

Boosting Teacher Productivity: Effective Stress Management for Teachers in Public Secondary Schools in Kwara State, Nigeria

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ABSTRACT

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The productivity of teachers in public secondary schools is vital for common educational development. However, the traumatic nature of the coaching career frequently results in high tiers of pressure amongst educators which could considerably affect their performance and well-being. Therefore, it's miles imperative to put into effect powerful pressure management strategies to assist teachers in improving their productivity and maintaining a healthful work-life balance. This observation investigates the diverse stressors faced by teachers in public secondary colleges in Kwara State, Nigeria, and explores the effect of stress on their productivity. Additionally, the paper examines present-day stress control practices and their effectiveness in assuaging the weight of pressure amongst educators. Identifying effective strategies for mitigating pressure, takes a look at goals to enhance teacher productivity and ultimately enhance the great of education in Kwara State. In the end, developing comprehensive guide structures that prioritize the proper well-being of educators lays the inspiration for an extra effective and thriving instructional environment in Kwara State.

Keywords: Teacher Productivity, Stress Management, Well-being

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INTRODUCTION

Stress is a state of anxiety or mental tension caused by a difficult situation with the human response that prompts a person to deal with problems and threats in their lives. Stress is considered as the body pressure that public secondary school teachers in Kwara State, Nigeria experience daily when the body feels tired due to overexertion which can be physical or mental burnout of the body. Any situation that exposes the body to tension, negative anxiety, fatigue, or depression, then one could say that stress has occurred. Larrivee (2012) revealed that when real or perceived changes overwhelm the body's ability to cope, stress becomes harmful, leaving the teacher vulnerable to adverse physical, mental, and emotional responses and illness. It is impossible to boost productivity at work by overworking the body because the human body is not a machine. Based on firsthand observations, the majority of public secondary school teachers in Kwara State occasionally exhibit signs of inadequate stress management at work. Stress management is the ability to effectively deal with the daily activities of a teacher, which means a teacher's ability to work with wisdom to accomplish the myriad tasks assigned to them by the school. Stress management deals with the ability to effectively use time management, reduce workload, and

competently manage the student-teacher ratio when performing the daily routine. Blandford (2012) believed that time management is the act of coordinating, planning, managing, and controlling the amount of time available to teachers and devoted to various activities in the school to increase work efficiency and effectiveness. According to Gohar Abbas and Roger (2013), the adverse consequences of work-related stressors could be moderated by the extent and strength of teachers' coping resources. While some teachers may respond to job stressors effectively (e.g., accepting responsibility, seeking social support, and exercising), others may develop dysfunctional cognitive and behavioral strategies (e.g., escape avoidance, throwing things, and uncontrolled aggression). Paquette and Rieg (2016) revealed that teachers mostly use social relationships and support, exercise, and time management as functional coping mechanisms for professional stress and anxiety.

Skaalvik and Skaalvik (2015) investigated teachers' dysfunctional coping strategies with job stress and anxiety, which led to the prevalence of working hard and exercising strategies in young teachers, absenteeism as a protective strategy, in middle-aged teachers, and relaxation, sleep, and incapacity for work among older teachers. Teaching experience also appears to be a significant predictor of

dysfunctional teachers (Arikewuyo, 2004). Ghasemi (2022), reviewed teachers' stress coping mechanisms across teaching practice and found that novice teachers successfully used functional strategies such as social support while experienced teachers responded dysfunctionally by showing less self-control through confrontation and avoidance strategies. Teachers in public secondary schools in Kwara State, Nigeria face many challenges, and difficulties they face on the job and can help reduce the job stress they experience (Elujekwute et al, 2021). It was revealed that the current studies on teacher stress identified some of the stress management strategies used by teachers but did not address the effectiveness of the different coping strategies used by teachers. Symptoms of stress can be categorized as internal or external (Arikewuyo, 2004). Internal symptoms include nausea, moodiness, or headache while external symptoms include throwing things, shaking with anger or fear, and crying.

According to Fennell (2016), behavioral signs of stress can also include feeling weak and dizzy, yelling at coworkers, not listening to others, hurrying through tasks, misplacing personal belongings, feeling under the control of time, feeling oppressed by a fictional peer and feeling pressure from the classroom and administrative tasks. According to Kumar and Madialagan (2021), physiological indications of stress included elevated blood pressure, nervousness, heat sensitivity, back discomfort, anxiety, and poor sexual performance.

Factors Contributing to Stress Among Teachers in Public Secondary Schools

Factors contributing to stress amongst teachers in public secondary colleges in Kwara State, Nigeria are multifaceted and may considerably affect their productivity. Understanding those factors is essential for developing powerful stress control techniques that could beautify a teacher's well-being and improve their best practices. Several key elements contribute to pressure among teachers along with workload, student behavior, administrative pressures, and absence of aid. Firstly, workload is a prominent supply of pressure for teachers in public secondary schools. Teachers frequently face heavy workloads, consisting of lesson-making plans, grading, extracurricular activities, and administrative responsibilities (Aberson & Light, 2015; Searle, 2013). Additionally, the magnificence sizes not unusual in public schools can make it hard for teachers to offer individualized interest to every student, leading to feelings of being overworked (Crowther et al., 2009). Secondly, student behavior can substantially contribute to teacher stress. Dealing with disruptive behavior from students may be emotionally and bodily draining for teachers. Inadequate disciplinary measures and a lack of assistance from school management in dealing with student behavior can exacerbate this stress, leading to emotions of frustration and burnout among teachers (Adeoye et al, 2023). Furthermore, administrative pressures play a large role in contributing to instructor stress. Teachers in public secondary colleges may face needs from school control, academic

authorities, and government bodies, which include assembly curriculum requirements, adhering to standardized testing protocols, and satisfying administrative responsibilities (Dalin, 2004). These pressures can create a feeling of constant scrutiny and heightened expectancies, adding to the general stress levels experienced by way of teachers. Additionally, the dearth of assistance and resources can contribute to pressure among teachers. Inadequate access to professional development opportunities, self-possessed teaching materials, and a loss of support from colleagues and school leadership can leave teachers feeling isolated and unwell-gear up to handle the challenges they face in the classroom. Without the essential guide and sources, teachers may additionally work to efficiently manage their workload and cope with the diverse needs of their students, leading to heightened stress degrees (Cooper & Travers, 2012; Timperley & Robinson, 2000). Addressing those factors contributing to pressure among teachers in public secondary schools in Kwara State, Nigeria, requires a comprehensive approach that prioritizes teacher well-being and creates a supportive work surrounding. Implementing strategies to control workload, together with streamlining administrative duties and supplying ok planning durations, can assist in alleviating the burden on teachers. Additionally, setting up powerful disciplinary protocols and imparting training in behavior management can help teachers address student behavior issues more effectively.

Moreover, reducing administrative pressures through streamlined policies and effective communicate can assist in creating greater supportive surroundings for teachers. Providing access to professional improvement possibilities, mentorship, and adequate teaching resources also can assist in alleviating pressure and beautifying teacher effectiveness within the classroom. By addressing workload, student behavior, administrative pressures, and shortage of assistance, the schooling government and management can work in the direction of creating greater positive and supportive surroundings for teachers. Prioritizing their well-being and implementing powerful stress management techniques can ultimately lead to stepped-forward productivity and higher academic results for students.

Strategies for Effective Stress Management

Effective stress management techniques are critical for enhancing teacher productivity in the public secondary in Kwara State, Nigeria. By prioritizing the proper well-being of teachers and enforcing supportive measures, schools can cultivate an extra resilient and empowered teaching staff, in the long run enhancing the high-quality training for students (Clark & Dockweiler, 2019). School leadership and policymakers need to understand the importance of pressure control and proactively implement those techniques to create extra conducive and sustainable surroundings for teachers. By prioritizing a supportive environment, enforcing strategic time management practices, workload distribution, and investing in

expert improvement, faculties can empower teachers to thrive in their roles while minimizing the effect of stress.

1. Promoting a supportive work environment is critical for ensuring the powerful stress management of teachers in public secondary schools in Kwara State, Nigeria. Teachers frequently face excessive ranges of stress due to the traumatic nature of their careers, and developing a supportive work environment can drastically alleviate this stress (Cooper & Travers, 2012). Here are some strategies for promoting supportive work surroundings and efficiently handling teacher stress:

- a. Encouraging open communication: Establishing clear channels for open verbal exchange between teachers, directors and groups of workers is vital for growing supportive work surroundings. Teachers ought to sense snug expressing their concerns, sharing thoughts, and looking for help while needed. Regular team workers meetings, feedback sessions, and open-door rules for directors can facilitate this open conversation and create a feeling of help and know-how in the faculty network.
- b. Providing professional development opportunities: Offering opportunities for professional growth and development can empower teachers and boost their confidence in managing their responsibilities. Professional improvement workshops, schooling classes, and assets for reinforcing teaching practices can assist teachers in becoming extra-equipped in their roles, lowering the pressure associated with feeling unprepared or inadequate.
- c. Implementing collaborative strategies: Encouraging collaboration and teamwork among teachers can foster an experience of camaraderie and aid within the school. Collaborative lesson-making plans, team teaching, and peer mentoring packages can create a supportive community in which teachers can share thoughts, and resources and guide each other in dealing with their workload.
- d. Recognizing and appreciating teacher efforts: Acknowledging and appreciating the hard work and willpower of teachers is vital for creating a supportive environment. Recognizing teachers' accomplishments, celebrating their successes, and expressing gratitude for their contributions can improve morale and motivation whilst lowering emotions of stress and burnout (Adeoye et al, 2023). Simple gestures along with "teacher of the month" awards, public acknowledgment of achievements, and small tokens of appreciation can pass an extended way in promoting a supportive and high-quality work way of life.
- e. Providing resources for stress management: Equipping teachers with sources and gear for handling pressure can assist them in coping extra efficiently with the demands of their careers. Additionally, offering a

delegated area for rest or mindfulness activities inside the school can offer teachers a much-needed respite from their day-to-day stressors.

- f. Fostering work-life stability: Encouraging healthy life stability is vital for preventing teacher burnout and preserving standard well-being. Schools can support work-life balance by promoting reasonable work hours, minimizing excessive paperwork and administrative tasks, and advocating for reasonable workload expectations. Flexible scheduling, family-friendly policies, and promoting the importance of self-care can help teachers prioritize their well-being alongside their professional responsibilities.

2. Time Management

In the short-paced environment of public secondary schools in Kwara State, Nigeria, teachers often find themselves compressed when they use the necessities of their profession (Buoye, 2021). Excessive levels of stress and burnout can result from a demanding workload, administrative responsibilities, and the responsibility of educating and molding the minds of future generations. It's critical to implement effective stress management techniques, such as workload distribution and time regulation, to address this issue and boost productivity. Time management plays a pivotal position in reducing stress and growing productivity for teachers (Day, 2017; Flook et al., 2013). It involves prioritizing responsibilities, placing realistic desires, and effectively allocating time to various duties. In the context of public secondary faculties in Kwara State, teachers can enjoy the following time control strategies:

- a. Prioritizing Tasks: Teachers should identify the most critical tasks and allocate time to them first. This may include preparing lesson plans, grading assignments, and attending to administrative duties.
- b. Setting Realistic Goals: Unrealistic expectations can lead to stress and anxiety. Teachers should set achievable goals for each day, week, and month, considering the specific demands of their teaching role.
- c. Creating a Schedule: Establishing a daily or weekly schedule can help teachers structure their time effectively. This can include dedicated time slots for teaching, grading, planning, and professional development.
- d. Minimizing Distractions: Teachers should identify and minimize potential distractions in their work environment. This may involve setting boundaries with colleagues, limiting non-essential meetings, and finding quiet spaces for focused work.

3. Workload Distribution

In addition to time management, effective workload distribution is essential for mitigating teacher stress. It involves a strategic allocation of tasks and responsibilities to ensure a balanced and manageable workload (Mophosho, 2014). By implementing robust time management practices and strategic workload distribution, teachers in public secondary schools in Kwara State can effectively manage their stress levels and

enhance their productivity. These techniques not only gain character teachers but also make contributions to a nice and efficient educational environment for students. In the context of public secondary faculties in Kwara State, the following tactics may be adapted to facilitate workload distribution:

- a. Collaborative Planning: Teachers can collaborate with their colleagues to share the burden of lesson planning and resource development. This collaborative approach not only reduces individual workload but also fosters a sense of teamwork and support within the teaching community.
 - b. Delegation of Responsibilities: School directors can delegate non-teaching duties, including administrative obligations and extracurricular coordination, to specific workforce individuals. This allows teachers to focus primarily on their core teaching duties and reduces the likelihood of feeling overwhelmed by additional obligations.
 - c. Utilizing Support Staff: Leveraging the support of non-teaching staff, such as teaching assistants or administrative personnel, can aid in tasks like photocopying, material preparation, and classroom organization. By delegating these responsibilities, teachers can allocate more time to essential teaching and planning activities.
4. Professional Development and Training

Furthermore, it's far crucial to offer education on work-lifestyle stability and resilience. Teachers regularly face lengthy working hours and heavy workloads, that may impact their personal lives and well-being (Viac & Fraser, 2020; Puertas Molerio et al., 2019; Hobson & Maxwell, 2017). By imparting workshops that focus on accomplishing wholesome work-life stability, teachers can discover ways to prioritize self-care and keep a feeling of equilibrium between their expert and private duties. Additionally, resilience schooling can assist teachers in expanding the intellectual and emotional power to navigate challenges and setbacks, in the long run decreasing the poor effect of stress on their common well-being. In addition to professional improvement and education, imposing supportive regulations and practices inside the college environment can notably contribute to effective stress management for teachers. This consists of establishing clean verbal exchange channels for teachers to express their worries and try to find aid, in addition to creating a tradition of collaboration and teamwork. By fostering supportive and inclusive surroundings, teachers can feel valued and understood, which may in turn lessen their stages of stress and enhance their normal job pride.

Moreover, promoting a wholesome work environment involves imposing strategies to manipulate workload and decrease useless administrative responsibilities. Providing teachers with good enough assets and guide personnel can alleviate a load of excessive workloads, permitting teachers

to focus on their center duties and coaching obligations. Additionally, streamlining administrative procedures and making use of the era to automate responsibilities can waste valuable time for teachers, permitting them to allocate their strength greater efficaciously and reduce the stress associated with overwhelming workloads. Finally, promoting a subculture of self-care and well-being inside the school community is essential for effective stress control. By prioritizing the well-being of teachers, staff can create an environment that values and supports the holistic fitness of its teachers, ultimately main to expanded productivity and activity pleasure.

METHOD

The research paper aims to improve teacher productivity in public secondary schools in Kwara State, Nigeria, by addressing the issue of effective stress management. The research methodology approaches to understand the challenges faced by teachers and potential solutions for improving productivity. The literature review reviewed existing studies, reports, and articles on teacher productivity and stress management in educational settings. Key themes, trends, and best practices were identified to inform the position paper. Direct observations of teachers in the classroom helped identify specific stressors related to teaching practices, classroom management, and workload. These observations contextualized the survey and provided a more holistic understanding of the factors contributing to teacher stress in public secondary schools.

RESULTS AND DISCUSSION

Factors Contributing to Stress Among Teachers in Public Secondary Schools

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CONCLUSION

As the academic landscape continues to evolve, the welfare of teachers remains a key element in ensuring the success of our public secondary faculties in Kwara State, Nigeria. This paper highlighted the importance of addressing teacher pressure as a way of increasing productivity and improving the overall quality of training. It is obvious that the psychological and emotional

well-being of educators directly affects their ability to successfully provide pupils with pleasant schooling. Therefore, staff and academic government should take proactive measures in implementing effective stress management projects. In conclusion, the importance of prioritizing a trainer's health and productivity cannot be overstated. By figuring out and addressing challenging situations that contribute to teacher stress, we can create a supportive environment that fosters professional boom and fulfillment.

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