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INFLUENCE OF EMOTIONAL RESILIENCE ON JOB PERFORMANCE OF SELECTED PRIVATE SCHOOL TEACHERS IN ILORIN WEST LGA

Olumide D. FAGBAMILA, Paul O. AJAO, Tunmise S. AJAO, Margaret A. ADEYI
Department of Sociology, University of Ilorin.
Department of Psychology, Federal University Oye-ekiti.
Department of Theatre Arts, University of Ibadan.
Department of Public Administration, Federal Polytechnic Ayede, Ogbomoso.
Corresponding email: fagbamila.od@unilorin.edu.ng

Abstract
This study investigated the influence of emotional intelligence on job performance among selected private school teachers in the Ilorin West LGA metropolis. A quantitative, cross-sectional research design was utilized in the study. A total of 423 teachers were selected using the purposive sampling technique. In the course of the data collection, the Brief Resilience Scale (BRS) and the Value-Based Performance Scale (VPS) were used. The data collected were statistically analyzed using a t-test for independent samples and simple linear regression at .05 level of significance. The results demonstrated that emotional resilience significantly influenced the job performance of the selected private school teachers in Ilorin West LGA metropolis. The research further indicated that there was a gender difference in the job performance of the teachers. Also, it was observed that there is an age difference in the job performance of the teachers. Based on the outcomes of the study, it was concluded that in a demanding and constantly changing work environment, teachers with higher levels of emotional resilience are likely to perform better when compared to those with lower levels of emotional resilience. The study proposes that school management should assess the emotional resilience level of prospective teachers at the point of recruitment, notably in relation to their role and the other job specifications. Also, it will be great if the teachers get to know about the benefits of being more emotionally resilient, since it will be useful not only for their careers but also for their personal lives.

Keywords: gender, age, emotional resilience, job performance, teacher.

Introduction
The dynamics of the workplace provide a significant problem and have become a prevalent aspect in organizations worldwide (Shin, Taylor, & Seo, 2012; Bardoel, Pettit, De Cieri, & McMillan, 2014). The enhancement of total organizational productivity and efficiency is heavily influenced by the job performance of employees (Schiemann, 2009; Pradhan & Jena, 2016; Van Vuuren & Elving, 2008; Gupta & Sharma, 2018). According to Rivai, Gani, and Murfat (2019), an individual's performance can be assessed by evaluating their ability to meet predetermined standards, criteria, or targets. The degree to which these objectives are effectively

achieved reflects the individual's level of contribution. According to Pawirosumarto, Sarjana, and Muchtar (2017), individuals who consistently perform at a high level are crucial in attaining success for contemporary organizations. Furthermore, given the highly competitive nature of the contemporary business landscape, the significance of employees in both the sustenance and optimal operation of an organization cannot be overstated. Consequently, there has been a growing emphasis on the cultivation of employee job performance, as it yields numerous advantageous outcomes for the organization.

The presence of employees is of utmost importance for the viability and continuity of the majority of organizations. According to Ebuka, Ngozi, Obianuju, and Peace (2022), it is a well-recognized phenomenon in all types of organizations that employees are considered vital and their job performance holds significant value. According to Ulabor and Bosede (2019), the contributions of employees are crucial for organizations to attain significant outcomes. Performance is commonly regarded as the ability of people to effectively utilize their knowledge and abilities within organizational contexts (Komakech, Obici, & Mwesigwa, 2021). When discussing performance, various factors receive varying degrees of emphasis. Nonetheless, Meyer, Becker, and Vandenberghe (2004) argue that performance criteria should prioritize behaviors over outcomes. This is because if supervisors solely focus on employees' outcomes, individuals may opt for the easiest route to success, disregarding other essential behaviours.

According to Motowidlo, Borman, and Schmit (2014), the concept of job performance encompasses actions, behaviours, or activities that are directed towards achieving the aims and objectives of an organization. According to Owolabi and Ogunlalu (2013), job performance refers to the correlation between the quantity of output and the corresponding quantity of input. Campbell, Kyriakides, Muijs, and Robinson (2003) opined that job performance can be understood as the result of possessing factual information, understanding procedural methods, and possessing the necessary abilities to execute tasks, along with a demonstrated willingness to take action, exert effort, and exhibit perseverance. Likewise, McQuerrey (2018) says essential indicators of job performance for key employees are closely tied to specific job functions. These indicators encompass attention to detail, creativity, and innovation, as well as the ability to effectively perform all critical aspects of one's role. Additionally, effective time management, consistency, timeliness, and initiative are also crucial factors in evaluating job performance. Onyedipe and Popoola (2018) provided a description of job performance within this particular context. They defined it as the result of personnel input, specifically referring to the actions and behaviours that facilitate the attainment of organizational goals and objectives. Hence, it is imperative for educational institutions, such as schools, to effectively manage their operations and evaluate the performance of their teachers and other staff members in order to ensure their long-term sustainability.

Dubey and Nayyar (2016) define teachers' job performance as the extent to which teachers fulfill their role responsibilities in accordance with predetermined norms. Teachers' job performance refers to the conduct of educators, which exhibits variations in response to changes in the surrounding environment. Specifically, when

presented with a given assignment, teachers effectively adopt appropriate measures to accomplish it (Medlay, 2012). The evaluation of teachers' job performance pertains to assessing the degree of effectiveness or ineffectiveness exhibited by teachers when carrying out assigned tasks or fulfilling obligations, with the potential outcome of accomplishing the objectives set by the school (Cheng & Tsui, 2006). According to Adeyemi (2010), the concept of teachers' job performance pertains to their capacity to effectively integrate pertinent inputs in order to improve the teaching and learning process. It can also be characterized as the responsibilities undertaken by teachers throughout a specific timeframe inside the educational system to accomplish institutional objectives.

The job performance of teachers can be categorized into three primary domains, namely task performance, contextual performance, and adaptive performance (Bakker & Bal, 2010). The evaluation of teachers' job performance serves as a means to assess the effectiveness of teachers in meeting the goals and objectives of the educational institution. This variable is linked to the extent to which a teacher employs effective instructional techniques, demonstrates task proficiency, and influences students' academic success as measured by examination outcomes. Task performance refers to the specific behavioural and operational actions that are inherent to an employee's job role (Casey, Griffin, Flatau Harrison, & Neal, 2017). From an educational standpoint, task performance refers to the structured set of job behaviours that a teacher is capable of executing. The evaluation of teachers' job performance encompasses three key dimensions: teaching efficacy, teacher-student interaction, and teaching value (Cai & Lin, 2006).

In order to effectively manage employee performance, it is necessary to conduct a comprehensive evaluation and gain a thorough understanding of the various aspects that contribute to deciding an employee's job performance (Rupp, Ganapathi, Aguilera, & Williams, 2006). Scholars have posited that the existence of an organization is contingent upon the job performance of its members (Springer, 2011; Sankar, 2018; Jankingthong & Rurkkhum, 2012). In light of intense competition, employees are compelled to improve their entire performance. The importance of employees performing effectively and efficiently to fulfill an organization's objectives and goals has been highlighted by empirical research (Kumari & Sangwan, 2015). The importance of performance in enhancing organizational efficiency has led to a parallel recognition of the significance of employees' ability to effectively cope with and recover from stress. The diminished overall performance of a school can be attributed to the incapacity of school teachers to effectively cope with work-related pressures. This is the reason why many organizations, including educational institutions, currently seek individuals who possess the ability to rapidly recover from stressful circumstances. Researchers want to identify a certain characteristic in individuals known as emotional resilience, which is responsible for the development of such ability.

Emotional resilience can be defined as a dynamic phenomenon encompassing adaptive responses to significant hardship within one's surroundings (Barnett, Evans, Gross, Kiem, Kingsford, Palutikof,... & Smithers, 2015). Employee emotional resilience refers to the ability to effectively navigate setbacks and maintain

productivity when confronted with difficult work and challenging circumstances, hence enhancing personal growth and development (Morrison, 2007). Emotional resilience cannot be classified as a fixed personality trait or an inherent characteristic that individuals possess or lack. It arises from the successful management of routine circumstances rather than exceptional ones, and it is derived from ordinary human abilities, relationships, and other intrinsic and extrinsic assets. The concept of employee emotional resilience is commonly perceived as a skill that is capable of being acquired, developed, and sustained. Teachers can effectively rebound from setbacks and despondency, exhibiting the necessary self-assurance to confront adversities within the educational milieu, if they possess emotional resilience (Shin et al., 2012; Wang, Klein, & Jiang, 2007).

According to Hobfoll (2001), a worker's emotional resilience is a psychological resource that is derived from their distinct characteristics. There is a growing body of evidence suggesting that the emotional resilience of employees is widely seen as a valuable resource that assists individuals in effectively navigating and coping with the various stressors they encounter both in their personal lives and in the workplace (Luthans, Avey, Avolio, & Peterson, 2010). Employees who possess emotional resilience have the ability to mitigate the adverse impacts of stressful circumstances on their well-being and maintain their productivity by effectively utilizing their psychological resources when confronted with highly demanding situations (Fredrickson, 2001). Furthermore, scholarly research conducted by Muraven and Baumeister (2000) as well as Waugh, Wager, Fredrickson, Noll, and Taylor (2008) has proposed that employees who successfully recuperate from stressful events without experiencing significant negative consequences have the ability to augment their repertoire of physical and psychological resources. This augmentation, in turn, equips them with enhanced capabilities to effectively address forthcoming challenges and demands. The existing body of research provides evidence for the considerable significance of employee emotional resilience as a valuable asset. This is demonstrated through various positive outcomes, such as the cultivation of a positive mindset, reduced mental health issues, and the development of favorable workplace behaviours among teachers within the school setting (Youssef & Luthans, 2007). Hence, it can be inferred that teachers possessing a greater level of resilience are more inclined to exhibit superior performance in comparison to their counterparts with lower resilience levels when faced with demanding work environments. The occurrence of the global financial crisis has resulted in challenging conditions for numerous organizations, hence increasing the significance of examining the emotional resilience of employees (Bardoel et al., 2014). The matter of job performance has surfaced inside these organizations.

According to Shin et al. (2012) and Tugade and Fredrickson (2004), those who possess a high level of emotional resilience are more adept at managing and overcoming challenges and difficult situations. According to Avey, Luthans, and Jensen (2009), empirical evidence indicates that individuals who possess emotional resilience have elevated levels of positive emotions and demonstrate enhanced capacity to effectively manage the challenges and pressures encountered in the work environment. This approach has the potential to mitigate workplace burnout and foster

active engagement in challenging assignments, thereby enhancing worker results such as job performance (Bardoel et al., 2014). The concept of employee resilience pertains to an individual's capacity to effectively manage and navigate through challenging circumstances in the workplace. This capacity is facilitated by the provision of both cognitive and physiological resources, enabling the individual to employ various coping strategies. Additionally, employee resilience serves as a protective factor against the development of detrimental psychological states that may arise as a result of workplace stress (Hobfoll, 2001).

Moreover, Shin et al. (2012) highlighted the conservation of resources hypothesis, first formulated by Hobfoll, Palmieri, Johnson, Canetti-Nisim, Hall, and Galea (2009). The notion posited that emotional resilience is a valuable asset that employees have the capacity to cultivate. In addition to mitigating stress, fostering employee commitment to change and improving job performance are other important objectives. Similarly, it is imperative that this specific resource provide assistance for both employee job performance and organizational performance. According to this notion, individuals engage in efforts to acquire, maintain, and safeguard resources. The degree of emotional resilience may vary among individuals due to variations in their inherent genetic variables. According to Kotler, Armstrong, Saunders, and Wong (2001), demographics refers to the examination of many characteristics of the human population, including but not limited to size, density, geographical distribution, age, gender, race, occupation, and other relevant variables. The researchers are specifically interested in examining the relationship between age and gender with regards to job performance among school teachers and whether they are employed in private educational institutions. The concept of emotional resilience among individuals has traditionally been viewed as a fixed quality. However, current research suggests that it is more accurately understood as a consequence resulting from the processes individuals undergo while responding to stressful situations. The success of organizations is contingent upon the level of productivity exhibited by their personnel in order to effectively accomplish predetermined goals and objectives.

Moreover, it is increasingly imperative to examine the capacity of employees to effectively acclimatize to evolving work environments, including educational institutions (Freire, Ferradás, Núñez, Valle, & Vallejo, 2019). The confluence of extended working hours, inadequate compensation, ambiguity in job roles, substandard teaching resources, absence of social acknowledgment, organizational atmosphere, and strained interpersonal relationships contribute to a challenging and stress-inducing professional existence for individuals in the teaching profession (Kyriacou & Kunc, 2007). According to Kenku and Aluko (2020), numerous elements have been identified as influencing employee job performance. These aspects encompass education and training, discipline, attitudes and work activities, work-related stress, and personal traits such as emotional resilience. The dynamic and evolving character of job responsibilities, specifically within the field of education, has generated significant interest in psychological matters. Teachers face significant strain while coping with intensive and persistently stressful and demanding job situations in educational environments. The objective of this study is to offer a comprehensive understanding of the influence of emotional resilience on teachers' job

performance. This research aims to highlight the significant influence of emotional resilience as a psychological resource that enhances job performance. Based on the information provided, the following hypotheses are proposed:

1. Male teachers will score significantly higher than female teachers on job performance among the selected private school teachers in Ilorin West LGA metropolis.
2. Teachers with younger age will score significantly higher than teachers with older age on job performance among the selected private school teachers in Ilorin West LGA metropolis.
3. Emotional resilience will significantly influence the job performance among the selected private school teachers in Ilorin West LGA metropolis.

Method

Design and Participants

This study employed a quantitative cross-sectional research design, utilising a survey as the primary data collection method. The independent variable in this study was emotional resilience, which was examined in relation to the variable being measured, job performance. The study employed the purposive sample technique to recruit participants, and the questionnaire was administered using convenience sampling. A total of 423 participants completed the questionnaire that was administered. The results of the descriptive statistics presented in Table 1 show that the females 245 (57.9%) than males 178 (42.1%) participated in the study. The teachers' ages less than 30, 122 (28.8%), and 31 and above, 301 (71.2%). Based on religion, the participants indicated that 95 (22.6%) were Christians, 326 (77%) were Muslims, and 2 (0.4%) picked others. Also, for tribe, 396 (94%) were Yorubas, 21 (5%) were Igbos, and 6 (1%) were Hausas. For the educational qualification, there was no response for FSLC; 8 (2%) were of WAEC/GCE, 368 (87%) were of OND/NCE, and 47 (11%) were of the HND/BSC category. Also, participation in this study required that participants provide consent and be aged 18 or older.

Table 1: Socio-demographic Characteristics of Respondents (n= 423)

Variables		Frequency	Percent
Age	Less than 30	122	28.8
	31 and above	301	71.2
Gender	Male	178	42.1
	Female	245	57.9
Religion	**Christianity**	95	22.6
	Islam	326	77
	Others	2	.04
Tribe	Yoruba	396	94
	Igbo	21	5
	Hausa	6	1
Education qualification			
	FSLC	o	
	WAEC/GCE	8	2
	OND/NCE	368	87
	HND/BSC	47	11

Research Instrument

A structured questionnaire with precise construct measurement was designed and used as an instrument for data collection in the study. The sections are as follows: participants' socio-demographic information, scales measuring emotional resilience, and job performance. Below are the properties of the scales used:

SECTION A: Socio-Demographic Characteristics

This section assess information on the participants' background characteristics such as gender, age, religion, marital status, and educational qualification.

SECTION B Brief Resilience Scale

The Brief Resilience Scale (BRS), developed by Smith, Dalen, Wiggins, Tooley, Christopher, and Bernard (2008), is a measure designed to evaluate a person's capacity to recover from stressful circumstances. It comprises six items, with responses obtained using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A score that is higher on the scale indicates a greater level of resilience (Smith et al., 2008). Previous research has demonstrated that the scale exhibits acceptable internal consistency and test-retest reliability. In the present study, the BRS yielded a Cronbach's alpha coefficient of.83, which is indicative of good reliability and consistent with findings from prior investigations (Rodríguez-Rey, Alonso-Tapia, & Hernansaiz-Garrido, 2016).

SECTION C Value-based Performance Scale (VPS)

The value-based performance scale (VPS) was developed by Loon, Vand Enabeele, and Leisink (2013). The tool was created with the purpose of assessing the performance of public entities based on their value orientation, and it is designed to solicit the opinions of respondents regarding this performance. Several examples of

the elements include consistently meeting the formal performance criteria of my job and effectively executing my tasks in an efficient manner. The scale consisted of 14 items and utilized a modified Likert scale answer format. The response options included "strongly agree" with a value of 4 points, "agree" with a value of 3 points, "disagree" with a value of 2 points, and "strongly disagree" with a value of 1 point. The researchers of the scale indicated a reliability coefficient of.79 for the present investigation, with a reported Cronbach's alpha of.75.

Ethical consideration

The study received ethical approval from the Research Ethics Committee at the Federal University of Oye-Ekiti (FUOYE). In order to adhere to and comply with the ethical standards and regulations of psychological research, the following measures were implemented:

Informed Consent: Prior to their participation in the study, the researchers obtained informed consent from the participants to ensure that their cooperation was entirely voluntary and anonymous. This technique aims to eliminate any type of coercion or manipulation.

Confidentiality: The participants were given assurance by the researcher that any information shared during the study would not be disclosed to any external entity.

Safety: The participants were provided with the assurance that they had the option to withdraw from the research in the event that they experienced any discomfort with the research materials. Ultimately, the findings derived from the study will exclusively be disseminated within the academic community in order to prevent any unauthorized utilization of participants' data.

Analyses

Following data collection, the data were analyzed using IBM SPSS Statistics (version 24). Descriptive statistics such as mean, standard deviation, and frequency were utilized to summarize participants' demographic information; the t-test for independent samples and simple linear regression were utilized for hypotheses testing. Statistical significance was determined at $p < .05$.

STATISTICAL ANALYSIS

Hypothesis One:

Male teachers will score significantly higher than female teachers on job performance among the selected private school teachers in Ilorin West LGA metropolis.

Table 2.0: Independent t-test showing the difference in job performance between male and female teachers

	Gender	N	Mean	SD	df	t	p
Job performance	Male	178	11.88	5.01	421	3.01	0.44
	Female	254	10.21	4.51			

The results in Table 2.0 show that there was a significant gender difference in job performance among the selected private school teachers in Ilorin West LGA metropolis (t (421) = 3.01, p <.05). Male teachers scored significantly higher on job performance (M = 11.88; SD = 5.01) than female teachers (M = 10.21; SD = 4.51). Therefore, the hypothesis is accepted for this study.

Hypothesis Two:
Teachers with younger age will score significantly higher than teachers with older age on job performance among the selected private school teachers in Ilorin West LGA metropolis.

Table 3.0: Independent t-test showing the difference in the job performance between younger teachers and older teachers

Age	N	Mean	SD	df	t	p
Job performance Younger age	191	12.81	3.62	421	4.41	0.35
Older age	223	16.05	5.77			

The results in Table 3.0 show that there was a significant age difference in job performance among the selected private school teachers in Ilorin West LGA metropolis (t (421) = 4.41, p <.05). Older teachers scored significantly higher on job performance (M = 16.05; SD = 5.77) than younger teachers (M = 12.81; SD = 3.62). Therefore, the hypothesis is rejected for this study.

Hypothesis Three
Emotional resilience will significantly influence the job performance among the selected private school teachers.

Table 4.0: A Summary Table of Simple Linear Regression Showing Influence of resilience on job performance

Variables	R	R^2	F	Sig.	Beta	t	P
Job performance	.879	.426	14.531	.000	.879	2.164	<.01

Dependent variable: Resilience
The results in Table 4.0 showed that resilience has 42% significant influence on job performance among the selected private school teachers in Ilorin West LGA metropolis (R=.879, R2 =.426 F=14.531; p <.01). Similarly, the analysis of the independent influence showed that resilience has a significant influence on job

performance among selected private school teachers (β=.879, t=2.164, p<.01). The research hypothesis is therefore accepted for this study.

Discussion of findings

The first hypothesis, that male teachers will score significantly higher than female teachers on job performance among the selected private school teachers in Ilorin West LGA metropolis, was confirmed. The results of this study align with previous research conducted by Owolabi (2013) and Anbazhagan and Kotur (2013), which also found that gender has an influence on job performance, especially when individuals are provided with equal opportunities for success and work in the same environment and conditions of service. Specifically, male workers were found to be comparatively more productive than their female counterparts. This finding is also consistent with other research indicating that gender has a substantial role in employees' job performance (Oyewola & Popoola, 2015). Similarly, the findings of the current study align with those of Obasan, Ogunkoya, and Hassan (2014), indicating that demographic characteristics play a crucial role in determining job success. Likewise, a study also suggests that gender may have a substantial influence on specific professions and academic disciplines.

However, some research findings contradict the results of this present study. According to the findings of Fakhri, Anwar, Ismal, and Ascarya (2009), there was no statistically significant association observed between gender and job performance. In the same manner, Shayo, Olfman, Iriberri, and Igbaria (2007) reported that there is a lack of substantial disparity in job performance between males and females.

The second hypothesis states that younger teachers will score significantly higher than older teachers on job performance among the selected private school teachers. However, the hypothesis was rejected because the result of the data analysis revealed that older teachers score higher on-the-job performance than younger teachers. This finding aligns with the prior research conducted by Saarinen, Jalava, Kujala, Stevenson, and Salmelin (2015), which underscored the inferior job performance exhibited by younger individuals in comparison to their older counterparts. The results of this study also align with the findings of Anbazhagan and Kotur (2013) and Owolabi (2013), who argue that employees in the middle and older age demographic tend to outperform other age groups when provided with equal opportunities for advancement and under similar working conditions and environments. In a similar vein, Troegbu (2015) posited that the reduction of wisdom with age is not substantiated, and older workers typically possess a relative advantage over their younger counterparts in tasks related to the judiciary. This finding aligns with the research conducted by Shultz and Adam (2007), which revealed notable variations in work performance across different age cohorts.

Nevertheless, other investigations have yielded findings that are inconsistent with the conclusions obtained in the current study. The findings of the prior investigation conducted by Kenku and Aluko (2020) have provided confirmation that age, when considered as a demographic factor, exerts an influence on the job performance of employees. In a study conducted by Oyewole and Popoola (2015), it was determined that there was a substantial relationship between demographic

characteristics, particularly age, and work performance among employees. Similarly, in their study, Smedley and Whitten (2006) found that age differences may also serve as a possible determinant of job performance. There is a prevailing belief that the relationship between work attitude and performance is influenced by an individual's chronological age. Additionally, Fletchl (2010) highlights that demographic traits have a role in determining employees' job performance, with age being one of the factors taken into consideration. Age refers to the quantifiable measure of the duration of an entity's existence, typically expressed in terms of the number of years elapsed since its inception or birth. Several scholars (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Lutz & Skirbekk, 2005) have posited that aging can bring both benefits and drawbacks to organizations.

The third hypothesis stated that emotional resilience will significantly influence the job performance among the selected private school teachers, the hypothesis was confirmed and accepted. The result of data analysis revealed that emotional resilience significantly influence the job performance among the selected teachers. This outcome aligns with the research conducted by Ekanayake and Gamage (2018), which revealed that emotional resilience has a notable and favourable influence on employee job performance. Similarly, Bardoel et al., (2014) found that those with elevated levels of resilience are more inclined to exhibit superior job performance compared to those with lower levels of resilience when faced with demanding work environments. Shin et al. (2012) and Tugade and Fredrickson (2004), research also suggests that those who possess a higher level of emotional resilience are more adept at managing and overcoming challenges and difficult situations. Similarly, Avey, Luthans, and Jensen (2009) explicitly asserted that employees who possess emotional resilience have elevated levels of positive emotions and demonstrate enhanced capacity to effectively manage the challenges and pressures encountered in the work environment. Also, according to Youssef and Luthans (2007), it has been confirmed that people who possess resilience will allocate the necessary time, resources, and energy to recover from a given situation. This occurs after they have properly acknowledged the presence of adverse conditions and comprehended their consequential effects.

Conclusion

The primary objective of this study is to examine the influence of emotional resilience on teachers' job performance. The literature has indicated that teachers play a vital role in the functioning of schools, serving as the primary agents responsible for maintaining a healthy school environment. Hence, it was concluded that the presence of emotionally resilient teachers can contribute to the enhancement of overall school performance while also bolstering their capacity to rapidly recover from difficult conditions. This specific characteristic exhibited by teachers enhances their degree of tolerance and contributes to a more positive mindset and work ethic.

The present study additionally concluded that teachers exhibiting elevated levels of resilience are more likely to exhibit superior job performance compared to those with lower levels of resilience within a challenging and rapidly evolving professional environment. Hence, the findings have demonstrated the impact of

emotional resilience on teachers' job performance. In the event that teachers require an extended period to recuperate from stressful occurrences, their ability to perform their duties at their regular level of efficiency may be compromised due to persistent concerns. Consequently, this situation could result in an avoidable financial burden for the school.

This study revealed that gender-based disparities in job performance manifest in various societal indicators, including the unequal engagement of women and men in public and private endeavors. However, the inconsistencies in the finding could be a result of cultural differences, norms, and belief systems, as well as the expectations that each culture places on the respective gender. One notable example is the undervaluation of unpaid domestic labor, which is predominantly undertaken by women. Despite the increasing number of studies conducted on the relationship between gender and job performance, the findings of these studies have yielded inconsistent outcomes. Despite the findings of some research, in accordance with the present study, it is widely believed among scholars that the pursuit of gender equality has been a prominent objective in numerous nations, although gender disparities persist in competitive and prestigious jobs.

In conclusion, the study finds that the skills and capacities of older and younger employees differ based on their occupational field, activity, and age. Hence, one might posit that the performance of an individual is influenced, to some degree, by factors such as their age, the type of job they engage in, and the nature of that employment. The relationship between age and job performance remains ambiguous, necessitating further investigation.

Recommendations

The study identified the recommendations in two main categories:

School level: The present research study's findings offer valuable insights for educational institutions to evaluate the emotional resilience of prospective teachers throughout the recruiting process, particularly with regard to the job's specifications and associated demands. If educational institutions possess a system to assess the degree of emotional resilience during the interview process, they will be capable of selecting teachers with high levels of emotional resilience for positions that include more responsibilities in teaching. Furthermore, it is imperative for educational institutions to incorporate resilience-enhancing strategies for teachers

Individual level: At the individual level, it is advantageous for teachers to acquire knowledge on the advantages associated with enhancing their emotional resilience. In the context of job applications, individuals who possess awareness of their resilience level are more likely to demonstrate a willingness to undertake demanding positions. However, the prospect of working in high-pressure environments may not be very appealing to individuals, prompting them to seek employment in less demanding positions. Furthermore, it is imperative to enhance the specific attribute of emotional resilience to the greatest extent possible, since doing so will yield advantages not only in the professional domain but also in one's personal life.

Limitation

One primary limitation of the present research investigation is to the exclusion of additional aspects that may influence teacher job performance, beyond the scope of emotional resilience. The researcher has solely focused on the notion of emotional resilience, so limiting the study's comprehensiveness. Furthermore, an additional constraint emerged during the process of sample selection, as the study predominantly focused on private school teachers. Consequently, the findings of the study cannot be extrapolated to encompass teachers in public schools. Notwithstanding the difficulties encountered during the course of the investigation, the research endeavour successfully attained its intended goal. Given the extent and constraints of the study, it is recommended that further investigations be undertaken in many domains of Nigerian society, employing a more expansive sample size.

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