Occupational Stress and Principals’ Administrative Effectiveness in Public Secondary Schools in Akwa Ibom State

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Abstract
This study investigated the relationship between occupational stress and principals’ administrative effectiveness in public secondary schools in Akwa Ibom State. Three objectives, three research questions and three null hypotheses were formulated to guide the study. The area of the study was Akwa Ibom State of Nigeria. The correlational design was used. The population consisted of all administrators (principals and vice principals) and teachers in the two hundred and thirty four (234) public secondary schools in Akwa Ibom State. The total number of administrators were 709 (that is 234 principals and 475 vice principals making a total of 709) while teachers were 6566 and the overall total was 7275. The sample size for the study stood at 873 administrators and teachers. This comprised of 216 administrators (principals and vice principals) and 657 teachers representing (12%) of the entire population. Multi-stage sampling technique was used for the study. These include: Stratified sampling technique and simple random sampling with balloting and replacement was used to select 70 secondary schools in the 25 local education zones in the state. Two separate questionnaire was developed by the researcher with the title: “Occupational Stress Questionnaire “(OSQ)” and “Principals’ Administrative Effectiveness Questionnaire “(PAEQ)” Section “A and B” of the two were made up of 35 and 40 items structured on a 4-point Likerts type responses for respondents (Principals and Teachers). The reliability coefficients of 0.917 and 0.888 were obtained for the Occupational stress questionnaire “(OSQ)” and Principals’ Administrative Effectiveness Questionnaire “(PAEQ)” respectively using Cronbach’s Alpha analysis. Data collected were analysed using simple linear regression analysis at 0.05 level of significance. The result of the analyses revealed that occupational stress variables relate significantly with principals administrative effectiveness in the school system. It was recommended that School administrators and teachers should be properly instructed on what is needed. The information given to them in day to day running of the school should be accurate, brief and clear (ABC) so that administrative effectiveness will be enhanced. Also, principals should encourage team work in the school system by involving teachers and students in the decision making process of the school so as to reduce conflicting work demand and workload.

Key words: Occupation, Stress, Principals, Administrative Effectiveness
Introduction

The major goal of the school at any level is towards attainment of academic excellence by the students. Although there may be other peripheral objectives, emphasis is placed on the achievement of sound education. The extent to which this goal can be actualized depends principally on the administrative effectiveness of the school administrators. They are the major ingredients of academic effectiveness and educational enterprises as a whole. Without real commitment from administrators, school goals cannot be achieved, and this will amount to occupational stress.

Cooper and Cartwright (1994), Kinman (1998), Spielberger and Reilesier (1994) have established that occupational stress is one of the crucial factors that is militating against administrator’s effectiveness and well-being. Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employee (principals and teachers) to cope with job demands (Akinboye and Adeyemo, 2002). In further corroboration of this scenario, Winfield (2000) indicates that the prevalence of occupational stress among academic and other members of staff in organizations from across the globe is alarmingly widespread and increasing.

Occupational stress can be described as the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over in meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress. Again, work stress can also be seen as a strain to which people are subjected when demands and expectations are not keeping with their capabilities and skills (i.e. thought of change and fear of the unknown almost always create stressful situation). For instance, with the introduction of new technologies, many jobs have become more fragmented and job tasks have been narrowed, leaving workers more disconnected from the final product. This process of “deskilling” has created levels of boredom, making work less challenging and less satisfying for many workers (administrators).

In another way round, when work denies people an opportunity to utilize their creativity, intelligence and decision making ability, it causes stress. Occupational stress and stressful working conditions have been linked to low productivity, absenteeism and increased rates of accidents on and off the job. Recent evidence suggests that stress has mainly negative effects on task performance. For example, Danna and Griffin (2000) emphasized that occupational stress represents a real threat to the quality of life of the employee. If a person is unable to cope with workload or support is lacking, stress will then become a negative phenomenon which can lead to physical illness, and psychological problems. Such situations would ultimately lead to lower levels of performance or poor administrative effectiveness.

Administrative effectiveness refers to the ability of school principals to carry out administrative tasks related to instructional management, internal relations, organisation management (administrative role, supervisory role, programme role etc), administration,
students’ performance and school community relations toward achieving the school goal and objectives.

In view of this, the task of proactive principal among other things include; coordinating of both human and material resources available and using them systematically for the achievement of educational objectives. By so doing, it can amount to occupational stress, even though in today’s typical workplace for instance, in the secondary school system, stress is seen as becoming more rampant; people appear to be working for longer hours, taking on higher level of responsibilities and exerting themselves even more strenuously to meet rising expectations about occupational effectiveness. Researches have shown that, administrators suffering from occupational stress can be more effective if they have a basic understanding of the organizational stressors that may lead to distress.

For instance, Singh and Bilingsley (2005) observed that excessive paper work and lack of administrative support are the major sources of stress, as well as dissatisfaction and attrition, while positive working environment is an indication of satisfied teachers and administrators. They also emphasized that, isolation from colleagues, frustration with paper work and dearth of support from either vice principals or teachers can cause stress. In general, administrators who rank their work environment with positive teachers’ relationship will be more committed and satisfied with occupation and less likely to suffer from symptoms of stress. Terry (2001) noted that, role preparedness, job satisfaction, life satisfaction and self esteem are the internal characteristics that tend to influence stress of the administrators. Although, principals of public schools may experience stress due to limited resources such as inadequate teaching materials/aids, insufficient funds/delay in the payment of subvention, poor public address system/I.C.T equipment, lack of competent and qualified personnel, poorly stocked library, short supply of laboratory equipment etc. Limited resources can be seen as inadequate human and material resources in the school system. This may hampers principals’ administrative effectiveness but when effectively handle can boost their morale and promote effectiveness in the school system.

In Nigeria, Principals are the bridge builders in secondary schools. Hence, they are expected to produce results irrespective of whether the situation is in their favour or not. Principals are required to think of solutions to various challenges such as staff indiscipline, staff non commitment, internal and external relations, and students’ academic performance that may crop up every now and then. Concomitant to this is that no principal can succeed in realizing the objectives and goals of secondary school education without having the skills and undergo the stress on how to effectively carry out his/her administrative functions. Therefore, an effective principal should be someone who is able to promote atmosphere of respect and trust to make teachers and students have a sense of belonging. The absence of such skills and failure to function effectively with his/her duties may impede favourable learning environment and possibly result to problems such as examination malpractice, academic incompetence and cultism, indiscipline among students and teachers as well as poor attitude of teachers to teaching.

In Akwa Ibom State, principal may experience stress due to conflicting work demand for example, many tasks done or carried out at the same time such as supervision, planning, organizing, co-ordinating of school programmes towards achievement of the set goals and objectives. Again, Principal also experience information overload either from the student, teachers, school community, P.T.A, Ministry of Education, Nigerian Union of Teachers (NUT), examination bodies, Association of Nigerian Conference of Principals of Public Secondary Schools (ANCOPSS). This can be defined as the tremendous influx of information and it occurs...
when the amount of inputs to the system exceeds its processing capacity. Or situation where by idea; opinion, data etc. are arranged and send to a central point for decision making. Too much of information can lead to memory lost and information decay which reduce the administrative effectiveness of the school principal.

Finally, Public school principals can equally be faced with stress due to the poor working environment such as poor illuminating brightness balance in the instructional area, poor ventilation, improper disposal of garbage, inadequate exit and fire fighting equipment, lack of space for future expansion etc. Working environment can be explained in terms of school facilities and school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems but the facility also include furnishing materials and supplies, equipment and information technology as well as various aspect of the building, grounds, namely; athletics fields, playgrounds, areas for outdoor learning and vehicular access and parking. This may tend to reduce the administrative effectiveness of the school administrators.

Statement of the Problem

In Akwa Ibom State, since the introduction of free and compulsory education policy in 2007, public schools principals are prone to various factors that facilitate the development of work stress. Principals are faced with the problems of conflicting work demands, students’ indiscipline, limited resources, information overload, poor physical work conditions, overcrowding and high teaching burdens, lack of teachers in some core subjects like mathematics, English language, introductory technology, Agricultural science etc. These factors can cause workplace stressors such as conflict with colleagues, poor job description or unclear performance, high or low output, bullying and management of poor performance, career change and harassment. An excessive amount of stress can lead to low productivity and loss of confidence. When left unchecked, it can lead to emotional and physical disorder that will impact on personal as well as professional lives. Individuals may develop tension that interferes with sleep, making relaxing outside the workplace impossible. The stress can trigger emotional disorders such as anxiety, depression and in some cases phobia. As a matter of fact, some principals who cannot contend with this ugly situation in the system have retired voluntarily from service without waiting for their statutory date of their retirement. Some are completely out of the school system due to health condition while some have died in active service. This phenomenon put pressure and challenges the effectiveness with which the principal performs his/her administrative functions.

However, the arising question is how do specified occupational stress variables relate to the administrative effectiveness of principals in Akwa Ibom State? It is therefore against the background that this study is necessitated to examine occupational stress and principals’ administrative effectiveness in public secondary schools in Akwa Ibom State.

Purpose of the Study

The purpose of this study was to examine occupational stress and principals’ administrative effectiveness in public secondary schools in Akwa Ibom State. Specifically, the study seeks to examine if there is any relationship between:

1. Conflicting work demands and principals’ administrative effectiveness in secondary schools.
2. Information overload and principals’ administrative effectiveness in secondary schools.
3. Poor physical work condition and principals’ administrative effectiveness in secondary school.
Research Questions
To facilitate the investigation of the problem of this study, the following research questions were posed:

1. How does conflicting work demands relate to principals’ administrative effectiveness in secondary schools?
2. How does information overload relate to principals’ administrative effectiveness in secondary school?
3. How does poor physical work condition relate to principals’ administrative effectiveness in secondary school?

Null Hypotheses

To provide answers to the research questions posed, it was hypothesized that:

1. There is no significant relationship between conflicting work demands and principals’ administrative effectiveness.
2. There is no significant relationship between information overload and principals’ administrative effectiveness.
3. There is no significant relationship between information overload and principals’ administrative effectiveness.

Methodology
The study adopted a correlation design. The population of the study comprised of all the Administrators (Principals and vice principals) and teachers in the 234 government owned secondary schools in Akwa Ibom State. Out of a total of 7275 administrators and teachers (Akwa Ibom State Secondary Education Board, 2018), 873 which represented (12%) of the sample in the state was chosen. Multi-stage sampling technique was used for the study. These include: Stratified sampling technique, simple random sampling and proportionate sampling. The instruments for data collection were two (2) separate questionnaire developed by the researcher titled: “Occupational Stress Questionnaire (OSQ)” and “Principals’ Administrative Effectiveness Questionnaire (PAEQ)”. The two instruments “(OSQ)” and “(PAEQ)” which were mainly for principals and teachers on occupational stress and administrative effectiveness were of two sections namely: section “A and B”. Section A was constructed to elicit background information of respondents while section B addresses occupational stress and administrative effectiveness with 35 and 40 items with response options. The two instruments were structured using a 4-point rating scale that ranges from strongly agreed, agreed, disagreed and strongly disagreed. The instruments were validated by two experts in Educational Foundation, Measurement and Evaluation, Faculty of Education University of Uyo.

The instrument “Occupational Stress Questionnaire (OSQ)” was administered to the administrators (principals and vice principals) and “Principals’ Administrative Effectiveness Questionnaire” “(PAEQ)” was administered to the teachers in their respective schools by the researcher and his well-trained research assistant. The strategy ensured effective recovery of the instruments administered. The Regression Coefficient of Simple Linear Regression was used to answer research questions (that is R and R² -value) and each was tested at .05 Alpha levels while the F-value of the Simple Linear Regression Analysis was used to analyse the data collected on null hypotheses.

Result/Discussion
Research Question 1: How does conflicting work demands relate to principals’ administrative effectiveness in secondary schools?

Regression Coefficient (R) was used in answering this research question. The result of the analysis is presented in Table 1.

Table 1: Regression and Regression Coefficient (R) Analysis for the prediction of conflicting work demand and principals’ Administrative Effectiveness.

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R-square Adjusted</th>
<th>R-Square</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicting Work demand</td>
<td>0.473</td>
<td>0.223</td>
<td>0.222</td>
<td>16.04892</td>
</tr>
<tr>
<td>Principals’ Administrative Effectiveness Predictors: (Constant), Conflicting Work Demand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 1 show the R and R² for the strength of the relationship and coefficient of determination between conflicting work demand and principals’ administrative effectiveness. This is shown by the calculated R of 0.473 (correlation coefficient). The square of the coefficient (R²) of 0.223 is the linear correlation between conflicting work demand and principals' administrative effectiveness. The calculated R² of 0.223 which is the coefficient of the determination indicates that conflicting work demand contributes only 22% to the variations in the principals’ administrative effectiveness. This further indicates that conflicting work demand to an extent predicts principals’ administrative effectiveness.

Research Question 2: How does information overload relate to principals’ administrative effectiveness in secondary schools?

Table 2: Regression and Regression Coefficient (R) Analysis for the prediction of information overload and principals’ Administrative Effectiveness.

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R-square</th>
<th>Adjusted R-Square</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicting Work demand</td>
<td>0.579</td>
<td>0.336</td>
<td>0.335</td>
<td>14.84445</td>
</tr>
<tr>
<td>Principals’ Administrative Effectiveness Predictors: (Constant), Information Overload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 2 show the R and R² for the strength of the relationship and coefficient of determination between information overload and principals’ administrative effectiveness. This is shown by the calculated R of 0.579 (correlation coefficient). The square of the coefficient (R²) of 0.336 is the linear correlation between information overload and principals’ administrative effectiveness. The calculated R² of 0.336 which is the coefficient of the determination indicates that conflicting work demand contributes only 33% to the variations in the principals’
administrative effectiveness. This further indicates that information overload to an extent predicts principals’ administrative effectiveness.

Research Question 3: How does poor working environment relate to principals’ administrative effectiveness in secondary schools?

Table 3: Regression and Regression Coefficient (R) Analysis for the prediction of physical work environment and principals’ Administrative Effectiveness

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R-square</th>
<th>Adjusted R-Square</th>
<th>Std .Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical work environment</td>
<td>0.672</td>
<td>0.452</td>
<td>0.451</td>
<td>13.48272</td>
</tr>
<tr>
<td>Principals’ Administrative Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predictors: (Constant), Physical Work Environment

Data in Table 3 shows the R and R² for the strength of the relationship and coefficient of determination between physical work environment and principals’ administrative effectiveness. This is shown by the calculated R of 0.672 (correlation coefficient). The square of the coefficient (R²) of 0.452 is the linear correlation between physical work environment and principals’ administrative effectiveness. The calculated R² of 0.452 which is the coefficient of the determination indicates that physical work environment contributes only 45% to the variations in the principals’ administrative effectiveness. This further indicates that physical work environment to an extent predicts principals’ administrative effectiveness.

Testing of the Null Hypotheses

Null Hypothesis 1: There is no significant relationship between conflicting work demands and principals’ administrative effectiveness. The independent variable in this hypothesis is conflicting work demand, while the dependent variable is principals’ administrative effectiveness. Simple linear regression analysis was used to test this hypothesis and the result is presented in Table 4.

Table 4: Simple linear regression analysis for the prediction of conflicting work demand and principals’ Administrative Effectiveness.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sum of square</th>
<th>df</th>
<th>Mean Square</th>
<th>F-cal</th>
<th>F-crit</th>
<th>Decision at P&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>53733.516</td>
<td>1</td>
<td>53733.516</td>
<td>208.619</td>
<td>3.86</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>186736.56</td>
<td>726</td>
<td>257.568</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>240470.08</td>
<td>727</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Predictor: Conflicting work demand

Dependent Variable: Administrative effectiveness. The result of the analysis presented in Table 4 revealed that the calculated-F value of 208.619 is greater than the critical-F value of 3.86 with degrees of freedom (df) 1 and 726 at 0.05 level of significant. This implies that the null hypothesis is rejected. This shows that there is a significant relationship between conflicting work demand and administrative effectiveness. Hence, conflicting work demand has a significant relationship with principals’ administrative effectiveness.

Null Hypothesis 2: There is no significant relationship between information overload and principals’ administrative effectiveness. The independent variable in this hypothesis is students’ indiscipline while the dependent variable is principals’ administrative effectiveness. Simple linear regression analysis was used to test this hypothesis and the result is presented in Table 5.

Table 5: Simple linear regression analysis for the prediction of information overload and principals’ Administrative Effectiveness.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-cal</th>
<th>F-crit</th>
<th>Decision at P&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>80710.777</td>
<td>1</td>
<td>80710.777</td>
<td>366.272</td>
<td>3.86</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>159759.30</td>
<td>726</td>
<td>222.358</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>240470.08</td>
<td>727</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*=Significant at p< .05, R=0.579, R² =0.335, F-crit=3.86 and N=727

Predictor: Information overload

Dependent variable: Administrative effectiveness the result of the analysis presented in Table 5 revealed that the calculated-F value of 366.272 is greater than the critical-F value of 3.86 with degrees of freedom (df) 1 and 726 at 0.05 level of significant. This implies that the null hypothesis is rejected. This shows that there is a significant relationship between Information overload and administrative effectiveness. Hence, Information overload has a significant relationship with principals’ administrative effectiveness.

Null Hypothesis 3: There is no significant relationship between poor physical work environment and principals’ administrative effectiveness. The independent variable in this hypothesis is poor physical work environment while the dependent variable is principals’ administrative effectiveness.

Table 6: Simple linear regression analysis for the prediction of poor physical work environment and principals’ Administrative Effectiveness.

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<table>
<thead>
<tr>
<th>Variable</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-cal</th>
<th>F-crit</th>
<th>Decision at p&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>108676.96</td>
<td>1</td>
<td>108676.96</td>
<td>597.837</td>
<td>3.86</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>131793.12</td>
<td>726</td>
<td>181.784</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>240470.08</td>
<td>727</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at p< .05, R=0.672, R² =0.452, F-crit=3.86 and N=727

Predictor: Poor working environment

Dependent variable: Administrative effectiveness

The result of the analysis presented in Table 6 revealed that the calculated-F value of 597.837 is greater than the critical-F value of 3.86 with degrees of freedom (df) 1 and 726 at 0.05 level of significant. This implies that the null hypothesis is rejected. This shows that there is a significant relationship between physical work environment and administrative effectiveness. Hence, physical work environment has a significant relationship with principals’ administrative effectiveness.

Discussion of Findings

The result of the research question and research hypothesis on occupational stress caused by conflicting work demand and principals’ administrative effectiveness in public secondary schools in Akwa Ibom revealed that conflicting work demand relates significantly with principals’ administrative effectiveness. This implies that increase in work demand promote effectiveness in the school system. The relationship between conflicting work demand and effectiveness is complex. Effectiveness of the principal can be affected by the work demand being too high or low (Nachreiner, 2001). This result could be attributed to the free and compulsory education policy of Akwa Ibom State and this initiative provides room for large class sizes, population and enrolment which tends to promote administrative effectiveness of the school principals. The findings of this study agree with the assertion of Michie and William (2001) which they reported that, high job demands give the possibility of motivation to learn, active learning and a good sense of accomplishment. In conclusion, the researcher concluded that high job demand has been found to be more important factor of administrative effectiveness.

The result of the analysis of occupational stress caused by information overload and principals’ administrative effectiveness revealed that there is a significant relation between occupational stress caused by information overload and principals’ administrative effectiveness in public secondary schools in Akwa Ibom State. The finding implies that when school administrators are properly briefed, informed or instructed on what is needed, they work effectively in the school system. Good communication promotes good human relations as well as administrative effectiveness. The result could be attributed to the fact that the information given to the school administrators is always accurate, brief and clear. The result of the findings is in line with the findings of McCormick and Hoekman (2013) on information overload as occupational stress factors and administrative effectiveness of head teachers of Diocesan Catholic primary schools in New South Wales, Australian Capital Territory and Queensland, Australia. Findings showed that, ten organizational communication factors and four occupational stress domains were identified. Several organizational communication variables (information overload) were found to be predictors of occupational stress in and administrative effectiveness in four identified domains. The findings provide implications for school administrators in...
relation to members of staff access to formal communication channels, openness and approachability of principals, and support giving between school administration and staff, so as to promote effectiveness in the school system.

The result of the research question and research hypothesis on occupational stress caused by physical working environment and principals’ administrative effectiveness in public secondary schools in Akwa Ibom revealed that physical working environment relate significantly with principals’ administrative effectiveness. This implies that physical condition under which principals work have direct positive and negative effects on their morale, sense of personal safety, and feeling of effectiveness in their duties and general administration of the school. This significant relationship could be attributed to the school plant in the school which consist of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems but the facility also include furnishing materials and supplies, equipment and information technology as well as various aspect of the building, grounds, namely: athletics fields, playgrounds, areas for outdoor learning and vehicular access and parking. The result of this study is however in line with the findings of Eluka and Nwonli (2002) that carried out a study on physical work environment and principals’ administrative effectiveness in Nigeria with a study sample of 480 principals of public secondary schools. They maintained that improve working condition impacts positively on principal’s administrative effectiveness. Consequently, the researchers also discovered from the study that, provision and maintenance of facilities reduced staff turnover, fewer occupational injuries, improved service delivery, satisfaction and administrative effectiveness. The study recommends that, adequate attention should be given to the provision and maintenance of convenience facilities in the school as a matter of priority to enhance principals’ administrative effectiveness.

Conclusion
Based on the findings of the study, it was concluded that:

It was concluded that occupational stress caused by conflicting workload, information overload and physical work environment relate significantly to principals’ administrative effectiveness in public secondary schools in Akwa Ibom State.

Recommendations

1. School administrators and teachers should be properly informed, instructed and briefed on what is needed. The information given to them should be accurate, brief and clear (ABC) so that effectiveness will be enhanced.
2. Principals should encourage team work in the school system by involving teachers and students in the decision making process of the school so as to reduce conflicting work demand and workload.
3. Training and re-training of teachers and school administrators on the different aspects of stress management in the school system should be done through workshops, seminars and conferences.
4. Promotion, incentives and other fringe benefits should be given to schools administrators and teachers as at when due so as to entice them to work in peace and harmony in the school system.

References


