

STRESS ARISING FROM MOTIVATION AND PROFESSIONAL EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN CROSS RIVER STATE**Amalu, Melvina N.¹, Uche, Rachael D.²**

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ABSTRACT: *This study was conducted to establish the influence of stress arising from motivation on professional effectiveness of secondary school teachers in Cross River State. The study adopted an ex-post facto design. Stratified random sampling technique was used to select sixty (60) schools out of two hundred and thirty (230) public secondary schools, while random sampling was used to select six hundred (600) teachers. Research data were collected through the use of 2 sets of self-developed and validated questionnaire titled: Motivation Inventory (MOI) and Professional Effectiveness Questionnaire (PEQ). MOI consisted of 21 items Likert-type scale with a alternative responses (very stressful, stressful, less stressful, not stressful). PEQ was a 28 items Likert-type scale with 4 alternative responses (very effective, effective, ineffective, less effective and has submits such as lesson presentation, use of instructional aids, classroom management, evaluation of students, learning motivation, supervision of co-curricular activities and professional/personal qualities. Both instruments has reliability index of 0.81 and 0.87 significance. Result obtained showed a significant influence of stress arising from (motivation on lesson presentation, use of instructional aids, classroom management and evaluation of students, supervision of co-curricular activities). Based on the finding, it was recommended among others that teachers should learn how to manage stressful situations by use of self-talk technique which enables an individual emit self-statements that may prompt coping behaviour.*

KEYWORDS: Stress, motivation, professional effectiveness, teacher, Cross River State.

INTRODUCTION

The values and contributions of education in our society have been widely acknowledged. Epoke (2013) perceives it as the process of teaching, training, learning and the most effective investment the world has ever made. According to Brenald (2000) education aims at bringing about in the individual an ultimate change through systematic and sustained efforts at acquisition of knowledge and inculcation of values and skills for social integration. It is also seen as the process by which the society assists the younger generation to understand the heritage of the past, participate productively in the society of the present as well as contribute to the future of the society. The fulfillment of these roles and its enormous challenge and responsibility have been dumped on the laps of teachers who have been accepted world over by every society as special persons by virtue of the work they do and the great responsibility they carry on their shoulders for future of their students individually, collectively and for general well-being of the society (Isangedighi, 2007). The teacher is the key figure who translates educational philosophy and objectives into knowledge and skills and transfer them to the students in the class, so teaching is effective to the extent that the teacher acts in a way that creates understanding it the students and develop skills and competencies that are necessary for effective integration of the students in the society. This means, that effectiveness of a teacher is adjudged by the degree to which the teacher can help students facilitate the

accomplishment of educational goals. The effective teacher establishes an environment conducive for quality learning which is dependent on quality teaching (Afe, 2003).

Stress according to Colman (2003) is the psychological and physical strain or tension generated by physical, emotional, social, economic, or occupational circumstances, events or experiences that are difficult to manage or endure. Martin, Carlson and Buskist (2007) see stress as a pattern of physiological, behavioural, emotional and cognitive responses to real or imagined stimuli that are perceived as preventing a goal or endangering or otherwise threatening well-being. Stress they further stated often helps us to confront or escape threatening situations but when it extends over long periods can have a negative effects on both a person's psychological and personal health. Stress can produces anxiety which may impair one's ability to perform a task (Roberts & Levenson, 2001). White; Wilson and Pfoutz (2006) maintained that stress contain good and bad aspect, response to it is subjective and cannot be avoided, certain amount of stress can help an individual at his best, keep him alert and sharp but can have pernicious effect when allowed to linger on. Tiji (2000) affirmed that at moderate level, stress may be associated with increased job performance but when apathy, disinterest, frustration develop as a result of thwarted goals, needs and aspirations of individual by an organization, job performance begins to decrease because workers tend to withhold self-commitment in their work. In support of this assertion, Yasbek (2004) argues that reduction in stress enhance employee's productivity. Stress therefore can lead to low productivity and need to be investigated.

Positive motivation is an internal psychological process whose presence or absence is inferred from observed performance. Campbell and Pritchard (1996) see it as the determinant of the choice to initiate effort on a certain task, the choice to expand a certain task, the choice to persist in expending effort over a period of time. This assertion shows that motivated behaviour is both purposive or goal directed and relatively persists overtime. It is also the individual rather than an external agency that chooses the amount and level of effort that will lead him to attainment of his special goal. It produces change, which involves an arousal or anticipation that goals will be reached if certain actions are taken and it is observed in the intentness with which work is done by the individual. The essence of working as a teacher is not only to produce educated and skilled people but also to make the teachers be in the position to meet financial obligation. It is worthy to note that it is difficult to adequately motivate any teacher when his physiological needs have been unsatisfied. Maslow (1954) observed that for a hungry man no other interest would exist except food. Similarly, if teachers' salary were not enough so as to sustain them and their families, they would neglect their duty. Bello, Onyene, Fabiyi and Oladipo (2009) observed that cash bonuses served as the stimulant which encourages high productivity among workers, especially when such bonuses were made contingent upon performance. Again, in an earlier research work by Ejiogu (1985) they found out that across almost all the demographic array, monetary reward was consistently cited as a major need of Nigerian workers including even among well-educated and highly placed professionals. Money which comes to the staff as their wages in the Nigerian context could be viewed as a motivator based on our level of development. For this reason, Ejiogu (1990) pointed out that commitment is hindered because most people in Nigeria particularly staff are yet to satisfy their physiological needs in Maslow's hierarchy of need pyramid which includes food, shelter, clothing and money is instrumental in achieving these desired needs.

The problem caused by delays and inconsistency in paying teachers' salaries had conflicted seriously with their effectiveness which are expected to integrate student into the larger society.

Principals are encouraged to use motivational technique since it exerts positive influence on teachers' work behaviour (Akpan & Archibong, 2009). It encourages teachers to put sustained efforts, develop a sense of commitment and belongingness, group solidarity which results in cohesive action as well as achievement of institutional goals. If principals create an atmosphere where teachers' ambitions are frustrated, they tend to be demoralized and as Ofoegbu (2004) rightly pointed out that motivation as a force when denied or delayed can hamper performance, cause stress, discontentment, low self-worth and frustration which may subsequently reduce teaching effectiveness.

Innoma (1991) had observed that poor salary, poor conditions of service were some of the important factors responsible for drifting teachers away from teaching. While Umo-obong (2000) reiterated that condition of service and remuneration are vital for work commitment and the achievement of institutional goal. It therefore follows logically that where teachers are well motivated, they will strive to perform higher. In support of the above finding, Bankole (2000) advised school principals to cooperate with the Ministry of Board of Education to provide incentives to teachers if high morale and instructional effectiveness are to be maintained. He went further to argue that for teachers to increase their productivity, the average annual income for teachers should be raised. In related study, Ayaniyi and Ezzene (1990) who evaluated perceived management problems facing primary school teachers revealed that teachers' low morale and poor performance were attributable to poor rewards or inducement from the school system e.g. salaries and fringe benefit. Edem (2003) also showed that monetary incentives among other factors are significant factor in teachers' job performance. He observed that for an organization to be effective in its control system. It must be able to distribute its reward according to the performance of respective workers.

Agbaraegbe (1990) in his investigation on motivation and teachers' effectiveness, its implication for educational administration discovered that there was significant relationship between teachers' need satisfaction (good pay, regular salary, rapid promotion, good fringe benefits, autonomy recognition advancement) and teacher level of effectiveness. Akuegwu (2000) concluded that teachers' job effectiveness is a function of how they are managed especially in terms of the use of motivational technique. Competitive internal environment as suggested by Papolomon-Doukais and Kitchen (2004) can motivate staff to improve performance by focusing on achievement. Generally, motivation (intrinsic & extrinsic) is regarded as one of the indices of leadership effectiveness. Akanya (1994); Uko (1998) posited that a significant positive relationship exist between principals level of motivation and his administrative effectiveness in terms of human relations. In his opinion, Onyene (2000) maintained that when the production emphasis was highly directive and not sensitive to the needs, ambition, expectations and aspiration, their morale became increasingly low hence making them ineffective. It therefore implies that a poorly paid teacher and whose salary is delayed, over taxed, deducted or denied and who has no fringe benefits will define his paradise as a place where there is plenty of opportunity to run down his school in order to gain.

Teachers' rate of promotion is a vital aspect of motivation and work performance. Ukpong (1990) identified rate of promotion as factor in institutional task performance of teachers. In a related study Ekpoudo (2002) found out that promotion is a positive way of rewarding people for their effort and services. It helps to boost staff morale and motivate them to work harder. He went further to mention that it increases productivity and efficiency but lack of it may lead

to lower staff morale resulting in frustration, absenteeism, ineffectiveness, resignation and even premature retirement.

Studies have also shown that monetary reward does not motivate a worker to perform better. Henemen (1998) in his study concluded that financial inducement does not motivate workers to perform better. Rather the concern of some teachers is to help students learn and meet achieved goals. He pointed out that financial inducement may provide short term rises in motivation and should be used with caution as the reward value quickly wears thin. While Bello et al (2009) concluded that there is a tendency among teachers to overlook the importance of economic rewards and to emphasize the importance of intrinsic ones. This means, that when a principal praises a teacher for efficient performance, he is reinforcing the teachers' behaviour for a repeated action. Recognition of teachers' as professional people and respecting their view on professional matters particularly during decision making is a reinforcement device which gives teachers a feeling that they are important and that they are properly belonging to the organizational fold. Praises and recognition though simple are both satisfying and motivating (Amalu, Ajake and Isangedighi, 2012). When teachers are deprived of this costless but important mechanism, may become demoralized in the organization. If principal she further stated do not praise their teachers when they merit or fail to accord them recognition when necessary or fail to promote them when due or fail to give them positions of responsibility based on performance, the teachers will develop apathy because there is no reward. Lack of motivation as put by Olochukwu (2000) may leads to stress which eventually translates to ineffective class management.

Simply, one may quickly claim that students' performance reflects teachers' effectiveness. If students performed well in their examination then teachers are labeled as good and competent but if students fail in their examinations they are labeled poor and incompetent, several studies revealed that the relationship between teachers' effectiveness and students' academic performance is debatable. Ofogebu (2004) argued that poor academic performance of students in Nigeria is linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teachers' performance of students in examinations (Amalu; Abang & Odigwe, 2013). In order to encourage teachers to be effective and stay on the job, the government of Cross River State had increased its funding to schools, improved on its physical facilities, equipped school laboratories and libraries to an extent, increased teachers allowances and recruited and redeployed teachers. Despite all attempts to create an enabling teaching/learning environment, the performance of public school teachers generally continues to dwindle (Essien, 2004). The purpose of the study therefore is to determine if stress arising from motivation could be an explanation for the level of professional effectiveness of some secondary school teachers in Cross River State.

METHODOLOGY

The research design adopted for the study was ex-post facto since the aim of study was to determine the extent to which stress from motivation affect professional effectiveness of secondary school teachers. The design is chosen on the premise that the manifestations of the variables under study had already taken place before the researcher embarked on the study and as such could not be easily manipulated, controlled or engineered. The population of this study comprised of senior secondary two (SS II) students and their teachers in the government owned secondary school in the state. According to the Research and Statistics Department of the State

Secondary Education Board, the total number of teachers teaching SS II students at the time of study was one thousand and eight (1008) teachers and the total number of senior secondary school two (SS II) students was fifteen thousand, six hundred and forty-six (15,646). Eight thousand and thirty-seven (8037) are males, seven thousand six hundred and nine (7609) are females. The sampling procedure was in stages involving simple random and stratified random sampling. The first stage involved the grouping of the secondary school into 3 education zones. Calabar, Ikom and Ogoja. Simple random sampling was used to select sample of six hundred (600) teachers and two thousand, four hundred (2400) SS II students from sixty (60) secondary schools out of two hundred and thirty (230) public secondary schools in the state. 20 schools, 200 teachers, (10 from each school) and 800 students (40 from each school) were selected from each educational zones. (The age range of the 600 teachers was 25-50 years with teaching experience between 1-26years. Their qualification ranged from HND (125), Bachelor Degree (350), Master's degree (117) and Ph.D (8). Marital status ranged from single (37), married (382) separated (60) divorced (4) widowed (80). While their area of specialization were Arts (231), Science (196), Social Science (110), Voc/Tech (63).

The instruments used in this study were structured questionnaires. Motivation Inventory (MOI) and Professional Effectiveness Questionnaire (PEQ). MOI had two sections (A&B). Section A elicited from the respondents some demographic information. Such as sex, age, qualification, marital status, years of teaching experience and area of specialization. Section B was a 21-item, 4 point Likert type scale designed to measure stress from inadequate salary, lack of recognition, delayed salary, discrimination in promotion, lack of commendation etc. The range of responses to these items was Very Stressful (VS), Stressful (S), and Less Stressful (LS) not Stressful (NS). PEQ responded to by the students had 2 sections. Section A consisted of sex, name of school, class of respondent, age of student, subject whose teacher is being ranked. Section B comprised 28 items Likert-type scale which sought to determine how effective the subject teachers were in performing the professional duties such as lesson presentation, use of instructional materials, evaluation, motivation of students, supervision of co-curricular activities. The ranges of responses to the items are Very Effective (VE), Effective (E), Ineffective (IE), Very Ineffective (VIE). The instrument was validated and the reliability estimates of the subscales of MOI and PEQ were 0.81 and 0.87 respectively. The instruments were administered with the assistance of some teachers who were not involved in the study. Regarding teacher job effectiveness, each teacher was assessed by 4 of his/her own students. The average score of the 4 assessors was used as a measure of the teachers' professional effectiveness. Every information was scored and coded. For each of the item in the questionnaire, the maximum score was 4 or 5 and the minimum was 1. The mean and standard deviation of the 2 sets of scores from MOI and PEQ were calculated before performing one-way Analysis of Variance (ANOVA). In other to achieve this purpose, the hypotheses were stated in null form.

RESULT

The data generated were analyzed using the One-way Analysis of Variance (ANOVA). The hypothesis was tested at 0.05 level of significance.

Hypothesis: There is no significant influence of stress arising from motivation on professional effectiveness.

Table 1: Group means and standard deviation of respondents based on the influence of the level of stress arising from motivation/incentives of professional effectiveness

S/No	Professional effectiveness	Level of stress	N	Mean	SD
1.	Lesson presentation	Low	220	9.71	1.53
		Moderate	196	10.63	2.27
		High	184	11.57	2.32
		Total	600	10.58	2.31
2.	Use of instructional aids	Low	220	10.3	0.58
		Moderate	196	10.32	1.90
		High	184	10.10	1.87
		Total	600	10.13	1.87
3.	Classroom management	Low	220	12.23	3.61
		Moderate	196	10.71	1.62
		High	184	10.82	1.66
		Total	600	11.30	1.66
4.	Evaluation of students	Low	220	10.22	1.53
		Moderate	196	10.79	2.25
		High	184	10.88	2.30
		Total	600	10.61	2.29
5.	Learning motivation	Low	220	11.33	1.53
		Moderate	196	9.89	1.51
		High	184	9.84	1.59
		Total	600	9.86	1.58
6.	Supervision of Co-curricular activities	Low	220	9.58	1.53
		Moderate	196	9.89	1.54
		High	184	10.03	1.65
		Total	600	9.82	1.64
7.	Professional and personal qualities	Low	220	9.00	4.36
		Moderate	196	10.44	1.89
		High	184	10.32	2.12
		Total	600	10.33	2.11

Table 1 shows that the mean and standard deviation of the various group Table 2 shows the actual result of ANOVA.

Table 2: Result of Analysis of Variance of the influence of stress arising from motivation on professional effectiveness

S/No	Professional effectiveness	Source of variance	SS	df	\bar{X}	F
1.	Lesson presentation	Between groups	348.2	2	174.16	
		Within groups	3184.21	597	4.75	36.64*
		Total	3186.16	599		
2.	Use of instructional aid	Between groups	2.69	2	1.34	
		Within groups	2082.45	597	3.49	.38
		Total	2085.12	599		
3.	Classroom management	Between groups	299.71	2	149.86	
		Within groups	1352.12	597	2.26	66.17*
		Total	1651.83	599		
4.	Evaluation of students	Between groups	52.57	2	26.29	
		Within groups	3095.73	597	5.19	5.07*
		Total	3148.30	599		
5.	Learning motivation	Between groups	6.69	2	3.34	
		Within groups	1487.00	597	2.49	1.34
		Total				
6.	Supervision of co-curricular activities	Between groups	21.54	2	10.77	
		Within groups	1581.66	597	2.65	4.06*
		Total				
7.	Professional and personal qualities	Between groups	6.19	2	310	
		Within groups	2651.44	597	4.44	.70
		Total	2657.63	599		

Critical $F_{2, 599} = 3.00$ at .05 probability level

The result shown in Table 2 indicates that four of the seven F-ratio (36.64, 66.17, 5.07, 4.06) for lesson presentation classroom management, evaluation of students and supervision of co-curricular activities are each higher than the critical F-ratio of 3.00 at .05 level of significance with 2 and 597 degrees of freedom. With these results, the null hypothesis is rejected in those four instances. This means that there is significant influence of stress arising from motivation/incentives on those four dimensions of professional effectiveness. The calculated F-ratio of 1.34, 0.38 and 0.70 respectively are less than the critical F-ratio of 3.00. With this result, the null hypothesis is rejected. This means, there is no significant influence on stress arising from motivation/incentives on learning motivation, use of instructional aids and professional/personal qualities dimensions of professional effectiveness. The nature of this influence is further explored with Fishers Least Significant Difference (LSD) Multiple Comparison analysis shown in Table 3.

Table 3: Fisher's Least Significant Difference (LSD) Multiple Comparison Analysis of the influence of level of stress arising from motivation on professional effectiveness

		Low N=220	Moderate n=196	High n=184
Lesson presentation	Low	9.70a	-0.22b	-1.86
	Moderate	-4.31*c	10.63	-0.94
	High	-8.55*	-0.20	11.57
MSW = 4.75				
Classroom management	Low	8.23a	-0.57b	-1.41
	Moderate	-10.26*c	-10.79	0.11
	High	9.36*	-0.39	10.82
MSW = 2.26				
Evaluation of students	Low	9.22a	-0.57b	-0.66
	Moderate	-2.53*c	10.79	-0.09
	High	2.88*	-0.39	10.88
MSW = 5.19				
Supervision of Co-curricular activities	Low	8.53a	-0.31b	-0.45
	Moderate	-2.33*c	9.89	-0.14
	High	-2.76*	-0.84	10.03
MSW = 2.65				

*Significant at 0.5 level (critical t=1.96)

a. Group means are placed along the diagonal

b. Differences between group means are placed above the diagonal

c. Fisher's t-value are placed below the diagonal

*Significant at 0.05 level (critical t=1.96)

The entries in Table 3 have shown that three of the Fisher's values (-4.31-8.55 and) are greater than the critical t-values of 1.96 at .05 level of significance, thus indicating group difference. A significant t-value of -4.31 indicates that the mean value of Group 2 (which is \bar{X} = 10.63) is significantly higher than the mean value, for Group 1 (which is 9.70). The interpretation is that the teachers who experience low level of stress arising from motivation are significantly more effective in their lesson presentation than teachers who experience moderate level of stress. Similarly a significant Fisher's t-value of -8.55) implies that teachers who experience low level

of stress arising from motivation are significantly more effective than those who experience high level of stress. In terms of classroom management, two out of the three Fisher's values are greater than the critical t-values of 1.96 at .05 level of significance, thus indicating group difference. A significant t-value of 10.26 indicates that mean value of Group 2 (which is $\bar{X}=10.71$) is significantly higher than the mean value for Group 1 (which is 8.23). The interpretation is that the teachers who experience low level of stress are more effective than their counterparts who experience moderate level of stress. A significant Fisher's value of 9.36 implies that teachers who experience low level of stress are more effective than those teachers that experience high level. The result of the Fisher's least significant difference in terms of Evaluation of students have shown that 2 of the three Fishers values (-2.53 and -2.88) are greater than the critical t-value of 1.96 at 0.05 level of significance. a significant value of -2.53 and -2.88 indicates the mean value for group 2 (which is $\bar{X} = 10.79$) is slightly higher than the mean for Group 1 (which is 9.22). This implies that the teachers whose experience low level of stress arising from evaluation of students are more effective than their counterparts whose experience moderate and high level of stress respectively.

In terms of supervision of co-curricular activities a significant t-value of -2.76 indicates that than the mean value for Group 2 (which is 9.85) shows that those teachers whose level of stress is moderate are significantly more effective than those whose level of stress is low and high respectively. While those whose stress level is low are not significantly different from their supervision of co-curricular activities from those whose stress level is high. However a non-significant Fisher's t-values of 0.20, -.71, -0.39 and 0.84 (for lesson presentation, class management, evaluation of student and supervision of co-curricular activities) implies that the professional effectiveness of teachers who experience moderate level of stress arising from motivation is not significantly different from teachers who experience high level of stress arising from motivation is not significantly different from teachers who experience high level of stress. Thus, the teacher who experience moderate and high level of stress are less effective in lesson presentation, classroom management evaluation of students and supervision of co-curricular activities than their counterparts who experience low level of stress.

Discussion of Finding

The result of the finding showed a significant influence of the stress arising from motivation on lesson presentation, classroom management, and evaluation of students and supervision of co-curricular activities. It further showed that teachers who experience low level of stress arising from poor or lack of motivation are more effective in lesson presentation, classroom management, and evaluation of students and supervision of co-curricular activities than their counterparts who experience moderate or high level of stress. The finding is also in agreement with the finding of Agbaragbe (1990), Ayaniyi & Ezenne (1990), Ofoegbu (2004), Ukpung, 1991), who believed that organizations depend on their members for output while members expect from their organization recognition, remuneration and reward to satisfy their individual needs and that if members of the organization receive these rewards, they become motivated to put their maximum in terms of performance and they also become encouraged to remain their working place. The result is not surprising because the role of the the teacher as the boss and the decisive element one who dictates the pace and shapes the direction, a reinforcing agent and initiator of prevailing atmosphere of the classroom may be adversely affected because when a teacher who is not recognized, his salary delayed or not paid, denied promotion and fringe benefits may not be able to provide effectively for himself and his family, may feel anxious, dissatisfied, tense frustrated which causes the teacher to become more intolerant and

physically aggressive and prone to misunderstanding others and speak hurtful words to his students and his colleagues and may react in different ways many of which are unproductive. He may lack concentration as a result of conflict arising between looking for what else to do to make ends meet and his roles as a teacher, all these may lead to stress, absenteeism and lowered level of commitment. In support of the above assertion, Melogosa (2004) explained that when someone suffers from the effect of stress, his perceptive abilities, memory, and common sense may actually increase for a limited time because a little amount of stress spurs an individual to work hard. However, when the stress continues for too long, his abilities begin to decline. He experiences mental and intellectual difficulties which may result to difficulty concentrating, loss of memory, ability to reason to solve problem and take decisions will may be negatively affected.

The reason for the finding could be as a result of the fact that a person experiencing stress may be weak, tense and ineffective because of the emotional, physiological and psychological imbalance created by a situation or event. In other words, a teacher experiencing an intense stress may break down, may become sick to carry out his duty, get fixed, may quit work or refuse to work any further so that he can face stress.

The result finding also showed that professional effectiveness of teachers was affected differently by stress. The result is expected since stress which involves both physical and psychological factors has direct effects on the body, but how stressed people feel according to Gazzanniga and Heatherton (2003) depends on factors such as how people perceive the stressful event, their tolerance for stress and their personal beliefs about the resources they have to cope with the stressors. Those teachers who are stress resistant and committed to their daily activities, view threats as challenges or opportunities for growth, and see themselves as being in control of their lives. While those who are low are typically alienated, view events as under external control and fear of resist change.

CONCLUSION

The study indicated that stress arising from motivation exerts a significant influence on teachers' role performance. Motivating teachers would improve their performance; reduce tension and rate of absenteeism. But it is also expedient for the teachers to think positively and maintain a positive attitude towards their role performance despite the unmet welfare needs in order to avoid being victims of stress that may subsequently lead to inefficiency.

RECOMMENDATIONS

Based on the findings in this study, the following recommendations are made:

- Instead of blaming the teachers for poor academic performance of students, stakeholders in education should encourage them by recognizing and appreciating their effort.
- Seminars, workshops should be organized by government on the importance of teacher effectiveness with or without proper motivation.
- Teachers should develop a change of attitude towards stressful situations, events and circumstances.
- Teachers should learn how to manage stressful situation in their work place by the use of self-talk technique which enables an individual emit self-statements that may prompt coping behaviour.

- Pays is the basic motivational factor for employees. Government and owners of schools should endeavour to pay their teachers promptly, upwardly review their salaries and conditions of service for optimal job effectiveness.
- Teachers should also assess their work performance by the self-assessment programme in order to find out the dimension of professional effectiveness that needs to be improved upon.

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