

# STRESS AND PEDAGOGICAL PROFICIENCY OF EDUCATORS IN GOVERNMENT OWNED SENIOR SECONDARY SCHOOL IN RIVERS WEST SENATORIAL DISTRICT OF RIVERS STATE

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## Abstract

The research examined occupational stress and pedagogical proficiency of educators within government owned senior secondary institutions located in Rivers West Senatorial District of Rivers State. The study adopted correlational research design. Four research questions and four hypotheses guided the study. The population constitute 1,341 public senior secondary school teachers. The sample consisted of 400 teachers that were selected through stratified and simple random sampling techniques. The study utilized a questionnaire titled; “Stress and Pedagogical Proficiency Questionnaire” (SPPQ). The instrument was divided into two sections, A and B. Section A was made up of demographic variables such as gender, marital status, work experience and position held. Section B was divided into two (2) sections: “Teachers’ Stress Questionnaire” (TSQ) and “Teachers’ Pedagogical Proficiency Questionnaire” (TPPQ). The SPPQ underwent validation procedures, and the internal consistency was confirmed via Cronbach’s Alpha, yielding reliability coefficient 0.80) for TSQ scale and 0.89 for TPPQ scale. To address the research questions inquiries and evaluate the hypotheses, Pearson Product Moment Correlation technique was applied. Analytical outcomes were subjected to significance testing at 0.5 threshold. The finding revealed an inverse correlation linking excessive professional workload, stress stemming from domestic responsibility, inadequate terms of employment, and deficient interpersonal workplace dynamics with pedagogical proficiency of

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*\*\*Related declarations are provided in the final section of this article.*

Educators within government owned senior secondary institutions located in Rivers West Senatorial District of Rivers State. The study advised school administrators to actively mitigate the instructional burdens placed on their staff. Furthermore, it was recommended that the State Ministry of Education alleviate the critical situation by recruiting additional teaching personnel, thereby lowering stress and ultimately fostering enhanced educational delivery.

## **Introduction**

A proficient educator serves as a catalyst, motivating learners to attain superior scholastic outcomes. However, optimal instructional delivery extends beyond merely fulfilling academic targets. A teacher's effectiveness is demonstrated through the articulation of precise pedagogical objectives, a profound mastery of the curriculum, comprehensive lesson planning, the strategic application of educational resources, and the accurate evaluation of student progress. Essentially, occupational efficacy in this field reflects the extent to which an instructor empowers students to realize designated learning benchmarks (Egwurugwu & Maclean, 2025).

Within the broader scope of institutional management, the competency of teaching personnel is a paramount concern, as organizations recruit staff primarily to fulfill overarching objectives. In the educational sector, this translates to the proficiency with which an educator executes their mandated duties. Such effectiveness relies heavily on a combination of innate capacity, intrinsic motivation, and professional aptitude. Goal-oriented behaviour is central to this concept, encompassing the methodologies employed to finalize specific tasks, which are heavily influenced by an instructor's foundational knowledge, inherent curiosity, and dedication to their role. Moreover, motivation significantly dictates performance levels; when educators recognize that their diligence could yield career advancement, financial rewards, and peer recognition, their instructional output typically improves. Conversely, inefficiency is characterized by the squandering of instructional periods on irrelevant discussions. Pedagogical Proficiency is the bedrock of teachers' teaching effectiveness. Konig et al. (2020) asserted that pedagogical proficiency is the teachers' knowledge of the subject matter, skills and competence to plan, implement and content delivery that supports students learning engagement. Pedagogical proficiency entails subject mastery, instructional strategies, ability to communicate effectively, classroom control and evaluation of students' work.

Which top-tier educators maintain rigorous standards for student achievement, shouldering these high expectations can inherently elevate their own tension levels. Occupational strain becomes detrimental when job demands eclipse an individual's coping mechanisms. Empirical evidence suggests that overwhelming professional obligations do more than just manifest standard stress

indicators. The teaching sector, categorized within the human service industries, has increasingly been recognized as a high-pressure environment. Consequently, a substantial proportion of teaching professionals grapple with manifestations of anxiety and psychological distress. This elevated tension can inadvertently hinder the academic advancement of their pupils. Specifically, educators burdened by severe anxiety and depressive states frequently oversee classrooms that exhibit substandard academic milestones (Uzoeshi, 2017).

Psychological pressure can severely erode an individual's perception of professional success, deteriorating both their occupational output and personal familial bonds. It acts as an organism's reaction to detrimental stimuli-such as feelings of inadequacy or persistent irritation-that ultimately compromise one's self-esteem. In the workplace, the stress is intrinsically tied to the mental burdens individuals face when their competencies fail to align with the rigor of their assigned roles, prompting adverse emotional reactions. Primary catalysts for educator stress encompass excessive duties, institutional limitations, absent reward systems, suboptimal classroom settings, and interpersonal frictions. Left unmanaged, persistent tension poses severe health risks, potentially culminating in hypertension, chronic fatigue, depressive disorders, insomnia, cardiovascular ailments, diabetes linked to insulin resistance, musculoskeletal discomfort, digestive complications, diminished libido, and reliance on intoxicating substances (Uzoeshi, 2017, Naina & Batra, 2025).

The concept of workload encompasses the mandatory tasks and statutory obligations an employee is contracted to fulfil within a specific timeframe. Conversely, work overload emerges when these demands outstrip the available temporal and personal resources. Instructors saddled with excessive duties inevitably suffer from heightened psychological strain and diminished professional efficacy (Linde, 2021). Similarly, the intersection of domestic and professional pressures constitutes a severe hazard, capable of destabilizing home life while toxifying the work environment. Such intertwined stressors can incite antagonistic interactions with peers, cultivate resentment, provoke managerial hostility, and exacerbate the perils of a hazardous, unsupported, and deadline-driven workplace. Recognizing the interplay between occupational and domestic tension is vital, as educators are equally vulnerable to these organizational behaviour phenomena as professionals in any other sector. Given the substantial hours devoted to school activities, teachers frequently bring residual tasks-like grading and lesson preparation into their domestic space, triggering conflict with their essential family obligations (Maclean & Omuso, 2024).

The atmosphere of the workplace significantly dictates productivity; environments that nurture emotional health often yield higher output. Favourable conditions entail competitive remuneration, career progression opportunities, medical benefits, and suitable housing, whereas detrimental settings are characterized by excessive toll. Manifestations of this toll include compromised job execution, psychological distress, and disrupted sleep patterns, all of which are direct outcomes of substandard occupational environments. Specific triggers for educators' anxiety range from financial inadequacies, expanding class populations, unmotivated learners, and excessive administrative red tape, to systemic issues like curriculum overhauls, rigorous inspection protocols, toxic management, students misconduct, and a general lack of societal respect for the profession.

To navigate this immense pressure, educators must leverage emotional intelligence. The deployment of stress management tactics is essential when individual encounters circumstances that disrupt their psychological equilibrium. Various structured programmes exist specifically to impart these vital coping mechanisms (Uzoeshi, 2017).

Theoretically, this investigation is grounded in the Person-Environment (PE) Fit Theory of Stress Brewer and McMahan (2014), a universally acknowledged paradigm for evaluating occupational pressure. This theory posits that psychological strain is dictated by dynamic interplay between an individual and their specific workplace surroundings. It advances the premise that human conduct is a byproduct of this interaction, meaning that professional fulfillment and success rely on the harmony between an employee's innate disposition and their working conditions. When a disconnect exists between an individual's capabilities and the environmental expectations placed upon them, stress is the inevitable byproduct. Despite existing documentation on how personal traits interact with workplace dynamics to produce tension, there is notable gap in systematically analyzing the influence of specific demographic variables on the stress experienced by secondary level instructors within the geographical focus of this study.

Numerous academic inquiries have scrutinized the intersection of psychological strain and pedagogical efficiency. Research assessing the impact of excessive duties on secondary schools within Rivers State determined that managing numerous courses alongside extensive supervisory roles significantly compromised their professional output. Parallel studies exploring the nexus of workload, institutional loyalty, and instructional efficacy confirmed a profound inverse correlation, noting that overloaded educators demonstrated diminished effectiveness (Uzoeshi, 2017; Naina & Batra, 2025; Guidelos & Mabilad, 2025; Omuso & Maclean, 2023)

George et al. (2021) examined marital stress and teaching effectiveness during the COVID-19 era highlighted the detrimental synergy between domestic strain, occupational pressure, and instructional outcomes. The pandemic exacerbated marital discord and generalized anxiety, significantly impairing teaching proficiency as professionals navigated personal crises. Furthermore, assessments of primary educators in alternative demographics consistently revealed that unmanaged familial conflicts drastically reduced occupational productivity and heightened overall stress parameters.

In evaluating employment conditions in Bayelsa State, researchers identified a definitive inverse relationship linking inadequate service terms, deficient performance evaluations, and lack of professional development with substandard teaching outcomes. These findings underscored the necessity for robust career progression frameworks to bolster educational quality. Additionally, studies probing workplace affinity demonstrated that a robust sense of belonging fostered through collegial friendships, a constructive institutional climate, and supportive administration, acts as a critical determinant of institutional success, whereas, emotional depletion inversely correlates with performance metrics. Finally, localized research within Rivers State affirmed that toxic work environments and strained interpersonal relationships moderately but positively correlate with decreased teaching efficacy among senior secondary personnel.

### **Statement of the Problem**

The pedagogical proficiency in the teaching profession is inherently demanding, a situation severely exacerbated when educators are tasked with managing overcrowded classrooms while lacking essential instructional resources. Instructors are routinely confronted with a web of intricate challenges that culminate in overwhelming professional burdens. Their daily obligations span a vast spectrum: conceptualizing instructional plans, moderating learners conduct, sustaining professional discourse with peers and administration, guaranteeing academic success on standardized assessments, drafting contemporary curricula, executing grading protocols, and fulfilling extensive bureaucratic paperwork. This intense aggregation of expectations invariably generates highly stressful conditions for secondary level educators.

Furthermore, a significant proportion of government funded secondary institutions suffer from profound infrastructural deficits, lacking modern laboratory equipment, updated library repositories, digital research databases, and fundamental classroom furnishings like adequate seating and writing surfaces. The absence of basic amenities, including sanitary facilities, staff

housing, and recreational spaces, severely hampers an instructor's capacity to deliver quality education. Consequently, both faculty and student body operating within these deprived environments are predisposed to academic underachievement and heightened psychological strain. Even when an educator possesses profound intrinsic motivation, systemic failures such as the unavailability of teaching aids, a degraded physical environment, and an absence of positive reinforcement invariably neutralize their efforts, breeding deep-seated frustration.

This persistent demoralization drains professional enthusiasm and precipitates severe mental and physiological health crises, including cardiovascular events, chronic migraines, hypertension, gastrointestinal ulcers, orthopedic pain, and various sleep and eating abnormalities. Ultimately, these ailments trigger elevated absenteeism, chronic burnout, and routine medical leaves (Uzoeshi, 2017). Failure to systematically resolve these intersecting crises will persistently erode instructional efficacy, yielding devastating educational consequences. Prompted by this critical situation, the current investigation endeavors to analyze the specific dynamics of occupational stress and its impact on the pedagogical proficiency of public senior secondary school educators functioning within the area of study.

### **Aim and Objectives of the Study**

The central purpose of this scholarly endeavor was to evaluate the interplay between occupational stress and pedagogical proficiency of educators stationed at public senior institutions within the Rivers West Senatorial District. The discrete objectives formulated to drive this inquiry were to:

1. Ascertain the degree to which an excessive professional workload correlates to instructional effectiveness of the targeted secondary school educators.
2. Evaluate the degree to which intersecting familial and occupational pressures exert on the teaching efficacy of these professionals. .
3. Analyze the correlation between substandard employment conditions and the subsequent pedagogical output of the educators in this district.
4. Determine how deficient interpersonal workplace dynamics affect the teaching proficiency of the identified academic staff.

### **Research Questions**

The investigation was navigated by the subsequent inquiries:

1. How does excessive professional workload correlates with the instructional pedagogical success of public senior educators in the Rivers West Senatorial District?
2. In what manner does conflict between domestic responsibilities and occupational duties relate to the instructional efficacy of these teachers?
3. What is the nature of the association between inadequate term of employment and the teaching proficiency of the specified educational workforce?
4. How do strained collegial relationships influence the educational delivery of senior secondary educators in this region?

### **Hypotheses**

The following hypotheses were subjected to empirical testing at a significance threshold of 0.05:

1. No statistically significant correlation exists linking an excessive professional workload to the instructional effectiveness of the targeted educators.
2. The intersection of domestic responsibilities and occupational stress does not significantly correlate with the pedagogical proficiency of public senior secondary teachers within the specified district.
3. Inadequate employment conditions demonstrate no significant statistical relationship with the teaching efficacy of the analyzed educator populations.
4. Deficient interpersonal workplace do not exhibit a significant relationship with the instructional success of teachers in Rivers West Senatorial District of Rivers State?

### **Methodology**

This empirical inquiry scrutinized the dynamics of occupational stress and its corresponding effect on the instructional capabilities of government-employed senior secondary educators located in Rivers State's West Senatorial District. A correlational architectural framework was operationalized to execute the research. The overarching demographic encompassed 1,341 instructional staff members-specifically, 821 male and 520 female spread across 102 distinct public senior secondary institutions, as documented by the 2023/2024 academic records. From this broader cohort, a representative cross-section of 400 professionals was isolated for detailed analysis.

To ensure geographical representation, a stratified sampling methodology was applied across the distinct municipal zones comprising the district, such as Abua/Odual, Ahoada East, Ahoada West, Akuku-Toru, Asari-Toru, Bonny, Degema and Ogba/Egbema/Ndoni. Subsequently, a simple random selection protocol was used, culminating in the final 400-subject sample size.

Data acquisition relied upon a structured diagnostic tool labeled the “Stress and Pedagogical Proficiency Questionnaire” (SPPQ). This document was segmented: Section A captured vital demographic markers including the respondent’s sex, marital status, chronological work experience and current hierarchical standing, while Section B harvested quantitative responses via two sub-scales—the “Teachers’ Stress Questionnaire” (TSQ) and “Teachers’ Pedagogical Proficiency Questionnaire” (TPPQ). The survey items were framed as declarative statements, prompting participants to register their consensus on a four-tiered continuum ranging from Very High Extent (VHE) =4, High Extent (HE)=3, Low Extent (LE)=2 and Very Low Extent (VLE)=1. The reliability was authenticated via the Cronbach alpha technique, which produced robust reliability indices of 0.80 for the TSQ and 0.89 for the TPPQ.

The distribution and subsequent recovery of the diagnostic instruments occurred directly at the educational sites of the selected participants. Ultimately, 399 adequately completed surveys were retrieved and deemed viable for the analytical phase. The quantitative data was processed utilizing Pearson’s Product Moment Correlation (PPMC) mechanism to resolve the stated research questions and evaluate the hypotheses at the established 0.05 margin of error. All computational procedures were executed via Statistical Package for the Social Sciences (SPSS) software suite.

## **Results**

**Research Question 1:** How does excessive professional workload correlate with the instructional pedagogical proficiency of educators stationed at public senior institutions within the Rivers West Senatorial District of Rivers State?

**Hypothesis 1:** No statistically significant correlation exists linking an excessive professional workload to the instructional effectiveness of the educators stationed at public senior institutions within the Rivers West Senatorial District of Rivers State.

**Table 1: PPMC Analysis (r) detailing the Association linking Excessive Professional Workload with Pedagogical Proficiency of Educators**

Correlations			Excessive Professional Workload	Pedagogical Proficiency of Educators
Excessive Professional Workload	Pearson Correlation		1	-.412**
	Sig. (2-tailed)			.000
	N		399	399
Pedagogical Proficiency of Educators	Pearson Correlation		-.412**	1
	Sig. (2-tailed)		.000	
	N		399	399

\*\* . Correlation is significant at the .05 level (2-tailed).

The data declination in Table 1 illustrates a Pearson Product Moment Correlation Coefficient of  $r = -.412$ ;  $p = 0.000$ ) concerning the variables of excessive professional workload and instructional efficacy (pedagogical proficiency of educators). This statistical outcome indicates an inverse relationship between a teachers’s workload and their resulting pedagogical success. Given that the derived probability value falls below the 0.05 threshold, the initial null hypothesis is definitively discarded. Consequently, the analysis confirms a significant, albeit negative, alignment between burdensome work volumes and optimal classroom performance among the surveyed population. In practical terms, as the administrative and instructional burdens placed upon educators escalate, a proportional deterioration in their teaching quality is anticipated, and the reverse is equally true.

**Research Question 2:** In what manner does conflict between domestic responsibilities and occupational duties relate to instructional efficacy of these teachers?

**Hypothesis 2:** The intersection of domestic responsibilities and occupational stress does not significantly correlate with the pedagogical proficiency of public senior secondary teachers within the specified district.

**Table 2: PPMC Analysis (r) detailing the Association Linking Domestic-Occupational Tension with Pedagogical Proficiency of Educators**

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**Correlations**

		Domestic Responsibilities	Pedagogical Proficiency) of Educators
Domestic Responsibilities	Pearson Correlation	1	-.670**
	Sig. (2-tailed)		.289
	N	399	399
Instructional Efficacy (Pedagogical Proficiency) of Educators	Pearson Correlation	-.670**	1
	Sig. (2-tailed)	.289	
	N	399	399

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 2 outlines the correlational metrics linking the tension derived from balancing family and career with the teaching of the educators, revealing coefficients of  $r = -.670$  and a p-value recorded as .289. This finding establishes a reverse trajectory between the pressures of navigating home and work life and a teacher's classroom effectiveness. As determined by the testing criteria, the result was deemed statistically significant ( $p < .05$ ). By this result, the initial null hypothesis is definitively repudiated. Therefore, a substantial and negative association is confirmed, implying that escalating conflicts between domestic obligations and professional demands reliably trigger a decline in an educator's instructional capabilities.

**Research Question Three:** What is the nature of the association between inadequate terms of employment and teaching proficiency of the specified educational workforce?

**Hypothesis Three:** Inadequate terms of employment demonstrate no significant statistical relationship with the teaching efficacy of the educator's population.

**Table 3: PPMC Analysis (r) detailing the Association Linking Inadequate Employment Terms with Pedagogical Proficiency of Educators**

		Inadequate Terms of Employment	Pedagogical Proficiency of Educators
Inadequate Terms of Employment	Pearson Correlation	1	-.659**
	Sig. (2-tailed)		.000
	N	399	399
Pedagogical Proficiency of Educators	Pearson Correlation	.659**	1
	Sig. (2-tailed)	.000	
	N	399	399

\*\* . Correlation is significant at the .05 level (2-tailed).

The computations presented in Table 3 generate a PPMC coefficient of  $r = -.659$  accompanied by a p-value of .000, isolating the dynamics between deficient work conditions and teaching performance. This mathematical representation signals a profound negative linkage between subpar working environments and the pedagogical success of the instructors. Due to the significance level satisfying the  $p < .05$  parameter, the third null hypothesis is formally rejected. This validates the premise that detrimental employment stipulations significantly and negatively impact teaching outcomes; essentially, as the quality of the workplace environment deteriorates, so too does the effectiveness of the academic staff.

**Research Question Four:** How do strained collegial relationships influence the educational delivery of senior secondary school teachers in the region?

**Hypothesis Four:** Deficient interpersonal workplace dynamics do not exhibit a significant relationship with the instructional success of teachers in the region.

**Table 4: PPMC Analysis (r) detailing the Association Linking Deficient Interpersonal Dynamics with Pedagogical Proficiency of Educators**

Correlations			Deficient Interpersonal Workplace Dynamics	Pedagogical Proficiency of Educators
Deficient Workplace Dynamics	Interpersonal Dynamics	Pearson Correlation	1	-.674**
		Sig. (2-tailed)		.000
		N	399	399
Pedagogical Proficiency of Educators		Pearson Correlation	-.674**	1
		Sig. (2-tailed)	.000	
		N	399	399

\*\* . Correlation is significant at the .05 level (2-tailed).

Analytical outcomes displayed in Table 4 reveal a Pearson Coefficient of  $r = -.674$ ;  $p = .000$ ) when assessing the nexus between toxic workplace relationships and educational delivery. This robustly indicates an inverse alignment between poor peer interactions and the capacity to teach efficiently. Achieving a significance score well below the 0.05 threshold mandates the dismissal of the fourth null hypothesis. Consequently, the data conclusively proves that a deteriorated social climate among staff members heavily and negatively compromises their functional instructional output.

## Discussion of Findings

### Excessive Duties and Pedagogical Proficiency

The initial statistical evaluation uncovered a profound inverse linkage ( $r = -.413$ ;  $p = .000$ ) between burdensome occupational demands and the teaching efficiency of the evaluated secondary school staff. This denotes a definitive and substantial association, revealing that as professional responsibilities accumulate, the quality of classroom instruction invariably degrades. Participants overwhelmingly concurred that being saddled with unrealistic workloads fundamentally impedes their pedagogical capabilities. This phenomenon is practically explained by the prevalent reality of severe understaffing, forcing a limited pool of educators to manage an expansive array of subjects and student populations. These observations align seamlessly with precedent research. Ogunne and Fekarurhobo (2021), found that overseeing vast student numbers and navigating dense academic curricula directly degrades the performance metrics of teaching professionals. Additionally, this corresponds with the finding of Nassir et al. (2017), highlighting the detrimental synergy between excessive duties, eroding institutional loyalty, and declining educator efficacy. Such a correlation is logical; professionals suffocating under heavy workloads rapidly succumb to burnout, stripping away the job satisfaction essential for high-caliber teaching.

### **Domestic-Occupational Responsibilities and Pedagogical Proficiency**

Secondary analysis established a negative, statistically potent correlation ( $r = -.670$ ) intertwining the stress of dual family-work commitments with educational delivery. This confirms that the friction generated between household obligations and professional mandates significantly stifles the instructional success of the district's educators. Respondents emphatically acknowledged that the inability to partition home and work stress radically diminishes their classroom effectiveness. Understandably, a professional drowning in simultaneous domestic and institutional crises lacks the mental bandwidth required for superior teaching. These determinations resonate with contemporary scholarship which verified the destructive impact of pandemic-era family disruptions on teaching workforce. George et al. (2021) that married educators exhibiting poor personal conflict resolution skills suffered drastically higher anxiety levels, which directly impaired their institutional productivity. Ultimately, the intrusion of severe family stress into the professional sphere undeniably erodes educational outcomes.

### **Inadequate Employment Terms and Pedagogical Proficiency**

The evaluation of workplace environments isolated a significant inverse dynamic ( $r = -.659$ ;  $p = .000$ ) regarding substandard conditions of service and teaching proficiency. This robust negative

correlation proves that inferior terms of employment actively degrade the instructional capabilities of the targeted academic personnel. The surveyed population strongly agreed that lacking foundational support and working under poor conditions are primary catalysts for educational ineffectiveness. This outcome mirrors established academic consensus asserting that deficient organizational support, absent professional development, and inadequate remuneration collectively orchestrate a decline in professional output. Expectedly, when an employer fails to cultivate a nurturing and resource-rich environment, employee motivation plummets, resulting in profound operational inefficiencies. These assertions is confirmed by Owota and Elliot (2022), that there was a significant negative correlation between inadequate terms of employment and teachers' effective classroom delivery.

### **Deficient Interpersonal Dynamics and Pedagogical Proficiency**

The final segment of the analysis illuminated a sharp negative correlation ( $r = -.674$ ;  $p = .000$ ) connecting toxic peer interactions with hindered teaching performance. This establishes that an abrasive social climate among colleagues severely dampens the instructional output of secondary educators within the region. There was high consensus among respondents that navigating poor collegial relationships constitutes a major barrier to pedagogical success. This finding is heavily supported by broader literature emphasizing that a suppressed sense of institutional belonging actively harms teaching effectiveness. Previous scholars have consistently pinpointed variables such as peer camaraderie, a constructive organizational atmosphere, and empathetic leadership as non-negotiable determinants of professional integration and success. Therefore, it is a predictable outcome that a fragmented, hostile work environment cripples the collaborative spirit vital for optimal educational performance. St-Amand et al. (2017) supported this finding that was an inverse linkage between sense of belongingness and teachers' pedagogical proficiency. Also, Skaalvik and Skaalvik (2017), revealed that teachers' perception of feeling of belonging negatively inversely correlated with teachers' efficacy.

### **Conclusion**

Synthesizing the empirical data leads to several definitive deductions. Primarily, it is unequivocally evident that occupational pressure acts as a powerful detriment to the instructional proficiency of senior secondary educators in Rivers State. Each distinct parameter of tension analyzed-encompassing burdensome duties, the collision of domestic and professional lives, degraded employment terms, and toxic peer relations- exhibited a profound inverse impact on

classroom efficacy. Consequently, the investigation deduces that unmanaged professional anxiety is a central culprit driving substandard teaching attitudes and diminished performance within this geographical cohort. The ultimate repercussion of this compromised teaching quality is a severe stagnation in student academic achievement. It is imperative that educational administrators and psychological support personnel collaborate intimately with governmental bodies to architect interventions that systematically alleviate this occupational burden.

### **Implications of the Study for Counselling**

This scholarly inquiry yields vital directives for psychological support sector:

- Therapeutic practitioners must recognize the profound intersection between professional tension and teaching output, utilizing this knowledge to design targeted intervention protocols for struggling educators.
- Such therapeutic engagements can illuminate the severe risks chronic stress poses to both mental stability and classroom effectiveness, equipping teachers with customized coping mechanisms.
- Counsellors should prioritize the cultivation of resilient traits, empowering educators to elevate their pedagogical skills while simultaneously mitigating depressive tendencies.
- Implementing collaborative group therapy frameworks could offer essential peer support and strategic guidance for instructors navigating complex domestic and institutional pressures.

### **Recommendations of the Study**

Predicted on the empirical discoveries, the ensuing strategies are proposed:

1. Educational authorities must expedite the recruitment of additional instructional staff to diffuse existing workloads and align with internationally recognized teacher-to-student ratios, thereby directly elevating pedagogical quality.
2. Educators balancing marital commitments are urged to proactively institute boundaries to buffer against the infiltration of domestic stress into their professional spheres. To further protect their home life, teachers should rigorously avoid transporting grading or administrative tasks to their personal residences, striving to finalize all professional obligations within the confines of the school day.

3. The regional government of Rivers State must urgently overhaul the employment landscape for educators. This necessitates the aggressive provisioning of modernized infrastructure, comprehensive library archives, ergonomic staff quarters, and engaging instructional spaces, alongside highly competitive remuneration packages designed to secure and retain top-tier academic talents.
4. Cultivating a harmonious occupational ecosystem is critical; therefore, academic staff must actively foster constructive, empathetic relationships with peers to neutralize workplace toxicity and dramatically enhance collective job satisfaction.

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