

**STRESS VARIABLES AND BUSINESS EDUCATORS' JOB PERFORMANCE IN  
COLLEGES OF EDUCATION IN SOUTH-SOUTH NIGERIA**

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**ABSTRACT**

*Occupational stress remains a significant challenge in higher institutions with implications for educators' job performance. The study examined the extent of relationship between Stress Variables and Business Educators' Job Performance in Colleges of Education in South-South Nigeria. Three objectives, three research questions and three null hypotheses guided the study. The study adopted correlational research design. The population of the study was 225 lecturers made up of 203 Business Education Lecturers and 22 Principal Officers (Head of Departments and Deans) from 11 Colleges of Education offering Business Education in South-south Nigeria. The sample study of 145 lecturers made up of 134 lecturers and 11 principal officers. The sampling technique was convenient sampling. The researcher made instrument titled "Stress Variables Questionnaire (SVQ) and Business educators' Job Performance Questionnaire (BEJPQ) were used to collect data for the study. The instrument were face validated by three experts from University of Uyo. The reliability of the instrument was obtain using Cronbach Alpha. Simple Linear Regression Analysis was used to answer the research questions and to test the hypotheses at 0.05 level of significance. The findings revealed that school climate, paucity learning facilities and work-family conflict relate negatively to Business Educators' job performance in Colleges of Education in South-south Nigeria. Based on the findings, it is recommended that management of Colleges of Education in South-south should ensure there is open school climate to foster freedom, health relationships and reduce insecurity, conflict and disputes in order to reduce stress.*

**Keywords: Stress Variables, Job Performance, Business Educators, College of Education.**

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**INTRODUCTION**

Education is recognized as an instrument of national development. It is a desirable end product, to attain core objectives of ensuring a permanent change in the behaviour of educated individuals, a change in knowledge level possessed by a change in skills, a change in attitudes and a change in values. These objective cannot be achieved without the performance of teachers (Educators). It is the responsibility of the teachers in the school to see to the successful attainment of these objectives. In order to attain these objectives, teachers are required to exhibit a high level of performance. Job performance in this context implies the measured, achievement of teachers within a specific period of time. Business Educators'

job performance is the measurable outcome of business educators' effectiveness in executing instructional, administrative, research and interpersonal responsibilities within an educational institution. Business educators' job performance in colleges of education is the extent to which the lecturers in the department of business education carry out their duties to achieve the educational goals of producing quality graduates to fit into the labour market, and search of business skills, knowledge and attitudes. It is the duty of business educators to effectively implement business education curriculum through effective teaching, which is a component of job performance.

Business education is a programme of instruction designed to develop learners' competencies in business knowledge, vocational skills, managerial abilities and professional attitude necessary for employment, self-reliance, and effective performance in the world of work. Akpan (2019) viewed business education to be an academic and professional field that equips individuals with the knowledge, skills, attitudes and competencies required for effective participation in business, office and entrepreneurial environments. Business education is seen as consisting of training for office occupational opportunities, teaching and entrepreneurship (Asuquo, 2016). Stress could be described as the pressure, tension or worries arising from problematic situations in an individual's life traceable to job or work situation. Stressful individual is loaded with tension and worry. In a bid to meet up with the demands of work or challenges, people are often stressed up in life. Ezeibo (2012) described stress as subjective experience of individual status which interact with the individual personal characteristic to change his or her psychological and physiological conditions, such that the individual is forced to deviate from functioning. French and Kaplan (2018) defined stress as the environmental events that affect people adversely. This implies that stress emanate from the environment and its effect depends on the magnitude of the stressor, the ability to handle the stressor and the person's physical condition.

Job stress is an inevitable component of life due to complexities and competitiveness in living standard (Sindhu, 2014). Every individual experience stress and profession is stress free. Stress can be detrimental to individuals as it interfere with their general wellbeing. Business educators in Colleges of Education often experience a relative high level of personal stress and conflict which often result to negative consequences on academic job performance, competency, professionalism and health. Kyriacu and Sutcliffe (2013) posited that teachers experience job stress when they pass through unpleasant emotions like frustration, tension, anxiety, depression and anger emanating from teaching activities. Teaching as a profession is a very stressful job because teachers are exposed to both physical and psychological stressors ranging from personal life to role conflict. Stressor have potential to create physical and psychological symptoms among colleges of education lecturers, unarguably, job stress has devastating effect for the educational institutions in terms of absenteeism, low performance, low organizational commitment and turnover intentions. Honifi (2010) noted that job stress variables such as time, management style, communication channel with management and academic workload contribute negatively or positively to job performance. Tahir (2011) indicated that both intrinsic and extrinsic stress variables have positive effect on academic performance of business educators. The focus of this study is on stress variables and job performance of business educators in Colleges of Education. Stress variables considered as variables in this study are those arising from paucity of learning facilities, work-family conflict and school climate.

**Paucity of learning facilities and job performance:** Effective job performance depends on availability of learning facilities in the right quantity and quality. Asuquo (2016) opined that due to the peculiar nature of business education as a skill/knowledge based programme, a number of relevant facilities are required to make it operational. The teaching and learning of business education should be in line with the principle espoused by Charles Prosser that vocational education can only be given where the training jobs are carried out in the same way with the same operations, the same tools and the same machines as in the occupation itself (Prosser in Asuquo, 2016). Facilities and equipment help to stimulate interest, facilitate comparison and ensures mobility and continuity to the teaching-learning process, especially in Business Education. When facilities and equipment are optimally utilized, they generate greater students' interest in the learning system and also enhance retention of ideas. Without corresponding facilities in Business Education, it will make teaching and learning less meaningful.

**Work-family Conflict and Job Performance:** Work-family conflict arises in situations where there are incompatible demands between and individual's work and family roles which make participation in both more difficult. Greenhaus and Buetell (2025) sees work-family conflict as tension felt in trying to meet all responsibilities in work and family life. Ofori (2014) expressed work-family conflict as inter-role conflict in which responsibilities from the work and family domains are not compatible. This suggests that work-to-life conflicts occur when performing role and engaging in the workplace makes it difficult to perform family responsibilities or roles effectively and satisfactorily. According to Nicole (2013) work-family conflict has a negative effect on some other areas within and outside the family and is perceived as an undesirable situation, which may lead to an increase in chronic exhaustion, a high level of absenteeism at work, poor health, at times broken homes. Achoka (2010) observed that in many cases, disputes between work and family can result in dissatisfaction, anxiety, stress, and effect on emotional and physical health, resulting in decreased institutional job performance, reduced teacher productivity, disillusionment, and some extreme cases of individual dismissed. The early recognition and management of how successful one can balance the role expectations of work and life are topical issue within the working population and organizations due to its negativity, as this inevitably affects working people.

**School Climate and Job Performance:** School climate represents the personality of a school which include the values, norms, expectations, interactions and relationship perceived by the school members. Brookshile (2016) considered school climate as the pattern of people's experience of school life. Nwangwu (2017) defined school climate as status of human relationship within the operational environment of the educational institution. There are six types of school climate; they include open, autonomous, controlled, familiar, paternal and closed school climate (Peretomode cited in Okeke-James, *et al*, 2020).

Open climate reflects a climate where the principal, teachers and students are accessible and actively prepared to jointly achieve school objective. According to Nwangwu (2017) in an open climate, the members of the school are creative, innovative and freely interact with one another.

Autonomous climate is a climate that gives teachers freedom to use their personal abilities to function in the school. Teachers are given liberty to use their initiative and exercise professional competence while carrying out their duties. In controlled climate, the emphasis

is mostly on hard work. Principals dominate all school activities, emphasizes more on school objectives with little attention to consideration and satisfaction of individuals' personal and social needs (Libieet *al.*, 2015). Familiar climate is characterized by high consideration on need and interests of individuals in schools with little emphasis in achieving the set school objectives.

Paternal climate refers to a climate where the principal is very hard working, but has no outcome on the school members. The principal discourages the emergence of leadership acts from the teachers and attempts to solely initiate all leadership himself. Closed climate is where the principal is rigid, unsupportive and controlling while the teachers are intolerant, disrespectful, divided and inefficient. Among these school climate types, open and closed climate are pointed as the most prominent in school (Maniam and Pihie, 2017). In relation to job performance, Okeke-James *et al* (2020) discovered a negligible negative correlation between teachers' performance of open school climate and their job performance. This shows that open school climate inversely relates to teachers' job performance. This therefore implies that an increase in teachers' perception of open school climate is associated with a decrease in their job performance. Okoye (2012) and Podge (2016) found that open climate greatly influence educational innovations. This involves teachers' job performance because educational innovations are targeted at improving overall performance in the school.

Okeke-James *et al.* (2020) also observed a low negative relationship between the teachers' perception of closed school climate and their job performance. Closed school climate represent an atmosphere where the principal is unsupportive and there are high disengagement and low spirit among teachers. This implies that an increased in teachers' perception of closed school climate will decrease their job performance. Olibieet *al* (2015) maintained that in a closed school climate there are high disengagement, high hindrance and low team spirit among teachers. When the school climate is perceived by teachers to be closed, it means there is one-way communication and no room for exchange of information, ideas and knowledge. This kind of climate will be unfavourable for teachers to effectively discharge their job performance. Okorjiet *al* (2016) noted that closed climate is unhealthy. When school climate is unhealthy, it will not be conducive for efficient job performance of school members. Selamatet *al* (2013) found that school organizational climate had significant influence on teachers' job performance.

### **Statement of the Problem**

The mental activities of business educators such as concentration, recall and reasoning are often affected by stress. Business educators when disturbed by stress often perform academically below their intellectual abilities. The researcher presumes that paucity of learning facilities, work-family conflicts and school climate could lead to stress in colleges of education in south-south zone of Nigeria. Excessive stress could significantly predict emotional exhaustion and motivation to leave the teaching profession. School climate in recent times has not been friendly. There are rampant cases of cultism, internal wrangling, insecurity and conflicts in school environment, leading to anxiety and fear among school personnel. No meaningful achievement could be made when the atmosphere is not conducive. Stress has manifested in lateness to work, absenteeism, queries, disciplinary action and overall low productivity not only of the lecturers, but educational institution and poor academic performance of students. These problems have resulted in various health problems such as broken homes, loss of jobs and untimely death of lecturers, if not properly handled.

Therefore, the quest to proffer solution to these problems engendered the interest in the researcher to undertake this study to examine the extent of relationship between stress variables and business educators' job performance in Colleges of Education in south-south Nigeria.

### **Purpose of the Study**

1. To examine the extent of relationship between paucity of learning facilities and business educators' job performance in Colleges of Education in South-south Nigeria.
2. To examine the extent of relationship between work-family conflict and business educators' job performance in Colleges of Education in South-south Nigeria.
3. To examine the extent of relationship between school climate and business educators' job performance in Colleges of Education in South-south Nigeria.

### **Research Questions**

1. To what extent does paucity of learning facilities relate to business educators' job performance in Colleges of Education in South-south Nigeria?
2. What is the extent of relationship between work-family conflict and business educators' job performance in Colleges of Education in South-south Nigeria?
3. What is the extent of relationship between school climate and business educators' job performance in Colleges of Education in South-south Nigeria?

### **Null Hypotheses**

- H<sub>01</sub>: The extent of relationship between paucity of learning facilities and business educators' job performance in Colleges of Education in South-south Nigeria is not significant.
- H<sub>02</sub>: The extent of relationship between work-family conflict and business educators' job performance in Colleges of Education in South-south Nigeria is not significant.
- H<sub>03</sub>: The extent of relationship between school climate and business educators' job performance in Colleges of Education in South-south Nigeria is not significant.

### **Methodology**

The study examined the extent of relationship between stress variables and business educators' job performance in Colleges of Education in South-south Nigeria. Three research questions and three hypotheses guided the study. The study adopted correlational research design. The population of the study was 225 lecturers made up of 203 business education lecturers and 22 principal officers (Head of Departments and Deans) from 11 Colleges of Education offering business education in south-south Nigeria. The sample of the study was 145 lecturers made up of 134 business education lecturers and 11 principal officers. The sampling technique was convenient sampling. The researcher made instruments titled "Stress Variables Questionnaire (SVQ) and Business Educators' Job Performance Questionnaire (BEJPQ)" were used to collect data for the study. The instruments were face-validated by three experts. The reliability of the instrument was obtained using Cronbach's Alpha. Simple Linear Regression Analysis was used to analysed the research questions and to test the hypotheses at 0.05 level of significance.

**RESULTS**

**Research Question 1**

To what extent does paucity of learning facilities relate to business educators’ job performance in Colleges of Education in south-south Nigeria?

**Table 1: Correlation coefficient in the regression analysis of paucity of learning facilities and business educators’ job performance in colleges of education in south-south Nigeria**

<b>Variables</b>	<b>R</b>	<b>R-Square</b>	<b>% Contribution</b>	<b>Remark</b>
Paucity of learning facilities	.921	.843	84.3	VHE
Job performance				

VHE – Very High Extent Source: Field Work (2025)

A simple linear regression analysis was conducted to determine the extent of relationship between paucity of learning facilities and business educators’ job performance in Colleges of Education in South-south Nigeria. Data presented in Table 1 revealed that coefficient of determination ( $R^2$ ) value obtained was 0.843. This is interpreted that 84.3 is the overall contribution of paucity of learning facilities to variance in business educators’ job performance in colleges of education in south-south Nigeria. The table further revealed that the R-value was 0.921. When compared with the extent scale of correlation, the coefficient falls within 0.81 – 1.00. This therefore means that there is a very high extent of positive relationship between paucity of learning facilities and business educators’ low job performance in colleges of education in south-south Nigeria.

**Research Question 2**

What is the extent of relationship between work-family conflict and business educators’ job performance in Colleges of Education in south-south Nigeria?

**Table 2: Correlation coefficient in the regression analysis of work-family conflict and business educators’ job performance in colleges of education in south-south Nigeria**

<b>Variables</b>	<b>R</b>	<b>R-Square</b>	<b>% Contribution</b>	<b>Remark</b>
Work-family conflict	.742	.551	55.1	HE
Job performance				

HE –High Extent Source: Field Work (2025)

Simple linear regression analysis was conducted to determine the extent of relationship between work-family conflict and business educators’ job performance in colleges of education in south-south Nigeria. Data as presented in Table 2 revealed that coefficient of determination ( $R^2$ ) value obtained was 0.551. This is interpreted that 55.1% is the overall contribution of work-family conflict to variance in business educators’ job performance in colleges of education in south-south Nigeria. The table further revealed that the R-value was 0.742. When compared with the extent scale of correlation, the coefficient falls within 0.61 – 0.80. This therefore means that there is a high extent of positive relationship between work-family conflict and business educators’ low job performance in colleges of education in south-south Nigeria.

**Research Question 3**

What is the extent of relationship between school climate and business educators’ job performance in Colleges of Education in south-south Nigeria?

**Table 3: Correlation coefficient in the regression analysis of school climate and business educators’ job performance in colleges of education in south-south Nigeria**

Variables	R	R-Square	% Contribution	Remark
School climate	.850	.723	72.3	VHE
Job performance				

VHE – Very High Extent Source: Field Work (2025)

A simple linear regression analysis was conducted to determine the extent of relationship between school climate and business educators’ job performance in colleges of education in south-south Nigeria. Data as presented in Table 3 revealed that coefficient of determination ( $R^2$ ) value obtained was .723. This is interpreted that 72.3 % is the overall contribution of school climate to variance in business educators’ job performance in colleges of education in south-south Nigeria. The table further revealed that the R-value was 0.850. When compared with the extent scale of correlation, the coefficient falls within 0.81 – 1.00. This therefore means that there is a very high extent of positive relationship between poor school climate and business educators’ low job performance in colleges of education in south-south Nigeria.

### Research Hypothesis 1

The extent of relationship between paucity of learning facilities and business educators’ job performance in Colleges of Education in south-south Nigeria is not significant.

**Table 4: Regression analysis showing the relationship between paucity of learning facilities and business educators’ job performance in Colleges of Education in south-south Nigeria (n = 133)**

Model		Sum of Square	df	Means Square	F	P-value	Decision
1.	Regression	52.937	1	52.937	731.22	.000	S
	Residual	9.484	131	.072			
	Total	62.421	132				

S – Significant, Sig at  $P \leq .05$  Source: Field Work (2025)

The result in Table 4 shows that the computed F-value is 731.22 with 1 and 131 degrees of freedom as well as the P-value of .000. Since the P-value is less than 0.05 level of significance ( $P < .05$ ), the null hypothesis which state that the extent of relationship between paucity of learning facilities and business educators’ job performance in colleges of education in south-south Nigeria is not significant is rejected. This implies that the extent of relationship between paucity of learning facilities and business educators’ job performance in colleges of education in south-south Nigeria is significant.

### Research Hypothesis 2

The extent of relationship between work-family conflict and business educators’ job performance in Colleges of Education in south-south Nigeria is not significant.

**Table 5: Regression analysis showing the relationship between work-family conflict and business educators’ job performance in Colleges of Education in south-south Nigeria (n = 133)**

Model		Sum of Square	df	Means Square	F	P-value	Decision
1.	Regression	34.392	1	34.392	160.73	.000	S
	Residual	28.029	131	.214			
	Total	62.421	132				

S – Significant, Sig at  $P \leq .05$  Source: Field Work (2025)

The result in Table 5 shows that the computed F-value is 160.73 with 1 and 131 degrees of freedom as well as the P-value of .000. Since the P-value is less than 0.05 level of significance ( $P < .05$ ), the null hypothesis which state that the extent of relationship between work-family conflict and business educators’ job performance in colleges of education in south-south Nigeria is not significant is rejected. This implies that the extent of relationship between work-family conflict and business educators’ job performance in colleges of education in south-south Nigeria is significant.

### **Research Hypothesis 3**

The extent of relationship between school climate and business educators’ job performance in Colleges of Education in south-south Nigeria is not significant.

**Table 6: Regression analysis showing the relationship between school climate and business educators’ job performance in Colleges of Education in south-south Nigeria (n = 133)**

Model		Sum of Square	df	Means Square	F	P-value	Decision
1.	Regression	45.124	1	45.124	341.75	.000	S
	Residual	17.297	131	.132			
	Total	62.421	132				

S – Significant, Sig at  $P \leq .05$  Source: Field Work (2025)

The result in Table 6 shows that the computed F-value is 341.75 with 1 and 131 degrees of freedom as well as the P-value of .000. Since the P-value is less than 0.05 level of significance ( $P < .05$ ), the null hypothesis which state that the extent of relationship between school climate and business educators’ job performance in colleges of education in south-south Nigeria is not significant is rejected. This implies that the extent of relationship between school climate and business educators’ job performance in colleges of education in south-south Nigeria is significant.

## **DISCUSSION OF FINDINGS**

The discussion of findings was based on the research objectives.

### **Paucity of Learning Facilities and Job Performance**

The result of analysis of research question one indicated that there is a very high extent of positive relationship between paucity of learning facilities and business educators’ job performance in colleges of education in south-south Nigeria. The corresponding hypothesis revealed that the extent of relationship between paucity of learning facilities and business educators’ job performance in colleges of education in south-south Nigeria is significant. Therefore, the null hypothesis which stated that the extent of relationship between paucity of

learning facilities and business educators' job performance in colleges of education in south-south Nigeria is not significant was rejected. This implies that effective job performance depends on availability of learning facilities in the right quantity and quality. The more there are right quantity and quality of learning facilities, the higher the job performance of business educators. The finding is in consonant with the finding of Mege (2014) who revealed that inadequacy of physical facilities, insufficiency of instructional materials and large size class was found to greatly influence the teaching learning process.

The finding is also in line with the finding of Tran and Le (2015) who found out that physical facilities is one of the factors of school environment that predict teachers' teaching efficacy, teacher stress and job satisfaction in secondary schools in Vietnam. The finding is also supported by the finding of Isaiah (2013) who observed that the school facilities play key roles in influencing teachers' level of dissatisfaction and their level of performance or productivity. The finding also reported that facility quality is an important predictor of the decisions of teacher to leave their current position. This implies that provision of the right quantity and quality of learning facilities will reduce stress and promote job performance of business educators.

### **Work-Family Conflict and Job Performance**

The result of analysis of research question two indicated that there is a high extent of positive relationship that between stress from family-work conflict and business educators' job performance in colleges of education in south-south Nigeria. The corresponding hypothesis revealed that the extent to which family-work conflict relates to business educators' job performance in colleges of education in south-south Nigeria is significant. Therefore, the null hypothesis which stated that the extent to which family-work conflict relates to business educators' job performance in colleges of education in south-south Nigeria is not significant was rejected. This therefore implies adding family demand to work demand is likely to increased stress due to inability to cope with work-family conflict and family-work conflict. Hence, the more this conflict is reduced, the higher the job performance of business educators. The finding is supported by the finding of Agala (2017) who reported that there was positive significant relationship between work-family conflict; family-work conflict and job performance of working mothers.

The finding is also supported by the finding of Karakas and Tezcan (2019) who conducted a study on the relation between work stress, work-family conflict and worker performance in the Eastern Black Sea region, Turkey, and reported that family-work conflict has an impact on employee performance and that work-family conflict and family work conflict have an impact on work stress. In addition, it was also reported that work-family conflict stressor has a full mediating role in influencing the employee performance. The finding is also corroborated by the finding of Novitasari *et al* (2020) who investigated work-family conflict and worker's performance during Covid-19 pandemic in Tangerang, Indonesia and reported that work-family conflict has a positive and significant effect on readiness for change among the part time employee of a packaging industry in Tangerang.

Al-Alawi *et al* (2021) partly supported that there is a positive and highly significant impact of work-life balance and job satisfaction on employee performance, whereas there is a positive but not significant effect of work-family conflict on employee job performance. However, family-work conflict revealed a significant negative impact on employee performance.

### **School Climate and Job Performance**

The result of analysis of research question three indicated that there is a very high extent of positive relationship between school climate and Business educators' job performance in colleges of education in south-south Nigeria. The corresponding hypothesis revealed that the extent of relationship between school climate and business educators' job performance in colleges of education in south-south Nigeria is significant. Therefore, the null hypothesis which stated that the extent of relationship between school climate and business educators' job performance in Nigeria is not significant was rejected. This implies that school climate represent the personality of a school which include the value, norms, expectations, interactions and relationship perceived by the school members. Open climate is healthy whereas closed climate is unhealthy in achieving general school objectives. Hence, the more open school climate is, the less stressful business educators would be and the higher the job performance. Therefore, there is a positive correlation between school climate and job performance of business educators. The result of this finding is in line with the finding of Tran and Le (2015) who reported that the factors of school environment such as mission consensus, professional interest, affiliation and student support had the most powerful effect on teaching efficacy and job satisfaction. Teaching efficacy positively related to job satisfaction, while teacher stress negatively related to job satisfaction and teaching efficacy. The result of this finding is also in line with the finding of Adejumobi and Ojikutu (2013) who conducted a study on school climate and teacher job performance in Lagos state, Nigeria and reported that there is an interaction between the various variables and it showed that teacher job performance is affected by the following variables namely, availability of facilities, closed size; leadership style; motivational strategies and teacher morale. The finding is in contrast with the finding of Okeke-James *et al* (2020) who conducted a study on school climate as a predictor of teachers' job performance in secondary schools in Anambra State, Nigeria and reported that teachers' perception of school climate is not a significant predictor of their job performance.

### **CONCLUSION**

The study therefore concluded that stress plays a significant role in job performance of Business Educators in Colleges of Education in South-South Nigeria. Paucity of learning facilities, work-family conflict and poor school climate have a very high extent of positive relationship with Business Educators' low job performance in colleges of Education in South-South Nigeria.

Hence, the extent of relationships between stress variables and Business Educators' job performance is statistically significant. Therefore, enabling environment and condition of service, devoid of stress, should be provided for lecturers, to significantly aid punctuality to lectures, accessibility to students, timely release of course outline, proficiency in application of teaching aids, timely submission of students' assessment scores, ability to create interactive learning environment, effectiveness in classroom management and ability to captivate students' interest, among others.

### **RECOMMENDATIONS**

Based on the findings, the following recommendations were made:

- i. Government at all levels should address the issue of development and implementation of minimum standard for facilities in all the colleges of Education in Nigeria, to ensure availability of learning facilities at the right quality and quantity to reduce stress and increase job performance.
- ii. Business Educators in colleges of Education in South-South Nigeria should ensure that there is work–family balance by reducing unnecessary work and family commitment to avoid stress and enhance job performance.
- iii. Management of colleges of Education in South-South Nigeria should ensure there is open school climate to foster freedom, healthy relationship and reduce insecurity, conflict and industrial dispute, in order to reduce stress and low job performance.
- iv. Relevant government and management of colleges of Education in South-South Nigeria should provide good working environment and condition of service in form of well-furnished office space, adequate compensation, timely promotion and incentives to reduce job dissatisfaction and low job performance.
- v. Management of colleges of Education in South-South Nigeria should help lecturers to see themselves in positive light by appreciating and acknowledging their value and uniqueness in order to raise their self-esteem and increase self-confidence.

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