



Influence of Stress on Staff Job Performance: A Study of Isu Local Government Area

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ABSTRACT

This research study was aimed at determining influence of stress on staff job performance, a study of Isu local government area of Imo State. The study used the descriptive survey research design and was centered on three research questions. The population of the study was 313. The simple random sampling technique was used to select a sample of 200 respondents from the population. The questionnaire which was the instrument for data collection was analyzed with mean rating and structured under a four point rating scale. The findings showed that staff in Isu LGA of Imo State suffer stress in the cause of performing their jobs and that this stress influence their job performances in many ways. It was therefore recommended among other things that managers should find out ways to reduce the influence of this stress in the performance of staff duties.

Keywords: Stress Affect, Strategies for Managing Staff Stress and Staff Job Performance

INTRODUCTION

Staff stress is a much talked of phenomenon, however there is little consensus between different professional groups regarding its etiology or how to tackle it. Based on the review of international research, it is concluded that staff stress is a real phenomenon and that high levels are reliably associated with a range of causal factors, including those intrinsic to working in an office, individual vulnerability and systemic influences. Stress can be said to be an involuntary response to a dangerous situation or events that frighten, irritate, confuse, endanger or excite us and place demands on the body (Keufman 2008). Hans (2011) described stress as the interaction of the organism with the environment. He explained further that it is an adoptive response mediated by individual characteristics and/or psychological processes, that is, a consequence of any external action, situation or event that places special physical and/or psychological demands upon a person. Thus, it is a person's response to a disturbance. According to Omoruyi (2005), the term stress is defined as the condition when a person's body reacts to the outside pressure. Lazarus (1999) describes stress to be the dynamic interaction of an individual with the environment which is triggered by the individual's perception to threat. According to him, stress is not simply a synonym of affliction worry or disturbance; it refers to the internal condition of an individual. Failure could arise because of tension, anxiety, producing a condition that could be a problem to the health of normal person or situation that one interacts with.

Adenugba (2004) is of the opinion that stress is the adverse reaction in which people have excess pressure or other types of demand placed on them. As a positive influence, stress can compel someone to action, it can result in a new awareness and an exciting perspective while as a negative influence, and it can result in feelings of distrust, rejection, anger and depression which in turn can lead to health problems, such as headaches, stomach upset, rashes, insomnia, ulcer, high blood pressure, heart diseases and stroke. With the death of a loved one, the birth of a child, a job promotion or a new relationship, we experience stress

as we live just our lives. He said further that in adjusting to different circumstance, stress helps or hinders us depending on how we react to it. From the above definition, it could be deduced that stress is an adaptive response to an external situation that results in physical, psychological and/or behavioural deviations for staff. Thus, stress is neither anxiety nor nervous tension. Though stress may be accompanied by anxiety, but the two are not the same and should not be equated. The influence of stress on staff's job performance is an issue to look into so that proper management of stressful situations that affect staff's job performances will be handled. Staff's job is described to be very stressful Kaal (2000). This in turn reduces their effectiveness and efficiency by impairing concentration, causing sleeplessness, increasing the risk for illness, back problems and accidents. In fact, a number of studies are now suggesting that job related stress is a great threat to health as smoking or not exercising (Kauman 2005, Wellen & Dickson 2006).

The experience of stress in the education system can no longer be ignored. This is because working in the office has been identified as one of the most stressful professions today. According to Uka (2009), this is as a result of shortage of staffs and increases in student enrolment. In education for instance Foster (2006) was of the opinion that frequent re-organization of the syllabus, workload, staff room conflicts and students' behaviours are causes of stress to staff. However the increasing demands of a job performed by staff in the office have produced adverse stressful office situations, this in turn; increases emotional and physical disabilities among staffs. Therefore, it is important to raise awareness of the issue so that both the internal factors and external circumstances that contribute towards the experience of stress by staffs can be addressed by staffs and by the organizations they work for they work. Staff's stress affects staffs across various types of organizations, gender and job experience. The researcher is motivated to empirically investigate the influence of stress on staff's job performance in primary schools located within Idemili North Local Government Area in Anambra State. Staff's job performance could be described as the duties performed by a staff at a particular period in the school system in achieving organizational goals. It is the ability of staff to combine to relevant inputs for the enhancement of teaching and learning processes.

Ngeno (2007) and Kilonga (2009) argue that when staff suffers from stress the pupils they teach are affected negatively as they may not have pleasant experiences with staffs and they may not pass important examinations and thus their future prospects are compromised. Likewise when staff suffers stress in their job in the office, the people they attend to, the people that report to them, their immediate bosses and the organization at large are adversely affected. Therefore the relationship between stress and staff job performance is that too much stress can contribute to health problems and can reduce the ability of the staff to perform at the highest level Chan (2008). The staffs become less effective and unproductive when they are under too much stress. This is because the staff may have more issues causing the stress to battle with in the office on a daily bases in the course of doing his or her job.

Poor management of stress among staffs in the other hand may result in deficiencies in the performance of the staffs. Adenugba (2004) found out that there are nine strategies for managing staff's stress. Some of the strategies include: Laughter: Don't take yourself too seriously. Preparations "Being prepared and having back-up plan. Family time "Unplugging completely for a short period of time and having a conversation with my kids and family time. Hobbies "I like to walk in the outdoors, read, cook, and just take deep breaths. Colleagues interacting with other staff. Friends "The most effective stress reducer for me is socializing with my colleagues while doing fun activities that have nothing to do with the office job or assignment. Exercise - It relieve any stresses life may bring your way. Breathing deeply "when faced with stressful situation, breathing deeply helps a lot. Leave it at the door on your way out.

Observations have shown that staff in Isu local government suffers a lot of stress because of the demands of the job. And this has affected their productivity over the years. Therefore the researcher decided to carry out this study to look into the influence of stress on staff job performance a case study of Isu local government area of Imo State with the view of improving the situation and making useful recommendations.

Statement of the Problem

Staffs in Isu L.G.A of Imo State are faced with a lot of responsibilities on daily bases. Some of these includes being in office before 7.30am every day, attending to their duties, taking and responding to orders from their immediate bosses, attending to visitors and outsiders, combining their office work with school runs for those with little kids that doesn't have nannies, setting disputes as well as staying in the office until 4pm. It was therefore discovered that because of these numerous duties some which are official and some unofficial, these staff are usually subjected to stress on daily bases which do affect the performance of their jobs. Ola (2010) further argued that the increasing societal demands on office workers have produced adverse stressful situations which increase emotional and physical discomforts among staffs. It was therefore to look into the influence of stress on staff job performance a case study of isu local government area of Imo State with the view of improving the situation and making useful recommendations that made the researcher to embark on this study.

Purpose of the Study

The purpose of this study was to determine the influence of stress on staff job performance a case study of isu local government area of Imo State

Specifically, the study sought to:

- i. To determine ways stress affect staff job performance
- ii. To find out the strategies for managing staff stress

Significance of the Study

At the end of this research work a lot of people especially those within the educational sector will benefit from the study. Those to benefit from the study include; school management, head staffs, staffs, educational planners, principals, educational supervisors and students.

To the staffs, it will be of immense value because it will make them to be conscious and aware of the causes, nature and strategies for managing stressful situations in their teaching environment Moreover, it will also help the staffs to know the areas they will focus on when demanding from school authorities to help them eliminate stressors to their job.

The result of this study will enlighten the head staffs on strategies that will help to reduce stress among the staffs. It will further enable them to channel available resources in the school to reduce the stress staffs face while doing their jobs.

Findings from the study results will also help the school management (Board of Governors and Parents Staffs Association) to address these problems by erecting better classroom structures, equipping the classroom with the right facilities which will help to make the teaching profession stress free for staffs.

The Education planners will learn from the study how to plan their educational curriculum so as to reduce the stress staffs face while doing their jobs.

The principals from the secondary school section will also find the work very useful when completed as it will help them to adopt the same strategies suggested in managing stress in primary schools which when applied in their schools will also help to manage stress among staffs in their schools. This is possible because stress has similar nature in any organization and therefore any strategy used in managing it in one organization could be used in managing it in other organizations.

The result of the findings of this study will also help the educational supervisors to avoid putting staffs under pressure in the issue of writing their lesson plans and notes but instead they will always give the staffs sufficient time to get their notes and lesson plans in order before visiting the schools for inspection.

Finally the students will also learn to cope with their staffs when under stress knowing well that any staff under stress may not be able to perform very well because of the issue of the stress. Rather they should be patient with them bearing in mind that the staff will finally overcome the stressful situation and resume handling the class the way they used to do it before then.

Research Questions

The following research questions guided the study-

- i. What is the way stress affect staff job performance

- ii. What are the strategies for managing staff stress

REVIEW OF RELATED LITERATURE

The Concept of Stress

Stress according to Richard (2012) is defined as a feeling experienced when a person thinks that the demands exceed the personal and social resources the individual is able to mobilize. In medical term, stress is described as “a physical or psychological stimulus that can produce mental tension or physiological reactions that may lead to illness. Stress is not always necessarily harmful. Stress can therefore be negative, positive or neutral. People often work well under certain stress leading to increased productivity, but too much stress is harmful. Omoruyi (2005) defined stress as the condition when a person’s body reacts to the outside pressure. Stress according to Lazarus (1999) is the dynamic interaction of an individual with the environment which is triggered by the individual perception to threat. The various definitions of stress indicate that stress can affect your physical health, your mental health and your behaviour. Thus stress if not properly maintained can affect the job performance of the staffs negatively or positively. The researcher therefore sees stress as worry and pressure people experience while going through an unpleasant and difficult situation.

Concept of Staff’s Job Performance

Ajilabi (2000) defined job performance as a judicious devotion and dedication to the achievement of standards within and outside the school setting. Job performance refers to the execution conduct, compliance or conformity with stated decisions of directives issued by a super ordinate or demand by a job. Casting (1996), staff’s job performance can also be defined as the performance of teaching tasks and rendering of expected teaching services by staffs. It has to do with the abilities of the staff to fulfill his/her duties. (Kahler (2006) these definitions above suggest that job performance among staffs are actions carried out by the staffs to ensure that the aims and objectives of education are met. The staffs are the one who develop the mind and tame the thinking of the nation. The negative effects of stress can impact negatively on the job performance of staffs. Stress can reduce the ability to perform at the highest level Chan (2008). The influence of stress on staff’s job performance are many and they include increase heart rate, tightens muscle to prepare to fight or to flee poor performance of the students, causes the brain to be move reactive less thoughtful, increases perspiration, reduces immune system response (Guglielmi and Tatrow 1998).

Carver and Scheier (2008), argue that learning to control responses of stress and to get out of one’s own way has saved companies money increased production, encouraged creativity, enabled teams to communicate more effectively reduced the anxieties which surround the process of change, increased to pace of professional learning and development and even reduced accidents and harassment claims. According to Carver and Scheier (2008), the significant challenge facing primary education is not only the falls in the number of staffs in Schools but also lack of staffs who have the ability to work with student to improve performance. The increased access to Government Primary Schooling has placed great demand on staffs, especially since the student pay little or no money, most staffs work under stress. This is as a result of overcrowded classrooms, dilapidated buildings without the necessary learning resources. To the researcher therefore staff job performance means the performance of teaching tasks and rendering of all expected tasks by the staffs.

Theoretical Framework

In this theoretical framework, the researcher is going to discuss the Douglas Macgregor Theory X and Theory Y. Douglas Macgregor (1957) in his book, *The Human side of Enterprise* hypothesizes that managers, generally hold one of two opposing sets of assumptions about people. He believes that the behaviour of a manager as a leader would be influenced by the particular set of assumptions he or she holds. He describes two very different set of assumptions, which he calls Theory X and Theory Y. He used Theory X to describe the kind of bureaucratic organization prescribed by classical theorist. The

emphasis on regulating, supervising and studying the behaviour of employees presumes that they are lazy, dislike work, have little ambition, avoid responsibility, lack initiative and creativity and are only motivated by economic gains and security. As a result, managers should coerce, control and threaten employees to motivate them. Theory Y on the other hand, is a humanistic and more realistic approach to people management. Its assumptions are the direct opposite of the assumptions of theory X. It does not see employees as lazy and indigent, but if they appear to be, it resulted out of experience with organization. This theory is related to this study since it examined the two different groups the personnel could be categorized to enable the principal know how best to deal with them in the process of managing them at work.

This theory relates to the study in that according to Taylor using scientific method to do a job removes a lot of inconveniences the workers face while doing the job among which is stress. Again he encouraged friendly co-operation in the workplace, providing clearly defined daily tasks as well as providing standard conditions and appliances for doing a job all of which will help to reduce the stress a worker faces while doing his or her job in the organization.

Theoretical Studies

In the theoretical studies the researcher started with the review of the causes of stress.

Forms of Stress that affects employee Job Productivity

- i. Professional Stressors
- ii. Personal Stressors

Jepson & Forrest (2006) defined professional stressors as something in the environment that acts as a stimulus that can be physical, psychological or behavioural in nature. The professional stressors include the following:

- i. Disruptive Student
- ii. Excessive Paper work
- iii. Limited Time Frames
- iv. Large Class Size
- v. Lack of training necessary to do the job
- vi. Poor working condition
- vii. Inadequate Salaries
- viii. Inadequate training of Staffs
- ix. Lack of clear job description
- x. Job Insecurity
- xi. Conflicts with teammates and supervisors

The personal stressors include some personal issues that causes the educators to be stressed namely: Health issues; Financial Problems; Relationships and Fears

The cost of stress at schools in most developed and developing world has risen according to recent statistics which has revealed an increase in the number of sick days taken, the decline in work performance, the negative attitudes of educators and premature death (Hillier 2005). Stress is a general term applied to pressures people feel in life. The presence of stress at work is almost inevitable and is becoming a major problem in work places around the world. When stress becomes excessive, employees develop various symptoms of stress that can harm their work performance and health and even threaten their ability to cope in the environment. Newstrom and Davies (2002) Moorhead and Griffin (2004) define stress as being a person's adaptive response to a stimulus that places excessive psychological or physical demands on the individual. This stimulus generally is called a stressor, which is any factor that causes stress. Education the largest job category in the sector sees stress affecting staff which arises from the work environment. These include the intensive interpersonal relations, conditions of work, demand for accountability about academic performance from educational users such as students, parents and political leaders (Ilo 2008). All these definitions emphasize that stress is a mental or physical stimuli to which the

response can be positive or negative thus impacting on personal lives work performance, productivity and organizational goals. Some of the stressors in schools can include task demand, physical demand, role demand and interpersonal demand (Moorhead and Griffin, 2004).

Factors Responsible for the Cause of Stress in an organization

So many factors are responsible for the cause of stress in the organization which includes-

Economic uncertainty: In the rapidly changing world, education has become more important than ever before. Faced with the increasing effects of globalisations, the rapid spread of democracy, emergence of new market economics and the changing of public/private roles, countries need highly educated and skilled populations while individuals need more specialized information to compete and survive (Ilo 2005). Staffs are therefore seen as a crucial element in the achievement of these goals.

Political uncertainty: Changes in the political system create a sense of insecurity amongst staffs thus resulting in stressful situations. The labour issues such as poor salaries, unqualified staffs, strikes and more have contributed to higher stress level (Rout and Rout, 2002).

Technological uncertainty: New innovations such as digital technology, smart boards, internet and computer teaching aids can make the educators skills obsolete in a very short period of time, the older and seasoned educators are not too comfortable and do not have the know – how to embrace technology and will result in stressful situations for the staffs and learners – Hellriegl and Slocum (2004).

Organizational factors: These factors include task demands that are related directly to staff's job. These include the design of the staff's job which involves the working conditions and the physical work layout. The school environment includes physical settings as well as the policy, administrative and psychological environment.

Role and interpersonal demands relate to the pressure placed on staffs as they function in a particular role in the school environment. A heavy workload with little time generally features as a stressor. Most often staffs are not able to achieve the standards of teaching and learning they would like due to their being large student numbers. As result, poor academic performance, poor discipline and an increased failure rate at schools, Jackson (2004).

Organizational Leadership: A leader creates the environment that determines staff's behavior which affects their productivity and level of engagement. This is supported by research which indicates that the most significant determinant of continued job satisfaction is positive relationships with their immediate supervisors - - Watson (2009). Shultz and Steyn (2007) affirm that incompetent leadership results in poor staff's performance, high stress, low job commitment, low job satisfaction and poor results.

Individual Factors: Family and problems and economic problems – staffs who are undergoing excessive stress can display aggressive behaviour, which results in discipline and behavioural problems with children. These staffs may also experience marital difficulties or perhaps even breaking-off of relationships. They have difficulty balancing their career with family life and the end result is both relationships and performance suffers, Chetty (2004).

Economic Problems are also stressors in the family. Due to the salary grading system, salary scales have been adjusted with major gaps between different staffs. Many staffs try to live within their means, but unfortunately with the recent economic downturn, many have to succumb to bank loans. This additional burden creates disharmony both at home and manifests itself in poor performance in the school situation, Jackson and Rothman (2006).

Personality some individuals appear more likely than others to interpret events and situations in a more stress-provoking way. These are generally categorized as personality Type A (extremely competitive, strives for achievement and may be aggressive, hasty, impatient, restless, very alert, with explosive speech) and Type B (easy going, take difficulties in their stride, spend time on what they do and maintain a careful balance between events and actions demanding their energy) and it also helps in determining the staffs perceptions and reaction to stress Leight (2004) and Michael (2007).

The severity of job stress depends on the magnitude of the demands that are being made and the individual's sense of control or decision making latitude he or she has in dealing with them. Not all staffs have coping mechanisms to deal with these types of stress, thus leading to decline in work performance.

Empirical Studies

A study by Udochukwu (2006) was aimed at determining the impact of stress on Job Performance of Staff of Secondary Schools in Anambra State. Five research questions and five null hypotheses were formulated to guide the study. Data was collected through questionnaire based in close ended questions. The result from the analysis of the data revealed that workload, role conflict and inadequate monetary reward are the prime reasons for stress in staffs, and this stress reduces their efficiency. Thus it was recommended that employer should minimize stress by lowering the work load, abate the role conflict, and pay adequate salary and provide training and counseling to performance and job satisfaction. This study is related to the present study in that it was aimed at determining the impact of stress on job performance of staffs in Secondary Schools in Anambra State.

Akande (2014) carried out a work on the assessment of the relationship between conditions of service and staff's job performance in secondary schools in Kogi State, Nigeria. The purpose of the study was to find out the relationship between staff development and staffs job performance. The guide they study five research questions and five null hypotheses were formulated. The research used simple random sampling technique to select the sample for the study that consisted of 215 staffs. A questionnaire was subjected to a pilot study conducted in 6 secondary schools, in Kogi State. Data was obtained through the use of research questionnaire developed by the researcher. The five null hypotheses were tested using Person Product Moment Correlation (PPMC). The findings indicated that 4 of the hypotheses showed that there was a significant relationship between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. But there was no significant relationship between staff retirement benefits and job performance. This implies that prompt payment of salary to workers is very vital to effective staff job performance. Regular promotion will also be employed as a compensation factor for high performance. Therefore it was recommended that government and school management should pay staff prompt and ensure adequate promotion, regular staff development of the staffs. This study is related to the present study in that it was aimed at determining the relationship between conditions of service and staff's job performance in secondary school in Kogi, Nigeria.

A study by Olalekan (2010) was aimed at determining the management of stress by staffs of primary schools in Ogun State. A total of 3466 staffs, drawn from primary schools in Ogun State of Nigeria, returned their questionnaire for the study. Data were analyzed using simple percentage and chi-square. The findings indicate that staffs frequently use the active behavioural and inactive (escape) strategies in managing stress. This is an indication that the average Nigerian staff prefers to organize him/herself in such a way that his/her pedagogic duties will not be hampered by domestic chores. It also implies that, whenever the staff is stressed, he/she consoles him/herself with the fact that work is not everything and therefore feels less stressed. The recommendation included that the staffs should ensure stress free situation and also any environmental factor contributing to stress should be avoided. This study also related to the present study in that it was aimed at determining the schools in Ogun State, Nigeria.

METHODS

This chapter discussed the method and procedures in the conduct of the study. And this is presented under Research Design, Area of the Study, Population of the Study, Sample and Sampling technique, Instrument of the Data Collection, Validation of the instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The research design used for the study is descriptive survey. Survey according to Nwogu, (2015) means a method of obtaining information from various groups or persons mainly through questionnaire or

personal interview. With descriptive survey research design, the researcher was able to collect information through a questionnaire from a group of people which was analyzed and consequently generalized to cover the entire population.

Area of the Study

The study was carried out in Isu Local Government Area which is one of the local government areas in Imo State. The name comes from the Isu people, a sub group of the Igbo people. Its headquarters is in the town of Amandugba. It is made up of nine towns which includes Amandugba, Umuno-Ugba, Ekwe, Amurie-Amanze and Isu-Njaba,

It has a population of 164,328 people as at the 2006 census with an area of 40 kilometer square, The people are well known in the past for farming, but today some of them are industrialists, business men and women, civil servants, educationists and farmers. The region has been selected for this study because of the attention they have given to education of their children over the years..

Population of the Study

The population of the study comprised the 313 staff working in Isu Local Government Area of Imo State. The data was collected from Isu Local Government Headquarters (2019).

Sampling and Sampling Technique

The sample of the study comprised of 200 teachers chosen from ten (10) out of the fifteen (16) departments in the Local Government. The choice of the staff as the respondents is because they are the people that are in a better position to assess the nature of stress they face in the process of doing their jobs. The sampling technique employed was the simple random sampling technique. In which case, the researcher randomly picked 10 departments out of the 16 departments. The sample was selected by writing the names of the 16 departments on pieces of paper which was put in a bag and reshuffled. Then 10 departments were picked by the researcher without replacement. Thereafter 20 staff was selected from each of the 10 departments that were randomly picked to represent the 200 respondents

Instrument of Data Collection

The researcher formulated a questionnaire- **Influence of Stress on Staff Job Performance- Questionnaire** (ISSJPQQ) which covered various ways stress influences staff job performances in Isu Local Government headquarters. The questionnaire was divided into two parts- part A and Part B. Part A covered information about the respondents while part B contains 10 items separated into 2 research questions.

Validation of the Instrument

The instrument was subjected to face and content validation using three experts, two experts from Public Administration department and one from Education foundations. The final edition of the instrument was obtained after the researcher effected the necessary corrections required.

Reliability of the Instrument

The reliability of the instrument was determined using the test -retest reliability technique on 20 respondents outside the sample of the study. The data collected on the two tests were analyzed using Pearson product moment correlation coefficient(r), a reliability coefficient of 0.78 was obtained showing that the instrument was reliable and consistent for the study. The researcher therefore considered the questionnaire to be reliable since the coefficient is high and is in line with Agu and Akuezulo (2007) who posited that a correlation coefficient of 0.70 and above is high enough for a research instrument to be taken as reliable.

Method of Data Collection

Questionnaire was used to collect data for the study. The researcher and two research assistants distributed the questionnaire to the respondents. The researcher also waited and collected the completed questionnaires from the respondents when they were through. However, the researcher returned back to collect those of the respondents who were not disposed to fill the questionnaire on the spot. A total of 200 questionnaires were retrieved from the respondents whereas 210 questionnaires were distributed.

Method of Data Analysis

Mean rating is to be used for the analysis of the questionnaire items. The decision rule for interpretation of the mean scores of the data is that 2.5 will be the bench mark for accepting an item at the agree level while mean ratings below 2.5 is to be categorized as mean scores within the disagreed level.

DATA PRESENTATION AND ANALYSIS

Research Question 1: *What is the way stress affect staff job performance?*

Table 1: Mean response of staff on the way stress affect staff job performance

| S/N | Items | \bar{X} | Decision |
|--------------|--|-------------|---------------|
| | Staff perform poorly | 2.92 | Agreed |
| 2 | Staff suffers depression | 2.75 | Agreed |
| 3 | Affects the health of the staff negatively | 2.69 | Agreed |
| 4 | Inability of the bosses to control their subordinates | 2.88 | Agreed |
| 5 | Staff failing to implement the objective of the organization | 2.15 | Disagreed |
| Grand | Mean | 2.68 | Agreed |

The result of the analysis on table 1 shows that for item 5 the mean score of the responses fall within the disagreed level of 2.15 which is below the agreed level of 2.5, while for items 1, 2, 3 and 4 the mean scores are all above 2.50. The grand mean 2.68 is above the cut off mean. Implication of this is that respondents agreed that these items constitute ways stress affect staff job performance in Isu LGA. They disagreed that Staff failing to implement the objective of the organization is a way stress affect staff job performance.

Research Question 2: What are the strategies for managing staff stress?

Table 2: Mean response of staff on the strategies for managing staff stress

| S/N | Items | \bar{X} | Decision |
|-------------------|---|-------------|---------------|
| 6. | Resolving conflicts through dialogue | 3.04 | Agreed |
| 7. | Having a clear job description | 2.72 | Agreed |
| 8. | Providing a conducive environment for workers | 2.80 | Agreed |
| 9. | Improving the salaries of the staff | 2.75 | Agreed |
| 10. | Employment of more qualified staffs | 2.18 | Disagreed |
| Grand Mean | | 2.70 | Agreed |

The result in Table 3 showed that all the items 6, 7, 8, and 9 of the respondents' responses fall above 2.50. However item 10 of their responses fall within the disagreed level of below 2.50. The grand mean of responses which is above 2.70 falls above 2.50 which is the agreed level. This shows that the respondents agreed that these items constitute the strategies for managing staff stress. However they disagreed that employment of more qualified teachers is a strategy for managing staff stress.

Summary of the Major Findings

From the analysis presented in this chapter, the major findings include among other things that:

1. The ways stress affect staff job performance includes poor performance, suffering of depression, health challenges and loss of control of subordinates by bosses
2. Strategies for managing staff stress includes resolving conflict through dialogue, having a clear job description, providing a conducive environment and improving salaries of staff.

DISCUSSION OF THE FINDINGS

The ways stress affects staff job performance

The result of the analysis of the data in research question 1 shows that both respondents agreed that some of the ways stress affect staff's job performance includes that staffs perform poorly, suffer depression, health of the staff negatively affected and inability of the bosses to control their subordinates. They disagreed that staff failing to implement the objective of the organization is a way stress affect staff job performance. This is supported by Ngeno (2007) who said that when staffs suffer stress, the pupils are affected. Okoye (2006) is in disagreement with staffs who said that they don't fail to implement the curriculum honestly as a result of stress by saying that stressful situations hinder the staffs from achieving their best in their work places.

The Strategies for Managing Stress

The result of the analysis of the data in research questions 2 showed also that respondents agreed that among the strategies for managing stress include resolving conflict through dialogue, having a clear job description, providing a conducive environment and improving salaries of staff. However they disagreed that employment of more qualified teachers is a strategy for managing staff stress.

Udochukwu (2006) agreed with the respondent's response that resolving conflict and excess work load as a result of shortage of staffs will all help to manage stress in the school. He disagreed with respondents who are opposed to this idea. Carver (2008) agreed with the respondents that employing staff who have the ability to work with students to improve performance is a strategy for managing stress. Scheier and Carver (1995), argue that learning to control responses of stress and to get out of one's own way has saved companies money increased production, encouraged creativity, enabled teams to communicate more effectively reduced the anxieties which surround the process of change, increased to pace of professional learning and development and even reduced accidents and harassment claims

CONCLUSION

The result obtained from this analysis therefore made the researcher to conclude that stress is bound to arise in the course of staffs performing their duties in the organization. This stress could be managed if the causes are known, job descriptions are clear, conflicts are settled through dialogue and conducive environment is provided for learning among other things. And the various ways it affect staff in performance of their duties should be discovered with the intention of implementing them to enable staff perform better in their job in the organization.

RECOMMENDATIONS

Based on these findings, it is recommended among other things that:

1. The head staffs and staffs should know how to manage stress in the school so that the influence of stress in the school could be minimized and eradicated completely.
2. Head staffs should know how stress affects staff performance so as to provide them with the necessary assistance to overcome such stress in the course of doing their jobs in the organization.

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