

Work-Related Stress and Teachers' Performance in Selected Secondary Schools in Abuja – Nigeria

Izuegbu, Gloria Ebere

Department Of Business Administration

Faculty of Administration,

The University of America, Curacao Willemstad, Curacao,

United Kingdom of Netherlands

DOI: 10.56201/wjeds.v8.no1.2023.pg65.89

ABSTRACT

The study examines Job related stress and teachers' performance in some selected Secondary Schools in Abuja – Nigeria. A survey research method was used for the study. The primary data were generated through the instrument of questionnaire while secondary materials were sourced from past studies. Two research questions, objectives and hypotheses were formulated for the study. The population of the study was 500 employees of the selected secondary school in Abuja, out of which 222 respondents were selected and administered copies of questionnaire. The technique for data analysis was simple percentage statistical. The findings from the analysis revealed that job stress generally negatively affects the performance of employees in the selected secondary schools in Abuja. Two sources of job stress were identified: Job content and work demand stress. Findings showed that Job content and work demand stress have significant impact on teachers' performance. The study therefore, recommended among others, that there is need for adequate subject/class allocation and clear job description enhanced teachers' performance in the selected secondary schools in Abuja. Also, all teachers in the selected secondary schools in Abuja should be given commensurable work schedule as this will go a long way to reduce stress on teaching staff of the selected secondary schools in Abuja and subsequently enhanced their performance.

Key Words: Job, Stress, Teachers, Performance

INTRODUCTION

1.1 Background of the Study

People feel stress in a variety of ways and for a variety of reasons. The reaction is determined by how one perceives an event or scenario. When one has a negative perspective on a situation, he or she is likely to feel distressed, overwhelmed, oppressed, or out of control. The more common form of stress is distress; evidence is mounting that the psychosocial environment in which people work affects both job performance and job satisfaction (Clements-Croome, 2013; Shaw & Readon, 2014). Workers' jobs in modern office buildings are becoming increasingly complex and reliant on sophisticated technology, and corporations whose occupancy costs are rising often

strive to lower them without negatively impacting the workers. Such workspace selections are intended to make an investment in employees' quality of life, with the notion that measurable productivity benefits will ensue. Studies are finding more and more connections between employee health and the psychosocial environment at work, such as the amount of pressure from home and pressure from a superior officer, as well as the air quality, ergonomic furniture and lighting.

Job stress is considered to be one of the leading work-related health problems in the works of life, especially in developing countries where job stress had become the single greatest source of stress and strain among workers. Teacher's stress is a much talked of phenomena, however there is little consensus between different professional groups, that stress is a real phenomenon with a range of causal factors including individual vulnerability and systematic influences. Job stress as complex phenomena is a very subjective experience: what may be a challenge for one person would be a stressor for another. It depends largely on one's background experience, temperament and environmental condition. Job stress is that which derived specifically from conditions in work place, these may either cause stress initially or aggravate the stress already present due to other sources. People appear to be working longer hours more strenuously to meet expectation of job performance. Competition among workers is sharp, there is always someone else ready to "step into some ones shoes" should one be found wanting.

Stress may however be seen as having two dimensions. "First, there is experiential aspect, that leads to psychological state of body system distress or tension where an individual may have an unpleasant feeling. Then there is physiological aspect which can be perceived as in threatening situation the body responded with a "fight or flight" syndrome. Stress is the general term applied to the pressure people felt in life. As a result of these pressures, employees develop various symptoms of stress that can harm their job performance. Stress is considered as an 'arousal reaction (positive or negative) to some job personal related stimulus.' The stimulus that causes stress is called a stressor. Stress is positive if it enable a person to perform or excel in a given situation or event. It is negative if there is excessive amount of stress that causes an individual to reduce performance. In another view Thoits, (2010) explained stress in terms of these three related concepts: Anxiety, Conflicts and Frustration. It is almost impossible to isolate these three concepts from stress. In many ways, teachers' stress has not much difference from other forms of stress.

Teaching staff is primarily responsible for the academic activities of any institution such as research and teaching (Fatma, 2003). The primary functions of teaching and research determine high satisfaction with the facilities which exist to enable them to carry out their tasks satisfactorily. However, in the current secondary schools' scenario, the teachers' workloads are increasing to encompass not only teaching and research but also fulfilling administrative demands.

Work related stress is one of the most important and rapidly growing factors affecting ones' health. According to "Stress in America: The State of Our Nation Report 2017" (APA, 2017) the increase on the percentage of Americans experiencing at least one symptom of stress (i.e. feeling nervous, anger, fatigue) in the past month reached to 75 which was 71 in 2016. Similarly, Health

and Safety Executive (HSE) (2017) reports, that stress, depression or anxiety accounts for the 40 percent of the total work-related ill health cases in Britain. According to APA (2017), money and work are the top stressors among Americans, by considering the results of surveys being conducted more than a decade. There are numerous studies all over the world suggesting similar results too. For example, work related stress can cause psychological (such as; depression, anxiety, illogical thinking and decision making and so on) and physical problems (such as; headache, muscle-skeleton disorders, high blood pressure and even in extreme cases heart attack). In fact, work related stress affects people negatively in any way (Kotteeswari & Sharief, 2014). For that reason, increasing our insights on work stress can be beneficial for coping with the negative effects of stress.

Stress has a significant negative impact on employees' physical, emotional and behavioural as well as economic implications to organizations, and the nation as a whole. Stressed workers are prone to diseases like hypertension, cardiovascular disease, depression, etc. with their associated huge medical bills. Also, the employee is more likely to be unhealthy, poorly motivated, less productive and less safe at work" (ILO, 2016).

Stress, according to Sayeed (2016), continues to damage the health of organizations. Unhealthy organizational cultures diminish employee involvement and have a detrimental impact on individual and business performance. Work-related stress is not a new phenomenon in Nigeria. Nigerians are still stressed as a result of bad environmental circumstances, political insecurity, poor working conditions, and extreme poverty. Ngeno (2017) agrees and adds that employees in Nigeria face poor wages, a lack of input in decision-making, a tremendous workload, and few prospects for advancement. Munali (2015) discovered that employees are reporting greater levels of stress, which has resulted in poor health and, as a result, poor performance. At the global level, globalization has resulted in suffocating rivalry and aggressive cost cutting among Nigerian suppliers. Workplace stress is increasing by the day. People face shifting economic and commercial conditions, shifting customer expectations, and shifting perceptions of their own role and place within the corporation Mohan, (2015).

Stress has become a big problem in today's workplace. Work overload, role conflict, lack of task autonomy, job instability, and long hours of work, changes in duty, timetable, tight deadlines, and poor relationships with colleagues are some of the causes (Kamalak, Umari & Ambika, 2013). Employees in today's jobs are subjected to a variety of forms of stress. Stress is a complicated and dynamic term that has an impact on the entire performance of an organization's workforce. When the organization's most valuable assets go through stressful situations, it can cause them to do bad things at work, like miss days, be late, and be less productive overall (Arbabisarjon, Ajdari, Omeidi, and Jalalinejad, 2013).

Stress can have an impact on both the individual and the organization (e.g., increased turnover rates). Individuals can also be influenced by stress on psychological, affective, and behavioral levels, as well as in their leisure and family lives. It can also affect individuals and organizations at different times as its reactions might occur instantly (short-term reactions) or take a longer period of time to occur (long-term reactions). When it comes to physiological responses, stress has an impact on the cardiovascular system. Individuals in high-strain employment (jobs with

high demand and little job control, for example) had greater blood pressure than those in other types of jobs (Okeke, Ojan & Oboreh, 2016). This is a cause for concern.

According to Mullins (2017), one of the most important issues confronting European businesses is stress, which is a major source of negative influence on the quality of work-life and employee performance. According to the Health and Safety Executive (HSE), high levels of stress can lead to mental and physical health problems such as depression, neurological breakdown, and other heart-related illnesses. In other words, occupational stress has a substantial impact on job satisfaction and organizational commitment, and it can contribute to excessive absenteeism and employee turnover. Khatibi, Asadi, and Hamidi (2019) say that job stress and organizational commitment go in opposite directions. Work-related Stress, seen as the way people react to situations that terrify, threaten, enrage, befuddle, or thrill them, is a psychological notion that has a detrimental impact on their health, well-being, and job performance (Casey, 2013). It is a condition in which job-related elements interact with the worker to alter his psychological or physiological state, forcing him to stray from normal functioning (Ozioko, Uwakwe & Asadu, 2014; Dina, 2016). Clearly, such scenarios can be extremely stressful for employees, resulting in poor performance (Isebe, 2015). Jamadin (2015) says that these kinds of stressful situations can cause headaches, drowsiness, trouble concentrating, stomach upset, aggressive or hostile behavior, snapping, and constant fights with coworkers, among other problems.

Stress is considered normal among civil servants in Nigeria, but when it becomes "severe," it can drastically reduce job performance, interfere with a staff's ability to participate in and contribute to work-life, and increase the likelihood of substance abuse, resulting in potentially damaging behaviors (Richlin-Klonsky & Hoe, 2013). It is not uncommon these days to see teaching employees at Nigerian educational institutions develop weird attitudes and cold feet while on the job, particularly in public schools (Oguntimehin, 2016). The demand placed on staff of educational institutions in Nigeria has increased the degree of stress among Nigerian teaching personnel, making it an unavoidable aspect of the job (Amina & Bako, 2014). As a result, university lecturers are required to administer students' continuous assessment and examinations; attend conferences, seminars, and workshops; conduct research; compute students' results; publish in reputable journals; and participate in as many social and religious activities as possible (Alabi et al., 2012).

The secondary school is an academic institution that trains a high-level workforce for the country's development, and new technological developments have blurred the line between work and life outside of work to the point where labor extends beyond the officially authorized hours. As a result, employees are increasingly recognizing that work is substantially interfering with their personal lives, and they are dissatisfied with the development because it is a major source of work stress. In light of the foregoing, the study investigates the effects of work-related stress on teachers' performance in selected secondary schools in Abuja.

1.2 Aims and Objectives

The main objective of this study was to describe work-related stress and its eventual relationship with job performance of teachers working in some selected Secondary Schools of Federal Capital Territory, Abuja, while, other specific objectives were to:

1. Investigate the extent to which job content stress affects teachers' meeting targets of the selected secondary schools in Abuja

2. Examine the level of work demand stress affect employees' performance in selected secondary schools in Abuja

1.3 Research Questions

The under listed research questions guided this study.

1. To what extent does job content stress affect teachers' performance of selected secondary schools in Abuja?
2. To what extent does work demand stress affect employees' performance in selected secondary schools in Abuja?

Methodology

3.1 Research Design

For the purpose of this study, the survey and documentary research design methods were adopted. It involves using questionnaires to collect data from the respondents and reviewing relevant documents to complement the questionnaire. This method was chosen because it is quick and uses few resources. This study adopted the survey research design approach in its investigation. A survey design was adopted because it covers the entire population using the representative sample of the study. It measured a relationship between two variables without the researcher controlling either of them. It also measured the statistically significant relationship between two variables that would predict one variable using information available on another variable. The descriptive survey design is relevant to this study because it assists the researcher to explore the relationship between an independent variable (stress) and a dependent variable (teachers' performance). This study therefore focused on getting information on job-related stress and teachers' performance in some selected Secondary Schools in Abuja.

3.2 Area of Study

The area of the study covers selected schools in Abuja such as the Federal Government Boys College was founded in 1999. It is the only federal college for boys in the whole capital city. Situated in the Garki district, Also, Federal Government College in the Kwali area council is a mixed-boarding school. The area where the school is situated used to be densely populated, but, recently, mass relocation from other parts of the city has made the Kwali area council fit to be called an urban area due to the changes in the environment, new businesses cropping up every day, and infrastructure. Federal Government College, Kwali, Abuja, is one of the co-educational Unity Colleges in the country. It was established on the 6th of January, 1984, with an intake of junior secondary one (JS 1) only. The College is located at Kwali town in the Kwali Area Council of the Federal Capital Territory, 13 kilometers out of Gwagwalada, along Kaduna-Lokoja Road, Kwali, 68 kilometers south-west of Abuja Capital City and 48 kilometers south of Suleja. The Federal Government Academy is also known as Suleja Academy. It was founded in 1986 by the Federal Government under the Babangida regime.

The Federal Government College in Rubochi, Kuje, was founded in April, 2000. It is a boarding school, running a very good curriculum, with alumni all over the world. Similarly, **Federal Government Girls College, Abaji** was Founded and commissioned in 1982 in the Abaji Local Government Area, along Abaji-Toto Road, Abaji FCT Abuja. Government Girls Secondary School Abaji is one of the top 10 government senior secondary schools in Abuja. Also, Federal Government Girls College in Abaji is a boarding school for girls only, situated in Abaji area

council, in the capital city. Abaji is known as the land of the Egbira, Ganagana, and Hausa people. In another development , **Federal Government Girls College, Bwari was also used and** The Federal Government Girls' College, Bwari-Abuja, came into being on January 15th, 1984 to meet the demand for girl-child education in the FCT, the middle belt and the country at large. It was the 41st Unity College to be established in the country and the second in the Federal Capital Territory after Kwali. It is a boarding school that took off with 43 students and 8 teaching and 10 non-teaching staff. **Also, Army Day Secondary School, Maitama** Founded in 1992, Army Day Secondary School in Maitama is one of the top 10 government senior secondary schools in Abuja. It is located within the Municipal Local Government Area, particularly in Mambilla Barrack, Maitama, Abuja. The manner of inculcating discipline and success results makes the public senior secondary one of the first choices of parents around Abuja. **Government Secondary School Wuse** is located on Abidjan Street, Zone 3, Wuse, FCT Abuja. It was established around 1987 in the Municipal Local Government Area. It is ranked as one of the top ten government senior secondary schools in Abuja and Government Day Secondary School, Dutse Alhaji, FCT Abuja, Government Day Secondary School, Dutse Alhaji, was established in 2008 in Bwari Local Government Area.

Some of the schools over two hundred certified teachers and over 1,700 students and boarding houses that also accommodates day students. Unlike the lackadaisical trend in some government schools in the country, the complete tutoring and education of the students is on the priority list of the school. That is why the students are known for acing their examinations, especially the ones organized by WASSCE and NECO. Unlike other secondary schools in the country, it is a special school for children who are highly intelligent. The school is well equipped, accommodating both male and female students trained by qualified teachers. Getting one's ward admitted into the school isn't a walk in the park. Starting with the processing fees of about 5, 000, a child seeking admission into Junior Class One must be 11 years or older. The school frowns at taking in younger children under 11 years old, regardless of how brilliant they are. Some of these schools most successfully recognized public senior secondary schools in the city of Abuja, conforming to the Universal Basic Education protocols and requirements for the training of young children.

3.3 Sources of Data

Given the empirical nature of the study, primary data was heavily relied upon. The source data collection for this study was the use of questionnaire delivered to the selected principals, vice principals, teachers and students of the selected schools within the six area councils of Abuja. The source of data collection for this study was the use of questionnaire delivered to the selected principals, vice principals, teachers and students of the selected schools within the six area councils of Abuja.

3.4 Population of study

A population of study according to Onwumere (2015) comprises of all elements: subjects and perhaps observations in relation to a particular phenomenon. For the purpose of this study, the population of the study includes 10 principals, 20 vice principals (academic and administration), 10 principals, 20 vice principals (academic and administration), 220 teachers, and 250 senior secondary school students from the selected schools; Federal Government Boys' College; Federal Government Academy; Federal Government College, Kwali; Federal Government College, Rubochi; Federal Government Girls College, Abaji; International Community School, Asokoro; Federal Government Girls College, Bwari; Army Day Secondary School, Maitama; Government

Secondary School Wuse; Government Day Secondary School Dutse Alhaji; thus, making a total of 500 respondents for the study.

3.5 Sampling Procedure

In this study, purposive sampling, which is a non-probability sampling technique, was adopted. This means the procedure of selection was deliberately carried out by the researcher. The study employed purposive sampling techniques whereby the researcher issued questionnaires to those directly involved in the study. The study used a purposive sample to choose a sample of respondents based on information about the study and the population. The sample's schools were chosen based on the study's objective. sample size **is** referred to as a certain number of precisely defined parts of the population that together represents the total element under study. Out of the five hundred respondents, a sample size of 222 respondents were selected for the study, which was a fair representation of the total subject. The sample size was determine using the Taro Yamane (1964) formula

3.6 Data Collection Procedure

Given the empirical nature of the study, primary data was heavily relied upon. The source data collection for this study was the use of questionnaire delivered to the selected principals, vice principals, teachers and students of the selected schools within the six area councils of Abuja. Also, the secondary sources of data collection were obtained through gazette, official document from the selected schools, textbooks from library, paper presentation in conferences and seminars, different websites on the internet and unpublished project reports.

3.7 Reliability of Instrument

The reliability for using the survey method in this research is that it is one of the appropriate methods for gathering large amounts of information. It can also allow the subjects being surveyed to remain anonymous and help to eliminate bias in the interpretation of results. Its major attractions are: its relatively low cost considering the fact that useful information was collected about a large number of people from a relatively small number (representative); it will be easy to generalize the findings to a larger population once representativeness of the sample is assured; and the flexibility of the survey means that a variety of data collection instruments (observations, interviews, questionnaires) could be used. This allows one instrument to serve as a check on the other

3.8 Validity of the instrument

Validity refers to the degree to which an instrument accurately measures what it intends to measure. Therefore, construct and content validity were used in the study. The structured questionnaire items were submitted to experts, research supervisors, and professors with expert knowledge in the field to confirm the material's content validity. The study used confirmatory factor analysis (CFA) to demonstrate the validity of the construct. The CFA allows the researcher to verify the factor structure or loading of a set of observed variables. CFA was used to determine the composite reliability to measure internal consistency in scale items and discriminant validity of the research instrument to test whether measurements that are not supposed to be related are unrelated. This helped to confirm if the questionnaire developed for this study is valid for decision-makings. At the same time discriminant validity was also checked.

3.9 Data Analysis Approach/Method

For the purpose of this study, the descriptive method of data analysis was used. The descriptive statistics was used to present the data. Descriptive statistics are frequency tables, figures, and

charts. The data collected from respondents was analyzed using inferential statistics. The averages mean score was used to test the hypothesis. This study used the following decision rule to accept or reject the hypothesis: When the weighted average means score is equal to 2.50 and above, null hypothesis is Rejected and alternative hypothesis Accepted. Also, the weighted average means score is less than 2.50 and below null hypothesis is Accepted and alternative Rejected. The analysis was represented in tabular form for easy understanding of its content, the number of respondents, and the corresponding percentage. In addition to this, the data collected was presented in tables, using absolute figures and their corresponding percentages, capable of self-explanation and further analysis.

4.0 Results and Analysis

Research Question one: To what extent does job content stress affect teachers' performance of selected secondary schools in Abuja?

Table 4.1: Frequency of Respondent's responses on the extent job content stress affect teachers' performance of selected secondary schools in Abuja

Items	Agree	Disagree	undecided
Job content affects teacher's performance in the selected Secondary Schools in Abuja	140(70%)	33(16.5%)	27(13.5%)
Arbitrary allocation of subject affects quality of teaching delivered	158(79%)	25(12.5%)	17(8.5%)
Staff performance would increase substantially, if they were adequately compensated	140(47.5%)	33(16.5%)	27(13.5%)
High number of subjects allocated to teachers affects the quality of teaching	148(74%)	33(16.5%)	19(9.5%)

Table 4.1 contains the Frequency of Respondent's responses on the extent job content stress affect teachers' performance of selected secondary schools in Abuja. The Responses on whether Job content affect teachers' performance revealed that 140 representing 70% of the respondents agreed while 33 representing 34.5% of the respondents disagreed and 27 representing 13.5% of the respondents were not sure. Responses on whether arbitrary allocation of subjects to teachers affects the quality teaching delivered. The result revealed that 158 representing (79%) of the respondents agreed while 25 representing 12.5% of the respondents disagreed and 17 representing 8.5% of the respondents were undecided. The data obtained on whether staff performance would increase substantially, if they were adequately compensated revealed that 140 representing 70% of the respondents agreed while 33 representing 16.5% of the respondents disagreed and 27 representing 13.5% of the respondents were not sure and the responses on whether high number of subject allocated to employee affects the quality of teaching revealed

that 148 representing 74% of the respondents agreed while 33 representing 16.5% of the respondents disagreed and 19 representing 9.5% of the respondents were not sure.

Research Question two: To what extent does work demand stress affect employees' performance in selected secondary schools in Abuja?

Table 4.2: Frequency of Respondent's responses on the extent job demand stress affect employees' performance in selected secondary schools in Abuja

Items	Agree	Disagree	undecided
Workload affected teachers' performance in the selected Secondary Schools in Abuja?	107(53.5%)	64(32.0%)	29(14.5%)
The number of subjects taught affects the quality of teaching delivery	135(67.5%)	58(29%)	7(3.5%)
The number of students attended to affect quality of teaching	95(47.5%)	63(31.5%)	42(21%)
Number of examination script and continuous assessment scripts attended to affect objective assessment of student's performance	117(58.5%)	55(27.5%)	28(14%)

Table 4.2 contain the frequency of respondent's responses on the extent has workload affected teachers' performance in the selected Secondary Schools in Abuja. The response on whether teacher experience workload stress revealed that 107 representing 53.5% of the respondents agreed while 64 representing 32% of the respondents disagreed and 29 representing 14.5% of the respondents were undecided about the question. Response on whether number of subjects taught affect quality of lecture delivery revealed 135 representing 67.5% of the respondents agreed while 58 representing 29% of the respondents disagreed and 7 representing 3.5% of the respondents were undecided. Also, Responses on whether number of students attended to affect quality of teaching, revealed that 95 representing 47.5% of the respondents agreed while 63 representing 31.5% of the respondents disagreed and 42 representing 21% of the respondents were undecided. Responses on whether number of examination script and continuous assessment scripts attended to affect objective assessment of student's performance, revealed 117 representing 58.5% of the respondents agreed while 55 representing 27.5% of the respondents disagreed and 25 representing 14% of the respondents were undecided.

4.2 Test of Hypothesis

H0₄: Job content has no significant effect on teachers' performance of the selected secondary schools in Abuja.

The analyzes the extent job content affects teacher's performance in the selected secondary schools in Abuja are computed and the result is shown in table 4.3 below.

Table 4.3: Calculation of Critical Value of Weighted Means Score

Variable	Agreed	Disagreed	Undecided	Total No. of Respondents/Score	Weighted Mean
Responses	140	33	27	200	$513/200$
Grading	3	2	1	-	-
Total Value	420	66	27	$513/200$	2.56
Decision	-	-	-	-	Accepted

Source: Research Data, 2022

Table 4.3 shows the result of the calculated value of weighted means score at 2.56. This means that, the calculated value is scientifically significant at 2.56 because, it is more than 2.50. We will therefore reject the null hypothesis, which states that, Job content has no significant effect on teachers' performance of the selected secondary schools in Abuja and accept alternative hypothesis, which shows that, Job content has significant effect on teachers' performance of selected secondary schools in Abuja. This means that, Job content has significant effect on teachers' performance in the selected secondary schools in Abuja.

H₀₂: Work demand stress has no significant effect on the teachers' performance of the selected secondary schools in Abuja.

The analyzes the effect on the teachers' performance of selected secondary schools in Abuja were computed using the critical value of weighted means score and the result is shown in table 4.5 below

Table 4.4: Calculation of Critical Value of Weighted Means Score

Variable	Agreed	Disagreed	Undecided	Total No of Respondents/Score	Weighted Mean
Responses	107	64	29	200	$478/200$
Grading	3	2	1	-	-
Total Value	321	128	29	$478/200$	2.39
Decision	-	-	-	-	Rejected

Source: Research Data, 2022

Table above shows the result of the calculated value of weighted means score at 2.39. This means that, the calculated value is not scientifically significant because, it is less than 2.50. We will therefore accept the research hypothesis which states that, work demand stress has no significant effect on the teachers' performance of the selected secondary schools in Abuja and reject alternative hypothesis which shows that, work demand stress has effect on the teachers' performance of selected secondary schools in Abuja. This means that, teachers of the selected secondary schools in Abuja faced workload stress which does not affect their performance.

4.3 Discussion of Findings

The discussion of findings is structured in a way that it can address the research objectives.

Extent to which job content affect teachers' performance of selected secondary schools in Abuja

Table 4.3 above analyses the extent job content affect teachers' performance of selected secondary schools in Abuja. It was revealed that Job content has significant effect on teachers' performance of selected secondary schools in Abuja and arbitrary allocation of subjects and responsibilities affect quality of teaching delivered and work output. The finding further revealed that the combination of teaching and supervision affect output of the teachers. High number of subject and classes allocated to teachers affects the quality of teaching for the academic staff. This finding is in line with Muguna, Micheni, and Kaimeny (2021) who assessed the role of job content on academic staff turnover intentions in Kenyan universities and found that the relationship between job content and academic staff turnover intentions was negative. Ganster (2013) who examined the impact of stressful job demands on employee attitudes and attendance, the study found out significant interactions between control and objective psychological demands that indicated that these demands were associated with higher levels of tardiness and sick days only under conditions of low perceived control. Hassan (2017) who analyzed the impact of job demand on employee performance, found that time pressure and role ambiguity have a significant negative influence on employee performance. The other two factors, workload and lack of motivation, do not have any significant influence on employee performance.

Effect of work demand on teachers' performance of the selected secondary schools in Abuja

From the data presented, the survey participants opined that teacher of selected the secondary schools in Abuja face workload stress which affects their performance; this was demonstrated in table 4.18. This means that employees' performance is strongly related to the workload assigned. This finding collaborates with that of Joseph (2017) whose findings showed that excess workload of administrative responsibilities lowers job efficiency of non-academic staff. Ademola, Clara and Babalola (2015) whose result revealed that job-stress dimensions independently and jointly influenced job performance adversely. Salami, Ojokuku, Ilesanmi, (2010) findings showed that job stress brought about subjective effects such as fear, anger and anxiety among Nigerian managers resulting in poor concentration, mental block and poor decision-making skills. But differs with Swaminathan & Rajkumar (2013) whose study indicates that, an optimum level in which every individual can perform with his full capacity and identified three conditions responsible for work stress they are; Role overload, Role self-distance, Role stagnation. This study established that workload is a big concern to employees' of Nasarawa State University hence, employees experienced pressure due to work overload.

5.1 Conclusion

This study examined the impact of stress on teachers' performance of some selected secondary schools in Abuja. The effect of job content and High work demand on teachers' performance. It is evident that impact of high work overload and work facilities related stress have affected teachers' performance negatively among the selected secondary schools in Abuja. The study

concludes that, stress has negative impact on teachers' performance. Job content and Work demand have different results and relationship with teachers' performance in the selected secondary schools in Abuja. Stress led to negative consequences in the working environment so it is essential to reduce stress from workplace.

5.2 Recommendations

The study recommends that,

- i. The selected secondary schools in Abuja should reduce arbitrary allocation of subject; classes and responsibilities as it affects quality of teaching delivered and work output. Thus, adequate subject/class allocation and clear job description enhanced teachers' performance in the selected secondary schools in Abuja
- ii. All teachers in the selected secondary schools in Abuja should be given commensurable work schedule as this will go a long way to reduce stress on teaching staff of the selected secondary schools in Abuja and subsequently enhanced their performance.

References

- Alabi, A., Marlala, A., & Lawal, A. (2017). Lecturer's work stress and job performance in Kwara state collages of Education, Nigeria. 3rd Annual international conference of collaboration of Education faculties in West Africa (CEFIOA) at Ibrahim Badamasi Babaginda University, Lapai.
- Ahmed M, Guo Q, Qureshi MA, Raza SA, Khan KA, Salam J. (2021) Do green HR practices enhance green motivation and proactive environmental management maturity in hotel industry? *Int J Hosp Manag.*
- Ahmed & Ramzan (2013) Effects of Job Stress on Employees Job Performance :A Study on Banking Sector of Pakistan, *IOSR. Journal of Business and Management, Vol. 11, Issue 6 pp 61-68*
- Ajisafe, O. E; Orifa, Ruth, A. O. and Balogun, J. A. (2015).Influence of Human Capital Management on Organizational Performance in Nigeria.*Journal of Resources Development and Management, 14(5), 8-14.*
- Akinyele, S.T., (2017). *A critical assessment of environmental impact on workers productivity in Nigeria.* Res. J. Business Manage., 1: 50-61.
- Ali G, Anbren S, Bashir MK. Climate mitigation, low-carbon society, and dynamism of educational institutes in a low-income country. *Environ Sci Pollut Res.* (2018) 25:3775–84. doi: 10.1007/s11356-017-0607-9
- Ali, W., Raheem, A., Nawaz, A. & Imamuddin, K. (2014). Impact of stress on job performance: an empirical study of the employees of private sector universities of Karachi, Pakistan. *International Science Congress Association, 3(7): 14-17.*
- Amina, A. & Bako, R. (2014). Relationship of stress among University lectures in Nigeria *Journal IOSR Journal of Humanities and Social Sciences vol.(19).1*

- Ammar, T. (2016). *The effect of internal variables, on the level of job stress on employees of Palestinian Universities at Gaza Strip*. Master thesis. Islamic University Gaza.
- Aniedi, A., Offiong, B. & Effiom, D. (2014). Occupational stress sources among university academic and administrative staff. In Okeke, C., Chuwkuemeka, E. and Amobi, D. (eds.). Occupational stress and the performance of non-teaching staff of selected universities in the South-Eastern Nigeria. *Management Studies and Economic Systems (MSEs)*, 3(3): 183-196.
- Annakis, J., Dass, M., & Isa, A. (2014). Exploring Factors that Influence Talent Management Competency of Academics in Malaysian GLC's and Non- Government Universities. *Journal of International Business and Economics*, 2(4), 163-185.
- Anastasiou, S., & Papakonstantinou, G. (2014). Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece. *International Journal Management in Education*, 8(1), 37–53.**
- Anbazzhagan, A., SoundarRajan, L.J. and Ravichandran, A. (2013) “Work Stress of Hotel Industry Employees in Puducherry”. *Asia Pacific Journal of Marketing & Management Review*, 2, 5, 85-101
- Arbabisarjou, A., Ajdari, Z., Omeidi, K. & Jalalinejad, R. (2013). The relationship between job stress and performance among the Hospitals' Nurses. *World of Science Journal*, 02: 181-188.
- Archibong, I., Bassey, A. & Effiom, D. (2014). The effect of occupational stress on the performance of university administrators in the Cross Rivers State University of Technology, Cross River State and University of Uyo, Akwa Ibom State.
- Arikewuyo, M. (2014). “Stress management strategies of secondary school Teachers in Nigeria.” *Education Research*,; 46(2) 42-57.
- Armstrong, M.A. (2010). *Handbook of Human Resource Management Practice*. London: Kogan Page Limited.
- Armstrong, M. (2012). *A Handbook of Human Resource Management Practice*, (12th edn.), London, Kogan Page Publishers.
- Armstrong, M. (2014). *A Handbook of Human Resource Management Practice*, (13th edn.), London, Kogan Page Publishers.
- Aquino, G. V. (2018). *Educational Administration: Theory and Practice*. Quezon City: Rex Bookstore.
- Awada M, Becerik-Gerber B, White E, Hoque S, O’Neill Z, Pedrielli G, et al. (2022) Occupant health in buildings: Impact of the COVID-19 pandemic on the opinions of building

professionals and implications on research. *Build Environ.* 207:108440. doi:
10.1016/j.buildenv.2021.108440

Basarudin, N. A., Yeon, A. L., Yaacob, N., & Yusof, R. (2016). Faculty workload and employment benefits in public universities. *International Review of Management and Marketing*, 6(S7), 73–82

Bashir, U. & Ramay, M. (2017). Impact of stress on employee job performance: A study of banking sector of Pakistan. In Odor, H.O. (ed.). *Work related stress and employee commitment at Delta State Polytechnic, Ogwashi Uku, Delta State, Nigeria.* *Global Journal of Management and Business Research*, 19(1): 26-36.

Bashir, A. (2017). Employees' Stress and its impact on their Performance. *International Conference on Business and Technology, Iqra University, Islamabad.*

Betonio, J.R. (2015), "Stress Factors and the Teaching Performance of the College Faculty", *International Journal of Social Science and Humanity*, Vol. 5 No. 7, pp. 651-655.

Bokeno, R.M. (2011). Learning in conflict: revisiting the role of perception. *Development and Learning in Organizations. An International Journal*, 25(2), 15-17.

Borg, M. G., & Falzon, J. M. (2016). "Determinants of occupational stress in teachers", *British Journal of Educational Psychology*, Vol.2, pp.119-130.

Borg, M. J. (2016). "Occupational stress in British educational settings", *Educational Psychology*, Vol.10, pp.103-126.

Baron, A. and Armstrong, M. (2007). *Human Capital Management: Achieving Added Value through People*, London and Philadelphia, Kogan Page Publishers.

Biswas, M. (2012). *Human Resource Management in Hospitality*. New Delhi, India: Oxford University Press.

Bowers, T. & Mciver, M. (2016). *Ill Health, Retirement and Absenteeism Amongst Teachers*. Research Brief No 235: Department for Education and Employment, London.

Butterfield, K., Trevino, L., & Ball, G. (2016). Punishment from the manager's perspective: A grounded investigation and inductive model. *Academy of Management Journal*, 39(6), 1479.

Campbell, J. (2017). Modeling the performance prediction problem in industrial and organizational psychology. In Dunnette M. & Hough, L. (Eds.), *Handbook of industrial and organizational psychology*, 1, 687-732.

Casey, L. (2013). *Stress and well-being in Australia survey 2013*. Australian Psychological Society.

- Chapelle, C. A. (2009). The Relationship between Second Language Acquisition Theory and Computer-Assisted Language Learning. *The Modern Language Journal*, 56(93), 741-753.
- Chetana, N., & Mohapatra, A.K. (2016). Effect of Organizational Learning Culture on Career Development Competencies. *International Journal of Research in IT and Management*, 6(10), 19-31.
- Chidi N. (2012). *Closing the skill gap in the workplace*. Business HR Report, business day Media Ltd, Lagos.
- Chigozie, M. P., AGA, C. C., & Onyia, E. (2018). Effect of Human Capital Development in Organizational Performance in Manufacturing Industries in South-East Nigeria. *International Journal of Academic Research in Economics and Management Sciences*, 7(3), 60–78.
- Choudhury, J. and Mishra, B. B, (2010). Theoretical and Empirical Investigation of Impact of Developmental HR Configuration on Human Capital Management. *International Business Research*, 3(4), 181–186.
- Clement-Croom (2014). *job stress and blue collar*. New York: New York Times.
- Challagalla, G. & Shervani, T. (2016). Dimensions and types of supervisory control: Effects on salesperson performance and satisfaction. *Journal of Marketing*, 60(1), 89.
- Chetty, U.P. (2014). *The Effect of Stress on Educator Efficacy*. D.Ed. Thesis, Durban: University of Zululand.
- Clarke, S. & Cooper, C.L.(2013). *Managing the risk of workplace stress: Health and Safety Hazards*. London: Routledge.
- Cooper, C. and Marshall, J. (2016) Occupational Sources of Stress: A Review of the Literature Relating to Coronary Heart Disease and Mental Ill Health'. *Journal of Occupational Psychology*, 49 (1), 11-28.
- Cooper, D. R. & Schindler, P. S. (2014). *Business Research Methods, (12th edn.)*, Boston, Mc Graw-Hill Irwin.
- Cross, O. D. (2019). The effects of Human Capital Development on Organizational Performance. *International Journal of Scientific Research and Management (IJSRM)*, 7(1), 952-958.
- Cronbach, L. (2015). *Research for tomorrow's schools: Disciplined inquiry for education*. New York: Macmillan.
- Cummings, T.G, & Worley, C.G.(2018). *Organization Development & Change (9th Ed.)*. USA: Cengage Learning.

- Dae-bong, K. (2019). *Human Capital and its Measurement, the 3rd OECD World Forum on "Statistics, Knowledge and Policy"*, Charting progress, Building Visions, Improving life, Busan Korea 27 – 30 October.
- David, F. A. (2019) *Statistical Models: Theory and Practice* (revised ed.), UK Cambridge University Press.
- Dawodu, A. A., Akintunde, O. A. & Olulana, B. S. (2018). Human Capital Development and Organizational Performance in the Food, Beverage and Tobacco Industry in Lagos State. Nigeria. *Nigerian Journal of Management Studies*, 18(2), 27-35.
- Dekeyser, R. M., & Criado, R. (2013) *Automatization, skill acquisition, and practice in second language acquisition*. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. London: Blackwell.
- Dina, T. (2013). Impact of funding on access to electronic database resources by university users in Esan Land, Nigeria. A diminishing past, a rescued future: essay on the people, tradition and culture of Esan Southern Nigeria. pp. 201-211.
- Dizon, M. (2015). "Relationship of stress and the teaching performance of the faculty members of Mindanao State University," Ph.D. dissertation, Dept. Educ., Liceo de Cagayan University, Cagayan de Oro City, Philippines.
- Doucoulagos, C. (2017). *The aggregate demand for labor in Australia: A Meta-analysis*. Australian Economic Papers, Blackwell Publishing, 36 (69), 224-42.
- Dunham, J. (2014b). *Stress in Teaching*. London: Croom Helm.
- Ethelmary, D., Nwankwo, A., Aroh, G. (2021) Stress and Employee Performance in Selected 5 Federal Universities in South East Nigeria; *British Journal of Management and Marketing Studies* ISSN: 2689-5072 Volume 4, Issue 1, 2021 (pp. 87-109)
- Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. New York: Routledge.
- European Scientific Journal February 2019 edition Vol.15, No.4 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431160
- Fevre. L. Mathny. J. & Kolt, G. (2013). Eustress, Distress, and interpretation in occupational stress. *Journal of Managerial Psychology*, 18(7) 726-744.
- Federman, M. (2016). *Towards an effective theory of organizational effectiveness*. Retrieved from http://whatisthemessage.blogspot.com/2016_03_01_archive.html
- Fimian, M.J. (2014). "The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory", *Journal of Occupational Psychology*, Vol.57, pp. 277- 293

- Fitzgerald, M. (2014). *Talent and Talent Management Insights*. Retrieved from <https://eoleadership.hee.nhs.uk/sites/default/files/Insight-1-Defining-Talent-and-Talent-Management.pdf>
- Ford, A. & Amos, K. (2014). Assessing Strategies for Managing Work related stress of Barclays Bank Limited, Takor – adi. *European Journal of Business and Innovation Research*, 2(2) 51 – 69.
- Gallardo-Gallardo, E., Dries, N., & González-Cruz, T.F. (2013). *What is the meaning of 'talent' in the world of work?* *Human Resource Management Review*, 23(4), 290–300.
- Garavan, T.N., Morley, M., Gunnigle, P. and Collins, E. (2013). Human Capital Accumulation: The Role of Human Resource Development. *Journal of European Industrial Training*, 25(2), 48-68.
- Gigam, J and Hoel, T. (2013). *Violence and Stress at Work in Financial Services*. Retrieved from: http://www.ilo.org/public/english/dialogue/sector/papers/service/w_p210.pdf.
- Gitonga, D. (2012). *Influence of Teachers Motivation on Students Performance in Public Schools, Kenya*. Ph.D. Thesis, University of Nairobi.
- Hasebur, R. (2013). Job stress, Employee performance and health: as study on commerce bank in Bangladesh. *Global Journal of Management and Business Research Economics and Commerce*, (13)4.
- Hoel, H., Zapf, D., & Cooper, C. (2017). Workplace buying and stress. In P.L. Perrewe' & D.C. Ganster (Eds.), *Historical and current perspectives on stress and health*. Kidlington, Oxford: Elsevier Science Ltd.
- Hoffman, B.J. & Woehr, D.J. (2006). A quantitative review of the relationship between person- organization fit and behavioral outcomes. *Journal of Vocational Behavior*, 68(3), 389-399.**
- Ingham, J. (2016). Closing the Talent Management Gap: Harnessing your employees' talent to deliver optimum business performance. *Strategic Human Resource Review*, 5(3), 20-23.
- ILO (2016). *Workplace stress: A collective challenge*, ISBN: 978-92-2-130641-2, Geneva,
- Igbokwe, I. and Itoya, J. (2020) Managing the Effect of Job Stress on Employee Performance In tertiary Institutions: A Study of Delta State University: Ignatius Ajuru University/ *Business & Marketing Chronicle* Vol. 5 No. 2.
- Ikonne, C.N. (2015). Job stress and psychological well being among library employees: a survey of library staff in selected university libraries in South-West, Nigeria. *Open Access Library Journal*.
- Ivancevich, J.M., & Matteson, M.T. (2016). *Stress and Work: A managerial perspective*. Glenview, IL: Scott, Foresman.

- Jackson , L. and Rothman , S. (2016). “*Work-related wellbeing of educators in district of North West Province*”, Perspectives in Education, Vol.23No.3, pp.107-122.
- Jali, S. L. (2016) “*Some factors influencing job satisfaction & job performance of reading teachers in the division of Iligan City, a proposal training program*,” Ph.D. dissertation, Dept. Educ., Liceode Cagayan University, Cagayan de Oro City, Philippines.
- Jantan, H., Hamdan, A.R., & Othman, Z.A. (2019).Classification Techniques for Talent Forecasting in Human Resource Management.In Huang, R., Yang, Q., Pei, J., Gama, J., Meng, X., and Li, X. (Eds.), Proceedings of the 5th International Conference on advanced data Mining and Application (pp.496-503.). Berlin, Germany: Springer.
- Jamal, M. (2014).“*Job stress and Job performance: An empirical assessment*”, Organizational Behavior and Human Performance, Vol.33, pp.1-21.
- Jamal, M. (2017). Job stress & Job performance controversy: An empirical examination in two countries. *International Journal of Stress Management*, 14(2) 175 – 187.
- Joseph R. (2017).Experiential avoidance as a moderator of the relationship between anxiety sensitivity and perceived stress JR Bardeen, TA Fergus, HK Orcutt Behaviour therapy, 44 (3), 459-469.
- Kamalak, M., & Umat, V. Ambika, H. (2013): investigate the effects of job stress on employee job performance. Chennai: University of Vietnam.
- Karaj, S. (2012). Teacher stress in Albania: examining the role of students’ classroom deviant behavior and other factors in the school context. In 1st Albania International Conference on Education (AICE) (pp. 317–324). Klenke, K. (2007). Authentic leadership**
- Kareem, A. M. (2019). The Impact of Human Resource Development on Organizational Effectiveness: An Empirical Study. *Journal of Management Dynamics in the Knowledge Economy*, 7(1), 29-50
- Kareem, A. M. (2019). The Impact of Human Resource Development on Organizational Effectiveness: An Empirical Study. *Journal of Management Dynamics in the Knowledge Economy*, 7(1), 29-50
- Kareem, M. A. (2017). The Role of Human Resources Development Strategy in Achieving Corporate Social Responsibility: At the SME Level. Paper presented at the 21st European Scientific Conference of Doctoral Students, Brno, Czech Republic.
- Kazmi, R. Amjol, S, & Khan, D. (2018) occupational stress and its effects on job performance: A case study of medical house officers of district Abbottabad. *Journal of Ayub Medical College*, (20)13 135-139.
- Khan, F.A., & Khan, M.A. (2011).Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*, 11(7), 63-68.

- Khattak, M. A., Ul-Ain, Q., & Iqbal, N. (2013). Impact of role ambiguity on job satisfaction, mediating role of job stress. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 3(3), 28-39.
- Khatibi, A., Asadi, H. & Hamidi, M. (2019). The relationship between job stress and organizational commitment in National Olympic and Paralympic Academic. *World Journal of Sport Sciences*, 2(4):272-278.
- Kinman, G & Jones, F. (2018). Effort-reward imbalance and work-life conflict: Case of UK university educators. *Journal of Managerial Psychology*, Vol.23, pp. 236-251.
- Kimura, T., Bande, B., & Fernandez-Ferrín, P. (2018). Work overload and intimidation: The moderating role of resilience. *European Management Journal*, 36(6), 736–745. doi:10.1016/j.emj.2018.03.002**
- Kihara L.N and Mugambi H. (2016). Effect of stress management strategies on employee performance in the public service. *Strategic Business and Change Journal of Management*, 5(2) 2382-2405.
- Klitzman R. and Stellman, S. (1997). Effects of stressful life events on depression", *Annual review of Psychology*, pp. 191-214.
- Kocak, R. (2016). "The validity and reliability of the teachers' performance evaluation scale", *Educational Sciences: Theory and Practice*, Vol.6 No.3, pp. 799- 808.
- Kothari, C. R. (2018). *Research methodology. Methods and Techniques*. New Delhi: New Age International Publishers.
- Kyriacou, C., & Chien, P. (2014). "Teacher stress in Taiwanese primary school", *Journal of Education Enquiry*, Vol.5 No.2, pp. 86-104.
- Kyriacou, C. (2016). *Teacher Stress: Directions for future research*. *Educational Review*, Vol.53 No.1, pp.27–35.
- Lazarus, R. (2013). From Psychological Stress to the Emotions: A history of changing outlooks. *Annual review of psychology*, 44(1), 1-22.
- Lazarus, R., & Folkman, S. (2014). *Stress, appraisal and coping*. New York: Springer Publications.
- Lee, S., & Young, L. (2016). Assessing the effect of job stress and social support on job satisfaction. *Analysis on Korean police officers. IRMBR*, 151-157.
- Li X, Li H, Skitmore M, Wang F. (2022) *Understanding the influence of safety climate and productivity pressure on non-helmet use behavior at construction sites: a case study*. *Eng Constr Archit Manag*. 29:72– 90.

- Little, L., Simmons, B., & Nelson, D., (2017). Health Among Leaders: Positive and Negative Affect, Engagement and Burnout, Forgiveness and Revenge. *The Journal of Management Studies*, 44(2), 243.
- Lowe, G.S. (2016). *Creating Healthy Organizations: How Vibrant Workplaces Inspire Employees to Achieve Sustainable Success*. University of Toronto Press.
- Luthans, F. (2016). *Organizational Behaviour: An Evidence Based Approach*, McGraw-Hill.
- Lyell, D., Magrabi, F., & Coiera, E. (2018). The effect of cognitive load and task complexity on automation bias in electronic prescribing. *Human Factors*, 60(7), 1008–1021.**
- Martin-Sardesai, A., & Guthrie, J. (2018). Human capital loss in an academic performance measurement system. *Journal of Intellectual Capital*, 19(1), 53–70. doi: 10.1108/JIC-06-2017-0085**
- Martela F, Hankonen N, Ryan RM, Vansteenkiste M. (2021) Motivating voluntary compliance to behavioural restrictions: self-determination theory-based checklist of principles for COVID-19 and other emergency communications.
- Marimuthu, M., Arokiasamy, L., & Ismail, M. (2009). Human Capital Development and Its Impact on Firm Performance: Evidence from Developmental Economics. *The Journal of International Social Research*, 2(8), 265-272.
- Mathny, J. & Kolt, G. (2013). Eustress, Distress, and interpretation in occupational stress. *Journal of Managerial Psychology*, 18(7) 726-744.
- Maslow, A. (2017). *Motivation and Personality*. New York: Harper and Row.
- Mba, O. A., & Tonye, O. (2014). Human resource development and organisational performance in Nigerian Liquefied Natural Gas Company Limited, Bonny. *Journal of Management and Sustainability*, 4(4), 134-146.
- McGrath, S. (2017) “Transnational, Globalisation and education and training: evidence from the South African automotive sector”, *Journal of Vocational Education and Training*, Vol.59 No.4, pp.575-589.
- Mechie, S. (2015). Causes and management of stress at work. Retrieved 7th November 2015, from <http://oem.bmj.com/content/59/1/67.long>.
- Mohan, M. (2015) employee stress and performance of companies listed in NSE.
- Mugenda, O. M. & Mugenda, A. G. (2018). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- Mullins, L. J. (2017). *Management and Organization Behaviour*. England: Prentice Halls.

- Mullins, L. (2017). *Management and organizational behavior* (8th ed.). Harlow Financial Times Prentice Hall.
- Munali, J. (2015). *Stress and individual performance of workers in hotels at the Kenyan coast*.(Unpublished Doctoral dissertation). Thesis and rapradesh open university, Hyderabad state. India.
- Mittal, S. (2013).HRD Climate in Public & Private Sector Banks. *Indian Journal of Industrial Relations*, 49(1), 123-131.
- Noe, R. (2001). *Human Resource Management* (2nd edition). Upper Saddle River, NJ: Prentice Hall.
- Nordhaug, O. (1998). Competencies, specificities in organisation *International Studies of Management and Organisation*, 28(1), 8-29.
- Niemi, P. & Valniomaki (2013). Medical students Academic distress, coping and Achievement strategies during the pre-clinical years. *Teaching and Learning Medicine*,(11) 125-134.
- Ngeno, G. (2017). Causes of burnout among primary school teachers with Kericho municipality, Kenya.*Journal of technology and education in Nigeria*, 12(2), 19-18.
- Noer, D. (2015).Leadership in the age of layoffs.*Journal of management Development*. Vol. 14 No. 5, pp. 27-38.
- Obasi, I. (2016). *Research methodology in political science*. Enugu: Academic Publishing Company.
- Odhong, A. E., Were, S. & Omolo, J. (2014). Effect of Human Capital Management Drivers on Organizational Performance in Kenya. A Case of Investment and Mortgages Bank Ltd. *European Journal of Business Management*, 2(1), 341-356.
- Oguntimehin Y. (2016). “Managing stress in the teaching profession”.*International Journal for Applied Psychological Human Performance*, 1(1)75-89.
- Ojiakor.N. (2015) *Effects of stress on students academic performance during sandwich degree programme*. A case study of PGDE students of Kwara state college of Education, Ilorin unpublished PGDE project Report. University of Ado-Ekiti.
- Okeke, M., Ojan, E. & Oboreh, J. (2016).Effects of stress on employee productivity *International Journal of Accounting Research (AJAR)*, 2(11): 38-49.
- Okeke, M.N., Ojan, E. & Oboreh, J.C. (2016).Effects of stress on employee productivity.*International Journal of Accounting Research (AJAR)*, 2(11): 38-49.

- Ojokuku, R.M. and Sajuyigbe, A.S. (2015).Effect of Human Capital Development on the Performance of Small and Medium Scale Enterprises in Nigeria.*Journal of Emerging Trends in Economics and Management Sciences*, 6(1) 88-93.
- Orpen, C. (2014). The effects of organizational and individual career management on career success.*International Journal of Manpower*, 15(1), 27–37.
- Osman, L.H., Ismail, A., Nowalid, W.A., & Adnan, N.H. (2014).An empirical study of the relationship between career program and employee outcomes. *Journal of WEI Business and Economics*, 3(2), 33-40.
- Ozioko, R.E., Uwakwe, J.E. & Asadu, B.U. (2014).*Job stress among staff of polytechnic libraries of North- Central, Nigeria*. In Dina, T. (ed.). The effect of stress on professional librarians job performance in Nigerian universities libraries. *Library Philosophy and Practice* (e-journal).1431 <http://digitalcommons.unl.edu/libphilprac/1431>.
- Pace, F., D’Urso, G., Zappulla, C., & Pace, U. (2019).*The relation between workload and personal well-being among university professors*. *Current Psychology*, 1–8. doi: 10.1007/s12144-019-00294-x**
- Prince, J.B. (2015). Career-focused employee transfer processes. *Career Development International*, 10(4), 293-309.
- Quick J. (2017).Preventative stress management in organisation.American Psychological Association, pp. 3-4.
- Quick, J., Quick, J., Nelson, D. &Hurrell, J. (2019).Preventive stress management in organization. Washington, D.C.: American Psychology Association.
- Qureshi M. T. and Ramay I. M. (2016).Impact of Human Resource Management Practices on Organizational Performance in Pakistan, Muhammad Ali Jinnah University, Islamabad.
- Rahman, M., & Avan, Y. R. (2016). Teaching workload and performance: An empirical analysis on selected private universities of Bangladesh. *European Journal of Social Sciences Studies*, 1(1), 1–13.**
- Richard C. (2015). text book; divisional performance. Retrieved January 31, 2018, from cowtancy: <http://www.acowtancy.com>
- Richlin-KLonsky, J & Hoe, R. (2013).Sources and levels of stress among UCLA Students.Student Affairs Briefing.
- Robbins, S.P. et al. (2018). *Organizational Behaviour, (5th Ed.)* England: Prentice Halls.
- Sayed, O. (2017). Organisational commitment and conflict. New Dehli: Sage Publication.

- Schultz, S. and Steyn, T. (2017). "Stressors in the professional lives in South African Secondary School Teachers", *South African Journal of Education*, Vol. 27, pp.691 - 701.
- Schultz, T. W. (2016) *Investment in Human Capital*. The American Economic Review, 51(1), 1-17.
- Schultz, T.W. (2013). *The Economic Importance of Human Capital in Modernization*. Education Economics, 1(1), 13-19.
- Seleim, A., Ashour, A., & Bontis, N. (2017). *Human capital and organizational performance: A study of Egyptian software companies*. Management Decision. 45(4), 789-801.
- Seibt, et al., (2018). "Predictors of work ability in occupations with psychological stress", *Journal of Public Health*, Vol.17, pp. 9-18.
- Seller, R. & Damas, A. (2015). One role or two? The function of psychological separation in role conflict. *Journal of Applied Psychology*, 87(3): 573-582.
- Selye, H. (2013). *Stress in health and disease*. Butterworth-Heinemann.
- Shaw, M. and Readon, N. (2014) Work stress and employee performance in banking sector evidence from district Faisalabad Pakistan. *Asian Journal of Business and Management Sciences*, 1(7), 38-48
- Sheikh, A.M. (2016). *Human resource development and management*, Rain Nagar: New Delhi: Chand and Company Limited.
- Song B, Tao W. (2022) Unpack the relational and behavioral outcomes of internal CSR: Highlighting dialogic communication and managerial facilitation. *Public Relat Rev*.
- Serekan, U. (2016). *Research Methods for Business: A skill Building Approach*, (5th edn), USA, John Wiley & Sons Publisher.
- Severine, D. and Lila, S. (2019). *An Introduction to the Human Development and Capability Approach*, Freedom and Agency, London, EarthScan.
- Simonds, D. & Pederson, C. (2016). HRD: the shapes and things to come. *Journal of Workplace learning*, 18(2), 122-135.
- Sims, R. (2012). *Organizational Success through Effective Human Resources Management*. Westport, CT: Quorum Books.
- Sowunmi, S. O., Eleyowo, I. O., Salako, M. A. and Oketokun, F. O. (2015). Human resource development as a correlate of performance of the banking industry in Ogun State, Nigeria. *Journal of Economics and International Finance*, 7(5) 112-126.
- Sulaiman., F. & Akinsanya, P. (2017). Stress and instructors efficiency in Ogun state Universities: implication for Nigeria educational policy. *International Journal of psychology And Counseling*, 3(1) 9-14

- Swanson, R. A and Holton III (2016). *Foundations of Human Resource Development*, Carlifornia, Beret – Koehler Publishers, Inc.
- Swanson, R.A., & Holton, E.F. (2019). *Foundations of Human Resource Development (2nd Edition)*. San Francisco, CA: Berrett-Koehler.
- Swierczek, & Onishi. (2013). *Culture and conflict: Japanese managers and Thai subordinates*. Personnel Review, 32(1/2), 187.
- Tahir, A. Q. (2011). Effectiveness of teaching stress on academic performance of college teachers in Pakistan. *International Journal of Humanities and Social Science*, 1(3), 123–129.**
- Thrush, A., (2012). “Leadership in Higher Education.”, *International Journal of Human Humanities and Social Sciences*, Vol.2 No.13, pp.1-12.
- Trivellasa, P., Reklitisa, P., & Latis, C. (2013). The effect of job related stress on employees' satisfaction: A survey in Health Care. *Procedia-Social and Behavioral Sciences*, 73, 718 – 726.
- Trofimovich, P., & McDonough, K. (2013). Priming in P. Robinson (Ed.), *The Routledge Encyclopedia of Second Language Acquisition* (pp.505-508). New York: Routledge.
- Ulukan, C. (2014). *Transformation of university organizations leadership and managerial implications*. University of Chicago Press.
- UNESCO. (2016). *National Education Support Strategy (UNES) for the Republic of Kenya*, 2010- 2011.
- Unterbrink, T. et al. (2017). Burnout and effort-reward imbalance of German teachers. *Journal of Occupational Environment and Health*, vol.80, pp.433-441.
- Quick J. (2017). *Preventative stress management in organisation*. American Psychological Association, pp. 3-4.
- Quick, J., Quick, J., Nelson, D. & Hurrell, J. (2016). *Preventive stress management in organization*. Washington, D.C.: American Psychology Association.
- Vijayan, M. (2018). Impact of job stress on employees' job performance, *Economic research*, 4-18.
- Wang X, Zhang Z, Chun D. (2022) How does mobile workplace stress affect employee innovative behavior? The role of Work–family conflict and employee engagement. *Behav Sci*. 12:2.
- Watson, M. W. (2019). “*Leadership’s influence on job satisfaction*”, *Radiologic Technology*, Vol.80 No.4, pp.297-308.

- Walliman, N. (2011). *Research Methods the Basics*, London, Routledge Taylor & Francis Group.
- Weil, A., & Woodall, J. (2015). HRD in France: the corporate perspective. *Journal of European Industrial Training*, 29(7), 529–540.
- Wilson, V. (2012). *Feeling the Strain: An overview of literature of teachers' stress*: The Scottish Council for Research in Education; Edinburgh.
- Wong, K.S. & Cheuk, W. H. (2005). Job- related stress and social support in kindergarten principals: the case of Macau. *International Journal of Education Management*, 19(3), 183-196.**
- World Health Organization. (2016). „Stress at the workplace“. Available: http://www.who.int/occupational_health/topics/stressatwp/en/ Retrieved 5/11/2016