

STRESS MANAGEMENT STRATEGIES AND TEACHERS JOB PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN IKOM EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA: EDUCATIONAL IMPLICATION

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ABSTRACT

The aim of the study was to examine stress management strategies and teachers job productivity in public secondary schools in Ikom Education Zone of Cross River State, Nigeria: Educational Implication. To guide the study, three research questions and hypotheses were formulated and the ex-post-facto research design was adopted in the study, with a population of 2341 in-service teachers. To draw a sample for the study, stratified and simple random sampling techniques were adopted in the study, with a sample 239 in-service teachers, representing 10% of teachers from the population. A researchers' developed instrument titled "Management Strategy and Teachers Job Productivity Questionnaire (SMSATPQ)" was used for data collection. Validated by experts in Measurement and Evaluation in Cross River University of Technology. The reliability of the SMSATPQ was established with Cronbach alpha reliability and the reliability index ranged from .78-.82 which revealed the consistency of the instrument. The data was analysed with descriptive and inferential statistics and the finding revealed that effective time management, reduced workload, and proper students-teacher ratio significantly relate with job productivity of teachers' in the study area. It was recommended among others that; school managers should adopt the principle of delegation and unity of command is helping to foster teachers' job productivity.

Keywords: Stress, Management, Strategies, Teachers, Job Productivity

INTRODUCTION

To be productive is the watch word of any business organization that strives for excellence. This is because productivity improves output and enhance social, political, economic and technological

advancement of any organization most especially in today's world where every aspect of the job has been digitalized. It is not gainsaying to say that job productive is the desire for every business that wants to succeed. This has been the reason why most

companies advertise for “Gorilla workers”. Gorilla workers are workers who have the human capacity to work under pressure (stress). In as much workers need to put in their efforts to be productive. Stress is inevitable to every teacher who is actively involved in the day-to-day business of teaching. This is because a teacher activity is a stressful business as the teacher is saddled with teaching/learning, assessment and evaluation of the students’ learning. Also, it is the teacher’s role to play both academic and administrative functions. This underscores why the teacher is surrounded by stress. Stress is believed to be the bodily pressure our human system (body) experience when over. When the body feels tired due to over labour which could be physical or mental burnout of the body. In other words any situation that subjects the body into tension, negative anxiety, tiredness or depression then it could be said that stress has occurred. Rein (2001) informed that when real or perceived change overwhelms the body’s ability to cope, that stress becomes harmful, leaving us prone to unwanted physical mental and emotional reactions and illnesses. Since the human body is not a machine then over stressing the body cannot be the right way to enhance job productivity. Personal observation has shown that most teachers slump as a result of poor stress management.

Stress management is the ability to cope effectively with the day to day schedule of the office. It entails the ability for an individual to work with wisdom in order to accomplish the innumerable task assigned by the office. Stress management deals with the ability to effectively utilize time management, to reduce workload and to competently manage students-teacher ratio while performing the daily routine. Balduf (2009) believed that time management is the

act of coordinating, planning, directing and controlling the amount of time at one’s disposal which is to be devoted for various activities, programmes and tasks, in order to enhance effectiveness and efficiency in the organization, and for goal achievement. The researcher stated that effective time management in the school system may dictate high success rate in such school. The author also informed that teachers can learn how to set goals that are realistic and achievable, avoid procrastination, prioritize, organize their time and use time log, especially when there is pressure. These strategies, if well utilized by teachers, can help them to manage their time effectively.

Study by Sahito and Vaisanen (2017) conducted a study on effect of time management on the job satisfaction and motivation of teachers’ educators in university departments, institutes and faculties in the Sindh Province of Pakistan. Population of the study was all the teachers’ educators in university department, institutes and faculties of education in the Sindh Province. Snowball method was used in selecting forty (40) respondents as sample. Data was collected through semi-structured interviews and were analyzed using narrative inquiry approach. The findings showed that time management training is positively correlated with teachers’ performance. It also revealed that individuals actively and frequently engage in time management behaviours after attending a training programme. Sahito, Khawaja, Panhwar, Siddiqui and Saeed (2016) carried out a study on Teachers’ Time Management and the Performance of Students, A comparison of Government and private schools of Hyderabad, Sindh, Pakistan. The purpose of the study was to investigate the importance and also see the impact of time management in the

professional life of teachers and the performance of the students of primary schools in the districts of Hyderabad. The study involved all Government and private schools in Hyderabad, Sindh, Pakistan. The result from the findings revealed that impact of teacher time management is proportionate with the performance of students. It also showed significant relationship between teachers' time management and students' academic performance.

Kayode and Ayodele (2015) conducted a study on impacts of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The population of the study consists of four thousand, one hundred and one (4,101) teachers in one hundred and seventy-six (176) public secondary schools in the state. Five hundred (500) teachers and fifty (50) school registrars were selected as sample for the study using simple random sampling technique. Questionnaire instrument titled "Questionnaire on Secondary School Teachers' Time Management (QSSTTM)" was used to collect data from the teachers while an inventory on Senior Secondary School Certificate Examination results was used to obtain data from the registrars. Data collected were analyzed using percentage, mean, standard deviation Time management and teachers' job performance in public second

The concept of workload has become a subject of renewed interest for researchers and educationists alike both nationally and internationally. Researchers have indicated some definitive concepts with respect to the workload of Nigerian teachers: the workloads of Nigerian teachers are intensifying, their non-teaching roles are becoming significantly more extensive, and

teachers are being asked to take on responsibilities for which they are not properly trained (Ekpo, 1993). In the light of this, Obanya (2013) noted that the demands of teaching can be overwhelming for teachers. Workload has no well-defined limits; it is essentially open-ended.

Similarly, Amalu, Ajake and Ihejiamazu (2012) examined the impact of teacher workload and teacher job performance at selected secondary schools in Education District IV of Lagos State. The objectives of the study were to ascertain what constitutes teacher workload and teacher job performance. In addition, to examine the impact of several variables such as number of teaching subjects, teaching periods, class sizes, teaching and non-teaching activities on effective classroom teaching as well as establish the impact of teacher workload on teacher job performance. Eight research questions and research hypotheses were stated to guide the study. The research design was descriptive survey in nature where questionnaire was developed for data used for the study. A total number of 250 teachers *were* used for the study. Findings of the research indicated that gender difference did not exist in the views about teacher workload and job performance among the teachers. Results also showed that the number of teaching subjects, subject periods, teaching and non-teaching activities did not impact negatively on the teaching and learning situation. However, large class sizes negatively affected teachers' effective classroom teaching and learning. On a final note, the finding further showed that teacher workloads have negative impact on teachers' job performance in school. Recommendations were made following the outcomes of the research findings. They include the need to train more teachers to handle specific tasks in secondary schools,

and principals in secondary schools should not overload and on the other hand under load teachers to ensure their optimal use. Management needs to properly motivate teachers in order to make them feel satisfied and perform well in their job. Teachers should only be assigned to teach the subjects they were trained for to avoid sapping their energies.

Student-teacher ratio as a tool that can be used to measure performance of the education system. A lot of argument has occurred on the impact of 21st century student-teacher ratio on students' performance. Some mentioned class size as the main factor responsible for falling standard of education, most especially in the elementary or secondary level of education in Nigeria. However, others see this as mere coincidence seeing other factors as being responsible. Adejoke, Ilishan-Remo and Aderanti (2019) study examined the effect of student-teacher ratio on the academic performance of the primary school students in Odeda Local Government Area of Ogun State. Descriptive survey research design using 118 randomly selected primary school teachers was employed for this study. The research instruments encompassed a structured questionnaire addressing the socio-demographic and a secondary data of the students' academic performance. Descriptive statistics was used to analyse the demographic data while simple linear regression was applied to test the two formulated hypotheses at 0.05 level of significance. Results showed that there is a significant effect of student-teacher ratio and the academic performance ($t = 7.786$, $p < 0.05$). However, there was a significant effect of student-teacher ratio on the academic performance of male pupils ($t = 5.895$, $p < 0.05$) but a non-significant effect of student-teacher ratio on the academic

performance of female pupils ($t = 1.004$, $p > 0.05$). It was therefore, recommended among others, that the State Educational Planners and Policy Makers pay prompt attention to this student – teacher issue, and as well take drastic measures of improving the student-teacher ratio by adopting synergic relationship of both educational administrators and Parent-Teachers Association body in employing more competent teachers for better students' academic performance.

Oluyinka, Abdullahi, Ahmad and Yunusa (2021) investigates the student-teacher ratio as yardstick for students' performance in Mathematics in Junior Secondary School Certificate Examination (JSSCE). The enrolments of students, the numbers of teachers, together with students' performances in Mathematics were sampled from four schools for a period of four years. Two of the schools have an average student-teacher ratio of (50:1), with performance average of (33% - 45%) and standard deviation (11.21); while the other two have average student-teacher ratio of (18:1) with performance average of (60% - 77%) and standard deviation of (8.43). Some statistical tools like standard deviation and T-test were used to test the Null hypothesis. At significant level (0.05) and degree of freedom (14), the t-value was 0.0000517, while the p-value was 0.99. The results of the findings show that there was significant difference in student-teacher ratio and their performance in Mathematics, and invariably, may be among the factors that account for the credible performance accounted for in the private secondary schools as against their public counterpart.

Adopting stress management strategy will help reduce workload on the part of the teacher this study, therefore was conducted

to examine stress management strategies and teachers job productivity in public secondary schools in Ikom Education Zone of Cross River State, Nigeria: Educational Implication.

STATEMENT OF THE PROBLEM

The role of the teacher in every academic setting is very important to the overall level of productivity of that organization. This is because, the teacher is the pointer of the child's success or failure in school. The extent of knowledge impartation to the child depend drastically on the teachers' ability to perform his/her job maximally. When teachers are not productive, here is bound to produce students who cannot stand the taste of time in the academic environment. This implies that the teachers require being productive in the learning process so as to invest maximally in the process and product of teaching. Personal observation and interaction with most teachers revealed that teachers' job productivity in public secondary schools has not really been productive. This drastic decline in the job productivity of teachers is envisages in their divided loyalty. So disheartening to say that most of them are found during lesson period selling and hawking goods such as cloths, necklace, perfumes and other manure businesses at the expense of the lesson period which they are paid for. In other cases they engaged themselves into petty business, thereby stressing themselves outside the normal daily activities (teaching) in order to make end meet. Also worrisome is the fact that some teach go into the class without using appropriate instructional materials, some cannot adopt the relevant assessment and evaluation techniques in class. In other cases, teacher-student relationship is very poor because some teachers pay little attention to students' problems in the classroom. The effect of this

poor attitude towards work among teachers has manifested in students poor performance and the teachers poor job productivity. In spite of the numerous workshops, seminars, conferences, symposia organized by government the problem still lingers. It is on this basis that the researchers wonder whether this numerous activities engaged by the teachers are responsible for the poor job productivity is schools, this underscores the need for the present study. The problem of the study is: what is the influence of stress management strategies and teachers job productivity in public secondary schools in Cross River State, Nigeria: Educational Implication?

PURPOSE OF THE STUDY

The main purpose of the study was to examine stress management strategies and teachers job productivity in public secondary schools in Ikom Education Zone of Cross River State, Nigeria: Educational Implication. Specifically, the study sought to:

1. Examine the relationship between effective time management and teachers job productivity in Ikom Education Zone.
2. Find out the relationship between reduced workload and teachers job productivity in Ikom Education Zone
3. Assess the relationship between students-teacher ratio and teachers' job productivity in Ikom Education Zone.

RESEARCH QUESTIONS

The following research questions are posed to guide the study

1. What is the relationship between effective time management and teachers job productivity in Ikom Education Zone?

2. How does reduced workload relate with teachers job productivity in Ikom Education Zone?
3. What is the relationship between students-teacher ratio and teachers' job productivity in Ikom Education Zone?

RESEARCH HYPOTHESES

The following null hypotheses were posed and are tested at .05 level of significance.

1. There is no significant relationship between effective time management and teachers job productivity in Ikom Education Zone.
2. Reduced workload does not significantly relate with teachers job productivity in Ikom Education Zone
3. There is no significant relationship between students-teacher ratio and their productivity in Ikom Education Zone.

RESEARCH METHODS

The focus of this empirical paper was to examine stress management strategies and teachers job productivity in public secondary schools in Ikom Education Zone of Cross River State, Nigeria: Educational Implication. Threeresearch questions and hypotheses were answered and tested in the study and the ex-post-facto design was adopted in the study. The population of this study comprise all the teachers in public secondary schools in Ikom Education Zoneof Cross River State, Nigeria numbering 2,341in-service teachers. The stratified and simple random sampling

techniques was adopted in the study, with a sample 239 teachers were drawn representing 10% of teachers from the population. The instrument for data collection was a researchers' developed instrument titled Management Strategy and Teachers Job Productivity Questionnaire (SMSATPQ). Validated by experts in Measurement and Evaluation in Cross River University of Technology. The reliability estimate of the instrument Management Strategy and Teachers Job Productivity Questionnaire (SMSATPQ) was established with Cronbach alpha reliability and the index ranged from .78-.82, which indicated that the instrument is highly reliable. The data was analysed with descriptive (mean and standard deviation) and inferential statistic (Pearson's Product Moment Correlation statistic and the result of the study are shown below.

RESULT AND DISCUSSIONS

The study tested all the four hypotheses with Pearson's Product Moment Correlation and the results are presented as follows

Hypothesis one

There is no significant relationship between effective time management and teachers job productivity. The independent variable in this hypothesis is effective time management. While the dependent variable is Teachers Job Productivity. To test this hypothesis, effective time management was correlated with teachers' productivity using Pearson's Product Moment Correlation and the result is presented in Table 1.

Table 1: Relationship between effective time management and Teachers Job Productivity (n= 237)

Variables	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	\bar{x}	\bar{y}	Sd _x	Sd _y	df	LS	r-cal	p-value
Effective time management (x)	3905		67789			16.48		3.82					
Teachers job productivity (y)		8659		352499	140426		36.54		12.37	237	0.05	.801	.003

*correlation is significant at the 0.05 level (2-tailed); $df = 237, crit-r = .196$

It can be discerned from Table 1 of the correlation result with effective time management and teachers productivity among teachers in Ikom Education Zone of Cross River State, Nigeria. The p-value of .003, accompanied with an r-value of .801 is greater than the alpha level of 0.05 at 237 degrees of freedom. With this result, the null hypothesis is not retained. Thus, there is a significant positive relationship between effective time management and teachers job productivity of teachers in the study area,

Hypothesis two

Reduced workload does not significantly relate with teachers job productivity. The independent variable in this hypothesis is reduced workload. While the dependent variable is Teachers Job Productivity. To test this hypothesis, reduced work load was correlated with teachers' productivity using Pearson's Product Moment Correlation and the result is presented in Table 2.

Table 2: Relationship between reduced workload and Teachers Job Productivity (n= 237)

Variables	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	\bar{x}	\bar{y}	Sd _x	Sd _y	Df	LS	r-cal	p-value
Reduced Workload (x)	3644		59038			15.38		3.57					
Teachers job productivity (y)		8659		352499	134736		36.54		12.37	237	0.05	.753	.018

*correlation is significant at the 0.05 level (2-tailed); $df = 237, crit-r = .196$

It is obvious from the correlation result in Table 2 with reduced workload and teachers' productivity among teachers in Ikom Education Zone of Cross River State, Nigeria. The p-value of .018, accompanied with an r-value of .753 is greater than the alpha level of 0.05 at 237 degrees of freedom. With this result, the null hypothesis is not retained. Thus, there is a significant positive relationship between reduced workload and teachers' job productivity in Ikon Education Zone. .

Hypothesis three

There is no significant relationship between students-teacher ratio and their productivity. The independent variable in this hypothesis is students-teacher ratio. While the dependent variable is Teachers Job Productivity. To test this hypothesis, students-teacher ratio was correlated with teachers' productivity using Pearson's Product Moment Correlation and the result is presented in Table 3.

Table 3: Relationship between students-teachers ratio and Teachers Job Productivity (n= 237)

Variables	$\sum x$	$\sum y$	$\sum x^2$	$\sum xy$	\bar{x}	\bar{y}	Sd_x	Sd_y	df	LS	r-cal	p-value
Student-teacher ratio (x)	3144		44828		13.27		3.64					
Teachers job productivity (y)		8659		112782		36.54		12.37	237	0.05	-.897	.002

*correlation is significant at the 0.05 level (2-tailed); $df = 237, crit-r = .196$

Table 3 present the correlation result of student-teacher ratio and teacher' job productivity among teachers in in Ikom Education Zone of Cross River State, Nigeria. The p-value of .002, accompanied with an r-value of -.894 is greater than the alpha level of 0.05 at 237 degrees of freedom. With this result, the null hypothesis is not retained. Thus, there is a significant negative relationship between student-teacher and teachers job productivity in the study area.

DISCUSSION OF FINDINGS

The findings emanating from the study are presented hypothesis by hypothesis as shown below

Effective time management and teachers job productivity

The finding of this study revealed that effective time management correlated positively and significantly with teachers' job productivity. Where the teachers are effectively supervised, there is bound to be improved performance. In most schools where there are room for management of classroom activities, timely release of students result and prompt utilisation of break period, the school activities is smoothly carried can enhance job productivity and improved students' performance. This possibly accounted for the positive and significant correlation

coefficient. This finding agrees with previous researchers' findings by Sahito and Vaisanen (2017) who findings revealed that teacher time management is proportionate with the performance of students. It also showed significant relationship between teachers' time management and students' academic performance.

Reduced workload and teachers' job productivity

The result of the research finding shows that stress arising from reduced workload does significantly relate with job productivity of teachers. When teachers are saddled with too much responsibility, there is bound to affect them negatively hence effectiveness will be reduced. The plausible explanation may account for this finding is that teaching learning is a stressful activity and involves lot of fatigue and energy sapping activities that may culminate to stress on the part of the teacher. To this end, the teacher need a lot of relaxation so as to regain their lost energy and to avoid breakdown that may result to low productivity. The finding agrees with Amalu, Ajake and Ihejiamaizu (2012) result which showed that the number of teaching subjects, subject periods, teaching and non-teaching activities did not impact negatively on the teaching and learning situation. The presents finding also agrees with Adejoke, Ilishan-Remo and Aderanti (2019) results showed that there is a significant effect of student-teacher ratio and the academic performance ($t = 7.786, p < 0.05$).

Students-teacher ratio and their productivity

It was found that students-teachers ratio is a strong determinants that can enhanced academic success and job productivity. When teachers are vested with the responsibility of attending to many students

in a particular time, there is bound to be excessive burnout which may eventually affect their job performance. Similarly, a teacher who I giving minimum number of students to attend to at a particular time is likely to develop a more close association and familiarity with the students which may foster and enhance their performance and job productivity. The finding is in harmony with that by Oluyinka, Abdullahi, Ahmad and Yunusa (2021) result which showed that there was significant difference in student-teacher ratio and their performance in Mathematics, and invariably, may be among the factors that account for the credible performance accounted for in the private secondary schools as against their public counterpart.

CONCLUSION

Every teachers in the academic environment is a victim of stress. Irrespective of how stress occur, it may pose serious threat to it victim is not adequately managed and controlled. Thus, stress has become a major hindrance to the life of the workers. In as much as our goal as teacher is to foster job productivity in our daily routine, it is advisable for teachers to effectively adopt strategies that can help manage stress. It has been a reoccurring problem of sudden death among teachers as a result of stress. Most employee subject themselves in working for longer hours because of too much of responsibility attached to their work. This may be dangerous to the overall health of the victim. The study concludes that caution should be taken when subjecting the body in to high level of stress. Due to the killer effect of over workload. Apart from subjecting the body to high level of work pressure, other factors should be considered such as over accepting responsibility, anxiety and willingness to impress in the organization. Hence, workers should be

mindful of the health hazards of stress on the body, thereby, having quality time to relax in order to put the body into normalcy. Thus teachers in their quest to impress their employee should be mindful of poor stress management as it can lead to collapse of the body. The researchers have decided to use the idiom “a stitch in time saves nine” to conclude the study. Hence, it's better to spend a little time and effort to deal with the problem of stress right now than to wait until later, when it may get worse and take longer to deal with. A stitch in time saves nine.

EDUCATIONAL IMPLICATION

The findings of the study may benefit the following stake holders in the academic environment, students, teachers’, curriculum planners, policy makers and further research scholars. To the teachers, this study may be used as pointers of the negative effects of stressors on their job productivity. It may stimulate interest in professional effectiveness through focusing on the various dimensions of teachers’ effectiveness and how each dimension contributes to the overall teacher effectiveness. It will also create awareness in the students of the problems faced by their teachers in all the dimensions of teaching effectiveness. This could create a desire in the students to be part of the solution not part of the problem. Most of the studies conducted in the area of stress from workload drew their data from organizational setting. In this study the focus was on the secondary schools. For the researcher, the study shall help to ascertain and clarify whether the findings of earlier studies on related issues can be generalized to all categories of workers. The result of this study will enable educational planners/policymakers to formulate educational policy that will enhance job

effectiveness. Lastly, the study will also significantly contribute to academic literature in education and social psychology. Similarities may exist between the findings of this study and earlier studies and it is hoped that this will spur the interest of other researchers who may want to delve in conducting research on stress management and teachers job productivity.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are made;

1. The organization (school) administration should create an absolute check in the extent of teachers’ workload in the organization. This is because, one of the major problem of stress is the teachers’ quest to cope with the excessive workload assigned to them in the organization.
2. Principle of unity of command should be totally practiced in the organization. Thus, when everybody collectively agree to work for the growth of the organization. There is bound to be increased in the productivity of the organization
3. In the school system, there should be perfect balance on the ratio of teacher is to student. Thus, teachers should not be given so many students to handle at a time irrespective of how large the students’ population may seem to be.

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