



TEACHERS COMPETENCIES AS CORRELATES OF STRESS MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

The study examined Teachers' Competencies as correlates of Stress Management in Public Secondary Schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study consisted of 6915 teachers in 267 Public Secondary schools in Anambra State. The sample size is 509 teachers randomly drawn from the population. The study adopted stratified and simple random sampling techniques. Instruments for data collection were teachers' demographic variables and Stress Management Questionnaire (SMQ). The instruments were subjected to face and construct validity by three experts. The reliability of the instruments were established using Cronbach Alpha statistics and the average reliability coefficient showed a value of 0.88 for Stress Management Questionnaire (SMQ). The questionnaires were administered by direct contact and collected on the spot. Pearson Product Moment Correlation was used to answer the research questions and also test the hypotheses 0.05 level of significance. After analyzing the data, the following findings were made; The study showed a moderate positive relationship between professional competence and stress management in public secondary schools in Anambra state. The study also showed a significant relationship between professional competence and Stress Management in Public Secondary Schools in Anambra State. The study indicated a strong positive relationship existing between pedagogical competence and stress management in public secondary schools in Anambra State. The study also showed a significant relationship between pedagogical competence and Stress Management in Public Secondary Schools in Anambra State. Based on the findings, the study recommended that teachers should embark on professional training to improve on their level of professional competencies which would help in the development of knowledge and capacity building to foster teachers creativity. Ministry of Education should re-organize teacher programmes to groom the teacher-trainees with adequate pedagogical skill with which they can relate to the contents taught

Keywords; Competencies, Stress, Stress Management

INTRODUCTION

Teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. The work of a teacher is physically and mentally challenging. Teachers need to use a lot of energy in their daily activities in the classroom.



Adinna and Okafor (2023) stated that meaningful development cannot be attained in any sector of a nation's existence without effective teachers' in secondary education. This trend which is a routine for a teacher forwards a lot of stress to the teacher. Teachers have multiple roles to play in public secondary schools among which include running and controlling the classrooms through establishing the school's educational objectives, interpreting and communicating with the students for an improved academic achievement, personnel management and classroom teaching which in the process of carrying out these functions are stressful. Nevertheless, one major challenge facing teachers in secondary education in most public schools in Anambra State is not the shortfalls in the number of teachers in schools as speculated; but the fact that teachers are overwhelmed with work and as a result of that, overstressed (Well & Hogan, 2016).

Stress has become a complex phenomenon that is usually associated with workplace. It is stated that stress is seen as the sum of physical and mental responses to an unacceptable disparity between real or imagined personal experience and personal expectations. Thus, Seiboth, (2015) defined stress as the non-specific response of the body to any demand. He further stated that stress is a person's adaptive response to a stimulus that places excessive psychological demands on that person. In other words, stress is a state of mind reflecting certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression which is caused by such demands of environmental forces or internal forces that cannot be fulfilled by the resources available to the person. Stress occurs as a result of the body's response to any undesirable mental, physical, emotional, social or environmental demand among teachers in the schools. This magnitude of stress is determined by the environmental forces or an individual's operational style. Such environmental events, conditions, circumstances or stimuli that induce stress in schools are known as "stressors" and these could be physical or psychological. These situations as stated by Seiboth, could be fear, pain, anger, fatigue, emotional arousal, humiliation, frustration, loss of concentration, non-occurrence of an expected event, occurrence of an unexpected event, death separation of a loved one and unexpected success which require a change in the operational style. This definition indicates that stress is a response which includes both physical and mental components. The physical responses include a host of physiological changes which largely fall into both acute response and chronic response. Well and Hogan (2016) indicated that the vast majority of teachers' experience high level of stress in their schools, which can generate negative impact on both the teacher and the school. The body's digestive system may also be affected by stress, so it can create many illnesses like stomachache, nausea, and stomach upset. Stress is also considered as a cause of obesity and diabetes because of increased blood sugar. Long-term stress can lessen defenses in the body's immune system, so it makes the body more susceptible to infections. Moreover, stress also causes sleep disturbances, increases depression and can cause a mental breakdown (The American Institute of Stress, 2020). Secondly, stress impacts one's mood. Some characteristics in the mood to identify someone who is stressed are anxiety, restlessness, lack of motivation or focus, feeling overwhelmed, irritability or anger, and sadness or depression (Mayo Clinic, 2019).

Thirdly, stress influences behavior. A person who is stressed usually has some behaviors like overeating or under eating, angry outbursts, drug or alcohol misuse, tobacco use, and social withdrawal (Mayo Clinic, 2019).

Obikwulu (2020) observed that teachers' in public secondary school in Anambra State often experience stress that affects their ability to function effectively, sometimes to the extent of



causing anxiety, restlessness and lack of motivation. Other common negative effects of teachers' stress include: reduction in work performance and output, inability to manage time or delegate functions, feeling of alienation and inadequacy, lack of motivation, increasing introversion, irritability with colleagues, unwillingness to cooperate, frequent irrational conflict at work, withdrawal from supportive relationships, loss of appetite for the occupation, frequent infection and accident proneness

Stress management is said to refer to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning. The presence of stress at work is almost inevitable in all organizations but to manage it in a right way is so important.

Sucharitha and Shaik (2020) defined stress management as the proactive measures that individuals and organizations put in place to deal with stress before it affects employees. This therefore means that stress management is dealing with possible stressors before they become stress to organizational employees at individual level or at a group level. There are several variables of stress management phenomenon including work place counselling. Stress management as Petreanu et.al, (2020) observed is a wide area of techniques that focuses on ways in which stress can be mitigated in organizations of all sizes so as to minimize the negative outcomes of stress. Stress management therefore manifest in different ways depending on one organization to another. Orji and Makubu, (2020) opined that the manifestation of stress management can be in terms of flexible work schedule, work place counseling or even work place quality since such constructs, upon proper implementation may reduce stress. On the other hand, Manjunatha and Renukamurthy, (2017) opined that stress management is entirely dependent on individual organization and techniques used.

The need for stress management is necessary for teachers in public secondary schools. They often experience a phenomenon similar to culture shock. The corresponding stress that can follow has been termed "Reality Shock" is the type of stress beginning teachers often experience which is like burnout. Burnout is a syndrome of physical and emotional exhaustion involving the development of a negative self-concept, negative job attitudes, loss of concern and feeling for people (Dunham, 2016). There are a number of practices that counteract the negative effects of stress on the body. Although stress is often thought of as a subjective experience, levels of stress are readily measurable using various physiological tests. There are many techniques to manage stresses that life brings. Some of the following ways induce a lower than usual stress level, temporarily, to compensate the biological tissues involved; others face the stressor at a higher level of abstraction as articulated by Lehrer et al., (2017) thus: autogenic training, social activity, cognitive therapy, conflict resolution, cranial release technique, getting a hobby, meditation, mindfulness (psychology), deep breathing, yoga nidra, nootropics, reading novels, prayer, relaxation techniques, artistic expression, fractional relaxation, physical exercise, progressive relaxation, and spas. Others include: somatic training, spending time in nature, stress balls, natural medicine, clinically validated alternative treatments, time management, planning and decision making, listening to certain types of relaxing music, and spending quality time with pets..However, stress management may be attributed to teachers' competencies and demographic variables as they are gradually becoming important factors in stress management of teachers in public secondary schools (Well & Hogan, 2016)

The term "competence" describes the personal capacity to cope with specific situational demands. Competence is learnable and teachable methods that are related to the way in which



the teacher has carried out the activities and what results have been achieved (Klieme et. al., 2018). Sultan and Shafi (2014) defined competence as particular and self-evident qualities that teachers should have. The success of any curriculum to be implemented needs teachers who are competent. Same has been echoed by Ilanlou and Zand (2014) who argues that educational plans are likely to be successful if teacher are well trained with the requisite competencies for delivery and execution of the plans. The performance of learners and subsequent quality of education is dependent on service delivery by teachers. Whereas Sultan and Shafi divided teachers' competencies to emotional, cognitive and practical with the most competencies that a teacher should have being familiar with various thinking skills and applying them and also being familiar with new learning and teaching methods and applying them in class. According to Bakhru, (2015) stated that competences are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher, must demonstrate for successful completion of the teacher education programme.

However, a competent teacher must have full knowledge of the subject matter he/she teaches and must be familiar with the curriculum content, articulates and can communicate well, works with minimal supervision and completes assigned tasks within a specified period. A competent teacher is truly an asset to any system. He shows willingness to assume additional tasks and even volunteers to do other jobs apart from her regular teaching assignment. He makes sound and mature decisions as well as applies analytic solutions to problems. He adapts and adjusts to existing situations and must be open to feedback and new ideas and willingly supports changes when necessary. He adheres to rules, policies and procedures with the highest degree of professionalism and respects other ideas/opinions and exercises tact in dealing with others. He works harmoniously with others and exhibits the ability to adjust to different personalities as well as goes for peace. It is only when these competence qualities are present in the teacher that a quality education would be guaranteed.

Teachers' competence also refers to the individual's ability to cope with specific occupational situations like occupational stress, and thus goes beyond more global such as the personality paradigm in teacher research . Moreover, teaching competence encompasses both the ability and the willingness to act and thus describes a broader spectrum of personal characteristics than the primarily knowledge-based concept of teacher expertise in teaching effective method . Teachers' competence is a core issue in all discussion of what makes a "good teacher". Insights into why teachers show different levels of competence can be expected to inform both teacher education and recruitment of more suitable candidate to the teaching profession. Teachers' competencies include pedagogical, content knowledge, communicational, personal, intellectual etc. which are needed for effective teaching. Teachers need to connect students with prior knowledge, life experience and their interests with leaning goals. They also must use a variety of instructional strategies and resources to respond to or manage stress (Farah & Mohad, 2015).

Teachers also need to facilitate learning experiences that promote autonomy, interaction and choice. They need to engage students in problem solving, critical thinking and other activities that make subject matter meaningful to making teaching easier and stress free. Westera (2016) in his study "Competencies in Education" explained in detail about the different aspects of competence. In his opinion competence is a complex concept which can further be decomposed into sub-competencies. In his opinion competence is a highly valued quality which



involve the effective use of knowledge and different skills in different situations to cope with stress. It is stated that lowest performance of teachers on an average was with respect to encouraging discussions in the class and the best was with respect to punctuality and the evaluative feedback on student rating helped teacher significantly to improve their teaching competency irrespective of sex or subject of teaching. Anuradha and Preethidhar (2015) ascertained that competent teachers possess so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature and possession of high self-respect. Learning how to teach and work to become an excellent teacher is a long-term process that requires the progress of very practical and complex method (Calderhead & Shorrock as cited by Yalaw, 2014). The success of the educational enterprise is matched to the quality of the teachers who carry out the instructional tasks. Teachers' competencies may have effect on how the teacher manage or cope with stress because a competent teacher has the ability to manage the classroom, use an array of instructional materials, ensure instructional effectiveness, adopt suitable pedagogies and adequate knowledge for teaching and learning which will help the teacher manage stress.

The researcher defined teachers' competence as the set of knowledge, skills, values, attitudes, capacities and beliefs people need in order to effectively manage or cope with stress in Public Secondary Schools in Anambra State. The researcher adopted professional competence and pedagogical competence for the study.

Teachers' professional competence is a very important factor that determines the quality of education delivery as well as its contribution to national development. It is on the professional competence of teachers that the success of educational processes depends (Amusan, 2016). Teacher's professional competences are geared towards the improvement of knowledge and skills of the staff in support of current role, which prepare them for future role. Therefore, professional competences could be defined as knowledge, skills attributes and behaviour traits required for individual and organizational success. Professional competent teachers, use the set standards and the approved curriculum as the basis of instructional planning. In classroom instruction they communicate content knowledge, learning goal, directions and procedures (Olaniyan & Ojo, 2015).

Pedagogical competence are the teaching methods or strategies teachers use in teaching students and these methods enable students to learn the knowledge related to different subject areas. Amusan (2016) opined that pedagogical competence of the teacher is a powerful force, the foregoing makes it pertinent for teachers' competence to be prioritized in senior secondary schools so as to enhance teacher's stress management. Teacher's pedagogical competence refers to the teaching methods teachers use and the activities these methods generate to enable students to learn specialized knowledge related to different subject areas. Several methods are used with the intention of inculcating and giving students insights during instruction (Ololube, 2015). Gutek in Ebiringa (2015) opined that teaching methods are the means or procedures that teachers use to cope or manage stress. Pedagogical conditions are the circumstances of the learning process that are specially selected and imply the creation and further use of the elements of content, methods, and forms of education in order to achieve the established didactic goals. The very concept of "competence" in pedagogical works generally includes knowledge, skills, abilities (the content), the level of professional skills and personality substructure (the structural



characteristic), a specialist's readiness for the upcoming work (the characteristic of the personality). Kuzmina (2016), introduced the term “professional pedagogical competence”. This term is understood as a set of fundamental skills of a teacher concerning the formation of scientific and practical knowledge for the most efficient solution of practical problems. Some other researchers chose to examine lecturers’ pedagogical competence based on the assessment done by their students (Yilmaz & Tinmaz, 2016).

Sonia, (2015) opined that most studies use the distinction between declarative (“knowing that”) and procedural knowledge (“knowing how”). This is relevant as it focuses on understanding how knowledge is related to behaviour, or in other words, the quality of teaching performance. An investigation into the knowledge of teachers as learning specialists involves understanding how this knowledge functions in the teaching-learning process; more specifically, how teachers apply their knowledge in making decisions, for example, about lesson design or making on-the-spot judgments in the classroom which helps them cope or manage stress. Therefore, there is no doubt whatsoever that a teacher with the right pedagogical competence for teaching should be able to manage stress and classroom effectively and efficiently using the appropriate teaching techniques. Jadamias (2014) revealed that the in-depth pedagogical knowledge of teachers make them able to use various methodologies suited to deliver a lesson and suitable in order to avoid stress. The full understanding of content makes them confident about selection of teaching strategies and methods which are best for managing or coping with stress. Furthermore, teachers are expected also to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners (Igbokwe & Eze, 2019). Poor stress management among secondary school teachers in Anambra State could be a barrier to the attainment of educational excellence in that level. When a teacher is under stress, they are faced with disrupted emotional, cognitive and psychological functioning. For an effective and efficient performance in the classroom, stress management among teachers becomes imperative. Since efforts put through to wrestle this menace have not yielded significant results, the researchers deemed it necessary to answer this question; what is the relationship between teachers’ competencies and stress management in public secondary schools in Anambra state.?

Purpose of the Study ;

The main purpose of this study was to investigate teachers’ competencies as correlates of teachers’ stress management in public secondary schools in Anambra State Specifically, the study sought to:

1. Investigate the relationship between pedagogical competence and teachers’ stress management in public secondary schools in Anambra State
1. investigate the relationship between social competence and teachers’ stress management in public secondary schools in Anambra State

Research Questions

The following research questions guided the study



1. What is the relationship between professional competence and teachers' stress management in public secondary schools in Anambra State. ?
2. What is the relationship between pedagogical competence and teachers' stress management in public secondary schools in Anambra State.?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between pedagogical competence and teachers' stress management in Anambra State Public Secondary Schools
2. There is no significant relationship between social competence and teachers' stress management in Anambra State Public Secondary School

RESEARCH METHOD

A correlational research design was adopted for the study to show the direction and magnitude of the relationship between or among variables in this study. The area of the study was Anambra State. The population of the study consisted of 6195 teachers in the 267 public secondary schools in Anambra State.

On the other hand, construct validation was conducted by the use of exploratory factor analysis through Principal Component Analysis Method.

The instrument for data collection was structured by the researchers and titled Teachers' Competencies Questionnaire (TCQ)" which was in two clusters eliciting information on teachers' competencies variables of (professional competence and pedagogical competence in line with the study research questions and hypotheses in 2 clusters of 10 item statements in each cluster. Structured along optional responses, in the following order:

. Thus, the scales of measurement of this study include:

- Strongly Agree (SA). 4 points
- Agree (A) 3 points
- Disagree. (D). 1 point
- Strongly Disagree. (SD) 2 points

The second instrument is titled Teachers' Stress Management Questionnaire (TSMQ). It is the part B. The clusters had a total of 15 items structured by the researcher from the reviewed literature eliciting information on teachers' stress management on a 4 point rating scales of measurement of this study include: Strongly Agree (SA), Agree (A) Disagree. (D). Strongly Disagree.

The instruments were administered to the respondent by the researcher with the help of six research assistants who were briefed on how to administer and retrieve the instruments. It was an on the spot hand delivery for the administration and collection of the instrument where the researcher and research assistant waited for the respondent to fill the Questionnaires and retrieve them immediately. The research questions were answered using Pearson product moment Correlation Coefficient while hypotheses were tested at 0.05 level of significance using test of significance of Pearson product moment Correlation Coefficient. In answering the research



questions, the coefficient (r) and the size of the relationship was interpreted using Correlation Coefficient based on Schober *et al.*, (2018) as shown: .

± 0.00 to 0.09 = Negligible relationship

± 0.10 to 0.39 = weak relationship

± 0.40 to 0.69 = Moderate relationship

± 0.70 to 0.89 = Strong relationship

± 0.90 to 1.00 = Very strong relationship

The decision rule was that null hypothesis be rejected wherever P value is less than or equals 0.05 ($P \leq 0.05$) and would not be rejected wherever P value is greater than 0.05 ($P > 0.05$)

PRESENTATION AND ANALYSIS OF DATA

The results are presented in line with the research questions and hypotheses that guided the study

Research Question 1: What is the relationship between professional competence and stress management in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation Coefficient analysis on the relationship between professional competence and stress management in public secondary schools in Anambra State

Correlations

		Professional Competence	Stress Management	Remark
Professional Competence	Pearson Correlation	1	0.67^{**}	
	Sig.(2-tailed)		0.00	moderate positive relationship
Stress Management	N	509	509	
	Pearson Correlation	0.67^{**}	1	
	Sig.(2-tailed)	0.00		
	N	509	509	

****.** Correlation is significant at the 0.05 level (2-tailed).

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 1 above showed a moderate positive relationship between Professional Competence and stress management in public secondary schools in Anambra State with ' r ' = 0.67^{**} and $N = 509$



This revealed r value of 0.67 indicated a moderate positive relationship between professional competence and stress management in public secondary schools in Anambra state.

Research Question 2: What is the relationship between pedagogical competence and stress management in public secondary schools in Anambra State.

Table 2: Summary of Pearson Product Moment Correlation Coefficient analysis on the relationship between pedagogical competence and stress management in public secondary schools in Anambra State

Correlations

		Pedagogical Competence	Stress Management	Remark
Pedagogical Competence	Pearson Correlation	1	0.72**	strong positive relationship
	Sig. (2-tailed)		0.00	
Stress Management	N	509	509	
	Pearson Correlation	0.72**	1	
	Sig. (2-tailed)	0.00		
	N	509	509	

**. Correlation is significant at the 0.05 level (2-tailed).

The summary result of Pearson Product-Moment Correlation Coefficient from Table 5 above showed a strong positive relationship with ' r ' = 0.72** and $N = 509$. This revealed positive correlation coefficient value of 0.72 indicated a strong positive relationship existing between pedagogical competence and stress management in public secondary schools in Anambra State

Hypothesis 1: There is no significant relationship between Professional Competence and stress management in Public Secondary Schools in Anambra State.

Table 3 Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between Professional Competence and stress management in Public Secondary Schools in Anambra State

Correlations

		Professional Competence	Stress Management	Decision
Professional Competence	Pearson Correlation	1	0.67**	Significance
	Sig.(2-tailed)		0.00	
	N	509	509	
Stress Management	Pearson Correlation	0.67**	1	
	Sig.(2-tailed)	0.00		
	N	509	509	

**. Correlation is significant at the 0.05 level (2-tailed).



The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 3 above showed as insignificant relationship between professional competence and stress management in Public Secondary Schools in Anambra State, with $r = 0.67$ and $N = 509$ and $p\text{-value} = 0.00$. Since $p\text{-value} (0.00)$ is less than 0.05 , the study rejects the null hypothesis that there is no significant relationship between professional competence and stress management in Public Secondary Schools in Anambra State.

Hypothesis 2: There is no significant relationship between pedagogical competence and stress management in Public Secondary Schools in Anambra State.

Table 4: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between Pedagogical Competence and Stress Management in Public Secondary Schools in Anambra State

Correlations

		Pedagogical Competence	Stress Management	Decision
Pedagogical Competence	Pearson Correlation	1	0.72**	Significanc e
	Sig. (2-tailed)		0.00	
	N	509	509	
Stress Management	Pearson Correlation	0.72**	1	
	Sig. (2-tailed)	0.00		
	N	509	509	

** . Correlation is significant at the 0.05 level (2-tailed).

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 4 above showed a significant relationship between Pedagogical Competence and Stress Management in Public Secondary Schools in Anambra State with $r = 0.72$ ** $N = 509$ and $P\text{-value} = 0.000$. Since $P\text{-value} (0.00)$ is less than 0.05 , the study rejects the null hypothesis that there is no significant relationship between Pedagogical Competence and Stress Management in Public Secondary Schools in Anambra State

Relationship between professional competence and teachers' stress management in public secondary schools in Anambra State.

The study showed a moderate positive relationship between professional competence and stress management in public secondary schools in Anambra state. The study also showed a significant relationship between professional competence and Stress Management in Public Secondary Schools in Anambra State. These findings in agreement to that of Naz (2017) whose result revealed that male and female teachers had the required professional competencies. Also, male teachers' professional competency scores and female teachers' professional competency scores were significantly different. Also in agreement to the findings of Isah (2014) who found a Positive significant relationship existed between NCE integrated science students' subject professional and pedagogical skills, Male integrated science students' professional and pedagogical skills. Female integrated science students' professional and pedagogical skill. Also, a significant difference existed in the male and female integrated science students: subject



content knowledge. This finding is as a result of teachers agreeing that teachers' professional competencies is to guide teachers in building new instructive practices and help them to develop their skills in teaching and learning. Professional competencies which are a core issue in all discussion of what makes a good teacher. Professional competencies which is manifested in knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession relates to their stress management.

Relationship between Pedagogical competence and teachers' stress management in public secondary schools in Anambra State.

Findings from the study indicated a strong positive relationship existing between pedagogical competence and stress management in public secondary schools in Anambra State. The study also showed a significant relationship between pedagogical competence and Stress Management in Public Secondary Schools in Anambra State. These findings are not in line with Udogu, *et.al* (2018) whose result of the study indicated that pedagogical skills were never used by the STM teachers adding that instructional practices of STM teachers appear to be didactic which leaves the learners to learn by memorization of fact. Teachers were also observed not to be interested in adopting novel instructional strategies and classroom practices that enable learners to participate actively during the teaching and learning process. In contrary the above findings are in agreement to that wakoye of (2021) who found a strong positive correlation between teachers' pedagogical competence and stress management. This result was as a result of Pedagogical competence is the teaching methods or strategies teachers use in teaching students and these methods enable students to learn the knowledge related to different subject area, pedagogical competence of the teacher is a powerful force makes it pertinent for teachers' to enhance teacher's stress management. Teacher's pedagogical competence which is teaching methods teachers use and the activities these methods generate related to different subject areas helped teachers to manage stress.

Summary of the Findings

The study findings are summarized as follows

- 1) The study showed a moderate positive relationship between professional competence and stress management in public secondary schools in Anambra state. The study also showed a significant relationship between professional competence and Stress Management in Public Secondary Schools in Anambra State
- 2) The study indicated a strong positive relationship existing between pedagogical competence and stress management in public secondary schools in Anambra State. The study also showed a significant relationship between pedagogical competence and Stress Management in Public Secondary Schools in Anambra State

Conclusion

Stress management comprised measures taken to cope with trying periods, so that a state of psychological and physiological equilibrium is re-established and subsequently maintained. The products of the nation's contemporary secondary education system seem not to be performing up to the society's expectations and hence the need for teachers who can manage stress and achieve the objectives of the system is imperative. Findings of the study showed that teachers' demographic variables and competencies have positive and significance relationship with



teachers' stress management. The study therefore concluded that teachers' competencies are positive and significance correlates of teachers' stress management in public secondary school in Anambra

Recommendations

The following recommendations were drawn from the findings of this study:

1. Teachers should embark on professional training to improve on their level of professional competencies which would help in the development of knowledge and capacity building to foster teachers creativity.
2. Ministry of Education should re-organize teacher programmes to groom the teacher-trainees with adequate pedagogical skill with which they can relate to the contents taught
3. Ministry of Education should apply relevant techniques to redesign the work while organizing many consultations and workshops to support teachers in managing their levels of stress.

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