

Stress Management and Teachers' Job Performance in Public Secondary Schools of Akoko North-East Local Government, Ondo State, Nigeria

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ABSTRACT

Teachers' instructional responsibilities are increasingly demanding, often compounded by inadequacies in instructional resources and management practices that overstretch teachers' capacities and possibly undermine the quality of job performance. This study investigated the factors that cause stress among secondary school teachers, the strategies employed for stress management, and the level of teachers' job performance. Three research questions and one hypothesis guided the study.

The descriptive survey research design was adopted. The sample consisted of 160 teachers randomly selected and 48 school administrators (principals, vice principals, and heads of departments) purposively selected from eight randomly sampled public secondary schools in Akoko North-East Local Government Area of Ondo State, Nigeria. Data were collected using the *Stress Management Questionnaire (SMQ)* and the *Teachers' Job Performance Questionnaire (TJPQ)*.

Findings revealed that the major sources of stress were shortage of instructional materials, large class sizes, and excessive marking of scripts, all of which exerted pressure on teachers' job performance. The overall level of stress management was moderate (Mean = 3.07), with the most effective strategies identified as equitable workload distribution, teamwork, and the use of lesson note guides. Teachers' job performance was also moderate (Mean = 3.12), with the strongest performance recorded in lesson note preparation and delivery, classroom management, and record keeping. The result further indicated a significant relationship between stress management and teachers' job performance [$r = 0.973$, $p < 0.05$].

The study concluded that congested classrooms, inadequate instructional materials and excess workloads exacerbate teacher stress as well hindering effective teaching and learning. It was recommended that the State Government through the Teaching Service Commission should employ more qualified teachers to reduce workloads to manageable levels; the Ministry of Education should provide adequate instructional materials, and organise periodic seminars and workshops to strengthen teachers' and administrators' capacities in stress management; and school principals should minimize job-related stress by ensuring equitable workload distribution, prioritizing instructional planning time, and fostering supportive teacher teams to enhance job performance.

Keywords: Stress management, teachers' job performance, public secondary schools, instructional resources, workload distribution

INTRODUCTION

Teaching is an activity-based process that requires teachers to systematically prepare lesson notes, articulate content knowledge, utilize instructional materials, and engage in pedagogical interactions with students in order to achieve educational goals. The wide range of instructional tasks that are performed by teachers make them

susceptible to stress. The term “stress” is commonly used to describe an unpleasant internal state of emotional reaction, usually triggered by external sources or “stressors”. These may arise from occupational demands within a difficult work environment, such as unconducive classrooms, inadequate learning facilities, or excessive workloads.

Stress can be described as a state of disequilibrium between individual emotions and the prevailing circumstances, often manifested in behaviours such as anxiety, depression, fatigue, loss of concentration, reduced problem-solving ability, feelings of unappreciativeness, and lack of recognition. These unpleasant conditions frequently lead to withdrawal, aggression, and low motivation in the workplace, which can weaken teachers’ ability to achieve educational goals. When instructional resources are inadequate, teachers may experience frustration, mental strain, and pressure, creating imbalances between their dispositions, capacities, and work requirements. Such imbalances threaten effective job performance (Chen & Silverthorne, 2015; Selye, 2015; Kyriacou, 2001). Similarly, when teachers’ capacities are overstretched due to limited resources, their job satisfaction declines, leading to reduced quality of output (Tetrick & Larocco, 2015).

Teachers' job performance is critical to achieving educational objectives in schools. This encompasses selecting appropriate learning experiences and content, developing relevant instructional materials, applying suitable pedagogical methods to facilitate deep learning, and administering tests with appropriate feedback. Teachers often feel motivated and fulfilled when these responsibilities are successfully carried out and reflected in students’ academic performance. However, stress can significantly undermine teachers’ job performance. Common stress factors in schools include unclear goals, work overload, time pressure, difficult tasks, inadequate breaks, poor physical conditions, monotonous activities, conflicting roles, overlapping responsibilities, extended working hours, poor communication networks, rigid policies, and lack of social support..

Teachers’ job stress also depends to a large extent on their job expectations, which places a high demand on the teachers by the stakeholders in education, as they must help the students to achieve the set educational goals. This usually makes teachers work for longer hours and under more strenuous conditions to meet performance expectations. Furthermore, strict supervision by school principals who may intervene immediately when a teacher is underperforming can increase stress levels (Brewer & McMahan, 2014). If left unmanaged, stress may lead to burnout, which impairs the teaching-learning process and lowers the overall quality of education (Steinhardt, Jaggars, Faulk, & Gloria, 2016).

It is therefore crucial to give adequate attention to stress management to maintain psychological and physiological equilibrium among teachers (Oboegbulam, 2014). Stress management refers to the ability to cope effectively with pressures and challenges associated with the teaching-learning process. Effective stress management fosters a conducive school environment in which teachers feel comfortable interacting with colleagues and administrators, thereby promoting respectful and supportive relationships.

School authorities must be attentive to teachers’ stress levels, regardless of the cause. A teacher struggling with personal or official stress may find routine tasks burdensome, whereas the same tasks would be manageable with effective coping strategies. Implementing appropriate stress management measures can strengthen teachers’ competence in handling demanding instructional tasks and enhance their job performance.

This study is expected to be significant to school principals, teachers, and the Ministry of Education by providing insights into effective workload management and adjustment of instructional time through stress management strategies. Findings will help identify and mitigate stress factors, reduce stress levels, and sustain teachers’ commitment to their professional responsibilities. The study will also guide the Ministry of Education in organizing seminars and providing essential resources to improve teachers’ job performance in secondary schools.

Causes of Stress among Secondary School Teachers

The teaching profession is highly demanding and often associated with stress arising from unpleasant school conditions and negative emotions such as anger, frustration, anxiety, depression, and nervousness. These are frequently triggered by excessive instructional workloads (Kyriacou, 2001). Teachers commonly experience

burnout due to increasing job demands, including work overload, congested classrooms, disruptive student behaviour, and, in some cases, insufficient skills for managing difficult situations. Such conditions may hinder the achievement of educational goals and objectives.

Studies conducted in developed countries such as the United States, the United Kingdom, New Zealand, and Australia have shown that teachers' emotional strain is partly linked to job-related stressors. These include perceived work overload, time constraints, inadequate instructional resources, insufficient performance feedback, lack of professional recognition, limited participation in decision-making, and student indiscipline (Borg, 2010; Kyriacou, 2001).

Teacher stressors are often categorized into four groups: **individual teacher stressors, student-related stressors, team-related stressors, and role-related stressors**. These categories frequently overlap, requiring teachers to manage multiple stressors simultaneously (Cohen, McCabe, Michelli, & Pickeral, 2015; Steinhardt et al., 2016).

- **Individual Teacher Stressors:** These are linked to personal characteristics such as personality, temperament, and teaching experience, which may increase vulnerability to stress and influence responses to stress management.
- **Student-related Stressors:** These stem from the characteristics of the student population. In overcrowded classrooms, for instance, disruptive or resistant students may overstretch a teacher's capacity for class engagement and control.
- **Team-related Stressors:** These arise from difficulties in collegial relationships. Resistance to teamwork, overcommitment to autonomous teaching methods, unsupportive administration, and weak parental involvement in educational matters can hinder collaboration, worsen school climate, and increase stress levels. The extent to which these challenges are managed determines teachers' experiences of team-related stress.
- **Role-related Stressors:** These refer to aspects of the profession that are often beyond teachers' control, such as excessive workload, ambiguous or conflicting roles; the contributing factors include bureaucratic structures, rigid rules and regulations, accountability pressures, standardized testing, professional evaluation, and organizational change.

Effect of Stress on Teachers' Job Performance

Teachers' job performance refers to their ability to demonstrate appropriate skills in carrying out prescribed instructional duties and other responsibilities in the school system to achieve educational objectives. Given the wide range of tasks expected, teachers may experience both physical and psychological stress. In mild cases, stress results in low morale, job dissatisfaction, absenteeism, and reduced productivity. In more severe cases, it may lead to poor temperament, uncooperative attitudes, impaired problem-solving, and lower quality of instructional delivery.

The consequences of stress in the school environment are typically classified into **physiological** and **behavioural** outcomes (Lazarus & Folkman, 2004; Luthans, 2011; Guglielmi & Tatrow, 1998).

- **Physiological Consequences:** These include high blood pressure, irregular or elevated heart rate, headaches, muscle pain (neck, back, or shoulders), jaw tension, sleep disorders, fatigue, concentration difficulties, impaired learning, poor blood circulation, sexual dysfunction, and digestive problems.
- **Behavioural Consequences:** These manifest as nervousness, irritability, unhappiness, and negative attitudes. Teachers exposed to prolonged stress are prone to mistakes, lack of concentration, indecisiveness, absenteeism, disrespect for authority, impaired communication, poor performance, and reduced productivity.

Stress Management Strategies

Stress is an inevitable factor that can generate either positive or negative consequences in teachers' job performance in the school setting. Stress may yield positive outcomes when it motivates individuals to become more determined in performing and accomplishing challenging tasks within a stipulated time and with minimal resource wastage. Conversely, stress becomes negative when individuals are overstretched and unmotivated in handling complex tasks, leading to poor-quality output and failure to achieve set goals. Asaf et al (2021) found the involvement of teachers in disciplinary committee made it easy to cope with the challenges of students' disruptive behaviour and helped students refrain from bad behaviour and imbibe positive attitude with increased level of commitment to learning and expectation of high level of academic performance in schools.

Stress can have positive effects when teachers are supported by a conducive working environment and adequate instructional facilities, which enhance their determination and enthusiasm to cope effectively with the demands of their job. Motivation is further strengthened through professional mentoring, supportive peer groups, and caring leadership that promote collective efficacy and pride in achievement. Elujekwuete *et al* (2021) found that in-service training helps teachers update their knowledge and skills, and increase their level of commitment to job performance. The intrinsic value of teachers' professional development would no doubt serve as a potential factor in stimulating greater job performance and minimizing stress among teachers in schools.

Folkman and Lazarus (1985) also identified two major stress-coping mechanisms. The first approach is **problem-focused**, which aims to alter or eliminate stressful circumstances by addressing the source of stress—either by reducing the demands of the situation or expanding available resources. The second is the **emotion-focused approach**, which involves regulating the emotional response to stressful situations so that individuals adapt constructively and productively. According to Folkman and Lazarus (1985) and Carver, Scheier, and Weintraub (1989), emotion-focused strategies include self-control, positive appraisal, acceptance of responsibility, exercise, recreational activities, positive reinforcement, and humour. In contrast, problem-focused strategies include planning, restraint, suppression of competing activities, seeking support, and purposeful problem-solving. Jason (2019), mentioned that school principals exhibit effective reliance on problem-focused and emotion-focused coping strategies to cope with the stress of leadership. However, poor management of stress could impede instructional quality and diminish overall job performance in secondary schools.

Drawing from previous studies on stress management strategies, teachers' job performance, the researcher's professional experience as Lead Evaluator at the Ondo State Quality Education Assurance Agency, Chairman of the Teaching Practice Committee, and Head of Department of Educational Management at Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria, effective stress management strategies for teachers are highlighted as follows:

- i. Delegating responsibilities to reduce individual stress.
- ii. Planning schedules by prioritizing crucial and urgent tasks ahead of less critical ones, thereby managing time and resources effectively.
- iii. Reordering priorities in line with urgency and importance to maintain efficiency.
- iv. Focusing on tasks using a "to-do list," beginning with what must be done before attending to less essential activities.
- v. Avoiding overwork to the point of exhaustion.
- vi. Maintaining good communication and cordial relationships with supervisors, colleagues, parents, and students to foster respect, confidence, and support.
- vii. Encouraging teamwork to promote professional interaction, information sharing, and improved performance.

- viii. Remaining calm during stressful situations, avoiding loss of temper, and exercising self-control in the face of provocation.
- ix. Providing counselling to build confidence, identify stressors, and develop coping measures.
- x. Maintaining a balanced and healthy diet.
- xi. Ensuring adequate rest by, for example, turning off mobile phones at night, since the brain requires at least seven hours of daily relaxation.
- xii. Encouraging school management to improve facilities and provide adequate support to enhance the mental, physical, and social well-being of both staff and students.

A review of these stress management strategies highlights the importance of school administrators paying deliberate attention to maintaining equilibrium between teachers' stressors and job performance to achieve the broader goals of education.

Statement of the Problem

Teachers' instructional responsibilities are increasingly demanding and are often characterized by inadequacies in instructional resources and management. These challenges overstretch teachers' capacities and compromise the quality of job performance in secondary schools. Factors such as excessive workload, inadequate instructional materials, large class sizes, and interpersonal conflicts contribute significantly to this situation. Teachers handling overcrowded classes are more likely to experience strain and frustration, largely due to high teacher-student ratio and the growing socio-emotional challenges of students, which often result in disruptive behaviours that impede learning and diminish teachers' effectiveness.

Stressful working conditions have adverse effects on both the physical and emotional well-being of teachers, as well as on their job performance. For instance, excessive time spent on marking scripts and preparing lessons may disrupt sleep routines, impair mental health, and ultimately reduce instructional quality. If not properly managed, these stressors can lead to burnout, absenteeism, and declining productivity among teachers, thereby threatening the achievement of educational goals.

In light of these challenges, this study investigated the relationship between stress management and teachers' job performance in public secondary schools, using Akoko North-East Local Government Area of Ondo State as a case study.

Research Questions

The following research questions were raised to guide the study:

1. What are the factors that cause stress among secondary school teachers in Akoko North- East Local Government?
2. What is the level of stress management among secondary school teachers in Akoko North-East Local Government?
3. What is the level of job performance of secondary school teachers in Akoko North East Local Government?

Hypothesis

The following hypothesis was formulated to guide the study:

1. There is no significant relationship between stress management and teachers' job performance in public secondary schools in Akoko North East Local Government.

Research Method

The study adopted the **descriptive survey research design**, which enabled the collection of data from a sample that adequately represented the study population. The respondents comprised 160 teachers randomly selected and 48 school administrators (principals, vice principals, and heads of departments) purposively selected from eight randomly sampled public secondary schools in Akoko North-East Local Government Area of Ondo State, Nigeria.

Two self-constructed instruments titled *Stress Management Questionnaire (SMQ)*, and *Teachers' Job Performance Questionnaire (TJPQ)* were used to collect data. The SMQ consisted of 12 items designed to elicit information from teachers on the causes of stress and stress management strategies. The TJPQ contained 10 items which sought information from school administrators on teachers' job performance. Both questionnaires were structured on a four-point adjusted Likert rating scale categorized as: Always (A) = 4, Often (O) = 3, Seldom (S) = 2, and Never (N) = 1.

The research instruments were validated using both face and content validity. Reliability was established through the test-retest method over a two-week interval using two secondary schools not included in the sample. Pearson Product Moment Correlation (PPMC) was employed to determine reliability coefficients, which yielded 0.84 for the SMQ and 0.88 for the TJPQ, confirming their suitability for the study.

The questionnaires were personally administered by the researcher with the assistance of one trained research assistant. All completed copies were retrieved on the same day of administration. Data were analyzed using frequency counts, percentages, and mean scores. The mean ratings were interpreted as Low (< 2.5), Moderate ($\geq 2.5 < 3.5$), and High (≥ 3.5). The hypothesis was tested at the 0.05 level of significance using Pearson Product Moment Correlation (PPMC).

RESULTS

The research questions were answered using percentage and mean score, while the hypothesis was tested at 0.05 level of significance using Pearson's Product Moment Correlation. The results were presented in Tables 1 – 4.

Research Question 1: What are the factors that cause stress among secondary school teachers?

Table 1: Causes of Stress Among Secondary School Teachers

S/N	Items	Responses					
			A	O	S	N	Mean
1.	I am stressed with the teaching periods allocated to me per week.	Freq.	42	63	29	26	2.76
		%	26.3	39.0	18.1	16.3	
2.	Preparation of lesson notes is stressful.	Freq.	27	24	65	44	2.21
		%	16.9	15.0	40.6	27.5	
3.	Lack of instructional materials makes teaching stressful.	Freq.	75	46	15	24	3.08
		%	46.9	28.8	9.4	15.0	
4.	Managing a large class is stressful.	Freq.	84	42	16	18	3.20
		%	52.5	26.3	10.0	11.3	

5.	Marking of students' exercises is very stressful.	Freq.	82	32	27	19	3.20
6.	School committee's work is stressful.	%	51.3	20.0	16.7	11.9	3.25
		Freq.	84	27	27	22	
		%	52.5	16.9	16.9	13.8	
	Grand Mean						2.94

Soiuce: field survey 2025

The analysis of data presented in Table 1, indicated a grand mean of 2.94, which reflected a moderate level of stress among secondary school teachers; the major factors responsible for stress were lack of instructional material, congested class size, marking of students' exercises; and involvement in the school committees. Conversely, teachers reported lower less levels from the number of periods allocated per week and preparation of lesson notes.

Research Question 2: What is the level of stress management strategies adopted in secondary schools?

Table 2: Level of Stress Management Among Teachers in Secondary Schools

S/N	Items	Responses					
			A	O	S	N	Mean
1.	Workloads are equitably distributed among teachers to reduce stress.	Freq.	81	33	39	7	3.18
		%	50.6	20.6	24.4	4.4	
2.	Teachers are given standard format in writing lesson notes to reduce stress	Freq.	60	66	24	10	3.10
		%	37.5	41.3	15.0	6.3	
3.	Tasks are equitably distributed to team /committee members to reduce stress.	Freq.	107	27	15	11	3.44
		%	66.9	16.9	9.4	6.9	
4.	Teachers are supported to improvise instructional materials to reduce stress.	Freq.	68	33	36	23	2.91
		%	42.5	20.6	22.5	14.4	
5.	The number of students in the classroom is controllable.	Freq.	55	43	37	25	2.80
6.	Teachers have adequate time in marking students' exercises.	%	34.4	26.9	23.1	15.6	2.98
		Freq.	64	44	36	16	
		%	40.0	27.5	22.5	10.0	
	Frequency/Grand Mean	Freq.	435	246	187	92	3.07
	Percentage	%	45.31	25.63	19.48	9.58	

Soiuce: field survey 2025

The data presented in Table 2 showed a grand mean of 3.07, indicating a moderate level of stress management among secondary school teachers. The mean values ranged from 2.80 to 3.44, suggesting that teachers managed stress primarily through equitable distribution of workloads, teamwork and committee tasks, use of lesson note formats, improvisation of instructional materials, and allocation of adequate time for marking of students' exercises. The least strategy employed for managing stress was class control.

Research Question 3: What is the level of teachers' job performance in secondary schools?

Table 3: Level of Teachers' Job Performance in Secondary Schools

S/N	Items	Responses					
			A	O	S	N	Mean
1.	Teachers prepare lesson notes adequately in line with the curriculum.	Freq.	24	12	6	6	3.13
		%	50.0	25.0	12.5	12.5	
2.	Teachers use appropriate pedagogical skills.	Freq.	28	13	5	2	3.40
		%	58.3	27.1	10.4	4.2	
3.	Teachers demonstrate sound knowledge of the subject matter.	Freq.	29	13	4	2	3.44
		%	60.4	27.1	8.3	4.2	
4.	Teachers make good use of instructional materials.	Freq.	16	12	12	8	2.75
		%	33.3	25.0	25.0	16.7	
5.	Teachers conduct continuous assessment and mark scripts promptly.	Freq.	22	13	9	4	3.10
		%	45.8	27.1	18.8	8.3	
6.	Teachers give performance feedback to students promptly.	Freq.	21	13	10	4	3.06
		%	43.8	27.1	20.8	8.3	
7.	Teachers are effective in classroom Management	Freq.	24	12	7	5	3.15
		%	50.0	25.0	14.6	10.4	
8.	Teachers are effective in instructional review.	Freq.	23	12	8	5	3.10
		%	47.9	25.0	16.7	10.4	
9.	Teachers keep accurate and adequaterecords of instructional activities.	Freq.	24	12	6	6	3.13
		%	50.0	25.0	12.5	12.5	
10.	Teachers complete the syllabus withinthe stimulated time.	Freq.	20	12	10	6	2.96
		%	41.7	25.0	20.8	12.5	
	Frequency/Grand Mean	Freq.	231	124	77	50	3.12
	Percentage	%	47.93	25.73	15.98	10.37	

Soiuce: field survey 2025

The analysis of data presented in Table 3 showed a grand mean of 3.12, indicating a moderate level of teachers' job performance. The mean values, which ranged from 2.75 to 3.44, revealed that the majority of teachers prepared adequate lesson notes, employed appropriate pedagogical skills, demonstrated sound subject-matter knowledge, conducted continuous assessments, provided prompt feedback to students, managed classrooms effectively, carried out periodic instructional reviews, and maintained accurate records of instructional activities. The least performed tasks were the use of instructional materials and the completion of the syllabus within the stipulated time.

Hypothesis 1:

There is no significant relationship between stress management and teachers' job performance in secondary schools.

Responses from the returned questionnaires were analyzed to test this hypothesis. The weighted average of the responses from 160 teachers was correlated with the weighted average of 48 school administrators (principals, vice principals, and heads of departments) drawn from the eight sampled secondary schools. A summary of the correlation analysis is presented in Table 4.

Table 4: Relationship between Stress Management and Teachers' Job Performance

Variables	N	Mean	Sd	Df	r-cal.	r- tab.	Decision
Stress Management	8	3.07	1.023				
				14	0.973	0.497	Rejected
Teachers' Job Performance	8	3.12	1.017				

$p < 0.05$

The result presented in Table 4 indicated that the calculated correlation coefficient ($r\text{-cal} = 0.973$) was greater than the table value ($r\text{-tab} = 0.497$) at the 0.05 level of significance and 14 degrees of freedom. This finding implied a significant relationship between teachers' perceptions and those of school administrators regarding stress management and teachers' job performance in secondary schools ($r = 0.973$, $df = 14$, $p < 0.05$), this implied that a *strong positive correlation was found between stress management and teachers' job performance*, $r(14) = .97$, $p < .05$. Consequently, the null hypothesis of no significant relationship was rejected.

DISCUSSION

The analysis of data presented in Table 1 on the factors causing stress among secondary school teachers showed that the majority experienced high levels of stress due to inadequate instructional materials, large class sizes, excessive marking of students' exercises, and involvement in school committees. These constraints often make teachers struggle with burnout and impede quality instruction. In contrast, minimal stress was reported in relation to subject workload allocation and lesson note preparation. This finding supports Tetrick and Larocco (2015), who noted that the challenge of grossly inadequate resources could increase stress among teachers, overstretch their capacities, and reduce job satisfaction, ultimately lowering the quality of instructional delivery.

The data analyzed in Table 2 on the level of stress management among teachers revealed that most teachers had their instructional tasks equitably distributed, received guidance through standard lesson note formats, engaged in teamwork or committee tasks, and were supported in improvising instructional materials. Teachers give more attention to their duties when they experience minimal stress. This finding aligns with Oboegbulam (2014), who emphasized the importance of prioritizing stress management to maintain psychological and physiological balance, thereby enhancing teachers' job performance.

The results presented in Table 3 on teachers' job performance indicated varying levels of task execution, as reflected in the following frequency distribution: Always (47.93%), Often (25.73%), Seldom (15.98%), and Never (10.37%). The grand mean score of 3.12 suggested a moderate level of job performance among teachers. The most effectively performed tasks included lesson note preparation, use of appropriate pedagogical strategies, demonstration of sound subject knowledge, administration of continuous assessment, timely performance feedback, class management, instructional review, and accurate record-keeping. Conversely, the least effectively performed tasks were the utilization of instructional materials and completion of the syllabus within the stipulated timeframe. In spite of the constraint of instructional resources, the finding indicated that a majority of the teachers paid desired attention to instructional tasks and effective in the performance of their job.

The analysis of data in Table 4 showed a significant relationship between stress management and teachers' job performance in secondary schools. This is in tandem with finding of Steinhardt, Jaggars, Faulk, & Gloria, 2016 who found that if left unmanaged, stress may lead to burnout, which impairs the teaching-learning process and lowers the overall quality of education. This implies that when teachers' stress is effectively managed—through equitable workload distribution, teamwork, and supportive structures—they demonstrate greater competence and improved instructional performance. Effective stress management enables positive coping with stressful tasks. The outcome of this study affirmed that effective stress management is a potent predictor of teachers' job performance.

CONCLUSION

The study concluded that teachers in Akoko North-East Local Government demonstrated a moderate level of job performance, with the most effectively executed tasks being lesson note preparation and delivery, class management, and record keeping. However, congested classrooms, inadequate instructional materials, and excessive marking of students' scripts were identified as major factors contributing to stress and undermining the teaching-learning process. It was further established that workable stress-reduction strategies are essential in addressing challenges arising from poor school facilities, insufficient learning resources, and excessive workloads.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

1. **Teacher Recruitment:** The State Government, through the Teaching Service Commission, should employ an adequate number of qualified teachers to ensure equitable distribution of workloads. This would reduce the stress associated with heavy teaching responsibilities to a manageable level.
2. **Provision of Resources and Training:** The Government, through the Ministry of Education, should provide sufficient instructional materials and organize capacity-building seminars and workshops for school administrators and teachers. These initiatives would enhance professional competence and equip teachers with effective strategies for managing stress in secondary schools.
3. **Supportive School Leadership:** School principals should minimize teachers' job stress by ensuring efficient workload distribution, prioritizing instructional planning time, and creating supportive teacher teams for professional collaboration, information sharing, and joint instructional activities. These measures would foster improved teacher job performance, and enhance the overall quality of education and achievement of educational objectives in secondary schools.

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