
**WORK STRESS MANAGEMENT AND SELF-EFFICACY OF
ECONOMICS TEACHERS AS CORRELATES OF THEIR
PRODUCTIVITY IN A DISTRESSED ECONOMY IN PATANI LOCAL
GOVERNMENT AREA OF DELTA STATE**

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Abstract

This paper examines the relationship between work stress management and the self-efficacy of Economics teachers, and the effect this has on productivity during a distressed economy. To achieve these objectives the study adopted an ex post facto research design. Five research questions and one hypothesis guided the study. A total enumeration sampling technique was used to select all the 45 Economics teachers Patani Local Government Area of Delta State, Nigeria since their number was manageable for the study. The instrument used for data collection was a 27-item questionnaire titled Questionnaire on Self-efficacy and Stress Management of Economics Teachers' Productivity (QSESM) which was adapted from reviewed works of literature. The instrument was face validated by 3 experts. The Cronbach Alpha method was used to compute the internal consistency of the instrument and obtained a reliability coefficient of 0.85, 0.89 and overall 0.82 were obtained. The data collected for the study were analyzed using mean, standard deviation, correlation coefficient (r) and coefficient determination (R^2) to answer the research questions while z-test statistics were used to test the null hypothesis at 0.05 level of significance. The findings revealed that Economics teachers had high self-efficacy which had a positive relationship with their productivity during the distressed economy. Also, it revealed that stress management had a positive relationship with productivity. It was recommended that government and school administrators should make supportive programmes that can motivate teachers to work effectively and efficiently to attain optimal output.

Keywords: work, stress management, self-efficacy, Economics, productivity and economy.

Introduction

Globally, the society in which we are living is bedevilled with lots of environmental and economic crises ranging from high cost of living causing inflation, rise of unemployment (thereby increasing dependent ratio), increasing rate of poverty, and climate change crisis. In Delta state, Nigeria the issues of climate change (flooding), high rate of unemployment and oil spillage have affected food supply crisis in the area of agriculture (agro-farming and Mari culture) are keeping people jobless. This has left the

citizens with unexpected hardship. The teachers are faced with the challenges of both economic and environmental factors leading work stress as it relates to productivity in a distressed society. Economic distress could be referred to as that aspect of economic life that are potential stressor on employment instability, employment uncertainty, economic deprivation and economic strains on individuals and families (Voy-Danoff, 2023). Economically, individuals have to deal with vital activities of everyday society ranging from high cost of living, inflation, and high interest rate (Dubos, 2016). A distressed society is a community that is experiencing significant difficulties, challenges or crises that has a great influence in the functioning of people's wellbeing. These difficulties range from social, political, economic and environmental dimensions (Voy-Danoff, 2023). In Patani Local Government Area (LGA), issues of economic crisis, social inequality, environmental degradation and health crisis are the factors that contribute to a distressed society. Man in its nature needs a conducive society and environment to make a living. In other words, man lives in a society in which he interacts with the economic environment effectively and efficiently. The study of Economics deals with how man understands society and the world around him (McEvoy, 2003).

Economics underscores how human beings behave and manage resources which are limited to meet various needs. Marshal (2001), explained Economics as the study of wealth as it concerns man's activities over wealth creation, utilisation and satisfaction of wants. In other words, it studies human behaviour in terms of the ways of thinking, living and manoeuvring in the ordinary business of life (Obih & Akaronye, 2017). More, importantly Economics relates directly to how people make choices for daily living. As human beings, seeking and planning becomes the optimal need of man's numerous desires. In this context, Economics is the science which studies how man manages his environment to make a living from numerous wants. Therefore, for man to manage his environment there is a need for enhancing productivity potentials for growth and development in service output.

Productivity is a measure of economic performance that compares the number of services produced with the number of inputs used to process a particular service (U.S. Bureau of labour statistics, 2023). Enormously, the impact of productivity rest on the standard of living (Ross, 2021). The standard of living is important to greater productivity and happiness in the worker. This measures how effective resources such as human capital are utilised to achieve a desired outcome. According to Robinhood (2021), happy people are often healthier, work better and contribute greatly to society than those who do not. Thus, a teacher's capacity brings about consistency in learning gain in students' needs when there is high responsibility for productivity. The teacher is undoubtedly the most important factor for achieving a profitable learning outcome in schools (Emunenu & Isuku, 2011). Therefore, productivity in this context is the ability of the teachers' performance towards classroom delivery and student outcome.

A teacher's ability to work efficiently and effectively to achieve a desired effect, promotes hard work towards self-efficacy. Rebecca (2020) stressed teachers' self-efficacy as that teachers believe in an individual capacity to promote student engagement and learning even when students find it difficult or are unmotivated. Tschannen-Moran and Wolfolks in Recca and Warner (2020) explained teacher self-efficacy as a judgment of teacher capacity that brings about desired outcomes of students' engagement and learning,

despite students' level of difficulty and non-motivation. Teacher self-efficacy is a personality construct that shapes the teacher's characteristics in areas of classroom performance, teaching experience and teaching relationship all towards greater output. It is believed that teacher efficacy is teachers' ability to effectively handle tasks, obligations and challenges related to the profession and also plays a relevant role in students' academic output (Barni, Danioni & Benevene, 2019). In the context of Bandura's theory of behaviour as stressed by Kelland (2017) that individuals believe in their capacity by acting in ways necessary to reach specific goals. This explains that a teacher's prospects for success relate to the ability to cope with tasks and challenges dependent on the professional role. It was stressed that teachers who do not achieve success in their careers put less effort in the preparation and deliverance of instruction and become aggressive with the little challenges that crop up as a result of difficulties and economic distress in the society (Asadzadeh, Ahadi & Jomehi, 2011). Society plays a vital role in enhancing teacher self-efficacy when necessary factors such as a conducive environment, health facilities and good remuneration are put in place. The teacher's capacity also tends towards increment and improvement. Aibakhshi, Nikdel and Labbati (2022) identified the consequences of teacher efficacy as relating to pedagogical learning, ability and psychological constraints.

It is important that a teacher's high level of efficacy influences physical and mental health, learning, achievement, career, job satisfaction and teacher-student relationship (Miller, 2019). Considerably, studies have shown that teachers' high level of self-efficacy experiences relates to their level of job satisfaction, and levels of job-related stress and the face of few difficulties in dealings with students' misbehaviour (Turkogulu, Cansoy, & Parlar, 2017; Karabattak & Alanoglu, 2019; Mehmood, Khan, & Tahir, 2021; Abun, Natividad, Marlene, Magallanes, & Mansueto, 2022).

Teacher stress is a principal factor that affects self-efficacy. Stress is a state of worry or mental tension caused by a difficult situation (World Bank Organisation, 2023). Stress is a sharp mental and physical response in humans that could be promoted by challenges faced in life. The teacher is a universal being who ensures that the objectives of the educational curriculum are achieved through teacher-student relations, classroom instructions, teacher-parent relationships and administrative relationships which all posed great challenges. The teacher tends to be stressed out with events, experiences or environmental stimulus that threatens individual physical or psychological well-being (Mosses, 2016). Karabatak and Alanoglu, (2019) found that there is a negative effect of stress on the job satisfaction of teachers. Despite the challenges of the teaching occupation, there is a need for stress management in the profession.

Stress management is the ability of an individual to cope with the challenges of life. Davis (2023) explained stress management as tools, strategies or techniques that reduce stress and reduce the negative impacts on stress both mentally and physically. Omanwa (2012) opined that stress management has an influence on the manner in which the teacher responds to job situations in terms of output at work and classroom management. The teacher is faced with daily stress and has to develop strategies that can reduce stress by delegating responsibilities, setting realistic goals, better time management and realistic assessment technique to ensure optimal productivity. In addition Omanwa (2012) identified that there is a need for organised welfare programmes for teachers, to

avoid job overloading, support effective career progress, freedom in the decision-making process, and resignation of jobs. Thus, the emotional and psychological construct of the teacher could be influenced in terms of differences in stress management and self-efficacy among gender folks. Many studies are showing different results relating to gender in the aspect of stress management and productivity. Some studies show that there is a significant level of relationship between gender and stress (Antoniou, Polychroni, & Vlachakis, 2006; Calvarese & Akinyi 2022), also female teachers tolerated to stress in classroom management (Antoniou, Polychroni, & Vlachkis, 2006; Klassen & Chiu, 2010; Adasi, Amponsah, & Mohammed, 2020). Some studies showed male teachers indicated the ability to stress management (Caivarese, 2015; Stengard, Tovianen & Nyberg, 2022). Therefore, gender differences showed evidence in both coping and strategies used (Hall, 2021). In this study, gender is used to determine the effect of teacher stress management towards the effective productivity output of the teacher. However, no study has examined work on stress management and self-efficacy of Economics teachers for effective productivity, especially on gender on stress management on teacher productivity in the classroom as a mediation variable.

The specific objectives of the study were to determine:

1. The extent of self-efficacy of Secondary school Economics teachers in Patani Local Government Area of Delta State
2. The relationship between Self-efficacy and productivity of Economics teacher in Patani Local Government Area of Delta State
3. The level of stress management of Secondary School Economics teachers in Patani Local Government Area of Delta State
4. The relationship between work stress management and productivity of Economics teacher in Patani Local Government Area of Delta State
5. The level of gender influence on stress Management among Economics teachers in Patani Local Government Area of Delta State.

Research questions

1. What is the extent of self-efficacy of Secondary School Economics teachers in the Patani Local Government Area of Delta State?
2. What is the relationship between self-efficacy and productivity of Economics teachers' in Patani Local Government Area of Delta State?
3. What is the level of stress management of Secondary School Economics teachers in the Patani Local Government Area of Delta State?
4. What is the relationship between stress management and productivity of Economics teachers' in Patani Local Government Area of Delta State?
5. What is the level of gender influence on stress management on Economics teachers in Patani Local Government Area of Delta State?

Hypothesis

- H₀:** There is no significant difference between the mean ratings of female and male Economics teachers on stress management in Patani Local Government Area of Delta State.

Method

The study adopted ex post facto research design, co-relational study. Co-relational study is a design that identifies the antecedents of a present condition such that two sets of data related are gathered respectively of which one was retrospective with the view to determine the relationship between them (Cohen, Manion & Morrison, 2011). In this study, the researcher sought information from the Economics teacher base on their level of stress management (dependent variable) and students' academic achievements (independent variable) in Economics which is used to rate teacher productivity output. The study comprises of 9 public schools in the Patani Local Government Area of Delta State with 45 Economics teachers. A-Total enumeration sampling technique was used to select all 45 Economics teachers since their number was manageable for the study. The instrument for that collection was a structured questionnaire and students' achievements in Economics. The instrument was titled Questionnaire on Self-efficacy and stress management on Economics Teachers' Productivity (QSESM) which was adapted from reviewed works of literature (Pruski et al, and Mantilla 2013 & Diaz, 2012). The QSESM has two sections first section A- personal information and section B has two clusters, cluster 1 – information on teacher self-efficacy and Cluster 2- information on teacher stress management. Cluster 1, has 15 structured items on a 5-point extent scale of options: Very Large Extent (4), Large Extent (3), Some Extent (2), Little Extent (1) and No extent (0) and Cluster 2 has 12 structured items on a 4-point rating scale of Strongly Agree (4), Agree(3) Disagree(2) and Strongly Disagree (1).

The instrument was face validated by three specialists from economics education and measurement and evaluation departments both from the University of Nigeria Nsukka. The reliability of the instrument was tested on 20 respondents who were not included in the sample by using Cronbach Alpha to get the reliability coefficient of 0.83, 0.89 and 0.89, for each cluster and overall coefficient respectively. The method of Data analysis used for this study is mean, standard deviation, correlation coefficient (r) and coefficient determination (R^2) for research questions and z-test was used to test the null hypotheses at a 0.05 level of significance. The criterion mean is set at 2.50 for the decision rule, 2.50 was agreed as accepted to be high while 2.50 was accepted to be low.

Results

Research Question I: *What is the extent of self-efficacy of Secondary School Economics teachers in the Patani Local Government Area of Delta State?*

Table 1: Mean ratings of responses of Economics teachers on the extent of self-efficacy in teaching

S/ N	Items statement	Teachers		
		\bar{X}	SD	Dec
1.	Spend time preparing lesson notes	3.34	0.90	HE
2	During my teaching students are encouraged to ask questions	3.31	0.81	HE
3	Select appropriate materials to suit instructional activities	2.81	0.85	HE

4	Diversify teaching skills in teaching Economics	3.01	0.71	HE
5	Evaluate students based on instructional activities	2.73	0.88	HE
6	Prefer to be evaluated by people	2.65	0.83	HE
7	Prepare teaching aid before and after class instruction	3.08	0.91	HE
8	Go the extra mile to get improvised instructional materials	3.26	0.63	HE
9	Get information on the current economic trend	2.76	0.71	HE
10	Classroom distraction affects my teaching of Economics	2.61	0.81	HE
11	Enjoy teaching Economics	2.45	0.86	LE
12	Students get feedback on their performance always	2.31	1.02	LE
13	Students have knowledge of specific objectives before and after lesson instruction	2.05	1.05	LE
14	Maintain positive relationships with parents	2.86	0.85	HE
15	Maintain positive relationships with colleagues	2.69	0.75	HE
Cluster mean		2.79	0.84	HE

Key: \bar{X} = Mean, SD = Standard Deviations, Decision HE = High Extent, LE = Low Extent

Table 1 shows that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14 and 15 had mean scores more than the benchmark of 2.50 while items 11, 12, and 13 had mean scores less than the benchmark of 2.50. the grand mean of 2.79 which is more than the benchmark indicating that the respondents had a high extent of self-efficacy in teaching Economics.

Research Questions 2: *What is the relationship between self-efficacy and productivity of Economics teachers' in Patani Local Government Area of Delta State?*

Table 2: *Mean and standard deviation and regression analysis on the relationship between Economics teachers' self-efficacy and productivity*

S/N	Variables	\bar{X}	SD	R	R ²
1	Self- efficacy	2.79	0.84	0.84	0.71
2	productivity	2.91	0.69		

Key: X = Mean, SD- Standard Deviation, R- Regression

The result in Table 2 shows that the coefficient between teacher self-efficacy and productivity is 0.84. This means that there exist highly positive relationships between teacher efficacy and productivity. Also, Table 2 reveals that the coefficient of determinant R² indicates that 71 % of the variation in productivity is attributed to self-efficacy.

Research Question 3: *What is the level of stress management of Secondary School Economics teachers in Patani Local Government Area of Delta State?*

Table 3: Mean ratings of responses of Economics teachers on the level of stress management in teaching

S/N	Items statement	Teachers		
		\bar{X}	SD	Dec
16.	Teaching Economics makes me active	3.12	0.79	A
17	Feel enough stress than normal at work	2.49	0.82	DA
18	Feel emotional disturb when teaching	2.38	0.92	DA
19	Add extra effort when teaching Economics	2.79	1.13	A
20	Experience makes me enjoy sharing with friends	2.61	1.02	A
21	Have enough time to access the progress of my students	1.92	0.91	DA
22	Make out time to meet challenges that come my way	2.01	0.72	DA
23	Satisfied with the job as a teacher	2.69	0.71	A
24	Feel proud as a teacher	3.09	0.62	A
25	Dedicated to work	2.91	0.79	A
26	Learn constantly in order to update myself	2.89	0.62	A
27	Ensure conducive environment for learning	3.01	0.79	A
Cluster mean		2.66	0.82	A

Key: \bar{X} = Mean, SD = Standard Deviations, Decision A-Agree, DA-disagree

Table 3 shows that the mean scores of items 16, 19, 20, 23, 24, 25, 26, and 27 had mean scores more than the benchmark of 2.50 while items 17, 18, 21, and 22 had mean scores less than the benchmark of 2.50, the grand mean of 2.66 and standard deviation of 0.82 which the mean showed was above the benchmark indicating that the respondents had stress management in teaching.

Research question 4: *What is the relationship between stress management and productivity of Economics teachers' productivity in Patani Local Government Area of Delta State?*

Table 4: Mean and standard deviation and regression analysis on the relationship between Economics teachers stress management and productivity

S/N	Variables	\bar{X}	SD	R	R ²
1	Stress management	2.66	0.82	0.79	0.62
2	productivity	2.91	0.69		

Key: X = Mean, SD- Standard Deviation, R- Regression

The result in Table 4 shows that the coefficient between stress management and productivity is 0.79. This implies that there exists a highly positive relationship between economics teachers' stress management and productivity in Patani LGA of Delta State. Also, it showed that the coefficient of 0.79 was 0.62. This implies that the coefficient determinant (R²) was 62% of the variation in productivity which is attributed to teacher stress management.

H₀: There is no significant difference between the mean ratings of female and male Economics teachers on stress management in Patani Local Government Area of Delta State.

Table 5: Summary of z-test analysis of the difference between the ratings of male and female Economics teachers' levels on stress management

S/N	Status	N	\bar{X}	SD	Df	Z-cal	Z-tab	Dec
1	Male	19	3.08	0.89	44	1.88	1.69	Sig
2	Female	26	3.11	0.93				

Table 5 above showed that the \bar{X} (3.11) of female Economics teachers was higher than the \bar{X} (3.08) of their male counterparts. The Z-calculated value of 1.88 is more than the Table value of 1.69 at a 0.05 level of significance, the null hypothesis was rejected. However, this implies a significant difference between male and female Economics teachers in stress management teaching.

Discussions

The findings in Table 1 showed that the majority of the items were above the benchmark except for three items which were below the benchmark. The grand mean was above the benchmark. This is an indication that the respondents showed a high extent of self-efficacy in teaching Economics. Also, the result showed that there was a high positive relationship between teacher efficacy and productivity. The findings of this study are in line with the findings of Shahzad and Naureen (2017) and Adiyiah, Dieudonne and Ameyan, (2021) that teacher's self-efficacy has a positive impact on student's academic achievement which helped to obtain good grades. Also, in line with the results of Klassen and Chiu (2010) stressed that teachers with greater workload stress had greater classroom management self-efficacy.

This was expected because teachers with high levels of self-efficacy tend to overcome challenges of working towards achieving objectives successfully. Kim, Belland and Lefler (2020) opined that the role of the teacher as a professional is towards self-efficacy. On the contrary, Abun, Marieve and Apollo (2021) identified that employees' self-efficacy is high but affects working performance but has no correlation with counterproductive behaviour. Also, Nurindah, Akil & Jafair (2019) explained that the self-efficacy of teachers does not have an impact when applied in practical teaching. Therefore, it is relevant to note that teachers' levels of self-efficacy accumulate job satisfaction, reduction of job stress, and difficulties experienced in school and class.

The results in Tables 3 and 4 showed that the grand mean was above the benchmark showing that these were factors of the respondents' stress management in teaching. The result further indicated that these items showed that stress management had an influence on teacher productivity in teaching Economics which was a positive relationship. The findings is in agreement with the view of Moses (2016) that indicated a positive relationship between the teacher acceptance of stress and their productivity. Also, Mullai (2018) pointed out that teachers feel stressed at school while delivering classroom

instruction. Thus, it is no doubt that stress can affect performance there is a need to embrace management strategy in a distressed economy like Nigeria to be able to operate effectively and efficiently in the teaching profession. The teacher tends towards managing stress to improve work capacity and productivity in the classroom. Also, in the same vein Yusuf, Yinusa, and Metu (2015) indicated that lack of job satisfaction and inadequate school facilities were major causes of stress among teachers which if well provided will help manage stress for effective productivity.

The result in Table 5 showed that there is a significant difference in the male and female Economics teachers on stress management in the teaching of Economics. This equally agreed with the commendation of Antoniou, Polchroni and Vlachakis (2006) and Caivanese (2015) who stated that there were significant differences between males and females as they react to stress. Based on the result it was identified that female teachers managed more stress than the male having a mean score higher than the male. This is in line with the findings of Adasi, Amponsah and Mohammed (2020) and Klassen and Chin (2010) that opined that females have the capacity to stress management when it comes to workload.

Conclusion

Stress management is a systematic plan of action that can help live a better and balanced stress-free life. The teacher needs to strategize ways that can enable performance optimally for self-efficacy. The findings from this study reveal that employing the appropriate classroom tips helped improve teacher self-efficacy on productivity in teaching Economics. Furthermore, when teachers put in place strategies for stress management it will help to not only reduce stress but to improve the productivity of labour. It was observed that female teachers absorb more stress than male. The researcher was of the view that the teaching environment should be such that reduces stress so that the teacher could manage stress and attain optimal self-efficacy in the job. The productivity of the teacher is of paramount importance to the education sector.

Recommendation

1. Government should provide a supportive programme that will help teachers ease work stress in the classroom.
2. School administrators should provide an enabling environment to reduce work stress and increase self-efficacy in the teacher.
3. Curriculum planners should emphasise on evidence-based strategies for teaching to reduce the workload on teachers.
4. Teachers should embrace evidence-based strategies in the classroom to enhance productivity.

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