

MANAGEMENT OF ORGANIZATIONAL STRESS FOR PRINCIPALS ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

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Abstract

This study investigated the management of organizational stress for principals' administrative effectiveness in secondary schools in Kogi State, Nigeria. Based on the objectives, three research questions and three hypotheses guided the study. This study adopted a descriptive survey research design. The population of this study comprised all the 909 principals and vice-principals from which a sample of 150 principals and vice-principals (50 principals and 100 vice-principals) was drawn from 50 secondary schools using multi-stage sampling procedure. The instrument used in this study was a questionnaire tagged "Management of Organizational Stress for Principals' Administrative Effectiveness Questionnaire (MOSPAEQ)" developed by the researcher. The instrument was validated by three experts and the reliability of the instrument was established using Cronbach alpha, which yielded a coefficient of 0.91. In analyzing the data, mean scores and standard deviation were used as the statistical tools to answer the research questions, while t-test was used to test the hypotheses at a 0.05 level of significance. The findings of the study revealed among others that, the ways of managing psychological stress for principals' administrative effectiveness in secondary schools include: removing fear of being fired or demoted from the job, feeling mentally balanced, limiting error rates in the performance of administrative duties, having improved mental health issues, regular external administrative visits, involving staff members in decision making, having rest when needed, positive reinforcement, and being active in presenting reports in the presence of inspection team increases principals' administrative effectiveness. The test of hypothesis showed no significant difference was found between the mean scores of principals and vice-principals on the management of psychological stress for principals' administrative effectiveness in secondary schools in Kogi State. Based on the findings, it was recommended that, principals of secondary schools should adopt team building spirit in executing administrative duties to avoid psychological stress to enhance their administrative effectiveness.

Keywords: Management, organizational stress, principals' administrative effectiveness, Secondary Schools, Kogi State, Nigeria

Introduction

In Nigeria secondary school system, management is the function or responsibility of the principals for improved performance and productivity. The managerial efficiency and effectiveness of principals depend on the extent to which they carry out their administrative duties or responsibilities in

the school system. Kalu (2016) sees the principal as the executive head of secondary school, and a sole administrator that controls and directs the finance, facilities and human skills in the system. The principal is the custodian of educational resources (funds, facilities and human resources) needed for the production of secondary school graduates

through teaching, administration, research and development.

The principal ensures that staff and students acquire the relevant successes needed for self-development and growth of the institution. Secondary school principals that are very effective in their administrative jobs ensure positive work relationship among staff and students, and administer educational programmes through proper stress management practices in the school system (Nwabueze, 2016).

Adeleke (2011) stresses that administration is all about planning, controlling, organizing, staffing and leading, coordinating and directing the available resources. As the administration of secondary schools in Nigeria rest on the shoulders of principals, they must link up the goals of the school with administrative effectiveness to smoothen the path of teachers who will embrace these practices in order to perform effectively in their instructional task for school improvement.

Administrative effectiveness is the systematic process of carrying out administrative activities by principals for productive output. Principal's administrative effectiveness is the ability to plan, organize and coordinate many and often conflicting social energies in a single organization so adroitly (Adamsin & Besong, 2011).

Stress is an unpleasant emotion such as tension, frustration, distress, anger as well as depression; and such emotions are the products of pressures, demands and changes, which are the conditions that exist in a person's environment and often result to a situation known as 'stress'.

Organizational stress occurs when nervous tension reaches a degree of intensity that it interferes with normal physiological process in the body. It is seen as any characteristic of the job environment, which poses a threat to the workers. Onwumere, Ukaigwe and

Madumere Obike (2018) defined organizational stress as a disruption of the emotional stability of the individual that induces a state of disorganization in personality and behaviour. There are several sources or types of organizational stress that can be a threat to the fulfillment of basic needs, and they include physical, psychological and emotional stress.

Physical stress could be seen as the physical manifestation of stress in an individual through an acute injury that may have occurred as a result of a specific event. Acute injuries encompasses everything from muscle pulls, fractures, and ligament sprains to dislocations (Randy, 2012).

Another type of organizational stress that can be a threat to the fulfillment of basic needs is psychological stress. Psychological stress can be defined as any external or internal condition that challenges the homeostasis of a cell or an organism. These responses include changes in the expression of molecules such as transcription factors and microRNAs that regulate stress resistance and adaptation (Randy, 2012). Psychological stress is the body's response to stressors, which happens at a cellular level within the body when it's facing a situation (Clow & Smyth, 2020). It is very interesting to know that, most reliable stimuli for generating substantial stress response are threat to self-esteem, lack of control and novelty (Dickerson & Kemeny, 2004).

The next type of organizational stress that can be a threat to the fulfillment of basic needs is emotional stress. Emotional stress is a state of mental anguish that can take a wide variety of forms; and as well, may result from a mental health issue or particular circumstances such as relationship difficulties or financial strain (Larry, 2016).

Stress management practices could be seen as a systematic means of managing stress in an organization to promote the attitude of staff and ensure performance

effectiveness. Stress management practices are the methods employed by individuals to overcome stress.

Statement of the Problem

In secondary schools in Kogi State, principals and vice principals experience a lot of stress due to their active involvement in the management of school programmes and activities. They are involved in the management of teaching staff, non-teaching staff, students, school facilities, instructional materials, laboratory equipment and others. This implies that, the principals and vice-principals must be up and doing from morning till closing of work and this happens virtually every day, which may possibly induce stress on them, if this organizational stress is not properly managed it could affect Principals administrative effectiveness.

Purpose of the Study

The aim of this study is to investigate the management of organizational stress for principals' administrative effectiveness in secondary schools in Kogi State. Specifically, the study sought to:

1. ascertain the management of psychological stress for principals' administrative effectiveness in secondary schools;
2. examine the management of emotional stress for principals' administrative effectiveness in secondary schools; and
3. find out the management of physical stress on principals' administrative effectiveness in secondary schools in Kogi State.

Research Question

The following four research questions guided this study.

1. In what ways can psychological stress be managed for principals' administrative effectiveness in

secondary schools?

2. In What ways can emotional stress be managed for principals' administrative effectiveness in secondary schools?
3. In what ways can physical stress be managed for principals' administrative effectiveness in secondary schools in Kogi State?

Hypotheses

The following four hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean scores of principals and vice- principals on the ways psychological stress can be managed for principals' administrative effectiveness in secondary schools.
2. There is no significant difference between the mean scores of principals and vice-principals on the ways emotional stress can be managed for principals' administrative effectiveness in secondary.
3. There is no significant difference between the mean scores of principals and vice- principals on the ways physical stress can be managed for principals' administrative effectiveness in secondary schools in Kogi State.

Research Method

This study adopted a descriptive survey research design. Descriptive survey could be seen as a design that makes use of the sample of an investigation to document, describe and explain what is in existence on the present status of a phenomenon being investigated. The population of this study comprised all the 909 principals and vice-principals in 303 public senior secondary schools in Kogi State. There are 303 principals and 606 vice principals in public senior secondary schools in Kogi State. A sample of 150 principals and vice-

principals (50 principals and 100 vice-principals) was drawn from 50 secondary schools using multi-stage sampling procedure representing 16.5% of the population. Simple random sample technique was used to select 50 secondary schools from where 50 principals and 100 vice-principals were drawn purposively. The instrument used in this study was questionnaire tagged “Management of Organizational Stress for Principals’

Administrative Effectiveness Questionnaire (MOSPAEQ)” developed by the researcher.

Results

Research Question One: In what ways can psychological stress be managed for principals’ administrative effectiveness in secondary schools Kogi State?

Table 1: Mean scores and standard deviation of Principals and Vice Principals on the ways psychological stress can be managed for principals’ administrative effectiveness

S/N	Management of psychological stress for principals’ administrative effectiveness include:	Principal		Vice Principal		Decision
		Mean	St.D	Mean	St.D	
1	Removing fear of being fired or demoted from the job	3.02	1.28	3.10	1.27	Agreed
2	Feeling mentally balanced improves their administrative effectiveness	3.25	1.24	3.21	1.25	Agreed
3	Limiting error rates in the performance of administrative duties	3.56	1.17	3.60	1.16	Agreed
4	Having improved mental health issues enhances principals’ administrative performance	3.50	1.18	3.46	1.19	Agreed
5	Regular external administrative visits improves principals’ administrative Effectiveness	3.40	1.20	3.44	1.19	Agreed
6	Involving staff members in decision making enhances principals’ administrative effectiveness	3.15	1.25	3.23	1.24	Agreed
7	Having rest when needed increases principals’ administrative effectiveness	3.01	1.28	3.06	1.27	Agreed
8	Positive reinforcement enhances principals’ administrative performance	3.04	1.28	2.99	1.29	Agreed
9	Being active in presenting reports in the presence of inspection team increases principals’ administrative effectiveness	3.14	1.26	3.10	1.27	Agreed
Aggregate Mean		3.23	1.24	3.25	1.23	Agreed

Data on Table 1 present the mean scores and standard deviation of principals and vice principals on the ways psychological stress can be managed for principals’ administrative effectiveness in secondary schools in Kogi State. Both principals and vice principals agreed on the items in the table with high mean scores above the mean criterion of 2.50. The aggregate mean scores of 3.23 with standard deviation of 1.24 for principals,

and 3.25 with standard deviation of 1.24 for vice principals indicated that the items in the table described the appropriate ways of managing psychological stress for principals’ administrative effectiveness in secondary schools.

Research Question Two: In what ways can emotional stress be managed for principals’ administrative effectiveness in secondary schools in Kogi State?

Table 2: Mean scores and standard deviation of Principals and Vice Principals on the management of emotional stress for principals' administrative effectiveness.

S/N	Management of emotional stress for principals' administrative effectiveness include:	Principal		Vice Principal		Decision
		Mean	St.D	Mean	St.D	
10	Management of work life balance reduces emotional stress	3.31	1.23	3.20	1.25	Agreed
11	Management of emotional stress makes principals experience administrative excellence	3.22	1.24	3.16	1.26	Agreed
12	Reduces depression among principals	3.04	1.28	2.97	1.29	Agreed
13	Reduces health related problems among principals for improved leadership expectations	2.93	1.30	2.91	1.30	Agreed
14	Reduces anxiety in the performance of their Jobs	2.85	1.31	2.81	1.32	Agreed
15	Helps the principal develop high self-esteem for improved administrative functions	2.76	1.33	2.69	1.34	Agreed
16	Makes the principal exhibit high emotional intelligence towards their administrative duties	2.01	1.48	1.86	1.51	Disagreed
17	Proper management of emotional stress makes principals become sensitive about administrative performance	3.07	1.28	3.09	1.27	Agreed
Aggregate Mean		2.90	1.31	2.84	1.32	Agreed

Data on Table 2 present the mean scores and standard deviation of principals and vice principals on the management of emotional stress for principals' administrative effectiveness in secondary schools in Kogi State. Both principals and vice principals agreed on the items in the table with high mean scores above the mean criterion of 2.50 except item 28. The aggregate mean scores of 2.90 with standard deviation of 1.31 for principals,

and 2.84 with standard deviation of 1.32 for vice principals indicated that the items in the table described the ways of managing emotional stress for principals' administrative effectiveness in secondary schools in Kogi State.

Research Question Three: In what ways can physical stress be managed for principals' administrative effectiveness in secondary schools in Kogi State?

Table 3: Mean scores and standard deviation of Principals and Vice Principals on the ways of managing physical stress for principals' administrative effectiveness in secondary schools

S/N	Ways of managing physical stress for administrative effectiveness include::	Principal		Vice Principal		Decision
		Mean	St.D	Mean	St.D	
18	Being involved in early morning exercises reduces Stress	3.44	1.20	3.38	1.21	Agreed
19	Helps to reduce long-term headache among Principals	3.52	1.19	3.43	1.20	Agreed
20	Helps to avoid misunderstanding between principals and other staff	3.08	1.27	3.13	1.26	Agreed
21	Helps them not to be aggressive on their subjects	3.29	1.23	3.33	1.22	Agreed
22	Regularly being present to perform their day-to-day activities	3.31	1.23	3.19	1.25	Agreed
23	Be in control of their jobs	3.23	1.24	1.24	3.21	Agreed
24	Experiencing less difficulties in making administrative decisions	3.12	1.26	3.08	1.27	Agreed
25	Managing physical stress helps principals to apply conflict resolution practices in the school	3.09	1.27	3.01	1.28	Agreed
26	Managing physical stress leads to quality work design in the performance of administrative duties	2.88	1.30	2.84	1.31	Agreed
27	Helps them to establish job security in the school system	2.95	1.29	2.90	1.30	Agreed
28	May eventually leads to job dissatisfaction in the school	2.21	1.44	2.15	1.45	Disagreed
29	Leads to job improvement among principals	1.30	2.92	1.29	2.87	Agreed
Aggregate Mean		3.08	1.27	3.05	1.28	Agreed

Data on Table 3 present the mean scores and standard deviation of principals and vice principals on the management of physical stress for principals' administrative effectiveness in secondary schools in Kogi State. Both principals and vice principals agreed on the items in the table with high mean scores above the mean criterion of 2.50 except on item 28. The aggregate mean scores of 3.08 with standard deviation of 1.27 for principals, and 3.05 with standard deviation of 1.28 for vice principals indicated that the items in

the table described the ways of managing physical stress for principals' administrative effectiveness in secondary schools in Kogi State.

Test of Hypotheses

Hypotheses One: There is no significant difference between the mean scores of principals and vice-principals on the management of psychological stress for principals' administrative effectiveness in secondary schools in Kogi State.

Table 4: Summary of t-test analysis between the mean scores of principals and vice-principals on the management of psychological stress for principals' administrative effectiveness

Status	N	Mean	St.D.	df	t-calculated	t-critical	Decision	value	value
Principals	50	3.23	1.24	148	-0.063	±2.00	Ho1		Not Rejected
Vice-principals	100	3.25	1.23						

N/B: N = Sample Size, St.D. = Standard Deviation, df = degree of freedom

Data on Table 4 present the summary of t-test analysis on the difference between the mean scores of principals and vice-principals on the management of psychological stress for principals' administrative effectiveness in secondary schools in Kogi State. The t-calculated value of -0.063 is less than the t-critical

value of ±2.00 and therefore, was not rejected at a 0.05 alpha significant level.

Hypotheses Two: There is no significant difference between the mean scores of principals and vice-principals on the management of emotional stress for principals' administrative effectiveness in secondary schools in Kogi State.

Table 5: Summary of t-test analysis between the mean scores of principals and vice-principals on the management of emotional stress for principals' administrative effectiveness

Status	N	Mean	St.D.	df	t-calculated	t-critical	Decision	value	value
Principals	50	2.90	1.31	148	0.177	±2.00	Ho1		Not Rejected
Vice-principals	100	2.84	1.32						

Data on Table 5 present the summary of t-test analysis on the difference between the mean scores of principals and vice-principals on the management of emotional stress for principals' administrative effectiveness in secondary schools in Kogi State. The t-calculated value of 0.177 is less than the t-critical value of ±2.00 and therefore, was not rejected at a 0.05

alpha significant level.

Hypotheses Three: There is no significant difference between the mean scores of principals and vice-principals on the management of physical stress for principals' administrative effectiveness in secondary schools in Kogi State.

Table 6: Summary of t-test analysis between the mean scores of principals and vice-principals on the management of physical stress for principals' administrative effectiveness

Status	N	Mean	St.D.	df	t-calculated	t- critical	Decision	value	value
Principals	50	3.08	1.27	148	0.091	±2.00	Ho1		Not Rejected
Vice-principals	100	3.05	1.28						

Data on Table 6 present the summary of t-test analysis on the difference between the mean scores of principals and vice-principals on the management of physical stress for principals' administrative effectiveness in secondary schools in Kogi State.

Discussion of Findings

Management of psychological stress for principals' administrative effectiveness:

The findings of this study revealed that, the management of psychological stress for principals' administrative effectiveness in secondary schools include: removing fear of being fired or demoted from the job, feeling mentally balanced, limiting error rates in the performance of administrative duties.

Management of emotional stress for principals' administrative effectiveness:

The findings also revealed that, the management of emotional stress for principals' administrative effectiveness in secondary schools in Kogi State include: the management of work life balance, management of emotional stress makes principals experience administrative excellence, reduces depression among staff.

Management of physical stress for principals' administrative effectiveness:

The findings of this study finally revealed that, the management of physical stress for principals' administrative effectiveness in secondary schools in Kogi State includes: being actively involved in early morning exercises which helps to reduce long-term headache among principals, avoiding misunderstanding between principals and other staff, not

being aggressive on their subjects, Regularly being present to perform their day-to-day activities, being in control of their jobs, and experiencing less difficulties in making administrative decisions.

Conclusion

Based on the findings, the study concluded that stress experienced by principals of secondary schools could be psychological, emotional or physical which increases tiredness among principals, induces health-related issues which affect their administrative effectiveness, creates misunderstanding thereby affecting their job performance.

Recommendations

Based on the findings, the following recommendations were made.

1. Principals of secondary schools should adopt team building spirit in executing administrative duties to avoid psychological stress to enhance their administrative effectiveness.
2. Principals of secondary schools should be seen as role model in executing administrative duties to avoid emotional stress affecting their administrative effectiveness.
3. Principals of secondary schools should be seen as skill support masters in executing administrative duties to avoid physical stress altering the administrative effectiveness.

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