social support. Stressful or traumatic events consume these resources, thereby augmenting their sensitivity to subsequent stressors. This theory reveals that, individuals experience stress whenever resources are depleted and therefore potentially inadequate to resolve any impending demands. Particularly when resources deplete such as when individuals lose money or status, they experience actual stress. In contrast, when resources are threatened for example, the possibility that, individuals might lose money or status is raised. They experience a state called anticipatory stress; which can be as acute as actual (Hobfoll, 1989).

The relevance of this theory to the present study is that, any situation one may find oneself; there is the tendency of being stressed because, stress is part of life. This theory will help acquaint teachers to engage in good coping

strategies to alternate the harmful affects of stress for their safety as well as the continuity of teaching/learning process.

Cognitive Activation Theory of Stress (CATS)

The Cognitive Activation Theory of Stress was propounded by Ursin and Erikson (2004). They categorized stress into four aspects viz; stress stimuli, stress experience, the non-specific (general stress) response and experience of the stress response. They called the stress response a general alarm in homeostatic system, producing general and unspecific neurophysiological activation from one level of arousal to more arousal, or a threat to homeostasis and life of the organism.

According to Ursin and Erikson, the stress response occurs whenever something is missing, for example, there is a homeostatic imbalance or a threat to the life of the organism. They stated that, stress is an essential and necessary physiological response and that the unpleasantness of the alarm poses no health hazard. Nonetheless, when the stress response is sustained, it may lead to illness and diseases to the individual/victim.

This theory is relevant to the present study, because, it gives teachers the fore knowledge of the likely consequences of sustained stress which leads to illnesses and that can even compound the problems of the teacher. Teachers can use this knowledge to avoid or reduce such stress related illnesses by practicing good stress management strategies to avoid its negative effects on them.

Review of Empirical Studies

Studies on Occupational Stress on Job Satisfaction Among Primary School Teachers.

Kayastha and Kayastha (2012) carried out a study on teacher's stress and job satisfaction in Higher secondary schools of Nepal. The purpose of the study was to determine the relationship between teacher stress and job satisfaction among teachers in Nepal. Five research questions and two hypotheses guided the study. The design adopted was correlational research design. Sample of 240 teachers were randomly selected from the population of 2,220 teachers. The instrument for data collection was questionnaire and data collected was analyzed using Pearson's Product Moment Correlation.

The findings revealed that, there was a significant relationship between teachers stress and job satisfaction. The study is relevant to the present study in the sense that, it examined similar variable such as stress, and differ from the present study in the sense that previous study used higher secondary school teachers while the present study will use primary school teachers and job satisfaction as one of the intervening variables. Another difference is that, the previous study was carried out in Nepal while the present study will be carried out in Benue state.

Vipinder and Sarita (2013) carried out a study on the level of occupational stress and its relationship to health among teacher educators of educational college of Jalandhar and Hoshinapur district of Punjab India. The purpose of the study was to determine the occupational stress and its relationship to health among teacher educators of Jalandha and Hoshinapur District of Punjab India. Five research questions and two Null hypotheses guided the study. Correlational research design was used for the study. The population of the study was 850 teacher educators and the sample size was 216 teacher educators randomly selected.

Instrument used for data collection was questionnaire and data collected was analyzed using, Pearson Moment product. The result revealed that, occupational stress have significant and positive impact upon the health of teacher educators. The previous study is relevant to the on-going study in the sense that, it examines similar variable which is stress and differ in the sense that, the previous study used correlational research design while the present variable is going to use survey research design. Another difference is that, the previous study was carried out in India while the present study is going to be carried out in Benue state.

Irshad, Zahoor and Aijaz (2013) carried out a study on occupational stress among male and female elementary school teachers of district Pulwa. The purpose of the study was to compare occupational stress level among male and female elementary school teachers of district Pulwama India. Three research questions and three research hypotheses guided the study. Design of the study was correlational research design. The population of the study consisted 600 elementary school teachers, and the sample size of 100 elementary school teachers. Instrument used for data collection was questionnaire. Data collected was analyzed using Pearson Moment Product. The result of the study showed that, female elementary school teachers differ significantly on over all occupational stress level.

The previous study is relevant to the present study because, it focused on stress level of male and female teachers which are intervening variables of the present study, and differ in the sense that the previous study used correlational research design while the present study is going to use survey research design.

Studies on Stressors That Impinge on Teachers

Okeke and Ceaser (2013) carried out a study on stressors that impinge on teachers in secondary schools in Hohho region of Swaziland. The purpose of the study was to determine whether secondary school teachers experience work related stress. Five research questions

and two null hypotheses were used for the study. Descriptive research design was used for the study. 239 teachers were randomly selected from the population of 630 teachers. Questionnaire was used for data collection and data collected was analyzed using t-test. Result showed that, teachers were moderately stressed by their work. The study was relevant to the present study because, the study used similar variable such as stress and differs because, the study was carried out among secondary school teachers while the present study is going to be carried out among primary school teachers. Another difference is that, the previous study was carried out in Hohho region of Swaziland while the present study is going to be carried out in Education Zone C of Benue state.

Kokkinos (2007) carried out a study on the relationship between burnout, personality characteristics and job stressors among primary school teachers from Cyprus. The purpose of the study was to determine relationship between burn out and personality characteristics. Six research questions and three hypotheses guided the study. Correlational research design was used in the study. A sample of 447 primary school teachers was randomly drawn from the population of 954 teachers. Questionnaire was used for data collection and data collected was analyzed using Pearson moment product.

The results of the study showed that, both personality and work related stressors were associated with burn out dimensions. The study is relevant to the present study in the sense that, the previous study focused on the stressor and the present study is going to focus on management of stress which is caused by stressor.

The study differs in the sense that, the previous study was carried out in Cyprus while the present study is going to be carried out in Benue state of Nigeria.

Vandick and Wagner (2001) carried out a study on theoretical model of teachers stress in Germany. The purpose of the study was to determine work stress among secondary

school teachers in Germany. Four research questions and two null hypotheses guided the study. Design of the study was survey research design. Population of the study was 905 and 356 teachers were randomly selected. Questionnaire was used for data collection and data collected was analyzed using Pearson Moment Product.

The findings revealed that, work load led to stress reaction for the teachers, whereas, principal support, beliefs of self-efficacy among participants and of appropriate coping strategies reduced their experiences of work related stress. This study is relevant to the present study because, the study used similar variables which is stress, but differ in the sense that, the previous study was carried out in Germany while the present study will be carried out in Benue state Nigeria.

Studies on Gender and Stress Management

Alan, Chan, Chen and Elaine (2010) carried out a study on comprehensive investigation of occupational health problems among teachers of primary and secondary schools, in Hong Kong. The purpose of the study was to investigate the stress management of male and female teachers in primary and secondary schools in Hong Kong. Five research questions and two hypotheses guided the study. Correlational research design was used for the study. The population of the study was 2020 teachers and 600 teachers were randomly drawn from the population. Questionnaire was used to investigate the stress management among female and male teachers. Data collected was analyzed using t-test.

The results of the study confirmed that, male teachers were significantly more than female teachers to manage stress.

This study is relevant to the present- study because the previous study investigated differences in stress management among male and female teachers in primary and secondary schools and the present study is going to study stress management practices among teachers

of primary school, and differ in the sense that, the previous study used correlational research design while the present study is going to use survey design. Another difference is that, the previous study was carried out among primary and secondary schools while the present study is going to be carried out in primary school. Another difference is that, the previous study was carried out in Hong Kong while the present study is going to be carried out in Benue state, Nigeria.

Agbatogun (2010) carried out a study on stress of male and female teachers on the use of information and electronic technologies for stress management among male and female, primary school teachers in Ogun East Senatorial District of Ogun state, Nigeria. The purpose of the study was to determine the differences in gender, academic qualification and marital status of primary school teachers' use of information and electronic technologies, for stress management in Ogun state. Three research hypotheses guided the study. Correlational research design was used for the study. Sample for the study was 706 teachers randomly drawn from the population of 3012 primary school teachers. Instrument for data collection was, technology usage and job stress scale (TUJSS). Data collected was analyzed using t-test and analysis of variance (ANOVA) the result of the study showed that, teachers use of information and electronic technologies for stress management among male and female was not significant, while academic qualification and marital status of the teachers influence use of information and electronic technologies as stress coping strategy. The relevance of the previous study to the present study is the use of similar variable of stress management and the difference is, the previous study was carried out in Ogun state while the present study is going to be carried out in Benue state.

Nwekeaku (2009) carried out a study on management of stress among secondary school teachers in the Federal Capital Territory (FCT) Abuja. The purpose of the study was to find out how secondary school teachers manage stress in the federal capital territory Abuja.

Three research questions and two null hypotheses, guided the study. Survey research design was used for the study. Sample size was 372 teachers randomly drawn from the population of 1,006 secondary schools teachers in Abuja (FCT) instrument used for data collection was questionnaire and data collected was analyzed using t-test.

Result of the study indicated that, students, teachers, schools and administrators cause stress among secondary school teachers. Gender, qualification and experiences do not significantly influence management of stress of teachers. The result also showed that, teachers manage stress by using strategies such as recreational activities meditation and indulging in prayers.

The relevance of this study to the present study is that, previous study found out about stress management which is a similar variable of the present study, but differs in the sense that, the past study was carried out in secondary school while the present study is going to be carried out in primary school, the previous study was carried out in Abuja (FCT) while the present study is going to be carried out in Benue state.

Studies on Stress Management of Teachers in Urban and Rural Areas

Aralu (2009) carried out a study on sources of stress and stress management strategies among secondary school teachers in Onitsha Urban. The purpose of the study was to investigate sources of stress among secondary school teachers in Onitsha Urban. Descriptive survey research design was used for the study. Four research questions and two null hypotheses guided the study.

The population of the study was 1820 teachers, while the sample for the study was 460 teachers. Questionnaire on Sources of Stress and Stress Management Questionnaire for teachers (SSSMQT) was used for data collection. Data collected was analyzed using ANOVA, Z-test and Scheffe's post hoc test were used to test the stated hypotheses.

The results showed that, the secondary school teachers in urban schools agreed with all the items that measured their sources of stress and also stress management strategies. However, there were variations based on the variables, some hypotheses results showed that, different age groups perceived stressors the same way, that teachers in both private and public schools perceived stressors. Stress management strategies on different age groups showed that, there was no significant role in the way stress was managed among teachers. This study is relevant to the present study because, it focused on stress management strategies as a variable which the present study is going to use also, they also use survey design. The difference is that, the study was carried out in Onitsha Urban and among secondary school students, while the present study is going to be carried out in Benue state.

LailawatiMadlan, (2011) carried out a study on stress and coping strategy among secondary school teachers, comparing Urban and rural in northern part (rural area) and Kotakinabalu city (Urban area) in Sabah.

The purpose of the study was to compare between Urban and rural stress coping strategies of secondary school teachers in Northern part and Kotakinabalu city in Sabah. Correlational research design was used for the study. The study was guided by 5 research questions and 2 null hypotheses. The population of the study was 3205 and the sample was 623 teachers. Instrument used for data collection was questionnaire and data collected was analyzed using Pearson moment product. The result indicated that, there was significant difference between sources of stress of Urban and rural school teachers, on intrinsic school management role and relationship with others.

This study is relevant to the present study in the sense that, the previous study focused on the stress and management strategies of teachers while the present study is going to be on stress management of teachers. The difference is that, previous study was carried out among

secondary school teachers in Sabah, while the present study is going to be carried out in Benue state.

Summary of Review of Related Literature

The literature reviewed will be presented from the conceptual, theoretical and empirical perspectives.

From the conceptual, perspective, stress is said to be the response of the body as a result of pressure mount on it from the environment. Work related stress is reported to manifest in situation that evoke, psychological responses in the form of anxiety, tension, feeling of frustration, hopelessness and panic. Role ambiguity, role conflict, work over load were depicted to be some of the causes of stress. Others are poor performance incentives, poor salary, poor health, inadequate classroom among others. These pose adverse effects on abilities of teachers to effectively perform in the classroom.

There are different inappropriate strategies that individuals apply for stress reduction, some of which are over drinking, use of dangerous drugs like marijuana and cocaine. Stress management strategies that are appropriate are recommended by scholars they are: physiological activities which are all about physical exercise to be engaged by stress victims, for example, sports, farming, gardening and relaxation activities.

Cognitive and psychological: this can be characterized by the individual's philosophy of life, laughter, prayers, religious activities and confiding in friends, interpersonal activities and organizational stress management techniques relating to the use of skills which increase the individual's effectiveness. On the job, utilization of colleagues and friends to solve problems, hiring competent personnel among others.

The review of literature also included some empirical studies on occupational stress on job satisfaction, stressors that impinge on teachers, gender, and stress management, location and stress management of teachers. To the best of the researcher's knowledge, no known work has been carried out on stress management practices among primary school teachers in Education Zone C of Benue State.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the procedure that was used in this study. It is organized under the following subheadings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The design for this study is descriptive survey design which seeks to investigate the stress management practices of primary school teachers in Education Zone C of Benue State. The rationale for using descriptive survey design is in line with Nworgu (2006) who stated that, descriptive survey design is the one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. It is concerned with conditions that exist, practices that prevail, beliefs, points of view or attitudes that are held and processes that are going on. The design was considered appropriate for the study because, the researcher does not have any intention to manipulate the study variables but to study them as they occur naturally.

Area of the Study

The area of this study is Education Zone C of Benue State, located in the North Central of Nigeria. There are 9 local government areas that make up of Education Zone C of Benue State, namely: Otukpo, Oju, Obi, Apa, Agatu, Okpokwu, Ogbadigbo, Ohimini and Ado, with the total number of 841 public primary schools (source: Otukpo/Okpokwu State Universal Basic Education Board SUBEB Zonal Office Report, 2014). This area was chosen because, the researcher has observed that, public primary school teachers in that zone are passing through stressful situations resulting in schools in the zone, losing professional teachers for less stressful occupation.

Population of the Study

The population for this study is 7,342 public primary school teachers, there are 3,158 males and 1,921 females in 501 urban schools, while there are 1,340 males and 923 females in 340 rural schools, bringing the total to 4498 males and 2,844 females in 841 schools in Education zone C of Benue state. There are 1,097 primary school teachers in the 116 primary schools in Otukpo LGA, 1224 teachers in the 99 Primary schools in Oju LGA, 466 teachers in 56 primary schools in Obi LGA, 895 teachers in 100 primary schools in Apa LGA, 913 teachers in 78 primary schools in Agatu LGA, 656 teachers in the 102 primary schools in Okpokwu LGA, 948 teachers in the 108 primary school in Ogbadigbo LGA, 612 teachers in the 94 primary schools in Ohimini LGA and 529 teachers in the 88 primary schools in Ado LGA. (source: Otukpo/Okpokwu, State Universal Basic Education Board (SUBEB) planning research and statistics (PRS) units, zonal Office report, 2014. See appendix B for distribution of schools

Sample and Sampling Technique

The sample for the study was 240 primary school teachers; 79 males and 41 females from rural areas, totalling 120 while 82 males and 38 females from urban areas, totalling 120, bringing the grand total to 240, drawn out of 7,342. Multi-stage sampling procedure will be adopted for this study. Stage one; simple random sampling technique will be used to select four Local Governments namely, Apa and Agatu from urban areas while Ohimini and Obi from rural areas. Stage two; six schools will be sampled from each of the sampled local governments bringing the total to 24 schools. Stage three; ten teachers will be sampled from each of the sampled schools, by so doing, teachers will have equal chance of being represented.

Instrument for Data Collection

One instrument was used for data collection. The instrument is titled "Teachers' Stress Management Practices Questionnaire" (TSMPQ). The instrument TSMPQ was developed by

the researcher from reviewed literature and it has three sections, A, B and C. Section A; deals with the demographic data of teachers such as gender and location while section B; contains information on sources of stress for teachers and section C; deals with teachers' stress management practices,

Section B; is divided into four clusters. Cluster A, has 5 items on financial factors as sources of primary school teachers stress. Cluster B, deals with pupils factors as sources of teachers stress which has 9 items. Cluster C, deals with teachers factors as sources of teachers stress with 9 items, while cluster D, deals with administrative factors as sources of teachers stress with 12 items. These have responses of YES or NO, rated as, (YES)-1, (NO)-0

While section C has 1 cluster on stress management practices of teachers with 15 items. This has responses of 4-point modified rating scale which is Strongly Agree (SA), Agree (A), Disagree (D), strongly Disagree (SD), rated as, (SA)-4, (A)-3, (D)-2, (SD)-1.

Validation of the Instruments

The instrument was face validated by three experts. Two experts from Educational Psychology and one expert from Measurement and Evaluation. All from the faculty of Education University of Nigeria. These experts were requested to vet the instrument in terms of clarity of the words, appropriateness and relevance of the items and suitability of the items and response pattern. Based on their criticisms and suggestions, the instrument was finally modified and their recommendations were strictly adhered.

Reliability of the Instruments

In order to ascertain the reliability of the instrument for the study, 20 copies of the instrument was trial tested using public primary school teachers outside Education Zone C of Benue state. Kuder Richardson (K-R21) procedure was used on data generated on section B clusters A to D. This is in line with Nworgu (2006) who stated that, items with uniform difficulty, (K-R21) formula would apply. The instrument yielded a reliability estimate

of cluster A .76 cluster B .68 cluster C .95 cluster D .54 and .83 for the overall. Cronbach Alpha procedure was used on data generated to determine the internal consistency reliability of the instrument on items on section C. The rationale for using Cronbach Alpha was based on the fact that, the items had no right or wrong answers. The instrument yielded a reliability estimate of .80.

Method of Data Collection

The researcher with the help of two research assistants directly administered the instrument to the respondents and retrieve thereafter. The research assistants were trained on how to administer the instruments to facilitate high rate of return of the instrument. Each teacher was given one instrument and the teacher was asked to respond to Teacher's Stress Management Practices Questionnaire (TSMPQ).

Method of Data Analysis

Frequencies and percentages were used to analyze research question 1 using 50% as the benchmark, any item with a percentage of 50 and above is said to be accepted and any item with a percentage that is below 50 is said to be rejected. While research questions 2-4 were analyzed using mean and standard deviation, with a criterion mean of 2.50. Any item with the mean of 2.50 and above is said to be accepted and any item with the mean below 2.50 is said to be rejected. However, t-test was used to test the null hypotheses at 0.05 level of significance.

CHAPTER FOUR

RESULTS

The results of the data collected and analyzed for the research questions are presented in this chapter. The results are presented in line with the research questions that guided the study.

Research Question One

What are the sources of stress for primary school teachers in education zone C of Benue State?

Table 1: Frequency and percentages of sources of stress for primary school teachers in education zone C of Benue State.

S/N	Item Statements	Yes		N0	
		Freq.	%	Freq.	%
	Financial reward as sources of teachers stress				
1	I am not regularly paid for the work I do	223	92.9	17	7.1
2	I am not paid adequately for my work	205	85.4	35	14.6
3	I am not promoted as at when due	202	84.2	38	15.8
4	I am not paid over time allowances	167	69.6	73	30.4
5	My yearly increment rate is not paid	189	78.8	51	21.3
	Pupils' factors as sources of teacher stress				
6	I have noisy pupils in my class	149	62.1	91	37.9
7	Pupils absent themselves without permission	103	42.0	137	57.1
8	Pupils do not comply adequately with take home assignments	143	59.6	97	40.4
9	My pupils do not have enough note books	152	63.3	88	36.7
10	My pupils do not have enough textbooks	174	72.5	66	27.5
11	Pupils have poor attitudes towards classroom tasks	205	85.4	35	14.6
12	Pupils litter the classroom every school day	197	82.1	43	17.9
13	Pupils do not comply with correct use of school uniforms	203	84.6	37	15.4
14	My pupils come late to class	182	75.8	58	24.2
	Teachers' factors as sources of stress				
15	I do not relate well with head teacher	190	79.2	50	20.8
16	I do not relate well with my fellow staff	180	75.0	60	25.0
17	I have difficulty planning lesson well	207	86.3	33	13.8
18	I have difficulty developing programme for pupils with special needs (hyperactivity disorder, low ability)	170	70.8	70	29.2
19	I am afraid of being monitored during lesson	200	83.3	40	16.7

	delivery				
20	I have time pressure resulting from work overload	203	84.6	37	15.4
21	I cannot cope with too many records to keep	191	79.6	49	20.4
22	I have difficulty handling pupils of different abilities (slow and fast learners)	159	66.3	81	33.8
23	I teach subjects which I have not been trained for	200	83.3	40	16.7
Administration factors as sources of teachers stress					
24	Management does not relate well with me	199	82.9	41	17.1
25	I am frequently transferred	178	74.2	62	25.8
26	I do work overtime	181	75.4	59	24.6
27	Management does not provide adequate classroom blocks	144	60.0	96	40.0
28	There are no modern instructional materials for me to use	153	63.8	87	36.3
29	I teach over crowded pupils in one class	161	67.1	79	32.9
30	Management fails to send me for staff development programme (e.g. in service training)	166	69.2	74	30.8
31	I teach in an ill-furnished classroom	213	88.8	27	11.3
32	I teach in a badly ventilated classroom	210	87.5	30	12.5
33	There are frequent changes in policies and procedures in the school.	188	78.3	52	21.7
34	There is autocratic leadership style (the head impose command on people) in the school.	196	81.7	44	18.3
35	The management fails to organized school to meet expectations of the public (PTA, community members and staff)	210	87.5	30	12.5

Result in Table 1 shows the Frequency and percentages of respondents on the sources of stress for primary school teachers in education zone C of Benue State. The result showed that the following are sources of stress for primary school teachers in education zone C of Benue State. On financial reward as sources of teachers stress, result shows that irregular payment for job (223, 92.9%), inadequate payment for the work (205, 85.4%), irregular promotion (202, 84.2%), nonpayment of over time allowances (167, 69.6%) and nonpayment of yearly increment rate (189, 78.8%). On Pupils' factors as sources of teacher stress, result showed that; noise making in the class (149, 62.1%), Pupils do not comply adequately with take home assignments (143, 59.6%), pupils having inadequate note books (152, 63.3%), inadequate

textbooks (174, 72.5%), Pupils have poor attitudes towards classroom tasks (205, 85.4%), Pupils litter the classroom every school day (197, 82.1%) Pupils do not comply with correct use of school uniforms (203, 84.6%) and late coming to class (182, 75.8%) are sources of stress for teachers. However, the respondents disagreed that pupils absent themselves without permission (137, 57.1%) is a source of stress.

On teachers' factors as sources of stress, the respondents agreed that; I do not relate well with head teacher (190, 79.2%), I do not relate well with my fellow staff (180, 75.0%), I have difficulty planning lesson well (207, 86.3%), I have difficulty developing programme for pupils with special needs (hyperactivity disorder, low ability) (170, 70.8%), I am afraid of being monitored during lesson delivery (200, 83.3%), I have time pressure resulting from work overload (203, 84.6%), I cannot cope with too many records to keep (191, 79.6%), I have difficulty handling pupils of mixed abilities (slow and fast learners) (159, 66.3%) and teaching subjects which I have not been trained for (200, 83.3%) are sources of stress. Finally, on administration factors as sources of teachers stress, the respondents agreed that the following are sources of stress to them, these include; Management does not relate well with me (199, 82.9%), I am frequently transferred (178, 74.2%), I do work overtime (181, 75.4%), Management does not provide adequate classroom blocks (144, 60.0%), there are no modern instructional materials for me to use (153, 63.8%), I teach over crowded pupils in one class (161, 67.1%), management fails to send me for staff development programme (e.g. in service training), (166, 69.2%), I teach in an ill-furnished classroom (213, 88.8%), I teach in a badly ventilated classroom (210, 87.5%), There are frequent changes in policies and procedures in the school (188, 78.3%), there is autocratic leadership style (the head impose command on people) in the school (196, 81.7%) and the management fails to organized school to meet expectations of the public (PTA, community members and staff) (210 ,

87.5%). The findings from the study showed that the items in table 1 are sources of stress for primary school teachers in education zone C of Benue State.

Research Question Two

What are the stress management practices adopted by teachers in education zone C of Benue State?

Table 2. Mean scores and Standard Deviations of Respondents on stress management practices adopted by teachers in education zone C of Benue State.

S/N	Item Statements	N	$\bar{x}$	SD	Dec.
	I manage my stress when I;				
36	Think objectively about the stressful situation	240	3.39	0.79	A
37	Increase my alcohol intake	240	2.05	1.06	D
38	Do standard meditation (reading program)	240	3.45	0.86	A
39	Engage in exercise regularly	240	3.43	0.80	A
40	Engage in shopping	240	2.35	1.22	D
41	Listen to radio programs	240	3.51	0.73	A
42	Avoid confrontation with colleagues	240	2.84	0.87	A
43	Develop positive attitude towards my work	240	3.23	0.95	A
44	Mange my time well	240	3.77	0.66	A
45	Develop explanations that help to reduce or totally eliminate prevalent stressors.	240	3.00	0.77	A
46	Develop positive feelings towards negative job-related ones.	240	3.19	0.88	A
47	Try to get adequate sleep	240	3.00	1.02	A
48	Pursue a hobby (games, reading) of my personal interest	240	3.29	0.75	A
49	Seek support from my co-workers	240	3.44	0.71	A
50	Avoid situations that cause me stress.	240	3.68	0.53	A
	Cluster Mean	240	3.18	0.24	A

Result presented in Table 2 showed the mean and standard deviations of respondents on stress management practices adopted by teachers in education zone C of Benue State. Result showed that items 36, 38, 39, and 41 - 50 had mean ratings of 3.39, 3.45, 3.43, 3.51, 2.84, 3.23, 3.77, 3.00, 3.19, 3.00, 3.29, 3.44 and 3.68 with standard deviations of 0.79, 0.86, 0.80, 0.73, 0.87, 0.95, 0.66, 0.77, 0.88, 1.02, 0.75, 0.71 and 0.53 respectively. These mean scores are above the criterion level of 2.50 for accepting an item. These mean the respondents

agreed that the following are stress management practices adopted by teachers in education zone C of Benue State. These are; thinking objectively about the stressful situation, do standard meditation (reading program), engage in exercise regularly, listen to radio programs, avoid confrontation with colleagues, develop positive attitude towards my work, managing time well, develop explanations that help to reduce or totally eliminate prevalent stressors, develop positive feelings towards negative job-related ones, try to get adequate sleep, pursue a hobby (games, reading) of personal interest, seek support from co-workers and avoid situations that cause stress. The cluster mean of 3.18 with a standard deviation of 0.24 means the respondents agreed that items in table 2 are stress management practices adopted by teachers in education zone C of Benue State.

Research Question Three

What are the differences in the stress management practices of male and female teachers?

Table 3: Mean and Standard Deviation of male and female teachers on stress management practices

S/N	Items	Male (N=161)			Female (N=79)		
		$\bar{X}$	SD	Dec.	$\bar{X}$	SD	Dec.
	I manage my stress when I;						
36	Think objectively about the stressful situation	3.36	0.74	A	3.46	0.90	A
37	Increase my alcohol intake	2.26	1.08	D	1.63	0.87	D
38	Do standard meditation (reading program)	3.45	0.93	A	3.44	0.69	A
39	Engage in exercise regularly	3.50	0.79	A	3.28	0.82	A
40	Engage in shopping	1.68	0.82	D	3.69	0.66	A
41	Listen to radio programs	3.63	0.72	A	3.28	0.69	A
42	Avoid confrontation with colleagues	2.91	0.87	A	2.68	0.88	A
43	Develop positive attitude towards my work	3.35	0.90	A	3.00	0.98	A
44	Mange my time well	3.72	0.74	A	3.87	0.46	A
45	Develop explanations that help to reduce or totally eliminate prevalent stressors.	3.05	0.78	A	2.89	0.74	A
46	Develop positive feelings towards negative job-related ones.	3.34	0.87	A	2.88	0.83	A
47	Try to get adequate sleep	2.78	0.98	A	3.45	0.95	A

48	Pursue a hobby (games, reading) of my personal interest	3.45	0.66	A	2.97	0.83	A
49	Seek support from my co-workers	3.59	0.61	A	3.14	0.79	A
50	Avoid situations that cause me stress.	3.71	0.51	A	3.63	0.58	A
Cluster Mean		3.18	0.23	A	3.16	0.25	A

Result presented in Table 3 showed the mean and standard deviations of male and female respondents on stress management practices adopted by teachers in education zone C of Benue State. Result showed that the male teachers agreed on items 36, 38, 39, and 41 - 50 with mean ratings of 3.36, 3.45, 3.50, 3.63, 2.91, 3.35, 3.72, 3.05, 3.34, 2.78, 3.45, 3.59 and 3.71 while the female respondents agreed on items 36 and 38 - 50 with mean ratings of 3.46, 3.44, 3.28, 3.69, 3.28, 2.68, 3.00, 3.87, 2.89, 2.88, 3.45, 2.97, 3.14 and 3.63. This is because the mean ratings are above 2.50 set as criterion level for accepting an item. Result also showed that the male respondents disagreed on items 37 and 40 while the female respondents disagreed on item 37 alone. This is because their mean ratings are below 2.50. The cluster mean of 3.18 with a standard deviation of 0.23 for male respondents and 3.16 with a standard deviation of 0.25 for female respondents means both the male and female respondents agreed that items in table 3 are stress management practices adopted by teachers in education zone C of Benue State.

Research Question Four

What are the differences in the stress management practices of teachers in urban and rural schools?

Table 4: Mean and Standard Deviation of the differences in the stress management practices of teachers in urban and rural schools

S/N	Items	Urban (N=120)			Rural (N=120)		
		$\bar{X}$	SD	Dec.	$\bar{X}$	SD	Dec.
	I manage my stress when I;						
36	Think objectively about the stressful situation	3.25	0.76	A	3.53	0.81	A
37	Increase my alcohol intake	2.06	1.02	D	2.05	1.09	D
38	Do standard meditation (reading program)	3.24	0.95	A	3.66	0.69	A

39	Engage in exercise regularly	3.18	0.82	A	3.68	0.71	A
40	Engage in shopping	2.18	1.14	D	2.51	1.28	A
41	Listen to radio programs	3.39	0.75	A	3.63	0.69	A
42	Avoid confrontation with colleagues	3.13	0.79	A	2.54	0.87	A
43	Develop positive attitude towards my work	3.63	0.63	A	2.84	1.04	A
44	Manage my time well	3.73	0.72	A	3.81	0.61	A
45	Develop explanations that help to reduce or totally eliminate prevalent stressors.	3.29	0.64	A	2.72	0.79	A
46	Develop positive feelings towards negative job-related ones.	3.40	0.76	A	2.99	0.96	A
47	Try to get adequate sleep	2.96	0.98	A	3.05	1.06	A
48	Pursue a hobby (games, reading) of my personal interest	3.28	0.71	A	3.31	0.79	A
49	Seek support from my co-workers	3.45	0.73	A	3.43	0.68	A
50	Avoid situations that cause me stress.	3.76	0.45	A	3.62	0.59	A
Cluster Mean		3.19	0.23	A	3.16	0.25	A

Result presented in Table 4 showed the mean and standard deviations of the differences in the stress management practices of teachers in urban and rural schools in education zone C of Benue State. Result showed that the respondents from urban schools agreed on items 36, 38, 39, and 41 - 50 with mean ratings of 3.25, 3.24, 3.18, 3.39, 3.13, 3.63, 3.73, 3.29, 3.40, 2.96, 3.28, 3.45 and 3.76 while the respondents from rural schools also agreed on items 36, 38, 39 - 50 with mean ratings of 3.53, 3.66, 3.68, 2.51, 3.63, 2.54, 2.84, 3.81, 2.72, 2.99, 3.05, 3.31, 3.43 and 3.62. This is because the mean ratings are above 2.50 set as criterion level for accepting an item. Result also showed that both the respondents from urban and rural schools disagreed on items 37 and 40 with mean ratings below 2.50. The cluster mean of 3.19 with a standard deviation of 0.23 for respondents from urban schools and 3.16 with a standard deviation of 0.25 for respondents rural schools showed that items in table 4 are stress management practices adopted by teachers in education zone C of Benue State.

Hypothesis One:

There is no significant difference in the mean stress management practices scores of male and female teachers in Education zone C of Benue State

Table 5: T-test Analysis of the Significant Difference in the Mean Stress Management Practices Scores Of Male And Female Teachers in Education zone C of Benue State

S/N	Item Statement	Gender	$\bar{X}$	SD	t-cal	Df	Sig	Dec
	I manage my stress when I;							
36	Think objectively about the stressful situation	Male	3.36	0.74	-0.87	238	0.38	NS
		Female	3.46	0.90				
37	Increase my alcohol intake	Male	2.26	1.08	4.48	238	0.00	S
		Female	1.63	0.87				
38	Do standard meditation (reading program)	Male	3.45	0.93	0.11	238	0.91	NS
		Female	3.44	0.69				
39	Engage in exercise regularly	Male	3.50	0.79	2.04	238	0.04	S
		Female	3.28	0.82				
40	Engage in shopping	Male	1.68	0.82	-18.90	238	0.00	S
		Female	3.69	0.66				
41	Listen to radio programs	Male	3.63	0.72	3.55	238	0.00	S
		Female	3.28	0.69				
42	Avoid confrontation with colleagues	Male	2.91	0.87	1.91	238	0.06	NS
		Female	2.68	0.88				
43	Develop positive attitude towards my work	Male	3.35	0.90	2.76	238	0.01	S
		Female	3.00	0.98				
44	Mange my time well	Male	3.72	0.74	-1.67	238	0.09	NS
		Female	3.87	0.46				
45	Develop explanations that help to reduce or totally eliminate prevalent stressors.	Male	3.05	0.78	1.48	238	0.14	NS
		Female	2.89	0.70				

46	Develop positive feelings towards negative job-related ones.	Male	3.34	0.87	3.90	238	0.00	S
		Female	2.88	0.83				
47	Try to get adequate sleep	Male	2.78	0.98	-5.02	238	0.00	S
		Female	3.45	0.95				
48	Pursue a hobby (games, reading) of my personal interest	Male	3.45	0.66	4.83	238	0.00	S
		Female	2.97	0.83				
49	Seek support from my co-workers	Male	3.59	0.61	4.86	238	0.00	S
		Female	3.14	0.79				
50	Avoid situations that cause me stress.	Male	3.71	0.51	1.12	238	0.27	NS
		Female	3.63	0.58				
Cluster t		Male	3.18	0.23	1.00	238	0.32	NS
		Female	3.16	0.25				

Key: $\bar{x}$ = means, SD = Standard Deviation, Df = Degree of Freedom, Sig. Significant level Dec. = Decision, S = Significant, NS = Not Significant

Result in Table 5 shows the t-test analysis of the significant difference in the mean stress management practices scores of male and female teachers in Education zone C of Benue State. Result showed that there is a significant difference on items 37, 39, 40, 41, 43, 46, 47, 48 and 49. This is because their significant or probability values are less than 0.05 set as level of significance for test the hypothesis. However, there is no significant difference on items 36, 38, 42, 44, 45 and 50 because their significant values are greater than 0.05. The cluster t-value of 1.00 with a degree of freedom of 238 and a significant value of 0.32 means that the result is not significant. This means that hypothesis one which stated that there is no significant difference in the mean stress management practices scores of male and female teachers in Education zone C of Benue State is not rejected. Inference drawn therefore is that

male and female respondents did not differ in their opinion with regard to stress management practices adopted by teachers in education zone C of Benue State.

Hypothesis Two:

There is no significant difference in the mean stress management practice scores of urban and rural teachers.

Table 6: t-test analysis of the significant difference in the mean stress management practice scores of urban and rural teachers.

S/N	Item Statement	Location	$\bar{x}$	SD	t-cal	Df	Sig	Dec
	I manage my stress when I;							
36	Think objectively about the stressful situation	Urban	3.25	0.76	-2.79	238	0.01	S
		Rural	3.53	0.81				
37	Increase my alcohol intake	Urban	2.06	1.02	0.06	238	0.95	NS
		Rural	2.05	1.09				
38	Do standard meditation (reading program)	Urban	3.24	0.95	-3.92	238	0.00	S
		Rural	3.66	0.69				
39	Engage in exercise regularly	Urban	3.18	0.82	-4.96	238	0.00	S
		Rural	3.68	0.71				
40	Engage in shopping	Urban	2.18	1.14	-2.07	238	0.04	S
		Rural	2.51	1.28				
41	Listen to radio programs	Urban	3.39	0.75	-2.58	238	0.01	S
		Rural	3.63	0.69				
42	Avoid confrontation with colleagues	Urban	3.13	0.79	5.53	238	0.00	S
		Rural	2.54	0.87				
43	Develop positive attitude towards my work	Urban	3.63	0.63	7.13	238	0.00	S
		Rural	2.84	1.04				
44	Mange my time well	Urban	3.73	0.72	-0.87	238	0.38	NS
		Rural	3.81	0.61				
45	Develop explanations that help to reduce or totally eliminate prevalent stressors.	Urban	3.29	0.64	6.19	238	0.00	S
		Rural	2.72	0.79				
46	Develop positive feelings towards negative job-related ones.	Urban	3.40	0.76	3.66	238	0.00	S
		Rural	2.99	0.96				
47	Try to get adequate sleep	Urban	2.96	0.98	-0.69	238	0.49	NS
		Rural	3.05	1.06				
48	Pursue a hobby (games, reading) of my personal interest	Urban	3.28	0.71	-0.25	238	0.79	NS
		Rural	3.31	0.79				
49	Seek support from my co-workers	Urban	3.45	0.73	0.18	238	0.85	NS
		Rural	3.43	0.68				
50	Avoid situations that cause me stress.	Urban	3.76	0.45	2.07	238	0.04	S
		Rural	3.62	0.59				
	Cluster t	Urban	3.19	0.23	1.98	238	0.12	NS
		Rural	3.16	0.25				

Key: $\bar{x}$ = means, SD = Standard Deviation, Df = Degree of Freedom, Sig. Significant level
Dec. = Decision, S = Significant, NS = Not Significant

Result in Table 6 shows the t-test analysis of the significant difference in the mean stress management practice scores of urban and rural teachers in Education zone C of Benue State. Result showed that there is a significant difference on items 36, 38-43, 45, 46 and 50. This is because their significant or probability values are less than 0.05 set as level of significance for test the hypothesis. However, there is no significant difference on items 37, 44, 47, 48 and 49 because their significant values are greater than 0.05. The cluster t-value of 1.98 with a degree of freedom of 238 and a significant value of 0.12 means that the result is not significant. This means that hypothesis two which stated that there is no significant difference in the mean stress management practice scores of urban and rural teachers is not rejected. Inference drawn therefore is that respondents from urban and rural schools did not differ in their opinion with regard to stress management practices adopted by teachers in education zone C of Benue State.

Summary of Major Findings

This section of the chapter is a summary of the findings of the study according to each of the research questions and the tested hypotheses. From the data analysis and interpretation of the results, the following findings emerged.

1. The findings from the study showed that the items in table 1 are sources of stress for primary school teachers in education zone C of Benue State.
2. The respondents agreed that items in table 2 are stress management practices adopted by teachers in education zone C of Benue State.
3. Both male and female respondents agreed that items in table 3 are stress management practices adopted by teachers in education zone C of Benue State.
4. Respondents from urban and rural schools agreed that items in table 4 are stress management practices adopted by teachers in education zone C of Benue State.

5. Result showed that male and female respondents did not differ in their opinion with regard to stress management practices adopted by teachers in education zone C of Benue State.
6. Findings also showed that respondents from urban and rural schools did not differ in their opinion with regard to stress management practices adopted by teachers in education zone C of Benue State.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS LIMITATIONS, SUGGESTIONS FOR FURTHER STUDY AND SUMMARY OF THE STUDY

This chapter focuses on the discussion of the major findings of the study, conclusion, their educational implications, recommendations, limitations, suggestions for further study and summary of the study.

Discussion of Findings

The discussion of the results was presented under the following sub-headings:

1. Sources of stress for primary school teachers
2. Stress management practices adopted by teachers of primary schools
3. Difference in stress management practice scores among male and female teachers.
4. Difference in stress management practice scores of teachers in urban and rural schools.

The Sources of Stress for Primary School Teachers

The result of this study revealed that the sources of stress of teachers is significant. On financial rewards; irregular payment, lack of promotion as at when due and lack of yearly incremental rates among others cause teachers stress. On pupils factors; poor attitude of pupils towards classroom tasks, pupils lateness to class and noisy pupils in class among others, Cause teacher stress.

On teacher's factor: difficulty in planning lesson well, poor relationship between teachers and the head teacher and difficulty in handling pupils of mixed abilities among others, cause teacher stress. While on administrative factors; frequent transfers of teachers, teaching in ill-furnished classroom among others, cause teacher stress. In consonance with

the findings of this study, Oboegbulem (2004) postulated that, teachers are stressed by conditions such as, in- adequate remuneration, delayed promotion, poor attitudes of pupils to classroom tasks, poor relationships among teachers and head teacher, work over load, false teacher competence and failure of the management to organize school to meet expectations of the public among others. Okeke (2013) also confirmed that teachers are stressed by the work they do, such as frequent transfers, teaching over crowded class, frequent monitoring, noisy pupils in the class and lack of adequate payment for the work, all cause stress.

Stress Management Practices Adopted By Teachers of Primary Schools

On stress management practices adopted by teachers of primary schools, the present study found that, the respondents have positive stress management practices. This is against management behaviours identified by Mechanic, cited in Hilgard, Atkinson and Atkinson (1979) which postulated that, individuals attempting to cope with demands and more difficult job might increase their alcohol intake, sleeplessness and failure to exercise. Oboegbulem (2004) also supported by identifying many of such detrimental management behaviours which includes; singing at odd times, perambulation and excessive alcohol intake, cigarette smoking, over-eating and use of dangerous drugs like cocaine and marijuana. The contradiction may have accrued from the differences in the study areas.

Difference in the Mean Stress Management Practice Scores of Male And Female Teachers.

On the differences in the mean stress management of male and female teachers, the result of this finding shows no significant difference. This means that, gender is not a significant predictor of stress management among teachers. This is in line with, Nwekeaku (2009) who conducted a study on stress management among teachers confirmed that, gender has no significant difference in stress management among teachers. Agbatogun (2010) also postulated that, there is no significant difference in stress management of male and female

teachers on the use of information and electronic technologies. Alan, Chan, Chen and Elaine (2010) however in their own findings opposed that , male teachers were significantly more than female teachers to manage stress.

Difference in The Mean Stress Management Practice Scores of Urban And Rural Teachers

The result of the study showed that, there is no significant difference between the mean stress management practices of both urban and rural teachers, this means that location is not a significant predictor of stress management practices of teachers. The result of this study agreed with Aralu (2009) which stated that, stress management strategies on different age groups among teachers in urban and rural schools showed no significant difference. The findings of Laiwati (2011) however disagreed with the current finding which stated that, there was significant difference between the mean stress management among urban and rural teachers.

Conclusions

The following conclusions were drawn from the findings of this study.

- The sources of stress of teachers is significant
- The respondents have positive stress management practices
- The difference in the mean stress management practice scores of male and female teachers is not significant. Therefore gender is not a predictor of stress management.
- The difference in the mean stress management practice scores of urban and rural teachers is not significant.

Educational implications

The findings of this study have educational implications for government, State Universal Basic Education Board (SUBEB) curriculum planners, teachers and researchers.

The findings of this study have educational implications for government. It will help the government to plan and make funds available for regular and prompt payment of teachers salary, promotion and implementation of promotion as at when due and adequate payment of salary. This will encourage teachers to put in their best in teaching/learning process there by reducing teachers stress to the barest minimum. The findings of this study will help the state universal basic education board to put up structures that are conducive for teaching/ learning activities in order to alleviate the stress teachers experience on over crowdedness and ill-furnished class rooms among others.

The findings also revealed that, there is the need for curriculum planners to include stress management strategies in the school curriculum for the would- be teachers to get them prepared and know the right direction to handle stressful situations when they become teachers.

The study gives empirical evidence of some detrimental stress management as well as the good management strategies. This will help teachers to practice the good management strategies for their good health and performance.

The result of the study also showed the need for researchers to make further researches in to stress management strategies for teachers, so as to encourage teachers in teaching profession to avoid teachers leaving teaching profession for other fields

Recommendations

The following recommendations are presented based on the findings of this study and the educational implications.

1. Government should give teachers high priority by improving on teachers welfare and as well make teaching/learning environment more conducive, hence teachers play vital role in the nation's educational development and teachers also determine the future of the young ones in the society.

2. State universal basic education board (SUBEB) should organize workshops for teachers on stress management strategies in order to build confidence in them on their job. The board should also post qualified teachers to the deserving schools and build enough conducive structures for teaching/learning activities.
3. Curriculum planners to give special attention to inclusion of stress management strategies in curriculum planning, which the teacher trainers will teach the trainees and prepare them for the tasks ahead.
4. Teachers should as much as possible engage in studying fervently and make proper use of management strategies that will encourage them to face their tasks of teaching and their own health.
5. Researchers to extend their researches to other levels of teaching field like secondary and tertiary institutions in order to encourage teachers in their job.

Limitations of the Study

1. The researcher encountered limitations from the study arising from the reluctance of some teachers in responding to the questionnaire, this may have affected the response of some teachers and subsequently the result.
2. Some activities interrupted in some of the schools visited. This is because, teachers were conducting examinations, which caused some of them to rush in responding to the questionnaire.
3. Some of the head teachers were not co-operative to spare extra time for their teachers to respond to the questionnaire until vivid explanations were given, they later decided to allow them time to respond to the questionnaire before going back to their normal functions. This could have affected the way they responded to the items and may subsequently affect the result of the study.

Suggestions for further research

In the light of the findings of this study, the following are recommended for further research.

1. The study should be replicated in other education zones in Benue State and in other states of Nigeria.
2. The study limited its subjects to primary school teachers. Further researches can be carried out to cover secondary school teachers and tertiary institutions
3. Study on impact of stress on teachers can be carried out.

Summary of the study

This study focused on stress management practices among primary school teachers. An extensive review of literature was done to guide the researcher into what has already been carried out in the area. The study also examined the influence of gender and school location on stress management.

The study was guided by four research questions and two null hypotheses. Descriptive survey design was adopted. The area of the study was education zone C of Benue state. Population of the study was 7,342 and the sample size was 240 drawn from the population by multi-stage sampling technique. The instrument used for this study was the researcher structured, Teachers' Stress Management Practices Questionnaire (TSMPQ). The instrument was face validated by experienced persons in the fields of educational psychology and measurement and evaluation. An internal consistency reliability was determined using Kuder Richardson (K-R 21) procedure on data generated on section B, which yielded reliability of cluster A .76, cluster B .68, cluster C .95 cluster D .54 and .83 for the over all. While Cronbach alpha procedure was used on data generated to determine the internal consistency reliability on items on section C which yielded a reliability estimate of .80 .

The data collected on section B was analyzed using frequencies and percentages, while mean and standard deviation was used to analyze data generated on section C. The results of the study revealed that:

1. The sources of stress of teachers is significant
2. The respondents have positive stress management practices
3. The difference in the mean stress management practice scores of male and female teachers is not significant. Therefore gender is not a predictor of stress management.
4. The difference in the mean stress management practice scores of urban and rural teachers is not significant.

The findings of the study were extensively discussed in line with the raised research questions and formulated null hypotheses. The educational implications and recommendations were highlighted. The limitations of the study and suggestions for further study were also provided.

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Appendix A

Department of Educational Foundation
University of Nigeria
Nsukka
5th November, 2014.

Dear Sir/Madam

REQUEST TO RESPOND TO QUESTIONNAIRE

I am a post graduate student of educational psychology in the department of educational foundations, University of Nigeria, Nsukka. I am carrying out a research on stress management practices among primary school teachers in education Zone C of Benue State. I humbly request you respond objectively in order to enable me execute the work creditably. Your responses are purely for academic purposes and will be treated confidentially.

Thanks for anticipated co-operation

Yours faithfully,

Uloko Noah Agbeche
PG/MED/12/62363

Department of Educational Foundation
University of Nigeria
Nsukka
5th November, 2014.

Dear Sir/Madam

REQUEST FOR VALIDATION OF INSTRUMENT

I am a post-graduate student of Educational Psychology in the Department of Educational Foundations, University of Nigeria, Nsukka. I am carrying out a research on stress management practices among primary school teachers in Education Zone C of Benue State.

I humbly request your professional skills to assist me in vetting my instruments critically in terms of clarity of the words, appropriateness and relevance of the items and suitability of the items and response pattern. You are kindly requested to write your comments and suggestions on the attached papers. Thanks and God Bless you.

Yours faithfully,

Uloko Noah Agbeche
PG/MED/12/62363

TITLE OF THE STUDY

Stress management practices among primary school teachers in Education Zone C of Benue State

Purpose of the Study

The general purpose of this study is to determine the stress management practices among primary school teachers.

Specifically, the study seeks to:

1. Determine the sources of stress of primary school teachers in Benue State.
2. Ascertain stress management practices adopted by teachers of primary schools in Benue State.
3. Determine stress management practices among male and female teachers.
4. Determine the difference in stress management practices of teachers in urban and rural schools.

Research Questions

Research questions for this study are as follows;

1. What are the sources of stress for primary school teachers in Education Zone C of Benue State?
2. What are the stress management practices adopted by teachers in Education zone C of Benue state?
3. What are the differences in the stress management practices of male and female teachers?

4. What are the differences in the stress management practices of teachers in urban and rural schools?

Hypotheses

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

- H₀₁. There is no significant difference in the mean stress management practice scores of male and female teachers in Education Zone C of Benue state.
- H₀₂. There is no significant difference in the mean stress management practice scores of urban and rural teachers.

SECTION A

Demographic Data

Instructions: please specify by ticking (√) in the column which contains the response option of your choice, using the key Yes or No (i) strongly Agree (SA); (ii) Agree (A); (iii) Disagree (D); (iv) Strongly Disagree (SD). Where appropriate.

Personal Data of the Teacher

1. Gender Male () Female ()
2. Your school location Urban () Rural ()

SECTION B

Instrument I: Teachers stress management questionnaire (TSMQ)

Cluster A: Sources of stress for primary school teachers

S/N	ITEM	YES	NO
Financial reward as sources of teachers stress			
I experience stress when;			
1.	I am not regularly paid for the work I do		
2.	I am not paid adequately for my work		
3.	I am not promoted as at when due		
4.	I am not paid over time allowance		
5.	My yearly incremental rate is not paid		
S/N	ITEM	YES	NO
Pupils' factor as Sources of teacher stress			
I experience stress when;			
6.	I have noisy pupils in my class		
7.	Pupils absent themselves without permission		
8.	Pupils do not comply adequately with take home assignments		
9.	My pupils do not have enough note books		

10.	My pupils do not have enough textbooks		
11.	Pupils have poor attitudes towards classroom tasks		
12.	Pupils litter the classroom every school day		
13.	Pupils do not comply with correct use of school uniforms		
14.	My pupils come late to class		
S/N	ITEM	YES	NO
Teachers' factor as sources of stress			
I experience stress when;			
15.	I do not relate well with head teacher		
16.	I do not relate well with my fellow staff		
17.	I have difficulty planning lesson well		
18.	I have difficulty developing programs for pupils with special needs (hyperactivity disorder, low ability)		
19.	I am afraid of being monitored during lesson delivery		
20.	I have time pressure resulting from work-overload		
21.	I cannot cope with too many records to keep		
22.	I have difficulty handling pupils of mixed abilities (slow and fast learners)		
23.	I teach subjects which I have not been trained for		
S/N	ITEM	YES	NO
Administrative factors as sources of teachers stress			
I experience stress when;			
24.	Management does not relate well with me		
25.	I am frequently transferred		
26.	I do work overtime.		
27.	Management does not provide adequate classroom blocks		
28.	There are no modern instructional materials for me to use.		
29.	I teach over crowded pupils in one class		

30.	Management fails to send me for staff development programs (e.g. in-service-training)		
31.	I teach in an ill-furnished classroom		
32.	I teach in a badly ventilated classroom		
33.	There are frequent changes in policies and procedures in the school.		
34.	There is autocratic leadership style (the head impose command on people) in the school.		
35.	The management fails to organize school to meet expectations of the public (PTA, community members, and staff.		

SECTION C: Stress Management Practices of Primary School Teachers

S/N	ITEM	SA	A	D	SD
How do you manage your stress?					
I manage my stress when I;					
36.	think objectively about the stressful situation				
37.	increase my alcohol intake				
38.	do standard meditation (reading program)				
39.	engage in exercise regularly				
40.	engage in shopping				
41.	listen to radio programs				
42.	avoid confrontation with colleagues				
43.	develop positive attitude towards my work				
44.	manage my time well				
45.	Develop explanations that help to reduce or totally				

	eliminate prevalent stressors.				
46.	Develop positive feelings towards negative job-related ones.				
47.	try to get adequate sleep				
48.	Pursue a hobby (games, reading) of my personal interest.				
49.	Seek support from my co-workers.				
50.	avoid situations that cause me stress				

Research Question Four: Strategies Used For Managing Stress Among Male And Female Teachers

S/N	ITEM	SA	A	D	SD
Cluster G:					
1.	I listen to music				
2.	I do not engage in exercise and sports				
3.	I watch television				
4.	I talk to neighbours				
5.	I do not sleep soundly				
6.	I engage in shopping				

Research Question Five: Differences in Stress Management of Teachers in Urban And Rural Areas

S/N	ITEM	SA	A	D	SD
Cluster H:					
1.	I do standard meditation (reading program)				
2.	I do not attend occasions				
3.	I observe relaxation after work				
4.	I listen to radio programmes				
5.	I engage in farm work after school				
6.	I do not walk around to visit friends				

All items on stress management strategies should be put together.

*Validated by
James K. N. 2014*

Research Two: Stress Management Practices Adopted by Teachers

S/N	ITEM	SA	A	D	SD
Cluster E:					
1.	I increase my alcohol intake				
2.	I sleep and do not do exercise				
3.	I do not smoke cigarettes				
4.	I do not over eat				
5.	I sing at odd times				
6.	I bite my finger nails				
7.	I use drugs like Indian hemp and cocaine				

Research Question Three: Strategies Teachers Can Effectively Use To Manage Stress

S/N	ITEM	SA	A	D	SD
Cluster F:					
1.	I think objectively about the stressful situation				
2.	I avoid confrontations with colleagues				
3.	I develop positive attitudes				
4.	I do not take mind off problem				
5.	I express my feelings				
6.	I have faith in God				
7.	I do not manage my time well				

S/N	ITEM	SA	A	D	SD
Cluster B: Pupils/Students' factor					
6.	Having noisy pupils				
7.	Having <u>difficulty</u> class to manage <i>Respect</i>				
8.	No Pupils frequent absenteeism				
9.	Poor <u>work</u> attitudes of pupils <i>Relax</i>				

S/N	ITEM	SA	A	D	SD
Cluster C: Teachers' factor					
10.	I don't relate well with head teacher				
11.	I relate well with fellow staff				
12.	I don't know how to teach well				
13.	I develop programs for pupils with special needs				

S/N	ITEM	SA	A	D	SD
Cluster D: Administrative factors					
14.	Management relates well with teachers				
15.	Involve teachers in decision making				
16.	No incessant transfer				
17.	Over promotion (giving responsibility exceeding ones capacity).				
18.	Heavy work load				
19.	No conducive class room				
20.	Adequate classroom				

Section A

Demographic Data

Instructions: please specify by ticking (✓) in the column which contains the response option of your choice, using the key; (i) strongly Agree (SA); (ii) Agree (A); (iii) Disagree (D); (iv) Strongly Disagree (SD).

Personal Data of The Teacher

1. Gender Male () Female ()
2. Age 25-35 () 36-45() 46 and Above ()
3. Qualifications NCE () B.ED () M.ED ()
4. Your school location Urban () Rural ()

Section B

Instrument I: Teachers stress management questionnaire (TSMQ)

Research question one: Sources of stress for primary school teachers

S/N	ITEM	SA	A	D	SD
Cluster A : Financial reward					
1.	Teachers are paid regularly				
2.	Teachers are paid adequately				
3.	No yearly incremental rate				
4.	Teachers enjoy over time allowance				
5.	No regular promotion				

2. What are the stress management practices adopted by teachers in Education Zone C of Benue state.
3. What are the effective stress management strategies for managing stress by teachers.
4. What are the differences in the stress management practices of male and female teachers?
5. What are the differences in the stress management practices of teachers in urban and rural schools?

Research Hypothesis

The following null hypothesis will be tested at 0.05 levels of significance.

H₀₁ There is no significant difference between the mean stress management for male and female teachers in education zone c of Benue State

H₀₂ There is no significant difference between the mean stress management for Urban and rural teachers.

TITLE OF THE STUDY

Stress management practices among primary school teachers in education Zone C of Benue state

Purpose of The Study

The main purpose of the study is to determine the stress management practices among primary school teachers in Education Zone C of Benue State. Specifically, the study seeks to:

1. Determine the sources of stress of Primary school teachers in education Zone C of Benue State.
2. As certain stress management strategies adopted by teachers of primary schools in education Zone C of Benue State.
3. Find out the strategies teachers can effectively use to manage the stress.
4. Determine strategies used for managing stress among male and female teachers.
5. Determine the differences in stress management practice of teachers in Urban and Rural Schools.

Research Questions

1. What are the sources of stress for primary school teachers in Education Zone C of Benue State?

Department of Educational Foundation
University of Nigeria
Nsukka

5th November, 2014.

Dear Sir/Madam

REQUEST FOR VALIDATION OF INSTRUMENT

I am a post-graduate student of Educational Psychology in the Department of Educational Foundations, University of Nigeria, Nsukka. I am carrying out a research on "stress management practices among primary school teachers in Education Zone C of Benue State".

I humbly request your professional skills to assist me in vetting my instruments critically in terms of clarity of the words, appropriateness and relevance of the items ~~and suitability~~ of the items and response pattern. You are kindly requested to write your comments and suggestions on the attached papers. Thanks and God Bless you.

Yours faithfully,



Uloko Noah Agbeche
PG/MED/12/62363

Research Question Four: Strategies Used For Managing
Stress Among Male And Female Teachers

S/N	ITEM	SA	A	D	SD
Cluster G:					
1.	I listen to music				
2.	I do not engage in exercise and sports				
3.	I watch television				
4.	I talk to neighbours				
5.	I do not sleep soundly				
6.	I engage in shopping				

Not necessary since you already know Males & females left to personal IDs

Research Question Five: Differences in Stress Management of
Teachers in Urban And Rural Areas

S/N	ITEM	SA	A	D	SD
Cluster H:					
1.	I do standard meditation (reading program)				
2.	I do not attend occasions				
3.	I observe relaxation after work				
4.	I listen to radio programmes				
5.	I engage in farm work after school				
6.	I do not walk around to visit friends				

Not necessary

*Validated
Chf/meano
Prof. E-C Emeano 10/11/2014*

Research Two: Stress Management Practices Adopted by Teachers

S/N	ITEM	SA	A	D	SD
Cluster E:					
1.	I increase my alcohol intake				
2.	I sleep and do not do exercise				
3.	I do not smoke cigarettes				
4.	I do not over eat				
5.	I sing at odd times				
6.	I bite my finger nails				
7.	I use drugs like Indian hemp and cocaine				

Research Question Three: Strategies Teachers Can Effectively Use To Manage Stress

S/N	ITEM	SA	A	D	SD
Cluster F:					
1.	I think objectively about the stressful situation				
2.	I avoid confrontations with colleagues				
3.	I develop positive attitudes				
4.	I do not take mind off problem				
5.	I express my feelings				
6.	I have faith in God				
7.	I do not manage my time well				

I am still not convinced about this research question 3.

Validated
CHKmeant - 15/11/2014

S/N	ITEM	SA	A	D	SD
Cluster B: Pupils/Students factor					
6.	Having noisy pupils				
7.	Having difficulty class to manage				
8.	No Pupils frequent absenteeism ? <i>Recast</i>				
9.	Poor work attitudes of pupils				

Only if items will not capture what you wish to be captured - increase your items to 10

S/N	ITEM	SA	A	D	SD
Cluster C: Teachers factor					
10.	I do not relate well with head teacher				
11.	I relate well with fellow staff				
12.	I do not know how to teach well				
13.	I develop programs for pupils with special needs				

Refer to what was observed above.

S/N	ITEM	SA	A	D	SD
Cluster D: Administrative factors					
14.	Management relates well with teachers.				
15.	Involve teachers in decision making <i>Recast</i>				
16.	No incessant transfer <i>Recast</i>				
17.	Over promotion (giving responsibility exceeding ones capacity). <i>Recast</i>				
18.	Heavy work load <i>Recast</i>				
19.	No conducive class room <i>Recast</i>				
20.	Adequate classroom <i>Recast</i>				

Increase the items here to.

If you do not want to make complete sentences, then give the not clause if possible.

*Validated
19/11/2014*

Section A

Demographic Data

Instructions: please specify by ticking (✓) in the column which contains the response option of your choice, using the key; (i) strongly Agree (SA); (ii) Agree (A); (iii) Disagree (D); (iv) Strongly Disagree (SD).

Personal Data of The Teacher

1. Gender Male () Female ()
2. Age 25-35 () 36-45 () 46 and Above ()
3. Qualifications NCE () B.ED () M.ED ()
4. Your school location Urban () Rural ()

Section B

Instrument I: Teachers stress management questionnaire (TSMQ)

Research question one: Sources of stress for primary school teachers

S/N	ITEM	SA	A	D	SD
Cluster A : Financial reward					
1.	Teachers are paid regularly				
2.	Teachers are paid adequately				
3.	No yearly incremental rate <i>Recast</i>				
4.	Teachers enjoy over time allowance				
5.	No regular promotion <i>Recast</i>				

Validated

Cap/mean
Prof. E-C Ileano

10/11/2014

2. What are the stress management practices adopted by teachers in Education Zone C of Benue state.
3. What are the effective stress management strategies for managing stress by teachers. *Revised*
4. What are the differences in the stress management practices of male and female teachers?
5. What are the differences in the stress management practices of teachers in urban and rural schools?

Research Hypothesis

The following null hypothesis will be tested at 0.05 levels of significance.

- H₀₁ There is no significant difference between the mean stress management ^{scores} _^ for male and female teachers in education zone c of Benue State
- H₀₂ There is no significant difference between the mean stress management ^{scores} _^ for Urban and rural teachers.

TITLE OF THE STUDY

Stress management practices among primary school teachers in education Zone C of Benue state

Purpose of The Study

The main purpose of the study is to determine the stress management practices among primary school teachers in Education Zone C of Benue State. Specifically, the study seeks to:

1. Determine the sources of stress of Primary school teachers in education Zone C of Benue State.
2. As ^{spell} certain stress management strategies adopted by teachers of primary schools in Education Zone C of Benue State.
3. Find out the strategies teachers can effectively use to manage the stress. *Is it the ones it can or the ones will*
4. Determine strategies used for managing stress among male and female teachers.
5. Determine the differences in stress management practice of teachers in Urban and Rural Schools.

Research Questions

1. What are the sources of stress for primary school teachers in Education Zone C of Benue State?

If you find out the strategies the teachers adopt ref no 2, how do you then find out the ones the can effectively use? The same questionnaire?

Department of Educational Foundation
University of Nigeria
Nsukka

5th November, 2014.

Dear Sir/Madam

REQUEST FOR VALIDATION OF INSTRUMENT

I am a post-graduate student of Educational Psychology in the Department of Educational Foundations, University of Nigeria, Nsukka. I am carrying out a research on "stress management practices among primary school teachers in Education Zone C of Benue State".

I humbly request your professional skills to assist me in vetting my instruments critically in terms of clarity of the words, appropriateness and relevance of the items and suitability of the items and response pattern. You are kindly requested to write your comments and suggestions on the attached papers. Thanks and God Bless you.

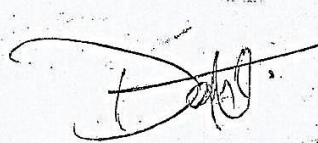
Yours faithfully,



Uloko Noah Agbeche
PG/MED/12/62363

General Comments

- ✓ Title of this study is no deeper than undergraduate take home term paper assignment.
- ✓ It is not clear whether items in the instrument are derived from theoretical consideration or literature based or items rather trivial.
- ✓ Most items are incomplete statements and make no meaning.
- ✓ Clusters do not have stems guide respondents.
- * Student should discuss with Supervisor.

 13-11-2014
Dr D.U. Ngwoke.

Research Question Four: Strategies Used For Managing Stress Among Male And Female Teachers

S/N	ITEM	SA	A	D	SD
Cluster G:					
1.	I listen to music				
2.	I do not engage in exercise and sports				
3.	I watch television				
4.	I talk to neighbours				
5.	I do not sleep soundly				
6.	I engage in shopping				

Research Question Five: Differences in Stress Management of Teachers in Urban And Rural Areas

S/N	ITEM	SA	A	D	SD
Cluster H:					
1.	I do standard meditation (reading program)				
2.	I do not attend occasions				
3.	I observe relaxation after work				
4.	I listen to radio programmes				
5.	I engage in farm work after school				
6.	I do not walk around to visit friends				

X These are no way ascertaining the influence of moderator variables.

Research Two: Stress Management Practices Adopted by Teachers

S/N	ITEM	SA	A	D	SD
Cluster E:					
1.	I increase my alcohol intake				
2.	I sleep and do not do exercise				
3.	I do not smoke cigarettes				
4.	I do not over eat				
5.	I sing at odd times				
6.	I bite my finger nails				
7.	I use drugs like Indian hemp and cocaine				

Are these items based on theoretical considerations or are they derived from literature?

Research Question Three: Strategies Teachers Can

Effectively Use To Manage Stress

S/N	ITEM	SA	A	D	SD
Cluster F:					
1.	I think objectively about the stressful situation				
2.	I avoid confrontations with colleagues				
3.	I develop positive attitudes				
4.	I do not take mind off problem				
5.	I express my feelings				
6.	I have faith in God				
7.	I do not manage my time well				

It is not clear how RQ2 differs from RQ3.

S/N	ITEM	SA	A	D	SD
Cluster B: Pupils/Students' factor					
6.?	Having noisy pupils				
7.?	Having difficulty class to manage				
8.?	No Pupils frequent absenteeism				
9.?	Poor work attitudes of pupils				

*? No stem statement
incomplete statements -

S/N	ITEM	SA	A	D	SD
Cluster C: Teachers' factor					
10.*	I don't relate well with head teacher				
11.	I relate well with fellow staff				
12.	I don't know how to teach well				
13.	I develop programs for pupils with special needs				

* No stem statement.

S/N	ITEM	SA	A	D	SD
Cluster D: Administrative factors					
14.*	Management relates well with teachers				
15.?	Involve teachers in decision making				
16.?	No incessant transfer				
17.?	Over promotion (giving responsibility exceeding ones capacity).				
18.?	Heavy work load				
19.?	No conducive class room				
20.?	Adequate classroom				

* No stem
? incomplete statements.

Section A

Demographic Data

Instructions: please specify by ticking ($\checkmark$) in the column which contains the response option of your choice, using the key; (i) strongly Agree (SA); (ii) Agree (A); (iii) Disagree (D); (iv) Strongly Disagree (SD).

Personal Data of The Teacher

1. Gender

Male () Female ()

~~X~~ 2. Age

25-35 () 36-45 () 46 and Above ()

~~X~~ 3. Qualifications

NCE () B.ED () M.ED ()

4. Your school location

Urban () Rural ()

~~X~~ $\rightarrow$ These items serve no useful purpose. Delete Section B

Instrument 1: Teachers stress management questionnaire (TSMQ)

Research question one: Sources of stress for primary school teachers

S/N	ITEM	SA	A	D	SD
X Cluster A: Financial reward					
1.	Teachers are paid regularly				
2.	Teachers are paid adequately				
3. ?	No yearly incremental rate				
4. ?	Teachers enjoy over time allowance				
5. ?	No regular promotion				

* Provide a stem statement to guide respondents. Align this with the item statements and response options.

? These are incomplete statements.

2. What are the stress management practices adopted by teachers in Education Zone C of Benue state.
3. What are the effective stress management strategies for managing stress by teachers.
4. What are the differences in the stress management practices of male and female teachers?
5. What are the differences in the stress management practices of teachers in urban and rural schools?

Research Hypotheses

The following null hypotheses will be tested at 0.05 levels of significance.

- H₀₁ There is no significant difference between the mean stress management for male and female teachers in education zone c of Benue State ?
- H₀₂ There is no significant difference between the mean stress management for Urban and rural teachers. ?

TITLE OF THE STUDY

Stress management practices among primary school teachers in education Zone C of Benue state

Purpose of The Study

The main purpose of the study is to determine the stress management practices among primary school teachers in Education Zone C of Benue State. Specifically, the study seeks to:

1. Determine the sources of stress of Primary school teachers in ~~education~~ ^{Zone C} of Benue State.
2. As certain stress management strategies adopted by teachers of primary schools in education ~~Zone C~~ of Benue State.
3. Find out the strategies teachers can effectively use to manage the stress.
4. Determine strategies ~~used~~ ^{used} for managing ~~stress~~ ^{stress} among male and female teachers.
5. Determine the differences in stress management practice of teachers in Urban and Rural Schools.

Research Questions

1. What are the sources of stress for primary school teachers in Education Zone C of Benue State?

Purposes 2, 3 & 4 — how do they differ?

Department of Educational Foundation
University of Nigeria
Nsukka

5th November, 2014.

Dear Sir/Madam

REQUEST FOR VALIDATION OF INSTRUMENT

I am a post-graduate student of Educational Psychology in the Department of Educational Foundations, University of Nigeria, Nsukka. I am carrying out a research on "stress management practices among primary school teachers in ~~Education Zone C~~ of Benue State".

I humbly request your professional skills to assist me in vetting my instruments critically in terms of clarity of the words, appropriateness and relevance of the items and suitability of the items and response pattern. You are kindly requested to write your comments and suggestions on the attached papers. Thanks and God Bless you.

Yours faithfully,



Uloko Noah Agbeche
PG/MED/12/62363

APPENDIX B

Distribution of Public Primary Schools in Education Zone C Benue State

LGAs	No of Schools	No of teachers		Total
		M	F	
AGATU	78	698	215	913
APA	100	503	392	895
OJU	99	905	319	1224
OTUKPO	116	539	560	1099
OKPOKWU	102	341	315	656
OGBADIBO	108	513	435	948
OHIMINI	94	334	278	612
ADO	88	304	225	529
TOTAL	841	4498	2844	7342

Source: Otukpo/Okpokwu, State Universal Basic Education Board (SUBEB) planning research and statistics (PRS) units, zonal Office report, 2014.

SAMPLED LGAs

LGAs	Urban/Rural	No of Schools	No of teachers		Total
			M	F	
AGATU	Urban	78	698	215	913
APA	Urban	100	503	392	895
OHIMINI	Rural	94	334	278	612
OBI	Rural	56	361	105	466
TOTAL		328	1896	990	2886

Source: Otukpo/Okpokwu, State Universal Basic Education Board (SUBEB) Planning Research and Statistics (PRS) Units, ZonalOffice Report, 2014.

APPENDIX C

Distribution of Sampled Schools and Teachers

LGAs	No of Schools	No of Sampled Schools	No of Sampled Teachers
AGATU	78	6	60
APA	100	6	60
OHIMINI	94	6	60
OBI	56	6	60
TOTAL	328	24	240

Names of Sampled Schools and Teachers According to Local Governments

LGA	Name of schools	M	F	Total	Sampled Teachers		
					M	F	T
OHIMINI	LGEA Ochobo	7	3	10	7	3	10
	MPS OketeOkpiko	10	6	16	6	4	10
	LGEA Egwanokwu	8	5	13	7	3	10
	St. Lawrence Primary school Idekpa	15	5	20	6	4	10
	RCM School Anmoda	9	5	14	6	4	10
	MPS Atlo	9	5	14	6	4	10
Total		58	29	87	38	22	60
LGA	Name of schools	M	F	Total	sampled teachers		
					M	F	T
OBI	LGEA Okpokwu	8	2	10	8	2	10
	LGEA Obariko-Ito	10	7	17	6	4	10
	LGEA Okwutongbe	8	3	11	7	3	10
	LGEA Adum East	14	5	19	6	4	10
	LGEA Adum West	8	4	12	7	3	10
	LGEA Ojegbe	7	4	11	7	3	10
Total		55	25	80	41	19	60

LGA	Name of schools	M	F	Total	sampled teachers		
					M	F	T
AGATU	RCM school Aila	12	5	17	7	3	10
	LGEA Obagaji	17	12	29	7	3	10
	RCM School Enungba	14	7	21	6	4	10
	MPS Ogbangede	12	5	17	6	4	10
	RCM school Oshigbudu	8	6	14	6	4	10
	MPS Ologba	15	3	18	7	3	10
Total		78	38	116	39	21	60
LGA	Name of schools	M	F	Total	sampled teachers		
					M	F	T
APA	RCM school Amoke	12	5	17	7	3	10
	LGEA IgahOkpaya	10	4	14	7	3	10
	RCM School Oba	10	6	16	8	2	10
	RCM School Ijege	10	6	16	8	2	10
	RCM School Ikobi	12	6	18	7	3	10
	MPS Ojantelle	10	6	16	6	4	10
Total		64	33	97	43	17	60
Grand total		255	125	380	161	79	240

APPENDIX D

RELIABILITY

Estimating Internal Consistency Reliability via the K-R 21 Formula computed using David A. Walker's Online K-R 21 Calculator at
<http://www.cedu.niu.edu/~walker/calculators/krresults.asp>

DESCRIPTIVES VARIABLES=ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 SECTIONBCLUSTER A
 /STATISTICS=MEAN SUM STDDEV.

Scale: SECTION B

Descriptives

[DataSet1] C:\Users\Desktop\Documents\My Documents\SPSS DATA & RESULTS\TEACHERS STRESS MANAGEMENT QUESTIONNAIRE.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
ITEM1	20	14.00	.7000	.47016
ITEM2	20	17.00	.8500	.36635
ITEM3	20	17.00	.8500	.36635
ITEM4	20	17.00	.8500	.36635
ITEM5	20	17.00	.8500	.36635
SECTION B CLUSTER A	20	82.00	4.5000	1.07115
Valid N (listwise)	20			

Estimation of Internal Consistency Reliability given the Mean (M), Standard Deviation (SD) and k (the number of items) from a specific measure of interest.

Enter the data:

M SD k

Kuder-Richardson 21 Reliability Coefficient = 0.759

DESCRIPTIVES VARIABLES=ITEM6 ITEM7 ITEM8 ITEM9 ITEM10 ITEM11 ITEM12 ITEM13 ITEM14 SECTIONBCLUSTE
RB
/STATISTICS=MEAN SUM STDDEV.

Descriptives

[DataSet1] C:\Users\Desktop\Documents\My Documents\SPSS DATA & RESULTS\TEACHERS STRESS MANAGEMENT QUESTIONNAIRE.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
ITEM6	20	17.00	.8500	.36635
ITEM7	20	14.00	.7000	.47016
ITEM8	20	18.00	.9000	.30779
ITEM9	20	19.00	.9500	.22361
ITEM10	20	19.00	.9500	.22361
ITEM11	20	18.00	.9000	.30779
ITEM12	20	19.00	.9500	.22361
ITEM13	20	19.00	.9500	.22361
ITEM14	20	19.00	.9500	.22361
SECTION B CLUSTER B	20	162.00	8.6600	.91191
Valid N (listwise)	20			

Estimation of Internal Consistency Reliability given the Mean (M), Standard Deviation (SD) and k (the number of items) from a specific measure of interest.

Enter the data:

M SD K

Kuder-Richardson 21 Reliability Coefficient = 0.681

DESCRIPTIVES VARIABLES=ITEM15 ITEM16 ITEM17 ITEM18 ITEM19 ITEM20 ITEM21 ITEM22 ITEM23 SECTIONBCLUSTER C
/STATISTICS=MEAN SUM STDDEV.

Descriptives

[DataSet1] C:\Users\Desktop\Documents\My Documents\SPSS DATA & RESULTS\TEACHERS STRESS MANAGEMENT QUESTIONNAIRE.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
ITEM15	20	9.00	.4500	.51042
ITEM16	20	18.00	.9000	.30779
ITEM17	20	19.00	.9500	.22361
ITEM18	20	19.00	.9500	.22361
ITEM19	20	19.00	.9500	.22361
ITEM20	20	16.00	.8000	.41039
ITEM21	20	18.00	.9000	.30779
ITEM22	20	19.00	.9500	.22361
ITEM23	20	19.00	.9500	.22361
SECTION B CLUSTER C	20	156.00	8.8000	1.10501
Valid N (listwise)	20			

Estimation of Internal Consistency Reliability given the Mean (M), Standard Deviation (SD) and k (the number of items) from a specific measure of interest.

Enter the data:

M SD k

Kuder-Richardson 21 Reliability Coefficient = 0.946

DESCRIPTIVES VARIABLES=ITEM24 ITEM25 ITEM26 ITEM27 ITEM28 ITEM29 ITEM30 ITEM31 ITEM32 ITEM33 ITEM34 ITEM35 SECTIONBCLUSTERD
/STATISTICS=MEAN SUM STDDEV.

Descriptives

[DataSet1] C:\Users\Desktop\Documents\My Documents\SPSS DATA & RESULTS\TEACHERS STRESS MANAGEMENT QUESTIONNAIRE.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
ITEM24	20	19.00	.9500	.22361
ITEM25	20	19.00	.9500	.22361
ITEM26	20	19.00	.9500	.22361
ITEM27	20	15.00	.7500	.44426
ITEM28	20	15.00	.7500	.44426
ITEM29	20	19.00	.9500	.22361
ITEM30	20	18.00	.9000	.30779
ITEM31	20	12.00	.6000	.50262
ITEM32	20	18.00	.9000	.30779
ITEM33	20	15.00	.7500	.44426
ITEM34	20	19.00	.9500	.22361
ITEM35	20	16.00	.8000	.41039
SECTION B CLUSTER D	20	204.00	10.2000	1.73509
Valid N (listwise)	20			

Estimation of Internal Consistency Reliability given the Mean (M), Standard Deviation (SD) and k (the number of items) from a specific measure of interest.

Enter the data:

M SD k

Kuder-Richardson 21 Reliability Coefficient = 0.540

DESCRIPTIVES VARIABLES=SECTIONBCLUSTERA SECTIONBCLUSTERB SECTIONBCLUSTERC SECTIONBCLUSTERD SECTIONBTSMQ
/STATISTICS=MEAN SUM STDDEV.

Descriptives

[DataSet1] C:\Users\Desktop\Documents\My Documents\SPSS DATA & RESULTS\TEACHERS STRESS MANAGEMENT QUESTIONNAIRE.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
SECTIONBCLUSTER A	20	82.00	4.5000	1.07115
SECTIONBCLUSTER B	20	162.00	8.6600	.91191
SECTIONBCLUSTER C	20	156.00	8.8000	1.10501

SECTIONBCLUSTER D	20	204.00	10.2000	1.73509
SECTIONBTSMQ	20	604.00	32.1600	3.69352
Valid N (listwise)	20			

Estimation of Internal Consistency Reliability given the Mean (M), Standard Deviation (SD) and k (the number of items) from a specific measure of interest.

Enter the data:

M SD k

Kuder-Richardson 21 Reliability Coefficient = 0.832

RELIABILITY

```

/VARIABLES=ITEM36 ITEM37 ITEM38 ITEM39 ITEM40 ITEM41 ITEM42 ITEM43 IT
EM44 ITEM45 ITEM46 ITEM47 ITEM48 ITEM49 ITEM50
/SCALE('SECTION C STRESS MANAGEMENT STRATEGIES OF PRIMARY SCHOO
L TEACHERS') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS.

```

Reliability

[DataSet1] C:\Users\Desktop\Documents\My Documents\SPSS DATA & RESULTS\TEACHERS STRESS MANAGEMENT QUESTIONNAIRE.sav

Scale: SECTION C

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.838	15

Item Statistics

	Mean	Std. Deviation	N
ITEM36	.8500	.36635	20
ITEM37	3.2500	1.06992	20
ITEM38	3.2000	.41039	20
ITEM39	2.8500	.67082	20
ITEM40	2.6000	.82078	20
ITEM41	3.2500	.63867	20
ITEM42	3.2500	.71635	20
ITEM43	3.6000	.50262	20
ITEM44	3.5000	.51299	20
ITEM45	3.3500	.48936	20
ITEM46	3.2500	.78640	20
ITEM47	3.0500	.51042	20
ITEM48	3.0000	.45883	20
ITEM49	3.1500	.36635	20
ITEM50	3.5000	.51299	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.043	.850	3.600	2.750	4.235	.434	15

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
45.6500	7.082	2.66112	15

Frequency Table

item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	7.1	7.1	7.1
	Yes	223	92.9	92.9	100.0
	Total	240	100.0	100.0	

item2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	35	14.6	14.6	14.6
	Yes	205	85.4	85.4	100.0
	Total	240	100.0	100.0	

item3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	15.8	15.8	15.8
	Yes	202	84.2	84.2	100.0
	Total	240	100.0	100.0	

item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	73	30.4	30.4	30.4
	Yes	167	69.6	69.6	100.0
	Total	240	100.0	100.0	

item5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	51	21.3	21.3	21.3
	Yes	189	78.8	78.8	100.0
	Total	240	100.0	100.0	

item6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	91	37.9	37.9	37.9
	Yes	149	62.1	62.1	100.0
	Total	240	100.0	100.0	

item7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	137	57.1	57.1	57.1
	Yes	103	42.9	42.9	100.0
	Total	240	100.0	100.0	

item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	97	40.4	40.4	40.4
	Yes	143	59.6	59.6	100.0
	Total	240	100.0	100.0	

item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	88	36.7	36.7	36.7
	Yes	152	63.3	63.3	100.0
	Total	240	100.0	100.0	

item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	66	27.5	27.5	27.5
	Yes	174	72.5	72.5	100.0
	Total	240	100.0	100.0	

item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	35	14.6	14.6	14.6
	Yes	205	85.4	85.4	100.0
	Total	240	100.0	100.0	

item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	17.9	17.9	17.9
	Yes	197	82.1	82.1	100.0
	Total	240	100.0	100.0	

item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	15.4	15.4	15.4
	Yes	203	84.6	84.6	100.0
	Total	240	100.0	100.0	

item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	58	24.2	24.2	24.2
	Yes	182	75.8	75.8	100.0
	Total	240	100.0	100.0	

item15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	50	20.8	20.8	20.8
	Yes	190	79.2	79.2	100.0
	Total	240	100.0	100.0	

item16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	60	25.0	25.0	25.0
	Yes	180	75.0	75.0	100.0
	Total	240	100.0	100.0	

item17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	33	13.8	13.8	13.8
	Yes	207	86.3	86.3	100.0
	Total	240	100.0	100.0	

item18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	70	29.2	29.2	29.2
	Yes	170	70.8	70.8	100.0
	Total	240	100.0	100.0	

item19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	40	16.7	16.7	16.7
	Yes	200	83.3	83.3	100.0
	Total	240	100.0	100.0	

item20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	15.4	15.4	15.4
	Yes	203	84.6	84.6	100.0
	Total	240	100.0	100.0	

item21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	49	20.4	20.4	20.4
	Yes	191	79.6	79.6	100.0
	Total	240	100.0	100.0	

item22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	81	33.8	33.8	33.8
	Yes	159	66.3	66.3	100.0
	Total	240	100.0	100.0	

item23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	40	16.7	16.7	16.7
	Yes	200	83.3	83.3	100.0
	Total	240	100.0	100.0	

item24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	17.1	17.1	17.1
	Yes	199	82.9	82.9	100.0
	Total	240	100.0	100.0	

item25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	62	25.8	25.8	25.8
	Yes	178	74.2	74.2	100.0
	Total	240	100.0	100.0	

item26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	59	24.6	24.6	24.6
	Yes	181	75.4	75.4	100.0
	Total	240	100.0	100.0	

item27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	96	40.0	40.0	40.0
	Yes	144	60.0	60.0	100.0
	Total	240	100.0	100.0	

item28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	87	36.3	36.3	36.3
	Yes	153	63.8	63.8	100.0
	Total	240	100.0	100.0	

item29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	79	32.9	32.9	32.9
	Yes	161	67.1	67.1	100.0
	Total	240	100.0	100.0	

item30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	74	30.8	30.8	30.8
	Yes	166	69.2	69.2	100.0
	Total	240	100.0	100.0	

item31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	11.3	11.3	11.3
	Yes	213	88.8	88.8	100.0
	Total	240	100.0	100.0	

item32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	30	12.5	12.5	12.5
	Yes	210	87.5	87.5	100.0
	Total	240	100.0	100.0	

item33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	52	21.7	21.7	21.7
	Yes	188	78.3	78.3	100.0
	Total	240	100.0	100.0	

item34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	44	18.3	18.3	18.3
	Yes	196	81.7	81.7	100.0
	Total	240	100.0	100.0	

item35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	12.1	12.1	12.1
	Yes	210	87.5	87.5	99.6
	4.00	1	.4	.4	100.0
	Total	240	100.0	100.0	

T-Test

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
item36	Males	161	3.3602	.73784	.05815
	Females	79	3.4557	.90295	.10159
item37	Males	161	2.2609	1.08121	.08521
	Females	79	1.6329	.87964	.09897
item38	Males	160	3.4563	.93059	.07357
	Females	79	3.4430	.69332	.07800
item39	Males	161	3.5031	.79155	.06238
	Females	79	3.2785	.81550	.09175
item40	Males	161	1.6832	.82479	.06500
	Females	79	3.6962	.66707	.07505
item41	Males	161	3.6273	.72301	.05698
	Females	79	3.2785	.69682	.07840
item42	Males	161	2.9130	.86884	.06847
	Females	79	2.6835	.88498	.09957
item43	Males	161	3.3540	.90423	.07126
	Females	79	3.0000	.98710	.11106
item44	Males	161	3.7205	.74340	.05859
	Females	79	3.8734	.46319	.05211
item45	Males	161	3.0559	.78461	.06184
	Females	79	2.8987	.74412	.08372
item46	Males	161	3.3478	.87508	.06897
	Females	79	2.8861	.83186	.09359
item47	Males	161	2.7826	.98549	.07767
	Females	79	3.4557	.95806	.10779
item48	Males	161	3.4534	.66097	.05209
	Females	79	2.9747	.83166	.09357
item49	Males	161	3.5901	.60696	.04784
	Females	79	3.1392	.79637	.08960
item50	Males	161	3.7143	.50533	.03983
	Females	79	3.6329	.58127	.06540
Strategic Management	Males	161	3.1879	.22920	.01806
	Females	79	3.1553	.25301	.02847

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
item36	Equal variances assumed	1.215	.272	-.873	238	.383	-.09545	.10931	-.31078	.11989
	Equal variances not assumed			-.815	130.6	.416	-.09545	.11706	-.32702	.13612

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
item37	Equal variances assumed	6.936	.009	4.484	238	.000	.62796	.14005	.35206	.90386
	Equal variances not assumed			4.808	186.5	.000	.62796	.13060	.37032	.88560
item38	Equal variances assumed	3.200	.075	.112	237	.911	.01321	.11822	-.21969	.24611
	Equal variances not assumed			.123	200.6	.902	.01321	.10722	-.19822	.22464
item39	Equal variances assumed	1.577	.210	2.045	238	.042	.22462	.10982	.00828	.44097
	Equal variances not assumed			2.025	151.0	.045	.22462	.11095	.00541	.44384
item40	Equal variances assumed	10.033	.002	-18.9	238	.000	-2.0130	.10668	-2.2231	-1.803
	Equal variances not assumed			-20.3	187.5	.000	-2.0130	.09929	-2.2088	-1.817
item41	Equal variances assumed	.063	.802	3.554	238	.000	.34885	.09815	.15549	.54221
	Equal variances not assumed			3.599	160.4	.000	.34885	.09692	.15745	.54025
item42	Equal variances assumed	3.073	.081	1.911	238	.057	.22950	.12008	-.00706	.46606
	Equal variances not assumed			1.899	152.6	.059	.22950	.12084	-.00924	.46824
item43	Equal variances assumed	.520	.472	2.765	238	.006	.35404	.12805	.10178	.60630
	Equal variances not assumed			2.683	143.6	.008	.35404	.13195	.09321	.61486

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
item44	Equal variances assumed	10.496	.001	-1.67	238	.095	-.15292	.09131	-.33280	.02695
	Equal variances not assumed			-1.95	224.7	.052	-.15292	.07841	-.30744	.00159
item45	Equal variances assumed	.397	.529	1.483	238	.139	.15717	.10599	-.05163	.36596
	Equal variances not assumed			1.510	162.7	.133	.15717	.10408	-.04836	.36269
item46	Equal variances assumed	6.258	.013	3.903	238	.000	.46175	.11829	.22872	.69478
	Equal variances not assumed			3.972	162.4	.000	.46175	.11626	.23218	.69132
item47	Equal variances assumed	1.363	.244	-5.02	238	.000	-.67309	.13415	-.93736	-.40881
	Equal variances not assumed			-5.07	159.1	.000	-.67309	.13286	-.93548	-.41070
item48	Equal variances assumed	1.842	.176	4.831	238	.000	.47873	.09909	.28352	.67394
	Equal variances not assumed			4.470	127.9	.000	.47873	.10709	.26683	.69063
item49	Equal variances assumed	1.593	.208	4.863	238	.000	.45082	.09271	.26818	.63346
	Equal variances not assumed			4.439	123.9	.000	.45082	.10157	.24979	.65186

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
item50	Equal variances assumed	3.463	.064	1.115	238	.266	.08137	.07300	-.06243	.22518
	Equal variances not assumed			1.063	137.4	.290	.08137	.07657	-.07003	.23278
Straee Management	Equal variances assumed	.790	.375	1.002	238	.317	.03266	.03259	-.03155	.09686
	Equal variances not assumed			.969	142.2	.334	.03266	.03371	-.03399	.09930

T-Test

Group Statistics

	Location of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Item 36	Urban	120	3.25	.759	.069
	Rural	120	3.53	.809	.074
Item 37	Urban	120	2.06	1.023	.093
	Rural	120	2.05	1.099	.100
Item 38	Urban	120	3.24	.953	.087
	Rural	119	3.66	.692	.063
Item 39	Urban	120	3.18	.820	.075
	Rural	120	3.68	.712	.065
Item 40	Urban	120	2.18	1.145	.105
	Rural	120	2.51	1.283	.117
Item 41	Urban	120	3.39	.748	.068
	Rural	120	3.63	.697	.064
Item 42	Urban	120	3.13	.788	.072
	Rural	120	2.54	.869	.079
Item 43	Urban	120	3.63	.634	.058
	Rural	120	2.84	1.037	.095
Item 44	Urban	120	3.73	.719	.066
	Rural	120	3.81	.612	.056
Item 45	Urban	120	3.29	.640	.058
	Rural	120	2.72	.791	.072
Item 46	Urban	120	3.40	.760	.069
	Rural	120	2.99	.957	.087
Item 47	Urban	120	2.96	.982	.090
	Rural	120	3.05	1.068	.097
Item 48	Urban	120	3.28	.712	.065
	Rural	120	3.31	.797	.073
Item 49	Urban	120	3.45	.732	.067
	Rural	120	3.43	.683	.062
Item 50	Urban	120	3.76	.449	.041
	Rural	120	3.62	.597	.054

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Item 36	Equal variances assumed	.007	.934	-2.799	238	.006	-.283	.101	-.483	-.084
	Equal variances not assumed			-2.799	237.029	.006	-.283	.101	-.483	-.084
Item 37	Equal variances assumed	1.027	.312	.061	238	.952	.008	.137	-.262	.278
	Equal variances not assumed			.061	236.799	.952	.008	.137	-.262	.278
Item 38	Equal variances assumed	8.513	.004	-3.917	237	.000	-.422	.108	-.635	-.210
	Equal variances not assumed			-3.922	217.338	.000	-.422	.108	-.634	-.210
Item 39	Equal variances assumed	6.736	.010	-4.960	238	.000	-.492	.099	-.687	-.296
	Equal variances not assumed			-4.960	233.424	.000	-.492	.099	-.687	-.296

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Item 40	Equal variances assumed	10.635	.001	-2.070	238	.040	-.325	.157	-.634	-.016
	Equal variances not assumed			-2.070	234.961	.040	-.325	.157	-.634	-.016
Item 41	Equal variances assumed	2.783	.097	-2.589	238	.010	-.242	.093	-.426	-.058
	Equal variances not assumed			-2.589	236.836	.010	-.242	.093	-.426	-.058
Item 42	Equal variances assumed	6.675	.010	5.527	238	.000	.592	.107	.381	.803
	Equal variances not assumed			5.527	235.768	.000	.592	.107	.381	.803
Item 43	Equal variances assumed	27.363	.000	7.134	238	.000	.792	.111	.573	1.010
	Equal variances not assumed			7.134	197.086	.000	.792	.111	.573	1.011

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Item 44	Equal variances assumed	2.001	.158	-.870	238	.385	-.075	.086	-.245	.095
	Equal variances not assumed			-.870	232.124	.385	-.075	.086	-.245	.095
Item 45	Equal variances assumed	2.979	.086	6.192	238	.000	.575	.093	.392	.758
	Equal variances not assumed			6.192	228.161	.000	.575	.093	.392	.758
Item 46	Equal variances assumed	3.438	.065	3.660	238	.000	.408	.112	.189	.628
	Equal variances not assumed			3.660	226.429	.000	.408	.112	.188	.628
Item 47	Equal variances assumed	1.792	.182	-.692	238	.490	-.092	.132	-.353	.169
	Equal variances not assumed			-.692	236.353	.490	-.092	.132	-.353	.169

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Item 48	Equal variances assumed	.658	.418	-.256	238	.798	-.025	.098	-.217	.167
	Equal variances not assumed			-.256	235.052	.798	-.025	.098	-.217	.167
Item 49	Equal variances assumed	.357	.551	.182	238	.855	.017	.091	-.163	.197
	Equal variances not assumed			.182	236.869	.855	.017	.091	-.163	.197
Item 50	Equal variances assumed	13.311	.000	2.078	238	.039	.142	.068	.007	.276
	Equal variances not assumed			2.078	221.051	.039	.142	.068	.007	.276

Means

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Gender of Respondents

Gender of Respondents		item36	item37	item38	item39	item40
Males	Mean	3.3602	2.2609	3.4563	3.5031	1.6832
	N	161	161	160	161	161
	Std. Deviation	.73784	1.08121	.93059	.79155	.82479
Females	Mean	3.4557	1.6329	3.4430	3.2785	3.6962
	N	79	79	79	79	79
	Std. Deviation	.90295	.87964	.69332	.81550	.66707
Total	Mean	3.3917	2.0542	3.4519	3.4292	2.3458
	N	240	240	239	240	240
	Std. Deviation	.79534	1.05952	.85797	.80479	1.22440

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Gender of Respondents

Gender of Respondents		item41	item42	item43	item44	item45
Males	Mean	3.6273	2.9130	3.3540	3.7205	3.0559
	N	161	161	161	161	161
	Std. Deviation	.72301	.86884	.90423	.74340	.78461
Females	Mean	3.2785	2.6835	3.0000	3.8734	2.8987
	N	79	79	79	79	79
	Std. Deviation	.69682	.88498	.98710	.46319	.74412
Total	Mean	3.5125	2.8375	3.2375	3.7708	3.0042
	N	240	240	240	240	240
	Std. Deviation	.73172	.87900	.94507	.66721	.77350

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Gender of Respondents

Gender of Respondents		item46	item47	item48	item49
Males	Mean	3.3478	2.7826	3.4534	3.5901
	N	161	161	161	161
	Std. Deviation	.87508	.98549	.66097	.60696
Females	Mean	2.8861	3.4557	2.9747	3.1392
	N	79	79	79	79
	Std. Deviation	.83186	.95806	.83166	.79637
Total	Mean	3.1958	3.0042	3.2958	3.4417
	N	240	240	240	240
	Std. Deviation	.88643	1.02479	.75433	.70617

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Gender of Respondents

Gender of Respondents		item50	Straee Management
Males	Mean	3.7143	3.1879
	N	161	161
	Std. Deviation	.50533	.22920
Females	Mean	3.6329	3.1553
	N	79	79
	Std. Deviation	.58127	.25301
Total	Mean	3.6875	3.1772
	N	240	240
	Std. Deviation	.53168	.23727

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Location of Respondent

Location of Respondent		item36	item37	item38	item39	item40
Urban	Mean	3.2500	2.0583	3.2417	3.1833	2.1833
	N	120	120	120	120	120
	Std. Deviation	.75870	1.02322	.95262	.81975	1.14483
Rural	Mean	3.5333	2.0500	3.6639	3.6750	2.5083
	N	120	120	119	120	120
	Std. Deviation	.80891	1.09889	.69230	.71199	1.28335
Total	Mean	3.3917	2.0542	3.4519	3.4292	2.3458
	N	240	240	239	240	240
	Std. Deviation	.79534	1.05952	.85797	.80479	1.22440

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Location of Respondent

Location of Respondent		item41	item42	item43	item44	item45
Urban	Mean	3.3917	3.1333	3.6333	3.7333	3.2917
	N	120	120	120	120	120
	Std. Deviation	.74806	.78786	.63422	.71870	.64032
Rural	Mean	3.6333	2.5417	2.8417	3.8083	2.7167
	N	120	120	120	120	120
	Std. Deviation	.69733	.86865	1.03709	.61214	.79053
Total	Mean	3.5125	2.8375	3.2375	3.7708	3.0042
	N	240	240	240	240	240
	Std. Deviation	.73172	.87900	.94507	.66721	.77350

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraceManagement * Location of Respondent

Location of Respondent		item46	item47	item48	item49
Urban	Mean	3.4000	2.9583	3.2833	3.4500
	N	120	120	120	120
	Std. Deviation	.76036	.98216	.71224	.73164
Rural	Mean	2.9917	3.0500	3.3083	3.4333
	N	120	120	120	120
	Std. Deviation	.95702	1.06787	.79701	.68272
Total	Mean	3.1958	3.0042	3.2958	3.4417
	N	240	240	240	240
	Std. Deviation	.88643	1.02479	.75433	.70617

item36 item37 item38 item39 item40 item41 item42 item43 item44 item45 item46 item47 item48 item49 item50
 StraeeManagement * Location of Respondent

Location of Respondent		item50	Straee Management
Urban	Mean	3.7583	3.1967
	N	120	120
	Std. Deviation	.44901	.22518
Rural	Mean	3.6167	3.1577
	N	120	120
	Std. Deviation	.59668	.24818
Total	Mean	3.6875	3.1772
	N	240	240
	Std. Deviation	.53168	.23727