

Principals' Role Analysis Strategy in the Management of Stress as Correlate of Teachers' Attitude to Work and Instructional Effectiveness in Secondary Schools in Nigeria

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Abstract

This study investigated principals' role analysis strategy in the management of stress as correlates of teachers' attitude to work and instructional effectiveness in secondary schools in Nigeria. Two research questions and two hypotheses guided the study. This study adopted a correlational survey design. The population of this study comprised all the 222 public senior secondary schools in Abia State, Nigeria, with 222 principals and 5,110 teachers. The sample size for this study was 391 principals and teachers. Multi-stage sampling procedure through cluster, stratified and simple random sampling techniques were used to draw the sample. The instruments used for data collection were Questionnaire titled: Principals' Role Analysis Strategy in the Management of Stress Questionnaire (PRASMSQ); Attitude of Teachers to Work Questionnaire (ATWQ) and Instructional Effectiveness of Stressed-up Teacher Questionnaire (IESTQ). The instruments were face validated and the reliability of the instruments was established using internal consistency through Cronbach Alpha, which yielded reliability indexes of 0.78; 0.66; and 0.81. In analyzing the data, linear regression analysis was used to answer the research questions, and t-test associated with linear regression was used to test the hypotheses at 0.05 significant level. The findings revealed that, there is a significant and high positive relationship between principals' stress role analysis strategy and teachers' attitude to work in secondary schools. There is a significant and very high positive relationship between principals' stress role analysis strategy and teachers' instructional effectiveness in secondary schools. Based on the findings of this study, it was recommended that, principals of secondary schools should ensure a positive stress role analysis strategy to improve teachers' attitude to work. Principals of secondary schools should ensure a positive stress role analysis strategy to enhance teachers' instructional effectiveness.

Keywords: Principals' role analysis strategy; management of stress; teachers' attitude to work; instructional effectiveness; secondary schools

Introduction

The principal as the custodian of secondary school's resources in terms of finances, facilities and human skills need to manage stress faced by teachers in the course of performing their duties. Being important persons in the school system, they have the overall task of managing the schools by ensuring that proper knowledge and skills are transferred to the students through proper supervision of work as well as effective leadership practices. They make sure that the notion of academic success for all gets picked-up by staff members with little or no stress. So, developing a shared vision around academic standard and success

for all students as well as stress management among staff is an essential element of school leadership and administration. Effective principals work relentlessly to improve instructional achievement by focusing on the quality of instruction through proper stress management among staff (Nwabueze, 2016). Principal as the head of the school is obligated to assist teachers in reducing stress through proper management of their academic activities and other related practices.

Stress is the body's way of responding to environmental conditions or stimulus called a stressor, which could be seen as a negative condition that has a terrible effect on the mental and

physical state of an individual. Stress is constantly in connection with emotional states of an individual. Stress is a normal reaction the body has when changes occur, resulting in physical, emotional and intellectual responses. It is a condition (internal or external) that imposes demand for adjustment on individual. Stress could be psychological, emotional, physiological and physical strain or tension generated by physical, emotional, social, economic, or occupational circumstances, events or experiences that are difficult to manage or endure. It is a pattern of physiological, behavioural, emotional and cognitive responses to real or imagined stimuli that are perceived as preventing a goal or endangering or otherwise threatening well-being (Edikpa, Nwabueze & Nwokedi, 2019).

Stress is recognized world-wide as a major challenge to workers' health and the healthiness of their organizations. Workers who are stressed are also more likely to be unhealthy, poorly motivated, less productive and less safe at work. It is centred on the idea of a perceived imbalance in the interface between an individual, the environment and other individuals. Stress known as 'unpleasant emotion' affects teachers' organizational effectiveness positively or negatively. The degree of stress in secondary schools is correlated with a teachers' perceived inability to deal with school environmental demands. This would lead to the conclusion that a teachers' level of stress depends on their self-perceived abilities and self-confidence in performing their duties (Nwabueze, 2014). According to Arnold, Cooper and Robertson (2005), stress is the reactions of individuals to new or threatening factors in their work environment. This definition also highlights the fact that reactions to stressful situations are individualized, and can result in emotional, perceptual, behavioural, and physiological changes.

Secondary school teachers face problems in the discharge of their duties, which normally results

to stress. Teacher's job stress therefore, remains an everyday issue that is dealt with by most principals and teachers in Nigerian schools. Miller (2005) is of the opinion that, some teachers are occupied with personal problems and social ills such as insecurity, poverty, marital problems, violence, and so on, which they have to contend with on a daily basis, leading to emotional, psychological and physical problems (stressors). These problems/stressors could be as a result of workloads within the organization. Madumere-Obike, Ukaigwe and Onwumere (2017) revealed that, the causes of stress teachers may face in performing their duties in secondary schools include: improper communication between staff, insufficient performance feedback, time pressure, poor cooperation among staff around the school, poor sympathetic approach by the senior colleagues, improper funding needed for day-to-day activities of the school, non-payment of salaries/allowances as at when due, work overload among staff, poor performance of students in internal/external examinations, and poor management of conflicts among staff members. Ajayi (2010) states that, the expectation of the principal as an executive is to perform in the field of management to reduce stress among teachers, which may be mild or major, depending on environmental factors, as well as the personality of the individual teacher. Griffin (2018) posits that, many health problems related to stress which worsens and increases the risks and conditions such as obesity, heart disease, Alzheimer's disease, diabetes, depression, gastrointestinal problems, and asthma. Therefore, it is critical to engage in stress management in every organization, especially in secondary schools.

Stress management is a problem-solving effort made by an individual who is faced with demands that are highly relevant to his welfare, but tasking to his adaptive resources. Cooper (2006) defines stress management as measures or ways taken to cope with trying periods so that a state of

psychological and physiological equilibrium are established and generally maintained. Hence, proper management of stress in the school system would enhance the attitude of teachers positively, which ensures instructional effectiveness. In addition, the Encyclopedia Britannica (2007) explains that, stress management constitutes a variety of methods and treatments aimed at controlling the level of stress individuals pass through, especially chronic stress, usually for the purpose of improving day-to-day activities. So, the process of stress management provides a number of ways to manage anxiety and maintain overall well-being of individuals. Dombeck (2018) notes that, many people employ positive and negative ways to reduce stress level; the negative methods tend to be dysfunctional over time since they result in aggravating the situation for the victims rather than improving on the situation. The negative methods are through addictions (alcohol, drugs, sex, gambling), smoking, over-eating and being perfectionist. Dombeck further posits that, the positive functional ways of treating stress are relaxation/meditation, exercise, healthy diet, socialization and supportive conversation, assertive communication, time management and asking for assistance. Therefore, principals' role analysis in the management of stress assists teachers in performing their job-related activities for instructional effectiveness.

Role Analysis model is a method of managing stress to clarify an individual's work role, reduce distress, confusion and conflict for effective job performance. A role analysis model is developed based on the expectations of superiors, peers, subordinates and key people with whom the individuals must work for effective work improvement with the right attitude of staff in the performance of their duties (Edikpa, Nwabueze & Nwokedi, 2019). This expected role is clarified by eliminating conflicts and confusion in expectations for effective delivery of instructions. It is also

integrated with an enacted role, resulting in reduced role stress for the individuals (French & Bell cited in Quick & Quick, 2004). However, it is expected that principals of secondary schools adopt role analysis model such as thinking deep before assigning duties to subordinates, taking regular stock of events in the school to avoid clashing of events, and involving teaching staff in knowledge management practices to enhance the effectiveness of instruction. There is no doubt that the adoption of role analysis strategy in the management of stress enhances teachers' attitude to work and instructional effectiveness.

Effectiveness is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization stressfully (Adamsin & Besong, 2001). It implies that, they are the duties attached to an individual irrespective of gender of the person. Effectiveness is very indispensable to academic achievement, which depends on the functional performance of school teachers (Beson, 2014). It is an antecedent of role's achievement of the teacher in the delivery of instructions. It could also be identified as a plan proposed in advance and accomplished later, but within a stipulated time or duration of school for improved instructional effectiveness. Instructional effectiveness is systematic process of carrying out instructional activities by teachers for higher productivity. By this, the transformative power of an effective teacher enhances instructional effectiveness and students' performance. However, teachers that make school an exciting and interesting place promote good understanding among students, especially when they are not stressed-up. It promotes the quality of instructions passed on to students for improved academic performance. Such teachers possess passion for their subjects and genuine care for the students they teach. However, the teachers believe that work effectiveness can be achieved through the attitudes of teachers towards job performance.

The attitude of a teacher is the characteristic component of teacher quality and personality. An attitude is a framework that affects how a person thinks and acts about the world, which could be positive or negative. Teachers with positive attitude towards teaching perform excellently on the delivery of instruction. If a teacher has a negative attitude towards education, his job or students, may influence his performance as an educator. This implies that, many factors can encourage or inhibit teaching and instructional effectiveness. One is teachers' attitude towards instructional activities and classroom management. However, Garcia (2003) believes that, a teachers' attitude has the largest impact on a student's success in school. A teacher's own beliefs can profoundly affect his students. There is thus, the need for positive attitudes among teachers to enhance the quality of teaching and learning taking place in educational institutions. Conversely, no one can readily dismiss the conviction that the attitude of teachers are of great importance in the delivery of instruction.

Statement of the Problem

Teachers of secondary schools are supposed to be stress-free in the discharge of their duties for instructional effectiveness. Ideally, they are not supposed to discharge their duties under undue stress, but the reverse is the case in secondary schools where most of the teachers seem to be constantly under stress in carrying out their statutory and non-statutory responsibilities. This could be associated with heavy workloads, poor motivation, improper time management and role analysis issues. This development may bring up scenarios where the teachers may not be able to complete instructions, become unhealthy, aggressive, and discouraged to perform their statutory duties. The researchers see principals' use of role analysis strategy as not been adequately practiced in the management of stress in secondary schools. It may be sad that many principals may not have used this strategy to positively improve

teachers' attitude to work and enhance instructional delivery capabilities. Therefore, role analysis strategy is needed by principals in dealing with stress among teachers for instructional effectiveness. It is then hoped that, the use of role analysis model will positively improve teachers' attitude to work and as well, enhance their instructional delivery capabilities.

Purpose of the Study

The aim of the study is to investigate principals' role analysis strategy in the management of stress as correlate of teachers' attitude to work and instructional effectiveness in secondary schools in Nigeria. In specific terms, the study intends to:

1. find out the relationship between principals' role analysis strategy in managing stress and teachers' attitude to work in secondary schools in Nigeria; and
2. ascertain the relationship between principals' role analysis strategy in managing stress and teachers' instructional effectiveness in secondary schools in Nigeria

Research Questions

The following research questions were answered in this study.

1. What is the relationship between principals' role analysis strategy in managing stress and teachers' attitude to work in secondary schools in Nigeria?
2. What is the relationship between principals' role analysis strategy in managing stress and teachers' instructional effectiveness in secondary schools in Nigeria?

Hypotheses

The following null hypotheses were tested at 0.5 level of significance.

1. There is no significant relationship between principals' role analysis strategy in managing stress and teachers' attitude to work in secondary schools in Nigeria.

- There is no significant relationship between principals’ role analysis strategy in managing stress and teachers’ instructional effectiveness in secondary schools in Nigeria.

Methodology

This study adopted a correlational survey design. It was carried out in public secondary schools in Abia State of Nigeria. The population of this study comprised all the principals and teachers in 222 public senior secondary schools in Abia State, Nigeria. There are 222 principals and 5,110 teachers. The target population therefore, is 5,332 principals and teachers. The sample size for this study was 391 principals and teachers. Multi-stage sampling procedure through cluster, stratified and simple random sampling techniques were used to draw the sample. First, the 222 schools were clustered into 17 Local Government Areas in Abia State. Thereafter, simple random sampling technique was used to draw one (1) school from each L.G.A making 17 secondary schools in all. Finally, all the 17 principals were purposively drawn while stratified random sampling technique

was used to draw 22 teachers from each of the drawn schools making a total of 374 teachers.

The instruments used for data collection were Questionnaire titled: Principals’ Role Analysis Model in the Management Stress Questionnaire (PRAMMSQ); Attitude of Teachers to Work Questionnaire (ATWQ), and Instructional Effectiveness of Stressed-up Teacher Questionnaire (IESTQ). The instruments had two sections of A and B. Section A elicited demographic information of the respondents such as designation and school. Section B was on the variable items. The instruments were validated by two experts and the reliability of the instruments was established using internal consistency through Cronbach Alpha method on 20 teachers from secondary schools in Enugu State of Nigeria. Thereafter, the internal consistencies of the instruments were determined at 0.78; 0.66; and 0.81 respectively. In analyzing the data, linear regression analysis was used to answer the research questions, and t-test associated with linear regression was used to test the hypotheses at 0.05 significant level.

Results

Research question One: What is the relationship between principals’ role analysis strategy in managing stress and teachers’ attitude to work in secondary school?

Table 1: Linear regression analysis of principals’ role analysis strategy in managing stress and teachers’ attitude to work in secondary schools

| Model | R | R Square | Adjusted R Square | Decision |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | 0.80 ^a | 0.65 | 0.64 | High positive relationship |

Table 1 revealed that the regression coefficient (R) is given as 0.80 while the adjusted regression square R² is given as 0.65 respectively. This shows that there is a high and positive relationship between principals’ role analysis

strategy in managing stress and teachers’ attitude to work in secondary schools. This implied that, an increase in principals’ role analysis strategy increases the teachers’ attitude to work in secondary schools.

Hypothesis One: There is no significant relationship between principals’ role analysis strategy in managing stress and teachers’ attitude to work in secondary schools

Table 2: t-test associated with linear regression analysis of principals’ role analysis strategy in managing stress and teachers’ attitude to work in secondary schools

| Model | | Unstandardized | | Standardized | t | Sig. | Alpha level | Decision |
|-------|------------------------|----------------|------------|--------------|-------|------|-------------|-------------|
| | | Coefficients | | Coefficients | | | | |
| | | B | Std. Error | Beta | | | | |
| 1 | (Constant) | 10.96 | 0.89 | | 12.27 | 0.00 | | |
| 1 | Role analysis strategy | 0.69 | 0.02 | 0.81 | 25.83 | 0.00 | 0.05 | Significant |

Table 2 revealed that the t-test value associated with linear regression is 25.83. The hypothesis is significant, because the significant value of 0.00 is less than the alpha value of 0.05.

Research Question Two: What is the relationship between principals’ role analysis strategy in managing stress and teachers’ instructional effectiveness in secondary school?

Table 3: Linear regression analysis of principals’ role analysis strategy in managing stress and teachers’ instructional effectiveness in secondary schools

| Model | R | R Square | Adjusted R Square | Decision |
|-------|-------------------|----------|-------------------|---------------------------------|
| 1 | 0.94 ^a | 0.87 | 0.87 | Very High positive relationship |

Table 3 revealed that the regression coefficient (R) is given as 0.94 while the adjusted regression square R² is given as 0.87 respectively. This shows that there is a very high and positive relationship between principals’ role analysis

Therefore, there is a significant relationship between principals’ role analysis strategy in managing stress and teachers’ attitude to work in secondary schools.

strategy in managing stress and teachers’ instructional effectiveness in secondary schools.

This implied that, an increase in principals’ role analysis strategy leads to teachers’ instructional effectiveness in secondary schools.

Hypothesis Two: there is no significant relationship between principals’ role analysis strategy in managing stress and teachers’ instructional effectiveness in secondary schools

Table 4: t-test associated with linear regression analysis of principals’ role analysis strategy in managing stress and teachers’ instructional effectiveness in secondary schools

| Model | | Unstandardized | | Standardized | T | Sig. | Alpha level | Decision |
|-------|------------------------|----------------|------------|--------------|-------|------|-------------|-------------|
| | | Coefficients | | Coefficients | | | | |
| | | B | Std. Error | Beta | | | | |
| 1 | (Constant) | 2.12 | 0.63 | | 3.38 | 0.00 | | |
| 1 | Role analysis strategy | 0.94 | 0.02 | 0.94 | 49.90 | 0.00 | 0.05 | Significant |

Table 4 revealed that the t-test value associated with linear regression is 49.90. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is a significant relationship between principals' role analysis strategy in managing stress and teachers' instructional effectiveness in secondary schools.

Summary of Findings

The findings of this study are summarized as shown below.

1. The result showed that, there is a significant but high positive relationship between principals' stress role analysis strategy in managing stress and teachers' attitude to work in secondary schools.
2. The result showed that, there is a significant but very high positive relationship between principals' stress role analysis strategy in managing stress and teachers' instructional effectiveness in secondary schools.

Discussion of Findings

Principals' role analysis model and teachers' attitude to work:

The findings of research question one revealed that, there is a high and positive relationship between principals' role analysis strategy and teachers' attitude to work in secondary schools. This implied that, an increase in principals' role analysis strategy increases the teachers' attitude to work in secondary schools. However, it has been shown that role analysis strategy such as thinking deep before assigning duties to subordinates to

reduce stress, taking regular stock of events in the school to avoid clashing of events, involving staff in knowledge management practices to reduce stress among them, motivating the staff to discharge their official duties reduces stress, delegating duties according to area of specialization to reduces stress, and blaming subordinates for their shortcomings to reduce stress among them increases the teachers' attitude to work in secondary schools. The test of hypothesis one showed that, there is a significant relationship between principals' role analysis strategy and teachers' attitude to work in secondary schools. A role analysis model is developed based on the expectations of superiors, peers, subordinates and key people with whom the individuals must work for effective work improvement with the right attitude of staff in the performance of their duties.

In line with the findings, Onwumere, Madumere-Obike and Ukaigwe (2017) revealed among others that, the extent to which the role analysis strategy as stress management among principals enhances teachers' attitude to work in secondary schools include: management of staff cooperation, meeting the conflicting demands of students reduces stress among teachers, meeting the conflicting demands of parents reduces stress among teachers, meeting the conflicting demands of teachers reduces stress among them, managing conflict between colleagues helps to support teachers' attitude to work, and management of stress from students' threats of physical violence strengthens the teachers' attitude to work. This

method of managing stress is aimed at clarifying an individual's work role to reduce distress, confusion and conflict to improve teachers' attitude to work. A role profile is developed based on the expectations of superiors, peers, subordinates and key people with whom the individual must work with. This expected role is clarified by eliminating conflicts and confusion in expectations to enhance the attitude of staff for work improvement.

Principals' role analysis model and teachers' instructional effectiveness:

The findings of research question two revealed that, there is a very high and positive relationship between principals' role analysis strategy and teachers' instructional effectiveness in secondary schools. This implied that, an increase in principals' role analysis strategy leads to teachers' instructional effectiveness in secondary schools. However, it has been shown that role analysis strategy on teachers' instructional effectiveness such as meeting the conflicting demands of students, parents, administrators and teachers; managing tension among colleagues to support academic improvement; and managing violence among students to enhance classroom instructions. The test of hypothesis two showed that, there is a significant relationship between principals' role analysis strategy and teachers' instructional effectiveness in secondary schools. In line with the findings, Quick and Quick (2004) stated that role analysis strategy is integrated in schools by principals with an enacted role, resulting in reduced

stress among teachers for instructional effectiveness. Role Analysis model is a method of managing stress to clarify an individual's work role, reduce distress, confusion and conflict for effective job performance. This expected role is clarified by eliminating conflicts and confusion in expectations for effective delivery of instructions. However, it is expected that principals of secondary schools adopt role analysis model such as thinking deep before assigning duties to subordinates, taking regular stock of events in the school to avoid clashing of events, and involving teaching staff in knowledge management practices to enhance the effectiveness of instruction.

Conclusion

Based on the findings of this study, it was concluded that principals of secondary schools when adjust properly in the area of managing stress through role analysis promote attitude of teachers to school work leading to improved instructional effectiveness. In order to enhance the attitude of teachers to school work with positive instructional effectiveness, the principals' role analysis strategy in the management of stress become very important in school administration. Role analysis strategy in the management of stress is a method of clarifying an individual's work role to reduce distress, confusion and conflict to improve teachers' attitude to work and instructional effectiveness. This expected role is clarified by eliminating conflicts and confusion in expectations to enhance the

attitude of staff for work improvement and instructional effectiveness.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Principals of secondary schools should ensure a positive stress role analysis strategy (such as thinking deep before assigning duties to subordinates, taking regular stock of events in the school to avoid clashing of events, involving staff in knowledge management practices, motivating the staff to discharge their official duties, and delegating duties according to area of specialization) to improve teachers' attitude to work.
2. Principals of secondary schools should ensure a positive stress role analysis strategy (such as meeting the conflicting demands of students, parents, administrators and teachers; managing tension among colleagues; and managing violence among students) to enhance teachers' instructional effectiveness.

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