

## Stress Management Strategies and Administrative Job Performance of Secondary School Principals in Cross River State

Asuquo, Michael Ekpenyong, Ogbeche, Mary Mark  
&

Udeh, Kelechi Victoria, Owan, Mercy Valentine

Department of Educational Management,  
University of Calabar, Calabar, Nigeria

### **Abstract**

*This study examined stress management strategies and administrative job performance of secondary school principals in Cross River State, Nigeria. Ex post facto research design was used for the study. Two research questions and two null hypotheses were formulated to guide the study. The population for this study was all the two hundred and seventy-eight (278) principals of public secondary schools in Cross River State. Consequently, census method was adopted for the study. Researchers' designed questionnaire entitled "Stress Management Strategies and Administrative Job Performance of Secondary School Principals' Questionnaire (SMSAJPSSPO) was used to collect data from the respondents. The reliability coefficients obtained ranged from 0.81 - 0.88. All the data collected were analyzed using Pearson Product Moment Correlation analysis. The results of the analysis indicated positive significant relationship between stress management strategies with respect to delegation of responsibilities (.831) and time management (.751) and administrative job performance of secondary school principals. It was recommended that, to improve upon job performance, school principals should ensure that there is effective delegation of responsibilities to teachers who are skilled and well versed with knowledge and ideas in the implementation and performance of certain administrative functions. It was concluded that, stress management strategies in terms of delegation of responsibilities and time management significantly related to administrative job performance of secondary school principals in Cross River State, Nigeria.*

Keywords: Administration, Job Performance, Strategies, Stress, Management.

### **Introduction**

At all levels, school administrators play significant roles towards the attainment of the goals and objectives of education. Scholars have shown that effectiveness in the school system is a function of effective management of resources (Ogbeche *et al*, 2021). As such, they need both conducive physical and social work environment to perform their administrative duties maximally. No doubt, administrators of educational organizations, on daily basis, come across challenging situations as they engage in their day-to-day administrative duties. These situations act as sources of inspiration and some cause challenges (Manduku, Koech & Chepkiriu, 2016).

Secondary school principals' interactions with teachers, students, non-teaching staff, parents, community members and involve in checking and marking notes of lesson, keeping of statutory school records, attending meetings, conferences, workshops, seminars to mention a few. These activities could be challenging and consequently result in stress. Any challenge that exceeds the coping abilities of an individual school head constitutes stress (Conley & Woosely, 2000).

Stress is a situational force that acts on a person to create a feeling of emotional, psychological, physical and mental tension that threatens a person's ability to cope with life challenges, and problems (Peretomode, 2008). Cunnings and Copper (as cited in Peretomode, 2008) emphasized that, stress is any force that entails a psychological or physical factor beyond its range of stability and thereby producing a strain within the individual. Stress in this context, is any pressure at a place of work that negatively affects individual's emotional, mental, psychological and physical well-being and consequently keeps one from performing his or her best as manifested in negative responses or reactions at work. Increased stress in workplace may be attributed to accumulated administrative roles and workloads (Jacob et al., 2018)

Since stress is detrimental to individual efficiency (skilful in avoiding wasted time and effort) in particular and organizational effectiveness at large, adoption of effective stress management strategies by school administrators become necessary for the enhancement of their administrative performance. The strategies for stress management are the administrative methods used by school administrators to overcome challenges and frustration in the administration of teaching, learning and the school system in general. Simply put, stress management means effective ways of coping or dealing with stress. Peretomode (2008) opined that stress of any form and from any source is likely to hinder both individual and organizational effectiveness and as such, school heads must learn to deal with it. Blasé, Bacharach, Bauer and Conley Guglielmi and Tatrow ( as cited in Manduku, Koech & Chepkirui, 2016) averred that some symptoms of stress are fatigue, tiredness, headache, ill health, difficulty in concentration, loss of memory, loss of appetite, chest pains, trembling hands, dizziness, increased blood pressure, irregular heartbeat and nervousness. These symptoms are common complains among school heads.

More often than not, many school administrators are observed and sometimes heard to have complained of persistent bodily disorder. In order to sustain their position as efficient productive administrators, they randomly use measures (behavioural change) that they deem fit to control stress. Personal change in behaviour to manage stress could be unhealthy. Such behavioural changes according to Manduku, Koech and Chepkirui (2016) in "Stress Management: How to Reduce, Prevent, and Cope with Stress" (n.d) include, smoking, drinking of excess alcohol, anger, over-eating, under-eating, using drugs to relax, too much sleeping, withdrawing from friends and family members, procrastinating among others. These measures, in an attempt to manage stress, lack definite plan, order and purpose. However, these actions may actually reduce stress temporarily but can evoke negative psychological and physiological

changes and responses from individuals at work and consequently cause more damage in the long run.

School administrators' competence to devising appropriate stress management strategies could make them more productive and efficient in the discharge of their administrative responsibilities. Designing appropriate ways to manage stress are strategies that make administrators to maintain their effective administrative performance. Poor stress management strategies could bring about poor job performance on the part of head teachers. Ngari, Ndungu, Mwonya, Ngumi, Mumiukha, Chepchieng & Kariuki, (2013) opined that administrative tasks place the school heads at the risk of stress.

The process of stress management is regarded as one of the keys to ensure happy and successful life in the society. Stress management provides a number of ways to manage anxiety and maintain wellbeing (Wikipedia). Administrative performance of secondary school administrators in such areas as staff personnel management, student' personnel management, management of school-community relations, school plant management, school business management, supervision of curriculum implementation, conflict management, serving as role model to staff, students and the community in general, attending conferences, seminars and workshops, organization and attending staff meetings, paper-work, attending to visitors, answering telephone calls and teaching of his or her subject (s) of specialization are herculean tasks and are all demanding.

It is common knowledge that lack of stress management in work organization can result in underperformance due to lateness, illness and absenteeism. The school head who could not manage stress at work tend to underperform in his/her administrative responsibilities. School principals need effective methods for managing stress that affects them in their administrative positions (Juma & Simatwa, 2016). Stress can be managed effectively in many different ways (Scott, 2018). For instance, involvement of workers in decision making, delegation of jobs, good time management, setting realistic goals for administrative duties, recreational activities/physical exercises, eating balanced diets, prioritizing administrative duties and provision of counselling to employees as stress management strategies (Peretomode,2008; Thompson, 2020). To get out of stressful situation, Anghelescu *et al.*, (2018) further identifies distraction, physical activities, relaxation, socialising and healthy food.

In the context of this work, stress management strategies is limited to and considered in terms of delegation of responsibilities and time management strategies. According to Peretomode (2008), delegation of responsibilities as one of the stress management strategies involves the assignment of authority and responsibility to other members of organization to carry out. Nwogbo (2014) averred that delegation of tasks by school administrators is not a concept that is out of place in the modern administrative practices. Delegation of tasks is widely adopted in the educational organization to enhance effectiveness and efficiency of tasks performance. The author further affirmed that most of the organizations today encourage their

administrators to delegate responsibilities in order to provide maximum flexibility in meeting the needs of the customers. Theoretically and empirically, this has been previously documented in the literature.

Ugwu (2009) conducted a study on delegating functions of secondary school principals in Nsukka Education Zone in Enugu State. The findings of the study revealed that principals appointed staff for committee that plan school programmes, repair damaged school items, mark teachers' lesson notes, enforce school rules and regulations. This study is similar to the present study because of its emphasis on delegation of responsibilities. It is, however, different from the present study because it could not address how delegating functions relate to administrative job performance of principals, hence, the need for the present study. When a principal fails to delegate some aspects of duties appropriately, such a principal may encounter stress (Juma & Simatwa, 2016).

Suleman, Hussain and Jumani (2018) found that both male and female secondary school heads were occupationally stressed with respect to work overload, role conflict, strenuous working conditions, unreasonable political pressure, under participation, and unprofitability. They also found no significant difference between overall occupational stress of male and female secondary school principals. Arising from the findings, it was recommended that elementary and secondary education departments should collaborate with policy-makers to develop strategies for stress management strategies for secondary school principals for them to perform their jobs effectively. This study has the element of the present study as evidence in the construct 'Stress'. Nevertheless, it differs from the present study as it was a gender base comparative study. This justifies the need to embark on the present study.

The second aspect of stress management in this work is time management. Hosseini, Nourbakhsh & Sepasi (2013) opined that, one component of management of organizational behavior is time management, that is, an effective way to reduce stress. Hosseini, Nourbakhsh & Sepasi (2013) conducted a study to determine the relationships between time management and job stress among employees in a sport organization. The findings showed that time management had a significant inverse relationship with job stress. Arising from the study, one of the recommendations was that, organizational managers should provide their employees with opportunities and be exposed to time management in reducing stress by using modern management approaches. Although the present study uses time management just like Hosseini *et al.*'s study as independent variable, there is however, element of dissimilarities. The former correlated time management and job stress. On the other hand the present study was designed to correlate time management and job performance. This reason necessitated the need for the present study to be conducted.

Elsabahy, Sleem & Atroush (2015) found in their study on effect of time management programmes on job satisfaction for head nurses, highly significant relationship between time management and job satisfaction. It was recommended that time management training should

be held for all hospital personnel, especially nurses who tolerate more problems. The study by Elsabahy *et-al* (2015) is similar to the present study. The similarity is in terms of time management as independent variable. The gap created by Elsabahy *et al.*, 's study for the present study to fill is that Elsabahy *et al.*, 's study did not use job performance as its dependent variable. Again, it focused on head nurses while the present study is on secondary school principals. However, the previous studies indicate time management as part of stress management strategies which could improve job performance of administrators of public primary schools.

Adu-Oppong *et al* (2020) averred that, Head of Departments who direct of the activities of staff and students must be able to manage the time at their disposal effectively so as to achieve the aims and objectives of the institution. Managing time effectively is very important in the performance of formal roles (Peretomode, 2008). From the point of view of Cleassen, Eerde, Rutte & Roe (2007) time management means behaviour that aims at achieving an effective use of time while performing certain goal-directed activities. One of the ways of managing stress is time management (Hosseini, Nourbakhsh & Sepasi,2013). Time management according to Glazer and Liu (2017) is a behavior that focuses on organizing, prioritizing, and scheduling activities to achieve short-term goals. Establishing goals, identifying and prioritizing tasks to fulfil the goals and scheduling as well as monitoring progress toward goal achievement constitute time management (Glazer and Liu, 2017) ). Administrators who employ time management have less role ambiguity (Macan, Shahani, Glazer & Liu, 2017). Time management is a prerequisite for administrative effectiveness (Adu-Oppong *et-al.*, 2020).

Time management is a set of related common sense and practical skills that help an individual to use his or her time in the most effective and proactive way (Peretomode, 2008). By implication, time management is efficient use of time for effective job performance. Good time management skills can eliminate a lot of stress and its negative effects. School administrators' skills in time management are about how people who work in the school organization could be directed on time to achieve the goals of the school. Management of time mediated the relationship between planning behavior (an indicator of time management), job autonomy, and workload on one hand, and job strain, job satisfaction, and job performance on the other hand (Claessens, Van Eerde, Rutte, & Roe (2004). By becoming more effective in time management, stress could be reduced by taking control of what one does (Peretomode, 2008) averred that). The merits of time management according to Peretomode (2008) include determining which of the things to be done, controlling the distraction that could waste time, maintaining balance between work, personal and family lives, increasing effectiveness, reducing stress and gaining greater control of time at one's disposal.

Effective time management has become increasingly important for school administrators as they seek to accomplish objectives in today's educational organizations,

which have been restructured for effectiveness and efficiency. School administrators can improve their performance with their ability to manage time effectively by examining their attitudes toward time, analyzing time-wasting behaviors, and developing better time management skills. They can improve their performance and promotion potential with more effective time utilization (Courier, 2014). Following the increase and complexity of workload in the school system, it is important that school administrators make proper use of time at their disposal. Managing time and making effective use of time requires techniques and good planning behaviour.

## Statement of the Problem

Principals as administrative heads of secondary schools take the praise for success and blame for failure respectively, in their respective schools. The level of success and failure in the school is dependent upon principals' general job performance. To prevent stress in work environment, every organization engages in stress prevention strategies, such as providing workers with resources (e.g., offices, working tools, furniture, information and communication technology facilities, finance etc) to do their jobs. In spite of the provision of these resources to prevent stress and promote effective job performance. Scholars and researchers are still researching on job related stress of school administrators. It has become obvious that the available materials resources at the disposal of school principals for their job performance cannot serve as stress prevention strategies any longer.

Administrative performance of principals has become and is still a crucial issue in the secondary school system. However, the ability of most of the principals of public secondary schools to effectively perform their administrative responsibilities has been called to question. The unwillingness on the part of many principals to apply stress management strategies in terms of delegation of responsibilities and time management has resulted in their poor administrative performance. Poor staff personnel management, poor students' personnel management, poor management of school-community relations, poor school plant management, poor school business management, poor supervision of curriculum implementation, poor conflict management, poor attitude towards conferences, seminars, workshops, organization of staff meetings and many other problems still persist in spite of the available resources at the disposal of the school principals. It is assumed by the researchers that administrative performance of public secondary school principals in Cross River State, Nigeria, may depend to a large extent on the stress management strategies such as delegation of responsibilities and time management. In line with the above considerations, the problem of this study is: What relationship does stress management strategies have with administrative performance of public secondary school principals in Cross River State, Nigeria?

## Purpose of the Study

The main purpose of this study was to examine stress management strategies and administrative job performance of secondary school principals in Cross River State, Nigeria. Specifically, the study sought to find out how:

1. Delegation of responsibilities relate to administrative job performance.
2. Time management relate to administrative job performance

## Research hypotheses

The following null hypotheses were formulated to guide the study.

1. Delegation of responsibilities does not significantly relate with administrative job performance
2. Time management does not significantly relate with administrative job performance.

## Methodology

In this study, ex post facto research design was used. The ex-post facto research basically studies phenomena after they have occurred (Isangedighi, Joshua, Asim and Ekuri, 2004:67), Kerlinger (1986) as cited in Ndiyo (2005), opined that an ex-post facto research is a systematic empirical inquiry in which the researcher has no direct control of the independent variables because their manifestations have already occurred. In this study, stress management strategies (independent variable-delegation of responsibilities and time management) have already occurred and impacted on the dependent variable (administrative job performance). The area of study was Cross River State. Cross River State is located in the South-South Geopolitical Zone of Nigeria. It is made up of 18 Local Government Areas namely: Abi, Akamkpa, Akpabuyo, Bakassi, Bekwara, Biase, Boki, Calabar Municipality, Calabar South, Etung, Ikom, Obanliku, Obubra, Metropolis Obudu, Odukpani, Ogoja, Yakurr and Yala Local Government Areas. Calabar Metropolis is the Capital City the of Cross River State and the City is made up of Calabar Municipality and Calabar South Local N Government Areas.

The population for this study was two hundred and seventy-eight (278) principals of public secondary schools in the State. Census method was adopted for the study since all the principals covered of public secondary schools in the State were covered. Studying the entire population refers to census (Isangedighi, Joshua, Asim and Ekuri, 2004). Cronbach Alpha reliability was used in determining the reliability of the instrument. The reliability of the instrument was ascertained through trial testing using 30 principals within the State that were randomly selected from privately owned secondary schools who were not included in the actual study. The reliability index was 0.81 which made the instrument to be considered as appropriate for data collection

To generate data for the teachers study, the researchers randomly selected six (6) from each of the 271 public secondary schools to assess their principals in the area of stress management and their (principals') job performance. Teachers were not part of the study, but

were only used to assess stress management strategies (delegation of responsibilities and time management) and administrative job performance of secondary school principals. The researchers never wanted principals to be bias, hence, they chose to use teachers to respond to questionnaire.

"Stress Management Strategies and Administrative Job Performance of Secondary School Principals Questionnaire (SMSAJPSSPQ)" was the instrument designed by the researcher for data collection. The instrument was designed and divided into sections. A, B and C. Section A comprised demographic variables. Section B contained items that measured stress management Strategies (delegation of responsibilities and time management) by the principals. Each of the two sub-variables of stress management strategies - delegation of responsibilities and time management had 6 items. Section C comprised (12) items that measured administrative job performance by the principals. However, in sections B and C all the items were graded based on modified four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Two experts in the Department of Educational Foundation and another two experts in the Department of Educational Management, Faculty of Educational Foundation Studies, University of Calabar, Calabar, were consulted for both face and contents validity respectively. The reliability of the instrument was tested using Cronbach Alpha reliability method and a reliability coefficients ranged from 0.81 - 0.88. The result showed the reliability of the instrument. With the support of the research assistants, the researchers, after permission from each school authority, administered copies of questionnaire to six (6) teachers randomly selected to assess stress management strategies and administrative job performance by the principals. The completed copies of the questionnaire were collected, scored, and coded for data analysis.

## Presentation of Results

The result is presented on hypothesis by hypothesis basis. All the hypotheses were tested at .05 level of significance with 276 degrees of freedom.

**Null Hypothesis 1:** Delegation of responsibilities does not significantly relate with administrative job performance.

Pearson product moment correlation analysis was used to test this hypothesis as shown on Table 1



**Table1:** summary of Pearson product moment correlation analysis of the relationship between delegation and administrative job performance (N=278)

Variables	$\bar{X}$	SD	r	Sig
Delegation of responsibilities(X)	9.06	2.20		
			0.831*	.000
Students' attitude towards academic activities work (Y)	10.12	3.08		

\* $p < .05$ ;  $df = 276$ ; critical  $r = 0.831$

The result presented in Table 2 shows that the calculated  $r$  of 0.831 is significant at .05 level of probability and 276 degrees of freedom. The null hypothesis which states that delegation of responsibilities does not significantly relate with administrative job performance was rejected. This therefore means that, a significant relationship existed between delegation of responsibilities and administrative job performance.

**Null Hypothesis Two:** Time management does not significantly relate with administrative job performance.

This hypothesis was tested using Pearson product moment correlation analysis as in Table 2.

**Table 2:** Summary of Pearson product moment correlation analysis of the relationship between time management and administrative job performance (N=278)

Variables	$\bar{X}$	SD	r	Sig
Time management(X)	8.44	2.204		
			0.811*	.000
Administrative job effectiveness (Y)	10.12	3.081		

\* $p < .05$ ;  $df = 276$ ; critical  $r = 0.811$

The result presented in Table 2 shows that the calculated  $r$  of 0.811 is significant at .05 level of probability and 276 degrees of freedom. The null hypothesis which states that time management does not significantly relate with administrative job performance was rejected. This therefore means that, a significant relationship existed between time management and administrative job performance.

## Discussion of Findings

As indicated in the analysis of hypothesis one as presented in Table 1, a significant relationship existed between delegation of responsibilities and administrative job performance. This finding is an indication that delegated responsibilities relieved principals of workload and stress and improved task performance. The finding collaborates Nwogbo (2014) who averred that delegation of tasks by school administrators is not a concept that is out of place in the modern administrative practices and that it is widely adopted in the educational organization to enhance effectiveness and efficiency of tasks performance. From this result, it could be explained that assigning responsibilities by school administrators to other subordinates' staff who are skilled and well vested with knowledge in the performance of specific duties goes a long way to improve administrative job performance in the school system. This result further proves the fact that, with the application of delegation of responsibilities, school administrators are relieved of job pressure since their subordinates are allowed to carry out delegated administrative responsibilities and contribute their ideas towards the attainment of the educational goals. It can also be emphasized that, delegating responsibilities by school administrators to their subordinates with better skills than them (school administrators) in certain areas of specialization saves time, reduces stress to the minimum and accordingly improves administrative job performance.

The result of the analysis of hypothesis two in Table 2 indicates time management and administrative job performance. This result is in line with Claessens, Van Eerde, Rutte, & Roe (2004) that management of time mediated the relationships between planning behavior (an indicator of time management), job autonomy, and workload on one hand, and job strains, job satisfaction, and job performance on the other hand. This finding also supports the position of Peretomode (2008) that the merits of time management include; determining which of the things to be done, controlling the distraction that could waste time, maintaining balance between work, personal and family lives, increasing effectiveness, reducing stress and gaining greater control of time at one's disposal. The plausible explanation of this result is that effective time management is vital in the performance of administrative functions in the phase of administrative workloads. It is of paramount important with regards to planning, organizing, prioritizing, directing and scheduling school programmes to achieve both short and long term educational goals. Prioritization of crucial tasks, easy scheduling of tasks, timely accomplishment of tasks, and increased productivity manifest where there is effective time management.

## Conclusion

The relationship between stress management strategies and administrative job performance of secondary school principals in Cross River State, Nigeria was the focus of this study. From the result of this study, it was concluded that stress management strategies in terms

of delegation of responsibilities and time management significantly related to administrative job performance by secondary school principals in Cross River State, Nigeria. Findings of this study are indications that school administrators' usage of stress management strategies is inevitable in their job performance in public secondary schools in Cross River State, Nigeria.

## Recommendations

1. To improve upon administrative job performance, school principals should ensure that there is effective delegation of responsibilities to teachers who are skilled and well versed with knowledge and ideas in the implementation and performing certain administrative functions.
2. In a bit to accomplish objectives in today's secondary school system, provision should be made by Ministries of Education, States Education Management Boards and other Educational stakeholders to train and expose school principals to importance of time management in the school system.

## References

- Anghelescu, I. G., Edwards, D., Seifritz, E., & Kasper, S. (2018). Stress management and the role of *Rhodiola rosea*: a review. *International journal of psychiatry in clinical practice*, 22(4), 242-252. <https://doi.org/10.1080/13651501.2017.1417442>
- Conley, S. & Wooseley, S.A. (2000). *Teachers' stress, higher order needs and work outcomes*. Retrieved from [www.crisiscentre.bc.ca/get-help/coping-with-stress](http://www.crisiscentre.bc.ca/get-help/coping-with-stress)
- Claessens, B. C. Van Eerde, W., Rutte, C.G., & Roe, R. A. (2004). Planning behavior and perceived control of time at work. *Journal of Organizational Behavior*, 25, 937–950.
- Claessens, B. J. C., Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of time management literature. *Personnel Review*, 36(2), 255-276.
- Courier .C. (2014). The Biblical Concept of Time. Retrieved from <https://www.christiancourier.com/articles/437-biblical-concept-of-time-the>.
- Elsabahy, H. E., Sleem, W.F. & El Atroush, H. G. (2015). The effect of time management programmes on job satisfaction for head nurses. *Journal of Education and practice* 6(32), 36-44. Retrieved from <https://pdfs.semanticscholar.org/a023/11c3769152d56313f79342a10b450788899b.pdf>
- Glazer, S. & Liu, C. (2017) *Work, stress, coping, and stress management*. Retrieved from <http://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/ac-refor-e-9780190236557-e-30>

- Hosseini, S., Nourbakhsh, P. & Sepasi, H. (2013). Relationships between time management from and job stress. *Archives of Applied Science Research*, 5 (1):301-307. Retrieved from <http://www.scholarsresearchlibrary.com/articles/relationships-between-timemanagement-and-job-stress.pdf>
- Isangedighi, A. J., Joshua, M. T. Asim, A. E. & Ekuri, E. E. (2004). *Fundamentals of research and statistics in education and social sciences*. Calabar: University of Calabar Press.
- Juma, J.K.A & Simatwa .E.M.W. (2016). Stress Management Coping Strategies used by Female Principals in Kenya: A Case Study of Rachuonyo North and Homa Bay Sub Counties. *Greener Journal of Educational Research*, 6(3): 115-132, <http://doi.org/10.15580/GJER.2016.3.051616088>
- Manduku, J., Koech, Z. & Chepkirui, P. (2016). Stress management strategies and their effects on teachers commitment in primary school in Sabatia District, Vihiga County, Kenya. *Education Research Journal*. 6(1), 1-12. Retrieved from [http://resjournals.Com/journals/educational\\_research\\_journal.html](http://resjournals.Com/journals/educational_research_journal.html)
- Ndiyo, N. A. (2005). *Fundamentals of research in behavioural sciences and humanities*. Calabar: Wusen Publishers.
- Ngari, S.M., Ndungu, A., Mwonya, R., Ngumi, O., Mumiukha, C., Chepehieng, M. & Kariuki, M. (2013). Level of stress among secondary school administrators and its implication in education management in Kenya. *Education Research and Reviews*. 8(11), 677-681. Retrieved from <http://www.Academicjournals.org/ERR>
- Nwogbo, V. N. (2014). Basic concepts in educational administration and management. . In G. O. Unachukwu, and P. N. Okorji (eds) *Educational Management: A Skill Building Approach* (pp12-34). Anambra: Rex Charles & Patrick Limited.
- Ogbeche, M. M., Emeribe, K. V., Asu-Okang, S., Etim, C. E. & Owan, V. J. (2021). Strategic planning and staff management as determinants of post-graduate programmes effectiveness in universities. *Universal Journal of Educational Research*, 9(12), 1962-1970. DOI:10.13189/ujer.2021.091208.
- Peretomode, V. F. (2001). *Introduction to Educational Administration, Planning* <https://www.verywell d Supervision>: Ikeja: Joja Research and Publishers Ltd.
- Peretomode, V. F. & Peretomode, O. (2008). *Fundamentals of management and organizational behaviour*. Lagos: OnosomgbowhoOgbinaka Publishers Ltd.
- Scott E. (2018). An Overview of Stress Management. <https://www.verywell mind.com stress-management-4157211>

- Stress Management: How to Reduce, Prevent, and Cope with Stress (n.d).  
[https://www.brainline.org/article/stress-management-how-reduce- preventandcope-stress](https://www.brainline.org/article/stress-management-how-reduce-preventandcope-stress)
- Suleman, Q., Hussain, I. & Jumani, N. B. (2018). Occupational stress among secondary school heads: A gender based comparative study. *Journal of Education and Educational Development*, 5(2), 240-258.  
[https://www.researchgate.net/publication/330772121\\_Occupational Stress among Secondary\\_School\\_Heads\\_A\\_Gender\\_Based\\_Comparative\\_Study](https://www.researchgate.net/publication/330772121_Occupational_Stress_among_Secondary_School_Heads_A_Gender_Based_Comparative_Study).
- Thompson, C. C., Nweke, J., & Obiekwe, K. K. (2020). Occupational stress and the management strategies adopted by secondary school principals in Anambra State. *National Journal of Educational Leadership*, 5(1).  
<https://journals.ezenwaohaetorc.org/index.php/NJOEL/article/view/1375>
- Ugwu, L. C. (2009). Delegatory functions of secondary school principals in Nsukka Education Zone of Enugu State. M. Ed thesis. Faculty of Education, University of Nigeria, Nsukka. Retrieved from  
[http://www.unn.edu.ng/publications/files/images/Ugwu%20/LAZARUS%20CHUKWUEMEKA S%20%20PROJECT.doc.pdf](http://www.unn.edu.ng/publications/files/images/Ugwu%20/LAZARUS%20CHUKWUEMEKA%20PROJECT.doc.pdf).