



## **AFFECTIVE VARIABLES AND JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA**

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### **Abstract**

This study investigated the influence of affective variables on job performance of secondary school teachers in Calabar South Local Government Area, Cross River State. Three research questions and three hypotheses were formulated to guide the study. Correlation survey research design was used for this study and one hundred and ten (110) secondary school teachers were drawn using stratified random sampling technique. Instrument titled, “Affective Variables and Job Performance Questionnaire” was used for data collection. Cronbach Alpha method was used to determine the internal consistency of the instrument; the reliability coefficient was 0.88. Research questions were analyzed using Pearson Product Moment Correlation Coefficient while the null hypotheses were tested using Simple linear of regression analysis at 0.05 level of significance. Results obtained from the study showed that: there is a strong positive relationship between teachers' work attitude, motivation, self-concept and their job performance in secondary schools in Calabar South Local Government Area; and all the relationships were significant. The study recommends, among others, that teachers should be made to understand the need to develop positive attitude towards their job.

### **1.0 Introduction**

Most people agree that one of the most significant and difficult jobs in modern society is teaching. These experts are thought to be in charge of the social and emotional growth in addition to the academic success of

their pupils. Teachers' work performance, which is linked to students' results, is of critical importance for a range of stakeholders, including principals, parents, legislators, and society at large, given the high demands and expectations in terms of

kids' growth (Hwang, Bartlett, Greben & Hand, 2017). The primary component of education, especially in the context of the secondary education system as a whole, is the teacher. The secondary school teacher assumes responsibility for the instruction of the underdeveloped primary school graduates. In addition to teaching the pupils the required material within a set schedule, he also assumes the responsibilities of mentor and counselor. Teachers are the backbone of every country. Understanding the necessary elements is necessary to produce exceptional teachers. In addition to preparing pupils for middle-level employment that the economy needs, secondary school teachers also identify and nurture the skills of their students who plan to pursue further education.

In general, teachers play a key role in carrying out government programs and initiatives related to education. According to Iwuagwu (2006), a teacher can be more than just an instructor; he can also be an inventor, an experimenter, a guide, a researcher, a therapist, an excellent communicator, a patriot, and an example. In addition, a teacher's job performance is defined as their ability to organize, carry out, and oversee the educational process in the classroom so that pupils learn. This requires them to be a trained professional with certification.

An employee's approach to completing a task in accordance with the organization's stated criteria is referred to as their job performance, and it is gauged by how much they contribute to the success of the company. The quantity and quality of the work teachers do on the job indicate how well they are doing their jobs,

which suggests a relationship between performance and productivity. Olushola (2015) bemoaned the fact that parents get incensed whenever results of public exams are made public, such as the West African Senior Secondary Certificate, where kids' performance falls short of what the government and parents had anticipated. Ali (2010) also reported that one of the areas students, parents, schools, examination agencies, employers of labour and proprietors of schools has centred more is on the depressing poor quality of education between areas of dire educational needs and areas of graduate output. Teachers' poor job performance contributes to students' poor academic performance.

Students' academic performance is frequently used to evaluate teachers' work performance. Students' academic achievement, according to Abdullahi (2010), is a reliable indicator of teachers' instructional goals. Similarly, students' academic performance is a key indicator for gauging job performance, according to Egaga, Bassey, and Ubi (2015). A teacher can be considered to have done a good job of teaching if their students graduate from the program with good grades in the subject or subjects, they were assigned. It is debatable whether Nigerian public secondary schools exhibit worse teacher performance than do private ones. Fafunwa (2011) questioned in a public outcry, "Are secondary school teachers not willing to work? Why is it that when they are posted to privately owned schools they performed better?"

Numerous reasons have been found to be accountable for Nigeria's low-quality teacher output. According to Atadoga (2010), there

are several variables that contribute to this problem, such as inadequate teaching skills, inadequate subject matter knowledge, bad language skills, an unprofessional work attitude, and a lack of instructional strategies. Additionally, several researchers accused the professors of professional negligence, with some even remaining on the job in search of better opportunities elsewhere. The author highlights the instances of indiscipline, irregular and illegal movement from duty position, chronic tardiness to school, and absence. The school climate is one of the other elements that can lead to subpar performance from teachers.

The teacher is the most fundamental element in establishing a favorable situation for reaching academic objectives. He can even make up for a deficiency of educational resources like textbooks, or conversely, he can make the best teaching position into a dull, unappealing place that is incapable of fostering the kind of meaningful emotional connection. In the course of teaching, a teacher's entire character influences the learning environment and the growth of the students, in addition to their experiences and unscientific viewpoints. The nature of a teacher has a profound influence on how that person operates, transforming them from a man with limited teaching expertise into a considerate leader who oversees the development of others.

The Nigerian government has attempted at several levels to enhance teachers' job performance, but to little avail. The Cross River State Government, one of the states in the study region, and the Cross River State Universal Basic Education Board (SUBEB)

arranged a workshop for teachers' professional development in accordance with the Federal Government. The purpose of this was to refresh and modernize the competencies, knowledge, and abilities of educators. Additionally, the Cross River State Government authorized a partnership with the Canadian government in 2016 worth over two billion naira, with the aim of enhancing the state's education system and raising teacher performance standards. The teachers continue to do a bad job of their tasks in spite of all of these attempts. In light of this, the researcher plans to look into affective variables and secondary school teachers' work performance in Cross River State's Calabar South Local Government Area.

## **2.0 Statement of the Problem**

In the field of education, teachers hold a crucial position, particularly when it comes to teaching and learning. Their work performance directly impacts students' academic performance, and in turn, the quality of human resources across the board in the education sector. As a result of their elevated status, teachers receive equal blame for good academic performance and poor performance. The government and parents alike agree that the large sums of money they have invested in education are not paying off, and that despite this, students' performance is still subpar. This development has been attributed to teachers' job performance.

Although it would seem that educators would exhibit a high degree of excellence in their work, this has not been the case. A lack of teaching skills, poor language skills, an unprofessional attitude toward work,

persistent tardiness, and recurrent absenteeism have all been blamed for teachers' subpar performance at work. It has also been noted that mistakes, ineptitude, harshness, or laziness might cause teachers to perform their jobs at a lower quality than they should. To no avail, several attempts have been made by governments at all levels to retrain and train educators in order to improve their performance on the job. The goal of the current study is to determine whether there is a significant relationship between a few selected teacher variables—such as attitude, motivation, self-concept, work environment, and academic qualification—and their job performance, even though some of the factors listed above have been identified as being responsible for teachers' poor job performance.

### **3.0 Purpose of the Study**

The study investigated influence affective variables on job performance of secondary school teachers in Calabar South Local Government Area, Cross River State. Specifically, the study sought to:

1. Examine the extent to which Work attitude relate to job performance of secondary school teachers in Calabar South Local Government Area.
2. Investigate the relationship between teachers' motivation and their job performance in secondary school teachers in Calabar South Local Government Area.
3. Find out the relationship between teachers' self-concept and job performance of secondary school teachers in Calabar South Local Government Area.

### **3.1 Research Questions**

The following research questions were raised to guide the study.

1. What is the extent of relationship between work attitude and job performance of secondary school teachers in Calabar South Local Government Area?
2. To what extent does teachers' motivation relate to job performance of secondary school teachers in Calabar South Local Government Area?
3. What is the extent of relationship between teachers' self-concept and job performance of secondary school teachers in Calabar South Local Government Area?

### **3.2 Hypotheses**

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance

1. There is no significant relationship between teachers' work attitude and job performance of secondary school teachers in Calabar South Local Government Area.
2. Teachers' motivation does not significantly relate to job performance of secondary school teachers in Calabar South Local Government Area.
3. There is no significant relationship between teachers' self-concept and job performance of secondary school teachers in Calabar South Local Government Area.

### 3.3 Significance of the Study

The anticipated results of this study might be useful to all categories of teachers, students, government stakeholders (policy makers) and future researchers in education. In the case of teachers, the findings may help to improve their attitude and motivation. This may in turn lead to behaviour that would improve instructional practices, their instructional effectiveness for the realization of educational objectives; teachers might be more enlightened in their instructional weakness and see the need to strive to improve on their teaching performance.

To the students, they stand to gain from the benefits of improved teachers' job performance, because it would impact positively on their academic achievement. Government would be stimulated through the result of this study to have an insight and appreciation of the need for enhanced teachers' job performance and the importance of committing resources that may guarantee effective teachers' job performance.

This study may benefit policy makers as it might stir them to review teachers' qualifications that are most appropriate to teach at the secondary school level. The result of this study may equally contribute to the existing literature in teacher education, as well as serve as reference material for future researchers who may have interest in researching into teacher variables and job performance. Lastly, the recommendations derivable from the results of this work if implemented might help bring structural changes in the public secondary schools in

Nigeria for the achievement of teachers' high job performance and students' excellent academic achievement.

### 3.4 Scope of the Study

The research studied the relationship between affective variables and job performance of secondary school teachers in Calabar South Local Government Area of Cross River State. Affective variables involved in the study were teachers' work attitude, teachers' motivation and teachers' self-concept. The study was conducted among public secondary school teachers in the study area.

### 4.0 Method

The research design adopted for this study was correlational survey design. The population of the study comprised about 436 teachers in eight public secondary schools in Calabar South Local Government Area out of which 147 were males and 289 were females. The sampling technique adopted in this study were stratified random sampling technique. At the first stage, the researcher categorized the teachers in the area based on their various schools in which 25% of the teachers in each of the schools were randomly selected for the study. In this regards, 13 teachers were selected out of the 52 teachers in School 1, 11 teachers out of the 45 teachers in School 2, 16 teachers out of the 62 teachers in School 3 were selected and 14 teachers out of the 54 teachers in School 4 were also selected. Furthermore, 15 teachers out of the 60 teachers in School 5 were selected, 14 teachers out of the 55 teachers in School 6 were selected, 15 teachers out of the 59 teachers in School 7 were selected and 12 teachers out of the 49 teachers in School 8

were also selected. This amounted to the selection of 110 teachers for the eight public schools in the area for the study. The sample for the study comprised weak 110 public secondary school teachers selected from the eight public secondary schools in Calabar South Local Government Area of Cross River State.

The instrument used for data collection was a questionnaire constructed by the researcher entitled “Affective Variables and Job Performance Questionnaire” (AVJPQ). The questionnaire comprised three sections, A, B and C. Section A sought for personal information of the subjects, while Section B contained 18 items measuring teachers’ affective variables such as teachers’ motivation, teachers’ self-concept and work attitude respectively with six items each and Section C contains ten items measuring teachers’ job performance. Sections B and C were measured on a modified 4-point Likert type scale. The instrument was examined independently by two senior psychology experts and one expert in Measurement and Evaluation unit of the Department. They scrutinized the items in the instrument in relation to the purpose of the study and all ambiguous statements were corrected.

To determine the reliability of the instrument, a trial test was carried out using 30 teachers randomly selected from three secondary schools in Calabar Municipality that are not part of the sample since they share similar characteristics with teachers in Calabar South LGA. All the copies of the instruments distributed were collected and analysed using Cronbach alpha reliability method to

determine the internal consistency of the instrument by obtaining the reliability coefficient. The reliability coefficient of 0.88 was obtained.

The researcher first administered Sections A and Parts A, B and C of Section B of the instrument to the selected teachers and randomly selects three students from the schools to provide the information for each of the teachers work attitude on Part D of Section B of the instrument and Sections C of the instrument which deals with teachers’ job performance. Data collected were analyzed using Pearson Product Moment Correlation Coefficient to answer research questions. When the r-value lies between  $\pm 0.50$  and  $\pm 1$ , it is regarded as a strong correlation; when the r-value lies between  $\pm 0.30$  and  $\pm 0.49$ , it is regarded as a medium correlation; and when the r-value lies below  $\pm 0.29$ , it is regarded as a weak correlation. Simple linear regression analysis was used to test the null hypothesis at 0.05 level of significance. The null hypothesis was rejected if the probability value was less than the set value of 0.05 level of significance ( $P < 0.05$ ), but if any probability value was greater than or equal to 0.05 ( $P \geq 0.05$ ), such a null hypothesis was retained.

## **5.0 Results and DiscussionP-**

### **5.1 Research Question 1**

What is the extent of the relationship between work attitude and job performance of secondary school teachers in Calabar South Local Government Area?

**Table 1: Pearson's Product Moment Correlation Analysis of Work Attitude and Job Performance of Secondary School Teachers (N=110)**

Variables	Mean	SD	r	R <sup>2</sup>
Teachers' Work Attitude	2.65	0.38	0.61	0.37
Teachers' Job Performance	2.73	0.69		

SD = Standard Deviation, R<sup>2</sup> = coefficient of determination

Result in table 1 shows that the mean and standard deviation of scores of teachers' work attitude are 2.65 and 0.38 respectively while the mean and standard deviation of scores of teachers' job performance 2.73 and 0.69 respectively. Also, the correlation between teachers' work attitude and job performance was 0.61. The coefficient of determination (0.37) also known as the predictive value means that teachers' work attitude accounted

for 37% of their job performance in secondary schools in Calabar South Local Government Area.

#### **Hypothesis 1:**

There is no significant relationship between teachers' work attitude and job performance of secondary school teachers in Calabar South Local Government Area.

**Table 2: Regression Analysis of Work Attitude and Job Performance of Secondary School Teachers**

Model	Sum of Squares	df	Mean square	F	P-Value
Regression	56.049	1	56.049	2.548	.035
Residual	4485.451	108	30.307		
Total	4541.500	109			

$\alpha = 0.05$ , df = Degree of freedom, F= F-ratio

In order to test the hypothesis 1, regression analysis was used. The result in table 2 shows that an F-ratio of 2.55 with a degree of freedom of 109 and an associated exact probability value of 0.04 was obtained. This exact probability value of 0.04 is less than 0.05 level of significance set as benchmark for testing the hypothesis ( $P < 0.05$ ) and it was found to be significant. The null hypothesis which state that there is no significant

relationship between teachers' work attitude and job performance of secondary school teachers in Calabar South Local Government Area is therefore, rejected. The inference drawn is that, teachers' work attitude significantly relates with their job performance of secondary school teachers in Calabar South Local Government Area.

To what extent does teachers' motivation relate to job performance of secondary school teachers in Calabar South Local Government Area?

## 5.2 Research Question 2

**Table 3: Pearson's Product Moment Correlation Analysis of Motivation and Job Performance of Secondary School Teachers (N=110)**

Variables	Mean	SD	r	R <sup>2</sup>
Teachers' Motivation	3.19	1.09	0.72	0.52
Teachers' Job Performance	2.73	0.69		

SD = Standard Deviation, R<sup>2</sup> = coefficient of determination

Result in table 3 shows that the mean and standard deviation of scores of teachers' motivation are 3.19 and 1.09 respectively while the mean and standard deviation of scores of teachers' job performance 2.73 and 0.69 respectively. Also, the correlation between teachers' motivation and job performance was 0.72. The coefficient of determination (0.52) also known as the predictive value means that teachers'

motivation accounted for 52% of their job performance in secondary schools in Calabar South Local Government Area.

### Hypothesis 2:

Teachers' motivation does not significantly relate with job performance of secondary school teachers in Calabar South Local Government Area.

**Table 4: Regression Analysis of Motivation and Job Performance of Secondary School Teachers**

Model	Sum of Squares	df	Mean square	F	P-Value
Regression	135.402	1	135.402	1.849	.001
Residual	4406.098	108	29.771		
Total	4541.500	109			

$\alpha = 0.05$ , df = Degree of freedom, F= F-ratio

In order to test the hypothesis 2, regression analysis was used. The result in table 4 shows that an F-ratio of 1.85 with a degree of freedom of 109 and an associated exact probability value of 0.001 was obtained. This exact probability value of 0.001 is less than

0.05 level of significance set as benchmark for testing the hypothesis ( $P < 0.05$ ) and it was found to be significant. The null hypothesis which state that teachers' motivation does not significantly relate with job performance of secondary school teachers in Calabar South



Local Government Area is therefore, rejected. The inference drawn is that, teachers' motivation significantly relates with their job performance of secondary school teachers in Calabar South Local Government Area.

### 5.3 Research Question 3

What is the extent of the relationship between teachers' self-concept and job performance of secondary school teachers in Calabar South Local Government Area?

**Table 5: Pearson's Product Moment Correlation Analysis of Self-Concept and Job Performance of Secondary School Teachers (N=110)**

Variables	Mean	SD	r	R <sup>2</sup>
Teachers' Self-Concept	3.01	1.02	0.53	0.28
Teachers' Job Performance	2.73	0.69		

SD = Standard Deviation, R<sup>2</sup> = coefficient of determination

Result in table 5 shows that the mean and standard deviation of scores of teachers' self-concept are 3.01 and 1.02 respectively while the mean and standard deviation of scores of teachers' job performance 2.73 and 0.69 respectively. Also, the correlation between teachers' self-concept and job performance was 0.53. The coefficient of determination (0.28) also known as the predictive value means that teachers' self-concept accounted

for 28% of their job performance in secondary schools in Calabar South Local Government Area.

### Hypothesis 3:

There is no significant relationship between teachers' self-concept and job performance of secondary school teachers in Calabar South Local Government Area.

**Table 6: Regression Analysis of Teachers' Experience and Academic**

### Achievement

Model	Sum of Squares	df	Mean square	F	P-Value
Regression	17.418	1	17.418	1.570	.042
Residual	4524.082	108	30.568		
Total	4541.500	109			

$\alpha = 0.05$ , df = Degree of freedom, F= F-ratio

In order to test the hypothesis 3, regression analysis was used. The result in table 6 shows

that an F-ratio of 1.57 with a degree of freedom of 109 and an associated exact

probability value of 0.04 was obtained. This exact probability value of 0.04 is less than 0.05 level of significance set as benchmark for testing the hypothesis ( $P < 0.05$ ) and it was found to be significant. The null hypothesis which state that there is no significant relationship between teachers' self-concept and job performance of secondary school teachers in Calabar South Local Government Area is therefore, rejected. The inference drawn is that, teachers' self-concept significantly relates with their job performance of secondary school teachers in Calabar South Local Government Area.

## 6.0 Summary of Findings

From the data analysis and the interpretation of the results, the following findings emerged:

1. Teachers' work attitude accounted for 37% of their job performance in secondary schools in Calabar South Local Government Area. And teachers' work attitude significantly relates to their job performance of secondary school teachers in Calabar South Local Government Area.
2. Teachers' motivation accounted for 52% of their job performance in secondary schools in Calabar South Local Government Area. Also, teachers' motivation significantly relates to their job performance of secondary school teachers in Calabar South Local Government Area.
3. Teachers' self-concept accounted for 28% of their job performance in secondary schools in Calabar South Local Government Area. And teachers' self-concept significantly

relates to their job performance of secondary school teachers in Calabar South Local Government Area.

## 7.0 Discussion of Findings

The discussion of findings of the study was presented under the following subheadings:

### 7.1 Relationship between Work Attitude and Job Performance of Secondary School Teachers

Table 1 shows that the mean and standard deviation of scores of teachers' work attitude are 2.65 and 0.38 respectively while the mean and standard deviation of scores of teachers' job performance 2.73 and 0.69 respectively. Also, the correlation between teachers' work attitude and job performance was 0.61. The coefficient of determination (0.37) also known as the predictive value means that teachers' work attitude accounted for 37% of their job performance in secondary schools in Calabar South Local Government Area. The finding showed that there is a strong relationship between teachers' work attitude and job performance. Also, the result in table 2 showed that an F-ratio of 2.55 with a degree of freedom of 109 and an associated exact probability value of 0.04 was obtained. This exact probability value of 0.04 is less than 0.05 level of significance set as benchmark for testing the hypothesis ( $P < 0.05$ ) and it was found to be significant. This implies that, teachers' work attitude significantly relates with their job performance of secondary school teachers in Calabar South Local Government Area.

The finding is in accordance with the findings of Al-Harthy, Jamaluddin and Abedalaziz (2013) which examined a path

analysis of the effect of teachers' attitudes towards teaching on their performance and found out that teachers' attitudes towards teaching have significant direct effect on their professional performance. However, the finding is not in line with the findings of Ebuara and Coker (2012) they discovered that lecturers' attitude towards classroom teaching, lecturers' attitude towards the tasks of disciplining students, lecturers' attitudes towards supervision of instructions and lecturers' attitude towards classroom management do not significantly relate to their job satisfaction.

## **7.2 Relationship between Work Motivation and Job Performance of Secondary School Teachers**

Result in table 3 showed that the mean and standard deviation of scores of teachers' motivation are 3.19 and 1.09 respectively while the mean and standard deviation of scores of teachers' job performance 2.73 and 0.69 respectively. Also, the correlation between teachers' motivation and job performance was 0.72. The coefficient of determination (0.52) also known as the predictive value means that teachers' motivation accounted for 52% of their job performance in secondary schools in Calabar South Local Government Area. The finding showed that there is a strong relationship between teachers' motivation and job performance. And the result in table 4 shows that an F-ratio of 1.85 with a degree of freedom of 109 and an associated exact probability value of 0.00 was obtained. This exact probability value of 0.00 is less than 0.05 level of significance set as benchmark

for testing the hypothesis ( $P < 0.05$ ) and it was found to be significant. This implies that, teachers' motivation significantly relates with their job performance of secondary school teachers in Calabar South Local Government Area. The finding is in consensus with Nakpodia, (2011) who found that lack of adequate motivation in a system has negative effects on staff performance. The finding is also in accordance with Mustapha and Othman (2010) who found out that there is a positive relationship between motivation and working performance of teachers.

## **7.3 Relationship between Self-Concept and Job Performance of Secondary School Teachers**

Result in table 5 shows that the mean and standard deviation of scores of teachers' self-concept are 3.01 and 1.02 respectively while the mean and standard deviation of scores of teachers' job performance 2.73 and 0.69 respectively. Also, the correlation between teachers' self-concept and job performance was 0.53. The coefficient of determination (0.28) also known as the predictive value means that teachers' self-concept accounted for 28% of their job performance in secondary schools in Calabar South Local Government Area. The finding showed that there is a strong relationship between teachers' self-concept and job performance. Also, the result in table 6 shows that an F-ratio of 1.57 with a degree of freedom of 109 and an associated exact probability value of 0.04 was obtained. This exact probability value of 0.04 is less than 0.05 level of significance set as benchmark for testing the hypothesis ( $P < 0.05$ ) and it was found to be significant. This implies that, teachers' self-

concept significantly relates with their job performance of secondary school teachers in Calabar South Local Government Area. The finding agreed with the finding of Richmond, Wranch and Gorham (2001) who found that teachers' self-concept relate with teachers' job performance.

### 8.0 Conclusion / Recommendations

Based on the findings, it was concluded that teachers' work attitude, teachers' motivation and teachers' self-concept play vital roles on job performance of secondary school teachers in Calabar South Local Government Area. Based on the findings of this study, the following recommendations are made:

1. Teachers should always be supervised in order to prevent them from leaving the school before the dismissal time and also be made to understand the need to develop positive attitude towards their job.
2. School authorities should always motivate teachers by paying their salaries regularly and also award those who are performing significantly well so as to motivate others.
3. The teachers should acknowledge the need to have self-confidence and develop a good relationship with fellow staff and students.
4. The work environment should be well equipped with adequate working materials, well-ventilated classroom and offices.

### Suggestions for Further Studies

1. Similar study should be carried out in the Local Government Areas in Cross River State for generalization.
2. Comparative study should also be carried out among public and private schools across the State.

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