

Gender Differences in Perceived Stress Level and Coping Strategies among Secondary School Teachers in Delta

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Abstract

The main purpose of this study was to investigate gender differences in perceived stress level and coping strategies among secondary school teachers. Specifically, the study could be beneficial to many people. Teachers and principals could benefit from the findings of the study. Teachers will gain the knowledge of how they can manage stressors. The impact of the study is tremendous. The study can have impact on how principals relate with their teachers. For instance, the principals can understand the stress levels along gender differences and handle their teachers accordingly to avoid stressing them with much work load. In the light of the above, this study investigated gender differences in perceived stress level and coping strategies among secondary school teachers in Delta State, Nigeria. The study adopted the Ex-post Facto design. The population comprised of 11342 teachers in 434 public secondary schools in Delta State. The sample for the study comprised of 190 male and 210 female teachers using the multistage sampling technique. The research instrument for the study was the questionnaire. The instrument had a reliability value of 0.88. the t-test statistics was used to test the hypotheses. The result of the study revealed that: there is significant difference between male and female teachers perceived stress level; there is significant difference in coping strategies between male and female secondary school teachers. It was recommended that the government and Ministry of Education should create stress management units in school environment where teachers could be enlightened with facts about coping with stress and how to go about it; school counsellors and other health workers should help teachers by creating awareness about effective coping methods like counselling services and behavioural modifications.

Keywords: Gender Differences; Stress; Perceived Stress levels; Coping, Strategies; Secondary School

INTRODUCTION

Today's life is full of challenges. In everyday life we come across many situations. Modern living has brought tremendous pressure and stress on the employees. Recently, job stress has come into prominent work related research topic. Stress and all its related problems come both from the workplace and from the individual. One occupation which has undergone enormous amount transformation and change is teaching. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher (Lath, 2010).

Substantiate amount of literature from around the world points to the fact that teaching is a stressful occupation (Sonal, 2010; Pas, Bradshaw, & Hershfeldt, 2012; Srivastava, Singh & Srivastava, 2014; Sofoluwe, Akinsolu & Ogbudinkpa (2015); Wambui, 2015). The stress experienced by teachers has been a subject of growing interest in recent years (Aremu & Adenegan, 2013). A variety of factors have been identified as compromising the occupational stress teachers face. These factors include:

interpersonal demands, the diversity of tasks required, lack of professional recognition & discipline problems in the classroom, lack of support, amount of work required and lack of resources provided (Osagie, 2018). According to Busari (2011) stress can be the result of a number of situations at school such as workload, meaningfulness of work, hours of work, physical environment, isolation at the workplace, role conflict, role ambiguity, responsibility for staff, conflicts occurring due to ill-defined school boundaries, over promotion, under promotion, lack of job security, thwarted ambitions, poor relations with principals, subordinates, or colleagues, difficulties in delegation, threat of violence, harassment, participation or non-participation in decision making, management style and communication patterns among staff and member of the school community.

Stress is a state of physical or mental tension resulting from factors that affect the body's equilibrium or the body's reaction to either pleasant or complement simulation. For Sofoluwe, Akinsolu & Ogbudinkpa (2015), stress is any action or situation that placed special physical and psychological demands upon a person. It is anything that can unbalance and individual's level of

equilibrium. Taher (2018) defined stress as the body's response to a change that requires a mental or physical, emotional or adjustment or response. On the one hand, (Osagie, 2018). stated that stress is an unpleasant psychological process that occurs in response to environmental pressures. Hence, according to Sonal (2010) work stress results primarily from an incompatible person-environment fit that produces psychological strain and stress related to physical disorders. When teachers feel their investments in their students, colleagues and school are greater than the outcomes they receive; they are likely to experience emotional, psychological & professional stress (Osagie, 2018).

Coping means to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimise or tolerate stress and conflict. It is the process of managing external or internal demands that are perceived as taking or exceeding a person's resources (Akande, Olowonirejuaro & Okwara-Kalu, 2014). According to Onukwufor & Izuchi (2017), coping reflects thinking, feeling or action so as to preserve a satisfied psychological state when it is threatened. A stressful circumstance can be rendered considerably less stressful if you know how to cope with it. According to Misigo (2015), coping involves managing taxing circumstances, expending effort to solve life's problems, seeking to master or reduce stress. Hence, coping is central to the stress process and its additional outcomes. People cope with stress in many ways. Coping does not require success but only effort, and forms the link between environmental stress and adjustment of the individual. Thus, coping refers to responding to stress in a way that reduces the threat and its effects; include what a person does, feels or thinks in order to master, tolerate or to decrease the negative effects of a stressful situation.

Teachers come into daily contact with pupils, confronting innumerable disruptions and difficulties with special need pupils, with the absence of sufficient resources and the lack of support – all those factors that had been shown above as causing stress. Their work does not end when they come home, and in order to withstand all this, a teacher has to adopt strategies of coping and adjustment. If the ability to cope is low or dependent only on basic and not well-developed coping strategies, this might lead to negative emotional reactions and burnout among teachers (Sprenger, 2011).

Gender plays a role in handling of stress. Sonal (2010) stated that women are more adept at handling stress because of coping mechanisms. Men seem to be more stress prone since they are more likely to get into other things that add to stress such as alcoholism, smoking and so on. She added that while women are better equipped to deal with emotional issues, men

find it difficult to express anxiety and sorrow. With regard to coping strategies, Gender differences have also been found (Misigo, 2015). Females use social support and help seeking behaviour to cope with stress. Men on the hand, respond to stressful situations by choosing either active coping strategies or avoidant strategies such as alcohol or drug use (Conner, Pope & Galloway, 2010; Anitei&Chraif. 2013; Anbumalar, Dorathy, Jaswanti, Priya & Reniangelin, 2017). Women often choose emotionally focused coping strategies such as seeking support or positive re-framing (Osagie, 2018).

However, studies by Gebrekirstos (2015) revealed that there were no gender differences in stress level and coping with stress. Sofoluwe, Akinsolu & Ogbudinkpa (2015) reported that although gender is thought to have an effect on the relationship between stress and the type of coping skill chosen, these results are not always consistent. Moreover, little research particularly in the developing countries Nigeria, have sought to find out between female and male teachers, which gender is most affected by stress, and the coping strategy adopted by male and female teachers. Thus, this study examined gender differences in perceived stress level and coping strategies among secondary school teachers in Delta State, Nigeria.

Statement of the Problem

Stress phenomenon has become an important area of research in medicine and psychology, guidance and counselling, management, development, seminars and workshops in Nigeria and elsewhere. It has become a trendy topic for headlines cover stories. Research findings indicated that work related stress is obtained in every work and can be as harmful as smoking. There is a clear indication from literature that stress related disorders are quickly becoming the most prevalent reason for workers' disability including teachers.

Teachers are engineers of every profession. They have an ultimate role in the actualization of school goals and overall development in this world. For that reason, those globally brilliant individuals who can lead and influence for the world and its population are teachers' products. Even though the teachers carry out this decisive responsibility globally, different studies suggested that their overall well-being and their effective performances are affected by their experience of stress, (Jude, 2011; Aremu & Adenegan, 2013). So, in order to help teachers', achieve the above mentioned decisive responsibility, assessing their current perceived level of stress and knowing and applying the appropriate coping strategies is an increasingly important area of concern. Teachers who experienced occupational stress might also use different coping strategies either to avoid it totally or to ameliorate it in order to minimize its

negative effects in their life. In line with this statement, People use different types of coping strategies believed as they have better benefits in minimizing stress like modifications, meditations and so on.

Recent studies have begun to recognise the importance of gender's influence on stress and coping have consistently revealed that female teachers report higher levels of chronic and daily stressors than male teachers. Growing evidence suggests that female and male teachers are stressed by different types of situations. Whereas, studies indicate that secondary school teachers face high levels of pressure and stress, few empirical studies have examined stress experienced by teachers in these environment. Moreover, little research particularly in the developing countries have sought to find out between female and male teachers, which gender is most affected by stress, and the coping strategy adopted by male and female teachers. This is the focus of this study.

Purpose of the Study

The main purpose of this study was to investigate gender differences in perceived stress level and coping strategies among secondary school teachers. Specifically, the study investigated gender differences in perceived stress level and coping strategies among secondary school teachers in Delta State, Nigeria.

Significance of the Study

This study is significant to many people. Teachers and principals could benefit from the findings of the study. Teachers will gain the knowledge of how they can manage stressors. Principals can understand the stress levels along gender differences and handle their teachers accordingly to avoid stressing them with much work load.

Hypotheses

1. There is no significant difference between male and female teachers perceived stress level in Delta State.
2. There is no significant difference between male and female teachers coping strategies used to manage stress in Delta State.

Concept of Gender

Layman grammatical explanation, gender simply implies any number of classes usually two or three, into which nouns and pronouns can be divided namely male female and neuter. Sociologically, gender refers to the roles, attributes or behaviour that society has assigned to the two sexes-male (masculine) and female (feminine). Gender is the wide set of characteristics that are seen to distinguish between [male](#) and [female](#). It can extend from [sex](#) to [social role](#) or [gender identity](#). As a word, gender has

more than one valid definition. In ordinary speech, it is used interchangeably with "sex" to denote the condition of being male or female. Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures (Orge, 2016). The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender is a complex social construct based upon biological sex, but it is not the same as sex. It is a social construct which assigns roles, responsibilities, needs and constraints to men and women in a given culture and period of time (Atli, 2017). According to Anbumalar, Dorathy, Jaswanti, Priya & Reniangelin, (2017) gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. It is part of the broader socio-cultural context. Gender describes the biological differences between men and women, which are universal and determined at birth.

What is Stress?

One of the most prevalent phenomenon in the modern society and work is professional stress, as all aspects of human activities generate stress (Aremu&Adenegan, 2013; Ismail., Abdullah., Khon. & Hoe, 2014;). Indeed, Stress is a term that is rarely clearly understood, and there is no agreement among scientists on the concept of professional stress. This is because it has different means to different people. Stress is a state of physical or mental tension resulting from factors that affect the body's equilibrium or the body's reaction to either pleasant or complement simulation. This according to Sofoluwe, Akinsolu & Ogbudinkpa(2015), stress is any action or situation that placed special physical and psychological demands upon a person. It is anything that can unbalance and individual's level of equilibrium. Goette, Bendahan, Thoresen, Hollis & Sandi (2015) described occupational or work stress as stress arising mainly from work and work related concerns or activities. It is also stress arising from the work environment which may be physical or chemical.

Akhlaq, Amjad, Mehmood, Hassan & Malik (2010) viewed stress as the inability of a person to cope physically and psychologically with the demands of his environment. From these conceptualizations, stress can be regarded as the body's general response to any intense physical, emotional or mental demand, placed on the body system such that the individual is unable to content with. Stress in general and teachers' stress in particular is a complex and multi-fold

phenomenon, which has diverse meaning. Generally, stress is an inability of a human being to cope with its surrounding environment (Tahir, 2011). In fact, stress is the human's body response to the negative demands of environment. Whenever human beings encounter any environmental factor (stressor) which is a threat to his/her survivals then it experiences a feeling which is considered as stress. This stress comes from various aspects of life including developmental and social changes, financial and accommodation problems, work demands, and the specific demands of academia (Busari, 2011).

Osagie (2018) asserted that stress results when a teacher's working or living condition or circumstance makes demand beyond his capacity to handle physically or emotionally. It could be in form of disturbance in the system, strain, obstacles in the path of achieving goals, conflicting demands, uncertain role prescription such as ambiguity or role conflict and tasking work conditions. Rani, Ritu & Singh, Ajmer (2012) stated that stress is an unpleasant psychological process that occurs in response to environmental pressures. Thus, Punia, Nomita & Balda, Shanti (2016) define professional stress in a similar way, as an adverse reaction of employees, the result of the extraordinary demands, opportunities, and constraints at workplace. also, professional stress defined as an individual's mental state that faces a demanding condition or any constraint in the organization which he/she feels harmful or threatening for her/himself (Kobra, Fariborz, Alehe, Sargazi, Alireza. & Sargazi, (2014). In light of this, the researcher view professional/work stress as stressful factors affect the individual in his workplace causing psychological disorders, such as: anxiety, anger, imbalance, tension, frustration and depression or frustration.

Meaning of Coping

Coping means to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimise or tolerate stress and conflict. It is the process of managing external or internal demands that are perceived as taking or exceeding a person's resources (Akande, Olowonirejuaro & Okwara-Kalu, 2014). According to Onukwufor & Izuchi (2017), coping reflects thinking, feeling or action so as to preserve a satisfied psychological state when it is threatened. A stressful circumstance can be rendered considerably less stressful if you know how to cope with it. According to Misigo (2015), coping involves managing taxing circumstances, expending effort to solve life's problems, seeking to master or reduce stress. Hence, coping is central to the stress process and its additional outcomes. People cope with stress in many ways. Coping does not require success but only effort, and forms the link between environmental stress and adjustment of the individual. Thus, coping refers to responding to stress

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Teachers come into daily contact with pupils, confronting innumerable disruptions and difficulties with special need pupils, with the absence of sufficient resources and the lack of support – all those factors that had been shown above as causing stress. Their work does not end when they come home, and in order to withstand all this, a teacher has to adopt strategies of coping and adjustment. If the ability to cope is low or dependent only on basic and not well-developed coping strategies, this might lead to negative emotional reactions and burnout among teachers.

EMPIRICAL REVIEW

Haastrup, Ekundayo & Kolawole (2013) examined the various sources of stress among teachers of secondary schools in Ekiti State. They also examined the coping strategies of these teachers with stress. The descriptive research design of the survey type was used for the study. The sample was made up of 180 teachers from 20 secondary schools. Stratified and simple random sampling techniques were used to select the sample. A self-designed instrument tagged 'Stress among teachers' Questionnaire (SATQ) was used to collect data for the study. The data collected were analysed using percentage score and Pearson Product Moment Correlation. The study revealed a significant relationship between gender and stress of teachers. Kania (2014) examined the relationship between gender and stress levels. It was hypothesized that females would express more stress than males, that females would experience more stress on the math task than the spelling task, and that males would not experience a large difference in stress levels on the math and spelling tasks. A math task and a spelling task were used to create stress and a 10-point stress scale was used to measure stress levels of the participants. The experiment was a within-subjects design. The results were insignificant and did not support the hypothesis, revealing almost no difference between stress levels of males and females on both tasks.

Gebrekirostos (2015) employed a cross-sectional survey method which intended at inspecting the current level of occupational stress, possible contributing factors and the mostly used coping strategies by central zone secondary school teachers of Tigray region in Libya. 321 teachers participated in the study. Occupational stress inventory, coping-questionnaire and stressor-questionnaire were used to collect data for the study. Both descriptive and

inferential statistics were used to analyse data collected. The study revealed that teachers gender has no effect in experiencing occupational stress among the teachers. Nwimo, & Onwunaka (2015) investigated the level of stress experienced by secondary school teachers in Ebonyi State. The study adopted the cross-sectional survey design using a sample of 660 (male 259, female 401) teachers randomly drawn from 33 secondary schools in Ebonyi State. A self-developed instrument titled: Teacher Stress Questionnaire (TSQ) was used to collect data for the study. The collected data were analysed using mean, standard deviation, t-Test, Pearson's correlation and Stepwise Multiple Regression. The results of the study showed that the secondary school teachers had a high level of stress and the difference in the level of stress reported by male and female teachers was significant with male teachers reporting higher level of stress than female teachers.

Corchuelo, Herrera & Pozo. (2015) explore the stress levels and the coping strategies used by the administration and services staff (PAS) of a scientific and technical campus in University of Granada. A total of 352 workers (55.4% woman and 44.6% man), representing 84% of the personal of the campus, completed anonymously questionnaires with regard to perceived stress rates measured by the Perceived Stress Scale (PSS-14 version), and the Stress Coping Questionnaire (CAE). Statistical analysis was performed/ The results show statistically significant differences in the level of perceived stress and coping strategies among man and women. Sofoluwe, Akinsolu & Ogbudinkpa(2015) investigated the relationship among gender, stress and academic job performance in tertiary institutions in Anambra State. The research design was descriptive survey of correlational type. Stratified random technique was used to select a total of 500 participants out of 1,200 target population from the four tertiary institutions in Anambra State of Nigeria. The data gathering instrument were Gender Stress Questionnaire (GSQ), Academic Staff Job Performance Questionnaire (ASJPQ), Academic Staff Stress Management Check List (ASSMCL) and Academic Staff Publication Proforma (ASPP). The data were analyzed using Multiple Regression and Pearson Product Moment Correlation Coefficient Statistics. The findings revealed that gender and stress significantly influenced academic staff job performance in tertiary institutions in Anambra State.

Anbu (2015) in his study on professional stress of higher secondary school teachers, the female higher secondary school teachers have more stress than the male higher secondary school teachers. The reason is that female teachers apart from guiding the terminal stage school students, have to look after their family members, they were not able to allocate equal weight

age to working as well as family environment, hence this result in enhanced stress level. Punia&Balda (2016) revealed in their study that the demographic factors such as age, gender, educational levels, years of teaching experience, and types of school, play a significant role in the perception of various sources of stress related to the teaching profession. Wallnas&Jendle (2017) investigated the relationship between physical activity, social support and hardiness as predictors of occupational stress in Swedish upper secondary school teachers. A convenience sample of teachers (n=145) participated in the study. The results indicated that there was significant difference between male and female teachers' levels of stress and coping strategies. Female teachers have higher levels of stress compared to male teachers.

Osagie (2018) examined stressors, effects and coping strategies among teachers in secondary schools in Esan Central Senatorial District, Edo State, Nigeria. The descriptive survey design was adopted for the study. Three hundred and eight (308) teachers were sampled. The research instrument used was a 30-item questionnaire developed by the researcher and titled Stress Assessment Questionnaire (SAQ) for teachers. Descriptive statistics such as mean (X) and standard deviation (S.D) was used to analyse the data collected. The result showed that there is significant difference between male and female teachers perceived stress level. The study also revealed that there is significant difference in coping strategies between male and female secondary school teachers. Taher (2018) examined the sources of occupational stress among school teachers in Libyan schools in Turkey. The study adopted the cross-sectional survey design using a sample of 103 teachers. The authors relied on the scale to collect data of the sample. Mean and standard deviation were employed for the analysis of data. The results revealed significant difference in teachers perceived stress level and coping strategies based on gender,

Research Method

This study adopted the Ex-post Facto design, which examined how an independent variable, present prior to the study in the participants, affects a dependent variable. The population of this study consisted of all teachers in public secondary schools in Delta state. The population consisted of eleven thousand three hundred and forty-two (11342) teachers in 434 public secondary schools in Delta State. The sample for the study comprised of 400 teachers that were selected from the 434 public secondary schools in Delta State using the multistage sampling technique. The multistage sampling technique was used to select 190 male and 210 female teachers as the subject for the study. The research instrument for the study was a questionnaire. The instrument consisted of three sections. The first section dealt with personal data of

the respondents such as sex, age, school. Section B: consists of 10 items on perceived stress and section C consists of 10 items on strategies on coping with stress. The perceived stress and strategies on coping with stress questionnaires contained 10 items each which measured the stress levels and strategies on coping with stress in respondents on a 4-point scale as follows: SA (Strongly Agree) 4, A (Agree) 3, D (Disagree) 2, and SD (Strongly Disagree) 1. To establish the reliability of the instrument, the test-retest method was adopted. 30 teachers who were not to be part of the sample for the study were used for the exercise. They completed the questionnaire twice, at two weeks' interval. Using the Pearson's product moment correction statistic, it yielded the reliability coefficient of 0.88; and this was considered high enough. The mean, standard deviation, and independent t-test were the statistics used for data analysis in the study.

RESULTS

Hypothesis 1

There is no significant difference between male and female teachers perceived stress level in Delta State.

Table 1: Analysis of t-test on the difference between male and female teachers perceived stress Level

Groups	N	x	SD	df	t-cal.	t-crit.	Decision
Female Teachers	210	19.7	4.79	398	3.8	2.04	Significant
Male Teachers	190	17.8	5.23				

Hypothesis 1 had been concerned with determining whether there would be a significant difference between male and female teachers stress level. Table 1 shows that females show higher rates on perceived stress level than males among secondary school teachers. The mean scores of male and female participants were compared using a t-test for independent samples. More specifically, female teachers higher (F=19.7, SD= 4.79) than males (M=17.8, SD=5.23). The sample data provided sufficient evidence to show a significant difference in perceived stress level stress level between male and female secondary school teachers. This implies that the null hypothesis is rejected since the calculated t-value (3.8) is higher than the t-critical value (2.04). Thus, there is significant difference between male and female teachers perceived stress level.

Hypothesis 2

There is no significant difference between male and female teachers' strategies for coping with stress in Delta State.

Table 2: Analysis of t-test on the difference between male and female teachers' strategies for coping with stress

Groups	N	X	SD	df	t-cal.	t-crit	Decision
Male Teacher	190	20.8	4.89	398	4.25	2.04	Significant
Female Teacher	210	18.6	5.46				

Hypothesis 2 was to investigate gender differences in stress coping strategies among secondary school teachers. Table 3 shows that males show higher coping strategies mean than their females counterparts. The mean scores of male and female participants were compared using a t-test for independent samples. More specifically, male teachers mean (M=20.8, SD= 4.89) is higher than female (F=18.6, SD=5.46). The sample data provided sufficient evidence to show a significant difference in coping strategies between male and female secondary school teachers. This is because the result in Table 2 shows that the t-calculated of 4.25 is higher than the t-critical of 2.04, meaning that the null hypothesis tested is rejected. Consequently, there was a significant difference between male and female teachers stress coping strategies. This indicates that stress coping strategies of male secondary school teachers significantly differed from those of female secondary school teachers.

DISCUSSION OF RESULTS

Considering the result of hypothesis one, the result revealed that there is significant difference between male and female teachers perceived stress level. And also, female teachers reported higher levels of perceived stress than their male counterparts. These findings are consistent with (Haastруп & Adenike, 2013; Sofoluwe, Akinsolu & Ogbudinkpa, 2015 and Nwimo, & Onwunaka, 2015) who in their previous studies observed significant between male and female teachers perceived stress level and that women report higher levels of stress than men. The study is in agreement with Anbu (2015) who reported a significant difference in the level of stress attributed to gender. and asserted that females are more likely to be stressed than men. The result of the study was in contrast to Kania (2014), who reported a no significant difference between male and female teachers perceived stress level. This finding is in line with the study of Wallnas & Jendle (2017) who reported that that women face a number of burdens in everyday life as a result of social status and roles relative to men and these strains contribute to higher stress perhaps could explain the finding of this study.

The result of hypothesis two indicates that there is significant difference in coping strategies between male and female secondary school teachers. In other

words, regarding gender and stress coping strategies, male participants significantly differed from those of female. Specifically, in the current study, males show higher coping strategies mean than their females counterparts. This findings in agreement with the study of Corchuelo, Herrera &Pozo (2015), Taher (2018) and Osagie (2018) who posited significant difference between male and female teachers stress coping strategies. The study is in agreement with Punia & Balda (2016) who reported that females have been found to receive more social support from friends and significant others, than their male counterparts. Females are more emotional as compared to males, thus share feelings more freely and readily with friends. Whereas males are expected to live up to certain social expectations that have been set and that sharing feelings is a sign of weakness .reported higher feelings of anxiety, fear, crying, depression and blaming self as reactions to stressors than males, while males reported higher use of anger, smoking and thinking more about finding ways to solve the problem (Osagie, 2018).

CONCLUSION

This study examined gender differences in the perceived level of stress of secondary school teachers in Delta State. The study established that female teachers have high levels of stress than male teachers and showed significant difference between male and female teachers perceived stress level. The findings of this study also demonstrated that male teachers have a significant difference in stress coping strategies mean rating than female teachers. The study further revealed that there is a differential in the way secondary school teachers cope with stress along the lines of gender.

LIMITATIONS OF THE STUDY

This study has some limitations. It examined gender differences in the perceived level of stress of public secondary school teachers. The findings cannot be extended to private secondary schools. Secondly, it established the stress levels of stress than male teachers in secondary schools. The findings of this study may not likely be applied to other levels of education.

RECOMMENDATIONS

1. The government and Ministry of Education should create stress management units in school environment where teachers could be enlightened with facts about coping with stress and how to go about it.
2. School counsellors and other health workers should help teachers by creating awareness about effective coping methods like counselling services and behavioural modifications.
3. Teachers should be trained on appropriate coping skills to help them avoid maladaptive coping skills.

4. School authorities, teachers and government should endeavour to appreciate the impact of current educational policies in relation to work hours and overload by teachers.
5. Stress management programmes and encouragement services should be provided to for teachers in order to improve their stress problem.
6. School authorities and government should reduce the workload of teachers by employing more teachers in areas when there is acute staff shortage.

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