

PSYCHOSOCIAL VARIABLES AND JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN RIVERS STATE

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ABSTRACT

Four research topics and accompanying hypotheses led the investigation of psychosocial characteristics and job performance among secondary school teachers in Rivers State. A correlational research design was used in the study. Selected at random from fifty public senior high schools in Rivers State, a sample of 250 respondents was obtained. Data were gathered using a self-developed tool called the Psychological Variables and Job Performance Questionnaire (PVJPQ). Very High Extent (VHE), Great Extent (GE), Low Extent (LE), and Very Low Extent (VLE) are the possible answers for each questionnaire item. Two specialists from the psychology department at Ignatius Ajuru University of Education approved the instrument's face and content. The test-retest approach was used to establish the reliability index of 0.76. In order to answer the study objectives, the collected data were analyzed using the mean and standard deviation. The hypothesis was tested at the 0.05 level of significance using the Pearson Product Correlation Coefficient. The study's conclusions showed that while stress had a negative relationship with job performance, psychosocial factors like motivation, work environment, and attitude toward work strongly correlated with teachers' job performance. In order to improve optimal performance, the study advises school administrators to equitably assign responsibilities to every type of teaching personnel.

INTRODUCTION

Researchers and academics have focused on psychosocial aspects in relation to employees' job performance in firms. Combining social and psychological factors, psychosocial factors are related to an individual's well-being at the workplace. It is multifaceted and addresses how employees perform on the job in a workplace setting. Instructors' Psycho-social variables play a major role in secondary school job performance. Once more, a variety of elements, including infrastructure, funding, faculty, and other resources, are crucial to the performance of educational institutions; nonetheless, the most significant factor influencing these institutions' success rate is their faculty. As such, it is imperative that management use its teachers in an efficient manner. Every secondary school teacher has a certain set of duties and responsibilities to carry out. Every management thinks that a happy teacher may achieve achievement and work efficiently every day. Psycho-social factors have a pivotal role in determining the job performance of secondary school educators. The job performance of any firm is significantly correlated with psycho-social characteristics. In this instance, social variables include work environment and work attitude, whereas psychological variables include motivation and stress. Each of these factors has an impact on how well secondary school instructors perform.

But according to Robbins and Judge (2018), motivation is now more broadly defined as a psychological process that influences a person's arousal, direction, and perseverance in their action toward achieving four goals. One of the most important concerns in every firm

nowadays is employee motivation (Kalio & Kalio, 2016). According to Shafiq et al. (2019), motivation is a factor that arouses people's desire and excitement to devote themselves fully to a work and to expend consistent effort to complete it. Armstrong (2016) defined motivation as influencing subordinates to exhibit a desired behavior with the intention of directing their actions and efforts toward the objectives of the company. He continued by saying that it's also referred to as an incentive action and is an internal drive within a firm to fulfill an unmet need. One of the most crucial elements that propels any human being to accomplish their goals is motivation, which is the inner force that propels someone to act or perform (Mbwana, 2015).

Motivation and work output are related. It makes sense why Beard et al. (2019) observed that motivated teachers carry out their duties well. Teachers' job performance and motivation are positively correlated. Teachers must motivate students in order to carry out effective instruction, satisfy them with their delivery of knowledge and style, effectively manage class time, discipline students, ensure that they complete their assigned work, and inspire students to achieve academic success. While carrying out their responsibilities in the classroom, teachers encounter stress. Stress is a physiological response to a circumstance that compromises a person's overall health. Teachers who experience negative emotional states like concern, anxiety, despair, and dissatisfaction that are linked to work-related variables are considered to be under stress (Adu & Okeke 2019). Stress arises for teachers from both work and household issues. Performance at work is inversely correlated with stress. It makes sense that Uzoeshi (2012) defined stress as any demand or condition that interferes with a person's ability to function normally and forces that person to perform additional actions in order to deal with it. These demands force a person to mobilize more resources in order to maintain their health or function well in their surroundings. Stress at work, however, can also cause anxiety, agitation, concern, and other negative emotions. Job performance is negatively correlated with stress. Additionally, Hanif (2018) made a contribution indicating that there is a negative correlation between teachers' job performance and stress. This is most likely due to the fact that teachers' job performance and productivity are negatively impacted by stress.

Workplace conditions have a direct impact on productivity; the more favorable the workplace, the more productive employees are. The success of a business is significantly influenced by the performance of its employees. Accordingly, Kohun (2019) described the work environment as the entirety of the forces, behaviors, and other significant elements that are presently or may be competing with the activities and output of the employee. The relationships that exist between employees and the surroundings in which they operate make up their work environment. According to Seibert et al. (2017), a nice work environment positively impacts employees' wellbeing, leading to a sense of satisfaction among them. An employee's job performance and a positive work environment are positively correlated. Employees' working conditions and health are impacted by a bad work environment. According to Lee (2018), some workers have reported being sickened by their jobs because they were in an unsafe and messy atmosphere. A positive work atmosphere helps teachers be happy and do their jobs well. Nonetheless, there is a positive correlation between teachers' job performance and their work environment; as a result, employees' obligations are made simpler and easier when they work in a healthy setting. It is important to create a comfortable work atmosphere for instructors because it has an impact on their performance. Teachers at secondary schools perform better on the job and are more productive when they have good working conditions. Teachers' work attitudes also have an impact on how well they perform because they conduct their jobs on a regular basis. One of the main factors influencing each person's productivity at work is their work attitude. Teachers who are dedicated and content work tirelessly to

establish and sustain high standards of performance. A psychological state of mind is called an attitude. In the end, a person's behavior is determined by the way they perceive the world. Teachers may feel one way or the other about certain jobs, services, coworkers, management, or the company as a whole in the workplace. Employees with a positive attitude make workdays more productive and pleasurable. As a result of job satisfaction, tasks are completed to a higher standard and without complaint. In this context, attitude refers to a teacher's mental preparedness for students in a classroom context in order to support an efficient teaching-learning process. An attitude is a predisposition to respond a specific manner to a particular category of stimuli. According to Allport (2008), an attitude is a state of mental preparedness that directs a person's behavior toward all things and circumstances that are associated with it. It is crucial to remember that in order to function well, teachers must have a positive outlook on their jobs, a passion for motivating others, and a strong desire to assist.

Nonetheless, a person's attitude in the workplace is influenced by how satisfied they are with their profession. The advantages that employees receive from their work will make it possible for them to carry out daily activities within the company. More often than not, job satisfaction motivates employees to strive tirelessly to provide high-quality services (Shawal, 2014). In most countries and businesses, job happiness continues to be a crucial consideration. Because of its significance to the organization, workers' job satisfaction has long been a hot topic of discussion among researchers (Nazim, 2020).

According to Priti (2019), an employee's subjective perception of their work can be either positive or negative. This is known as job satisfaction. It conveys the degree to which an employee's expectations of their work and the benefits they receive align. According to Pinder (2019), there are several definitions for the relative word "job satisfaction." It is the inner joy, satisfaction, agreement, fulfillment, contentment, likings, and unwavering spirit that someone has toward completing a certain paid task or exerting effort that is shown in the cause of accomplishing something. When one's inner self is driven to do a task on a daily basis because of the advantages it offers, one's mental health is in balance and prepared to accept any amount of difficulty because the effort will ultimately provide more benefits.

According to the Harvard Professional Group (2018), achieving other goals that result in a general sense of fulfillment, such as recognition, money, and promotion, is largely dependent on one's level of job satisfaction. An employee's work attitude can be positively impacted by job satisfaction since they are more likely to be motivated and devoted to fulfilling the goals of the organization or reaching the goals themselves. It is a sensible or sentimental reaction to different aspects of one's work. Numerous things can have an impact on it, such as the nature of one's relationships with coworkers, the standard of the physical workspace, the level of fulfillment one derives from their work, etc. This happiness is not exclusive; rather, it is predicated on the idea that an employee's efforts are well rewarded for the work they accomplish. It has been seen that benefits such as increased income, housing, promotions, health care, and other observable or tangible derivations can all contribute to job satisfaction to varying degrees (Ifinedo, 2013). A positive shift in employee 18's perspective is essential to a fulfilling work life. This speaks volumes about one's employment and the capacity of employers to prioritize their employees by offering welfare benefits (Mullins, 2016).

According to Nikpour (2018), the following are some benefits of job satisfaction: enhanced motivation and enthusiasm, a desire to work hard and produce the best and most exceptional services. According to Statt (2019), a worker's level of job satisfaction is determined by how satisfied they are with the benefits they receive from their profession, especially in terms of intrinsic motivation. Most people believe there is a clear correlation between it and both

personal happiness and productivity. Further implication of job satisfaction is passion and contentment with one's work. It is the essential component that results in acknowledgment, money, a promotion, and the accomplishment of other objectives that contribute to a sense of contentment (Kaliski, 2017).

The effectiveness of teachers has a significant impact on whether educational activities succeed or fail. According to Basilius (2020), a teacher's work performance consists of the tasks they complete within the school system during a specific time period in order to accomplish organizational objectives. It is the capacity of educators to integrate pertinent information to improve the processes of teaching and learning. Peretemode (2015) went on to say that an employee's level of involvement in the day-to-day operations of the company and their work ethic both affect how well they perform on the job. Thus, in order for teachers in Rivers State's secondary schools to function at a high level, they must be content. Therefore, the purpose of this study is to examine how psychosocial factors and job satisfaction relate to secondary school teachers in Rivers State in terms of job performance.

Statement of the Problem

Every organization exists to accomplish its aims and objectives. The caliber of employees in such a company has a major role in the accomplishment of objectives. Every manager or employer has a responsibility to make sure that every employee does their job well. An employee is anticipated to have motivation to come to work and attentively carry out assigned duties when they love their work environment and the numerous perks that come with their job.

The majority of teachers in Rivers State appear to perform poorly overall, despite government measures to ensure that salaries are not owing in the state. Numerous academics have conducted studies in diverse fields to determine the reasons behind the bad performance of educators in the

state. Several of their findings indicate that inadequate teacher performance in Rivers State can be attributed to a variety of variables, including the learning environment, class size, and a lack of experience. However, to the best of the researcher's knowledge, no research has looked into the relationship between job satisfaction and psychosocial characteristics and job performance among secondary school teachers in Rivers State, which is the subject of this study.

Aim/Objectives of the Study

The purpose of this research is to ascertain the relationship between job performance and psychosocial characteristics and job satisfaction among secondary school teachers in Rivers State. The study specifically aimed to determine the following:

- (1) Find out if Rivers State secondary school teachers' motivation is related to their work performance.
- (2) Investigate whether Rivers State secondary school teachers' job performance is impacted by stress.
- (3) Investigate whether Rivers State secondary school teachers' work environments affect how well they do their jobs.
- (4) Find out if Rivers State secondary school teachers' work attitudes and performance are related.
- (5) Determine whether job performance and job happiness are related among Rivers State secondary school teachers.

Research Questions

The study will be guided by the following research questions.

(1) How much is work performance among Rivers State secondary school teachers correlated with motivation?

(2) How much does stress affect Rivers State secondary school teachers' ability to conduct their jobs?

(3) How much does the work environment affect Rivers State secondary school teachers' ability to conduct their jobs?

(4) How much is the work attitude of Rivers State secondary school teachers related to their performance on the job?

(5) How much is job performance among Rivers State secondary school teachers correlated with job satisfaction?

Hypothesis

The investigation will be guided by the following null hypotheses at the 0.05 level of significance.

Ho1: Among secondary school teachers in Rivers State, there is no discernible link between job performance and motivation.

Ho2: Among secondary school teachers in Rivers State, there is no discernible link between stress and job performance.

Ho3: Among secondary school teachers in Rivers State, there is no discernible correlation between the work environment and job performance.

Ho4: Among secondary school teachers in Rivers State, there is no discernible link between work attitude and job performance.

Ho5: For secondary school teachers in Rivers State, there is no discernible link between job performance and job happiness.

Stress

Secondary school teachers have long been displeased with their jobs' excessive workload, role ambiguity, and role conflict. According to Kyriacou and Chien (2014), teachers are frequently under stress at work, which prevents them from delivering the high caliber of work that is required of them and results in inefficiency in the classroom. Teaching is an extremely challenging profession where a teacher's personality and expertise play a major role in how well they function. Therefore, a certain talent and feeling of knowledge are needed for a teacher to accomplish his or her position particularly well. Teachers in the school system experience stress despite their roles and responsibilities in the education sector since they are required to combine their job description with unpaid administrative tasks. As educators struggle to adapt to the system's regular adjustments, this has grown to be a significant problem in recent years. Stress can arise from a variety of situations, including unpaid salaries, an excessive workload at school, long commutes from home to school, an increase in demands from family members, and coping with the unfavorable attitudes of some pupils.

Teachers might not be able to carry out their primary responsibilities as planned when these happen. circumstance by circumstance, several factors lead to stress in teachers (Boyd et al., 2019). Because stress is a part of life, it is experienced in all aspects of it. Stress is an inevitable part of life and attempts to entirely remove it simply serve to increase one's level of stress. According to Coher and Devert (2017), because everyone's physiological functions and adaption systems are different, what stresses out one person might not stress out another. Some people are highly attuned to absorb all of the tension that is around them. Stress is a multifaceted condition including behavioral, cognitive, and physical response. Stress can

occasionally affect us both consciously and unintentionally. There is a negative correlation between employees' job performance and stress in a business. Stress knows no bounds when it comes to age, class, position, or sex; no one can fully isolate themselves from stress, and the only way to do so is to stop breathing, which does not protect teachers either. Numerous aspects of life, such as family, job, disappointments, exhaustion, anxiety, etc., can cause stress.

But according to Coher and Devert (2017), stress is the body's response to any unfavorable, challenging situation. Adrenaline and cortisol, two stress hormones that prime the body for emergency response, are released by the nervous system in response to stress. Stress causes the heart to beat more quickly than normal, the blood pressure to rise, and the muscles to stiffen. It helps people stay focused and concentrate, stay awake during difficult times, and stay motivated at work. Similarly, if stress is not managed appropriately, it can seriously impair both the body and the mind.

According to Fisher (2020), stress is a tense state that has an impact on a person's feelings, perceptions, and circumstances. Stressed-out teachers get tense and suffer from persistent anxiety. They frequently have an antagonistic demeanor or become hostile, agitated, and unable of unwinding. According to Olivier and Venlar's (2018) collaborative work, teachers' adaptive reaction to workplace stress is influenced by psychological processes, individual characteristics, and environmental variables that arise from excessive physical or psychological demands.

According to Uzoeshi (2012), stress is any requirement or circumstance that interferes with a person's ability to perform normally and forces them to go above and beyond to deal with it. These demands force a person to mobilize more resources in order to maintain their health or function well in their surroundings. According to Marwin (2013), frequent symptoms of stress include difficulties sleeping, perspiration, appetite loss, and difficulty concentrating. Still, some people turn to drug misuse as a stress reliever. Say defines stress as an illness, but if it is not treated right away, it can lead to major illness. Back pain, a propensity to perspire, chest pain, anxiety, sadness, forgetfulness, impatience, social disengagement, marital issues, and substance addiction are a few physical symptoms of stress. According to Gazzanga's (2013) theory, stress can lead to illness because the hormones and neuronal pathways it triggers alter the immune system's response, decreasing its capacity to combat foreign invaders. Teachers who encounter uncomfortable situations experience stress, which is a physical and emotional reaction. It has been noted that some secondary school instructors use drugs as a stress reliever, which negatively impacts their life and general wellness. Susan (2020) discovered a negative correlation between secondary school teachers' job performance and stress. He went on to say that using narcotics, alcohol, or tobacco as a stress reliever causes harm. Unfortunately, these chemicals tend to keep the body in a stressed state and exacerbate existing problems rather than reducing stress and bringing the body back to equilibrium. Teachers typically feel stressed out because of their office job and household responsibilities. A combination of the two could make you unhappy at work. Terry (2018) conducted research on the association between stress and job performance and discovered that there was a negative one.

Numerous major factors contributing to work-related stress that are frequently linked to teachers have been found through research done in the United States of America (USA), the United Kingdom (UK), New Zealand, and Australia. These include low pay, an excessive workload, time constraints, a lack of opportunity for advancement, irregular performance reviews, shifting job responsibilities, a lack of recognition, insufficient funds and resources, insufficient policies, and a lack of discipline among students (Borg, 2016). Additionally,

Alkhalefa (2020) collaborated that the main sources of stress that impair teachers' performance were job conditions, pay, bonuses, and allowances; the status of one's education; strict monitoring; inadequate school facilities; a heavy workload; and career advancement. As a result, instructors who are completely unhappy at work exhibit less empathy for kids, experience depression, become easily agitated, and devote less time to their profession.

Work Environment

Work environment may have either positive or negative impact on performance of teachers depending upon the nature (Sousa-Poza, 2019). The location of the work, where a teacher performs his duties on daily bases, is included in the work environment. Teachers can perform better if they are provided with good environment. The working outcomes are directly interlinked with work environment, the more the environment is conducive the better the outcome will be. Teachers' satisfaction plays an important part in the success of organization; hence they perform better if they are provided with good environment. Lee and Bruvold (2020) noted that when a teacher is given higher level of satisfaction, it will increase turnover and also enhance the morale of the teacher, Seibert et al. (2017) contributed that employees derive satisfaction from good work environment as it influences their wellbeing positively. There is a positive relationship between good work environment and teachers' performance in school. Bad work environment affects the health and working condition of teachers. No wonder, Lee (2018) reported that some teachers have contacted sickness from their workplace as a result of being exposed to untidy and hazardous environment. Good work environment makes the responsibilities of teachers to be simplified and easy as they work in a healthy environment. Adesina (2011) observed that teachers' performance was greater in well conducive school environment than unconducive environment.

Kyko (2019) also reported that there are two types of work environment; conducive work environment and toxic work environment. Conducive work environment gives pleasurable experience to teachers and enables them to actualize their abilities and potentials. It also reinforces self-actualizing behaviour. Toxic environment according to him brings about unpleasant experiences and at the same time, de-actualize teachers' behaviour. It reinforces low self-actualizing behaviours and leads to the development of negative traits of the employees. However, in a toxic work environment, responsible and sensible employee can change into irrational and irresponsible employee as a survival strategy. He identified six factors which contribute to a toxic work environment as well as low performance of employees as follows; opaque management, biased boss, and organizational policies, work conditions, interpersonal relationship and low pay. All these factors together have an impact on the performance of an employee.

Akande (2014) cited by Esse (2020) stated the following types of training that can be readily available in educational organization: in-service course for teachers, on-the-job training, refresher-training, conference training, off-the-job training, staff seminar, workshops, induction courses, etc

Work Attitude

Employee perception of their surroundings and commitment to planned behaviors are mostly influenced by their attitudes, which include feelings and beliefs. A person's mental collection of attitudes influences their perspective on the world. According to Harter et al. (2020), attitude is the propensity to respond a given manner to a particular set of stimuli. According to Allport's (2008) definition, attitude is a mental and neurological state of

preparedness that directs and influences an individual's reaction to situations and objects. It is a manner of feeling or thinking about something that manifests itself in a person's actions. The attitude of employees has a significant impact on relationships and, ultimately, performance in any workplace (Lise et al., 2019). A culture of negativity among teachers may be fostered, for example, if they believe that the school does not value them or that they are not provided with opportunities for professional development (Byers, 2019). However, teachers will perform well in the classroom if they genuinely believe that the school values and recognizes their contribution (Keith 2019).

In order to encourage positive attitudes among instructors, it is crucial that educational organizations consciously build strong working cultures. Fostering a culture of positivity at work can assist employees in completing their tasks more effectively and efficiently. Workforce performance is heavily influenced by the relationships employees have with their supervisors and with one another. Only when each employee has the proper attitude toward work and colleagues can good workplace connections be experienced (Abang et al, 2020).

Career success is a significant advantage of attitude in the job. An assessment of an employee's performance in relation to the accomplishment of organizational goals is one technique to gauge their success at work. An employee with the correct attitude will always look for the simplest and most effective way to do the duties they have been given. An employee like that won't always gripe or come up with reasons for subpar work (Keamer, 2020). Having a positive attitude at work goes a long way toward increasing productivity. Positively oriented teachers tend to become interested in all they do in the classroom. Educators who possess a positive work attitude will thus inevitably reflect on their work and endeavor to provide their best effort. An increase in instructors' output and productivity is the overall result. Nonetheless, the management team must consciously offer favorable working circumstances and demonstrate that they are important resources if the school is to have a positive attitude. Balzer (2018). Teachers who have a positive attitude at work are better able to recognize the contributions, abilities, and competences of their peers. Teachers can develop a culture of good attitudes by participating in relevant training provided by the school (Byers, 2019).

Enhanced motivation is another advantageous consequence of a positive mindset in the workplace. Teachers who have the correct attitude find it easy to go past whatever challenges they face while carrying out their duties. A positive outlook also influences how employees view their surroundings. Appropriate attitudes also enable teachers to make better decisions in their work. A positive outlook fosters sound reasoning, which helps educators make informed decisions. This is so because objectivity always serves as a guide for proper attitudes in their work (Fritz, 2018). Instructors will seek solutions rather of moaning and blaming problems they have on others. Teachers can maintain a stable state of health when they experience less stress, which is something that positive thinking helps to alleviate (Clarke, 2015).

A positive outlook makes teaching and learning easier. Negative attitudes, on the other hand, lead to inefficiency. When it comes to attaining objectives and getting high marks from secondary school teachers, attitude plays a major role. It is crucial to remember that educators must have a positive outlook on their work and empathy for their students. In order to assist the students in developing more positive personalities, teachers should look for the root causes of antisocial behavior (Ekperi, 2018). In addition to testing what they have taught, the teacher should respect each student equally, steer clear of conflict in the classroom, recognize individual differences, and motivate pupils to do assignments rather than

assigning them.
Additionally, Shittu and Oanite (2019) observed that secondary school teachers' job performance and their positive work attitude are positively correlated. They also mentioned that when a teacher is happy in his position, he behaves well and becomes more productive in the classroom.

Motivation

The Latin word "movere"—which meaning to move, push, or convince in order to satisfy a need—is where the word "motivation" originates (Luthans, 2019). Motivation is a process linked to a need that triggers behavior or a drive directed toward an objective or reward. Because it explains why employees behave in certain ways, the idea of motivation is crucial. According to Ali et al. (2020), motivation is a psychological factor that governs an individual's behavior, effort level, and persistence in an organization.

According to Atiya and Palwasha (2020), motivation at work is the readiness to put in more effort to accomplish organizational goals. They also said that motivation is any factor that steers a person toward goal orientation. According to Azar and Shafighi (2019), work motivation is a state that results from both internal and external processes. It is characterized by an individual's decision to pursue a particular course of action(s) that lead to a particular outcome with a certain level of vigor and persistence. Work motivation was also defined by Alam and Farid (2018) as a process that encourages an individual to willingly be productive at work. According to Shah and Shah's (2016) research, motivation is a means of encouraging people or groups to work in a way that will provide the greatest outcomes. It went on to say that the term "motivation" refers to a broad category that includes needs, wants, urges, and other comparable elements.

The technique of using rewards to persuade someone to act in a desired manner or accomplish certain tasks is known as motivation. It is significant because it motivates employees to focus their efforts on reaching high-priority objectives. Motivation in the workplace helps employees establish priorities, define goals, and boost their self-esteem. It's a desirable quality that can motivate people and enable them to accomplish goals in life that they otherwise would not have been able to (Cook, 2021). Motivation is an employee's willingness to put in a lot of effort at work, contingent on the effort's ability to meet demands and take into account the individual's personal environment. The idea of motivation is essential to how well someone performs at work. It speaks of the internal or external elements that motivate and steer employees' actions toward the accomplishment of particular objectives.

Job Performance

In most countries and businesses, job happiness continues to be a crucial consideration. Because of its significance to the organization, workers' job satisfaction has long been a topic of discussion among researchers. Work satisfaction is a multifaceted variable that depends on both an individual's dispositional traits and the situational aspects of their job. It is a nuanced and multidimensional idea that has varying interpretations for different individuals. On the other hand, people's perceptions of their jobs are implied by the term "job satisfaction." It could be seen as an individual's cognitive, emotive, and evaluative responses to their work, or as the positive perception that workers have of their positions. According to Arham et al. (2020), job satisfaction is an enjoyable or optimistic emotional state that arises from evaluating one's work experience; the outcome must be goal-oriented. It is believed that the nature of the work or the working environment contribute to job satisfaction. According to

Edwards et al. (2090), job satisfaction is the last state of emotion, the sensation one has after completing a task. Depending on how the task is completed, this sensation could be either favorable or unpleasant. In a similar vein, it refers to a person's perceptions and feelings regarding their present employment. Extreme job satisfaction can range from extreme unhappiness to extreme satisfaction among workers. According to Obsan (2019), when positive and negative outcomes are balanced against one another, an individual's perception of how appealing a job is is what determines their level of job satisfaction.

It is an emotional response to a work that arises from evaluating the real results against what was expected, desired, or deserving. As a result, it illustrates how situational factors affect employees' attitudes toward their jobs. It is assumed that these factors are connected to workers' beliefs that the company is acting in their best interests, such as when it comes to establishing conducive physical work environments, rewarding exceptional performance, or offering reward equity. Compared to dislikes and dissatisfaction, etc., job satisfaction is the state of being happy, fulfilled, content, agreeable, and like one's job and being satisfied with the benefits one receives from it, especially in terms of intrinsic motivation. Most people believe there is a clear correlation between it and both personal happiness and productivity. Further implication of job satisfaction is passion and contentment with one's work. It is the essential component that results in success in achieving other objectives that lead to a sense of fulfillment as well as in recognition, money, and promotions.

Job performance

The effectiveness of an organization's workforce has a significant impact on its capacity to operate and accomplish its objectives. A performance could be defined as an act of carrying out a specific duty. It is the capacity to expertly integrate appropriate behavior in order to meet company goals and objectives. et al., 2019 Baard. Performance is the degree to which a task is carried out successfully. It is the anticipated total of the employee's behavioral occurrences during a specific time period. It demonstrates the degree to which a worker can effectively complete tasks utilizing organizational resources under normal circumstances (Jex & Britt., 2018).

The efficacy and efficiency with which secondary school teachers carry out their tasks and obligations in instructing and assisting students is known as job performance. It includes a range of elements, including classroom management, subject-matter expertise, teaching abilities, student involvement, and overall impact on learning and growth. According to Okeniyi (1995), as cited by Findley et al. (2018), teachers' job effectiveness is their capacity to integrate pertinent inputs in order to improve the teaching and learning processes. Teachers' job performance is very important since it directly affects students' educational experiences and outcomes. According to Peretemode (1996) in Sanjay and Shiladitya (2018), a teacher's degree of involvement in the day-to-day operations of the school determines how well they do on the job. Instructors set clear goals and guidelines, successfully discipline students, and foster a welcoming environment in the classroom. This entails encouraging respect for one another, attending to the requirements of each individual student, and creating a welcoming learning environment. In order to engage students in the learning process and accommodate a range of learning styles, teachers use a variety of instructional tactics. Active learning strategies, cooperative group projects, technological integration, and tailored instruction to each student's requirements and skill level could all fall under this category. Having good communication skills is essential for fostering relationships with

coworkers, parents, and students. In order to promote students' achievement, a modern teacher should be able to cooperate with other educators and staff members, effectively express learning objectives, and give feedback to parents and students (Fadeyi et al., 2020).

Theoretical Review

Social Exchange Theory by George Homans (1958)

The social exchange theory was propounded by American sociologist, George Homans in the year 1958. This theory focuses on the reciprocal relationships between employees and their organizations. The Social Exchange Theory (SET) offers a framework to understand the dynamics of social interactions and relationships in various contexts, including the workplace. This theory suggests that individuals engage in social exchanges based on perceived fairness and the expectation of reciprocal benefits. In the organizational setting, employees contribute their time, skills, and effort to their jobs, expecting rewards, recognition, and support in return (Marzano, 2017)

The theory suggests that employees engage in social exchanges with their employers, where they contribute their efforts and skills in exchange for various rewards (e.g. pay, promotion, recognition). Positive social exchanges enhance job performance, as individuals feel valued and supported by their organization. Social exchange theory is a psychological perspective that seeks to explain social interactions and relationships based on the principles of reward and cost. It suggests that individuals engage in social exchanges with others with the expectation of maximizing their rewards and minimizing their costs. The theory posits that humans are inherently rational beings who weigh the pros and cons of their social interactions. According to social exchange theory, individuals are motivated to enter into and maintain relationships if they believe the benefits outweigh the costs.

In the context of social exchange theory, rewards can include various desirable outcomes such as companionship, emotional support, financial assistance, or even tangible resources. On the other hand, costs can encompass the negative aspects of a relationship, such as time investment, emotional labour, compromise, or sacrifices. One fundamental concept of social exchange theory is the idea of comparison levels. These comparison levels are the standards against which individuals evaluate the outcomes of their relationships. A person's comparison level is influenced by his/her past experiences, societal norms, cultural values, and personal expectations. If the outcomes of a relationship surpass an individual's comparison level, he/she perceives it as rewarding, and he/she is more likely to stay in that relationship. Conversely, if the outcomes fall below the comparison level, the individual may feel dissatisfied and consider ending or altering the relationship.

Another important aspect of social exchange theory is the notion of comparison level for alternatives. This concept refers to the perception of available alternatives outside of the current relationship. If an individual believes that the rewards offered by an alternative relationship would exceed those of the current one, they may be inclined to end the current relationship and pursue the alternative. Conversely, if the perceived rewards of the current relationship outweigh those of any potential alternative, the individual is more likely to remain committed to the | current relationship. Social exchange theory highlights the importance of mutual dependence in social exchanges. Employees rely on their organizations for resources, including salary, benefits, and career opportunities, while organizations depend on employees' contributions to achieve their goals. This mutual dependence forms the basis of social exchange relationships in the workplace. By applying the principles of social exchange theory, organizations can create a work environment that fosters strong social exchanges and ultimately improves overall job performance and organizational success.

This research is anchored on social exchange theory because teachers try to put in their best on the job expecting to be rewarded with good salaries, good working environment, huge bonuses, etc. which in turn result to job satisfaction and improved performance.

Empirical Review

Motivation and Job Performance of Secondary School Teachers

Sala (2020) used a correlational research approach to examine the relationship between teachers' work performance and motivation in secondary schools. The study was led by three hypotheses and three research questions. There were 7,000 senior school teachers in the study. By applying the Taro Yamane approach, the sample size was determined to be 320 teachers. For the investigation, a stratified sampling strategy was employed. The "Motivation and Teacher's Job Performance Questionnaire" was a structured questionnaire used as the data gathering tool. Two measurement and evaluation specialists validated the tool. Using Cronbach Alpha, which produced a reliability coefficient of 0.79, the instrument's reliability was determined. To address the study issues and evaluate the null hypotheses at the 0.05 significant level, Pearson's Product Moment Correlation was employed. It was discovered that, in secondary schools, there was a significant positive correlation between teachers' job performance and motivation. It was determined that motivated educators carry out their responsibilities with diligence and contribute positively to the educational system.

Sharma (2016) investigated the impact of teacher job performance in private schools at Bethany Boarding Higher Secondary School in Pokhara on employee motivation. A survey research design was applied. A web calculator was utilized to calculate the sample size before a stratified selection strategy was applied to select a sample of 300 teachers. A self-structured questionnaire with the title "Influence of Motivation on Job Performance of Teachers" was used as the data collection tool. Three measurement and evaluation specialists validated the instrument, and the test-retest approach was used to verify the instrument's reliability. Pearson's Product Moment Correlation was used to correlate the two scores, yielding a reliability coefficient of 0.80. The study issues were addressed using the mean standard deviation, and the test of the null hypotheses at the 0.05 level of significance was conducted using regression analysis. It was discovered that teachers' motivation had a major impact on their job performance, leading researchers to infer that motivation is the catalyst for instructors' productive work in secondary education.

Stress and Job Performance of Secondary School Teachers

Terry (2018) looked into the connection between secondary school teachers' job performance and stress. The research design used was correctional. The study was led by three hypotheses and three research questions. For the investigation, a stratified sampling strategy was employed. Taro Yamane was used to calculate the sample size, which came out to be 400 teachers. The self-structured questionnaire "Stress Scale and Job Performance of Teachers" was the tool used to collect the data. A modified four-point Likert scale was used to collect responses on the instrument (VHE, HE, LE, and VLE). The test-retest approach was used to assess the instrument's reliability; Pearson's Product Moment Correlation was used to correlate the initial and final scores, yielding reliability indices of 0.75 and 0.79, respectively. To address the study topics and evaluate the null hypotheses at the 0.05 level of significance, Pearson's Product Moment Correlation was employed. Stress can lower teacher effectiveness because it affects their health, as evidenced by the considerable negative link that has been observed between stress and work performance in secondary schools.

Marwin (2013) looked into how stress affected Delta State government employees' ability to do their jobs. The study design used was correlational. To direct the investigation, four research questions and four hypotheses were developed. 4,500 female civil servants from six Delta State ministries made up the study's population. 320 respondents were selected by a straightforward random sample procedure, and the population was reduced using the Morgan formula. The "Influence of Stress Scale and Job Performance questionnaire" was a self-created survey used as the data gathering tool. Two test and measurement professionals validated the instrument. Using Cronbach Alpha to examine the internal consistency of the items, the reliability of the instrument was estimated; the results showed reliability coefficients of 0.80 and 0.85, respectively. The study questions were addressed and the null hypotheses were tested at the 0.05 level of significance using regression analysis. It was shown that stress has a detrimental effect on civil servants' job happiness since it decreased worker productivity.

The impact of occupational stress on teachers' work performance in secondary schools in Benue State's Makurdi Education Zone was examined by Elujekwute et al. in 2021. The study was directed by three (3) research questions and three (3) hypotheses. The conceptual framework, which recognized the impact of working conditions, absence of in-service training for secondary school teachers, and delayed or non-payment of salary, was used to conduct a study of related literature. The study used a descriptive survey research design. 2,300 teachers from 86 grant-aided secondary schools in Benue State's Makurdi Education Zone made up the study's population. For the study, a sample of thirty-two (312) secondary school instructors from thirteen (13) carefully chosen secondary schools was used. Data were gathered using a 15-item structured questionnaire designed by the researchers and titled "Occupational Stress and Teachers' Job performance Questionnaire" (OSTJPQ). The t-test statistical technique was utilized to evaluate the hypotheses at the 0.05 level of significance, while descriptive statistics such as mean and standard deviations were employed to address the study concerns. The results showed that poor work environments, non-payment of salary on time or at all, and a deficiency of in-service training stressed out teachers, which in turn impacted how well they performed in secondary schools.

Work Environment and Job Performance of Secondary School Teachers

In Cross River State, Nigeria, Essien and Pauline (2019) looked into the working conditions of social studies instructors and the school environment. The study was guided by two hypotheses and two research questions. 280 social studies teachers working in public secondary schools in Nigeria's Cross River State made up the study's population. There were at least one teacher from each school in the state, totaling 280 social studies instructors in the sample. Data was gathered using the "Teachers' Job Performance in Social Studies Questionnaire" (TJPSOSQ), which comprised two components (A&B). Three measurement and evaluation specialists from the University of Calabar validated the instrument. The reliability coefficient was determined using Cronbach Alpha reliability, and the result was 0.78. The collected data were coded, and the Pearson Product Moment Coefficient was used for analysis. The findings indicated a strong positive correlation between the work performance of teachers in public secondary schools and the school environment. Adesina (2011) used a sample size of 340 to investigate the work environment and job performance of instructors. The study design used was correlational. To direct the investigation, three research questions and three hypotheses were developed. For the study, a sample of 340 respondents was selected using a straightforward random sampling procedure. A self-structured questionnaire with the title "Relationship between Work Environment and Job performance of Teachers" was

used as the data collection tool. The split half approach was utilized to establish the instrument's reliability. The initial and final scores were associated using the Spearman Brown method, and the respondents' responses were obtained through the use of the Teachers' Job Performance Questionnaire (TJPQ). The reliability of WEQ and TJPQ was tested using the test-retest method, and the results showed coefficients of 0.89 and 0.77, respectively. Three hypotheses were developed and tested using Pearson Product Moment Correlation at the 0.05 level of significance, while four research questions were posed and addressed utilizing frequency counts, percentages, and means. The results showed that the location of the school was rather favorable for teachers' work, that there was a high degree of interpersonal relationships among instructors, and that there was a modest amount of physical infrastructure provided. The results also showed a substantial association ($r = 0.310$, $p = 0.001$) between the location of the school and the job performance of the instructors, as well as a significant relationship ($r = 0.578$, $p = (.000)$) between the availability of physical amenities and the job performance of teachers. Thus, the study came to the conclusion that teachers' job performance was improved by their work environment.

Work Attitude and Job Performance of Secondary School Teachers

Using a sample size of 250 teachers, Shittu and Oanite (2019) investigated the relationship between teachers' performance and work attitude in senior secondary schools. The study's research design was correlational. The study was led by two hypotheses and two research questions. The stratified sampling approach was used. Data was collected using instruments called "Work Attitude and Teachers Job Performance". Using Cronbach Alpha to examine the internal consistency of the items, the reliability of the instruments was estimated; the results showed reliability coefficients of 0.78 and 0.75, respectively. To address the study topics and evaluate the null hypotheses at the 0.05 level of significance, Pearson's Product Moment Correlation was employed. The study found that job success was correlated with a favorable attitude toward work. It was believed that job performance was essential to corporate success since it improved individual performance and fostered innovation and growth. The impact of teachers' work attitudes on their job performance in secondary schools was examined by Lise et al. (2019). The study's research design was correlational. To direct the investigation, three research questions and associated hypotheses were developed. Using the Taro Yamane approach, the sample size was determined to be 350 teachers. For the investigation, a multistage sampling technique was employed. The "Influence of Work Attitude on Job Performance of Teachers in Secondary School" was a structured instrument used to collect data. The test-retest method was used to determine the reliability result. Pearson's Product Moment Correlation was used to correlate the original and retest scores, producing a reliability coefficient of 0.79. To address research problems and evaluate null hypotheses at the 0.05 level of significance, regression analysis was employed. It was discovered that there was a weak correlation between a teacher's bad attitude and their job performance in secondary schools, and a strong correlation between a positive attitude and job success. On the other hand, morale is probably going to be low if educators feel undervalued at work.

METHODOLOGY

The study's correlational approach was chosen in an effort to ascertain the association between the psychological characteristics and work performance of senior secondary school teachers in Rivers State.

Study population: 6,850 senior secondary teachers from 315 public secondary schools in Rivers State made up the study's population.

Senior Secondary Schools are the source. Samples from boards and sampling Method – A random selection of five instructors was made from each of the fifty public senior secondary schools included in the sample, for a total of 250 teachers making up the study's sample. Data collection tool: The Psychosocial Variables and Job Performance Questionnaire (PVJPQ), a self-developed questionnaire, was used to collect data.

Result

First research question: How much is job performance among Rivers State secondary school teachers correlated with motivation?

Table I displays the average and standard deviation of the replies on the correlation between motivation and job performance.

S/N	Items	Sum	X	SD	Ranks
1	When teachers are motivated, it increases their job performance	760	3.04	1.743	G.E
2	Motivation creates favorable and desirable work performance among teachers.	775	3.1	1.760	G.E
3	Motivation brings about promotion and achievement of set goals	765	3.06	1.749	G.E
4	Motivation leads to improved performance feeling of fulfilment among teachers	780	3.12	1.766	G.E
	Aggregate X and SD		3.08	1.745	

Table 1 demonstrates that all four items had mean values above the acceptable 2.50 threshold, showing a Great Extent (GE) of respondents' agreement that teacher motivation affects their job performance in public senior secondary schools in Rivers State.

Research question 2: How much is stress related to Rivers State secondary school teachers' work performance?

Table 2 displays the mean and standard deviation of the replies on the correlation between stress and job performance.

S/N	Items	Sum	X	SD	Ranks
5	Teachers who combine administrative duties and teaching accomplished their task effectively	560	2.24	1.496	LE
6	Teachers under stress conditions perform their jobs optimally	520	2.08	1.442	VLE
7	Teachers work load does not affect their job performance	510	2.04	1.428	VLE
8	Teachers under stress are not depressed as they display cooperative attitude to work	620	2.48	1.574	LE
	Aggregate X and SD		2.12	1.376	

Table 2 data analysis shows that items 5 – 8 had all the mean scores below the criterion mean of 2.50, showing that the respondents to a Low Extent (LE) disagreed that stress relates with job performance of teachers in public Senior Secondary Schools in Rivers State.

Research Question 3: To what extent does work environment relate to job performance among Senior Secondary School teachers in Rivers State?

Table 3: Mean and Standard deviation responses on the extent to which work environment relates to job performance.

9	A conducive work environment provides a	770	3.08	1.754	G.E
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	pleasurable experience to teachers which helps to boost their job performance				
10	Good work environment makes the duties of a teacher easy and simple	785	3.14	1.772	GE
11	Teachers exhibit their skills and potentials if the work environment is conducive	680	2.74	1.655	GE
12	Teachers' morale is boosted and higher level of satisfaction is achieved under a good working environment	730	2.92	1.708	GE
	Aggregate X and SD		2.97	1.723	

According to an analysis of the data in Table 3, all of the mean scores for Items 9 through 12 were higher than the 2.50 criteria mean, indicating that a significant majority of respondents believed that senior secondary school teachers in Rivers State's work environment had an impact on their ability to execute their jobs.

Research Question 4: How much is job performance among secondary school teachers in Rivers State correlated with work attitude?

Table 4: Mean and Standard deviation work attitude relates to job performance.

13	Good positive relationship in the work place promotes positive attitude to work	700	2.8	1.673	GE
14	A good attitude in the work place is instrumental to high job performance	710	2.84	1.685	GE
15	The level of job performance depends on the teachers	660	2.64	1.624	GE
16	Teachers who have the right attitude about the work place always strive to give out their	700	2.8	1.673	GE

Table 4 data analysis reveals that items 13 – 16 had all the mean scores above the acceptable mean of 2.50 indicating that to a Great extent (GE) the respondents agreed that work attitude relates to job performance among senior secondary school teachers.

HYPOTHESIS 1: There is no significant relationship between motivation and job performance among secondary school teachers in Rivers State.

Table 5: Test of relationship between motivation and job performance

Item	N	X	SD	r	P	Remarks
Motivation	125	3.02	1.737	0.86	0.25	
Job performance	125	3.09	1.757			

The result of data analysis in Table 5 shows that there is a significant relationship between motivation and job performance among teachers in public senior secondary schools in Rivers State. This is because the r calculated value of 0.86 is greater than the critical value of 0.25 at 0.05 level of significance. Hence, the null hypothesis was rejected.

HYPOTHESIS 2: There is no significant relationship between stress and job performance among secondary school teachers in Rivers State.

Table 6: Test of relationship between stress and job performance

Item	N	X	SD	r	P	Remark
Stress	125	2.12	1.456	0.56	1.036	Not sig.
Job performance	125	3.09	1.757			

Data analysis in table 6, reveals that there is no significant relationship between stress and job performance among teachers in senior secondary school in Rivers State. This is because the calculated value of r (0.56) is less than the critical value of P (1.036) at 0.05 level of significance. Hence, the null hypothesis was accepted.

HYPOTHESIS 3: There is no significant relationship between work environment and job performance among public senior secondary school teachers in Rivers State.

Table 7: Test of relationship between work environment and job performance.

Items	N	X	SD	r	P	Remarks
Work Environment	125	3.11	1.763	0.79	0.36	Significant
Job performance	125	3.09	1.757			

Data analysis in table 7 reveals that there is a significant relationship between work environment and job performance among teachers in public senior secondary schools in Rivers State. This is because the r – calculated value of 0.79 is greater than the critical value of 0.36 at 0.05 level of significance, hence, the null hypothesis was rejected.

HYPOTHESIS 4: There is no significant relationship between work attitude and job performance among teachers in public senior secondary schools in Rivers State.

Table 8: Test of relationship between work attitude and job performance

Items	N	X	SD	r	P	Remarks
Work Attitude	125	2.82	1.671	0.96	0.46	Significance
Job performance	125	3.09	1.757			

The data analysis shown in Table 8 indicates a statistically significant correlation between instructors' work attitude and job performance in Public Senior Secondary Schools located in Rivers State. This is because, at the 0.05 level of significance, the r-calculated value of 0.96 is greater than the critical value of 0.46, and as a result, the null hypothesis was rejected. The study's analysis reveals a substantial relationship between teachers' job performance in Rivers State Public Senior Secondary Schools and psychosocial factors such motivation, work environment, and work attitude. These results are consistent with those of Byers (2019) and Keith (2019), who found that teachers will perform better if they believe the school administration values and recognizes their efforts through regular salary payments, promotions, and other perks. Additionally, instructors' performance will improve when the school provides suitable learning resources and a conducive learning atmosphere.

The results indicate that there is no substantial correlation between stress and job performance, implying that stress impedes teachers' ability to execute their jobs. The results were consistent with those of Tarry (2018) and Susan (2020), who discovered a negative correlation between stress and teachers' job performance and that teachers who are completely unsatisfied with their professions exhibit less concern for the raising of students in the classroom.

CONCLUSION

Finding out how psychosocial factors including motivation, stress, work environment, and work attitude relate to teachers' job performance at public senior secondary schools in Rivers State was the main goal of the study. However, the study comes to the conclusion that other psychosocial variables, like motivation and work environment attitude, had a significant relationship with job performance of teachers in Public Senior Secondary Schools in Rivers State, aside from stress, which had a negative relationship with teachers' job performance.

There were two components to the instrument. While the questionnaire items were in Section B, information about the respondents' personal information was in Section A. The possibilities for responding to the things. Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), and Very Low Extent (VLE) are the available response options for the items. Validity and dependability of the tool Two specialists from Ignatius Ajuru University of Education's psychology department verified the tool. Before distributing the products among the responders, their suggestions and criticisms were taken into consideration. The test-retest approach was employed to ascertain the instrument's reliability, and the Pearson Product moment Correlation Coefficient was utilized to calculate this reliability. Nonetheless, a 0.76 dependability coefficient index was found.

Method of Data Analysis

The research questions were analyzed using mean and standard deviation while the hypotheses were test using Pearson Product Moment Correlation at 0.05 significance level.

RECOMMENDATION

Based on the findings of the study, it was recommended that:

1. School administrators should fairly distribute responsibilities to all category of teaching staff, to enhance optimal job performance.
2. Adequate incentives should be given to teachers to further boost their morale in service delivery.
3. School learning environment should be conducive and secured to enhance effective teaching and learning.
4. School management should maintain cordial relationship among teachers and should always involve teachers in major decisions in the school.

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