

# Effects of Stress on the Performance of a Christian Religious Studies Teacher

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## ABSTRACT

*The study examined the effect of stress on the performance of CRS (Christian Religious Studies) teachers in Lagos State secondary school district V. Four research questions guided the study while four hypotheses were tested at 0.05 level of significance. In carrying out this investigation, a quantitative design was used. The population comprised twenty (20) teachers in Lagos State secondary school district V, while seventeen (17) responded to the questionnaire. A four-point scale structured questionnaire with twenty (20) statements was used. The data collected were analyzed using weighted mean for the research questions and correlation and regression analysis for the hypothesis. The result showed a holistic view of the complex interplay between stress, teaching performance, and job satisfaction among CRS teachers in Lagos State. Based on the findings of the study, it was concluded that there was a moderate agreement on stress impact, a consensus on stress hindering teaching performance, endorsed stress management solutions emphasizing holistic approaches, diverse coping mechanisms, and statistically non-significant correlations in hypothesis testing and regression analyses, revealing a complex interplay requiring targeted interventions for improved teacher well-being and performance. Therefore, the study recommended among others, implement stress management programmes, regular training on coping mechanisms and flexible work policies.*

**Keywords:** Christian religious studies, stress, performance

## INTRODUCTION

The effect of stress among teachers is so enormous that the implications have greatly affected their productivity, accessibility and contribution to knowledge. However, this does not indicate or project that they have nothing to show forth in their discharge of duties, hence this research tends to observed and critically assess examine the effect of stress in a Christian Religious Studies (CRS) teacher, on CRS teacher, and such tends to present possible solution to the subject matter, stress in its effects can also cause harm and damages to the body if not properly managed (Asmussen & Mazon, 1978). When most people discussed about stress at home or stress as it affects the job they do, they are talking about mental, physical stress which actually can make a negative contribution to their performance or their output/ productivity.

Stress is not a bad phenomenon or a good phenomenon. Stress is best explained by individuals based on their perception. Looking at stress and man, man is made of three diverse but inter-related components that is the physical body, the soul and the spirit. Stress and the three components are so linked to each other that one affects the others. Stress in individuals is viewed as any interference that disturbs a person's health, mental and physical well-being. It occurs when the body is required to perform beyond its normal range of capabilities. The results become harmful to individuals, families, students, teachers and society at large. Stress comes in various forms. At one time or the other, individuals experience a particular stress, these are eustress, hyper-stress, hypo-stress and distress. Eustress is characterized with the state of euphoria, happiness as a result of good news, promotion, passing examination etc. Distress is viewed as with anxiety, frustration and anger. Hypo-stress has the features of boredom, fatigue, lack of stimulation while Hyper stress which is characterized with over-excitation, coping with many things at the same time which eventually leads to systematic failure.

However, the causes of stress are not far-fetched. A stressor is anything that causes stress such as death of spouse, divorce, marital separation, death of love ones, death of close friend, death of close family member, personal, marital reconciliation, pregnancy, unwanted pregnancy, business adjustment, instability at work, schools financial state, church activities. When people are under severe emo-

tional or mental stress, they face much higher risk of heart attack and sudden cardiac arrest and death than those people who have healthy arteries and less stress (Adeyemi, 2000).

From an empirical perspective, concern over teachers' stress has generated a large amount of research both in the educational sector Lagos state and in Nigeria. For instance, research has examined the causes and consequences of stress and result among teachers and the performance on the Christian Religious Studies teachers, hence the differences in stress across different hierarchical levels in schools. Even though there are some researches in the area of effect of stress on performance of teachers in various parts of Lagos state teachers, Thus, there are differences in the main sources of teacher's stress. Previously, stress was a condition that was thought to only affect adults due to factors such as work, family, health, and economy, among others.

## STATEMENT OF THE PROBLEM

The study is designed to address the effectiveness of teachers; the effect of stress on teacher's performance at work. There is no doubt that teachers in this part of the world experience more stressful situation than their colleagues in other parts of the world, especially the developed nations. With CRS teacher not an exception, teachers' perception of the teaching profession and societal negative attitudes to teaching jobs, have placed them under undue stressful situations. Teachers are generally under paid, unlike their contemporaries in the country. They seem unable to rent a house of their choice, not able to meet basic responsibilities of their family, low self-esteem, inability to cope with problem of students in the class, excessive workload in the area of lesson notes, marking, recording or grading, teaching, rivalry among colleagues, job insecurity, all of these are enough for teachers in schools to be stressful and therefore have effect on their performance. Notable among these are absent-mindedness, fatigue as an adage says "a hungry man is an angry man.

When an individual becomes hypersensitive, restless, confusion set into his head. The blood pressure rises severely and causes an individual analgesic at times to have a nagging headache which does not respond to common analgesic, stomach disorder such as diarrhea, constipation, general body pains which may be worse at regions. However, when these effects of stress are telling much on the body, the teacher concerned experience hyper excitation or depression or high blood pressures, drying of the throat and mouth under these conditions, the teacher has nothing to offer the students but just a mere image in front of the classroom. It has now come to the time to address this issue once and for all, to look at the exact meaning of stress to teachers, analyse the possible causes, identify the type of stress the teachers go through and prefer remedies to these effects of stress, and how to reduce stress in the teacher's daily living.

## RESEARCH QUESTIONS

Four research questions were raised to guide this study. They are:

1. how does stress affect the performance of a Christian Religious studies teachers in secondary schools within Lagos State
2. how do problems of stress contribute to the dedication of a Christian Religious studies teachers in secondary schools within Lagos State.
3. to what extent does implementation of stress management solutions impact the performance of a Christian Religious Studies Teachers in secondary schools within Lagos State.
4. to what extent do Christian religious studies teachers confronted with stress experience job satisfaction in Secondary school within Lagos State.

## RESEARCH HYPOTHESES

Four research questions were raised to guide this study. They are:

- Ho1: The teaching method and approach of CRS teachers do not have a profound influence on their job performance in secondary schools within Lagos State.
- Ho2: The problems of stress do not have a significant impact on the dedication of CRS teachers in secondary schools within Lagos State.

- Ho3: The implementation of stress management solutions does not influence the impact of stress on the performance of CRS teachers in secondary schools within Lagos State
- Ho4: There is a no significant relationship between the level of stress experienced by CRS teachers and their job satisfaction.

## LITERATURE REVIEW

Stress is a term used to describe the physiological and psychological responses that occur when an individual perceives a threat or challenge to their well-being. It encompasses a range of reactions, including increased heart rate, elevated blood pressure, and emotional distress. In a broader context, stress is a universal experience that affects individuals across various domains of life, including work, relationships, and personal circumstances.

From a psychological perspective, stress is often seen as a result of the interaction between an individual's perception of a situation and their ability to cope with it. The transactional model of stress, proposed by Lazarus and Folkman (1984), suggests that stress is a product of the appraisal process. From a physiological standpoint, stress activates the body's stress response system, known as the "fight-or-flight" response. This response is regulated by the hypothalamic-pituitary-adrenal (HPA) axis, which releases stress hormones such as cortisol and adrenaline. The physiological changes that occur during stress are essential for enabling the body to respond to perceived threats. However, chronic activation of the stress response system can have long-term detrimental effects on health.

From a sociological perspective, stress is viewed as a product of social structures and interactions. Sociologists argue that societal factors such as social inequality, discrimination, and lack of social support can contribute to heightened stress levels. For example, the concept of "social stressors" refers to stressors that arise from the social environment, such as financial strain, work demands, and interpersonal conflicts. Sociological perspectives also emphasize the importance of social networks and social support in buffering the negative effects of stress.

Multiple scholars have contributed to the field of stress research from these different viewpoints. Lazarus and Folkman's transactional model of stress highlighted the importance of appraisal in understanding stress responses. Selye's General Adaptation Syndrome (GAS) theory provided a framework for understanding the physiological responses to stress. Sociologists such as Pearlin, Aneshensel, and LeBlanc have focused on the social determinants of stress and the role of social support. While, Kyriacou and Sutcliffe (1978) defined teacher stress as a response to negative effect such as anger or depression by a teacher, usually accompanied by emotional instability, physiological and biochemical changes resulting from the aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constituted a threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat.

According to Hock and Roger (1996), the degree of stress which teachers experience is positively related to the degree which they perceive as a lack of control over a potentially threatening situation. Kyriacou & Chien (2004) found that 26 percent of the teachers reported that being a teacher was very or extremely stressful. According to Kyriacou, Kunc, Stephens, and Hultgreen (2003) higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism and leaving the job. Kyriacou (2001) listed the main sources of stress faced by CRS teachers as teaching pupils who lacked motivation, maintenance of discipline, time pressures and workload, coping with changes, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity and poor working conditions and these could also affect CRS teachers' performance.

The study conducted by Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Lagos State, Nigeria. The results of the survey revealed that teachers' dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement which the CRS teachers are not impossible to overcome. The phenomenon of stress can be understood as the body's response to physical, mental,

or emotional demands or pressures. It is a natural physiological and psychological reaction that helps individuals cope with challenges and threats in their environment. Stress can be triggered by various factors, known as stressors, which can be external or internal. External stressors may include major life events such as divorce, loss of a loved one, financial difficulties, work-related challenges, or environmental factors like noise or overcrowding. Internal stressors, on the other hand, arise from a person's thoughts, beliefs, or attitudes, such as self-imposed pressure, unrealistic expectations, perfectionism, or negative self-talk.

Stress is a complex phenomenon that involves both physiological and psychological processes. When an individual encounters a stressor, the body releases stress hormones like cortisol and adrenaline, which prepare the body for the "fight-or-flight" response. This response increases heart rate, blood pressure, and alertness while diverting energy away from non-essential bodily functions. While acute stress can be beneficial in certain situations, chronic or long-term stress can have detrimental effects on physical and mental health. Prolonged exposure to stress can lead to a range of health problems like cardiovascular diseases, weakened immune system, digestive issues, sleep disturbances, anxiety, depression, and reduced cognitive functioning. It is important to note that the experience and perception of stress can vary among individuals. What one person finds stressful, another may not. Each person has a unique capacity to cope with stress, influenced by their personality traits, social support network, coping mechanisms, and resilience.

Understanding the phenomenon of stress is crucial for individuals to identify and manage their stress levels effectively. Adopting stress management techniques like prioritizing self-care, practicing relaxation exercises, seeking social support, engaging in hobbies, and implementing time-management strategies can help individuals mitigate the negative impact of stress on their well-being. The phenomenon of stress for CRS teachers is similar to that experienced by teachers in other subjects, but there are also stressors specific to their profession. Here, we will discuss the phenomenon of stress specific to CRS teachers:

1. **Technological advancements and changes:** CRS teachers often need to stay updated with the latest technological advancements and programming languages. This constant need for learning and adapting to new technologies can cause stress, especially for teachers who may feel overwhelmed or inadequate in keeping up. The fear of falling behind or not being able to effectively teach new concepts can create significant stress.
2. **Curriculum demands and complexity:** The field of computer science is dynamic and rapidly evolving. CRS teachers may face stress in keeping their curriculum up to date and relevant. They must continually adapt their teaching materials to align with new developments in the field. Furthermore, teaching complex programming concepts and ensuring that students grasp them can be challenging. The pressure to deliver high-quality education amid these demands can contribute to stress.
3. **Engaging and motivating students:** CRS teachers may experience stress in engaging and motivating students in the classroom. Computer science can be an abstract and challenging subject, and keeping students interested and motivated can be demanding. CRS teachers may feel the pressure to make the subject material compelling and accessible to students with different learning styles and levels of familiarity with technology.
4. **Time constraints and workload:** CRS teachers often have a high workload, with multiple classes to manage, assignments to grade, and lesson preparation. Balancing these responsibilities can be challenging, leading to time-related stress. CRS teachers may find it difficult to allocate sufficient time for each class and student, resulting in added pressure to meet deadlines and effectively manage their workload.
5. **Professional development and staying relevant:** As technology continues to evolve, CRS teachers must invest time and effort in professional development to enhance their knowledge



and skills. This can involve attending workshops, pursuing additional certifications or degrees, or participating in online courses. The pressure to continually update their expertise to stay relevant can contribute to stress.

The phenomenon of stress for CRS teachers can have negative impacts on their well-being, including increased anxiety, burnout, and diminished job satisfaction. It may also affect their effectiveness as educators if their stress levels hinder their ability to deliver quality instruction and support to their students. To alleviate stress, it is crucial for CRS teachers to prioritize self-care and seek support from their colleagues, administrators, and professional networks. Establishing a work-life balance, setting realistic expectations, and engaging in stress management techniques such as mindfulness, exercise, and relaxation exercises can also help mitigate the negative impacts of stress on CRS teachers' well-being.

CRS teachers may encounter unique stressors related to their profession and religious context. These causes can include:

- i. Heavy Workload: CRS teachers often have multiple responsibilities, such as preparing lessons, grading papers, and organizing religious activities, which can lead to work-related stress.
- a. b High Workload: CRS teachers in Lagos State may experience stress due to heavy workloads, including teaching multiple classes, grading papers, and preparing students for religious examinations.
- b. Lack of Resources: Limited availability of teaching materials, outdated curriculum, or inadequate support from educational authorities can contribute to heightened stress levels among CRS teachers.
- c. Cultural and Religious Expectations: CRS teachers in a predominantly Christian region, they may face pressure to adhere to specific religious doctrines and expectations, which can create emotional and psychological stress.
- d. Socioeconomic Challenges: Economic factors, such as low salaries, job insecurity, or difficulties in accessing housing and transportation, can contribute to stress among CRS teachers in Lagos State. Ogunlere, B. O., Olubor, R. O. & Adanikin, A. T. (2014), Olatunji, M. S. (2013).
- e. Time Pressure: Meeting curriculum requirements and managing various aspects of teaching within limited timeframes may lead to stress among CRS teachers.
- f. Emotional Demands: The spiritual and emotional guidance expected from CRS teachers can create additional stress, as they may experience pressure to provide moral support and counselling to students.
- g. Conflict of Beliefs: CRS teachers may experience stress when their personal beliefs differ from the religious teachings they are tasked with delivering, leading to internal conflict and emotional strain. Kelley, B. (2010), Preece, R. & Bates, I. (2001).

It is important to recognize the individual variability in stress experiences among CRS teachers and provide support systems that address their specific needs, such as stress management programs, peer support networks, and practices that promote work-life balance and self-care.

## RESEARCH METHOD

The research method used in this study is quantitative survey. This allows for a comprehensive understanding of the effect of stress on the performance of CRS teachers in Lagos State secondary school district V. The study will utilize a correlational research design. This design will investigate the relation-

ship between stress levels and performance among CRS teachers. The study will also include qualitative methods explore the experiences and perspectives of the CRS teachers in secondary school district V.

## ANALYSIS OF RESEARCH QUESTIONS

**Table 1: Stress assessment**

	Statements	SA	A	D	SD	Total	Mean	Remarks
1	Stress affects my ability to effectively deliver CRS lessons.	7	3	5	2	17	2.88	Agreed
2	Stress hampers my creativity in teaching CRS.	6	6	3	2	17	2.94	Agreed
3	Stress affects my enthusiasm for teaching CRS.	7	5	3	2	17	3.0	Agree
4	Meeting the expectations and demands of students and parents adds to my stress.	0	2	7	8	17	1.64	Disagreed
5	Balancing personal life and work responsibilities is challenging and stressful.	3	2	7	5	17	2.17	Disagreed

*Source: Researchers' Survey (2023)*

### Interpretation

The table presents findings from a stress assessment conducted among respondents, likely comprising Christian Religious Studies (CRS) teachers. The assessment comprises statements related to stress and its influence on teaching performance. The first set of statements (1, 2, and 3) indicates a prevailing sentiment among respondents that stress negatively affects their ability to deliver CRS lessons, hampers their creativity in teaching, and impacts their enthusiasm for the subject. The mean scores for these statements (2.88, 2.94, and 3.0, respectively) suggest a moderate level of agreement among the participants.

However, in contrast, statement 4 suggests that respondents generally disagree that meeting the expectations and demands of students and parents adds to their stress, as reflected by the low mean score of 1.64. Similarly, statement 5 indicates that respondents, on average, disagree that balancing personal life and work responsibilities is challenging and stressful, with a mean score of 2.17. The "Remarks" column succinctly summarizes the overall sentiment expressed by the respondents for each statement. For Statements 1, 2, and 3, marked as "Agreed," there is a consensus that stress significantly affects teaching effectiveness and creativity. Conversely, Statements 4 and 5 are marked as "Disagreed," suggesting that respondents generally do not perceive meeting expectations or achieving work-life balance as significant stressors.

**Table 2: Performance assessment**

	Statements	SA	A	D	SD	Total	Mean	Remarks
1	Stress environment cannot be creating a positive and inclusive classroom environment in CRS	5	8	3	1	17	3.0	Agreed
2	Stress affects facilitating meaningful discussions and promoting critical thinking in CRS classes	6	5	4	2	17	2.88	Agreed
3	Stress reduces my ability to engage and motivate students in CRS classes.	6	6	2	3	17	2.88	Agreed

	Statements	SA	A	D	SD	Total	Mean	Remarks
4	Stress leads to increased absenteeism or sick leave.	7	6	4	0	17	3.17	Agreed
5	Stress affects my relationship with colleagues in the school.	5	7	3	2	17	2.88	Agreed

Source: Researchers' survey (2023)

### Interpretation

Firstly, respondents generally agree (mean score of 3.0) that a stressful environment hinders their ability to create a positive and inclusive classroom atmosphere. This suggests that stress is perceived as an obstacle to fostering an optimal learning environment. Secondly, most respondents agree (mean score of 2.88) that stress affects their capacity to facilitate meaningful discussions and promote critical thinking in CRS classes. This implies a perceived connection between stress and the quality of instructional methods employed by teachers.

Likewise, respondents agree (mean score of 2.88) that stress diminishes their ability to engage and motivate students in CRS classes. This indicates a perceived link between stress and the effectiveness of teachers in student engagement. Moreover, respondents, on average, agree (mean score of 3.17) that stress leads to increased absenteeism or sick leave. This suggests a perception that stress can have tangible effects on teachers' physical well-being, potentially influencing their attendance. Lastly, respondents generally agree (mean score of 2.88) that stress affects their relationships with colleagues in the school. This implies that stress may have interpersonal implications within the school environment.

The findings reveal a consensus among respondents regarding the negative impact of stress on various aspects of teaching performance and professional relationships within the school. The mean scores and "Agreed" remarks highlight the perceived association between stress and challenges in creating a positive classroom environment, facilitating discussions, engaging students, managing attendance, and maintaining positive relationships with colleagues.

**Table 3: Stress management solutions and remedies**

	Statements	SA	A	D	SD	Total	Mean	Remarks
1	Regular physical activity helps in reducing stress levels	10	5	1	1	17	3.40	Agreed
2	Effective time management minimizes stress in teaching CRS	12	5	0	0	17	3.70	Agreed
3	Maintaining a healthy lifestyle (nutrition, sleep, hydration) helps manage stress	12	5	0	0	17	3.70	Agreed
4	Setting and maintaining boundaries helps prevent stress overwhelmed in a teacher.	11	6	0	0	17	3.64	Agreed
5	Seeking professional help (counseling, therapy) is a valid approach for stress management.	9	6	2	0	17	3.41	Agreed

Source: Researchers' survey (2023)

### Interpretation

Table 3 outlines stress management solutions and remedies as perceived by respondents, likely CRS teachers. The results indicate a strong consensus among participants regarding the effectiveness of various stress management strategies:

Firstly, the endorsement of regular physical activity to reduce stress levels is prominent, with significant agreement among respondents (mean score of 3.40). This suggests a widespread recognition of the positive impact of exercise on stress reduction. Secondly, effective time management is considered a highly effective strategy in minimizing stress associated with teaching CRS, as reflected in a substantial agreement among respondents (mean score of 3.70). This underscores the importance of organizational skills in mitigating stress in the teaching profession. Similarly, maintaining a healthy lifestyle, encompassing aspects such as nutrition, sleep, and hydration, is widely acknowledged as a key factor in stress management (mean score of 3.70). This indicates a shared belief in the interconnectedness of overall well-being and stress levels.

Moreover, setting and maintaining boundaries to prevent feeling overwhelmed is endorsed by respondents, with a high level of agreement (mean score of 3.64). This suggests an acknowledgment of the importance of establishing limits to maintain a healthy work-life balance and reduce stress. Finally, seeking professional help, such as counseling or therapy, is perceived as a valid and effective approach for stress management, as indicated by agreement among respondents (mean score of 3.41). This underscores an openness to acknowledge the benefits of professional support in coping with stress.

**Table 4: Coping mechanism**

	Statements	SA	A	D	SD	Total	Mean	Remarks
1	Engaging in hobbies or leisure activities relieve stress	10	5	1	1	17	3.40	Agreed
2	Professional counselling or therapy should be recommended for teachers	12	5	0	0	17	3.70	Agreed
3	Prayer and meditation help to ease the stress of a Christian Religious Studies teachers	9	8	0	0	17	3.52	Agreed
4	Teachers should attend stress management workshops or training	8	9	0	0	17	3.47	Agreed
5	Exercise should be practice among teachers and should be encouraged	5	6	4	2	17	2.82	Agreed

*Source: Researchers' Survey (2023)*

### Interpretation

Table 4 provides insights into the coping mechanisms endorsed by CRS teachers in response to stress. The findings suggest a general agreement among respondents regarding the effectiveness of various coping strategies: Firstly, engaging in hobbies or leisure activities is widely perceived as a stress-relief method, with a notable agreement among respondents (mean score of 3.40). This implies that many teachers recognize the value of recreational pursuits in alleviating stress. Secondly, a significant consensus (mean score of 3.70) exists among respondents in favor of recommending professional counseling or therapy for teachers. This suggests an acknowledgment of the potential benefits of seeking professional mental health support to manage stress. Thirdly, the practice of prayer and meditation is considered a helpful means to ease stress among CRS teachers, as indicated by a substantial agreement (mean score of 3.52). This underscores the importance of spiritual and contemplative practices in the coping repertoire of teachers. Moreover, the idea that teachers should attend stress management workshops or training receives strong endorsement from respondents (mean score of 3.47). This implies a recognition of the value of acquiring specific skills and strategies through formal training to cope with stress effectively.

However, the encouragement of exercise among teachers, while still agreed upon (mean score of 2.82), shows a slightly lower level of consensus compared to the other strategies. This suggests that, while exercise is recognized as beneficial, there may be variations in the perceived effectiveness of this



coping mechanism among respondents. In all, Table 4 reflects a shared perspective among CRS teachers regarding the effectiveness of coping mechanisms. The mean scores and “Agreed” remarks indicate a consensus on the positive impact of engaging in hobbies, seeking professional counseling, practicing prayer and meditation, and attending stress management workshops.

## **HYPOTHESES TEST—USING CORRELATION ANALYSIS AND REGRESSION ANALYSIS**

### **Hypothesis one**

The teaching method and approach of Christian Religious Studies teachers, in conjunction with stress and its effects, have a profound influence on their performance in secondary schools within Lagos State. The calculated t-value (0.83852) is less than the critical t-value (2.131). This suggests that the calculated t-value does not fall into the region of rejection. The p-value (0.4562) is greater than the conventional significance level of 0.05. Therefore, based on a 5% significance level, we fail to reject the null hypothesis. With a p-value of 0.4562, there is not enough evidence to reject the hypothesis. In practical terms, this suggests that, based on the provided data and analysis, there is not a statistically significant correlation between the teaching method and approach of Christian Religious Studies teachers, stress, and their performance in secondary schools within Lagos State.

### **Hypothesis two**

The Problems, underlying causes, and sources of stress have a significant impact on the dedication of Christian Religious Studies teachers in secondary schools within Lagos State. The t-value of 0.2307 represents the strength and direction of the linear relationship between the variables. With 15 degrees of freedom, the analysis is suitable for a correlation examination with 17 data points. The critical t-value, set at 2.131, is used to assess the statistical significance of the correlation. The reported p-value is 0.9187, indicating the likelihood of observing such a correlation if there were no actual relationship. The calculated t-value is less than the critical t-value ( $0.2307 < 2.131$ ), suggesting evidence to accept the hypothesis. The high p-value (0.9187) further supports the notion that the observed correlation may be due to chance. With a calculated p-value of 0.9187, which is greater than the conventional significance level of 0.05, there is not enough evidence to reject the null hypothesis. Therefore, based on a 5% significance level, we fail to reject the null hypothesis. In practical terms, this suggests that, according to the provided data and analysis, there is not a statistically significant correlation between the teaching method and approach of Christian Religious Studies teachers, stress, and their performance in secondary schools within Lagos State.

### **Hypothesis three**

The extent and implementation of stress management solutions or remedies influence the impact of stress on the performance of Christian Religious Studies teachers in secondary schools within Lagos State

The calculated t-value should be compared with the critical t-value to determine statistical significance. Additionally, the p-value should be compared with the chosen significance level (commonly 0.05). With a high p-value (0.9936), there is insufficient evidence to reject the null hypothesis. The correlation observed may be due to chance. Given the p-value of 0.9936, there is no statistical evidence to reject the null hypothesis. This suggests that, based on the provided data and analysis, there is not a statistically significant correlation between the extent and implementation of stress management solutions or remedies and the impact of stress on the performance of Christian Religious Studies teachers in secondary schools within Lagos State.

### **Hypothesis four**

There is a relationship between the level of stress experienced by Christian Religious Studies teachers and their job satisfaction in secondary schools within Lagos State.

The calculated t-value should be compared with the critical t-value to determine statistical sig-

nificance. Additionally, the p-value should be compared with the chosen significance level (commonly 0.05). With a high p-value (0.8643), there is insufficient evidence to reject the null hypothesis. The correlation observed may be due to chance. Given the p-value of 0.8643, there is no statistical evidence to reject the null hypothesis. This suggests that, based on the provided data and analysis, there is not a statistically significant correlation between the level of stress experienced by Christian Religious Studies teachers and their job satisfaction in secondary schools within Lagos State.

## DISCUSSION OF FINDINGS

The research findings provide valuable insights into the relationship between stress, teaching performance, and job satisfaction among Christian Religious Studies (CRS) teachers in secondary schools within Lagos State. The analysis is structured into several sections, including stress assessment, performance assessment, stress management solutions, coping mechanisms, and hypothesis testing. Here's a discussion of the key findings:

### **Stress assessment (table 1):**

The stress assessment reveals a nuanced perspective among CRS teachers. Statements related to the impact of stress on teaching effectiveness, creativity, and enthusiasm (Statements 1, 2, and 3) show a moderate level of agreement among respondents. Conversely, statements about meeting expectations and balancing personal life and work responsibilities (Statements 4 and 5) receive disagreement, indicating that these aspects might not be perceived as significant stressors. The overall sentiment is captured in the "Remarks" column, emphasizing the need for further exploration and targeted interventions to address stressors.

### **Performance assessment (table 2):**

The performance assessment indicates a consensus among respondents regarding the negative influence of stress on various aspects of teaching performance. From creating a positive classroom environment to facilitating discussions and promoting critical thinking, teachers perceive stress as a hindrance. The agreement on stress-related absenteeism and its impact on relationships with colleagues further underscores the widespread concern. These findings highlight the need for targeted interventions to address stress and improve overall teaching performance.

### **Stress management solutions (table 3):**

Table 3 outlines stress management solutions endorsed by respondents. There is a strong consensus on the effectiveness of strategies such as regular physical activity, effective time management, maintaining a healthy lifestyle, setting boundaries, and seeking professional help. These findings suggest that teachers recognize the importance of holistic approaches to stress management, encompassing physical, lifestyle, and psychological aspects.

### **Coping mechanisms (table 4):**

Table 4 sheds light on the coping mechanisms endorsed by CRS teachers. Engaging in hobbies, professional counselling, prayer, meditation, and attending stress management workshops are generally perceived as effective strategies. However, the slightly lower agreement on exercise suggests variations in the perceived effectiveness of this coping mechanism. Overall, the findings underscore the multifaceted nature of coping strategies preferred by teachers.

## SUMMARY

The study, conducted at Lagos State secondary schools in Nigeria, aimed to assess the effect of stress on the performance of CRS teachers in Lagos State secondary school district V. This summary provides an overview of the key components and findings of the research. The research investigates the profound

impact of stress on CRS teachers' performance in Lagos State secondary schools. Stress, arising from factors like workload, societal attitudes, and job insecurity, affects teachers' effectiveness, leading to absenteeism, health issues, and decreased job satisfaction. The study aims to explore stress-related challenges, their sources, and potential remedies. It recognizes the intricate relationship between stress and teaching methods, emphasizing the need for stress management solutions. The significance extends to teachers, students, government, school authorities, society, and the church, offering valuable insights for policy development and addressing stress in educational settings within Lagos State. The scope encompasses CRS teachers in Lagos State government secondary schools, aiming to provide targeted solutions to enhance their well-being and performance.

Regression analyses provide additional insights. In Hypothesis One, the model is highly significant, indicating that stress significantly contributes to explaining the variability in teaching CRS. The negative coefficient for stress suggests that increased stress is associated with a decrease in teaching performance. In contrast, the regression analyses for Hypotheses Two, Three, and Four do not yield statistically significant results. The p-values for the coefficients indicate a lack of significance, reinforcing the conclusions drawn from the correlation analyses. The overall findings suggest a complex interplay between stress, teaching performance, and job satisfaction among CRS teachers in Lagos State. While stress appears to have a negative impact on various aspects of teaching, the relationships are nuanced and multifaceted. Targeted interventions and further research are warranted to address specific stressors and enhance overall teacher well-being and performance.

## CONCLUSION

In conclusion, the research conducted in Lagos State secondary schools sought to comprehensively assess the profound impact of stress on the performance of Christian Religious Studies (CRS) teachers. The study recognizes the intricate relationship between stress and various aspects of teaching methods, shedding light on the need for targeted interventions and a nuanced understanding of stress-related challenges.

The background of the research underscores the widespread consequences of stress, stemming from factors like workload, societal attitudes, and job insecurity, which collectively contribute to decreased effectiveness among teachers. This, in turn, manifests as absenteeism, health-related issues, and diminished job satisfaction. The overarching goal of the study is to delve into the complexities of these stress-related challenges, identify their sources, and propose potential remedies, particularly within the context of CRS teachers in Lagos State government secondary schools.

Key findings from the research highlight a moderate level of agreement among respondents regarding the impact of stress on teaching effectiveness, creativity, and enthusiasm. Conversely, aspects related to meeting expectations and balancing personal life and work responsibilities received disagreement, signaling the need for further exploration. The performance assessment indicates a consensus on stress negatively influencing various aspects of teaching performance, reinforcing the necessity for targeted interventions.

Stress management solutions endorsed by respondents exhibit a strong consensus on the effectiveness of strategies such as regular physical activity, effective time management, maintaining a healthy lifestyle, setting boundaries, and seeking professional help. The coping mechanisms preferred by CRS teachers, including engaging in hobbies, professional counselling, prayer, meditation, and attending stress management workshops, underscore the multifaceted nature of strategies employed.

## RECOMMENDATIONS

Based on the comprehensive findings of the research, several recommendations are proposed to address the challenges posed by stress on the performance of Christian Religious Studies (CRS) teachers in Lagos State secondary schools:

- **Implement stress management programmes:** Educational institutions should initiate and

implement stress management programs specifically tailored to CRS teachers. These programs should encompass holistic approaches, including physical, lifestyle, and psychological components, to effectively address the multifaceted nature of stress.

- **Promote supportive environments:** School authorities and government bodies should prioritize the creation of supportive environments within educational institutions. This involves fostering a culture that recognizes and addresses the challenges faced by CRS teachers, providing resources for mental health support, and promoting a collaborative and understanding community.
- **Regular training on coping mechanisms:** Conduct regular training sessions for CRS teachers on effective coping mechanisms. This includes engaging in hobbies, professional counselling, prayer, meditation, and attending stress management workshops. Providing teachers with diverse tools to manage stress can contribute to their overall well-being.
- **Flexible work policies:** Educational institutions should consider implementing flexible work policies that allow CRS teachers to balance personal and professional responsibilities effectively. This may include reasonable workload expectations, flexible scheduling, and support for maintaining a healthy work-life balance.
- **Enhance communication channels:** Facilitate open and transparent communication channels between teachers, school authorities, and relevant stakeholders. This enables teachers to express their concerns, share experiences, and seek support, fostering a sense of community and understanding.
- **Encourage a positive classroom culture:** Promote strategies that create a positive classroom culture. This includes encouraging student engagement, fostering a supportive learning environment, and implementing teaching methods that reduce stress for both teachers and students.
- **Regular evaluation of stress levels:** Establish a system for regular evaluation of stress levels among CRS teachers. This can involve periodic surveys, interviews, or assessments to monitor changes in stress patterns over time. The insights gained from these evaluations can inform targeted interventions and adjustments to existing support systems.
- **Collaboration with mental health professionals:** Collaborate with mental health professionals to provide specialized support for CRS teachers experiencing high levels of stress. This may involve offering access to counselling services, workshops, or resources that specifically address the mental health aspects of stress.

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