

**Classroom Management Styles, Workload and Teachers' Job Performance in Public
and Private Secondary Schools in Oyo State, Nigeria**

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Degree In Educational Management**

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Certification

This is to certify that **Adebanke Gift OGBODO** with the matriculation number **LCU/PG/002440** carried out this research work titled: **Teacher Classroom Management Styles, Workload and Job Performance in Secondary Schools in Oyo State, Nigeria** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy (PhD) degree in Educational Management and this has not been previously submitted.

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Dedication

This work is dedicated to God Almighty and my supportive family.

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Acknowledgement

The researcher is grateful to the Lead City University, Ibadan, Oyo State Librarian that gave me the access to information used in this research work.

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‘Even though the above-mentioned institution and persons have assisted in correction of this research work, I alone stand responsible for errors, if any, found in the work’

Abstract

This study investigated classroom management styles, workload, and teachers' job performance in public and private secondary schools in Oyo State, Nigeria. There seem to be a decline in the quality of teachers' job performance within numerous secondary schools in Nigeria, Oyo state. Recent observations indicate that these teachers are not fulfilling their roles as expected. Instances to support that claim further include delayed attendance to lessons, inadequate syllabus coverage, insufficient grasp of subject matter, ineffective use of teaching aids, and lateness to school. There are numerous studies on factors driving teacher job performance in the literature but with little or no attention paid to classroom management styles and workload. Also, there are limited number of studies that have succeeded in deciphering the reasons behind the extremely poor job performance exhibited by public and private secondary school teachers in the Oyo State, Nigeria. Besides the scarcity of comprehensive investigations into the determinants of secondary school teachers' job performance in Oyo State, Nigeria, there exists an evident gap in the examination of two crucial factors: Teacher Classroom Management Styles and Workload. Thus, this study was carried out to bridge the gaps identified. Social cognitive theory and apple's theory of intensification serves as theoretical framework for the study. Descriptive research design was used to guide the study. The population of the study consisted of 14,508 teachers from 625 public secondary schools and 10,693 teachers from 195 private secondary schools. Multi-stage sampling procedure was used to select the sample size of 1,184 teachers from 83 public secondary schools and 559 teachers from 32 private secondary schools. A self-developed questionnaire titled (JPPSSQ) for teachers was used to collect data from respondents. The reliability of the instrument was determined using cronbach's alpha $\alpha = 0.850$. Findings revealed that level of teachers' job performance in public secondary schools was very high ($\bar{x} = 3.69$); level of teachers' job performance in private secondary schools was high ($\bar{x} = 3.46$); status of teachers' classroom management styles in public secondary schools was high ($\bar{x} = 3.46$); status of teachers' classroom management styles in private secondary schools was very high ($\bar{x} = 3.63$); status of teachers' workload in public secondary schools was very high ($\bar{x} = 3.58$); status of teachers' workload in private secondary schools was high ($\bar{x} = 3.31$); the independent variables has a combined influence on the dependent variable (Adj. $R^2 = 0.051$) and ($F_{(2,1657)} = 479.665$; $p < 0.05$); relatively, all independent variables has a significant influence on the dependent variable ($p < 0.05$). Based on these findings, it was recommended among others that schools should introduce initiatives that support a healthy work-life balance for teachers, such as flexible working conditions, mental health support, and resources that assist teachers in managing personal responsibilities alongside professional duties. This could include access to childcare facilities, wellness programs, and a supportive school community that recognizes the dual roles many teachers play.

Keywords: Classroom Management Styles, Workload, Job Performance, Public Secondary Schools, Private Secondary Schools.

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Chapter One

Introduction

1.1 Background to the Study

The success or failure of any organization, be it public or private, relies on the performance of employees in completing their assigned tasks. This is because performance measures how effectively employees fulfill their responsibilities. In the educational system, this holds true for teachers within the institutions. The job performance of teachers is especially crucial in achieving the objectives of a school¹. Given the significant role teachers play in influencing students, it becomes essential to evaluate their job performance, as it has the potential to impact students' academic accomplishments in the long term². In the context of this study, a teacher's job performance can be categorized into two aspects: instruction and administration. Teachers' job performance in this study, therefore, pertains to the extent to which teachers in public and private secondary schools effectively carry out their fundamental instructional and administrative duties. This effectiveness is gauged based on their alignment with established decisions, rules, and directives either set forth by a higher authority (likely the school principal) or arising from the demands of the job itself².

The instructional job performance of teachers encompasses several key aspects. This involves ensuring the high-caliber delivery of lessons, meticulous preparation of lesson notes and plans, adept utilization of teaching resources for improvised teaching, diligent oversight and evaluation of students' progress, and consistent provision of constructive feedback on their performance³. Conversely, the administrative job performance of teachers encompasses a different set of responsibilities. This entails tasks such as, enrolling students, analyzing attendance data, actively participating in students' welfare initiatives, maintaining thorough

and accurate records, overseeing examination supervision, processing examination results, compiling students' reports, and effectively enforcing discipline among students⁴.

In the contemporary competitive environment, both public and private secondary schools require proficient teachers who can effectively carry out their instructional and administrative responsibilities. This is due to the fact that teachers hold a position of utmost significance as essential contributors to the educational framework of any country⁵. Nevertheless, despite the significance of teachers' job performance in achieving educational objectives,

establish clear expectations and provide consistent routines, students are more likely to be engaged, focused, and open to learning. This engagement is vital for academic success and the development of critical thinking skills¹⁹.

The classroom is a microcosm of the larger school environment. A teacher's management style influences the classroom atmosphere, which in turn contributes to the overall school climate²⁰. When teachers use management styles that promote respect, inclusivity, and collaboration, they help shape a positive school culture where students, teachers, and administrators work together harmoniously²¹. A well-implemented classroom management style can significantly reduce disruptive behavior and disciplinary issues²². Teachers who establish clear rules, consequences, and rewards create a structured environment that minimizes disruptions and maximizes instructional time²².

A teacher's chosen management style can influence their job satisfaction and overall well-being²³. When teachers feel confident in their ability to manage their classrooms effectively, they are more likely to experience less stress and burnout. This, in turn, leads to higher teacher retention rates, allowing schools to maintain experienced educators who

contribute to long-term student success. The way teachers manage their classrooms can impact the relationships they have with students' parents or guardians. Effective communication and a transparent management style can foster positive interactions with parents, leading to better parental involvement in students' education and school activities²⁴.

Classroom management styles that prioritize structure, organization, and a focus on learning directly contribute to improved academic achievement²⁵. When students are in an environment that minimizes distractions and supports active participation, they are more likely to absorb and retain information effectively. Classroom management styles that promote critical thinking, problem-solving, and collaboration prepare students for success beyond the classroom²⁶. These skills are essential in today's rapidly changing world, helping students excel in their future careers and endeavors. Teacher classroom management styles are a fundamental factor in achieving a school's success. They impact various aspects of the educational experience, from student engagement and learning to teacher satisfaction and the overall school climate²⁷. By creating a conducive learning environment that supports positive behavior, collaboration, and active participation, effective classroom management styles lay the foundation for academic excellence and contribute to the holistic development of students²⁸. The classroom management styles considered in this study are: authoritative, permissive, assertive/directive Style, relationship-based, group-based classroom management style.

The authoritative style combines high expectations with warmth and support, creating a structured yet nurturing environment. Teachers who follow an authoritative management style establish clear expectations and rules while being nurturing and responsive to students' needs²⁹. They are firm but fair, and they create a structured environment that fosters both

discipline and positive relationships. This style is often associated with high academic expectations and consistent reinforcement of rules.

Teachers with a permissive management style are more lenient when it comes to rules and regulations²⁹. They prioritize creating a relaxed and open classroom atmosphere where students have a higher degree of freedom. While this approach can encourage creativity and independent thinking, it may also lead to challenges in maintaining order and academic focus.

The assertive or directive style focuses on clear communication and control, where teachers set firm rules and ensure compliance through direct instructions and consequences. This style strikes a balance between firmness and flexibility. Teachers who use this approach set clear expectations and boundaries while allowing room for students' input and autonomy²⁹. They address misbehavior promptly and fairly, maintaining control over the classroom without being overly controlling.

The relationship-based classroom management style places the development of strong, trusting relationships at the core of maintaining order and promoting positive behavior²⁹. In this approach, the teacher actively seeks to understand the individual needs, emotions, and motivations of each student. Rather than relying on strict rules or external rewards and punishments, the teacher leverages the bond they create with their students to encourage responsible behavior and academic engagement.

This style centers on building strong teacher-student relationships as the foundation of effective classroom management²⁹. Teachers prioritize getting to know their students, understanding their individual needs, and creating a supportive and caring environment. A

positive teacher-student relationship can lead to better behavior and improved academic performance.

In this group-based style, teachers emphasize collaborative learning and group dynamics²⁹. They structure activities that require students to work together, fostering a sense of responsibility and accountability among peers. This style promotes teamwork, communication skills, and a shared classroom responsibility for maintaining order.

The second independent variable in this study “Teachers’ workload” implies how heavy (overload), normal or light (under load) the instructional and administrative duties given to secondary school teachers to complete at a particular time are³⁰. It is the sum of all the activities (instructional and administrative) that take the time of public and private secondary school teachers. Teachers' instructional and administrative workloads, whether heavy, normal or light have been shown to have a link with their job performance. A study showed that too much workload on teaching and administrative duties was not conducive for teachers' performance³¹. Work under load may equally result to passivity, increased frequency of nervous symptoms and complaint, low self-esteem, lack of interest in social activity and work performance output³².

There are various ways of measuring teachers’ workload in public and private secondary schools. They include - class size, working hours, subject areas, condition of service, school policy, teaching staff strength and abilities^{33, 34}. This study seeks to examine two important indices of teachers' workload - working time (hours) and class size. Teachers' working time includes all working hours specified in conditions of service. This is expressed in the number of hours in actual instructional, administrative and extracurricular activities³⁵.

The correlation between the quantity of working hours and teacher job performance is not a straightforward one, as working longer hours does not inherently guarantee improved performance; critical factors such as the quality of work, the effectiveness of teaching methods, and the level of engagement with students come into play. Consequently, extended working hours without sufficient breaks and rest can result in burnout and fatigue, ultimately exerting a negative influence on job performance. This, in turn, may lead to reduced motivation, diminished enthusiasm, and a decline in overall classroom effectiveness for overworked teachers.

Assessment of teacher performance often centers on student outcomes, encompassing academic achievement and engagement. The significance of teaching methods' effectiveness, classroom management, and the capacity to address individual student needs far outweigh the role sheer working hour's play in determining performance. A salient aspect emerges with teachers who strike a balance between their professional and personal lives, as these educators tend to exhibit greater satisfaction and improved job performance. In contrast, protracted working hours can encroach upon personal and familial time, resulting in heightened stress levels and decreased overall job satisfaction.

Motivated and passionate teachers frequently invest additional time beyond the conventional working hours to enhance their skills, formulate innovative lesson plans, and actively engage with their students. For these devoted teachers, the focal point lies in the impact they can make rather than rigidly adhering to set clocked hours. Acknowledging the diversity in individual energy levels, productivity patterns, and work preferences is pivotal, as some teachers might excel in fewer hours, while others may thrive when working longer. Engaging in professional development activities like workshops, conferences, and further

education can substantially augment teaching skills and overall job performance. While such endeavors might extend working hours, they undoubtedly contribute positively to long-term effectiveness. Proficient time management skills emerge as crucial in aiding teachers to efficiently fulfill their tasks within reasonable working hours; adeptly planning, prioritizing, and streamlining administrative duties can mitigate unnecessary time commitments.

Furthermore, the influence of a supportive environment offered by school administration, colleagues, and the broader educational system cannot be underestimated, as it markedly impacts a teacher's job performance. A work setting that fosters positivity and collaboration serves to alleviate the detrimental effects of extended working hours, thereby enhancing the overall teaching experience.

A study has shown that on average, Nigerian teachers spend about twenty hours (4 hours per day) of their time each week in classroom teaching and activities¹⁷. A study revealed that workload increased as a result of longer working hours³⁵. Spending too long at work is negatively associated with job satisfaction, well-being and mental and physical health which might consequently affect teachers' performance³⁶. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout³⁷. Studies carried out in England, Japan and Pakistan revealed that long working time (hours) had negative impact of teachers' job satisfaction, stress responses and time management skills (in areas of departmental task, planning, scheduling and priority list) ^{37&38}. However, search of literature reveals that studies on the influence of working time on teachers' job performance in secondary schools, Southwest, Nigeria is scanty.

Class size is the number of students per teacher in a class³⁹. Class size could be small, medium or large. When a public and private secondary teacher teaches a class of over 70

students, the teacher is faced with the challenges of class control, assessment and evaluation of students. Too many students in a same class affect the teacher's ability to follow-up each of the student individually. The teacher ends up becoming de-motivated and exhausted which could affect his or her job performance⁴⁰. The impact of class size on teacher job performance is substantial, as it interacts with various factors that influence teaching effectiveness, student engagement, and overall job satisfaction. This relationship is intricate and varies based on a range of considerations. Smaller class sizes afford teachers the capacity to provide individualized attention to each student. With fewer students to oversee, teachers gain a deeper understanding of individual needs, strengths, and challenges. This personalized approach elevates instructional quality and supports student learning, thereby contributing to a positive trajectory of teacher performance. Within smaller classes, teachers have the latitude to foster more interactive and participatory learning experiences. This atmosphere emboldens students to express their ideas and queries with ease, fostering heightened engagement and a more profound grasp of the subject matter. This heightened student involvement invariably reflects favorably on teacher performance evaluations.

Effectively managing a larger class can pose challenges, as it necessitates increased time and effort to maintain discipline and establish an organized learning environment. Conversely, smaller class sizes empower teachers to forge better classroom management strategies, resulting in fewer disruptions and a more conducive learning milieu. This improved classroom ambiance can positively impact overall job performance. Timely and meaningful feedback is pivotal to student growth. Smaller class sizes provide teachers with the opportunity to allocate more time to assess assignments, offer constructive feedback, and address individual learning needs. This allocation of time enhances instructional efficacy and

underscores a heightened level of job performance. Smaller classes grant teachers the flexibility to employ a broader spectrum of instructional strategies catering to diverse learning styles. This adaptability enriches the overall learning experience, as teachers tailor their methodologies to align with individual student preferences and requirements. Constructing robust teacher-student relationships is integral to effective teaching. Smaller class sizes cultivate more intimate connections between educators and students, fostering trust, rapport, and open dialogue. These relationships fundamentally contribute to enhanced student outcomes and serve as a positive reflection on teacher job performance.

Conversely, larger classes can translate into an augmented workload for teachers spanning from grading assignments to crafting lesson plans and managing classroom activities. The amplified stress and workload associated with larger classes can lead to burnout, casting a negative shadow on teacher performance. Accommodating the diverse learning needs and abilities of students necessitates adeptness. Smaller classes inherently offer an enhanced platform for addressing individual differences and providing requisite support, culminating in more effective teaching and heightened levels of job performance. Smaller class sizes also unlock opportunities for teachers to embrace innovation and creativity in their pedagogical approaches. This latitude allows them to experiment with novel teaching methods, projects, and activities that might prove more challenging to execute within larger classes. This innovative spirit contributes to an enriched teaching experience and elevates job performance. In essence, class size serves as a pivotal factor in the multifaceted landscape of teacher job performance. While smaller classes tend to offer advantages such as tailored attention, improved student engagement, and enhanced classroom

management, other variables such as instructional strategies, educator expertise, and school support also interplay in shaping the overall narrative of effective teaching.

Public and private secondary teachers are important agents that help learners gain knowledge reach their highest potential, become responsible citizens and man-power for the nation's economic and industrial sector. Public and private secondary teachers therefore play a critical assignment in the lives of students, but over the years teaching seems to become increasingly stressful as many teachers' workload seem to be rising which is also telling on the choice of classroom management style. The government and other school owners seem to be recruiting fewer teachers into the educational system which invariably impacts more stress on the teachers which consequently makes them handicapped in meeting with all their duties. Even amongst the few teachers employed, some of them seem not to be given attractive remuneration and promotion opportunities instead more work is heaped on them as they are made to even teach more classes which could be beyond their capabilities. This may be affecting the performance amongst many teachers at their job in Oyo State, Nigeria. There is therefore need to address this problem. Apart from the fact that literatures show paucity of studies on the combined influence of teacher classroom management style and workload on teachers' job performance which is a justification for this study; the moderating influence of school type on the relationship is also scarce. This study therefore, investigates the influence of classroom management styles and workload on teachers job performance in secondary schools in Oyo State, Nigeria.

1.2 Statement of the Problem

The job performance of secondary school teachers, both in public and private secondary schools is significant in achieving educational objectives, in recent time, researchers have noticed a troubling trend. Specifically, there has been a decline in the quality of teachers' job performance within numerous secondary schools in Nigeria, Oyo state in particular, which is the focus of this study⁴¹. Recent observations indicate that these teachers are not fulfilling their roles as expected⁴². Instances to support that claim further include delayed attendance to lessons, inadequate syllabus coverage, insufficient grasp of subject matter, ineffective use of teaching aids, and lateness to school^{43, 44}. Furthermore, a number of teachers are neglecting their administrative and instructional responsibilities, including the essential task of maintaining student discipline⁴⁵. The poor performance of secondary school teachers, both in public and private educational institutions located in Oyo State, Nigeria, holds the potential to bring about dire consequences for both the state's educational system and the broader national context. A significant outcome stemming from this issue is the notable occurrence of students' poor performance in both internal and external examinations⁴⁶.

The dismal performance of the teachers in public and private secondary in Oyo state could not be disconnected from their classroom management styles and workload. Many at times, classroom management styles adopted by most of the teachers are not compatible with their job performances. For instance, some of these teachers adopt firm rules and enforcement while some adopt permissive, assertive, relationship- based and group-based classroom management styles. Besides, the workload of every teacher in both private and public schools, most especially in private schools is high. Most of these teachers spend most of their working hours on administrative activities.

Moreover, the number of students handled by each teacher is on a high side. Consequently, the educational impart of teachers on students are not felt. There are numerous studies on factors driving teacher job performance in the literature but with little or no attention paid to classroom management styles and workload. Also, there are limited number of studies that have succeeded in deciphering the reasons behind the extremely poor job performance exhibited by public and private secondary school teachers in the Oyo State, Nigeria. Besides the scarcity of comprehensive investigations into the determinants of secondary school teachers' job performance in Oyo State, Nigeria, there exists an evident gap in the examination of two crucial factors: Teacher Classroom Management Styles and Workload. This gap in understanding necessitates attention and resolution. Furthermore, the limited existing literature offers minimal insight into the potential influence of school type as a moderating factor on the relationship between Teacher Classroom Management Styles and Workload on job performance in secondary schools in Oyo State. In lieu of the above discussions, there is the need to investigate the influence of classroom management styles and workload on teachers' job performance in public and private secondary schools in Oyo State.

1.3 Aim and Objectives of the Study

The study aims to investigate the influence of classroom management styles, and workload on teachers' job performance in secondary schools in Oyo State, Nigeria. The study specifically intends to:

- i. examine the level of job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria.

- ii. identify the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in public and private secondary schools in Oyo State, Nigeria.
- iii. identify the status of teachers workload (working time and class size) in public and private secondary schools in Oyo State, Nigeria.
- iv. examine the combined influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria.
- v. examine the relative combined influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria.

1.4 Research Questions

- i. What is the level of teachers' job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria?
- ii. What is the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in public and private secondary schools in Oyo State, Nigeria?
- iii. What is the status of teachers' workload (working time and class size) in public and private secondary schools in Oyo State, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated to be tested at 0.05 level of significance. They include:

H₀₁: There will be no significant combined influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria;

H₀₂: There will be no significant relative influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria.

1.6. Significance of the Study

This study is highly relevant and addresses important aspects of education. The study aims to provide valuable insights into the influence of classroom management styles and workload on job performance of secondary school teachers in Oyo State. The significance of this study can be outlined for various stakeholders in the education sector as follows:

For teachers, this research offers crucial insights into how different classroom management styles impact their ability to perform effectively. It will help them identify which approaches foster better student outcomes and a more efficient teaching environment. By understanding how workload influences their job performance, teachers can also find ways to manage their tasks more effectively and avoid burnout. The study empowers teachers to adjust their methods to maximize their performance and well-being.

School administrators will find the study valuable as it provides a clearer understanding of how classroom management and teacher workload contribute to overall school effectiveness. It helps administrators make informed decisions on how to distribute tasks among teachers, ensure a balanced workload, and implement professional development

programs that enhance classroom management skills. Ultimately, this will improve teacher retention and performance, leading to a better learning environment for students.

Parents benefit from this study by gaining insights into how different classroom management strategies impact their children's learning experience. A well-managed classroom is essential for maintaining discipline, engagement, and academic success. By understanding how these factors influence teaching effectiveness, parents can engage more meaningfully with teachers and school leadership to ensure their children are receiving the best possible education.

For students, the study indirectly creates a more positive learning atmosphere. As teachers adopt more effective management styles and manage their workloads better, students experience a more structured, supportive, and engaging classroom environment. This contributes to improved discipline, better academic performance, and a more enjoyable school experience.

Researchers will appreciate the study as it adds to the body of knowledge on educational management, particularly in a Nigerian context. It provides a foundation for future studies on how classroom dynamics and teacher workload affect education systems, allowing for comparative studies or deeper exploration into specific educational challenges in different regions.

Finally, for society at large, the study's findings help improve the overall quality of education. Well-managed classrooms and teachers performing at their best ultimately shape students who are better prepared for future roles in the workforce and as responsible citizens.

As education is a key factor in social and economic development, the study's implications are far-reaching, contributing to the betterment of the entire community.

1.7 Scope of the Study

This study is delimited both contextually and geographically. Contextually, it focuses on examining the influence of two key independent variables such as classroom management styles and workload on job performance of public and private secondary school teachers. Job performance will be measured using instructional and administrative performance. Classroom management styles will be assessed using authoritative, permissive, assertive/directive, relationship-based, and group-based style. While working time and class size will be used as measures of workload.

Geographically, the study is confined to Oyo State, one of the six states in Nigeria's Southwest region. The target population will consist of teachers in public and private secondary schools .

1.8 Limitations of the Study

During the course of this study, several limitations were encountered. A major challenge was that many schools restricted the researcher's access to teachers due to their demanding schedules. In some cases, teachers were absent, while in others, some requested compensation before agreeing to complete the questionnaire. Despite these obstacles, the findings of the study remain valid and reliable within the context and scope of the research conducted.

1.9 Operational Definition of Terms

Job Performance: This refers to how well public and private secondary school teachers in Oyo State, Nigeria is able to carry out their basic instructional and administrative job duties in compliance or conformity with the stated decisions, rules and directives issued by a super ordinate (probably the school head) or by the demand of the job. Instructional and administrative job performance serves as indicators of job performance in this study.

Instructional Job Performance: This includes quality delivery of lessons, adequate planning of lesson notes/plans, improvisation and effective use of instructional materials, proper monitoring and evaluation of students' performance and providing regular feed-back on students' performance in public and private secondary schools in Oyo State.

Administrative Job Performance: This includes admitting, classifying and registering students, analyzing attendance data, participating in students' welfare services, keeping records adequately, invigilating examinations, processing examination results, collating students' reports and quality discipline of students in public and private secondary schools in Oyo State.

Classroom Management Style: This refers to the approach that teachers in public and private secondary schools in Oyo State employs to establish and maintain a conducive and productive learning environment within their classroom. It will be assessed using authoritative, permissive, assertive/directive, relationship-based, and group-based style.

Authoritative Classroom Management Style: This refers to an approach where teachers in public and private secondary schools in Oyo State establishes clear and consistent expectations for behavior and learning. The teacher maintains a structured environment by setting firm boundaries and rules, and enforces them with a fair and respectful demeanor.

Permissive Classroom Management Style: It entails a lenient and flexible approach teachers in public and private secondary schools in Oyo State use in managing the classroom. This teacher tends to avoid strict rules and discipline, allowing students a considerable degree of freedom in their behaviors and choices.

Assertive Classroom Management Style: This involves a balanced approach whereby teachers in public and private secondary schools in Oyo State combines elements of both authority and empathy. The teacher establishes clear expectations for behavior and learning, and enforces them firmly while also demonstrating understanding and support for individual student needs.

Relationship-Based Classroom Management Style: It centers on building strong connections with students by teachers in public and private secondary schools in Oyo State. The teacher focuses on cultivating positive relationships, trust, and open communication, invests time in understanding students' backgrounds, interests, and challenges, using this knowledge to tailor instruction and behavioral interventions.

Group-Based Classroom Management Style: This involves organizing the class as a collective entity with shared responsibilities and goals by teachers in public and private secondary schools in Oyo State. The teacher encourages teamwork, collaboration, and peer support among students.

Workload: This refers to how heavy (overload), Normal or light (under load) the instructional and administrative duties given to public and private secondary school teachers in Oyo State to complete at a particular time is. It is the sum of all the activities that take their time. Measures of workload include: working time and class size.

Working Time: This includes all working hours specified in conditions of service for teachers in public and private secondary schools in Oyo State. It is expressed as the number of hours in actual instructional, administrative and extracurricular activities.

Class Size: This is the number of students per teacher in a class in public and private secondary schools in Oyo State. Large class size indicates more students to teacher ratio while small class size indicates less students to teacher ratio.

Private Secondary School: In this study, a private secondary school is an educational institution that operates independently and is not funded by the government. It is typically funded by tuition fees, donations, and other private sources.

Public Secondary School: A public secondary school is a government-funded educational institution that provides education to students within the framework of government regulations.

Teachers: These are male or female individuals who facilitates learning by guiding, instructing, and supporting students in acquiring knowledge, skills, and values in public and private secondary schools in Oyo State.

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Chapter Two

Literature Review

This chapter contains a review of related literature; it was discussed under the following subheadings: Conceptual Review, Theoretical Framework, Review of Empirical Studies, Conceptual Framework, and Summary of Gap in Literature Review . It contains the following sub-topics:

2.1 Conceptual Review

2.1.1 Job Performance

2.1.2 Teachers' Job Performance

2.1.3 Teachers' Job Performance Indices

2.1.4 Workload

2.1.5. Workload Indices

2.1.6 Classroom Management

2.1.7 Classroom Management Styles

2.1.7.1 Authoritative Classroom Management Style

2.1.7.2 Permissive Classroom Management Style

2.1.7.3 Assertive Classroom Management Style

2.1.7.4 Relationship-Based Classroom Management Style

2.1.7.5 Group-Based Classroom Management Style

2.2 Theoretical Framework

2.2.1 Social Cognitive Theory

2.2.2 Apple's Theory of Intensification

2.3 Review of Empirical Studies

2.3.1 Classroom Management Styles and Teachers' Job Performance

2.3.2 Workload and Teachers' Job Performance

2.3.3 Working Time and Teachers' Job Performance

2.3.4 Class Size and Teachers' Job Performance

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

2.1 Conceptual Review

2.1.1 Performance

The term “performance” describes how an employee carries out the task that makes up the job. It could also be viewed as the capability of a worker to combine appropriate behavior towards the realization of organizational goals and objectives. Performance could thus be expressed in terms of quantity and quality of output, levels of absenteeism and turnover, profitability and the quality of industrial relations¹. Performance is a behavior, process, procedure, way of working or an attainment. Performance refers to both behaviors and results which imply that it needs to be measured with both behaviors and outcomes. In addition, it is a process of accomplishing an action that can be measured using certain indicators².

Performance is a concept of achievement results achieved by employees through applicable procedures under the supervision of their managers³. It is also defined as the quantitative and qualitative expression of the level of the achievement of the intended goal of a person, a group, a unit, or an organization assigned to do a job and the effort made to achieve the specified objective⁴. It is the overall value that a company expects from the different set of behaviors that individuals bring to the end of the standard period of time⁵. Similarly, it is the completion of assigned duties and the results produced on certain functions or work activities during a certain time⁶.

Performance indicates anything performed by employees, which may be in the form of their task completion effectiveness, cooperation relationship with other parties, quality and quantity of their job output, and their attendance at work. It is an important tool to measure the effectiveness of the individual and organizations⁷. Performance is important for the organisation as well as the individual. For instance, organizations need high performing individuals in order to meet their goals, deliver the products and services they are specialized in, and also to achieve competitive advantage over others. However, for the individuals, accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure⁸.

2.1.2 Job Performance

A job is something a person or group of persons engages in to earn a living. Job performance is the attainment of duties and obligations of an employee, including additional duties outside of his obligations⁹. Job performance is the work quality and quantity achieved

by an employee in carrying out their duties in accordance with the responsibilities given to him at his or her job. Optimal job performance can be seen both from the quality and quantity that is indispensable to support the achievement of the goals of the agency or organization¹⁰.

Job performance can also be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set for performing the tasks. In addition, it is the attainment of a person's work in a particular period that has gone through a standard work process¹¹. Job performance refers to the execution conduct, compliance or conformity with stated decisions of directives issued by a super ordinate or demand by a job¹². It is viewed as measurable actions, behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals¹³.

Job performance is the sum total of workers' execution of assigned tasks¹⁴. Job performance is seen as the overall behaviour in relation to a job. In addition, it assesses whether an individual performs a job well or not. It is the implementation of an action or one's ability. Good job performance is related to achieving quality, quantity, dependability and creativity. The notion of job performance could be viewed from different perspective. First, the determination of what employees are expected to do as indicated by the employers viz-a-viz what the employees are actually doing. Secondly, the determination of employees' actual workload whether it is too heavy or light. Thirdly, assuming that an employee has a clear outline of what the job description is, there are certain variables which might enhance or hinder employees' efforts as well as willingness or desire to perform effectively and efficiently¹⁴. It was summarized that:

1. Job performance is behavioural: which means that circumstances not controlled by the employee can be influential on it. In this sense, an approach based on only outcomes will not reflect the contribution to organizational objectives truly;
2. Job performance is episodic: which means that an employee can sometimes be engaged in activities that do not contribute to organizational objectives and
3. Job performance is evaluative: which means that behavioural episodes can display variance in terms of the extent of the contribution they provide for organization's objectives¹⁵.

Job performance is explained as the level of success achieved by an individual as a result of his efforts. It is also the end result of the application of efforts by an individual employee. It further refers to whether an individual performs well in his job or not. It was also added that performance is a very crucial issue for an individual, organization and nation at large. Low level of performance results to non-achievement of organizational goals which could also be regarded as a personal failure. On the contrary, carrying out jobs by performing at a high level is a source of satisfaction to an individual, achievement of targets for the organisation and production for the nation which ultimately gives feelings of mastery and self importance¹⁶.

Job performance is the level of efficiency and effectiveness displayed at the point of realizing the goals and objectives for the individuals¹⁷. Job performance is viewed as workers' complete ability and productiveness in the attainment of the projected value and realisation of everyday jobs in line with the prescribed procedure and timeline of the organisation. It is an index for improvements, idleness, recompenses, retributions, reviews and remuneration changes. It also gratifies the desires for employees to realize themselves¹⁸.

Job performance of an individual plays an important role in the development of an organisation since it highly influences the overall firm's performance and also functions as the strategic variable in work and organisational psychology. It has been defined as the worth of organisation can anticipate from distinct behaviours performed by an employee over time¹⁹. Job or employee performance is an indicator of financial or other outcome of the employee that has a direct connection with the performance of the organisation as well as its attainment²⁰. Employee job performance is defined as the perspective of those factors either human resource practices which have direct impact on such relationship²¹. It has been defined as the task specific behaviours that individuals exhibit as part of their job²².

2.1.3 Teachers' Job Performance

Teachers' job performance refers to a process whereby teachers accomplish or carry out the given work within or outside the school system satisfactorily to the extent that the output, when measured or seen, will show the expected behaviours from the teachers. The author further noted that teachers' job performance could be seen as leadership function; executive function and interactive function. A teacher's job performance entails the achievement of educational goals through the process of teaching-learning²³.

In the secondary school setting, the job performance of teachers is very vital to the attainment of school goals and objectives. In fact, as a result of the roles which teachers play in the employ of instructional materials, regular assessment of students, class control, making and updating lesson plans, administrative duties among others, there is therefore need to examine their job performance as it could have a positive or negative effect on students' academic performance in the long run. Teachers' job performance refers to the measure of how well

teachers conduct and execute their duties in compliance or conformity with the stated decisions, rules and directives issued by a super ordinate (probably the school head) or by the demand of the job²⁴.

Teacher's job performance is dynamic, varied and all-encompassing in the sense that a teacher is required to take up expanded roles and responsibilities including; curriculum developer, a mentor, facilitator, motivator, team leader, researcher, decision maker, innovator and a mobilize. Duties of teachers are to be discharged more within the school system and be extended to the society at large²⁵. Teachers' job performance is the ability of teachers to impact the relevant skills and knowledge using appropriate methods consistently over time to enhance students' learning and achievements. Furthermore, it is viewed as their contribution to the achievement of educational goals and objectives while in some studies it is limited to teaching behaviour²⁶.

Job performance of teachers in secondary school can also be measured in terms of the quality of their students. The performance may be high or low depending on the level of input and output. In addition, it can also be measured through evaluation of teachers' techniques and methods, effective skills. Another method of measuring teacher's job performance is through the teacher's lesson presentation which ranges from introduction of lesson to teacher's mastery of subject content, class participation, class control, supervision, effective leadership, motivation, morale among others. Teachers are expected to render a very high performance and the state Ministry of Education is always curious regarding the job performance of her teachers²⁷.

Teachers' job performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. In other words, no school can achieve its goal without the teachers. Job performance of teachers is more than just teaching in the class, it also consists of being punctual to school and class, finishing the scheme of work for each term, making up to date lesson plan and notes, and helping students to solve their academic and learning difficulties. Teachers are the engine house that powers knowledge, ideas, information and skills transfer to learners²⁸. Teachers are those that make strident efforts to improving human capital in a school. This is to say that teachers are those that help in academic, social and emotional development of students²⁹.

Teachers' attainment of their primary duties depends to a great extent on their job performance. It therefore indicates the level, way, manner, processes, and commitment of secondary school teachers to their activities of teaching and administration in schools. Teachers' job performance could be measured through teachers' job satisfaction and attitudes such as job commitment, feelings, job challenges, job objectives and job responsibilities. It can also be described as the extent to which the activities of teachers in terms of teaching have yielded effective and efficient output. Effective teachers' job performance can be characterized with: punctuality, regularity, excellent lesson preparation, efficient classroom management skill, good knowledge of teaching subject, good relationship skill, facilitating method of teaching, constant employ of teaching aids among others³⁰. It was explained that teacher job performance is concerned with the overall effectiveness and efficiency of carrying their teaching responsibilities to ensure that the students are well-taught and prepared towards achieving good academic results³⁰. Teachers' job performance is also

viewed as their capability to combine pertinent efforts in improving the teaching-learning process. It was further viewed as what teachers do both inside and outside the classroom and how it affects students' knowledge³⁰. It is also viewed it as the overall expected value from a teacher's behaviour carried out over the course of a set period of time³⁰. Traditionally, job performance was evaluated in terms of the proficiency with which a teacher carried out the tasks that were specified in his or her job description³¹.

Job performance is how effective and efficient teachers execute a given task within an allocated timeframe against benchmarks set by the school. Those who meet or exceed the targets set will be performing according to expectation, below that they will be underperforming³². Teachers' job performance applies not only to the classroom or school, but also to any other setting where students are present. Teachers' job performance is regarded as multidimensional because it consists of several dimensions such as preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline, instructional, professional and personal qualities, contextual and task performance, classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance^{15&33}.

Teacher's job performance could also be described as how well they perform their duties at any given time in a school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. The duties performed by a teacher include but not limited to - giving and marking of continuous assessment, covering of scheme of work adequately, managing stubborn students in the class

without distorting teaching and learning, preparing plan of any lesson to be taught and so on and forth³⁴. Teacher's job performance is seen in their teaching quality which is the ability of the teacher to demonstrate sound professional attributes like scholarship through adequate training which is pivotal to successful teaching, students' learning outcomes and attainment of quality education in secondary schools. Teachers' quality is also manifested in their mastery of the subject matter, skills and competences in the teaching and learning processes, which would definitely result in the attainment of the stated educational goals. This means that a high performing teacher would possess the qualities for effective teaching and pleasant learning within the school setting. He/she would know what to teach, how to teach, and whom to teach³⁵.

Teachers' performance can be manifested in improvement in production, ease in the employ of new technology and high level of motivation. It should be noted that teachers are vital assets in any learning institution; their job performance is very important in determining the extent to which instructional process is enhanced³⁶. Teachers' performance is also defined as "how effective they influence others in ways that generate the desired institutional outcomes³⁷. Teachers' job performance includes prompt attendance to lesson delivery and coverage of the syllabus among other issues. Teachers' job performance, therefore, refers to the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes, and the level of the teachers' participation in the day-to-day running of the school³⁸.

Job performance consists of components such as declarative knowledge, procedural knowledge and skills, and motivation. The first component of job performance which is declarative knowledge may refer to professional knowledge that is an essential element for

effective teaching³⁹. The second component considered to be necessary for job performance is "procedural knowledge and skills". This component is important because it is not enough to know a subject, teachers need to be knowledgeable about what to teach and how to teach it in order to be effective. Along with mastering the methods and techniques in the teaching profession, the ability to apply them successfully improves performance⁴⁰. As the third component, teacher motivation is also important for achieving high performance⁴¹.

When declarative and procedural knowledge and skills of teachers are combined with their desire to teach, teachers would be more likely to perform better. However, having declarative and procedural knowledge and skills may not be sufficient to teach effectively, which leads to the role of motivation in teachers' performance. Positive attitude towards the profession, the ability to see things positively, and enjoying the work have positive effects on teacher motivation, leading to the improvement of teacher job performance over time and the teaching process³⁹. It was emphasized that the key aspects of teachers' job performance involve the employ of instructional materials, class control, mastery of their subject matter, regular assessment of students, teaching methods, making lesson plans, conduct of fieldwork, assessment of pupils, teachers' participation in sports, keeping of records, students' discipline, attending school assembly among others⁴¹. Teachers' job performance plays a vital position in promoting education, learning and professional growth of learners⁴².

2.1.4 Teachers' Job Performance Indices

In this study, measures of teachers' job performance include – instructional and administrative job performance.

2.1.4.1 Teachers' Instructional Job Performance

Teachers' instructional job performance include - quality delivery of lessons, adequate planning of lesson notes/plans, improvisation and effective employment of instructional materials, proper monitoring and evaluation of students' performance and providing regular feed-back on students' performance⁴³. Teachers' instructional job performance is the ability of teachers to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements. It denotes teachers' ability to function effectively in performing their teaching duties with high skills and effort with regards to their subject matter using a sound pedagogical content that leads to student's understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate pedagogies, learning styles of learners and perceive their own strengths and weaknesses in teaching in order to perform their teaching responsibilities effectively⁴⁴. Teachers' instructional tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools⁴⁵.

2.1.4.2 Teachers' Administrative Job Performance

Teachers' administrative job performance include – admitting, classifying and registering students, collecting money, chasing absences, analyzing attendance data, participating in students' welfare services, keeping records adequately, bulk photocopying, copy typing, producing standard letters, producing class lists, filing, analyzing attendance data, invigilating examinations, processing examination results, collating students' reports,

quality discipline of students, administering work experience, ICT trouble shooting, commissioning ICT equipment, ordering supplies, maintaining equipment, coordinating and submitting bids and giving personnel advice⁴⁶. A teacher's administrative duties involves being the head of school (principal), head of departments, upholding discipline, and also being a member of the school management team.

2.1.5 Workload

Total teachers' workload is a product of the number or range of tasks that need to be completed and the amount of time needed to complete by someone. It is the sum of all workloads for individual tasks. It is the amount of work, the number of classes, also the number of students that the teachers teach and the different activities that teachers perform. The many responsibilities of a teacher usually cause long working hours for the teachers thus contributing to a high workload⁴⁷. Workload is the official teacher/learner ratio versus the real one on the ground is also of significance⁴⁸. Workload is basically categorised into mental and physical workload, in which, mental workload majorly exist among school managers such as principals whereas physical workload exist majorly among teachers⁴⁹. There are three categories of teachers' workload:- overload, regular and underload. Overload refers to the condition of teachers' load over or above the prescribed number of workloads. Then, regular load refers to the normal load of the teachers. Meanwhile, underload is referring to the condition of teachers' load below the prescribed number of workloads. Total teachers' workload is determined by summing up all of the workload given⁵⁰.

It was stated that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and

knowledge of the individual performing the task. The task demands may include physical actions, cognitive tasks and/or a variety of other factors. In addition, workload is the expenditure incurred by a person, given their capacities (resources), while achieving a particular level of performance on a particular task with certain demands. It is defined as tasks performed in the working environment more than the personal capabilities which cause threats and the reactions of nervousness, anxiety, frustration, pressing, or annoyance as well⁵¹. Teachers' workload is the sum of all the activities (instructional, administrative, and so on) that take the time of a teacher. Teachers' instructional workload is expressed in terms of preparation of lesson notes, curriculum organization, learners' engagement in curriculum instructions, classroom management, continuous assessment (CA) and so on. It is also directly measured by the total number of teachers available in the school system as against the number of students that are taught, the number of scripts that are marked, and other responsibilities that are regularly or often assigned to teachers⁵².

Workload is the cost spent by an employee in practicing a task to fulfill the requirement of a particular job. For example, teachers' workload goes beyond the duty of just teaching, it involves the broader scope of involving a wider institution role to make the teaching and learning a successful one. One of the key factors that result in teachers' workload is increase in the pursuit of knowledge, because the need to advance knowledge has increased pressures and performance expectation. Most teachers pay more attention to interacting with others, meeting deadline, pressures and schedules just to make sure that they meet up on the different tasks allocated to them in the institution⁵³. Workload refers to all activities involving employees' time spent in performing professional duties, responsibilities and interests at work, either directly or indirectly⁴⁷.

Teachers' workload is the task or responsibility given to a professional teacher; aimed at educating the students on the present trend on their area of specialty and making sure that the organizational objective is achieved⁵⁴. It is also seen as the amount of time taken by teachers to set up their official duties inside or outside school hours. Hence, teachers' workload not only requires their time in schools but teachers also have to spend extra hours after work in order to be more effective and productive in their teaching profession⁵⁵. The workload of teachers includes the actual teaching carried out in the classroom, marking of students' work and assignment, supervision of students during the school time and after school like preparatory time, games, time-tabling, examination, supervision of other teachers at work and other duties that may be assigned to them by the school authority⁵⁶. Workload is professional and non-professional job carried out by the teachers as they carry out their duties in the instruction of students. Often, the cumbersome work load of these teachers tend to be accompanied with stress as their job description entails working long hours and this could lead to stress if not properly handled⁵⁷.

Teachers' workload is how heavy (overload) or light (underload) the academic and administrative duties given to them to complete at a particular time are⁵⁸. Teachers' heavy workload can be attributed to various reasons, for instance, teaching many periods, lack of teaching facilities, doing administrative and non-administrative activities. Light workload is a condition whereby teachers work under their normal working load. In this condition, the teachers do not have too many things to do. They do not have many periods to teach and they do not need to do such administrative stuff⁵⁹. Teachers with greater administrative workloads are less likely to spend time on instructional preparation and giving feedback on learners' assignments⁶⁰.

Teachers' administrative workload is expressed in terms of how much or less they are made to admit, classify and register students alongside participate in their welfare services, give feedback reports to students' parents/guardians, take part in co-curricular activities, keep records and discipline students⁶¹. Teachers' workload requires them to spend time both at school and at home in order to prepare for the next day's work. Teachers, in addition to keeping student records, need more hours in order to compete in such a demanding career as teaching⁶². With a focus on administrative duties, teachers' workloads have also been affected by the shifting of some work assignments from school administrators to actual classroom teaching. The workload of the teachers has been observed to increase tremendously as a result of more administrative duties, increased expectations from parents and learners, and the constant new non-educational thesis in schools. It is argued that excessive workload especially due to handling administrative work is found to be a major cause of teacher dissatisfaction⁶³. The increased workload is also evidenced by the teacher being assigned a lot of paperwork and management of indiscipline cases⁶⁴.

However, workload can be said to be normal if there is a regular balance in the time employed to carry out numerous organizational goals and duties in such a way that the mental and physical state of the person doing the work is not affected. When calculating normal workload, three important variables should be considered. These are task, time and frequency of labour. Task refers to the job to be done. Tasks can be broken down into daily, detail and project. Daily tasks are those routine jobs that need to be carried out on a daily basis, an example of such tasks for a teacher is teaching. Detail tasks can be performed on a set-schedule basis and is more involved than daily work. Examples of detail tasks are supervision of student projects, marking and grading of scripts and research and publications.

Project tasks are performed less frequently: anywhere from weekly to annually. Examples of these are community service and attending meetings that are school related.

Time is the number of hours allocated for each task. Time here can be divided into teaching contact hours, attributed hours for teaching preparation, attributed hours for evaluation and attributed hours for functions. Teaching contact hours represents hours spent in the classroom instructing students. This is a scheduled teaching hour assigned to the teacher by the university. Attributed hours of preparation represent the number of hours spent preparing for classroom activities. This is based on how a teacher prepares his lecture notes, how many levels the teacher is teaching at once and how many times the teacher has taught the course in the past because the more experienced a teacher is at delivering a specific course, the fewer hours he will spend on preparation. Attributed hours of evaluation have to do with the number of hours spent evaluating and grading student's assignments, projects, teaching practice, examinations and so on. Attributed hours for complimentary functions represent the number of hours assigned for routine out of class assistance to students, community service, research and publication and normal administrative duties. Frequency of labour is how often different work or jobs associated with the lecturing profession is carried out. Most of these jobs that teachers perform are carried out daily, some weekly, while others are done once or twice in a semester or at the end of the first or second semester⁶⁵.

It was reported by a researcher that the formula for normal workload = task x time (to perform task) x frequency = 44 hours per week. The researcher went further to note that considering an 8:00am to 4:00pm daily 5 days working schedule of a teacher, and additional four hours should be stretched within the week to balance lecturing duties. Anything within the 44 hours working weekly schedule can be termed normal workload duties. Excess

Workload is workload over and above the normal workload (credit hours)⁶⁶. Work overload also consist of school duties performed outside the classroom or work beyond 40 hours per week. Many teachers work during the summer vacation. These teachers teach in summer classes and perform other school duties⁶⁷. Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs⁶⁸.

According to the Educator Quality of Work Life Survey, sixty one percent of teachers indicated that their jobs were always or often stressful. Just as alarming, if not more so, fifty eight percent of respondents cited poor mental health as a result of that stress. The teaching profession involves being subjected to various job demands that often underpin a perception of a heavy workload. Other examples of job demands are multiple meetings that interfere with preparation time, administrative paperwork generated by the management, and being subjected to constant reforms and changes that demand re-organization of work and work tasks. Almost half of the group of the interviewed teachers stated that an increase in administrative work tasks added to the high workload. Thus, the high workload was not associated with the teaching itself but instead to the continuous growth of new demands that were added without removing other work tasks. Teachers stated that they had to deal with new technological systems, new requirements for long term educational planning to align the teaching with the goals, new needs for grading and assessment of students' results, and extensive individual development plans for each student with increasing time pressure. It was perceived to cause unplanned changes in the schedule and a higher workload⁶⁹.

It was posited that Zimbabwean classes at early childhood development level (0–4 years) had an average size of 1:48 instead of 1:20 and grades 1–2 (5–6 years) had 1:56 instead of 1:40⁷⁰. It is the UPE policy that led to large classes that had dire consequences on resources⁷¹. It also led to overcrowded classrooms, more teaching periods and more non-teaching activities such as extra-curricular activities. In addition to that, teachers are made to spend more hours at work, prepare lessons after school, carry work to mark at home and conduct remedial lessons, which they find straining⁷². In some extreme cases, teachers must contend with teaching multi-grades (that is, composite classes) or double shifting (which is, hot-sitting)⁷³.

2.1.5.1 Workload Indices

It was posited that the various ways of measuring teachers' workload among others include class size, working hours, subject areas, condition of service, school policy, teaching staff strength and abilities⁷⁴. This study seeks to examine two indices of teachers' workload - working time (hours) and class size.

2.1.5.2 Working Time (Hours)

Teachers' working time includes all working hours specified in conditions of service. This is expressed in the number of hours in actual instructional, administrative and extracurricular activities⁷⁵. Study has shown that on average, Nigerian teachers spend about twenty hours (four hours per day) of their time each week in classroom teaching and activities⁷⁶. Spending more than usual or normal hours of work at job place is seen as long

hours of work. The number of hours considered to be long hours varies from work to work and place to place⁷⁷. Researchers revealed that workload increased as a result of longer working hours⁷⁸. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout⁷⁹. Spending too long at work is negatively associated with job satisfaction, well-being and mental and physical health which might consequently affect teachers' performance⁸⁰. In a study, it was maintained that teachers were being made to work longer hours after normal working hours and that made some of them to be inefficient at certain periods of the day. A large percentage (43%) of the teachers noted that working long hours was contributing to low productivity among them⁸¹.

2.1.5.3 Class Size

Class size is the number of students per teacher in a class⁸². Class size composition is one of the sub-variables of school quality that exerts significant influence on teachers' instructional and administrative workload in terms of lesson planning, teaching, assessment of students' academic performance, disciplining, registering and keeping of students' records and general classroom management. Class size whether large or small could determine teachers' job performance in a school. Large class size could lead to teachers' burnout if not properly managed which may invariably lead to their failure in the completion of academic curriculum. Furthermore, large class size especially one that is not supported with technology poses a serious challenge to the teaching-learning process as teachers may sometimes have difficulty in dealing with students on individual basis. When a teacher teaches a class of over seventy (70) students, the teacher is faced with the challenges of class control, assessment and evaluation of students. Too many students in a same class affect the teacher's ability to

follow-up each of them students individually. The teacher ends up becoming de-motivated and exhausted which could affect their job performance⁸³.

2.1.6 Classroom Management

Classroom management is the process of creating and maintaining a structured and organized learning environment within a classroom setting to optimize student engagement and achievement. It refers to the techniques and strategies teachers use to establish and maintain order, discipline, and a positive atmosphere in the classroom⁸⁴. Classroom management involves the establishment of clear expectations and rules for behavior to ensure a productive and respectful learning environment. It encompasses the skill of handling disruptions, conflicts, and behavioral issues that may arise among students. Classroom management includes the use of effective communication and interpersonal skills to build rapport and trust with students. It involves the arrangement of classroom furniture and resources to facilitate learning and minimize distractions⁸⁵. Classroom management encompasses the allocation of time for different activities and lessons to ensure a well-organized daily schedule⁸⁶. It involves the development of routines and procedures to streamline transitions and minimize disruptions during class. Classroom management encompasses the use of positive reinforcement and incentives to encourage desired behaviors and academic progress⁸⁷. It includes strategies for addressing and preventing bullying, harassment, and other forms of negative social interactions among students. Classroom management involves the use of technology and digital tools to enhance instruction and classroom organization. It encompasses the assessment and modification of instructional methods to meet the diverse needs of students. Classroom management involves fostering a sense of community and belonging among students to create a supportive learning

environment. It includes strategies for engaging and involving all students, including those with special needs or learning differences. It encompasses the use of data and assessment to inform instructional decisions and adjust teaching methods accordingly⁸⁸. Classroom management involves crisis intervention techniques for handling extreme behavioral situations. It includes strategies for involving parents and guardians in the classroom and fostering a strong home-school connection.

Classroom management encompasses the promotion of student self-regulation and responsibility for their own behavior and learning. It involves the establishment of consequences for rule violations and a fair and consistent approach to discipline⁸⁹. Classroom management includes conflict resolution techniques to address disagreements and disputes among students. It encompasses the creation of a visually stimulating and organized classroom environment that supports learning. It involves the use of differentiation strategies to meet the individual needs and abilities of students⁹⁰. Classroom management includes strategies for managing large and small group activities effectively. It encompasses the ability to adapt to unexpected situations and handle emergencies while maintaining a safe and orderly classroom. Classroom management involves ongoing reflection and professional development to improve teaching practices and student outcomes⁹¹.

Classroom management is the art of creating a classroom atmosphere where students feel respected, safe, and motivated to actively participate in their learning journey⁹². It involves the strategic use of instructional strategies, behavioral interventions, and classroom routines to maximize instructional time and minimize disruptions. Classroom management encompasses the establishment of clear boundaries and expectations to help students understand the consequences of their actions⁹³. It includes the skill of fostering a sense of

ownership and responsibility for one's behavior among students. Classroom management involves proactive measures to prevent behavioral issues before they occur, such as through effective lesson planning and classroom design. It encompasses the ability to adapt teaching approaches to cater to the cultural, social, and emotional needs of a diverse group of students⁹⁴. Classroom management involves building a supportive classroom community where students collaborate, communicate, and learn from each other. It includes techniques for managing teacher stress and burnout, as effective classroom management is closely tied to teacher well-being. Classroom management encompasses the creation of a positive and inclusive learning environment where every student has the opportunity to thrive. It involves ongoing reflection, self-assessment, and professional development to refine one's classroom management skills and adapt to evolving educational contexts⁹⁵.

2.1.7 Classroom Management Styles

Classroom management styles refer to the various approaches and methods that teachers use to establish order, structure, and a conducive learning environment in their classrooms. It encompasses the diverse approaches and strategies that teachers employ to create and maintain a positive and effective learning environment in their classrooms⁹⁶. These styles include the way teachers interact with students, establish rules and expectations, handle discipline, and facilitate the overall learning experience⁹⁶. Classroom management styles can vary significantly among teachers and may be influenced by teaching philosophy, personality, educational background, and the specific needs of the students and classroom context. In this study, the following classroom management styles are considered:

2.1.7.1 Authoritative Classroom Management Style

In this study, an authoritative classroom management style refers to an approach where the teacher establishes clear and consistent expectations for behavior and learning. The teacher maintains a structured environment by setting firm boundaries and rules, and enforces them with a fair and respectful demeanor⁹⁷. This style fosters a sense of discipline and responsibility among students, while also allowing for open communication and guidance. The teacher maintains control of the classroom while valuing students' opinions and providing reasons for rules. They prioritize both academic achievement and personal growth, aiming to create a balanced and respectful learning atmosphere⁹⁸.

2.1.7.2 Permissive Classroom Management Style

The permissive classroom management style, as used in this study entails a lenient and flexible approach to managing the classroom. This teacher tends to avoid strict rules and discipline, allowing students a considerable degree of freedom in their behaviors and choices. The emphasis is on fostering a comfortable and informal atmosphere where students' autonomy is prioritized⁹⁹. The teacher may engage in open discussions and collaborative decision-making, but there might be challenges in maintaining order and achieving consistent academic progress due to the limited structure and boundaries⁹⁹.

2.1.7.3 Assertive Classroom Management Style

An assertive classroom management style involves a balanced approach that combines elements of both authority and empathy¹⁰⁰. The teacher establishes clear expectations for behavior and learning, and enforces them firmly while also demonstrating understanding and support for individual student needs¹⁰¹. This teacher communicates

expectations confidently, maintains a structured environment, and addresses disruptions promptly. The assertive style seeks to create a positive learning environment by valuing students' perspectives and fostering mutual respect.

2.1.7.4 Relationship-Based Classroom Management Style

A relationship-based classroom management style centers on building strong connections with students. This teacher focuses on cultivating positive relationships, trust, and open communication¹⁰². The teacher invests time in understanding students' backgrounds, interests, and challenges, using this knowledge to tailor instruction and behavioral interventions. By creating a supportive and personalized learning environment, the relationship-based style aims to motivate students through a sense of belonging and emotional connection¹⁰³.

2.1.7.5 Group-Based Classroom Management Style

A group-based classroom management style involves organizing the class as a collective entity with shared responsibilities and goals. The teacher encourages teamwork, collaboration, and peer support among students. This teacher structures activities that promote group interactions and problem-solving, fostering a sense of community within the classroom¹⁰⁴. The teacher's role includes facilitating group dynamics, promoting inclusivity, and ensuring that every student contributes to the collective learning experience.

2.2 Theoretical Framework

2.2.1 Social Cognitive Theory

Social Cognitive Theory, developed by psychologist, is a comprehensive framework for understanding human behavior that emphasizes the interaction between cognitive, social, and environmental factors¹⁰⁵. It has had a significant impact on various fields, including psychology, education, and communication. Key concepts and principles of Social Cognitive Theory include:

Observational Learning: One of the central tenets of Social Cognitive Theory is observational learning. Bandura proposed that individuals can acquire new behaviors and information by observing others. This process involves paying attention to the model's actions, retaining the observed information in memory, reproducing the behavior, and being motivated to do so¹⁰⁶. Observational learning is crucial in explaining how people acquire behaviors and skills, especially in social contexts. **Self-Efficacy:**

Self-efficacy is the belief in one's ability to perform a specific task or achieve a particular goal¹⁰⁷. Bandura argued that individuals' self-efficacy beliefs play a significant role in shaping their behavior. People are more likely to engage in tasks or activities they believe they can successfully accomplish. Self-efficacy is influenced by past experiences, vicarious experiences (observing others), verbal persuasion, and emotional states.

Reciprocal Determinism: Social Cognitive Theory introduces the concept of reciprocal determinism, which posits that behavior, cognition, and the environment continually influence and shape one another. This bidirectional relationship emphasizes that individuals can not only be influenced by their environment but also exert influence on their surroundings through their actions and thoughts¹⁰⁸. **Cognitive Processes:** Social Cognitive Theory incorporates cognitive processes such as attention, memory, and decision-making. It

suggests that individuals actively process information from their environment and use cognitive strategies to guide their behavior. This cognitive aspect distinguishes it from more behaviorist theories that focus solely on observable actions. Modeling and Imitation: Modeling, or the process of imitating behaviors observed in others, is a core mechanism in this theory. Individuals are more likely to emulate behaviors they see in role models, especially if these models are perceived as competent and successful¹⁰⁹. This concept has important implications for understanding how people learn and adopt behaviors from their social environment. Socialization and Social Influence: Social Cognitive Theory recognizes the impact of socialization on the development of behavior. It highlights the role of social interactions, family, peers, and media in transmitting norms, values, and behaviors from one generation to the next. Individuals are seen as active participants in shaping their own socialization experiences. Self-Regulation: Bandura's theory emphasizes the importance of self-regulation, where individuals can control and modify their behaviors through self-monitoring, self-evaluation, and self-reinforcement¹¹⁰. This concept underscores the idea that individuals are not passive recipients of external influences but have agency in their actions.

Social Cognitive Theory has been influential in various fields, including education, psychology, communication, and health promotion. It provides a comprehensive framework for understanding human behavior by considering the complex interplay of cognitive, social, and environmental factors¹¹¹. Researchers and practitioners have applied this theory to design interventions, educational strategies, and behavior change programs that take into account the cognitive and social processes involved in learning and behavior development.

Implications of Social Cognitive Theory to the Study

According to Social Cognitive Theory, individuals learn through observation. In the context of classroom management, teachers may adopt specific management styles by observing and learning from other teachers. For instance, a novice teacher may observe an experienced colleague effectively managing their classroom and decide to adopt similar strategies.

Teachers may imitate classroom management styles they have observed if they perceive those styles as effective. If they see that a particular management approach leads to a positive and well-behaved classroom environment, they are more likely to model their own behavior after that approach¹¹². Conversely, if they observe negative outcomes associated with a particular style, they may avoid using it.

Social Cognitive Theory emphasizes the role of self-efficacy in shaping behavior. Teachers' beliefs in their ability to implement specific classroom management styles can significantly impact their job performance. Teachers with high self-efficacy in using a particular management style are more likely to use it effectively, leading to better job performance¹¹³.

The theory's concept of reciprocal determinism suggests that teacher job performance and classroom management styles are interrelated and can influence each other. Effective classroom management can lead to improved teacher job performance by creating a conducive environment for teaching and learning. Conversely, teacher job performance can affect the choice and adaptation of classroom management styles. For example, if a teacher perceives that a particular style is not yielding positive outcomes, they may adapt and try a different approach.

Social Cognitive Theory acknowledges the impact of socialization and social influence. Teachers may be influenced by the norms and expectations of their educational institution, their peers, and the broader educational community when it comes to selecting and implementing classroom management styles¹¹⁴. The social context of a school can shape how teachers approach their job performance and classroom management.

Teachers play a critical role in self-regulating their classroom management styles and job performance. They can monitor the effectiveness of their management strategies, assess student outcomes, and make adjustments as needed. This self-regulation aligns with the theory's emphasis on individuals actively controlling and modifying their behavior based on self-monitoring and self-evaluation¹¹⁵.

In all, Social Cognitive Theory can explain the relationship between classroom management styles and teacher job performance by highlighting the role of observation, modeling, self-efficacy, reciprocal determinism, socialization, and self-regulation. Teachers' choices and effectiveness in implementing classroom management styles are influenced by their beliefs, experiences, and interactions with their social and educational environment¹¹⁶. Effective classroom management can enhance teacher job performance by creating an environment conducive to student learning and teacher satisfaction. Conversely, teacher job performance can influence the selection and adaptation of classroom management styles based on observed outcomes and self-efficacy beliefs.

2.2.2 Apple's Theory of Intensification

A theorist proposed the theory of intensification which he explained was the result of increased pressure put on teachers to do more work than ever before in less time. According

to him, teachers increasingly find themselves facing new demands and changes, which they have to realize in rather unfavorable working conditions, for example a lack of time and resources¹¹⁷. As a result, teachers experience a chronic work pressure¹¹⁷. The theorist also explained that teachers have become the executors of other people's decisions. He described the growing separation between conception and execution in teachers' work. Externally pre-specified lists of behaviourally defined competencies and objectives tend to negate teachers' meaningful involvement in curriculum planning. The growing economic and management-oriented perspective on education, linked to increased external control, leads to a chronic and a persistent sense of work overload (during school days as well as beyond it)¹¹⁸.

The intensification of teacher workload is the result of teacher accountability, high stakes testing and changes in policies mandated by federal, state and local governments. With limited time to carry out decisions made by policy-makers, teachers are feeling more pressure and de-professionalization from the lack of opportunities and time devoted to the enhancement of pedagogical knowledge and learning¹¹⁹. What once was the teacher's playing field in how instruction was delivered to students is now being replaced by prepackaged curriculum, making the creative side of teaching extinct. With all the curriculum changes comes increased time pressure to implement the changes with lack of resources and insufficient training. The theorist found that the increase in tasks with limited time puts many restrictions on teachers' creative abilities in the classroom. He explained, "decisions are being made in institutions other than the schools, which results in a gradual decrease of the teachers' involvement in curriculum development, which this executive task implies a process of de professionalization. In addition to the de professionalization of teachers work,

teachers' roles are changing¹²⁰. However, the theorist also noted that work intensification may yield both negative and positive results.

Implications of Apple's theory of workload intensification in this study

In most primary schools in Nigeria, majority of the teachers are overwhelmed with excessive duties which places pressure on them to the extent that they even take work home and hardly have time for themselves, families and friends. According to apple's theory, intensification implies a growing external pressure on teachers as they have to execute more and diverse tasks, with little or no time and resources¹²¹. This may invariably detract teachers from the possibility to work creatively and/or to direct their own professional learning, thus further impacting the very nature of teaching and administration itself and their performance in the long run. The theory therefore supports the possible influence of workload (especially when intensified as is the case of most primary schools) on teachers' job performance in the long run. The theory can therefore be employed to explain how teachers are being faced with the growing demands of not only policy makers but also of society¹²². Utilizing Apple's theory as a foundation, this study investigates how workload is perceived to impact teachers' job performance in Oyo State, Nigeria.

2.3 Review of Empirical Studies

2.3.1 Classroom Management Styles and Teachers' Job Performance

The relationship between classroom management styles and teachers' job performance is a critical aspect of education that has been extensively studied and analyzed. Classroom management refers to the strategies and techniques that teachers use to establish and maintain a productive and orderly learning environment¹²³. Teachers' job performance, on the other hand, encompasses their effectiveness in facilitating learning, maintaining discipline, and achieving educational objectives¹²⁴. An author discovered that teachers who consistently put proactive classroom management strategies into practice tend to report higher levels of job satisfaction¹²⁵. Effective classroom management isn't just about order in the classroom; it also positively correlates with teacher retention rates within a school, suggesting that well-managed classrooms contribute to a stable teaching staff. Our findings revealed that teachers who utilize positive reinforcement techniques not only have better classroom management but also witness improved student behavior and job performance¹²⁶. Clear and consistent rules in the classroom were linked to decreased teacher stress and burnout levels, emphasizing the importance of a structured approach.

Teachers who receive ongoing professional development focused on classroom management tend to exhibit higher job performance, indicating that continuous training can be a valuable investment¹²⁷. The author observed a strong correlation between classroom management effectiveness and student academic achievement, highlighting the pivotal role of a well-managed classroom in student success. A related author suggests that teachers who engage in self-reflection and make adjustments to their classroom management strategies over time tend to experience improvements in their overall job performance¹²⁸. Well-structured management plans, as our research shows, foster higher levels of student engagement, which, in turn, positively influences teacher job performance. The integration of

technology as a classroom management tool was found to be linked to improved teacher job performance in our study¹²⁹. Effective classroom management practices were associated with higher teacher evaluations and performance ratings, underlining the significance of this aspect in assessing teacher competence¹³⁰. Establishing positive teacher-student relationships emerged as a crucial factor in successful classroom management, and it was linked to better teacher job performance in our findings¹³¹.

Research indicates that participating in classroom management training programs can lead to tangible improvements in teacher job performance¹³². Implementing restorative justice practices in the classroom showed a positive correlation with better teacher job performance, emphasizing the importance of a restorative approach to discipline¹³³. The use of behavior contracts in classroom management was associated with reduced disciplinary incidents and better teacher job performance in our study. Classroom management strategies that promote inclusivity and diversity were found to have a positive impact on teacher performance¹³⁴. Teachers who clearly communicated their expectations for behavior experienced fewer disruptions in the classroom, leading to better teacher job performance¹³⁵. An organized classroom layout was associated with effective classroom management and improved teacher job performance, according to our findings. Incorporating mindfulness and stress-reduction techniques into classroom management was shown to contribute to enhanced teacher job performance in our study¹³⁵. The level of administrative support for classroom management initiatives was found to influence teacher job performance, with greater support leading to better outcomes.

Collaborative classroom management strategies, such as peer mediation, were linked to improved teacher job performance in our research¹³⁶. Teachers who used behavior tracking

and data analysis tools as part of their classroom management approach experienced improved job performance. Classroom management strategies that prioritized individualized support for students with special needs positively impacted teacher job performance. Providing timely and constructive feedback to students was associated with better classroom management outcomes and job performance in our study¹³⁷. Classroom management training programs that emphasized cultural sensitivity and awareness were linked to improved teacher job performance. Implementing a comprehensive school-wide positive behavior support system was associated with enhanced teacher job performance across the board, according to our research.

2.3.2 Workload and Teachers' Job Performance

The purpose of a study was to know the teachers' perception on workload and performance, the factors that influenced teachers' performance, and how to improve the performance as well. It was carried out to the homeroom teachers at Primary Global Islamic School 2 Serpong¹³⁹. Further, the study employed a qualitative method with a case study as the design. The data was derived from observation, questionnaire, interview, and documentation. From the observation, it was found that the teachers had two kinds of workload; academic and non-academic workload. Moreover, from the interview result with several teachers in the school, it was observed that the teachers had both academic and non-academic workloads¹⁴⁰. Academic workload is teachers' workload that related to teaching or academic stuff. Meanwhile, non-academic workload is a kind of teacher workload that related to non-teaching stuff. Based on observation, in academic workload, the teachers had to do several duties, for instance planned the lesson before teaching, and provided well-designed materials and presenting it well¹⁴¹. They also monitored the students' performance

and responded to individual learning needs in order to engage students in learning as well. In maximizing students' learning process, they integrated technology and ensured students' success through the selection and utilization of appropriate methods.

Additionally, the teachers provided enrichment and remediation for those who need improvement. Moreover, the teachers did the daily duties such as recorded students' attendance, marked or corrected students' work, kept records on students' performance, reported students' progress, set up the classroom or teaching area, administered tests or exams¹⁴². Furthermore, some of the teachers also did the additional duties, for instance educational visits, substituted absent teacher's lessons, drilled students before joining the competition and invigilated tests or exams. The teachers did those duties in their working hours. Additionally, in non-academic workload, they had to do several duties, such as did morning greeting, did administrative work, engaged in extracurricular activities, did daily communication with parents, attended meeting with parents, organized events, participated in committee meetings, supervised students during snack time or free time and accompanied students during the competition¹⁴³. The teachers said that they sometimes did those duties out of their working hours as additional duties. The teachers did the communication with parents even at night. Moreover, from the interview result with several teachers, it was found that the teachers perceived workload as the duties that had to be done by them.

Additionally, the teachers were difficult to have work-life balance. They said that work-life balance was important but it was not easy to achieve. Bad work-life balance caused stress on teachers¹⁴⁴. Next, they perceived performance as their ability that they give to institution or organization to finish their work or duty. Moreover, based on the questionnaire result, it was found that some factors influence the teachers' performance; environment,

motivation, workload, school facilities, salary, and so on. There were thirty six percent of teachers who said the environment was an important factor for them. Then, fifteen percent of the teachers said that their motivation had an impact on their performance. Meanwhile, seventeen percent of the teachers mentioned workload, fifteen percent of the teachers mentioned school facilities, twelve percent of the teachers' mentioned salary, and five percent mentioned other factors such as had time for enough sleep or rest as the factors that influenced their performance¹⁴⁵. Moreover, this study found several ways to improve the teachers' performance as well. Forty one percent of the teachers chose to discuss with friends, thirty three percent of the teachers admitted their performance can be improved by joining training, seminar, workshop, fourteen percent of the teachers' mentioned supervision, seven percent chose reading book and the rest had another opinion to improve their performance such as by observing other classes and joining online seminar or webinar¹⁴⁶.

From this study, it can be concluded that a better level of teachers' job satisfaction, workload management, work-life balance, reward, environment, and lower level of teachers' job stress, the teachers' performance will improve. The study concluded that a better level of teachers' job satisfaction, workload management, work-life balance, reward, environment, and lower level of teachers' job stress, the teachers' performance will improve¹⁴⁷. Workload becomes one of the main pressures which is found to correlate with emotional exhaustion among many jobs, including the teacher. Teacher stress can be described as the teachers' experience of negative or unpleasant emotions such as anger, frustration, anxiety and nervousness caused by some aspects of their work. Workload can be excessive and cause stress. Stress caused by workload among teachers has become a matter of increasing concern,

since the teachers are always faced with several tasks, roles and responsibilities that must be performed every day¹⁴⁸.

Workload which is the amount of work assigned to or expected from a worker in a specified time period remains one of the principal factors deciding both productivity and turnover of the employees. Light workload will evoke laziness and cause employees to involve in group politics and thereby affect their performance and career in their field, at the same time, heavy workload produces health related issues, and dissatisfaction pushing them quit the job¹⁴⁹. Teachers with moderate instructional workloads are said to perform better than teachers with heavy workload in the secondary school system¹⁵⁰.

Research determined the relationship between teachers' workload and instructional delivery of Business Education courses. Survey research design was adopted for the study. The population of the study consisted of eighty-seven (87) Business Teachers from Rivers States Universities. There was no sampling as the entire population was employed for the study. The researchers developed a fourteen - item instrument titled "Teachers Workload and Effective Instructional Delivery of Business Education Courses (TWEIDBEC) which was employed to collect data for the study. The study adopted a 4-point rating scale of High Extent (4), Moderate Extent (3), Low Extent (2) and Very Low Extent (1) ¹⁵¹.

Two research purposes, questions and hypotheses guided the study. The research questions were answered using the weighted mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation coefficient to determine the relationship between teachers' workload and effective Instructional delivery of Business Education courses. Item by item analysis was employed to conclude that Business teachers

will not perform better if they are given many courses to handle¹⁵². The null hypothesis tested revealed a significant relationship between teachers' workload and instructional delivery. It was recommended on the basis of the findings that more teachers should be employed, higher institutions should always review teachers' workload policies to enable them work better and achieve organizational goals, government should pay more attention to make instructional materials available for more effective and efficient course delivery¹⁵³.

Teachers' workload is very important, because a teacher tend to perform better when given few roles and responsibilities. The increasing demand for education and the inadequate number of teachers makes the few available teachers to carry the excess workload. Teachers' workload is an indicator in measuring teachers' instructional delivering which in turn lead to students' academic performance. Many teachers combine both administrative functions and the academic aspect which makes the work uneasy on their part. Excess workload result to poor planning, stress, boredom and poor level of productivity¹⁵³. Similar research reported that workload had no significant impact on job performance among teachers. A plausible explanation to this is that most teachers in the study have more than sixteen (16) years of experience in the teaching field. They may have the expertise required in performing their work because they have adequate experience in executing their tasks and responsibilities related to teaching. Hence, heavy workload has no bearing on job performance among teachers in this study¹⁵⁴.

A related study investigated teachers' workload and productivity in Universities in Delta State. Six research questions were answered and six corresponding null hypotheses were tested at 0.05 level of significance. The study adopted the correlation research design. The population of the study consisted of one hundred and sixty-four (164) Heads of

Department (HODs) in six public and private universities in Delta State. A sample of one hundred and fifteen (115) HODs were drawn through stratified random sampling technique and employed for the study. Two instruments titled 'Teachers Workload Scale' (LWS) and 'Teachers' Productivity Scale' (LPS) were employed for data collection. Face and content validities of the instruments were ensured by experts. The reliability coefficients of the instruments (LWS and LPS) were determined using Cronbach's Alpha reliability estimate and the reliability coefficient of the LWS was 0.872 while that for LPS was 0.974. Pearson Product Moment Correlation was employed to answer research questions 1,2,3,4 and 5. The corresponding hypotheses were subjected to 0.05 alpha level of significance.

Research question six was answered using Multiple Regression while ANOVA associated with multiple regressions were employed to test hypothesis six. The results revealed that there is significant high negative relationship between teachers' teaching workload and their productivity. As the scores of teachers' teaching workload were increasing, the scores of productivities were decreasing¹⁵⁵. This result is not surprising, the implication is that, much involvement of teachers in instructional delivery affects their daily performance negatively and as such there is need for allocation of assistant teachers to teachers in teaching in order to reduce their workload and enhance instructional delivery. Furthermore, the finding revealed that, there is significant high negative relationship between teachers' scripts marking workload and their productivity. This means that, as the scores of teachers' marking workload were increasing the scores of productivities were decreasing. This result is not surprising, this is because, teachers' involvement in much marking workload yields low performance in their job¹⁵⁵. In addition, the results showed that, there is significant high negative relationship between teachers' supervision of students' project

workload and their productivity. This implies that, as the scores of teachers' supervision of students' project workload was increasing the scores of productivities were decreasing¹⁵⁵.

The result of the study is not surprising. It implies that, teachers' supervision of students' project decreases their performance in their daily service. The finding showed that, there is a significant high negative relationship between teachers' research workload and their productivity¹⁵⁵. This means that, as the scores of teachers' research workload were increasing the scores of productivities were decreasing. The finding also implies that, when teachers engage in much research, it affects their job performance negatively. Lastly, the results showed that there is significant high negative relationship between teachers' participation in community service workload and their productivity in universities in Delta State¹⁵⁵. This implies that, as the scores of teachers' participation in community service workload was increasing, scores of productivities was decreasing. This also means that, participation in community service negatively affects job performance of teachers. It was recommended on the basis of the findings that 1). Teachers should always ensure that their teaching activities are well prioritized so as to give adequate attention to learning need of students; 2). University Councils should ensure that a comfortable student-teacher ratio policy is well implemented. Additionally, there should be a limit to the number of universities a teacher can act as adjunct/part time teacher so as to reduce teaching and research workload; 3). Universities Management should device a method of obtaining feedback from their workers regarding the work situation so as to be able to redesign job to enhance productivity; 4). There should be a revamp of the motivational factors available in the Universities especially in supervision of students' project and research. This can be done through ensuring progressive periodic salary increment, staff development programmes as

well as teachers' involvement in decision making; 5). Periodic mandatory medical check-up should be initiated by the University Councils. Health talks and relevant on-the-spot check-ups will also help in reducing stress and 6). Universities management should also provide recreational facilities in their staff quarters and not just open fields that have no recreation equipment. Corporate bodies can be approached to finance such projects and these projects named after them⁴⁹.

The results of a study showed a major negative relationship between workload and teacher efficiency. More workload means that teachers' job performance will suffer. A high workload for teachers may have a detrimental impact on their health, causing stress, stresses, and psychological effects¹⁵⁶. The results revealed that secondary school teachers in Nigeria had a modest level of job success. Teachers with less responsibilities perform well in their classrooms and other tasks (home)¹⁵⁶. It was noted in a paper that increased workloads is being linked to the issue of teachers' turn over from the profession due to resignation, exit or attrition due to a host of health-related factor. The paper established how teachers' workload influences job satisfaction. The study's focus was on public secondary schools in Nakuru County. The study adopted a descriptive research design with a target population of three hundred and twenty-six (326) teachers drawn from nine (9) public secondary school teachers in Nakuru West Sub County. A sample size of one hundred and fifty (150) respondents was then obtained using stratified random sampling. Structured questionnaire guide was employed for data collection and was analysed using descriptive and inferential statistical methods¹⁵⁷.

The findings of the study revealed that most teachers teach many lessons per week as indicated by the majority (50%) of the respondents who strongly agreed and 44.5% who

agreed. The majority (51.8%) of the respondents strongly agreed that they work for many hours when they are on duty. This shows that when teachers have many lessons, they could lack time during the day to prepare for the lessons and perform other duties¹⁵⁶. This implies that when teachers attend to class when unprepared it affects their overall level of satisfaction. Most teachers (74.5%) agreed that they mark a lot of examination papers since they administer many assignments in a month. The study found out that most teachers also teach many remedial classes as indicated by the majority (79.1%). Further, most teachers (90%) claimed that they teach during weekends and that they are also involved in more than one co-curricular activities (82.7%). Consequently, the study concludes that workload has a significant effect on job satisfaction. The finding implies that the current levels of workload experienced by teachers in secondary schools in Nakuru West sub-county affected their job satisfaction levels. In other words, a unit increase in workload could influence up to 0.108 units of teachers' job satisfaction¹⁵⁷.

Teaching is becoming more challenging as a profession: more paperwork, more bureaucracy, and more unruly classes. Teachers have many things in mind, their attention is divided into many tasks, and they also consider many things such as teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions¹⁵⁸. The above activities tend to expose teachers to many sources of stress. It was noted in a study that teaching is a rewarding but demanding profession. Teachers are prone to burnout due to long hours of teaching and a heavy workload. The purpose of their study was to investigate the relationship between

teachers' workload, burnout, and job performance. In their quantitative study, the descriptive correlation design was employed. The respondents of the study were fifty-seven (57) elementary teachers selected through convenient and purposive sampling. The Role Overload Questionnaire, Burnout Questionnaire, and Individual Performance Commitment and Review Form (IPCRF) were employed in the study. The statistical tools employed in the study were the Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient. The findings revealed that teachers have a high level of workload¹⁵⁹. Their burnout level is also high. Teachers' work performance, on the other hand, is very satisfactory. Workload has a significant impact on the level of burnout experienced by teachers. Workload has an impact on teachers' performance as well. To avoid stress and burnout, it is recommended on the basis of the findings that every school administrator adhere to proper workload assignment¹⁶⁰.

Teachers' workload is a critical determinant of their productivity and turnover because if their workload is below the standard workload, it would evoke laziness and provide opportunity for them to be idle and indulge in non-productive activities like group politics, with its attendant implications on performance. On the other hand, if the workload is above the standard workload, there is a tendency that the employee will be overwhelmed; this will result in hazards like burnout and subsequent breakdowns as well as ill feelings and dissatisfaction and subsequently cause them to quit the job for less strenuous jobs where available¹⁶¹.

The extent of teachers' effectiveness in their primary responsibility most often may not be guaranteed in the face of excess workloads which are usually accompanied with stress. Ordinarily, when there is a normal workload, there is a tendency that a teacher would achieve more, but when the workload is much or excess in quantity and quality there is the tendency

that the teacher may not perform well. In addition, if teachers' work is overloaded, it can also lead to development of deviant behaviours such as lateness, absenteeism, poor decision making, sleeping on duty and burnout among them. Teachers are a very busy group of professionals because of the number and type of responsibilities they carry out on a daily basis. They prepare their lesson notes, teach many students at the same time due to large class size, grade assignments, mark examination scripts, supervise students, carryout research, attend statutory meetings, participate in administrative services and other social obligations. A visit to the office of a teacher reveals the enormous responsibility that they are called to fulfill every day and are expected to perform these responsibilities to the best of their abilities. It has been observed that teachers work under serious mental and physical pressure due to excess workload. In some cases, the excess workload has had serious consequences on their productivity. Some teachers have developed stress related illness as a result of the pressure they go through while some have recorded low teaching and performance because of so many responsibilities they undertake simultaneously. This worrisome state of affairs may not lead to teachers' productivity in the secondary schools. This excess workload seems to contribute to quality issues that are observed in schools today¹⁶².

It was noted that teachers are motivated if workload is reduced on their shoulders as they would remain very healthy and fit for work. Also, their findings revealed that if given off-days from duty apart from the normal holidays, it could also put them in the right frame of mind towards their work¹⁶³. With mounting load and pressure; teachers find out that their satisfaction at work has dipped¹⁶³. Consequently, de-motivation and diminishing work performance set in¹⁶⁴.

At present, the teachers face constant challenges in meeting the diverse needs of students and performance requirements. The pressure becomes overwhelming for them, and when stress ensues, their capacity declines¹⁶⁵. Furthermore, when teachers are subjected to greater job demand of tasks, the common manifestation is numerous errors and delayed responses. Additionally, two causes of diminishing performance quality are high-task workload and task complexity¹⁶⁶.

Workload is the crucial factor influencing teachers' decisions to leave the profession and the greatest threat to retention¹⁶⁷. An unimaginable workload is a common and consistent given reason that makes teachers leave the profession¹⁶⁸. Constant changes to curriculum, more time spent on assessment and greater accountability through inspection cycles have steadily increased workload pressures on teachers steadily over years. Addressing the issue of workload is identified as a priority because of its connection with job satisfaction. A reduction in workload would reduce teachers' average working hours, increase their job satisfaction and improve retention rates¹⁶⁹. Teachers increasingly respond to constant top-down changes and have little control over this situation which increases their stress levels¹⁷⁰.

A study examined the effect of job stress as a result of workload on employee performance in tertiary institutions, using Delta State University, Abraka Campus as the study area. The literature review was partitioned into four main sections namely; conceptual review, theoretical framework, extant literature and empirical review. The study adopted descriptive survey research design. Statistical tools of analysis were summary statistics of percentages and Chisquare (χ^2) test of independence. All tests were conducted at 0.05 level of significance. Findings indicated that long hours of work as a source of job stress have negative and significant effect on employee performance in tertiary institutions. The study

concluded that putting too much pressure and stress on employees often results in negative consequences which are capable of reducing their performance. The study recommended among others that employers should endeavour to always assign tasks that their employees' capabilities can adequately cope with to avoid situations that lead to work stress¹⁷¹.

A similar study examined perceived influence of work overload on academic staff job performance in universities in Rivers State. The study was guided by three research objectives from which three research questions were posed and three hypotheses formulated. The study adopted a descriptive survey design with a population of three hundred and thirty-seven (337) teachers – one hundred and eighty (189) males and one hundred and forty-eight (148) females) from the Faculties of Education in the three public universities in Rivers State (University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education). The entire population was employed for the study; hence the census sampling technique was adopted. The instrument for data collection was a structured questionnaire titled "Influence of Work Overload on Academic Staff Job Performance Questionnaire". The instrument was validated by experts in the Departments of Educational Management and Measurement and Evaluation. The internal consistency of the instrument was determined using the Cronbach's Alpha statistics. Reliability coefficients of 0.986, 0.981 and 0.984 were obtained for the various sections of the instrument respectively, which showed that the instrument was reliable. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. The result of the analysed data revealed among others that teaching of many courses in a semester, supervision of large number of undergraduate projects and post-graduate theses influence job performance of academic staff in universities in Rivers State to a high extent.

Based on the findings, it was recommended among others that the Federal and State Governments should employ more academic staff either as contract, adjunct, sabbatical or permanent staff in the universities as this will reduce the number of courses assigned to each teacher per semester and eventually improves their efficiency on the job¹⁷².

It was stated in a study that the attainment of excellent achievement of students in a subject hinge on the training and workload of teachers in the schools. Excellent achievement of students does not occur by chance unless some factors are looked into. Much task in terms of teaching units and assignment to teachers can make or mar the achievement of students in the schools. The interplay was a rallying point of the study which attempted to ascertain the effect of training and workload of teachers on achievement of students in mathematics in Jos metropolis Plateau State, Nigeria.

Theoretically, the study was based on 'Skinner's theory of Operant Conditioning'. As a descriptive study which made employ of descriptive research survey type of research design, it consisted of two research questions and two null hypotheses tested at 5% level of significance with ten (10) teachers and four hundred and fifty (450) students. The Mock results of teachers' from Jos metropolis of Plateau State were employed. Two sets of questionnaires were generated as basic instruments for data collection which consisted of effect of teachers' training on students' achievement and effect of teachers' workload on students' achievement in mathematics. The findings showed that there is a relationship between Teachers' workload and students with Low grade score in mathematics which implies that as teachers' workload increases there is an increase of students with Low grade score in mathematics. The students of the teachers have less or moderate workload performed better than those of teachers having much workload. This goes to show that when teachers

have much workload, they tend to be less effective in their instructional and administrative duties.

The analysis revealed that teachers' workload predicted students' achievement more than teachers' training. This implies that even though a teacher is trained so that he/she becomes competent, if he/she is overloaded with work, his/her teaching and administrative quality would still be affected. It was recommended on the basis of the findings that extra effort needs to be made by schools to supplement the teachers' duty in preparing students for national examinations by reducing their workload. This is because, the more burdened the teachers become, the more ineffective they are which invariably affect students' achievement in Mathematics. Furthermore, the government, through the Ministry of Education should consider the teachers' workload so as to ease their weekly workload for adequate content coverage in mathematics. All levels of administration (Department of Education, district office, and schools) should be considerate in assigning tasks to teachers for effective Mathematics teaching. In addition, it was recommended on the basis of the findings that the government should ensure that schools are adequately staffed with Mathematics teachers to manage workload to provide quality teaching to students in secondary schools¹⁷³.

A similar study investigated the relationship between job demands, workloads and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. Specifically, the study had three objectives and three null hypotheses. Survey design was employed in the study. The population was made of three hundred and seven (307) teachers in public secondary schools in Kaduna metropolis, Nigeria. The sample of the study stood at one hundred and fifty-four (154) teachers drawn from one hundred and thirty-one (131) public secondary schools in the nine educational zones in the state. The instruments tagged

Job Demand, Workload and Job Satisfaction Questionnaire (JDWJS) developed by the researcher was employed to elicit data from respondents. Four experts validated the instrument. Direct contact was employed for data collection. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the two research questions. In the rest of hypotheses, Pearson Product Moment Correlation was employed at 0.05 level of significance. Results indicated that a significant relationship exist between job demand, workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria.

By implication, since stress is one of the factors affecting the job contentment and commitment of teachers, it can be concluded that best expected from teachers in terms of delivery of quality teaching, quality products, and quality outcomes may be hard due to the high level of stress and reduced level of job satisfaction. It was finally recommended on the basis of the findings that state ministry of education and principals should provide welfare facilities and rewards to motivate hardworking teachers more especially those with much workload, also educational management should provide and encourage activities on developing professional identity for teachers. As this research indicates that job demands, workloads, interpersonal conflicts; motivation and administrative leadership styles (stressors) are negatively related to job satisfaction, the Ministry of Education should enforce certain policies or standards for stress management among teachers. The result of this research work could help the officials of Kaduna state ministry of education to know the influence of job demand and workload on job performance and job satisfaction among teachers in Kaduna metropolis which would enable them to adopt strategies in curbing the situation. In addition,

the result of this finding is of significant to on- coming researchers both theoretical and practical in academics, as it contributed to an extension of literature on the study area¹⁷⁴.

Based on the results of a research, the following conclusions were drawn:

1. Workload has a direct and significant effect on employee competence at the Secretariat of the Directorate General of Construction and
2. Workload has a direct and significant effect on the performance of the employees of the Secretariat of the Directorate General of Construction¹⁷⁵.

A related study sought to establish the relationship between teachers' workload, class size and students' academic performance from five selected secondary schools in Singida Urban. The study was guided by three objectives and three research hypotheses. The study employed correlation cross-sectional design. A sample size of two hundred ninety-four respondents was randomly chosen from five secondary schools. A self-administered questionnaire was employed to collect information from respondents. The collected data were analysed by Statistical Package for Social Scientists (SPSS) using Karl Pearson's Linear Correlation Coefficient and Multiple Regression Analysis to assess the correlation between teachers' workload and class size and students' academic performance. The study results indicated that, there was no significant relationship between teachers' workload and students' academic performance in surveying secondary schools in Singida Urban at the five percent level of significance¹⁷⁶.

A study examined the effect of workload stress on employees' productivity in the university of Benin teaching hospital using functional stress and dysfunctional stress as proxies for stress. The instrument employed for gathering data was through primary source with the aid of a structured questionnaire. The researcher administered two hundred and fifty-

five (255) questionnaires on nurses of the university of Benin teaching hospital (UBTH) in Benin City, Edo State, out of which two hundred and seventeen (217) were retrieved and employed for the analysis. The hypotheses were tested using Ordinary Least Square (OLS) regression technique. The findings revealed that workload functional stress has positive and significant effect on employee productivity, while workload dysfunctional stress has negative and significant effect on employees' productivity. In line with the findings, the study recommended among others, that management must first understand that one of the most effective strategies for reducing dysfunctional stress in the workplace is to ensure that there are adequate numbers of staff available to do the job and that those workers are not overburdened with workload. This would help to avoid work overload and can result in job satisfaction and improve employee productivity. Also, the study recommended on the basis of the findings that hospital management should establish a consultancy unit in the personnel department to provide proper training for employees, so as to reduce the likelihood of dysfunctional stress (distress) caused by vagueness associated with a task¹⁷⁷.

A study investigated workload occupational stress and teachers' job effectiveness in secondary schools in North Central States, Nigeria. Two research questions guided the study while two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study consisted of thirty-four thousand, four hundred and seventy-three (34,473) teachers in one thousand, nine hundred and forty-nine (1, 949) public secondary schools in the North Central States of Nigeria. A sample of one thousand and thirty-four (1,034) teachers representing three percent was selected from fifty-eight (58) public secondary schools and employed for the study. Multistage sampling techniques were employed to select the respondents for the study. A thirty-five-item structured four-point

scale questionnaire titled “Influence of Teachers’ Occupational Stress Questionnaire (ITOSQ)” and interview schedule were employed for data collection.

The instrument was validated by three experts in Educational Management and Measurement and Evaluation. The reliability of the instrument was tested and yielded a Cronbach’s Alpha Coefficient of 0.909 which was considered high enough and reliable to be employed for field survey. Data obtained from the study were analyzed using descriptive and inferential statistics. Mean and standard deviation were employed to answer the research questions. Frequency, percentages and charts were employed in testing the responses from the interview while the chi-square (χ^2) test of goodness of-fit was employed to test the null hypotheses at 0.05 level of significance. The findings indicated that workload stress due to uncondusive working environment and inadequate infrastructural facilities has significant negative influence on teachers’ job effectiveness in secondary schools. It was recommended among others that management of secondary schools, that is the government, parents and other education stakeholders should make teachers work environment more conducive by giving more attention to the motivational needs of teachers such as fringe benefits, good offices, canteen and good recreation centre. They should also try as much as possible to allot to teachers work that is within their capacity so as avoid increase workload and burden on the teachers so as to improve their performance¹⁷⁸.

A study aimed to evaluate the teaching workload management and its impact to the teachers’ wellbeing and effectiveness in all public schools. The study primarily focused on describing the nature of a demographic segment. The researchers employed the descriptive-documentary survey design to describe the characteristics of the subject that were studied. There were seventy-five (75) grade one teachers from Ubay, Bohol, Philippines, selected for

the study. A standardized questionnaire was employed in data gathering. The results revealed that there is no significant relationship between the extent of management of teachers' teaching workload, wellbeing and their profile in terms of age, highest educational attainment, and years of teaching experience. Moreover, there was no significant relationship between the extent of management of teachers' teaching workload and their overall wellbeing; and between the extent of management of teachers' teaching workload and their teaching effectiveness thus, the researcher accepted the null hypothesis. It was concluded that teaching effectiveness does not depend on the tasks and functions given to the teachers, hence, they can still achieve satisfactory rating despite the fact that they are bombarded with designation and responsibility¹⁷⁹.

A study ascertained the extent to which components of workload management predict job performance of university teachers in Rivers State, Nigeria. Correlation research design was adopted for the study. A sample of six hundred (600) university teachers was selected for the study through purposive sampling technique. Two instruments namely "Workload Management Strategies Questionnaire" (WMSQ) and "Teachers' Job Performance Scale" (LJPS) were employed for data collection. The face and content validities of the instruments were established. Reliabilities of WMSQ and LJPS were determined through Cronbach's Alpha and test-retest methods respectively. Overall reliability coefficients of 0.972 and 0.970 were obtained for WMSQ and LJPS respectively. Mean, standard deviation, multiple regression, and ANOVA associated with multiple regression were employed for data analysis at 0.05 level of significance. Results obtained among others were that: Teaching a large class, supervising more than five students' theses, dissertations, and projects in a semester, handling more than five courses in a semester constitute workload among university teachers;

components of workload management (distancing, avoidance, social support, playful, and emotion focused) jointly contribute to job performance of university teachers by twenty eight percent as indicated by the coefficient of determination. It can therefore be said that an increase of workload tends to change the structure of the job designed for teachers, which may ultimately affect their job performance. Based on the findings of the study, recommendations were made that the government should ensure that universities in Nigeria are adequately staffed to reduce the level of workload on university teachers¹⁸⁰.

It was stated in research that the teaching career is a profession at high risk for stress. Teachers have experienced stress and burnout from different sources and at different levels. The research attempted to determine the relationship between workload pressures; unsatisfied needs/wants, new technology and working environment with job performance among secondary school teachers in Malaysia. A total of two hundred and seventeen (217) sets of questionnaires were distributed to teachers from cluster secondary schools in Kota Bharu. The list of cluster secondary school teachers was obtained from Pejabat Pelajaran Daerah Kota Bharu. Data was analyzed through descriptive and inferential statistical techniques. The findings supported all the hypotheses of the study. The findings also revealed that workload pressure give the highest impact on job performance among teachers, followed by new technology, unsatisfied needs/wants and working environment. Among all the independent variables, workload pressure was the highest contribution towards dependent variable (job performance)¹⁸¹.

A similar study investigated the mediating role of sleeping problems in the relationship between workload and outcomes (emotional exhaustion, presenters, job satisfaction, and performance), and over commitment was examined as a moderator in the

relationship between workload and sleeping problems. The study was empirical using a sample of eight hundred and eighty-four (884) teachers. Consistent with our predictions, results revealed that the positive indirect effects of workload on emotional exhaustion and presenters, and the negative indirect effects of workload on job satisfaction and performance, through sleeping problems, were only significant among overcommitted teachers. Workload and over commitment were also directly related to all four outcomes, precisely; they both positively related to emotional exhaustion and presenters and negatively related to job satisfaction and performance¹⁸².

A closely similar study was carried out to study workload of primary school teachers in Punakha dzongkhag. The study involved potential additional work areas that burden primary school teachers. The study employed mixed-method design. Survey questionnaires and interview were therefore employed to collect data. The target population consisted of primary school teachers and parents in Punakha dzongkhag. The entire population was seventy-nine (79) participants from nine primary schools and a few Extended Classrooms (ECRs). Out of seventy-nine (79) participants, thirty percent (30%) was taken for random sampling. Five teachers were selected from primary schools and one teacher from Extended Classroom for the interview. Mixed gender was selected for the interview. Ten parents were interviewed from different primary schools. Quantitative and qualitative data were presented separately and analyzed. The data triangulation was done in the findings and discussions. The study findings showed that teachers over workload have a negative impact on classroom teaching and learning due to limited time for lesson planning and tasks assessment. Teachers in primary schools had to devote certain time doing non-academic activities. Study found that even among the primary schools, teachers working in schools with less than hundred (100)

students had to shoulder more responsibilities. In smaller primary schools, staffing pattern is different whereby certain support staff are not entitled. Therefore, the researcher recommends Ministry of Education to reconsider pupil-teacher ratio and relook into the staffing pattern in primary schools. Primary school teachers need to specialize in a maximum of two subjects to enhance effective classroom teaching¹⁸³.

Similar research was investigated on the influence of workload and work environment with work motivation as a mediation variable on employee performance in PT Ciptajaya Sejahtera Abadi. This study method used quantitative research with causal methods. The population consisted of two hundred and twenty (220) employees of PT Ciptajaya Sejahtera Abadi. A sample of one hundred and forty-two (142) respondents were used which was derived by slovin sample size determination formula. Data collection was achieved using both primary and secondary data. Data analysis was done using path analysis methods (Path Models) with the help of Smart PLS version 3.2.9. The results showed that work sacrifices have a negative and significant effect on employee performance. Workload has a negative and significant effect on work motivation and performance. The work environment has a positive and significant effect on employee performance. The work environment has a positive and significant effect on work motivation. Workload and work environment have a positive and significant effect on employee performance. Workload, work environment and work motivation have a positive and significant effect on employee performance¹⁸⁴.

The specific objective of a study was to establish the extent to which English teachers' workload affect their employ of ICT in teaching of English in public secondary schools. The target population of the study was sixteen (16) head teachers and fifty (50)

English teachers. A sample of eight (8) principals and twenty-five (25) teachers of English was employed in the study. Questionnaires were employed to collect data from the respondents. The data was analyzed using descriptive statistics; frequencies and percentages. The findings of the study revealed that teachers' workload was one of the main factors influencing employ of ICT in teaching of English at the secondary school level. Majority of the teacher respondents who had a high number of lessons (28-33) per week, rarely employed ICT in teaching of English. The teachers with few lessons (below 20 per week) per week frequently employed ICT in teaching of English. The study recommended on the basis of the findings that more teachers of English be hired to reduce their teaching work load¹¹⁹.

The objective of another closely identical study was to determine the influence of teachers' workload on student's academic performance in secondary schools in Suba Sub-County. The study employed descriptive and Correlation survey design. The Study population consisted of thirty-three (33) secondary schools with thirty-three (33) Head teachers, one hundred and sixty-four (164) teachers and one thousand and thirty-five (1,035) form four students. Stratified sampling was employed to determine sample size which consisted of three hundred and eleven (311) form four students, forty-nine (49) teachers and thirty (30) head teachers in the four existing zones; Kigoto, Gwassi, Kiabuya and Central. The study revealed that the influence of teachers' workload on academic performance is significant¹⁸⁵.

A related study was examined on the impact of satisfaction and workload in improving teachers' performance. The study employed quantitative research methods while interviews and questionnaires were employed for data collection. The respondents in the study consisted of all seventy-three (teachers) in the study area. Multiple linear regressions

were employed for data analysis. The results revealed that variables of job satisfaction and workload have a significant effect on the performance of teachers. It was concluded that satisfaction and workload have a positive influence on teacher performance data¹⁸⁶.

Another similar study was implemented on the effect of workload on the performance of guidance and counseling teachers in the implementation of guidance and counseling services in state senior high schools in Bandar Lampung City. The study which was quantitative employed ex-post facto methods. The total population was sixty-nine (69) guidance and counseling teachers in seventeen (17) state senior high schools in Bandar Lampung City. The data were collected by using questionnaires of workload and performance of guidance and counseling teachers with Cronbach's alpha reliability scores of 0.815 and 0.974 respectively. Results showed that workload has a positive effect on the performance of guidance and counseling teachers¹⁸⁷.

2.3.3 Working Time and Teachers' Job Performance

Teachers' working time includes all working hours specified in conditions of service. This is expressed in the number of hours in actual instructional, administrative and extracurricular activities¹⁸⁸. A work has shown that long hours inherent in job stress do not allow teachers in Nigerian universities to perform at their optimal level of productivity and efficiency. Long hours of work when it is not moderated causes severe stress that breaks teachers down and lower their performance. If it is allowed to persist in an organization, the climate of such organization may become hazardous to teachers, affect their health and performance. Long hours of work affect teacher performance negatively. The government

and policy makers should strive to create a working environment where there is stress-free climate by reducing the long hours of work and other stress causing agents¹⁸⁹.

It was argued that employers in Nigeria are concerned about keeping teachers engaged and committed in whatever way they can. Flexible working hour arrangements could be a better way to keep teachers fully engaged and committed to an organisation goal and objective¹⁹⁰. Teachers who are unable or unwilling to work long hours to keep up with the high workload find out that their workload becomes unmanageable and are more likely to leave the profession. Indeed, recent research has highlighted that many teachers say that their “level of workload was only manageable because of the long hours that they worked¹⁹¹.” The issue, however, is not the number of hours teachers work. The OECD’s study in 2013 found that the number of hours worked did not significantly affect job satisfaction, but teachers who reported their workload as ‘unmanageable’ had lower levels of job satisfaction¹⁹².

Whether long hours of work adversely affect teachers’ performance at work place has been debated for ages and this seems to make adequate policy on working hours in organizations very difficult. On one hand, long hours of work could lead to teacher fatigue which goes a long way to bringing about a decrease in performance and productivity. On the other hand, long hours of work could lead to higher performance and productivity if the long hours offer better utilization of opportunities and human capital. This is the reason scholars identified two reasons why the effect of long hours of work on teacher performance is not a straightforward prediction. According to them, unobservable characteristics of industries, firms, institutions, organizations, productivity and performance account for the difficulty in correlating hours of work and performance. Another reason is that external shocks could

influence both hours of work and performance which makes the estimation of the effect imprecise¹⁹³.

It was argued that teachers spend long hours at work or take work home making them incapable of being productive at work. Teacher's performance in private schools is also deteriorating as teachers are unable to reach their full potential due to long working hours and workload that impede their performance in the classrooms while they try to meet short deadlines¹⁹⁴. Scholars showed that majority of studies on the link between working hours and performance still find reduction in performance due to long hours. It was further acknowledged that long working hours, especially in combination with other adverse aspects of work organization such as irregular working hours and intense performance demands are strongly associated with fatigue, stress, decrements in performance, adverse health behaviours, and both acute and chronic physical disorders. Having observed the obligatory overtime for nurses, two scholars maintained that long hours of time bring about reduction in the quality of work performance by teachers¹⁹⁵.

A related study examined the role of flexible working hours' arrangement on teachers' job performance and the retention of teachers. Flexible working hours' arrangements are preferable for teachers across different cohorts, levels, gender, and are one of the most sought-after benefits. Purposive sampling technique was employed to collect data from two hundred and twenty-seven (227) permanent and contract teachers from five manufacturing industries in Agbara, Ogun State. Data were collected through the employ of a flexible working hour questionnaire. An eight-item questionnaire of affective organisation commitment was employed to measure teacher retention. Another questionnaire was employed to measure teacher work stress. The data collected was analyzed based on

descriptive analysis of demographic information using table. Linear Regression and Pearson Correlation were employed to test the three hypotheses presumed for the study. The study found out that teachers are at their best when they are given the opportunity to schedule their working hours based on their individual ability to carry out the task given to them. As flexibility allows teachers the freedom to decide when, where and how they want to function, flexibility certainly leads to enhancing the output of teachers.

Furthermore, teachers are always happy when they are able to work flexibly, which will eventually encourage them to continue working in such an organisation. In general, teachers would choose to stay for a longer period of time if flexible job schedules are enforced by the organisation. Flexible working hour schedules will provide teachers with flexibility and autonomy over how they schedule their work and their personal lives, allowing them more time to relax when necessary and alleviate work stress¹⁹⁶. Teachers feel less stressful when they have more control over their schedule. In summary, flexible work-hour arrangements improved teacher performance, increased retention of teachers and reduced teacher work stress. It was recommended on the basis of the findings that a proactive strategy be adopted by organisations to improve the alignment between flexible work-hour agreements and other human resource policies such as recruitment, promotion, training, rewards and performance assessment¹⁹⁷.

There is need for flexible working hours for teachers. Flexible working hours are an employer tool employed to reduce teacher stress and improve teacher performance and job retention. Flexible working hours are a substitute work schedule as compared to the regular work arrangement in Nigeria, which is from 8:00 a.m. to 4:00 p.m. or 5:00 p.m. and from Monday to Friday or Saturday, in some cases every week for several years. Flexible work-

hour arrangements, such as part-time jobs, shift job, work-sharing, shortened 24-hours per day, work from home for nursing mothers, five-day job a week, sabbatical leave, career flexibility, leave and so on, need to be taken into account by the human resources department of an organisation to minimize the work-life conflict of teachers, motivate teachers and improve their performance. Flexible working hours is one of the most innovative ideas in the area of human resource management and the business environment, and can only be an innovation of effective and successful leaders who understand the dynamics of the increasingly changing global business environment¹⁹⁸.

A study was investigated on the relationship between long working hours and stress responses in junior high school teachers in Japan. Psychological and physical stress responses were assessed using the Brief Job Stress Questionnaire. Results showed that majority of the participants worked eleven hours or more per day. Additionally, the length of working hours significantly differed across job titles. It was further revealed that working hours of above ten hours was significantly associated with high stress, compared to those who worked less than nine hours per day¹⁹⁹.

A similar study was carried out to examine the relationship between working hours and commercial bank workers' wellbeing and performance in Cross River State, Nigeria. Two research objectives were raised for the study, which led to the formulation of two research hypotheses which were stated as null hypotheses. A survey research design was employed to carry out the study. Two hundred and thirty-two (232) samples were selected from five banks and their branches in Cross River State using the purposive and proportional sampling technique. The instrument of data collection was the questionnaire. Data gathered from the field were coded and analyzed using the appropriate frequency distribution, tables,

charts and Pearson Product Moment Correlation at 0.05 confidence level. Out of the two hundred and thirty-two (232) questionnaires distributed, only two hundred and thirteen (213) were return without missing items or mutilation and these numbers were employed for analysis. Results revealed that there is statistical considerable relationship between working hours and commercial bank workers wellbeing and performance in Cross River State, Nigeria. The study recommended among others that management should put in place adjustable and working hours for employees in order to make them more comfortable²⁰⁰.

Another similar study was carried out to investigate the influence of three variables of work-life balance namely personal life, working time and job stress on employees' performance in select Nigerian banks. Four banks were selected for the study based on their ranking as top Nigerian banks by the Corporate Finance Institute, namely; Zenith bank, GTB, Eco bank Nigeria and First Bank of Nigeria Plc. Primary data was collected using structured questionnaire. Population of the study was four hundred and one (401) bankers in twenty-one (21) branches of the banks, located in Akwa Ibom State. A sample size of two hundred (200) bankers was drawn from the population size using Taro Yamane's sample size determination formula for sample determination. Chebyshev Proportionate formula was further employed to determine the sample proportion of each branch. Hypothesis was tested using multiple regression analysis. Computations were done by means of Statistical Package for Social Science (SPSS). Findings revealed that there was significant effect of employees' working time on workers performance in the selected Nigerian banks. As such, it was recommended on the basis of the findings that Nigerian banks should implement working time options and stress management programmes as workplace support measures that include family friendly policies to help resolve work-life balance problems²⁰¹.

2.3.4. Class Size and Teachers' Job Performance

In Nigeria, there is an increasing enrolment rate of youths in schools. Unfortunately, teachers are not recruited to measure up with the increasing number of students' enrollment in schools hence teachers are observed to have heavy workload based on increased class size²⁰². When teachers exercise their tasks in accordance with the National Policy of Education, for example, teaching an average of twenty-two (22) periods per week and having a reasonable number of students in a class, the researcher assumes that teachers would avoid non-administrative positions, which would improve the efficacy of their job performance²⁰².

A study sought to establish the relationship between teachers' workload, class size and students' academic performance from five selected secondary schools in Singida Urban. The study was guided by three objectives and three research hypotheses. The study employed correlation cross-sectional design. A sample size of two hundred ninety-four respondents was randomly chosen from five secondary schools. A self-administered questionnaire was employed to collect information from respondents. The collected data were analysed by Statistical Package for Social Scientists (SPSS) using Karl Pearson's Linear Correlation Coefficient and Multiple Regression Analysis to assess the correlation between teachers' workload and class size and students' academic performance. The study results indicated that class size was positively correlated with students' academic performance in secondary schools in Singida Urban. Based on the study findings, it is recommended on the basis of the findings that, emphasis should be directed at improving class size if teachers are to become more productive and improve the performance of their students²⁰³.

According to a scholar, there are no enough teachers in many of the public schools in Kenya. This means the schools are understaffed and this has influenced the process of teaching and learning in the schools. The scholar carried out a study that sought to find out how understaffing of teachers influence teaching and learning in public primary schools in Makueni Sub County, Makueni County, in Kenya. The study was guided by the following research questions: What is the distribution of the teaching staff in public primary schools in Makueni sub- County? How does teachers' work load influence teaching and learning in public primary schools in Makueni sub-county? What challenges are caused by understaffing to the teaching-learning process in Makueni sub-county? What can be done to improve staffing in the public primary schools of Makueni sub- County?

The methodology employed in the study was both quantitative and qualitative research methodologies mainly through a cross-sectional survey design and narrative research design respectively. The population of the study involved teachers employed by the Teachers Service Commission who included head teachers and assistant teachers in public schools in Makueni Sub County. The study also involved an education officer and the staffing officer in the district. The Sampling methods in the study were simple random for the teachers and stratified sampling for the schools. There was purposive sampling for both the head teachers and the heads of curriculum (HOC) (or subject panel heads) in the schools. The researcher also employed purposive sampling for both the education officer and the staffing officer. The sample size of the study was twenty (20) head teachers, twenty (20) HOCs, one hundred and fifty-one (151) teachers, one (1) staffing officer and one (1) education officer. Data were collected by employ of interview guides and questionnaires.

The validity of the instruments was achieved by involving stakeholders in the research department of the university including supervisors of the study who clarified on the authenticity of the instruments. The reliability of the quantitative instrument depended on test-retest technique of the pilot questionnaires whereas the dependability of the qualitative instruments was ensured by having a respondent checking on the final themes and concepts. The quantitative data were analyzed by employ of frequencies and percentages with special regard to the SPSS version. The qualitative data were organized and coded according to the themes that emerged from the collected data. The findings of the study included the following: that there was unfair distribution of teachers and high pupil-teacher ratio in the sub county and that affected teaching and learning in the schools; that in understaffed schools where teachers have high teaching workload, effective teaching and learning are negatively affected; that there were many challenges associated with curriculum implementation and high pupil-teacher ratio encountered by teachers in understaffed schools; and that fair distribution of teachers and review of staffing policies were some the effective measures of improving staffing in the schools. It was recommended on the basis of the study that regular recruitment and deployment of teachers within a specified period of time; ensuring fair distribution of teachers with regard to the staffing need; and provision of enough social services to the teachers in hardship areas²⁰³.

A study was investigated on class size and teachers' classroom control in public secondary schools in Uyo Education Committee (LEC) of Akwa Ibom State. Two research questions were raised and the two research hypotheses were formulated to guide the study. The design of the study was ex-post facto. The population consisted four thousand, nine hundred and thirty-seven (4,937) SSII students in the fourteen (14) public secondary schools

in Uyo LEC. Stratified random sampling technique was employed to select the sample size of five hundred (500) students. A researcher-developed instrument, “Class Size and Teachers’ Classroom Control Questionnaire” (CSTCCQ) validated by experts, were employed to gather the data. The reliability co-efficient of the instrument was determined using the Cronbach’s Alpha. The reliability index of 0.986 was obtained. The mean and standard deviation were employed to answer the research questions while the independent t-test was employed to test the hypotheses at 0.05 alpha levels. The findings of the study reveal that there is significant difference in teachers’ engagement of students during class activities and supervision based on class size. The study therefore concluded that a school should have a class size that the teachers should be able to manage while being cost effective since the size of a class significantly relates to teachers’ classroom control in public secondary school in Uyo Local Education Committee of Akwa Ibom State. It was recommended on the basis of the findings that all the teachers in Akwa Ibom State should be trained and re-trained in classroom management²⁰⁴.

A paper revealed that smaller classes can improve teacher-student interactions and individualized instruction, decreasing time spent on discipline issues, leading to better student behaviour, attitude, and efforts. Smaller classes generally have greater advantages for younger students, and effects are more observable in class sizes of less than twenty (20). Small classes may shrink achievement gaps, decrease dropout rates, and increase high school graduation rates, and appear to enhance academic outcomes, particularly for marginalized groups. Small classes have been found to boost teachers’ morale and job satisfaction²⁰⁴.

The above previous related empirical studies show inconsistencies among the variables (workload and teachers' job performance) and also among the results which justifies

the need for further investigation into the subject area. For instance, most of the studies conducted so far differ from this study in terms of the indices of workload and job performance employed, research objectives, questions and hypotheses, study area and methodology.

2.4 Conceptual Model

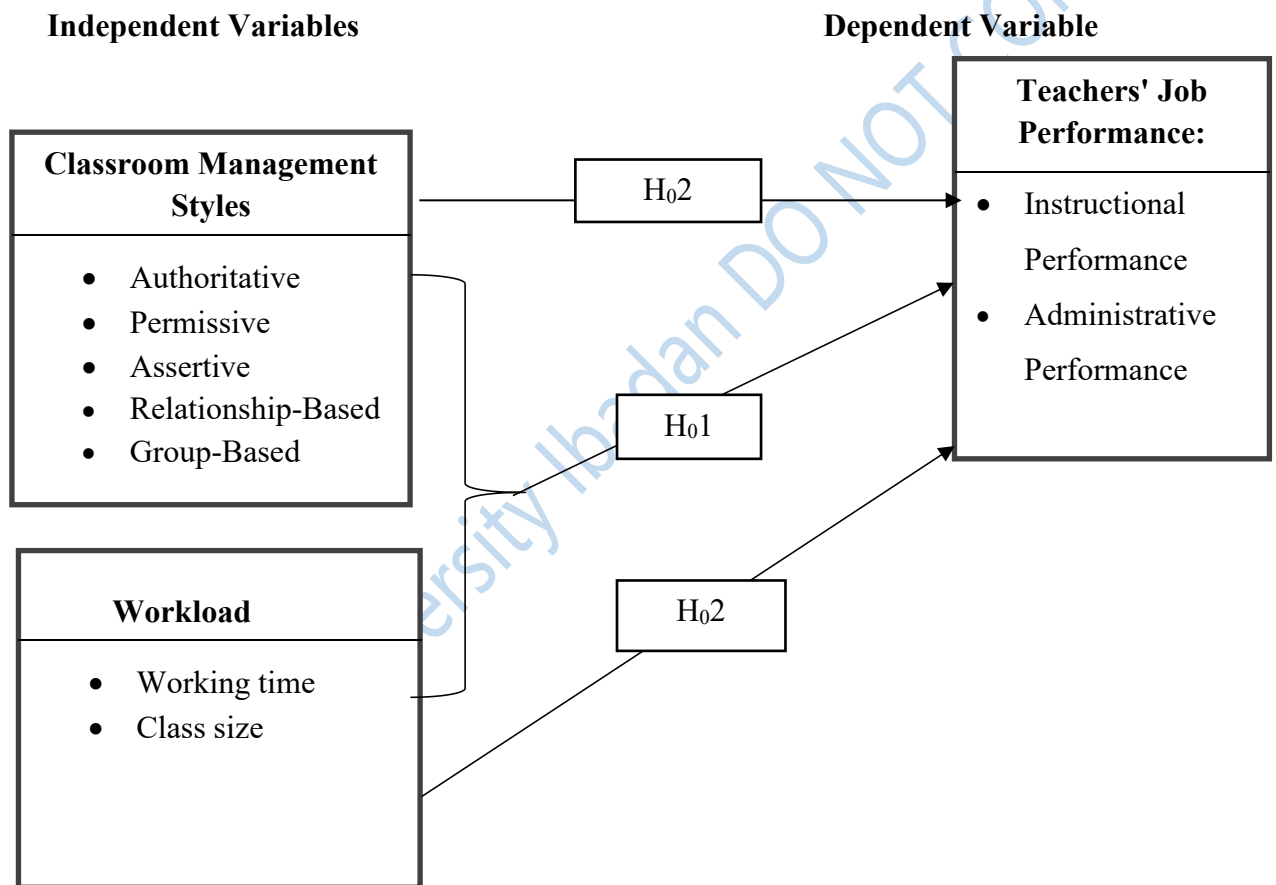


Figure 2. 1: Conceptual Model showing the Interconnectedness and Interdependence of Classroom Management Styles, Workload and Teachers Job Performance in Public and Private Secondary Schools in Oyo State

Source: Researcher Computations, 2024

Figure 2.1 illustrates diagrammatically the conceptual relationship between the two independent variables (classroom management styles and workload) and the dependent variable (teachers' job performance) alongside their indices. The model shows a hypothesized joint and relative influence of classroom management styles and workload on teachers' job performance. It also shows the influence of a moderating variable (school type) on the outcome of the study.

2.5 Summary of Gap in Literature Reviewed

The literature review delves into the intricate relationship between teachers' job performance, workload, and classroom management styles, underpinned by Social Cognitive Theory and Apple's Theory of Intensification. Beginning with the concept of performance, the review narrows in on job performance, specifically focusing on teachers' roles. It identifies two primary aspects: instructional and administrative job performance. Instructional performance centers on the effectiveness of teaching practices and fostering student engagement, while administrative performance highlights organizational duties and adherence to school policies. Together, these elements create a holistic view of what constitutes teachers' job performance.

The discussion of workload follows, presenting it as a significant factor influencing job performance. The review breaks down workload into key indices, particularly working

time and class size, which are noted to have substantial impacts on teachers' experiences and productivity. Extended working hours and larger class sizes can lead to fatigue and diminished teaching quality, often contributing to teacher burnout. By contrast, a balanced workload can enable teachers to perform optimally, positively impacting their instructional and administrative responsibilities.

Classroom management and its various styles are explored next, emphasizing the importance of effective management in creating a conducive learning environment. The review categorizes these styles into authoritative, permissive, assertive, relationship-based, and group-based approaches, each of which influences classroom dynamics and teachers' job performance in unique ways. While authoritative and assertive styles are commonly associated with improved discipline and higher engagement, permissive and relationship-based styles are seen as fostering a more supportive, flexible environment. The effectiveness of these styles is noted to vary according to specific teaching contexts, illustrating that different situations may call for different management approaches.

The theoretical frameworks grounding this study—Social Cognitive Theory and Apple's Theory of Intensification—offer valuable perspectives. Social Cognitive Theory emphasizes the influence of personal agency, environmental factors, and social contexts on job performance. In contrast, Apple's Theory of Intensification sheds light on the pressures placed on teachers to achieve more with limited time and resources, which often increases workloads and can affect their productivity and well-being.

Finally, empirical studies reviewed in this section draw links between classroom management styles, workload, and teachers' job performance. These studies generally

support the idea that well-managed classrooms and manageable workloads contribute positively to teachers' instructional and administrative effectiveness, while excessive workloads and large class sizes are detrimental. The findings underscore the notion that conducive teaching environments and supportive policies are crucial for sustaining teachers' engagement and productivity.

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Chapter Three

Methodology

This chapter contains the methods and techniques that were used in this study. Specifically, presented in this chapter are the research design adopted, the population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, methods of data collection, and methods of data analysis.

3.1 Research Design

This study employed a descriptive research design which entails the use of questionnaire to obtain quantitative data from a sampled respondent without any form of variable manipulation.

3.2 Population of the Study

The study's population encompasses all teachers in both public and private secondary schools located within Oyo State. At the time of conducting this study, Oyo State was home

to a total of 625 public secondary schools and 195 private secondary schools. These educational institutions collectively employed 14,508 teachers in the public secondary schools and 10,693 teachers in the private secondary schools. To provide a concise overview of the study's population, Table 3.1 presents a summary of these figures.

Table 3.1 Population of the Study

S/N	Senatorial Districts	Number of Public Secondary School	Number of Teachers in Public Secondary School	Number of Private Secondary School	Number of Teachers in Private Secondary School
1	Oyo Central	244	5,398	172	3,442
2	Oyo North	171	3,156	167	3,345
3	Oyo South	210	5,954	195	3,906
	Total	625	14,508	534	10,693

Source¹

3.3 Sample and Sampling Techniques

The procedures for sample size selection in this study involve two stages. In stage one; schools were sampled from the senatorial districts in Oyo State using formulated criteria. In other words, public secondary schools with a forty-year existence or longer and not fewer than sixty teachers were chosen, whereas private secondary schools with a twenty-five-year existence or longer and not fewer than forty teachers were chosen. This is due to the fact that the researcher assumed that these schools have been operating for a substantial time frame and are likely to have experienced teachers who are capable to provide pertinent information

to accomplish the study's objectives. In stage two, Taro Yamane formula of sample size determination, $n = N / (1 + N(e)^2)$ is used to decide the sample size in each sampled school. In this formula, 'n' depicts the sample size; 'N' depicts population of the study while 'e' depicts margin error (0.05). Table 3.2 provides information about the distribution of selected schools in each senatorial district. According to the table, a total of 83 public schools were chosen from the pool of 625 available, while 32 private schools were selected from the available 534.

Table 3.2 Sampled Schools in Each Senatorial District

State	Senatorial Districts	No. of Public Sec. Schools	No. of Sampled Public Schools	No. of Private Sec. Schools	No. of Sampled Private Schools
Oyo	Oyo Central	244	31	172	11
	Oyo North	171	24	167	10
	Oyo South	210	28	195	11
	Total	625	83	534	32

Source¹

Table 3.3 shows the total number of teachers in the sampled schools. It revealed that there are one thousand and one hundred and eighty-four (1184) teachers in the sampled public secondary schools. The table equally revealed that there are five hundred and fifty-nine (559) teachers in the sampled private secondary schools.

Table 3.3 Total Number of Teachers in the Sampled Schools

S/N	Senatorial Districts	No. of Sampled Public Schools	Number of teachers in the Sampled Public Schools	No. of Sampled Private Schools	Number of teachers in the Sampled Private Schools
Oyo	Oyo Central	31	421	11	240
	Oyo North	24	372	10	151
	Oyo South	28	391	11	168
	Total	83	1,184	32	559

Source¹

Table 3.4 presented below shows the sample of the study. The table revealed that five hundred and ninety-six teachers were sampled from the sampled public school while three hundred and seventy-eight teachers were sampled from the private school. In all, the table revealed that the study's sample size is nine hundred and seventy-four teachers in secondary schools in Oyo State.

3.4 Instrument for Data Collection

A self-developed four likert scale questionnaire was developed to gather data to achieve the objectives of the study. The instrument is titled "Job Performance in Private and Public Secondary Schools Questionnaire" (JPPSSQ). This instrument is divided into two parts and is named sections A and B. Section A contains items on the demographic characteristics of the respondents such as sex, age range, academic qualification, years of teaching experience and marital status. Section B contains three sub-sections. Sub-section A contains ten (10) items carefully structured to measure the level of job performance of teachers in the study area. In this sub-section, items 1-5 are structured to measure the level of instructional job performance while items 6 -10 are used to determine the level of teacher's administrative job performance. Sub-section B contains fifteen (15) items which are carefully structured to determine teacher's classroom management styles. Three questions in this sub-section are used to measure authoritative, permissive, assertive, relationship-based and group-based classroom management style respectively. The third sub-section will contain ten (10) items carefully structured to determine the status of workload of teachers in the study

area. The first five items in this sub-section are used to access working time(hours) while the remaining five items are used to ascertain class size. Section C contains ten items structured to determine the influence of classroom management style (authoritative, permissive, assertive, relationship-based and group-based) and teachers' workload (working time and class size) on job performance of secondary schools.

3.5 Validity of the Instrument

The validity of the instrument is carried out via face and content validity method. For this purpose, the research instrument is scrutinized by the supervisor who equally vet the structuring, adequacy and content of the items in the questionnaire. Also, other experts in research items generation in the Faculty of Education Lead City University are consulted. All corrections were made before administration.

3.6 Reliability of the Instrument

An instrument is reliable if it consistently measures, what it is designed to measure under the same circumstances from one time to the other. Therefore, for the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering the questionnaires to a group of fifty (50) teachers in six (three private and public each) primary schools in Ibadan who were deliberately exempted from the actual study. The reliability of the instrument is analyzed using Cronbach Alpha and coefficient of was generated to determine the level of the reliability of the instrument. The reliability coefficient value of .850 was obtained for the instruments which is reliable.

3.7 Method of Data Administration

The research instruments were administered by the researcher with the help of five (5) trained research assistants to the selected respondents. This is done to ensure that the instruments are attended to by the actual respondents and to reduce missing of data.

3.8 Method of Data Analysis

The collected data were analyzed using descriptive and inferential statistics. Specifically, descriptive statistics such as frequency counts, simple percentages and mean were used to analyze respondent's opinion on the research questions while inferential statistics such as multiple regression was used for testing the stated hypotheses. All results are presented in tables and charts.

Endnote

1. *Oyo State Ministry of Education*, TESCOM, 2023.

Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypotheses) of the study. This chapter begins by showing the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics of respondents, research questions and hypotheses) and then the discussion of findings.

4.1 Instruments Response Rate

Table 4.1: Instrument Response Rate

S/N	Research Instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	Job Performance in Private and Public Secondary Schools Questionnaire” (JPPSSQ)	1743	1650	1650	95.2%

Source: Researcher’s Fieldwork, 2024

The table 4.1 presents data on the response rates for research instruments used in this study. An instrument named JPPSSQ, was administered in order to collect data for the study. A total sum of one thousand seven hundred and forty-three (1743) instruments was distributed to teachers in the study sampled public and private secondary schools in Oyo State. Only one thousand six hundred and fifty (1650) of the instruments were retrieved. This was as a result of the fact that some of the teachers were not accessible as at the time the instruments were retrieved and some lost in transit. All the instruments were valid and used for the study analysis. Out of these instruments, one thousand one hundred and fifty (1,160) instruments were from the sampled public secondary schools, while the remaining five hundred (500) instruments were from the sampled private secondary schools. This gave a response rate of 95.2%.

4.2 Demographic Data Analysis

Table 4.2: Frequency Distribution of Respondents Demographic Variables (Public Schools)

		Public Schools	
Demographic Variables		Frequency	(%)
Gender	Male	415	35.8
	Female	745	64.2
	Total	1160	100.0
Age	Less than 30 years	354	30.5
	31 - 40 years	528	45.5
	41 - 50 years	229	19.7
	Above 50 years	49	4.2
	Total	1160	100.0
Marital Status	Single	238	20.5
	Married	836	72.1
	Divorced	24	2.1
	Widow(er)	61	5.3
	Total	1160	100.0
Academic Qualifications	NCE	171	14.7
	OND	119	10.3
	HND	260	22.4

Years of Experience	Bachelor Degrees	436	37.6
	Master Degrees	137	11.8
	Doctorate (Ph. D) Degrees	37	3.2
	Total	1160	100.0
	Less than 10 years	601	51.8
	11 - 20 years	427	36.8
	21 - 30 years	97	8.4
	Above 30 years	34	2.9
	Total	1160	100.0

Source: Researcher's Fieldwork, 2024

Table 4.3: Frequency Distribution of Respondents Demographic Variables (Private Schools)

		Private Schools	
Demographic Variables		Frequency	(%)
Gender	Male	183	36.6
	Female	317	63.4
	Total	500	100.0
Age	Less than 30 years	178	35.6
	31 - 40 years	206	41.3
	41 - 50 years	102	20.3
	Above 50 years	14	2.8
	Total	500	100.0
Marital Status	Single	148	29.7
	Married	339	67.8
	Divorced	5	0.9
	Widow(er)	8	1.6
	Total	500	100.0
Academic Qualifications	NCE	98	19.7
	OND	42	8.4
	HND	83	16.6
	Bachelor Degrees	197	39.4
	Master Degrees	74	14.7
	Doctorate (Ph. D) Degrees	7	1.3
	Total	500	100.0
Years of Experience	Less than 10 years	298	59.7
	11 - 20 years	174	34.7
	21 - 30 years	25	5.0

Above 30 years	3	0.6
Total	500	100.0

Source: Researcher's Fieldwork, 2024

Table 4.2 and 4.3 shows the frequency and percentage distributions of the demographic characteristics of the teachers in both the sampled public and private secondary schools in Oyo State, which consists of 1660 individuals (public schools=1160, private schools=500). Based on the tables provided, here's the revised text with accurate figures and percentages:

From the tables, the majority of the teachers were female, constituting 63.4% of the total sample, while males accounted for 36.6%. The public schools had 415 males (35.8%) and 745 females (64.2%), while the private schools accounted for 183 males and 317 females (36.6% and 63.4%), respectively. The results suggest that female teachers are more predominant in this study. Additionally, the majority of the teachers were within the age bracket of 31 – 40, which had 528 teachers in public schools (45.5%) and 206 in private schools (41.3%), totaling 734 teachers and comprising 43.2%. This was followed by teachers within the age bracket of less than or equal to 30 years, which numbered 354 in public schools (30.5%) and 178 in private schools (35.6%), totaling 532 teachers or 31.3%. Teachers within the age range of 41 – 50 comprised 229 from public schools (19.7%) and 102 from private schools (20.3%), totaling 331 teachers or 19.5%. The lowest number of teachers were those aged 50 and above, totaling 65 teachers, with 49 from public schools (4.2%) and 16 from private schools (2.8%), representing 3.8%.

Furthermore, the majority of the teachers, 1,175 (69.1%), were married, with 836 from public schools (72.1%) and 339 from private schools (67.8%). Single teachers comprised 386 (22.7%), with 238 from public schools (20.5%) and 148 from private schools

(29.7%). Widows and widowers numbered 69 teachers (4.1%), with 61 from public schools (5.3%) and 8 from private schools (1.6%). Divorced teachers were the least numerous, totaling 29, with 24 from public schools (2.1%) and 5 from private schools (0.9%). In terms of academic qualifications, 633 teachers held Bachelor Degrees, comprising 37.2%, with 436 from public schools (37.6%) and 197 from private schools (39.4%). Teachers holding Higher National Diplomas (HND) totaled 343 (20.2%), with 260 from public schools (22.4%) and 83 from private schools (16.6%). There were 161 teachers with National Certificates in Education (NCE), making up 9.5%, with 171 from public schools (14.7%) and 98 from private schools (19.7%). Masters degree holders numbered 182 (10.7%), with 137 from public schools (11.8%) and 74 from private schools (14.7%). Teachers with Ordinary National Diplomas (OND) totaled 166 (9.8%), with 119 from public schools (10.3%) and 42 from private schools (8.4%). Very few teachers held Doctorate (Ph.D.) Degrees, only 44 in total (2.6%), with 37 from public schools (3.2%) and 7 from private schools (1.3%).

In terms of years of experience, most teachers had between 1 and 20 years. Specifically, 772 teachers (45.4%) had less than 10 years of experience, with 601 from public schools (51.8%) and 298 from private schools (59.7%). About 291 teachers (17.1%) had 11 – 20 years of experience, with 140 from public schools (36.8%) and 174 from private schools (34.7%). There were 48 teachers (2.8%) with 21 – 30 years of experience, with 32 from public schools (8.4%) and 25 from private schools (5.0%). For those with over 30 years of experience, 45 teachers (2.6%) were recorded, with 34 from public schools (2.9%) and 3 from private schools (0.6%).

4.3 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

Research Question One: What is the level of teacher's job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria?

Table 4.4: Level of Teachers Job Performance (Instructional and Administrative) in Public Secondary Schools in Oyo State, Nigeria

S/N	Item ("My teachers")	HL (%)	ML (%)	LL (%)	NAA	M	X	Remark
1	demonstrates subject-matter expertise and knowledge.	947 (81.6)	208 (17.9)	7 (0.6)	0 (0.0)	3.81	0.37	High Level
2	encourage active participation and critical thinking among students.	492 (42.4)	632 (54.5)	34 (2.9)	4 (0.3)	3.38	0.50	Moderate Level
3	provide clear and organised instructional materials.	770 (66.4)	309 (26.6)	74 (6.4)	10 (0.9)	3.64	0.60	High Level
4	make use of a variety of instructional strategies to engage students.	706 (60.9)	367 (31.6)	58 (5.0)	31 (2.7)	3.59	0.43	High Level
5	provide timely and constructive feedback to students.	645 (55.6)	413 (35.6)	68 (5.9)	37 (3.2)	3.51	0.61	High Level
6	maintain accurate and up-to-date records of student attendance and performance.	745 (64.2)	324 (27.9)	77 (6.6)	16 (1.4)	3.78	0.51	High Level
7	effectively admit, classify, and register students in a timely manner.	660 (56.9)	413 (35.6)	74 (6.4)	16 (1.4)	3.52	0.59	High Level

8	conduct examinations and invigilate them following established protocols.	693 (59.7)	367 (31.6)	74 (6.4)	28 (2.4)	3.53	0.66	High Level
9	efficiently processes examination results and ensures their accuracy.	660 (56.9)	413 (35.6)	74 (6.4)	22 (1.9)	3.52	0.59	High Level
10	actively participates in students' welfare services, such as counselling and support.	629 (54.2)	391 (33.7)	86 (7.4)	55 (4.7)	3.50	0.51	High Level

Weighted Mean=3.69; SD=0.54; Overall Decision= High Level

Source: Researcher's Fieldwork, 2024

Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level

Table 4.4 shows the level of teacher's job performance (instructional and administrative) in public secondary schools in Oyo State, Nigeria. A rating scale of Not at All (1) to High Level (4) was used. From the table, teachers demonstrate strong subject-matter expertise and knowledge, with 947 (81.6%) of them rated at a high level, reflected by a mean score of 4.94 and a standard deviation of 0.37. Active participation and critical thinking among students are encouraged by 492 (42.4%) of teachers at a high level, with the majority 632 (54.5%) rated at a moderate level, and a mean score of 3.38. The provision of clear and organized instructional materials is rated at a high level by 770 (66.4%) of respondents, with a mean score of 3.64, indicating strong performance. A majority of the teachers, 706 (60.9%), use a variety of instructional strategies to engage students, also rated at a high level with a mean score of 3.59. Timely and constructive feedback is provided by 645 (55.6%) of teachers, which is considered a high level of performance, with a mean score of 3.51.

Further, for administrative performance, a majority 745(64.2%) of teachers maintain accurate and up-to-date records of student attendance and performance, rated at a high level with a mean score of 3.78. The admission, classification, and registration of students are effectively handled by majority 660(56.9%) of teachers, with a mean score of 3.52. Also, the majority of teachers, 693(59.7%), conduct examinations and invigilate them following established protocols, which is considered high, with a mean score of 3.53. Processing of examination results and ensuring their accuracy are efficiently managed by majority 660 (56.9%) of teachers, also rated at a high level, with a mean score of 3.52. Active participation in student welfare services is seen with majority 629(54.2%) of teachers, rated high with a mean score of 3.50.

Overall, the data suggest that the level of teachers' job performance (instructional and administrative) in public secondary schools in Oyo State, Nigeria is high level (**Weighted Mean=3.69; SD=0.54; Overall Decision= High Level**).

Table 4.5: Level of Teachers Job Performance (Instructional and Administrative) in Private Secondary Schools in Oyo State, Nigeria

S/N	Item ("My teachers")	HL (%)	ML (%)	LL (%)	NAA (%)	$\bar{X}$	SD	Remark
1	demonstrates subject-matter expertise and knowledge.	388 (77.5)	104 (20.9)	3 (0.6)	5 (0.9)	3.75	0.54	High Level
2	encourage active participation and critical thinking among students.	231 (46.3)	231 (46.3)	36 (7.2%)	2 (0.3)	3.39	0.50	Moderate Level
3	provide clear and organised instructional materials.	318 (63.7)	136 (27.2)	39 (7.8)	7 (1.3)	3.54	0.62	High Level
4	make use of a variety of instructional strategies to engage students.	284 (56.9)	170 (34.1)	39 (7.8)	7 (1.3)	3.43	0.42	Moderate Level
5	provide timely and constructive feedback to students.	288 (57.5)	147 (29.4)	53 (10.6)	12 (2.5)	3.50	0.51	High Level
6	maintain accurate and up-to-date	322	126	44	8	3.67	0.51	High Level

	records of student attendance and performance.	(64.4)	(25.3)	(8.8)	(1.6)			
7	effectively admit, classify, and register students in a timely manner.	274 (54.7)	166 (33.1)	44 (8.8)	17 (3.4)	3.42	0.59	Moderate Level
8	conduct examinations and invigilate them following established protocols.	288 (57.5)	153 (30.6)	46 (9.1)	14 (2.8)	3.51	0.66	High Level
9	efficiently processes examination results and ensures their accuracy.	262 (52.5)	172 (34.4)	39 (7.8)	26 (5.3)	3.47	0.59	Moderate Level
10	actively participates in students' welfare services, such as counselling and support.	269 (53.8)	161 (32.2)	48 (9.7)	22 (4.4)	3.40	0.61	Moderate Level

Weighted Mean=3.46; SD=0.55; Overall Decision= Moderate Level

Source: Researcher's Fieldwork, 2024

Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level

Table 4.5 also shows the level of job performance of teachers in private secondary schools across Oyo State, Nigeria. From the table, the majority of the teachers, 388 (77.5%), demonstrate a commendable level of subject-matter expertise. This is reflected in a mean score of 3.64, which is quite high, although slightly lower than their public school counterparts. In terms of encouraging active participation and critical thinking among students, the performance appears more evenly split with 231 (46.3%) of teachers rated at a high level and another 231 (46.3%) also falling into the moderate level category, yielding a mean score of 3.02. A majority, 318 (63.7%), have a high level of provision of clear and organized instructional materials, which is remarked as a high level with a mean score of 3.54. Similarly, 284 (56.9%) of teachers opined a high level of using a variety of instructional strategies effectively, while 170 (34.1%) opined it was moderate. The mean is 3.43, which is rated at a moderate level. Feedback provision, a critical component of effective teaching, is scored high by the majority, 288 (57.5%), of the teachers, with a mean

score of 3.50. This indicates a fairly strong performance in this area but highlights variability in practice.

Administratively, the performance is robust with the majority, 322 (64.4%), maintaining a high level of accurate records, reflected in a high rating with a mean of 3.67. The management of student admissions and registrations, though moderate at 274 (54.7%), along with the conduct of examinations and invigilation at 288 (57.5%), suggest competent adherence to protocols. The processing of examination results and student welfare services, both crucial to student support and success, are rated moderate. These tasks see mean scores of 3.47 and 3.40, respectively, indicating moderate effectiveness in these administrative duties. Overall, the data yield a weighted mean of 3.46 and a standard deviation of 0.55, leading to an overall decision of a moderate level of performance. Hence, the level of teachers job performance (instructional and administrative) in private secondary schools in Oyo State, Nigeria is moderate level (**Weighted Mean=3.46; SD=0.54=5; Overall Decision= High**

Research Question Two: What is the status of teachers' classroom management styles (authoritative style, permissive style, assertive style, relationship-based style, group-based style) in public and private secondary schools in Oyo State, Nigeria?

Table 4.6: Status of Teachers Classroom Management Styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in Public Secondary Schools in Oyo State, Nigeria

S/N	Item	SA (%)	A (%)	D (%)	SD	$\bar{X}$	SD
Authoritative Style							
1	Set clear and consistent rules and expectations for student behaviour.	702 (60.5)	345 (29.7)	103 (8.9)	9 (0.8)	3.50	0.47
2	Effectively manage disruptions and maintain order in the classroom.	535 (46.1)	419 (36.1)	135 (11.6)	73 (6.3)	3.22	0.40
3	Use a direct and firm communication style with students.	617 (53.2)	363 (28.7)	129 (11.6)	39 (6.6)	3.40	0.61
4	Encourage student self-expression and individuality in the classroom.	629 (54.2)	363 (31.3)	129 (11.1)	39 (3.4)	3.44	0.71
5	Am lenient and flexible when it comes to enforcing rules and expectations.	501 (43.2)	329 (28.4)	288 (17.9)	122 (10.5)	3.30	0.64
6	Give students a high degree of freedom in making choices about their learning.	421 (36.3)	393 (33.9)	226 (19.5)	119 (10.3)	3.21	0.55
7	Effectively address disruptions and maintain order in the classroom.	638 (55)	303 (26.1)	198 (17.1)	21 (1.8)	3.50	0.51
8	Set clear and non-negotiable rules and expectations for student behaviour.	473 (40.8)	440 (37.9)	144 (12.4)	103 (8.9)	3.21	0.64

9	Promote a focused and task-oriented learning environment.	589 (50.8)	342 (29.5)	180 (15.5)	49 (4.2)	3.27	0.66
10	Value and nurture positive relationships with students.	717 (61.8)	335 (28.9)	86 (7.4)	21 (1.8)	3.47	0.51
11	Encourage open and honest communication with students.	604 (52.1)	430 (37.1)	86 (7.4%)	39 (3.4)	3.39	0.56
12	Actively seek to build a sense of community and belonging among students.	535 (46.1)	443 (38.2)	140 (12.1)	43 (3.7)	3.42	0.66
13	Encourage collaborative group work and activities among students.	681 (58.7)	314 (27.1)	140 (12.1)	24 (2.1)	3.40	0.57
14	Actively promote a sense of unity and community among students	461 (39.7)	451 (38.9)	187 (16.1)	61 (5.3)	3.01	0.66
15	Emphasize the importance of teamwork and cooperation in the classroom.	629 (54.2)	314 (27.1)	103 (8.9)	113 (9.7)	3.48	0.64

Source: Researcher's Fieldwork, 2024

Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level

Table 4.6 shows the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style and Group-based Style) in public secondary schools in Oyo State. For Authoritative Style, the majority of responses indicate strong agreement with the practice of setting clear and consistent rules and expectations for student behavior, with 60.5% (702 responses) strongly agreeing and 29.7% (345 responses) agreeing. The mean score of 3.47 with a standard deviation of 0.47 falls into the 'Agree' category, suggesting that teachers are generally consistent in setting and enforcing rules. A significant number of teachers (46.1%, 535 responses) strongly agree that they effectively manage disruptions and maintain order in the classroom. Combined with those who agree (36.1%, 419 responses), the total positive response is over 82%. The mean score of 3.31 also categorizes this as 'Agree', highlighting effective management in most classrooms. Over half of the teachers (53.2%, 617 responses) prefer a direct and firm

communication style, contributing to a mean score of 3.40. The agreement on this approach is widespread, suggesting that assertiveness in communication is valued.

In terms of Permissive Style, the majority of the teachers largely support student self-expression and individuality, with 54.2% (629 responses) strongly agreeing. The mean of 3.44, along with the highest standard deviation of 0.71 among the items, implies varied application but general support for this style. In terms of leniency in rule enforcement, responses were more mixed, with 43.2% (501 responses) strongly agreeing they are lenient. However, the presence of higher disagreement (17.9% and 10.5% for disagree and strongly disagree, respectively) and a lower mean of 3.30 suggest a cautious approach to leniency among teachers. Freedom in learning choices saw a balanced mix of opinions, with 36.3% strongly agreeing and a significant portion showing some level of disagreement. The mean of 3.21 points to a moderate agreement with giving students a high degree of freedom.

For Assertive Style, a majority of 55% (638 responses) strongly agree that they effectively address disruptions. The mean of 3.50 and a remark of 'Strongly Agree' reflect a strong endorsement of assertive techniques in maintaining order. For clear and non-negotiable rules, 40.8% strongly agreeing and 12.4% disagreeing. The mean of 3.21 indicates that while there is agreement, there's also significant variance in responses. About 50.8% strongly agree with promoting a focused learning environment and the mean of 3.27 further places this in the 'Agree' category, suggesting a generally assertive but balanced approach.

In terms of Relationship-based Style, valuing student relationships received the highest percentage of strong agreement (61.8%, 717 responses) with a mean of 3.47, underlining a strong emphasis on nurturing positive relationships. With 52.1% strongly

agreeing to the importance of open communication, and a mean of 3.39, this indicates a robust commitment to maintaining communicative classrooms. A majority, 535 (46.1%), strongly agree to actively seek to build a sense of community and belonging among students, with a mean of 3.42. The spread of responses shows general agreement with the importance of community in learning environments. For Group-based Style, the majority, 58.7% of the teachers, strongly agree to encourage collaboration, and the mean score of 3.40 suggests a positive tilt towards group activities. Most, 461 (39.7%) of the teachers, strongly agree to actively promote a sense of unity and community among students, 451 (38.9%) agree, and a mean of 3.01 reflects a level of agreement. The majority of the teachers, 629 (54.2%), strongly agree on the importance of teamwork, with a mean of 3.48 reflecting a strong inclination towards cooperative learning approaches. Over all, the weighted mean across all items is 3.46 with a standard deviation of 0.55, leading to an overall decision of 'Agree'. This indicates the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in public secondary schools in Oyo State is good (Mean=3.46; SD=0.55). It implies that while there are areas of strong agreement, there remains room for increased consistency across different management styles to further enhance educational outcomes in these schools.

Table 4.7: Status of Teachers Classroom Management Styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in Private Secondary Schools in Oyo State, Nigeria

S/N	Item	SA (%)	A (%)	D (%)	SD	M	SD
Authoritative Style							
1	Set clear and consistent rules and expectations for student behaviour.	336 (67.2)	126 (25.2)	32 (6.4)	6 (1.2)	3.80	0.37
2	Effectively manage disruptions and maintain order in the classroom.	253 (50.6)	147 (29.4)	70 (14.1)	30 (5.9)	3.41	0.50
3	Use a direct and firm communication style with students.	289 (57.8)	156 (31.3)	33 (6.6)	22 (4.4)	3.51	0.64
4	Encourage student self-expression and individuality in the classroom.	282 (56.4)	130 (26)	74 (14.8)	14 (2.8)	3.75	0.51
5	Am lenient and flexible when it comes to enforcing rules and expectations.	208 (41.6)	148 (29.7)	102 (20.3)	42 (8.4)	3.60	0.66
6	Give students a high degree of freedom in making choices about their learning.	219 (43.8)	167 (33.4)	70 (14.1)	44 (8.8)	3.50	0.67
7	Effectively address disruptions and maintain order in the classroom.	286 (57.2)	126 (25.3)	72 (14.4)	16 (3.1)	3.81	0.51
8	Set clear and non-negotiable rules and expectations for student behaviour.	226 (45.3)	153 (30.6)	74 (14.7)	47 (9.4)	3.67	0.59
9	Promote a focused and task-oriented learning environment.	258	152	70	20	3.75	0.66

		(51.6)	(30.3)	(14.1)	(4.1)		
10	Value and nurture positive relationships with students.	288	144	47	22	3.84	0.51
		(57.5)	(28.7)	(9.45)	(4.4)		
11	Encourage open and honest communication with students.	247	174	58	22	3.47	0.67
		(49.4)	(34.7)	(11.6)	(4.4)		
12	Actively seek to build a sense of community and belonging among students.	244	182	47	28	3.42	0.66
		(48.8)	(36.3)	(9.4)	(5.6)		
13	Encourage collaborative group work and activities among students.	282	130	70	19	3.78	0.62
		(56.3)	(25.9)	(14.1)	(3.8)		
14	Actively promote a sense of unity and community among students	228	175	69	28	3.44	0.59
		(45.6)	(35.0)	(13.8)	(5.6)		
15	Emphasize the importance of teamwork and cooperation in the classroom.	272	114	66	48	3.69	0.67
		(54.4)	(22.8)	(13.1)	(9.7)		

Source: Researcher's Fieldwork, 2024

Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level

Table 4.7 shows the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, and Group-based Style) in private secondary schools in Oyo State, Nigeria.

For Authoritative Style, the majority of responses indicate strong agreement with the practice of setting clear and consistent rules and expectations for student behavior, with 67.2% (336 responses) strongly agreeing and 25.3% (126 responses) agreeing. The mean score of 3.80 with a standard deviation of 0.37 falls into the 'Strongly Agree' category, suggesting that teachers are generally consistent in setting and enforcing rules. A significant number of teachers (50.6%, 253 responses) strongly agree that they effectively manage disruptions and maintain order in the classroom. Combined with those who agree (29.4%, 147 responses), the total positive response is over 80%. The mean score of 3.41 also categorizes this as 'Agree', highlighting effective management in most classrooms. Over half of the teachers (57.8%, 289 responses) prefer a direct and firm communication style, contributing to a mean score of 3.51. The agreement on this approach is widespread, suggesting that assertiveness in communication is valued.

In terms of Permissive Style, the majority of the teachers largely support student self-expression and individuality, with 56.3% (282 responses) strongly agreeing. The mean of 3.75, along with a standard deviation of 0.51, implies varied application but general support for this style. In terms of leniency in rule enforcement, responses were more mixed, with 41.6% (208 responses) strongly agreeing they are lenient. However, the presence of higher disagreement (20.3% and 8.4% for disagree and strongly disagree, respectively) and a mean of 3.60 suggest a cautious approach to leniency among teachers. Freedom in learning choices saw a balanced mix of opinions, with 43.8% strongly agreeing and a significant portion showing some level of disagreement. The mean of 3.50 points to a moderate agreement with giving students a high degree of freedom.

For Assertive Style, a majority of 57.2% (286 responses) strongly agree that they effectively address disruptions. The mean of 3.81 and a remark of 'Strongly Agree' reflect a strong endorsement of assertive techniques in maintaining order. For clear and non-negotiable rules, 45.3% strongly agreeing and 9.4% disagreeing. The mean of 3.67 indicates that while there is agreement, there's also significant variance in responses. About 51.6% strongly agree with promoting a focused learning environment and the mean of 3.75 further places this in the 'Strongly Agree' category, suggesting a generally assertive but balanced approach.

In terms of Relationship-based Style, valuing student relationships received a high percentage of strong agreement (57.5%, 288 responses) with a mean of 3.84, underlining a strong emphasis on nurturing positive relationships. With 49.4% strongly agreeing to the importance of open communication, and a mean of 3.47, this indicates a robust commitment to maintaining communicative classrooms. A majority, 244 (48.8%), strongly agree to

actively seek to build a sense of community and belonging among students, with a mean of 3.42. The spread of responses shows general agreement with the importance of community in learning environments.

For Group-based Style, the majority, 56.3% of the teachers, strongly agree to encourage collaboration, and the mean score of 3.78 suggests a positive tilt towards group activities. Most, 228 (45.6%) of the teachers, strongly agree to actively promote a sense of unity and community among students, 175 (35.0%) agree, and a mean of 3.44 reflects a level of agreement. The majority of the teachers, 272 (54.4%), strongly agree on the importance of teamwork, with a mean of 3.69 reflecting a strong inclination towards cooperative learning approaches. Overall, the weighted mean across all items is 3.63 with a standard deviation of 0.61, leading to an overall decision of 'Strongly Agree (Very Good)'. This indicates the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in private secondary schools in Oyo State is very good (Mean=3.63; SD=0.61). This implies a high level of approval for the management styles practiced, suggesting that teachers in private secondary schools in Oyo State are highly effective and committed to diverse management approaches, which contributes positively to the learning environment.

Research Question Three: What is the status of teacher's workload (working time and class size) in public and private secondary schools in Oyo State, Nigeria

Table 4.8: Status of Teachers Workload (Working Time and Class Size) in Public Secondary Schools in Oyo State, Nigeria

S/N	Item Work Load Variables	SA (%)	A (%)	D (%)	SD	M	SD
1	Regularly work longer hours than my contracted teaching time.	780 (67.2)	293 (25.3)	73 (6.3)	14 (1.2)	3.78	0.37
2	Find it challenging to balance my teaching responsibilities with my personal life due to excessive work hours.	587 (50.6)	341 (29.4)	164 (14.1)	68 (5.9)	3.61	0.50
3	Feel that my workload negatively affects my overall job satisfaction.	670 (57.8)	363 (31.3)	77 (6.6)	50 (4.3)	3.48	0.55
4	Work on weekends to keep up with my teaching responsibilities.	653 (56.3)	300 (25.9)	171 (14.7)	36 (3.1)	3.66	0.65
5	Believe that more manageable workload would lead to improved teacher well-being and student outcomes.	483 (41.6)	345 (29.7)	235 (20.3)	97 (8.4)	3.37	0.59
6	Find it challenging to provide individualized attention to each student due to the large class size.	664 (57.2)	293 (25.3)	167 (14.4)	36 (3.1)	3.59	0.51
7	Believe that smaller class sizes would lead to better student outcomes.	525 (45.3)	355 (30.6)	171 (14.7)	109 (9.4)	3.67	0.59
8	Believe that reducing class sizes would	599	351	164	46	3.53	0.56

	improve both teacher well-being and student learning experiences.	(51.6)	(30.3)	(14.1)	(4.0)		
9	Believe that the current class size hinders my ability to address the diverse learning needs of students.	667 (57.5)	333 (28.7)	110 (9.45)	50 (4.3)	3.66	0.57
10	Feel overwhelmed by the demands of teaching a large class.	573 (49.4)	403 (34.7)	135 (11.6)	49 (4.2)	3.45	0.66

Source: Researcher's Fieldwork, 2024

Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level

Table 4.8 shows the status of teachers' workload (working time and class size) in public secondary schools in Oyo State. In terms of working time, a significant majority of 67.2% among the public school teachers strongly agree that they work beyond their contracted hours, with a mean score of 3.78 and a low standard deviation of 0.37, indicating strong consensus on this issue. Over half of the respondents (50.6%) strongly agree that their work hours impact their personal life balance, with a mean of 3.61, suggesting significant concerns about work-life balance. A majority (57.8%) strongly feel their workload negatively impacts their job satisfaction, shown by a mean of 3.48, reflecting widespread discontent with workload levels. Additionally, a majority (56.3%) strongly agree they need to work weekends to manage teaching responsibilities, with a mean of 3.66, highlighting the extent of additional work hours. Furthermore, 41.6% agree that a more manageable workload could improve teacher well-being and student outcomes, with a mean of 3.37, indicating a desire for workload adjustments.

In terms of class size, 57.2% strongly agree that large class sizes make it difficult to provide personalized attention, with a mean of 3.59, underscoring concerns about the impact

of class size on teaching quality. Most of the public school teachers (45.3%) strongly believe reducing class sizes would enhance student outcomes, with a mean of 3.67, indicating a strong belief in the benefits of smaller classes. Further, most of the public school teachers (51.6%) strongly agree that smaller classes would benefit both teacher well-being and student learning, with a mean of 3.53, reflecting a positive view on reducing class sizes. A majority of the public school teachers (57.5%) also strongly agree that the existing class sizes hinder their ability to meet diverse student needs, with a mean of 3.66, showing significant concern over class size effects. Similarly, most of the public school teachers (49.4%) agree that large class demands are overwhelming, with a mean of 3.45, highlighting stress related to class size. Overall, the study concludes a strong agreement (mean = 3.58) that both excessive working hours and large class sizes are pressing issues affecting teacher satisfaction and effectiveness. The standard deviation of 0.56 indicates a relatively consistent agreement among the respondents on these issues. The general sentiment is that improving workload conditions and reducing class sizes could significantly enhance both teacher well-being and student educational outcomes.

Table 4.9: Status of Teachers Workload (Working Time and Class Size) in Private Secondary Schools in Oyo State, Nigeria

S/N	Item Work Load Variables	SA (%)	A (%)	D (%)	SD	X	SD
1	Regularly work longer hours than my contracted teaching time.	228 (45.5)	148 (29.7)	84 (16.8)	40 (7.9)	3.13	0.47
2	Find it challenging to balance my teaching responsibilities with my personal life due to excessive work hours.	112 (22.4)	180 (36.1)	141 (28.2)	67 (13.4)	3.01	0.50
3	Feel that my workload negatively affects my overall job satisfaction.	172 (34.5)	116 (23.2)	146 (29.2)	66 (13.2)	2.97	0.66
4	Work on weekends to keep up with my teaching responsibilities.	84 (16.8)	187 (37.4)	136 (27.1)	94 (18.7)	3.40	0.51
5	Believe that more manageable workload would lead to improved teacher well-being and student outcomes.	240 (47.9)	169 (33.9)	68 (13.7)	22 (4.5)	3.50	0.67
6	Find it challenging to provide individualized attention to each student due to the large class size.	222 (44.5)	94 (18.7)	121 (24.2)	63 (12.6)	3.68	0.61
7	Believe that smaller class sizes would lead to better student outcomes.	163 (32.6)	176 (35.3)	106 (21.1)	56 (11.1)	3.24	0.59

8	Believe that reducing class sizes would improve both teacher well-being and student learning experiences.	208 (41.6)	128 (25.5)	120 (23.9)	45 (8.9)	3.41	0.66
9	Believe that the current class size hinders my ability to address the diverse learning needs of students.	104 (20.8)	159 (31.8)	144 (28.9)	92 (18.4)	3.06	0.59
10	Feel overwhelmed by the demands of teaching a large class.	174 (34.7)	148 (29.7)	102 (20.3)	76 (15.3)	3.45	0.65

Source: Researcher's Fieldwork, 2024

Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.499 = High Level

Table 4.9 details the perceptions of teachers regarding their workload in private secondary schools in Oyo State, Nigeria, focusing on working time and class size. In terms of working time, the majority (45.5%) of the private school teachers strongly agree that they work more than their contracted hours, with a mean score of 3.40 and a standard deviation of 0.47, indicating moderate agreement on this issue. A significant number (36.1%) agree that balancing teaching responsibilities with personal life is challenging due to excessive work hours, while 28.2% disagree. Only 22.4% strongly agree, and 13.4% strongly disagree, resulting in a mean of 3.01. This reflects some struggle but less intensity compared to public schools. A substantial number (34.5%) of private school teachers feel that workload negatively impacts their job satisfaction, while 29.2% disagree. The mean score of 2.97 suggests concerns but at a lower level of strong agreement. Further, most (37.4%) agree that they work weekends to keep up with responsibilities; a smaller percentage (16.8%) strongly agree, while 27.1% and 18.7% disagree and strongly disagree, respectively. With a mean of 3.40, this indicates less agreement on this point compared to their public school counterparts.

Nearly half (47.9%) agree that a more manageable workload would improve their well-being and student outcomes, evidenced by a mean of 3.50, one of the higher scores, highlighting a clear area for potential improvement.

In terms of class size, 44.5% strongly agree that large class sizes make individual attention challenging, with a mean of 3.68, reflecting significant concern about the impact of class size. Additionally, the majority (35.3%) agree that smaller class sizes would lead to better student outcomes, while 32.6% strongly agree, with a mean of 3.24, indicating moderate agreement. Most private school teachers (41.6%) agree that reducing class sizes would benefit both teacher well-being and student learning, with a mean of 3.41, showing a positive but not overwhelming agreement. Similarly, a majority (31.8%) agree that current class sizes hinder their ability to meet diverse student needs. Only 20.8% strongly agree, while 28.9% and 18.4% disagree and strongly disagree, respectively, resulting in a mean of 3.06. Most private school teachers (34.7%) strongly agree that they feel overwhelmed by the demands of teaching large classes, and 29.7% agree. A mean of 3.45 shows agreement on the challenges posed by large class sizes. Overall, the responses indicate an agreement (weighted mean = 3.31; SD=0.59) that both working hours and class size are significant issues in private secondary schools, albeit with less intensity compared to public schools. The overall sentiment is that there are notable areas for improvement, particularly in managing workloads and optimizing class sizes to enhance teacher well-being and student outcomes.

4.4 Test of Hypotheses

H₀₁: There will be no significant combined influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria.

Table 4.10: Summary of Regression Analysis showing the Combined Influence of Teachers' Classroom Management Styles and Workload on Job Performance (Instructional and Administrative) in Public and Private Secondary Schools in Oyo State, Nigeria

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.248 ^a	.062	.051	1.93515		
a. Predictors: (Constant), Work Load, Classroom Management Styles						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1671.823	2	835.9115	479.665	.000 ^b
	Residual	1214.666	1657	0.7331		
	Total	2886.489	1659			
a. Dependent Variable: Teachers Performance						
b. Predictors: (Constant), Classroom Management Styles, Workload						
Source: Researcher's Fieldwork, 2024						

Table 4.10 shows the model summary and ANOVA of multiple regression analysis for the combined influence of teachers' classroom management styles and workload on job

performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria. The table shows that the F- value=479.665, the p-value is 0.000 ($F=479.665$, $P<0.05$) which is much less than 0.05 and highly significant since p-value ($0.000 < 0.05$) at 95% confidence level. The F-test rejects the null hypothesis that states none of the independent variables have a significant relationship with teacher's performance and it can be concluded that there exists variation in teacher's performance due to classroom management styles and workload and its significant which means that the regression model is a good fit of the data. This suggests that classroom management styles and workload significantly influence teacher's performance. The model summary on Table 4.9 shows the R^2 value of 0.62 which implies that 62% variation in teachers' performance (dependent variable) could be explained by the independent variables (classroom management styles and workload). The remaining 46% is explained by other factors outside the model and the error term. An R^2 value greater than 0.5 means that the model is effectively enough to determine the relationship. In this case, the value is 0.62, which is also good. The adjusted R^2 value shows that 51% of the variance in teachers' performance is explained only by the independent variables which are to be kept in the model. This therefore means that the remaining 49% could be a result of other predictors included or added to the model that do not have a significant prediction on teachers' performance. Furthermore, the very little difference between the R^2 value and Adjusted R^2 value (that is, $.62 - .51 = .0011$) indicates a very good fit of the model because the closer the R^2 value is to the adjusted R^2 , the better the fit of the model.

H₀₂: There will be no significant relative influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria.

Table 4.11: Summary of Regression Analysis showing the Relative Influence of Teachers' Classroom Management Styles and Workload on Job Performance (Instructional and Administrative) in Public and Private Secondary Schools in Oyo State, Nigeria

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	2.390	13.826		.173	.000
Teachers classroom management	.917	.310	.217	2.959	.000
Work Load	-.157	.084	-.137	-1.865	.002

a. Dependent Variable: Teachers Performance

Source: Researcher's Field Survey, 2024

Table 4.11 shows the coefficients of multiple regression analysis for the relative influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria. The table reveals that the beta coefficient (β) and t- values for teachers classroom management (Beta = .217; t = 2.959; Significance = .000), working load (Beta = -.137; t = -1.865; Significance = .002) which are significant at $P > 0.05$. This result implies that teacher's classroom management and work load explained the variance in teachers' performance and therefore needed in the model.

In terms of the type of relationship (whether positive or negative) that exist between the significant predictors and the dependent variable (teachers' performance), it is observed from the table that work load have a negative relationship with teachers' performance as

depicted by their negative B value of -.157. This result implies that as it increases, the dependent variable decreased. It therefore means that work load negatively influenced teachers' performance in this study. For a unit change in workload, there is -.157 decrease in teachers' performance as depicted by the negative value of B. Furthermore, the low standard error value for work load (.084) also indicates a high level of precision of these predictors on teachers' job performance in public and private secondary schools in Oyo State. Also from the Table, teacher's classroom management styles have a positive relationship with teachers' performance as depicted by their positive B value of .917. This result implies that as it increases, the dependent variable also increases. It therefore means that teacher's classroom management positively influenced teachers' performance in this study.

Similarly, the computed empirical value of F-test is 479.665 which is significant at $p=0.000$. It is therefore concluded that the F-test is statistically significant. The independents variables (teacher's classroom management styles and work load) statistically and significantly predict the dependent variable (teachers' job performance). This therefore accomplished the research aim to investigate the relationship between teachers' classroom management styles, and workload and performance in secondary schools in Oyo State, Nigeria. Hence, the null hypothesis should be rejected because the test is statistically significant. Therefore, the whole regression is statistically significant.

4.5 Discussion of Findings

This research investigated teachers' classroom management styles, and workload as determinant of teachers' job performance in public and private secondary schools in Oyo State, Nigeria. In the discussion of the findings, the results of the research are shown and compared to the results of other studies to see if there are any differences or similarities. In

this study, demographic information of the respondents (teachers') was analysed, three research questions were answered and two hypotheses were tested.

Demographic characteristics of teachers showed that majority of the teachers in public and private schools in Oyo state are females (745 (64.2%) females in public schools, 317 (63.4%) females in private schools). This aligns with findings of a study in Ekiti that noted a similar uneven distribution of teachers by gender, with females also more prevalent in teaching roles¹. Also, majority of teachers fall within the 31-40 age. 528 (45.5%) in the public schools, while 206 (41.3%) were in the private school. This bracket is consistent with the emphasis on the youthful nature of the teaching workforce in Nigeria. In terms of Marital Status, most of the teachers are married 1175 (70.1%) were married. 836 (72.1%) teachers in the public schools, while 339 (67.8%) teachers in the private schools. The high percentage of married teachers in your study is interesting and aligns with the general societal expectations and norms in Nigeria. This suggests that a major fraction of the teachers in Oyo State are with their spouses and probably responsible for a family. This is good in that a teacher who is responsible for a family would learn to treat students like family and also be responsible for them just like their children.

The high number of Bachelor Degree holders among the teachers in the study is consistent with the requirements for teaching at the secondary level in Nigeria. Majority of the teachers were Bachelor Degree holders, 633 teachers (38.4%). Out of the 269 teachers, 436 (37.6%) teachers were in the public schools, while 197 (39.4%) teachers were in the private schools. This is in line with a study that highlights the significant impact of academic qualifications on instructional quality, supporting the importance of higher academic achievements for teaching effectiveness². This is also consistent with a study on "Challenges

of Teaching Profession, as Perceived by Teachers in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria" which reported that most teachers were females, 71(59.16%) compared to their male counterpart, 49(40.83%). 111(92.49%), married, 103(85.83%), had Bachelor's degree as current level of academic qualification, 92(68.33%)³. However, with a significant number of teachers holding only a Bachelor's degree, continuous professional development is crucial to enhance teaching effectiveness, supported by studies stressing the importance of ongoing training².

Further, most teachers having less than 10 years 899 (55.4%), could indicate a relatively younger and potentially less experienced workforce. Out of this figure, 601 (51.8%) teachers were in the public schools, while 298 (59.7%) teachers were in the private schools. This could have implications for teaching quality, although the specific impact of experience on effectiveness requires further study within the Nigerian context. Findings from research question one show that; in terms of Instructional Performance, 81.6% of teachers in public schools are rated highly for their subject-matter knowledge, with a mean score of 3.94, suggests that the teachers possess strong academic qualifications and are well-prepared to deliver content. This high level of expertise is crucial for ensuring that students receive quality education that can effectively prepare them for higher education or vocational success. While 42.2% of teachers are rated highly in encouraging active participation and critical thinking, a larger portion (54.5%) is rated at a moderate level. This indicates a potential area for professional development, as fostering critical thinking skills is essential for preparing students to navigate complex real-world problems. The majority of public school teachers provides clear and organized instructional materials (66.3%) and uses a variety of instructional strategies to engage students (60.8%). These findings underscore a

commitment to diverse teaching methodologies and resource availability, which enhance learning outcomes by catering to different learning styles and needs. Further, over half of the teachers (55.5%) are proficient in providing timely and constructive feedback, an essential component of effective teaching that supports student learning and improvement.

In terms of Administrative Performance, a significant majority of the public school teachers (64.2%) maintain accurate and up-to-date records. This proficiency not only supports the administrative aspect of teaching but is also critical for tracking student progress and making informed educational decisions. Efficient handling of admission, classification, and registration of students by 56.8% of teachers, along with the management of examinations and ensuring the accuracy of results by 59.7% and 56.3% respectively, shows robust administrative processes. These processes are fundamental to maintaining the integrity of educational assessments and ensuring that students are placed in appropriate educational tracks. Also, Active participation in student welfare services by 54.2% of teachers highlights their role beyond the classroom, contributing to a supportive learning environment that addresses students' broader needs. The finding shows level of teachers job performance (instructional and administrative) in public secondary schools in Oyo State, Nigeria is high level with a weighted mean of 3.59, suggests a positive situation regarding both instructional and administrative capacities of teachers. This study is in line with a study that found that teachers in Oyo State public secondary schools generally have high job satisfaction levels, which correlates positively with job performance. This suggests that when teachers feel satisfied, their job performance, both instructional and administrative, tends to be high⁴. Contrasting these findings, another study highlighted that while some teachers exhibited high performance, the overall average levels of job satisfaction and performance were

significantly lower than expected, indicating that not all teachers may be performing at a high level⁵.

For the private school teachers, a significant majority 77.5% display a commendable level of subject-matter expertise, evidenced by a mean score of 3.64. This score, though notably high, is marginally lower than that observed among counterparts in public school settings. In fostering active participation and critical thinking among students, teacher performance demonstrates a more balanced distribution: 46.3% of teachers are rated at a high level, with an equivalent percentage also categorized at a moderate level, culminating in an overall mean score of 3.02. When it comes to the provision of clear and organized instructional materials, a majority of 63.7% of teachers achieve a high rating, reflected in a mean score of 3.54. In the utilization of diverse instructional strategies, 56.9% of teachers are rated highly, while 34.1% receive a moderate rating, resulting in a mean score of 3.43, which indicates a moderate level of effectiveness overall. Furthermore, the provision of feedback, a critical component of effective teaching, is rated highly by 57.5% of the teachers, with an associated mean score of 3.50. This metric indicates a robust performance in this area, albeit with some variability in practice.

On the administrative performance, the data reveals strong performance, with 64.4% of the administrative staff maintaining a high level of accuracy in record-keeping, as indicated by a high mean score of 3.67. The management of student admissions and registrations is assessed as moderate by 54.7% of the evaluations, while the conduct of examinations and invigilation is similarly rated by 57.5% of the assessments. The processing of examination results and the provision of student welfare services both pivotal to student support and success are rated moderately effective, with mean scores of 3.47 and 3.40,

respectively. These scores suggest a competent yet uneven adherence to administrative protocols and responsibilities. The findings from this evaluation highlight a generally strong performance in both teaching and administrative domains within the educational institution. While teaching effectiveness in subject-matter expertise and feedback provision is notable, there is room for improvement in enhancing active participation and critical thinking among students, as well as in diversifying instructional strategies. Administratively, while record-keeping demonstrates high efficacy, other areas such as student admissions, examination management, and welfare services exhibit only moderate effectiveness, pointing to potential areas for policy enhancement and procedural refinement. Overall, the level of teachers job performance (instructional and administrative) in private secondary schools in Oyo State, Nigeria is moderate level (Weighted Mean=3.46; SD=0.54=5; Overall Decision= Moderate Level). This study is corroborated with a study that reported moderate performance among teachers, linking various managerial and environmental factors to this level of performance. The study highlighted the role of principals' managerial skills in influencing teachers' job performance, noting a significant relationship between these skills and the performance levels in Delta State⁶. Contrary to the moderate performance level, another study conducted in private secondary schools in Oyo State found that digital leadership, communication, and decision-making styles of principals significantly enhance teachers' job performance, suggesting potentially higher performance levels than just moderate⁷.

Public school teachers in Oyo State, Nigeria, exhibit higher subject-matter expertise with 81.6% rated highly and a mean score of 3.94, compared to private school teachers who also show strong expertise but with a slightly lower rating of 77.5% and a mean score of 3.64. Public school teachers seem less effective in fostering active participation and critical

thinking, with only 42.2% rated highly and a larger 54.5% rated moderately, whereas private school teachers have a more balanced performance in this area with 46.3% rated highly and the same percentage rated moderately. Both public and private school teachers show strong provision of clear and organized instructional materials, but public school teachers use a wider variety of instructional strategies more effectively, with 60.8% rated highly compared to 56.9% in private schools. In administrative performance, public school teachers are slightly more proficient in maintaining accurate records with 64.2% rated highly compared to 64.4% of private school administrative staff. However, public schools seem more adept at managing admissions, examinations, and student welfare services, suggesting a more robust administrative framework than in private schools, where these areas show moderate effectiveness. Overall, public school teachers show a slightly higher overall performance with a weighted mean of 3.59 compared to private schools, indicating stronger instructional and administrative capabilities.

Findings from research question two shows an in-depth analysis of teachers' classroom management styles, encompassing Authoritative, Permissive, Assertive, Relationship-based, and Group-based approaches among public school teachers. In the Authoritative Style, a significant proportion of teachers demonstrate a strong alignment with setting clear and consistent rules, as evidenced by 60.5% strongly agreeing and 29.7% agreeing, resulting in a mean score of 3.47. This suggests a general agreement on the importance of consistency in rule enforcement. Moreover, the management of classroom disruptions is effectively addressed by the majority, with 46.1% strongly agreeing and 36.1% agreeing, totaling an 82.2% positive response rate and a mean score of 3.31, indicating effective management in most classrooms.

The Permissive Style is characterized by a support for student self-expression, with 54.2% strongly agreeing. Responses regarding leniency in rule enforcement show more divergence, with 43.2% strongly agreeing, but countered by a significant disagreement (17.9% disagree and 10.5% strongly disagree), leading to a lower mean of 3.30. This indicates a more cautious application of leniency. Autonomy in learning decisions shows moderate agreement with a mean of 3.21, reflecting a balanced perspective on student freedom. Assertive Style is robustly endorsed for addressing disruptions, with 55% strongly agreeing, underscored by a mean of 3.50. The style also reflects a focused learning environment, supported by 50.8% strongly agreeing, with a mean of 3.27. However, the responses to clear and non-negotiable rules show significant variance, with 40.8% strongly agreeing and 12.4% disagreeing, leading to a mean of 3.21, indicating some disagreement on rigidity in rule application.

In the Relationship-based Style, valuing student relationships is highly prioritized, as 61.8% strongly agree, achieving a mean of 3.47. Open communication is also significant, with 52.1% strongly agreeing and a mean of 3.39, reflecting a strong commitment to communicative and relational dynamics in classrooms. Additionally, building a community among students is endorsed by 46.1% strongly agreeing, with a mean of 3.42, suggesting an emphasis on creating an inclusive learning environment. Lastly, the Group-based Style shows a strong inclination towards cooperative learning, with 58.7% of teacher's strongly endorsing collaboration, and a mean score of 3.40. The promotion of unity within student groups receives a mixed response, with 39.7% strongly agreeing, leading to a mean of 3.01, indicating general but not overwhelming agreement. The importance of teamwork is strongly

agreed upon by 54.2%, with a mean of 3.48, highlighting a preference for cooperative and team-oriented teaching methods.

These findings underscore a multifaceted approach to classroom management in Oyo State public schools, with a notable emphasis on authoritative and relationship-based styles, reflecting a balance between rule enforcement and nurturing positive student-teacher relationships. Over all, the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in public secondary schools in Oyo State is good (Mean=3.46; SD=0.55). The findings are corroborated a study found that the relationship between classroom management and students' performance in public secondary schools is significant, indicating that effective classroom management contributes positively to academic success. This aligns with the notion of generally good management practices among teachers⁸. Another research focusing on teachers' understanding of student discipline a key component of classroom management revealed that while there are challenges, teachers generally adopt appropriate discipline strategies, suggesting a competent level of classroom management which contributes to the overall good status⁹. Another study examining decision-making skills and administrative effectiveness in Oyo State highlights how these skills are crucial in creating environments that foster effective teaching and learning. Principals with high administrative effectiveness, which includes managing classroom environments effectively, tend to facilitate better classroom management by teachers. This supports the assertion of generally good classroom management practices¹⁰.

For teachers in private secondary schools in Oyo state, the analysis of classroom management styles in private secondary schools in Oyo State, Nigeria, reveals a

comprehensive adoption of various management approaches, with a general trend toward high efficacy and approval across different styles. The findings demonstrate a robust commitment to structured, flexible, and relational classroom management techniques, reflected through high mean scores and strong agreement rates among teachers. In the Authoritative Style, a substantial 67.2% of teachers strongly agree that they enforce clear and consistent rules, supported by a high mean of 3.80, indicating a significant commitment to discipline and structure. Additionally, 50.6% of teachers strongly agree on their effectiveness in managing disruptions, with a mean score of 3.41, suggesting effective control though highlighting potential areas for improvement.

The Permissive Style is characterized by a strong endorsement of student self-expression, with 56.3% of teachers strongly agreeing, and an additional 25.9% agreeing, culminating in a mean of 3.75. This style's flexibility is further evident as 41.6% of teachers describe themselves as very lenient, with a mean score of 3.60, while 43.8% strongly support student autonomy in learning choices, evidenced by a mean of 3.50. Assertive Style receives strong support, with 57.2% of teachers strongly agreeing on their efficacy in addressing disruptions, reflected in a mean of 3.81. Clear, non-negotiable rules are favored by 45.3% of teachers, with a mean of 3.67, and a focused learning environment is promoted by 51.6% of teachers, with a mean score of 3.75.

In the Relationship-based Style, the highest mean of 3.84 is observed, with 57.5% of teachers prioritizing nurturing positive relationships, indicating a strong emphasis on interpersonal connections. Open and honest communication is also valued, with 49.4% strongly agreeing and 34.7% agreeing, achieving a mean of 3.47. Moreover, 48.8% of

teachers strongly agree on fostering a sense of community, with a mean of 3.42, suggesting a solid but slightly less robust commitment compared to other areas.

The Group-based Style is also well-received, with 56.3% of teachers strongly agreeing on the importance of collaborative work, achieving a mean of 3.78. A majority of teachers support promoting unity (45.6% strongly agree, 35% agree) with a mean of 3.44, and 54.4% strongly agree on the significance of teamwork, reflected in a mean of 3.69.

Overall, the status of teachers' classroom management styles (Authoritative Style, Permissive Style, Assertive Style, Relationship-based Style, Group-based Style) in private secondary schools in Oyo State is very good (Mean=3.63; SD=0.61). This comprehensive approval rating underscores the high level of effectiveness and commitment to diverse management approaches among teachers in private secondary schools in Oyo State, contributing positively to the learning environment and student development. This finding is corroborated by a study assessing dominative and integrative behavior of teachers in senior secondary schools in Oyo State observed that private school teachers exhibited a greater integrative-dominative ratio, encouraging more student interaction. This behavior is indicative of effective classroom management, aligning with the very good classification¹⁰.

To compare classroom management styles between public and private secondary school teachers in Oyo State, Nigeria, reveals distinct trends and levels of efficacy in their approaches. Public school teachers demonstrate a solid commitment to authoritative and relationship-based styles, reflected in their strong alignment with setting clear rules and nurturing student-teacher relationships, with mean scores of 3.47 and 3.46 respectively. This indicates a balanced focus on discipline and support, though there is room for improvement

in areas such as the management of disruptions and promoting unity within student groups, as evidenced by lower mean scores of 3.31 and 3.01 respectively.

Private school teachers, on the other hand, exhibit a higher overall efficacy across all management styles, particularly in authoritative and assertive approaches, with mean scores of 3.80 and 3.81 respectively. This suggests a more robust enforcement of discipline and a stronger presence in managing classroom dynamics. Additionally, private school teachers show greater flexibility and support for student autonomy, as seen in their permissive style scores, with a high mean of 3.75 for encouraging self-expression and a significant lean towards leniency with a mean of 3.60. The relationship-based style also stands out in private schools with the highest mean score of 3.84, indicating an exceptional emphasis on building positive interpersonal relationships, which surpasses the strong yet slightly lower emphasis observed in public schools (mean of 3.47). Moreover, the group-based style in private schools shows a strong inclination towards collaborative work and teamwork, with mean scores of 3.78 and 3.69, compared to the more modest scores in public schools.

Overall, private school teachers in Oyo State display a more comprehensive and effective adoption of various classroom management styles, marked by a higher overall mean of 3.63 and lower standard deviation, suggesting a more uniform application of these styles compared to their public school counterparts, who show a good but less consistent application with a mean of 3.46. These differences highlight potential areas for professional development in public schools, particularly in enhancing assertive management techniques and fostering a more collaborative and communicative classroom environment.

Findings from research question three showed a comprehensive analysis of working time and class size, both identified as critical factors impacting public secondary schoolteacher satisfaction and effectiveness. Concerning working time, a significant majority of 67.2% of teachers strongly agree that they work beyond their contracted hours, as indicated by a mean score of 3.78, with a low standard deviation of 0.37, underscoring a strong, uniform agreement on this issue. Additionally, more than half of the respondents (50.6%) strongly agree that their work hours adversely affect their personal life balance, evidenced by a mean of 3.61, highlighting substantial concerns regarding work-life balance. Further, 57.8% of teachers express strong feelings that their workload negatively impacts their job satisfaction, reflected in a mean score of 3.48, indicating prevalent dissatisfaction with workload levels. The need to work weekends to manage teaching responsibilities is also strongly agreed upon by 56.3% of teachers, with a mean score of 3.66, emphasizing the extent of additional work hours required. Moreover, 41.6% agree that a more manageable workload could improve both teacher well-being and student outcomes, suggested by a mean of 3.37, pointing to a significant desire for workload adjustments.

In terms of class size, 57.2% of teachers strongly agree that large class sizes hinder their ability to provide personalized attention, with a mean score of 3.59, reinforcing concerns about the impact of class size on teaching quality. A strong belief in the benefits of smaller classes is indicated by 45.3% of teachers, with a mean of 3.67, demonstrating a robust conviction that reducing class sizes would enhance student outcomes. The majority of teachers (51.6%) strongly agree that smaller classes would be beneficial for both teacher well-being and student learning, indicated by a mean of 3.53. Furthermore, 57.5% of teachers strongly agree that the current class sizes restrict their ability to meet diverse student needs,

with a mean of 3.66, showing significant concern over the effects of large class sizes. Lastly, 49.4% of teachers agree that the demands of large classes are overwhelming, with a mean of 3.45, emphasizing stress related to class size. Overall, the data concludes with a strong agreement (mean = 3.58, SD = 0.56) that excessive working hours and large class sizes are pressing issues negatively affecting teacher satisfaction and effectiveness.

The consistent agreement among respondents underscores the urgent need for policy interventions aimed at improving workload conditions and reducing class sizes to significantly enhance both teacher well-being and student educational outcomes in public secondary schools in Oyo State. This finding is corroborated by a study found a positive correlation between high student-teacher ratios and increased teacher work hours and stress. It showed that reducing the student-teacher ratio could significantly lower teachers' workload and stress, supporting the claim that large class sizes and extensive work hours are detrimental to teacher satisfaction and effectiveness¹¹. A study discussing the effects of overloaded curriculums and excessive daily academic activities found that these factors have a significant negative relationship with the learning effectiveness of students, implying that they likely also impact teacher effectiveness negatively due to increased stress and reduced teaching efficiency¹². Another research illustrates that the workload and work motivation of teachers do not significantly influence their performance, suggesting that other factors such as working hours and class size might be more critical determinants of teacher effectiveness and satisfaction¹³.

For teachers in private secondary school, the study of workload perceptions among teachers in private secondary schools in Oyo State, Nigeria, provides insights into the challenges associated with working time and class size. The findings indicate moderate

concerns regarding these factors, with implications for teacher well-being and student outcomes. Regarding working time, a majority of teachers (45.5%) report working beyond their contracted hours, evidenced by a mean score of 3.40 and a standard deviation of 0.47, suggesting moderate agreement on extended working hours. Balancing teaching responsibilities with personal life is acknowledged as challenging by 36.1% of teachers, although 28.2% disagreed, resulting in a mean of 3.01. This response pattern reflects some struggle with work-life balance but with less intensity compared to public schools.

Concerns about workload negatively impacting job satisfaction are expressed by 34.5% of teachers, yet countered by 29.2% who disagreed, with a mean score of 2.97 indicating concerns at a lower level of strong agreement. Regarding weekend work, 37.4% agree they need to work weekends, yet 45.8% disagree or strongly disagree, supported by a mean of 3.40. In terms of class size, 44.5% of teachers strongly agree that large class sizes complicate the provision of individual attention, reflected in a mean of 3.68, signaling significant concerns about the impact of class size on teaching quality. While 35.3% of teachers agree that smaller class sizes would enhance student outcomes, a further 32.6% strongly agree, leading to a mean of 3.24, indicating moderate agreement. The potential benefits of reducing class sizes for teacher well-being and student learning are recognized by 41.6% of teachers, with a mean score of 3.41. Challenges in meeting diverse student needs due to current class sizes are acknowledged by 31.8% agreeing and 20.8% strongly agreeing, with 47.3% disagreeing or strongly disagreeing, resulting in a mean of 3.06. Moreover, the overwhelming demands of teaching large classes are felt by 34.7% strongly agreeing and 29.7% agreeing, with a mean of 3.45. Overall, the data reveal a general agreement (weighted mean = 3.31; SD = 0.59) that both working hours and class sizes are significant concerns in

private secondary schools, albeit with a lower intensity of agreement compared to public schools. The findings underscore the need for targeted interventions to manage workloads more effectively and optimize class sizes, aiming to enhance both teacher well-being and student educational outcomes. This result is in line with a study that highlights the well-documented issues of excessive working hours among school teachers and efforts to reduce class sizes in primary schools in Japan as measures expected to improve teacher stress levels and workload, which might indicate similar concerns in private secondary schools, albeit potentially at a lower intensity due to different operational dynamics. These studies provide evidence supporting the claim that while concerns about working hours and class sizes exist in private secondary schools, the intensity of these concerns may be less severe compared to public schools¹².

Further, findings from hypothesis one showed that there exist a statistical significant combined influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria. Utilizing an F-test statistics in the regression analysis, an F-value of 479.665 with a p-value of 0.000 was recorded ($F=479.665$, $P<0.05$), which is highly significant and substantially below the conventional threshold of 0.05. This shows that the independent variables (teacher's classroom management styles and work load) statistically and significantly predict the dependent variable (teachers' job performance) this statistical result allows for the rejection of the null hypothesis. The highly significant p-value (<0.05) at the 95% confidence level confirms that variations in teachers' performance can be attributed to differences in classroom management styles and workload. This outcome indicates that these factors play a critical role in influencing teacher efficacy and are integral to

understanding performance dynamics within educational settings. The regression model's fit is thus validated by these results, demonstrating a robust link between the independent variables studied and the dependent variable, teachers' performance. The evidence strongly suggests that classroom management styles and workload are significant predictors of teachers' performance, underscoring the need for strategic interventions in these areas to enhance educational outcomes and teacher satisfaction. This finding is corroborated by a study examining the effect of leadership styles on teachers' job engagement in public senior secondary schools in Ibadan, Oyo State; found that leadership styles significantly influenced job engagement. This finding suggests that effective leadership, which is part of classroom management, can positively impact teachers' job performance¹⁴. Another study focused on the influence of school climate and principal managerial styles on organizational commitment among junior secondary school teachers in Oyo State. It concluded that both school climate and management styles significantly affect teachers' commitment, which is closely linked to their overall job performance¹⁵. Also, research on the impact of digital leadership, communication, and decision-making styles on public primary school teachers' job performance in Oyo State demonstrated that these factors have a significant combined influence on job performance, highlighting the critical role of management and workload in shaping effective teaching⁷.

Findings from hypothesis two showed that there exists significant relative influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria. The multiple regression analysis conducted to explore the impact of classroom management styles and workload on teachers' job performance in both public and private secondary

schools in Oyo State, Nigeria, yields significant findings. The beta coefficients and t-values indicate statistically significant relationships, with classroom management showing a positive influence on teachers' performance (Beta = .217; $t = 2.959$; Significance = .000), while workload demonstrates a negative impact (Beta = -.137; $t = -1.865$; Significance = .002). The analysis specifically highlights that improvements in classroom management are associated with enhancements in job performance, as evidenced by the positive beta value (.217) and corresponding t-value (2.959). This suggests that effective classroom management strategies contribute to better instructional and administrative outcomes, with a coefficient of .917 indicating that a unit increase in classroom management effectiveness results in a corresponding increase in job performance.

Conversely, the workload variable exhibits a negative relationship with job performance, indicated by a beta value of -.137 and a t-value of -1.865. This relationship is further quantified by a beta coefficient of -.157, implying that an increase in workload leads to a .157 unit decrease in teachers' performance, underscoring the adverse effects of excessive work demands on educational professionals. The low standard error (.084) associated with the workload variable suggests a high level of precision in these findings, reaffirming the significant impact of workload on job performance. These results clearly articulate the dual impact of classroom management and workload on teacher performance, emphasizing the positive contributions of effective management styles and the detrimental effects of heavy workloads. The implications of these findings are critical for educational policy and administration, pointing to the need for balanced workloads and the promotion of robust classroom management practices to enhance teacher effectiveness and educational outcomes in Oyo State's secondary schools.

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Chapter Five

Conclusion

This chapter discusses a summary of the findings of the research, as well as the conclusion, recommendations, contributions to knowledge, and areas where additional research is needed.

5.1 Summary of Findings

The research investigated the relationship between teachers' classroom management styles, and workload and performance in secondary schools in Oyo State, Nigeria. The study analyzed demographic data of teachers, answered three research questions, and tested two hypotheses.

The demographic data reveal a majority of female teachers in both public (64.2%) and private (63.4%) schools. The age distribution shows a concentration in the 31-40s years range, suggesting a relatively young workforce. Marital status predominantly features married individuals, making up 72.1% in public and 67.8% in private schools, indicating that many teachers are likely managing family responsibilities alongside their professional duties. The educational background is primarily at the Bachelor's degree level, which aligns with the requirements for secondary education teaching in Nigeria and supports the importance of higher education for effective teaching.

In terms of job performance, public schools teachers display strong subject-matter knowledge with 81.6% rated highly and a mean score of 3.94, pointing to a well-prepared workforce. However, only 42.2% excel in fostering critical thinking and active participation. The provision of clear instructional materials and diverse teaching strategies is noted by 66.3% and 60.8% of teachers, respectively. On the administrative front, a significant majority

manage records and student-related administrative tasks effectively. Private schools teachers also show substantial subject-matter expertise, though slightly lower than their public counterparts, with 77.5% rated highly. The approach to encouraging active participation and critical thinking is more balanced, with equal ratings for high and moderate levels. Instructional materials and strategy use are commendable. However, administrative tasks show moderate effectiveness, indicating potential areas for improvement. The comparative analysis indicates that public school teachers generally exhibit a higher level of job performance compared to those in private schools, with weighted mean scores of 3.59 and 3.46, respectively.

In exploring classroom management styles, the authoritative style is prevalent public schools, with strong adherence to consistent rules and effective disruption management. Relationship-based and group-based styles are also well-received, highlighting a balance between disciplines and nurturing student relationships. In private schools, a robust adoption of diverse management styles is evident, particularly in authoritative and assertive approaches, suggesting effective discipline enforcement complemented by strong relationship building.

Concerning workload and class size, both sets of teachers identify these factors as significant stressors impacting job satisfaction and performance. Public school teachers particularly report high stress due to excessive work hours and large class sizes, whereas private school teachers face these challenges with slightly less intensity. The study also showed that there exist a statistically significant combined influence of teachers' classroom management styles and workload on job performance and a relative influence of teachers' classroom management styles and workload on job performance (instructional and

administrative) in public and private secondary schools in Oyo State, Nigeria. F-value of 479.665 with a p-value of 0.000 was recorded ($F=479.665$, $P<0.05$), which is highly significant and substantially below the conventional threshold of 0.05. The beta coefficients and t-values indicate statistically significant relationships, with classroom management showing a positive influence on teachers' performance (Beta = .217; $t = 2.959$; Significance = .000), while workload demonstrates a negative impact (Beta = -.137; $t = -1.865$; Significance = .002). The findings underscore the critical impact of classroom management styles and workload on teacher performance, suggesting that effective management can enhance performance while excessive workload detracts from it. Strategic interventions aimed at professional development in fostering critical thinking, managing workload, and optimizing class sizes are recommended to improve educational outcomes and teacher satisfaction in both public and private schools in Oyo State.

5.2 Conclusion

The comprehensive research conducted across public and private secondary schools in Oyo State, Nigeria, highlights significant insights into the dynamics of teachers' classroom management styles, workload, and their impact on job performance. The demographic data underscores a predominantly young, female, and married teaching workforce, with a solid educational background primarily at the Bachelor's degree level, which aligns with national standards for secondary education teaching. This demographic setup not only reflects the youthful vigor of the workforce but also suggests a maturity and life experience that could enrich the teaching environment. Public school teachers exhibit superior subject-matter knowledge and administrative capabilities compared to their private school counterparts, with higher mean scores in job performance assessments. Despite this, there is a noticeable

gap in fostering critical thinking and active participation among students, which presents an area ripe for professional development. Private school teachers, while slightly behind in subject-matter expertise and administrative performance, show a commendable balance in promoting critical thinking and participation, indicating a potential for more interactive and engaging teaching practices.

The study reveals that both public and private school teachers are impacted by significant workload and class size stressors, which adversely affect their job satisfaction and overall performance. Public school teachers report higher stress levels due to more excessive work hours and larger class sizes, compared to private school teachers who experience these issues with slightly less intensity. The statistical analysis confirms a significant combined and relative influence of classroom management styles and workload on teachers' job performance in both sectors. Specifically, effective classroom management styles are shown to enhance job performance, whereas high workload levels have a detrimental effect. This dual impact suggests that while strong management skills are essential for high performance, excessive workload can undermine these gains.

In conclusion, the findings from this research advocate for targeted interventions aimed at enhancing classroom management skills and reducing workload stress among teachers. By focusing on these areas, educational authorities in Oyo State cannot only improve teaching effectiveness but also boost teacher satisfaction and retention. Strategic recommendations include implementing professional development programs to enhance critical thinking and active participation in classrooms, optimizing class sizes.

5.3 Recommendations

Based on the study findings, the following recommendations were made.

1. Implement targeted professional development programs aimed at enhancing teachers' skills in fostering critical thinking and active participation among students. Such programs should focus on innovative teaching methodologies that encourage student engagement and develop teachers' abilities to effectively manage diverse classroom dynamics.
2. Develop and implement policies that effectively manage teacher workloads to prevent burnout and improve job satisfaction. This could include the introduction of more planning and preparation time within the school day, limits on class sizes, and the provision of additional support staff to assist with administrative duties and student management.
3. Actively work towards reducing class sizes to facilitate more personalized attention for students and reduce the stress on teachers. Smaller class sizes have been shown to improve student achievement and teacher performance, making this an essential area for policy action.
4. Since classroom management significantly impacts teacher performance, schools should provide ongoing training in different management styles. This training should be tailored to include authoritative, assertive, and relationship-based approaches to equip teachers with a variety of strategies to handle classroom challenges effectively.
5. Introduce initiatives that support a healthy work-life balance for teachers, such as flexible working conditions, mental health support, and resources that assist teachers in managing personal responsibilities alongside professional duties. This could include

access to childcare facilities, wellness programs, and a supportive school community that recognizes the dual roles many teachers play.

5.4 Contribution to Knowledge

This study has contributed to knowledge in the following ways:

Conceptual Review/Framework

Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies.

Theoretically

The Social Cognitive Theory and Apple's Theory of Intensification were the major theories used in this study.

Social Cognitive Theory provides a robust framework for understanding how behaviors are acquired and maintained within educational settings. The theory's emphasis on observational learning explains how teachers can adopt new classroom management strategies by observing peers, which enriches our understanding of professional development dynamics in education. By highlighting the concept of self-efficacy, the theory contributes to our understanding of the psychological factors that influence teacher performance. It explains how teachers' beliefs in their capabilities affect their motivation and the outcomes of their instructional strategies. This insight is crucial for designing interventions that aim to boost teachers' confidence and effectiveness. The theory introduces the concept of reciprocal determinism, showing that teachers are not just influenced by their environments but are also

agents who can effect change. This understanding helps in appreciating the bidirectional influences between teachers and their work settings, emphasizing the active role teachers play in shaping their professional landscapes.

Apple's theory offers a critical view of the increasing demands placed on teachers. It sheds light on how systemic changes in education policy and curriculum affect teachers' daily workloads and overall job satisfaction. This is particularly relevant in understanding the stressors in the teaching profession and their impact on teacher burnout. The theory discusses the shift from teacher-led instruction to a more standardized, policy-driven curriculum, highlighting the erosion of teachers' autonomy in curriculum development. This contributes to the discourse on the professional status of teachers and the impact of external controls on pedagogical freedom. While primarily noting the negative impacts, Apple's theory also opens the discussion for potential positive outcomes of work intensification. This balanced perspective encourages a more nuanced view of how pressures can sometimes lead to greater efficiency or innovation in teaching, although often at a cost.

Empirically

This study adds to the empirical literatures by reporting the statistically significant combined and relative influence of teachers' classroom management styles and workload on job performance (instructional and administrative) in public and private secondary schools in Oyo State, Nigeria, which previous empirical studies did not consider thus bridging the gap in empirical literature.

5.5 Suggested Area of Further Studies

Further research could explore how different classroom management styles impact teaching effectiveness across various subjects. This would help determine if certain styles are more effective in subjects that require more interactive and participatory teaching methods compared to those that are more lecture-based.

Additionally, longitudinal study could be conducted to examine how the accumulation of workload over time affects teachers' job performance and job satisfaction. This would provide insights into the long-term effects of workload stressors and could help in designing interventions that aim to reduce burnout and increase retention.

Finally, further research could evaluate the effectiveness of current teacher training programs in equipping teachers with the skills needed to manage classrooms effectively and handle workloads efficiently. Studies could assess which components of training programs are most beneficial and suggest improvements.

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Appendix

SPSS Computation Result (Raw Score)

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	415	35.8	35.8	35.8
	Female	745	64.2	64.2	100.0
	Total	1160	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30 years	354	30.5	30.5	30.5
	31 - 40 years	528	45.5	45.5	76.0
	41 - 50 years	229	19.7	19.7	95.7
	Above 50 years	49	4.2	4.2	100
	Total	1160	100.0	100.0	

Marital Status

	Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Single	238	20.5	20.5	20.5
	Married	836	72.1	72.1	92.6
	Divorced	24	2.1	2.1	94.7
	Widow(er)	61	5.3	5.3	100.0
	Total	1160	100.0	100.0	

Highest Educational Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	171	14.7	14.7	14.7
	OND	119	10.3	10.3	25.0
	HND	260	22.4	22.4	47.4
	Bachelor Degrees	436	37.6	37.6	85.0
	Master Degrees	137	11.8	11.8	96.8
	Doctorate (Ph. D) Degrees	37	3.2	3.2	100
	Total	1160	100.0	100.0	

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	601	51.8	51.8	51.8
	11 - 20 years	427	36.8	36.8	88.6
	21 - 30 years	97	8.4	8.4	97.0
	Above 30 years	34	2.9	2.9	100.0
	Total	1160	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	183	36.6	36.6	36.6
	Female	317	63.4	63.4	100.0
	Total	500	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30 years	178	35.6	35.6	35.6
	31 - 40 years	206	41.3	41.3	76.9
	41 - 50 years	102	20.3	20.3	97.2
	Above 50 years	14	2.8	2.8	100
	Total	500	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	148	29.7	29.7	29.7
	Married	339	67.8	67.8	97.5
	Divorced	5	0.9	0.9	98.4
	Widow(er)	8	1.6	1.6	100.0
	Total	500	100.0	100.0	

Highest Educational Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	98	19.7	19.7	19.7
	OND	42	8.4	8.4	28.1
	HND	83	16.6	16.6	44.7
	Bachelor Degrees	197	39.4	39.4	74.1
	Master Degrees	74	14.7	14.7	100
	Doctorate (Ph. D) Degrees	7	1.3	1.3	
	Total	500	100.0	100.0	

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	298	59.7	59.7	59.7
	11 - 20 years	174	34.7	34.7	95.4
	21 - 30 years	25	5.0	5.0	99.4
	Above 30 years	3	0.6	0.6	100.0
	Total	500	100.0	100.0	

Descriptive

demonstrates subject-matter expertise and knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	High Level	947	81.6	81.6	81.6
	Moderate Level	208	17.9	17.9	99.5
	Low Level	7	0.6	0.6	100.0
	Not at All	0	0.0	0.0	100.0
	Total	1160	100.0	100.0	

encourage active participation and critical thinking among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	492	42.4	42.4	42.4
	Moderate Level	632	54.5	54.5	96.9
	Low Level	34	2.9	2.9	99.8
	Not at All	4	0.3	0.3	100.0
	Total	1160	100.0	100.0	

provide clear and organised instructional materials.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	770	66.4	66.4	66.4
	Moderate Level	309	26.6	26.6	93.0
	Low Level	74	6.4	6.4	99.4
	Not at All	10	0.9	0.9	100.0
	Total	1160	100.0	100.0	

make use of a variety of instructional strategies to engage students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	706	60.9	60.9	60.9
	Moderate Level	367	31.6	31.6	92.5
	Low Level	58	5.0	5.0	97.5
	Not at All	31	2.7	2.7	100.0
	Total	1160	100.0	100.0	

provide timely and constructive feedback to students.

		Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	High Level	645	55.6	55.6	55.6
	Moderate Level	413	35.6	35.6	91.2
	Low Level	68	5.9	5.9	97.1
	Not at All	37	3.2	3.2	100.0
	Total	1160	100.0	100.0	

maintain accurate and up-to-date records of student attendance and performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	745	64.2	64.2	64.2
	Moderate Level	324	27.9	27.9	92.1
	Low Level	77	6.6	6.6	98.7
	Not at All	16	1.4	1.4	100.0
	Total	1160	100.0	100.0	

effectively admit, classify, and register students in a timely manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	660	56.9	56.9	56.9
	Moderate Level	413	35.6	35.6	92.5
	Low Level	74	6.4	6.4	98.9
	Not at All	16	1.4	1.4	100.0
	Total	1160	100.0	100.0	

conduct examinations and invigilate them following established protocols

	Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	High Level	693	59.7	59.7	59.7
	Moderate Level	367	31.6	31.6	91.3
	Low Level	74	6.4	6.4	97.7
	Not at All	28	2.4	2.4	100.0
	Total	1160	100.0	100.0	

efficiently processes examination results and ensures their accuracy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	660	56.9	56.9	56.9
	Moderate Level	413	35.6	35.6	92.5
	Low Level	74	6.4	6.4	98.9
	Not at All	22	1.9	1.9	100.0
	Total	1160	100.0	100.0	

actively participates in students' welfare services, such as counselling and support.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	947	81.6	81.6	81.6
	Moderate Level	208	17.9	17.9	99.5
	Low Level	7	0.6	0.6	100.0
	Not at All	0	0.0	0.0	100.0
	Total	1160	100.0	100.0	

demonstrates subject-matter expertise and knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	388	77.5	77.5	77.5
	Moderate Level	104	20.9	20.9	98.4
	Low Level	3	0.6	0.6	99.0
	Not at All	5	0.9	0.9	100.0
	Total	500	100.0	100.0	

encourage active participation and critical thinking among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	231	46.3	46.3	46.3
	Moderate Level	231	46.3	46.3	92.6
	Low Level	36	7.2	7.2	99.8
	Not at All	2	0.3	0.3	100.0
	Total	500	100.0	100.0	

provide clear and organised instructional materials.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	288	57.5	57.5	57.5
	Moderate Level	147	29.4	29.4	86.9
	Low Level	53	10.6	10.6	97.5
	Not at All	12	2.5	2.5	100.0
	Total	500	100.0	100.0	

make use of a variety of instructional strategies to engage students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	284	56.9	56.9	56.9
	Moderate Level	170	34.1	34.1	91.0
	Low Level	39	7.8	7.8	98.8
	Not at All	7	1.3	1.3	100.0
	Total	500	100.0	100.0	

provide timely and constructive feedback to students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	288	57.5	57.5	57.5
	Moderate Level	147	29.4	29.4	86.9
	Low Level	53	10.6	10.6	97.5
	Not at All	12	2.5	2.5	100.0
	Total	500	100.0	100.0	

maintain accurate and up-to-date records of student attendance and performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	322	64.4	64.4	64.4
	Moderate Level	126	25.3	25.3	89.7

Low Level	44	8.8	8.8	98.5
Not at All	8	1.6	1.6	100.0
Total	500	100.0	100.0	

effectively admit, classify, and register students in a timely manner.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level	274	54.7	54.7	54.7
Moderate Level	166	33.1	33.1	87.8
Low Level	44	8.8	8.8	96.6
Not at All	17	3.4	3.4	100.0
Total	500	100.0	100.0	

conduct examinations and invigilate them following established protocols.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level	288	57.5	57.5	57.5
Moderate Level	153	30.6	30.6	88.1
Low Level	46	9.1	9.1	97.2
Not at All	14	2.8	2.8	100.0
Total	500	100.0	100.0	

efficiently processes examination results and ensures their accuracy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level	262	52.5	52.5	52.5
Moderate Level	172	34.4	34.4	86.9
Low Level	39	7.8	7.8	94.7
Not at All	26	5.3	5.3	100.0
Total	499	100.0	100.0	

actively participates in students' welfare services, such as counselling and support.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level	269	53.8	53.8	53.8
Moderate Level	161	32.2	32.2	86.0
Low Level	48	9.7	9.7	95.7
Not at All	22	4.4	4.4	100.0
Total	500	100.0	100.0	

set clear and consistent rules and expectations for student behaviour.

	Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Strongly Agree	702	60.5	60.5	60.5
	Agree	345	29.7	29.7	90.2
	Disagree	103	8.9	8.9	99.1
	Strongly Disagree	9	0.8	0.8	100.0
	Total	1160	100	100	

Effectively manage disruptions and maintain order in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	535	46.1	46.1	46.1
	Agree	419	36.1	36.1	82.2
	Disagree	135	11.6	11.6	93.8
	Strongly Disagree	73	6.3	6.3	100.0
	Total	1160	100	100	

Use a direct and firm communication style with students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	617	53.2	53.2	53.2
	Agree	363	28.7	28.7	81.9
	Disagree	129	11.6	11.6	93.5
	Strongly Disagree	39	6.6	6.6	100.0
	Total	1160	100	100	

Encourage student self-expression and individuality in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	629	54.2	54.2	54.2
	Agree	363	31.3	31.3	85.5
	Disagree	129	11.1	11.1	96.6
	Strongly Disagree	39	3.4	3.4	100.0
	Total	1160	100	100	

Am lenient and flexible when it comes to enforcing rules and expectations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	501	43.2	43.2	43.2
	Agree	329	28.4	28.4	71.6
	Disagree	288	24.8	24.8	96.4
	Strongly Disagree	122	10.5	10.5	100.0

Total	1160	100	100	
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Give students a high degree of freedom in making choices about their learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	421	36.3	36.3	36.3
Agree	393	33.9	33.9	70.2
Disagree	226	19.5	19.5	89.7
Strongly Disagree	119	10.3	10.3	100.0
Total	1160	100	100	

Effectively address disruptions and maintain order in the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	638	55.0	55.0	55.0
Agree	303	26.1	26.1	81.1
Disagree	198	17.1	17.1	98.2
Strongly Disagree	21	1.8	1.8	100.0
Total	1160	100	100	

Set clear and non-negotiable rules and expectations for student behaviour.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	473	40.8	40.8	40.8
Agree	440	37.9	37.9	78.7
Disagree	144	12.4	12.4	91.1
Strongly Disagree	103	8.9	8.9	100.0
Total	1160	100	100	

Promote a focused and task-oriented learning environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	589	50.8	50.8	50.8
Agree	342	29.5	29.5	80.3
Disagree	180	15.5	15.5	95.8
Strongly Disagree	49	4.2	4.2	100.0
Total	1160	100	100	

Value and nurture positive relationships with students

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Agree	717	61.8	61.8	61.8
	Agree	335	28.9	28.9	90.7
	Disagree	86	7.4	7.4	98.1
	Strongly Disagree	21	1.8	1.8	100.0
	Total	1160	100	100	

Encourage open and honest communication with students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	604	52.1	52.1	52.1
	Agree	430	37.1	37.1	89.2
	Disagree	86	7.4	7.4	96.6
	Strongly Disagree	39	3.4	3.4	100.0
	Total	1160	100	100	

Actively seek to build a sense of community and belonging among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	535	46.1	46.1	46.1
	Agree	443	38.2	38.2	84.3
	Disagree	140	12.1	12.1	96.4
	Strongly Disagree	43	3.7	3.7	100.0
	Total	1160	100	100	

Encourage collaborative group work and activities among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	681	58.7	58.7	58.7
	Agree	314	27.1	27.1	85.8
	Disagree	140	12.1	12.1	97.9
	Strongly Disagree	24	2.1	2.1	100.0
	Total	1160	100	100	

Actively promote a sense of unity and community among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	461	39.7	39.7	39.7

Agree	451	38.9	38.9	78.6
Disagree	187	16.1	16.1	94.7
Strongly Disagree	61	5.3	5.3	100.0
Total	1160	100	100	

Emphasize the importance of teamwork and cooperation in the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	629	54.2	54.2	54.2
Agree	314	27.1	27.1	81.3
Disagree	103	8.9	8.9	90.2
Strongly Disagree	113	9.7	9.7	100.0
Total	1160	100	100	

Set clear and consistent rules and expectations for student behaviour.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	336	67.2	67.2	67.2
Agree	126	25.3	25.3	92.5
Disagree	32	6.3	6.3	98.8
Strongly Disagree	7	1.3	1.3	100.0
Total	500	100	100	

Effectively manage disruptions and maintain order in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	253	50.6	50.6	50.6
Agree	147	29.4	29.4	80.0
Disagree	70	14.1	14.1	94.1
Strongly Disagree	30	5.9	5.9	100.0
Total	500	100	100	

Use a direct and firm communication style with students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	289	57.8	57.8	57.8
Agree	156	31.3	31.3	89.1
Disagree	33	6.6	6.6	95.6
Strongly Disagree	22	4.4	4.4	100.0

Total	500	100	100	
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Encourage student self-expression and individuality in the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	282	56.3	56.3	56.3
Agree	130	25.9	25.9	82.2
Disagree	74	14.7	14.7	96.9
Strongly Disagree	16	3.1	3.1	100.0
Total	500	100	100	

Am lenient and flexible when it comes to enforcing rules and expectations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	208	41.6	41.6	41.6
Agree	148	29.7	29.7	71.3
Disagree	102	20.3	20.3	91.6
Strongly Disagree	42	8.4	8.4	100.0
Total	500	100	100	

Give students a high degree of freedom in making choices about their learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	219	43.8	43.8	43.8
Agree	167	33.4	33.4	77.2
Disagree	70	14.1	14.1	91.3
Strongly Disagree	44	8.8	8.8	100.0
Total	500	100	100	

Effectively address disruptions and maintain order in the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	286	57.2	57.2	57.2
Agree	126	25.3	25.3	82.5
Disagree	72	14.4	14.4	96.9
Strongly Disagree	16	3.1	3.1	100.0
Total	500	100	100	

Set clear and non-negotiable rules and expectations for student behaviour.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	226	45.3	45.3	45.3

Agree	153	30.6	30.6	75.9
Disagree	74	14.7	14.7	90.6
Strongly Disagree	47	9.4	9.4	100.0
Total	500	100	100	

Promote a focused and task-oriented learning environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	258	51.6	51.6	51.6
Agree	152	30.3	30.3	81.9
Disagree	70	14.1	14.1	96.0
Strongly Disagree	20	4.1	4.1	100.0
Total	500	100	100	

Value and nurture positive relationships with students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	288	57.5	57.5	57.5
Agree	144	28.7	28.7	86.2
Disagree	47	9.4	9.4	95.6
Strongly Disagree	22	4.4	4.4	100.0
Total	500	100	100	

Encourage open and honest communication with students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	247	49.4	49.4	49.4
Agree	174	34.7	34.7	84.1
Disagree	58	11.6	11.6	95.6
Strongly Disagree	22	4.4	4.4	100.0
Total	500	100	100	

Actively seek to build a sense of community and belonging among students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	244	48.8	48.8	48.8
Agree	182	36.3	36.3	85.1
Disagree	47	9.4	9.4	94.5

	Strongly Disagree	28	5.6	5.6	100.0
	Total	1160	100	100	

Encourage collaborative group work and activities among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	282	56.3	56.3	56.3
	Agree	130	25.9	25.9	82.2
	Disagree	70	14.1	14.1	96.3
	Strongly Disagree	19	3.8	3.8	100.0
	Total	500	100	100	

Actively promote a sense of unity and community among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	228	45.6	45.6	45.6
	Agree	175	35.0	35.0	80.6
	Disagree	69	13.8	13.8	94.4
	Strongly Disagree	28	5.6	5.6	100.0
	Total	500	100	100	

Emphasize the importance of teamwork and cooperation in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	272	54.4	54.4	54.4
	Agree	114	22.8	22.8	77.2
	Disagree	66	13.1	13.1	90.3
	Strongly Disagree	48	9.7	9.7	100.0
	Total	500	100	100	

Regularly work longer hours than my contracted teaching time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	780	67.2	67.2	67.2
	Agree	293	25.3	25.3	92.5
	Disagree	73	6.3	6.3	98.8
	Strongly Disagree	15	1.3	1.3	100.0

Total	1160	100	100	
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Find it challenging to balance my teaching responsibilities with my personal life due to excessive work hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	587	50.6	50.6	50.6
Agree	341	29.4	29.4	80.0
Disagree	164	14.1	14.1	94.1
Strongly Disagree	68	5.9	5.9	100.0
Total	1160	100	100	

Feel that my workload negatively affects my overall job satisfaction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	670	57.8	57.8	57.8
Agree	363	31.3	31.3	89.1
Disagree	77	6.6	6.6	95.6
Strongly Disagree	51	4.4	4.4	100.0
Total	1160	100	100	

Work on weekends to keep up with my teaching responsibilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	653	56.3	56.3	56.3
Agree	300	25.9	25.9	82.2
Disagree	171	14.7	14.7	96.9
Strongly Disagree	36	3.1	3.1	100.0
Total	1160	100	100	

Believe that more manageable workload would lead to improved teacher well-being and student outcomes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	483	41.6	41.6	41.6
Agree	345	29.7	29.7	71.3
Disagree	235	20.3	20.3	91.6
Strongly Disagree	97	8.4	8.4	100.0
Total	1160	100	100	

Find it challenging to provide individualized attention to each student due to the large class size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	664	57.2	57.2	57.2
	Agree	293	25.3	25.3	82.5
	Disagree	167	14.4	14.4	96.9
	Strongly Disagree	36	3.1	3.1	100.0
	Total	1160	100	100	

Believe that smaller class sizes would lead to better student outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	525	45.3	45.3	45.3
	Agree	355	30.6	30.6	75.9
	Disagree	171	14.7	14.7	90.6
	Strongly Disagree	109	9.4	9.4	100.0
	Total	1160	100	100	

Believe that reducing class sizes would improve both teacher well-being and student learning experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	599	51.6	51.6	51.6
	Agree	351	30.3	30.3	81.9
	Disagree	164	14.1	14.1	96.0
	Strongly Disagree	48	4.1	4.1	100.0
	Total	1160	100	100	

Believe that the current class size hinders my ability to address the diverse learning needs of students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	667	57.5	57.5	57.5
	Agree	333	28.7	28.7	86.2
	Disagree	110	9.5	9.5	95.7
	Strongly Disagree	51	4.4	4.4	100.0
	Total	1160	100	100	

Feel overwhelmed by the demands of teaching a large class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	573	49.4	49.4	49.4
	Agree	403	34.7	34.7	84.1
	Disagree	135	11.6	11.6	95.6
	Strongly Disagree	51	4.4	4.4	100.0
	Total	1160	100	100	

Regularly work longer hours than my contracted teaching time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	228	45.5	45.5	45.5
	Agree	148	29.7	29.7	75.2
	Disagree	84	16.8	16.8	92.0
	Strongly Disagree	40	7.9	7.9	100.0
	Total	500	100	100	

Find it challenging to balance my teaching responsibilities with my personal life due to excessive work hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	112	22.4	22.4	22.4
	Agree	180	36.1	36.1	58.5
	Disagree	141	28.2	28.2	86.7
	Strongly Disagree	67	13.4	13.4	100.0
	Total	500	100	100	

Feel that my workload negatively affects my overall job satisfaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	172	34.5	34.5	34.5
	Agree	116	23.2	23.2	57.7
	Disagree	146	29.2	29.2	86.9
	Strongly Disagree	66	13.2	13.2	100.0
	Total	500	100	100	

Work on weekends to keep up with my teaching responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	84	16.8	16.8	16.8
	Agree	187	37.4	37.4	54.2
	Disagree	136	27.1	27.1	81.3
	Strongly Disagree	94	18.7	18.7	100.0
	Total	500	100	100	

Believe that more manageable workload would lead to improved teacher well-being and student outcomes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	240	47.9	47.9	47.9
	Agree	169	33.9	33.9	81.8
	Disagree	68	13.7	13.7	95.5
	Strongly Disagree	22	4.5	4.5	100.0
	Total	500	100	100	

Find it challenging to provide individualized attention to each student due to the large class size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	222	44.5	44.5	44.5
	Agree	94	18.7	18.7	63.2
	Disagree	121	24.2	24.2	87.4
	Strongly Disagree	63	12.6	12.6	100.0
	Total	500	100	100	

Believe that reducing class sizes would improve both teacher well-being and student learning experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	208	41.6	41.6	41.6
	Agree	128	25.5	25.5	67.1
	Disagree	120	23.9	23.9	91.0
	Strongly Disagree	45	8.9	8.9	100.0
	Total	500	100	100	

Believe that the current class size hinders my ability to address the diverse learning needs of students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	104	20.8	20.8	20.8
Agree	159	31.8	31.8	52.6
Disagree	144	28.9	28.9	81.5
Strongly Disagree	92	18.4	18.4	100.0
Total	500	100	100	

Model Summary

ISS.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Valid Percent	Cumulative Percent
1	.248 ^a	.062	.051	1.93515	34.7	34.7
a. Predictors: (Constant), Work Load Classroom Management Styles					29.7	64.4
					20.3	84.7
					15.3	100.0

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1671.823	2	835.9115	479.665	.000 ^b
	Residual	1214.666	1657	1.7427		
	Total	2886.489	1659			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Classroom Management Styles, Workload

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.390	13.826		.173	.000
	Teachers classroom_ management	.917	.310	.217	2.959	.000
	Work Load	-.157	.084	-.137	-1.865	.002

a. Dependent Variable: Teachers Performance

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	117	36.6	36.6	36.6
Female	203	63.4	63.4	100.0

Total	320	100.0	100.0
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Age Range

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 30 years	114	35.6	35.6	35.6
31 - 40 years	132	41.3	41.3	76.9
41 - 50 years	65	20.3	20.3	97.2
Above 50 years	9	2.8	2.8	100.0
Total	320	100.0	100.0	

Academic Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NCE	63	19.7	19.7	19.7
OND	27	8.4	8.4	28.1
HND	53	16.6	16.6	44.7
BACHELOR DEGREES	126	39.4	39.4	84.1
MASTER DEGREES	47	14.7	14.7	98.8
DOCTORATE (Ph.D) DEGREES	4	1.3	1.3	100.0
Total	320	100.0	100.0	

Years of Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 10 years	191	59.7	59.7	59.7
11 - 20 years	111	34.7	34.7	94.4
21 - 30 years	16	5.0	5.0	99.4
Above 30 years	2	.6	.6	100.0
Total	320	100.0	100.0	

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	95	29.7	29.7	29.7
Married	217	67.8	67.8	97.5
Divorced	3	.9	.9	98.4
Widow	3	.9	.9	99.4
Widower	2	.6	.6	100.0
Total	320	100.0	100.0	

Instructional Job Performance 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	248	77.5	77.5	77.5
Seldom (SE)	67	20.9	20.9	98.4
Rarely (RA)	2	.6	.6	99.1
Never (NE)	3	.9	.9	100.0
Total	320	100.0	100.0	

Instructional Job Performance 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	148	46.3	46.3	46.3
Seldom (SE)	148	46.3	46.3	92.5
Rarely (RA)	23	7.2	7.2	99.7
Never (NE)	1	.3	.3	100.0
Total	320	100.0	100.0	

Instructional Job Performance 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	204	63.7	63.7	63.7

(AL)				
Seldom (SE)	87	27.2	27.2	90.9
Rarely (RA)	25	7.8	7.8	98.8
Never (NE)	4	1.3	1.3	100.0
Total	320	100.0	100.0	

Instructional Job Performance 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	182	56.9	56.9	56.9
Seldom (SE)	109	34.1	34.1	90.9
Rarely (RA)	25	7.8	7.8	98.8
Never (NE)	4	1.3	1.3	100.0
Total	320	100.0	100.0	

Instructional Job Performance 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	184	57.5	57.5	57.5
Seldom (SE)	94	29.4	29.4	86.9
Rarely (RA)	34	10.6	10.6	97.5
Never (NE)	8	2.5	2.5	100.0
Total	320	100.0	100.0	

Administrative Job Performance 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	206	64.4	64.4	64.4
Seldom	81	25.3	25.3	89.7

(SE)				
Rarely (RA)	28	8.8	8.8	98.4
Never (NE)	5	1.6	1.6	100.0
Total	320	100.0	100.0	

Administrative Job Performance 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	175	54.7	54.7	54.7
Seldom (SE)	106	33.1	33.1	87.8
Rarely (RA)	28	8.8	8.8	96.6
Never (NE)	11	3.4	3.4	100.0
Total	320	100.0	100.0	

Administrative Job Performance 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	184	57.5	57.5	57.5
Seldom (SE)	98	30.6	30.6	88.1
Rarely (RA)	29	9.1	9.1	97.2
Never (NE)	9	2.8	2.8	100.0
Total	320	100.0	100.0	

Administrative Job Performance 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	168	52.5	52.5	52.5
Seldom (SE)	110	34.4	34.4	86.9

Rarely (RA)	25	7.8	7.8	94.7
Never (NE)	17	5.3	5.3	100.0
Total	320	100.0	100.0	

Administrative Job Performance 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	172	53.8	53.8	53.8
Seldom (SE)	103	32.2	32.2	85.9
Rarely (RA)	31	9.7	9.7	95.6
Never (NE)	14	4.4	4.4	100.0
Total	320	100.0	100.0	

Authoritative Style 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	215	67.2	67.2	67.2
Seldom (SE)	81	25.3	25.3	92.5
Rarely (RA)	20	6.3	6.3	98.8
Never (NE)	4	1.3	1.3	100.0
Total	320	100.0	100.0	

Authoritative Style 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	162	50.6	50.6	50.6
Seldom (SE)	94	29.4	29.4	80.0
Rarely (RA)	45	14.1	14.1	94.1

Never (NE)	19	5.9	5.9	100.0
Total	320	100.0	100.0	

Authoritative Style 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	185	57.8	57.8	57.8
Seldom (SE)	100	31.3	31.3	89.1
Rarely (RA)	21	6.6	6.6	95.6
Never (NE)	14	4.4	4.4	100.0
Total	320	100.0	100.0	

Permissive Style 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	180	56.3	56.3	56.3
Seldom (SE)	83	25.9	25.9	82.2
Rarely (RA)	47	14.7	14.7	96.9
Never (NE)	10	3.1	3.1	100.0
Total	320	100.0	100.0	

Permissive Style 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	133	41.6	41.6	41.6
Seldom (SE)	95	29.7	29.7	71.3

Rarely (RA)	65	20.3	20.3	91.6
Never (NE)	27	8.4	8.4	100.0
Total	320	100.0	100.0	

Permissive Style 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	140	43.8	43.8	43.8
Seldom (SE)	107	33.4	33.4	77.2
Rarely (RA)	45	14.1	14.1	91.3
Never (NE)	28	8.8	8.8	100.0
Total	320	100.0	100.0	

Assertive Style 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	183	57.2	57.2	57.2
Seldom (SE)	81	25.3	25.3	82.5
Rarely (RA)	46	14.4	14.4	96.9
Never (NE)	10	3.1	3.1	100.0
Total	320	100.0	100.0	

Assertive Style 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	145	45.3	45.3	45.3
Seldom (SE)	98	30.6	30.6	75.9
Rarely (RA)	47	14.7	14.7	90.6
Never (NE)	30	9.4	9.4	100.0

Total	320	100.0	100.0
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Assertive Style 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	165	51.6	51.6	51.6
Seldom (SE)	97	30.3	30.3	81.9
Rarely (RA)	45	14.1	14.1	95.9
Never (NE)	13	4.1	4.1	100.0
Total	320	100.0	100.0	

Relationship-Based Style 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	184	57.5	57.5	57.5
Seldom (SE)	92	28.7	28.7	86.3
Rarely (RA)	30	9.4	9.4	95.6
Never (NE)	14	4.4	4.4	100.0
Total	320	100.0	100.0	

Relationship-Based Style 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	158	49.4	49.4	49.4
Seldom (SE)	111	34.7	34.7	84.1
Rarely (RA)	37	11.6	11.6	95.6
Never (NE)	14	4.4	4.4	100.0
Total	320	100.0	100.0	

Relationship-Based Style 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	156	48.8	48.8	48.8
Seldom (SE)	116	36.3	36.3	85.0
Rarely (RA)	30	9.4	9.4	94.4
Never (NE)	18	5.6	5.6	100.0
Total	320	100.0	100.0	

Group-Based Style 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	180	56.3	56.3	56.3
Seldom (SE)	83	25.9	25.9	82.2
Rarely (RA)	45	14.1	14.1	96.3
Never (NE)	12	3.8	3.8	100.0
Total	320	100.0	100.0	

Group-Based Style 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	146	45.6	45.6	45.6
Seldom (SE)	112	35.0	35.0	80.6
Rarely (RA)	44	13.8	13.8	94.4
Never (NE)	18	5.6	5.6	100.0
Total	320	100.0	100.0	

Group-Based Style 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	174	54.4	54.4	54.4
Seldom (SE)	73	22.8	22.8	77.2
Rarely (RA)	42	13.1	13.1	90.3
Never (NE)	31	9.7	9.7	100.0
Total	320	100.0	100.0	

Work Time 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	150	46.9	46.9	46.9
Seldom (SE)	81	25.3	25.3	72.2
Rarely (RA)	72	22.5	22.5	94.7
Never (NE)	17	5.3	5.3	100.0
Total	320	100.0	100.0	

Work Time 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	60	18.8	18.8	18.8
Seldom (SE)	138	43.1	43.1	61.9
Rarely (RA)	68	21.3	21.3	83.1
Never (NE)	54	16.9	16.9	100.0
Total	320	100.0	100.0	

Work Time 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	106	33.1	33.1	33.1
Seldom (SE)	83	25.9	25.9	59.1
Rarely (RA)	80	25.0	25.0	84.1
Never (NE)	51	15.9	15.9	100.0
Total	320	100.0	100.0	

Work Time 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	77	24.1	24.1	24.1
Seldom (SE)	112	35.0	35.0	59.1
Rarely (RA)	86	26.9	26.9	85.9
Never (NE)	45	14.1	14.1	100.0
Total	320	100.0	100.0	

Work Time 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	146	45.6	45.6	45.6
Seldom (SE)	94	29.4	29.4	75.0
Rarely (RA)	59	18.4	18.4	93.4
Never (NE)	21	6.6	6.6	100.0
Total	320	100.0	100.0	

Class Size 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	157	49.1	49.1	49.1
Seldom (SE)	64	20.0	20.0	69.1
Rarely (RA)	54	16.9	16.9	85.9
Never (NE)	45	14.1	14.1	100.0
Total	320	100.0	100.0	

Class Size 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	118	36.9	36.9	36.9
Seldom (SE)	146	45.6	45.6	82.5
Rarely (RA)	35	10.9	10.9	93.4
Never (NE)	21	6.6	6.6	100.0
Total	320	100.0	100.0	

Class Size 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always (AL)	173	54.1	54.1	54.1
Seldom (SE)	79	24.7	24.7	78.8
Rarely (RA)	50	15.6	15.6	94.4
Never (NE)	18	5.6	5.6	100.0
Total	320	100.0	100.0	

Class Size 4

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Always (AL)	71	22.2	22.2	22.2
	Seldom (SE)	112	35.0	35.0	57.2
	Rarely (RA)	69	21.6	21.6	78.8
	Never (NE)	68	21.3	21.3	100.0
	Total	320	100.0	100.0	

Class Size 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always (AL)	121	37.8	37.8
	Seldom (SE)	70	21.9	59.7
	Rarely (RA)	67	20.9	80.6
	Never (NE)	62	19.4	100.0
	Total	320	100.0	

Classroom Management Style and Workload 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree (SA)	245	76.6	76.6
	Agree (AG)	71	22.2	98.8
	Disagree (DA)	4	1.3	100.0
	Total	320	100.0	

Classroom Management Style and Workload 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree (SA)	152	47.5	47.5
	Agree (AG)	155	48.4	95.9
	Disagree (DA)	9	2.8	98.8
	Strongly Disagree (SD)	4	1.3	100.0

Total	320	100.0	100.0
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Classroom Management Style and Workload 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	219	68.4	68.4	68.4
Agree (AG)	88	27.5	27.5	95.9
Disagree (DA)	9	2.8	2.8	98.8
Strongly Disagree (SD)	4	1.3	1.3	100.0
Total	320	100.0	100.0	

Classroom Management Style and Workload 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	161	50.3	50.3	50.3
Agree (AG)	142	44.4	44.4	94.7
Disagree (DA)	10	3.1	3.1	97.8
Strongly Disagree (SD)	7	2.2	2.2	100.0
Total	320	100.0	100.0	

Classroom Management Style and Workload 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	191	59.7	59.7	59.7
Agree (AG)	114	35.6	35.6	95.3
Disagree (DA)	11	3.4	3.4	98.8
Strongly Disagree (SD)	4	1.3	1.3	100.0
Total	320	100.0	100.0	

Classroom Management Style and Workload 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	193	60.3	60.3	60.3

Agree (AG)	113	35.3	35.3	95.6
Disagree (DA)	13	4.1	4.1	99.7
Strongly Disagree (SD)	1	.3	.3	100.0
Total	320	100.0	100.0	

Classroom Management Style and Workload 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	108	33.8	33.8	33.8
Agree (AG)	106	33.1	33.1	66.9
Disagree (DA)	90	28.1	28.1	95.0
Strongly Disagree (SD)	16	5.0	5.0	100.0
Total	320	100.0	100.0	

Classroom Management Style and Workload 8

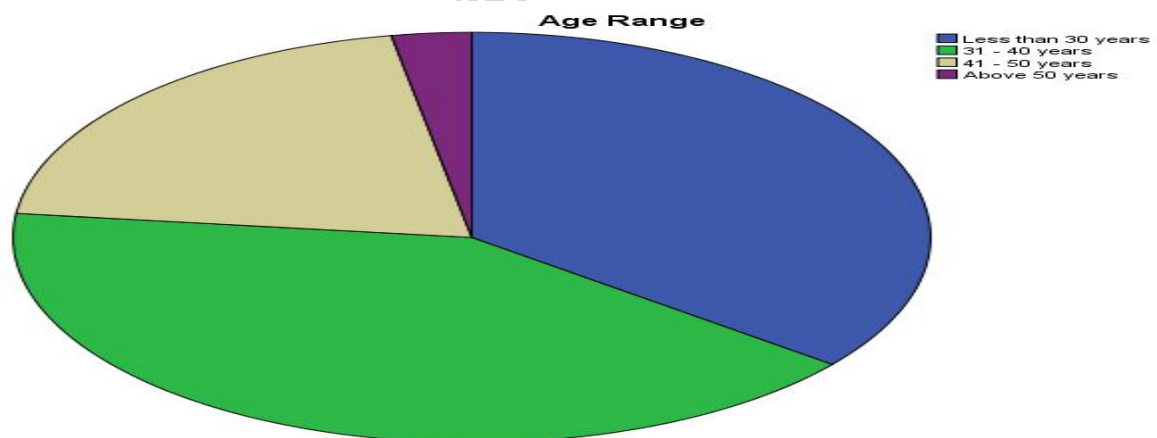
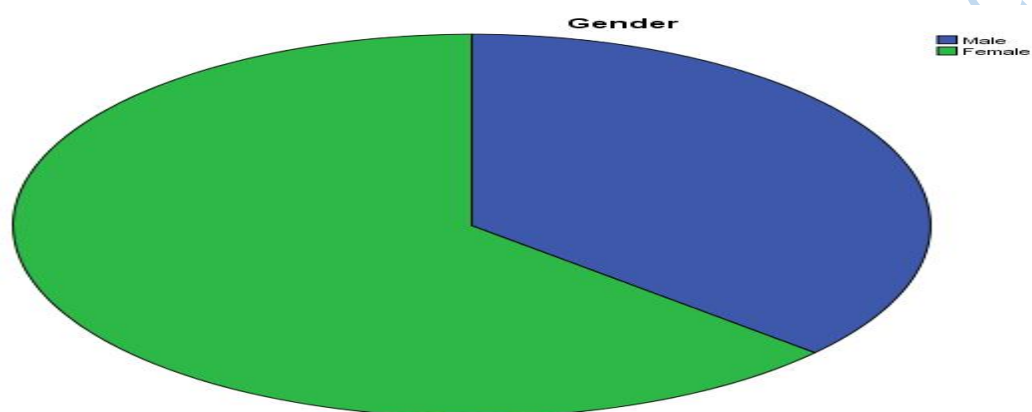
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	79	24.7	24.7	24.7
Agree (AG)	94	29.4	29.4	54.1
Disagree (DA)	81	25.3	25.3	79.4
Strongly Disagree (SD)	66	20.6	20.6	100.0
Total	320	100.0	100.0	

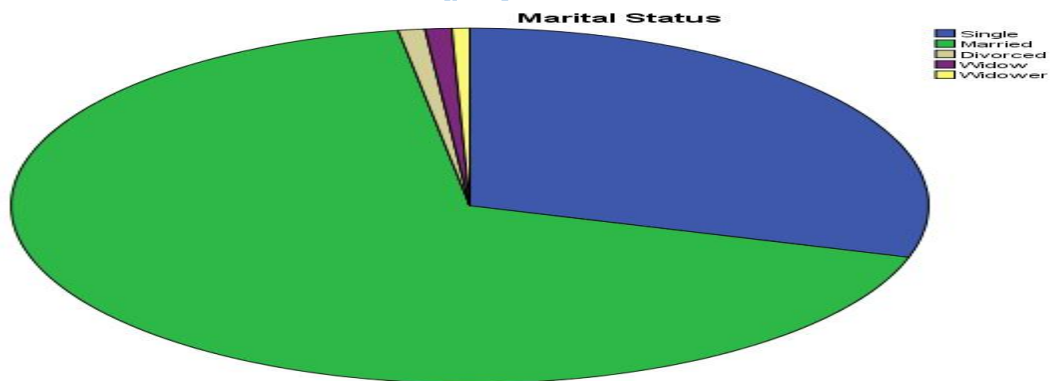
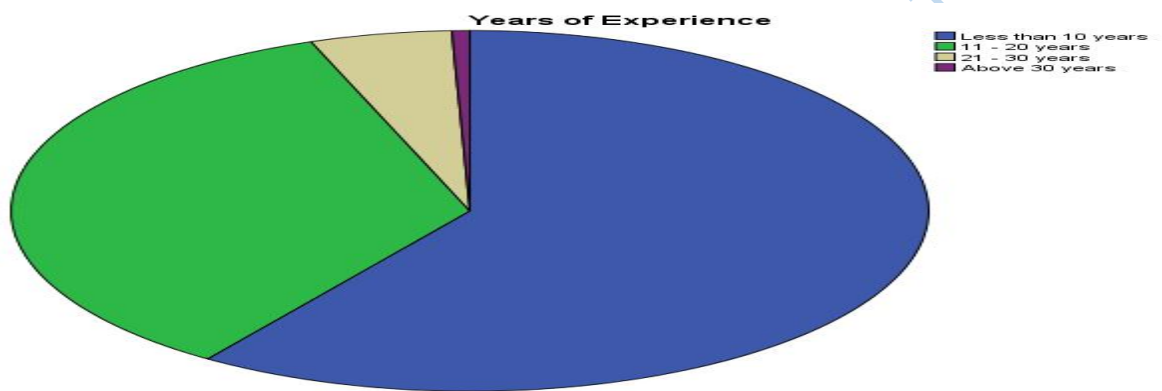
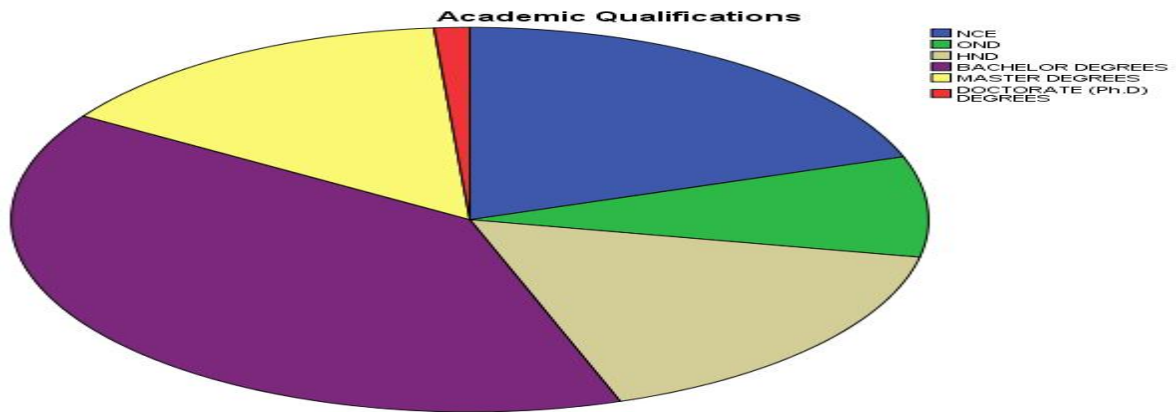
Classroom Management Style and Workload 9

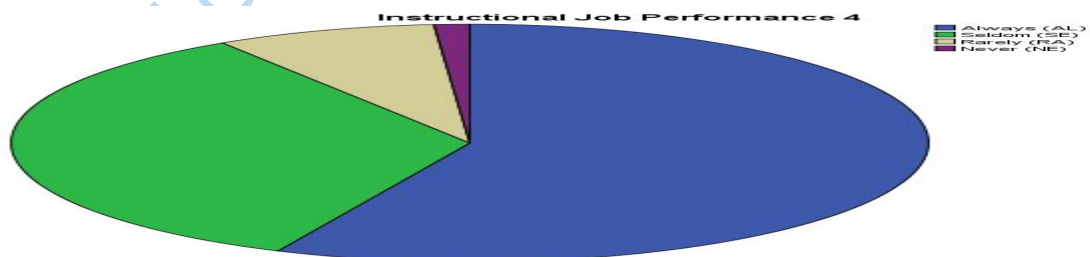
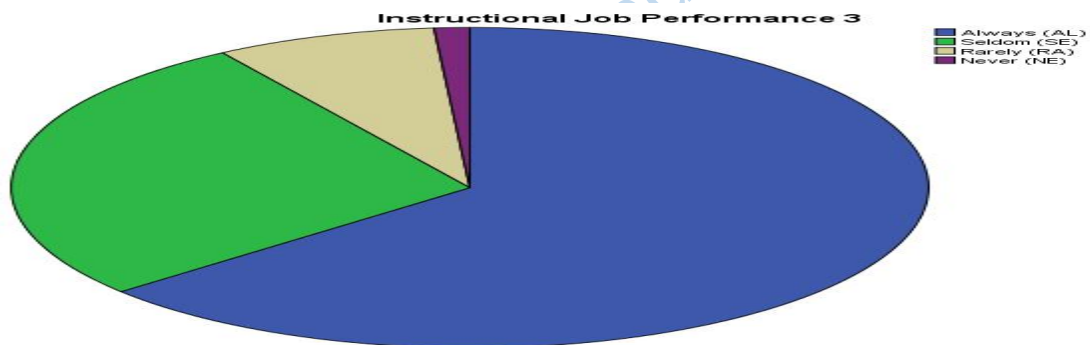
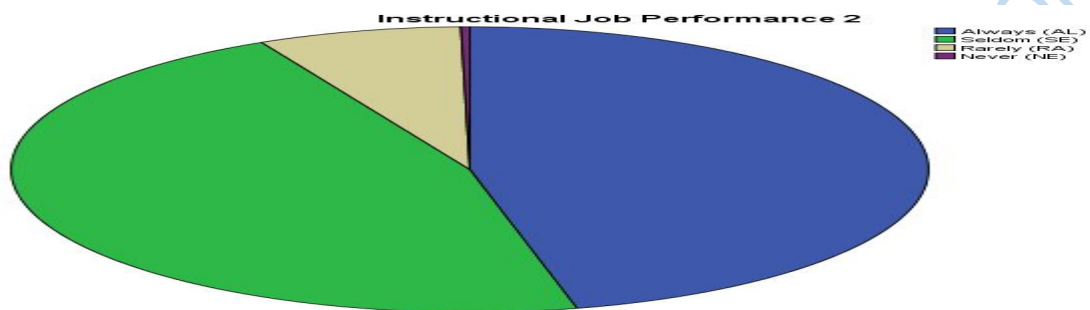
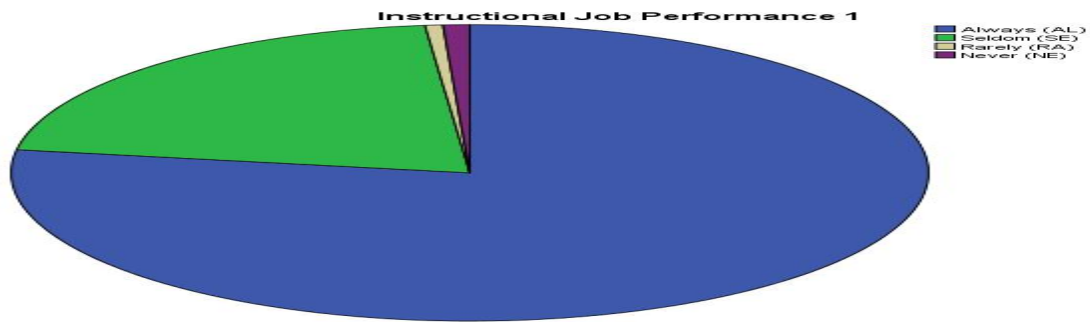
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	91	28.4	28.4	28.4
Agree (AG)	84	26.3	26.3	54.7
Disagree (DA)	100	31.3	31.3	85.9
Strongly Disagree (SD)	45	14.1	14.1	100.0
Total	320	100.0	100.0	

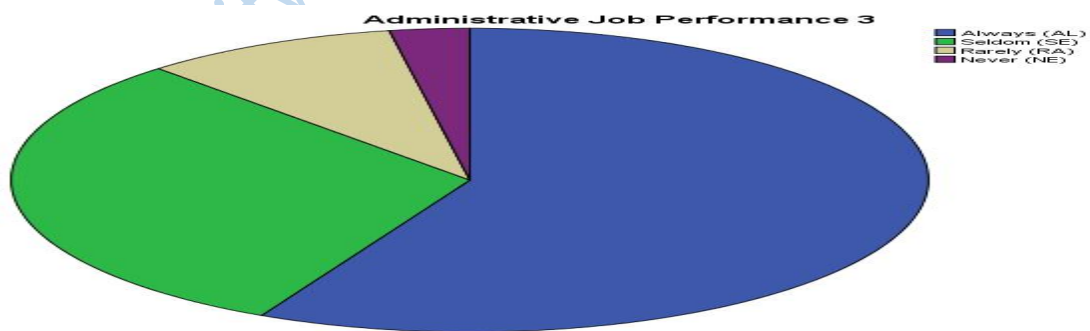
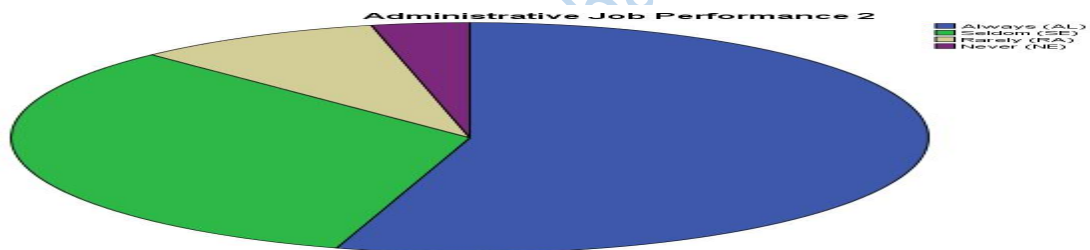
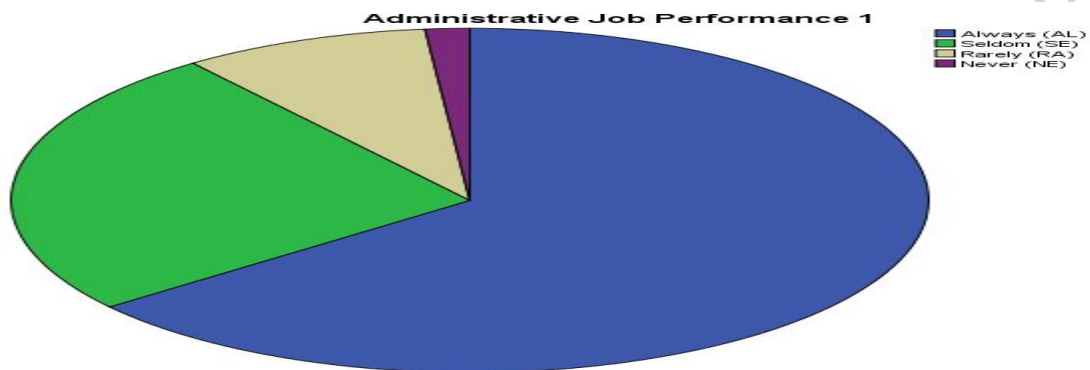
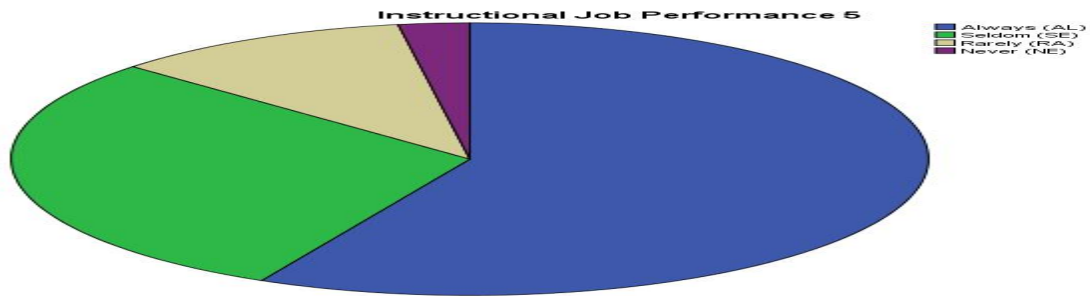
Classroom Management Style and Workload 10

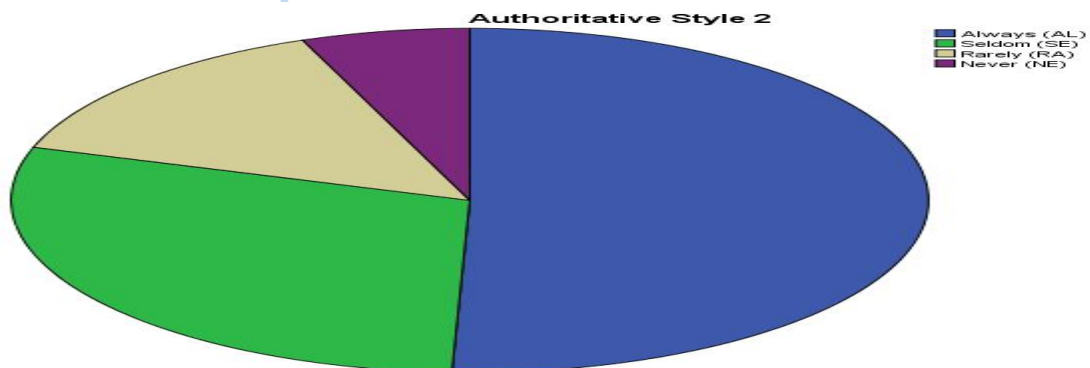
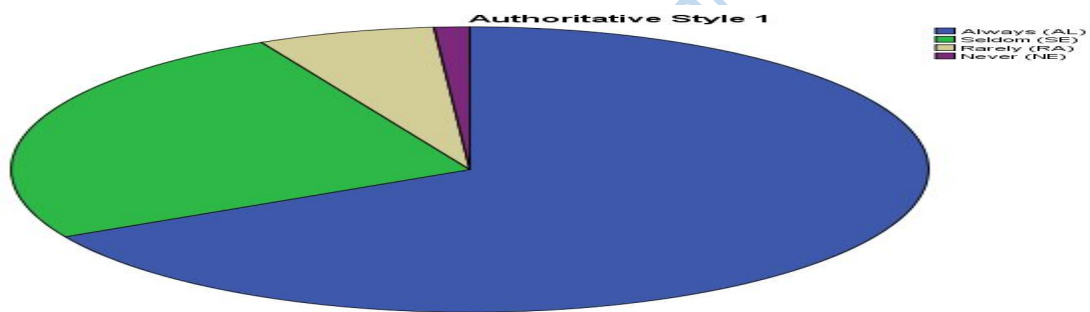
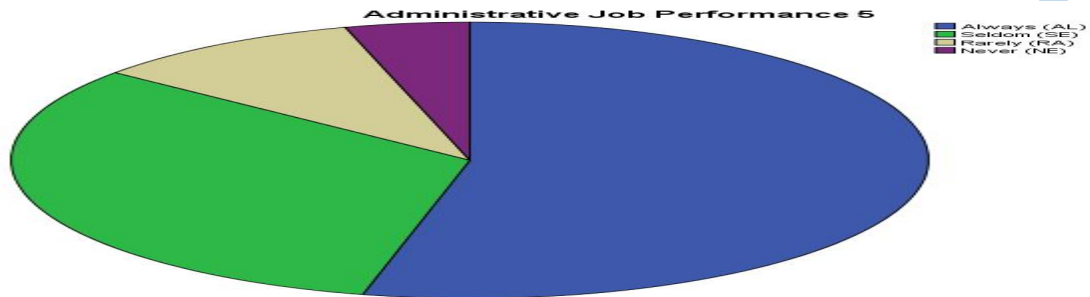
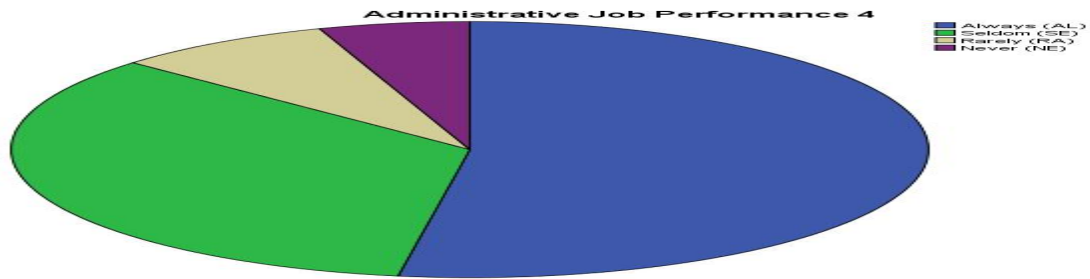
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree (SA)	87	27.2	27.2	27.2
Agree (AG)	72	22.5	22.5	49.7
Disagree (DA)	93	29.1	29.1	78.8
Strongly Disagree (SD)	68	21.3	21.3	100.0
Total	320	100.0	100.0	

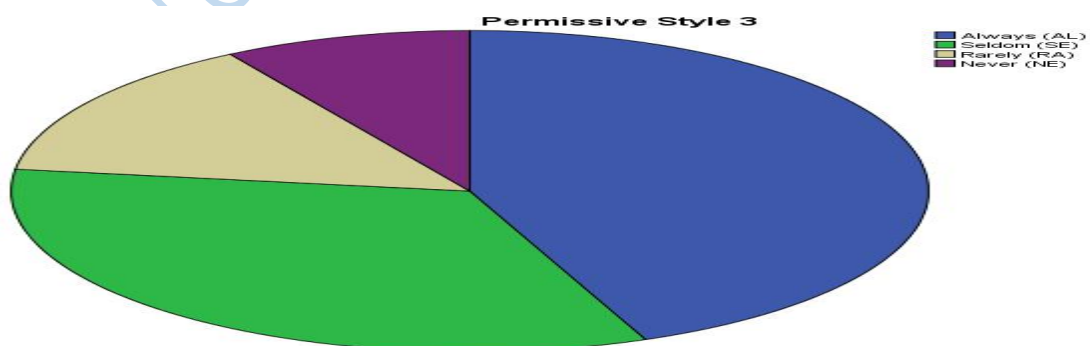
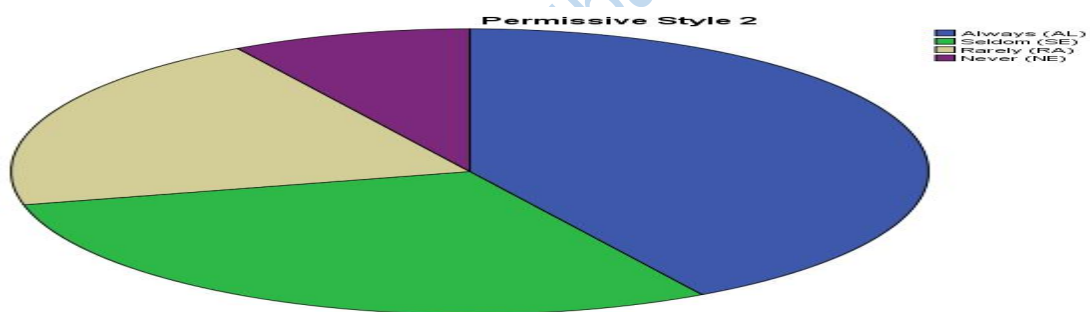
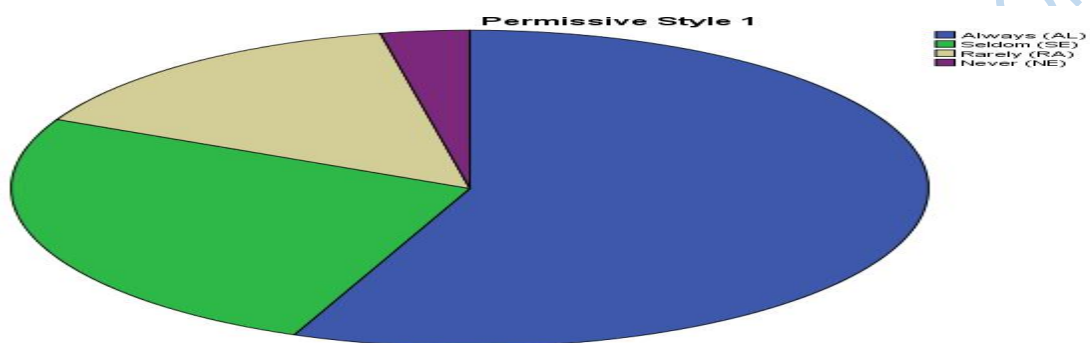
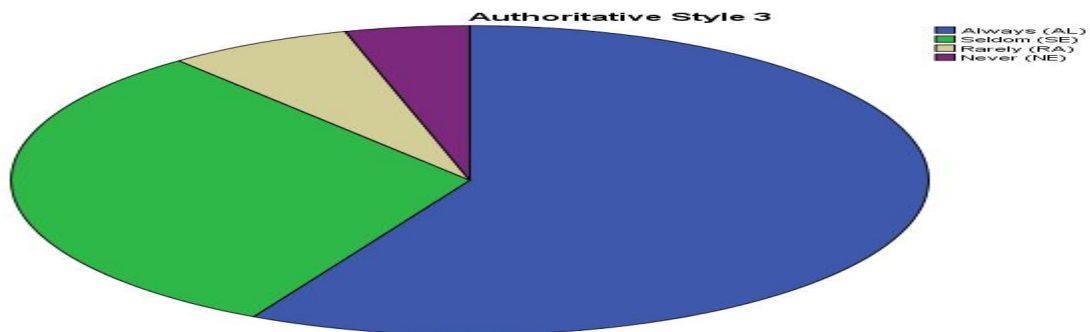


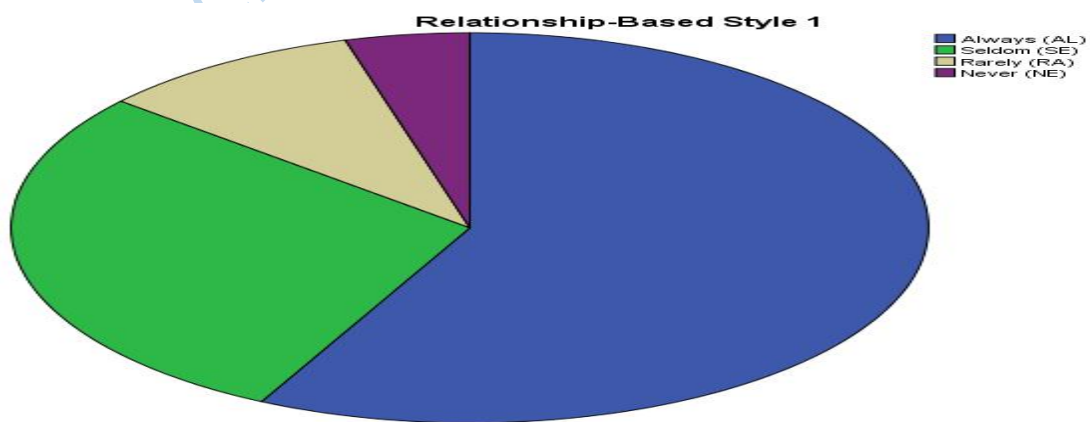
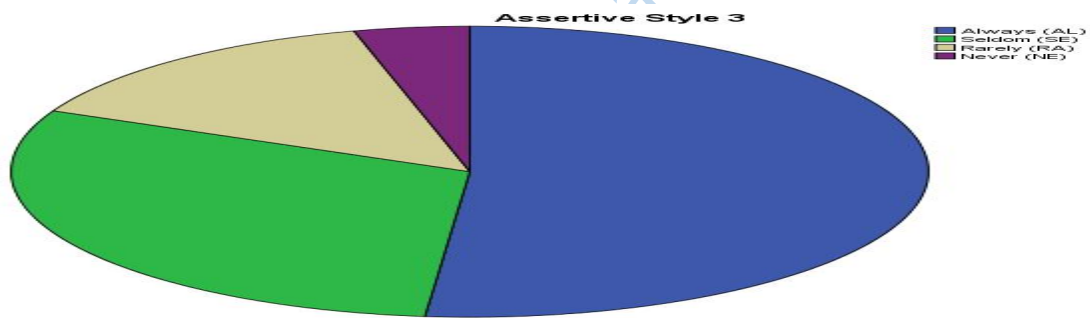
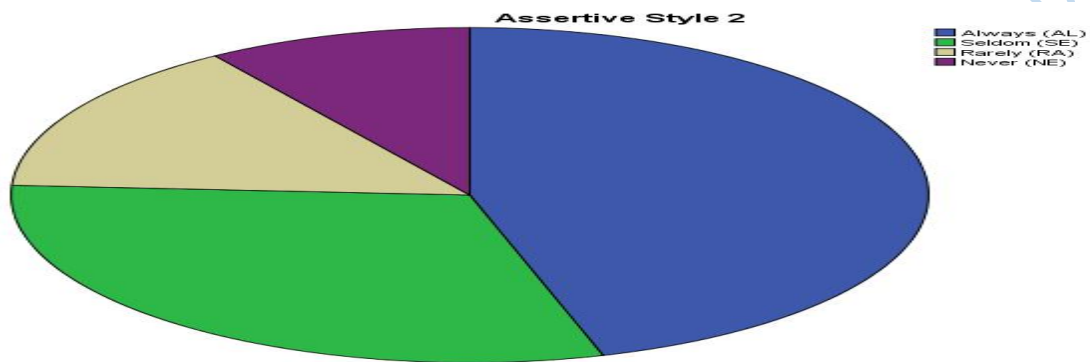
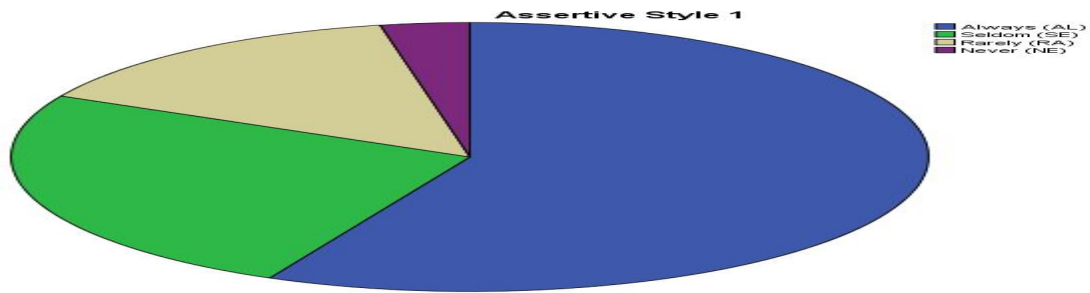


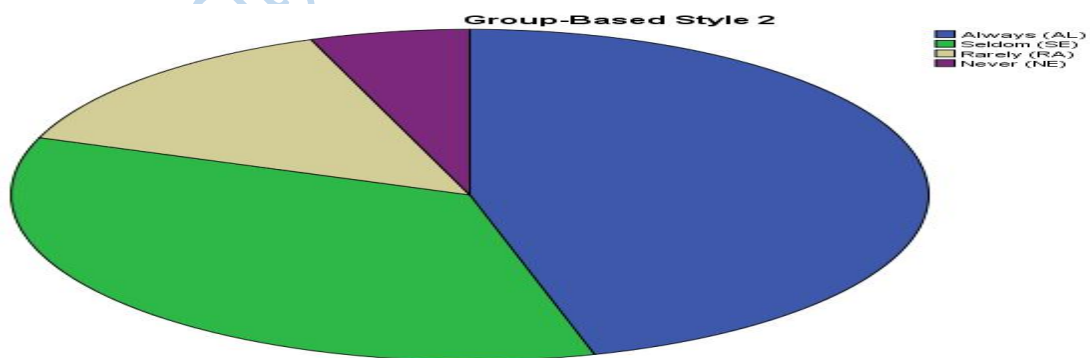
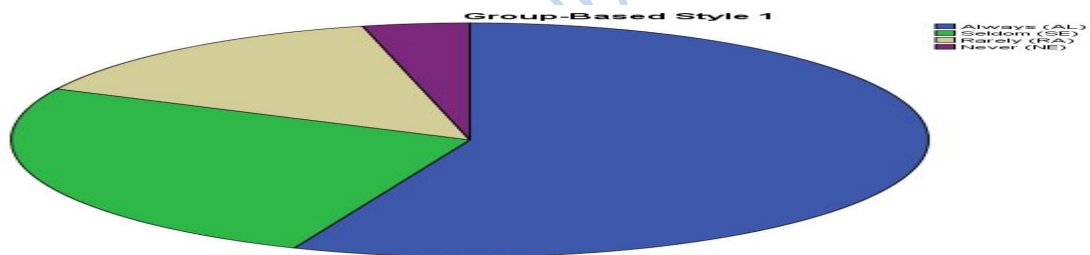
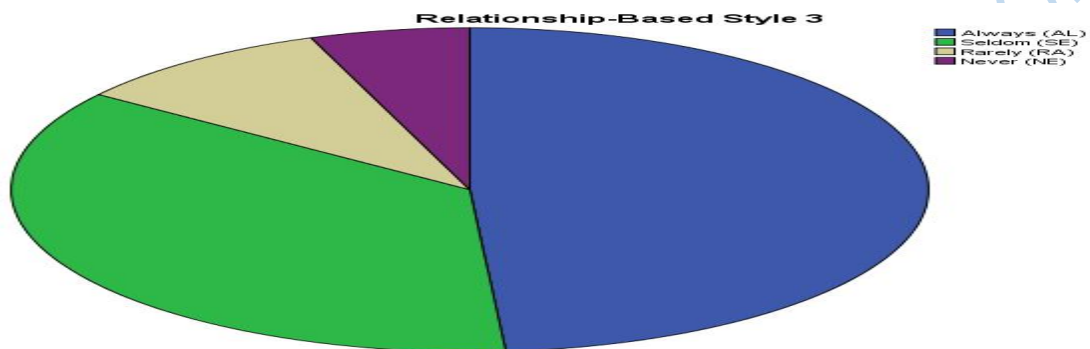
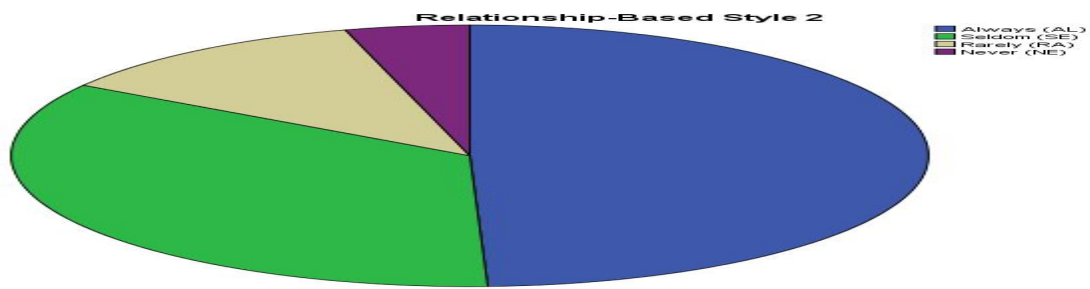


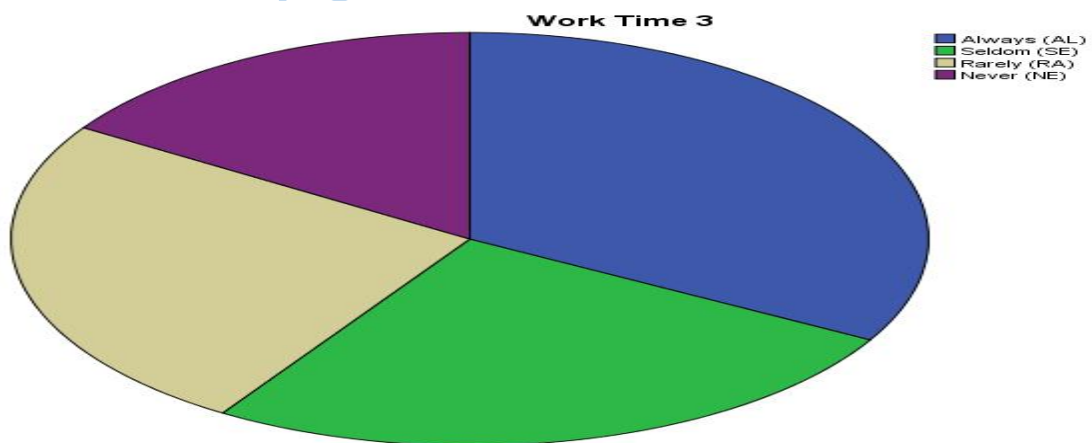
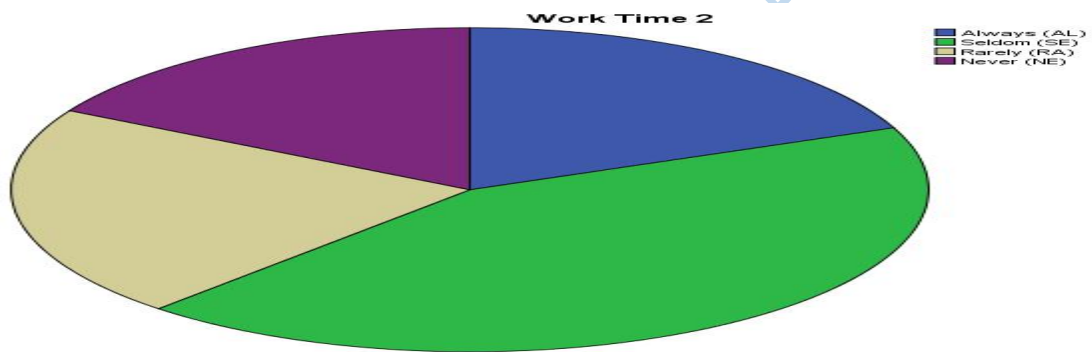
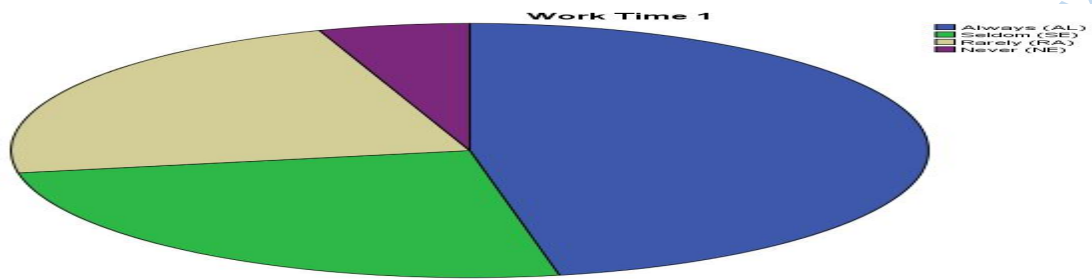
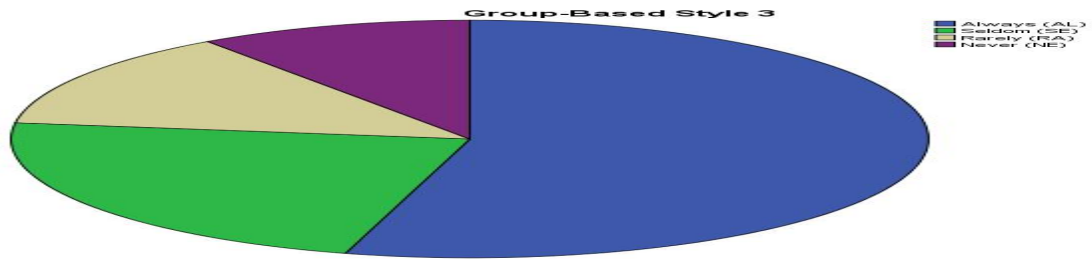


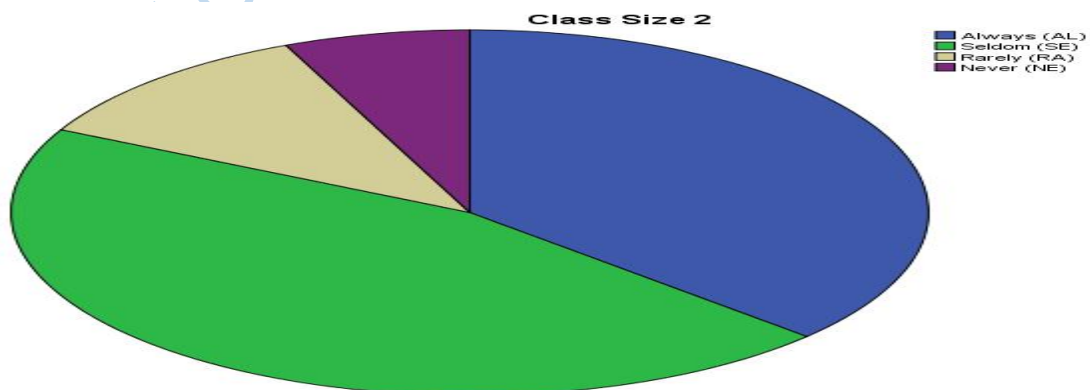
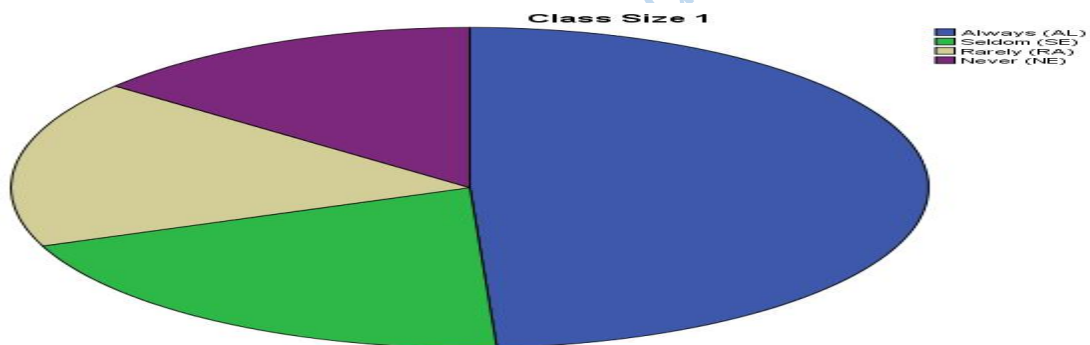
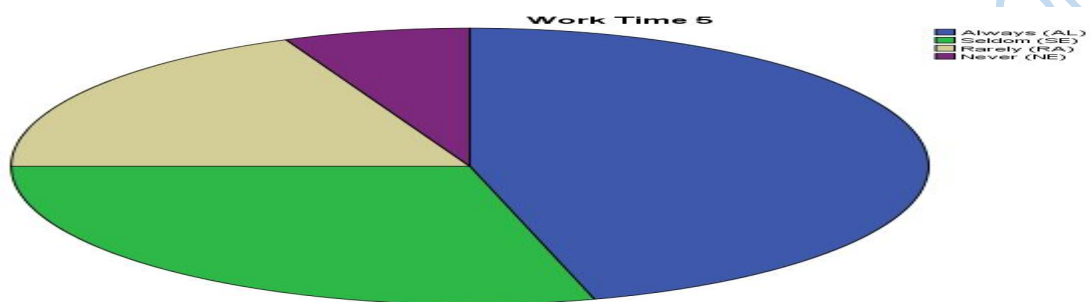
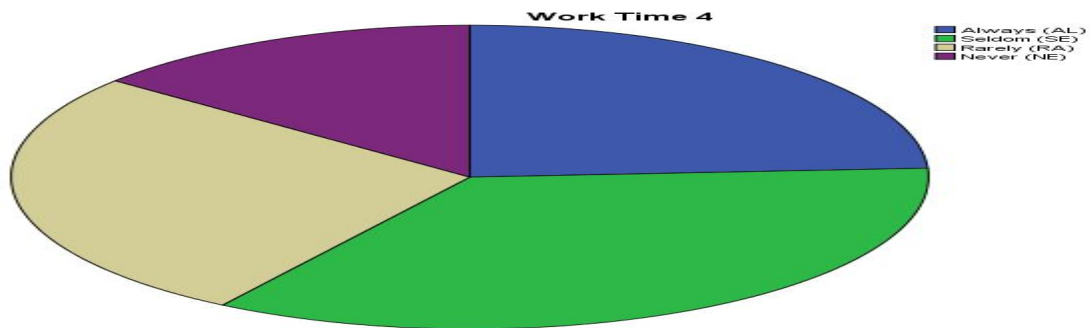


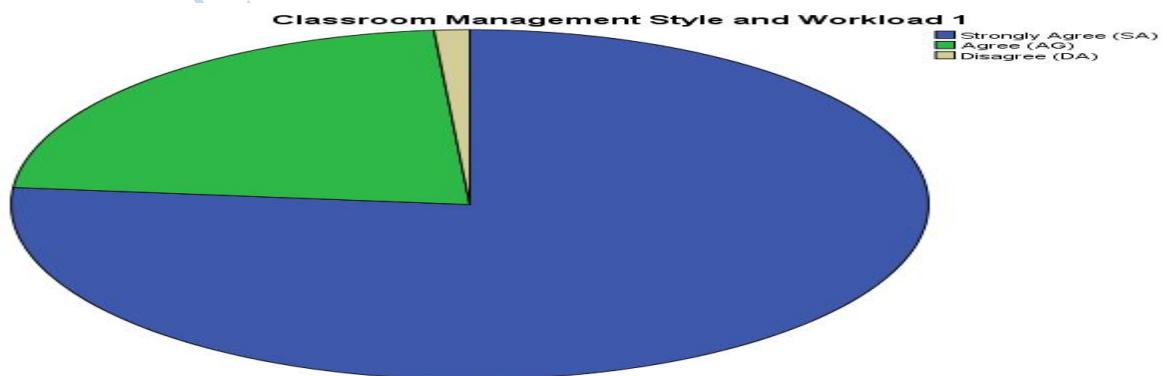
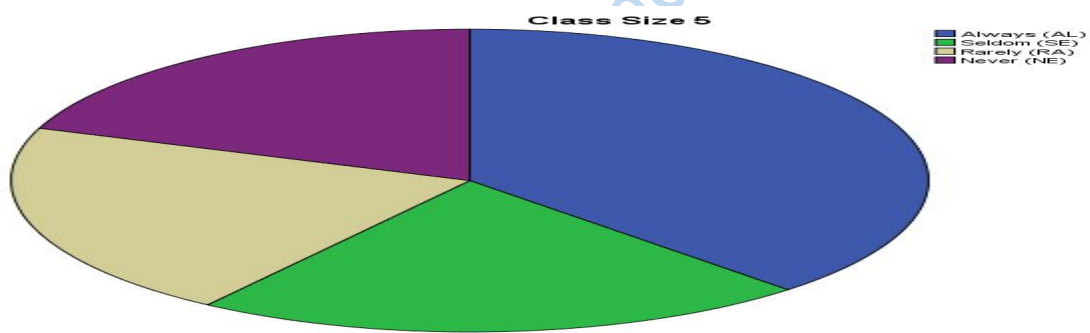
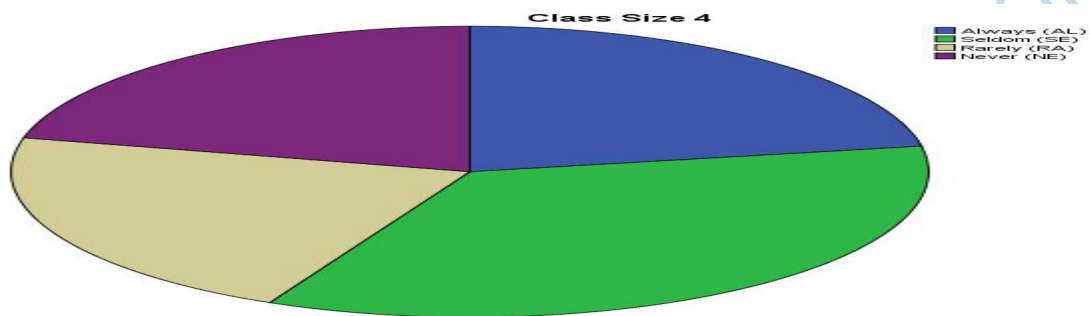
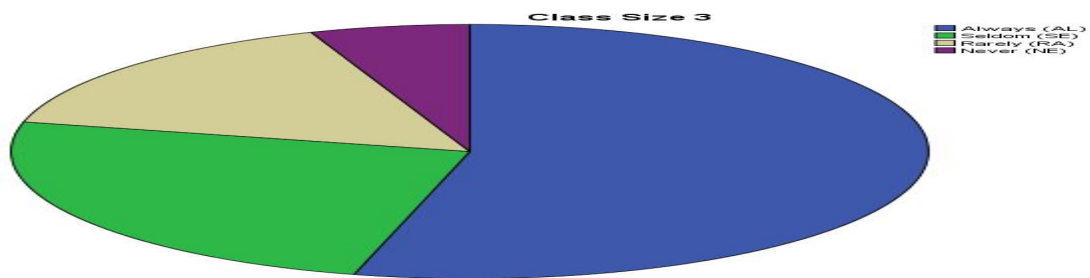


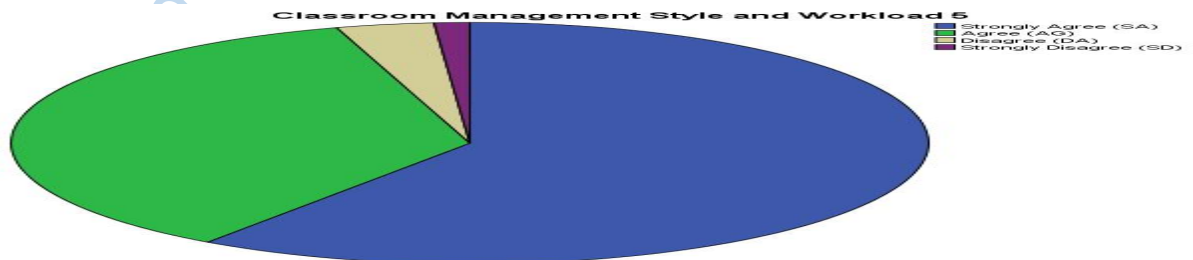
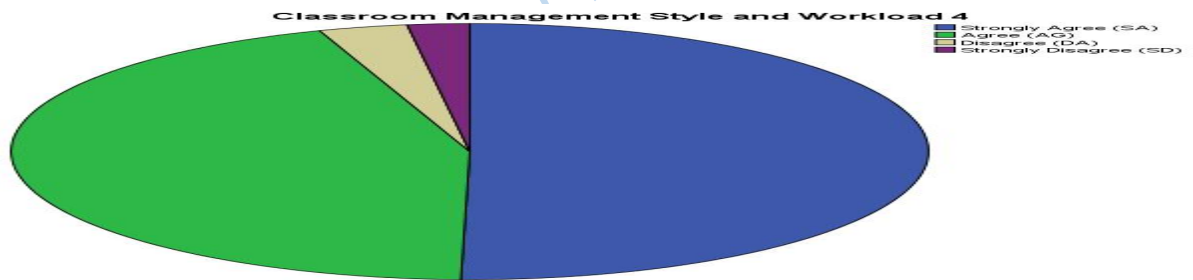
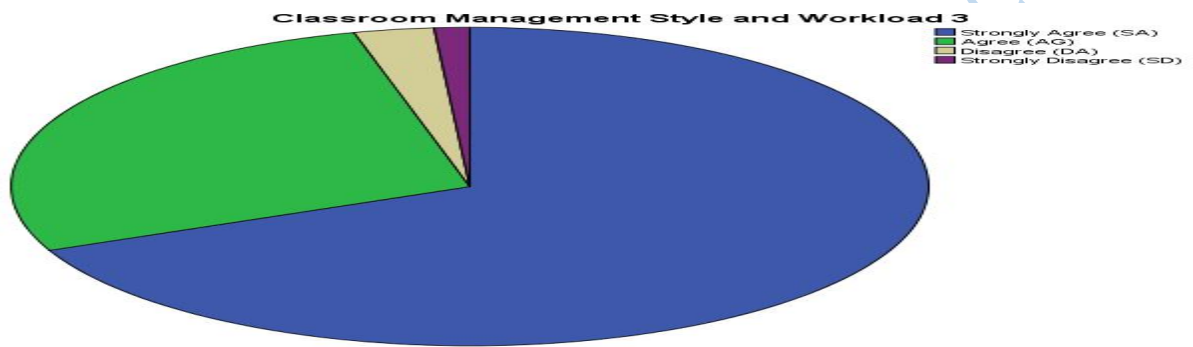
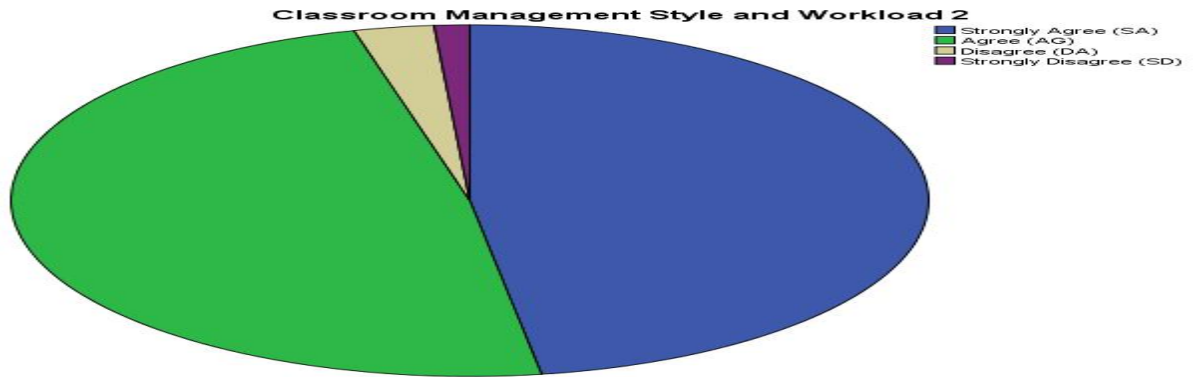


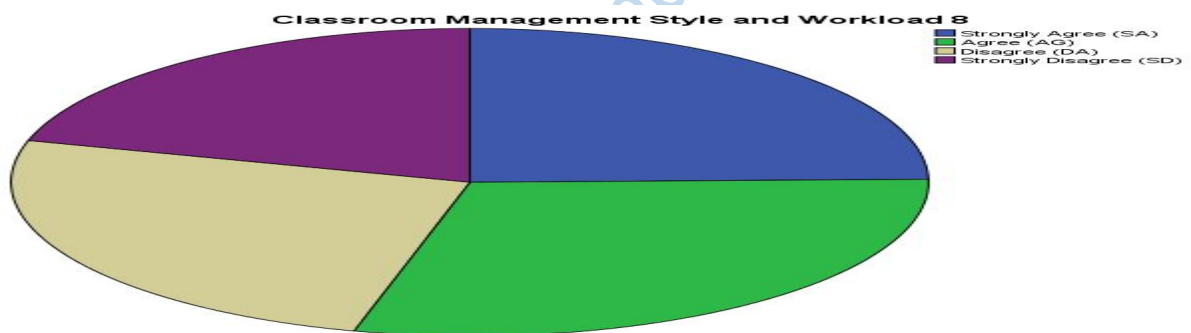
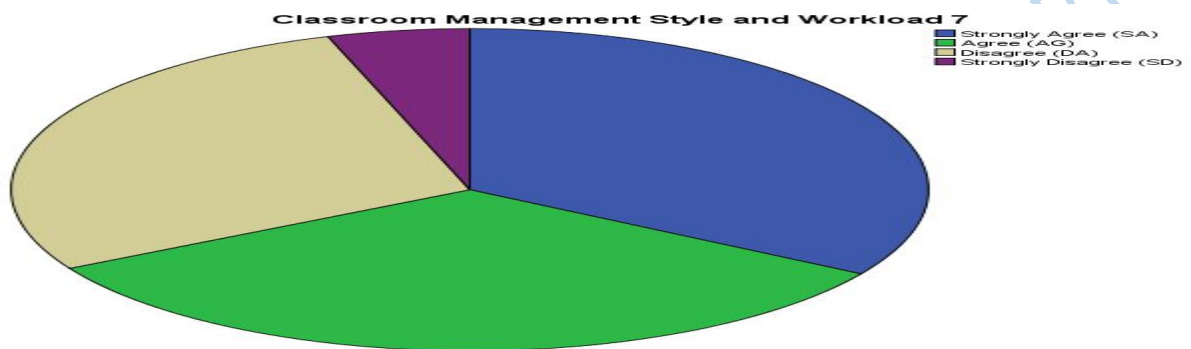
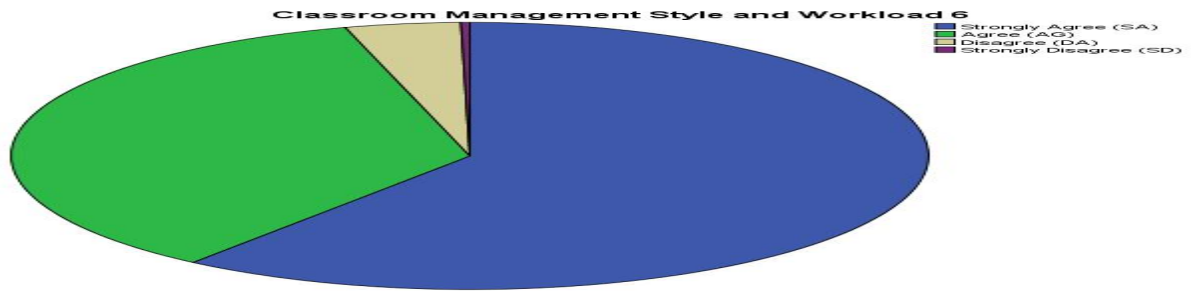












Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Varian	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
JOBPERINSTR	320	1.00	2.80	476.60	1.4894	.38841	.151	1.130	.136	1.091	.272
JOBPERADMIN	320	1.00	3.40	509.60	1.5925	.52422	.275	1.356	.136	1.496	.272
AUTHOSTYLE	320	1.00	4.00	506.00	1.5813	.59517	.354	1.754	.136	3.283	.272
PERMISTYLE	320	1.00	4.00	584.67	1.8271	.73758	.544	1.093	.136	.425	.272
ASSERTSTYLE	320	1.00	4.00	557.00	1.7406	.68197	.465	1.017	.136	.294	.272
RELATSTYLE	320	1.00	4.00	537.00	1.6781	.62420	.390	1.290	.136	1.207	.272
GROUPSTYLE	320	1.00	4.00	557.67	1.7427	.74707	.558	1.022	.136	.039	.272
WORKTIME	320	1.00	3.80	680.40	2.1262	.69214	.479	.367	.136	-1.018	.272
CLASSSIZE	320	1.00	4.00	652.60	2.0394	.69450	.482	.488	.136	-.701	.272
STYLEWORKLOAD	320	1.00	3.40	572.40	1.7887	.40343	.163	.390	.136	-.313	.272
TOTALJOBPER	320	1.00	2.80	493.10	1.5409	.40751	.166	1.136	.136	.642	.272
TOTALMGSTYLE	320	1.00	3.27	548.47	1.7140	.46345	.215	.660	.136	-.559	.272
TOTALWORKLOAD	320	1.00	3.70	666.50	2.0828	.58614	.344	.310	.136	-.838	.272
Valid N (listwise)	320										

Reliability Statistics

Cronbach's Alpha	N of Items
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.511	5
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Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Instructional Job Performance 1	6.1969	3.544	-.016	.592
Instructional Job Performance 2	5.8312	2.761	.290	.451
Instructional Job Performance 3	5.9812	2.351	.441	.343
Instructional Job Performance 4	5.9125	2.695	.261	.469
Instructional Job Performance 5	5.8656	2.192	.421	.348

Reliability Statistics

Cronbach's Alpha	N of Items
.681	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Administrative Job Performance 1	6.4875	4.909	.451	.625
Administrative Job Performance 2	6.3531	4.919	.380	.654
Administrative Job Performance 3	6.3906	4.646	.489	.607
Administrative Job Performance 4	6.3031	4.720	.398	.648
Administrative Job Performance 5	6.3156	4.543	.464	.617

Reliability Statistics

Cronbach's Alpha	N of Items
.815	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Authoritative Style 1	24.2938	46.634	.137	.820
Authoritative Style 2	23.9563	40.669	.589	.793
Authoritative Style 3	24.1344	45.295	.222	.817
Permissive Style 1	24.0625	43.990	.324	.811
Permissive Style 2	23.7531	44.174	.246	.818
Permissive Style 3	23.8313	42.730	.374	.809
Assertive Style 1	24.0750	42.747	.442	.804
Assertive Style 2	23.8281	41.127	.495	.800
Assertive Style 3	24.0031	42.436	.462	.802
Relationship-Based Style 1	24.1031	43.604	.367	.809
Relationship-Based Style 2	24.0000	42.953	.425	.805
Relationship-Based Style 3	23.9906	42.304	.476	.801
Group-Based Style 1	24.0563	41.370	.564	.795
Group-Based Style 2	23.9156	40.316	.645	.789
Group-Based Style 3	23.9281	39.446	.620	.789

Reliability Statistics

Cronbach's Alpha	N of Items
.742	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total	Cronbach's Alpha if Item
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			Correlation	Deleted
Work Time 1	8.7687	8.203	.533	.687
Work Time 2	8.2688	7.583	.643	.644
Work Time 3	8.3938	7.055	.655	.634
Work Time 4	8.3219	8.282	.477	.707
Work Time 5	8.7719	9.675	.242	.785

Reliability Statistics

Cronbach's Alpha	N of Items
.707	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Class Size 1	8.2375	7.962	.460	.662
Class Size 2	8.3250	9.468	.355	.698
Class Size 3	8.4687	8.946	.410	.680
Class Size 4	7.7781	7.860	.521	.634
Class Size 5	7.9781	7.175	.579	.605

Reliability Statistics

Cronbach's Alpha	N of Items
.675	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Classroom Management Style and Workload 1	16.6406	16.300	-.063	.698
Classroom Management Style and Workload 2	16.3094	14.315	.341	.652
Classroom Management	16.5188	14.971	.201	.672

Style and Workload 3 Classroom Management	16.3156	15.120	.139	.682
Style and Workload 4 Classroom Management	16.4250	14.621	.263	.663
Style and Workload 5 Classroom Management	16.4437	15.025	.197	.672
Style and Workload 6 Classroom Management	15.8438	12.634	.439	.629
Style and Workload 7 Classroom Management	15.4688	11.052	.570	.592
Style and Workload 8 Classroom Management	15.5781	11.474	.534	.603
Style and Workload 9 Classroom Management	15.4438	11.088	.540	.600
Style and Workload 10 Classroom Management				

Reliability Statistics

Cronbach's Alpha	N of Items
.737	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JOBPERINSTR	16.1167	10.102	.494	.712
JOBPERADMIN	16.0135	9.349	.576	.693
AUTHOSTYLE	16.0248	10.264	.224	.741
PERMISTYLE	15.7790	8.933	.452	.707
ASSERTSTYLE	15.8654	9.147	.451	.707
RELATSTYLE	15.9279	8.961	.568	.689
GROUPSTYLE	15.8633	8.393	.582	.682
WORKTIME	15.4798	10.479	.114	.762
CLASSSIZE	15.5667	10.396	.132	.759
STYLEWORKLO	15.8173	9.606	.681	.692
AD				

Model Summary

Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collin
	B	Std. Error	Beta			Lower Bound	Upper Bound	Toleran
Constant)	.729	.109		6.690	.000	.515	.944	
HOSTYLE	-.127	.046	-.195	-2.768	.006	-.218	-.037	
MISTYLE	-.014	.033	-.026	-.418	.676	-.079	.051	
ERTSTYLE	.166	.043	.291	3.850	.000	.081	.250	
ATSTYLE	.158	.042	.254	3.801	.000	.076	.240	
UPSTYLE	.029	.037	.056	.777	.438	-.045	.103	
RKTIME	.000	.030	.001	.012	.991	-.059	.060	
SSSIZE	.024	.034	.043	.720	.472	-.042	.090	
LEWORKLO	.186	.064	.193	2.887	.004	.059	.312	

Variable: JOBPERINSTR

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.527 ^a	.278	.259	.33427	2.032

a. Predictors: (Constant), STYLEWORKLOAD, WORKTIME, AUTHOSTYLE, RELATSTYLE, CLASSSIZE, PERMISTYLE, GROUPSTYLE, ASSERTSTYLE

b. Dependent Variable: JOBPERINSTR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.374	8	1.672	14.962	.000 ^b
	Residual	34.749	311	.112		
	Total	48.124	319			

a. Dependent Variable: JOBPERINSTR

b. Predictors: (Constant), STYLEWORKLOAD, WORKTIME, AUTHOSTYLE, RELATSTYLE, CLASSSIZE, PERMISTYLE, GROUPSTYLE, ASSERTSTYLE

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0823	2.3256	1.4894	.20476	320
Residual	-.70897	1.05378	.00000	.33005	320
Std. Predicted Value	-1.988	4.084	.000	1.000	320
Std. Residual	-2.121	3.152	.000	.987	320

a. Dependent Variable: JOBPERINSTR

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.660 ^a	.436	.421	.39875	1.861

a. Predictors: (Constant), STYLEWORKLOAD, WORKTIME, AUTHOSTYLE, RELATSTYLE, CLASSIZE, PERMISTYLE, GROUPSTYLE, ASSERTSTYLE

b. Dependent Variable: JOBPERADMIN

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.212	8	4.777	30.041	.000 ^b
	Residual	49.450	311	.159		
	Total	87.662	319			

a. Dependent Variable: JOBPERADMIN

b. Predictors: (Constant), STYLEWORKLOAD, WORKTIME, AUTHOSTYLE, RELATSTYLE, CLASSIZE, PERMISTYLE, GROUPSTYLE, ASSERTSTYLE

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval	
				Beta			B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	.498	.130		3.833	.000	.242	.754
	AUTHOSTYLE	-.162	.055	-.184	-2.957	.003	-.270	-.054
	PERMISTYLE	.071	.040	.100	1.800	.073	-.007	.149
	ASSERTSTYLE	.231	.051	.300	4.490	.000	.130	.332
	RELATSTYLE	.299	.050	.356	6.018	.000	.201	.397

GROUPSTYLE	.069	.045	.098	1.539	.125	-.019
WORKTIME	-.013	.036	-.017	-.357	.721	-.084
CLASSSIZE	-.028	.040	-.038	-.709	.479	-.107
STYLEWORKLO AD	.158	.077	.122	2.061	.040	.007

a. Dependent Variable: JOBPERADMIN

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9909	2.8726	1.5925	.34610	320
Residual	-1.19546	1.44473	.00000	.39372	320
Std. Predicted Value	-1.738	3.699	.000	1.000	320
Std. Residual	-2.998	3.623	.000	.987	320

a. Dependent Variable: JOBPERADMIN

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.670 ^a	.449	.434	.30646	1.920

a. Predictors: (Constant), STYLEWORKLOAD, WORKTIME, AUTHOSTYLE, RELATSTYLE, CLASSSIZE, PERMISTYLE, GROUPSTYLE, ASSERTSTYLE

b. Dependent Variable: TOTALJOBPER

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.765	8	2.971	31.629	.000 ^b
	Residual	29.209	311	.094		
	Total	52.974	319			

a. Dependent Variable: TOTALJOBPER

b. Predictors: (Constant), STYLEWORKLOAD, WORKTIME, AUTHOSTYLE, RELATSTYLE, CLASSSIZE, PERMISTYLE, GROUPSTYLE, ASSERTSTYLE

Coefficients

Model	Unstandardized Coefficients	Standardized	t	Sig.	95.0% Confidence
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				Coefficients			B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.614	.100		6.142	.000	.417	1.011
	AUTHOSTYLE	-.145	.042	-.211	-3.433	.001	-.228	-.062
	PERMISTYLE	.029	.030	.052	.943	.346	-.031	.113
	ASSERTSTYLE	.198	.039	.332	5.021	.000	.120	.276
	RELATSTYLE	.229	.038	.350	5.988	.000	.154	.304
	GROUPSTYLE	.049	.034	.090	1.425	.155	-.019	.117
	WORKTIME	-.006	.028	-.011	-.226	.822	-.061	.049
	CLASSSIZE	-.002	.031	-.004	-.069	.945	-.063	.059
	STYLEWORKLOAD	.172	.059	.170	2.916	.004	.056	.288

a. Dependent Variable: TOTALJOBPER

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0564	2.5991	1.5409	.27294	320
Residual	-.88884	1.04205	.00000	.30260	320
Std. Predicted Value	-1.775	3.877	.000	1.000	320
Std. Residual	-2.900	3.400	.000	.987	320

a. Dependent Variable: TOTALJOBPER

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.580 ^a	.336	.332	.33311	1.689

a. Predictors: (Constant), TOTALWORKLOAD, TOTALMGTSTYLE

b. Dependent Variable: TOTALJOBPER

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

		Squares				
1	Regression	17.799	2	8.899	80.201	.000 ^b
	Residual	35.175	317	.111		
	Total	52.974	319			

a. Dependent Variable: TOTALJOBPER

b. Predictors: (Constant), TOTALWORKLOAD, TOTALMGTSTYLE

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.1500	2.3842	1.5409	.23621	320
Residual	-.89463	1.03292	.00000	.33206	320
Std. Predicted Value	-1.655	3.570	.000	1.000	320
Std. Residual	-2.686	3.101	.000	.997	320

a. Dependent Variable: TOTALJOBPER

Appendix II

Job Performance in Private and Public Secondary Schools Questionnaire (JPPSSQ)

Dear Esteemed Respondent,

This instrument was designed to gather data regarding the research topic stated above. Rest assured that all information provided will be used exclusively for research purposes and treated with the utmost confidentiality. Therefore, we kindly request your honest and sincere response to all the items in this instrument. Your participation is highly valued.

Yours Sincerely,

The Researcher

Section A

Instruction

Please, tick the space provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()
2. Age Range: Less than 30 years () 31-40 years () 41-50 ()
Above 50 years ()
3. Academic Qualification: NCE() OND() HND() B. Sc () B.A()
B. Ed() M. Sc() M. Ed() PhD()
4. Years of Experience: Less than 10years () 11-20years () 21-30years ()
Above 30 years ()
5. Marital Status: Single () Married() Divorced() Widow()
Widower()

Section B

This section contains items to collect information from respondents on the level of job performance, mostly used classroom management style and status of teachers' workload of private and public secondary school teachers. Please respond to the statement in the tables below using the following scale;

Always (AL), Seldom (SE), Rarely (R), Never (N)

Section B1: Items on teachers level of job performance

S/N	Item:	AL	SE	R	N
	Instructional Job Performance				
1.	demonstrates subject-matter expertise and knowledge.				
2.	encourage active participation and critical thinking among students.				
3.	provide clear and organized instructional materials				
4.	make use of a variety of instructional strategies to engage students.				
5.	provide timely and constructive feedback to students.				
	Administrative Job Performance				
6.	maintain accurate and up-to-date records of student attendance and performance.				
7.	effectively admit, classify and register students in a timely manner.				
8.	conduct examinations and invigilate them following established protocols.				
9.	efficiently processes examination results and ensures their accuracy.				
10.	actively participates in students' welfare services, such as counseling and support.				

Section B2: Items on teachers' mostly used classroom management style.

S/N	Item:	AL	SE	R	N
	Authoritative Style				
1.	set clear and consistent rules and expectations for student behavior				
2.	effectively manage disruptions and maintain order in the classroom				
3.	use a direct and firm communication style with students.				
	Permissive Style				
4.	encourage student self-expression and individuality in the classroom				
5.	am lenient and flexible when it comes to enforcing rules and expectations.				
6.	give students a high degree of freedom in making choices about their learning.				
	Assertive Style				
7.	effectively address disruptions and maintain order in the classroom				
8.	set clear and non-negotiable rules and expectations for student behavior				
9.	promote a focused and task-oriented learning environment.				
	Relationship-based Style				
10.	value and nurture positive relationship with students				
11.	encourage open and honest communication with students				
12.	actively seek to build a sense of community and belonging among students.				

	Group-based Style				
13.	encourage collaborative group work and activities among students.				
14.	actively promote a sense of unity and community among students.				
15.	emphasize the importance of teamwork and cooperation in the classroom.				

Section B3: Items on status of teachers' workload

S/N	Item:	AL	SE	R	N
1.	regularly work longer hours than my contracted teaching time.				
2.	find it challenging to balance my teaching responsibilities with my personal life due to excessive work hours.				
3.	feel that my workload negatively affects my overall job satisfaction.				
4.	often work on weekends to keep up with my teaching responsibilities.				
5.	believe that a more manageable workload would lead to improved teacher well-being and student outcomes.				
	Class Size				
6.	find it challenging to provide individualized attention to each student due to the large class size.				
7.	believe that smaller class sizes would lead to better student outcomes.				
8.	believe that reducing class sizes would improve both teacher well-being and student learning experiences.				
9.	believe that the current class size hinders my ability to address the diverse learning needs				

	of students.				
10.	often feel overwhelmed by the demands of teaching a large class.				

Section C

This section contains items to collect information from respondents to determine the influence of classroom management style and teachers' workload on job performance of secondary schools. Please respond to the statement in the tables below using the following scale;

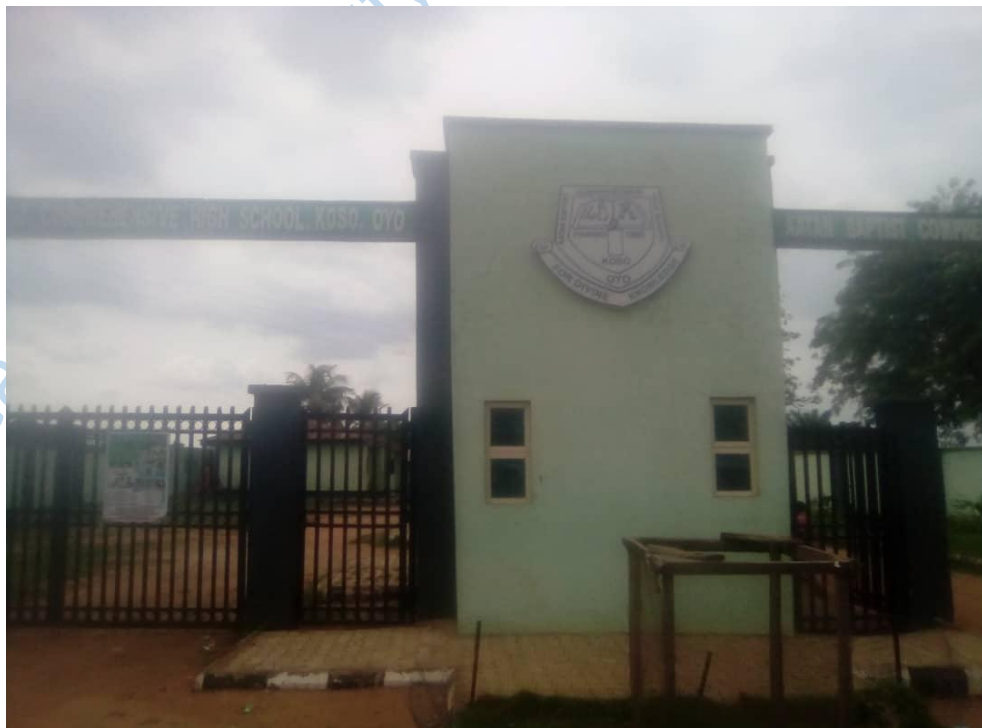
Strongly Agree (SA), Agree(A), Disagree(D), Strongly Disagree(SD)

S/N	Item: I perform or don't perform basic instructional and administrative job duties because;	SA	A	D	SD
1.	I effectively maintain discipline and order in the classroom				
2.	I foster a relaxed and open learning atmosphere.				
3.	I enhance accountability and structure in the classroom.				
4.	I promote trust and a positive teacher-student relationship.				
5.	I encourage collaborative learning and team work.				
6.	I positive influence student engagement and learning outcomes.				
7.	Managing a heavy workload during the school week often results in burnout and stress.				
8.	Excessive working hours impact my ability to plan and deliver effective lessons.				
9.	Larger class sizes hinder my capacity to manage and engage all students effectively.				
10.	The current class size affects the quality of education I can provide.				

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Appendix III

Pictures of Researcher during Administration of the Instruments



Pictures showing the Private Schools which researcher visited to administered Questionnaire



Picture showing Public Secondary School which the researcher visited to administered Questionnaire



Picture showing the researcher and respondents displaying the administered research instruments. (Questionnaire)



Pictures showing the trained research assistant during the administration of the research instruments.



Pictures showing the respondents when administering questionnaire at Public Secondary School



Pictures showing the respondents displaying administered questionnaire at Private Secondary Schools.

Bio-data

A. Personal Data

Full Name: Adebanke Gift OGBODO

Home Address: No 8, Harmony Estate, Elebu Road Ibadan.

E-mail Address: adebankeogbodo@gmail.com

Phone Number: 08051974558

Date and Place of Birth: 15th October, 1982.

Town: Oke-Bola;

State of Origin: Oyo State

Nationality: Nigerian

Name and Address of Next of Kin: Mr Ogbodo Kenneth Uchenna. No 8, Harmony Estate, Elebu Road Ibadan.

B. Educational Background;

Educational Institutions attended with dates and qualifications obtained.

Lead City University, Ibadan.	(In view)
University of Ibadan	2017 - 2019
Olabisi Onabanjo University, Ago-Iwoye	2003 – 2008
Saint Teresa's College, Oke – Ado Ibadan.	1993-1999
Saint Teresa's Primary School, Ososami Road, Ibadan.	1987 – 1993

Academic/Professional Qualifications:

PhD in Educational Management	(In view)
M.Ed. in Educational Management	2017 – 2019
B.Sc. in Economics	2003 – 2008
Diploma in Industrial and Labour Relations	2001– 2002
West African Examination Council	2002
Primary Six Certificate	1993

C. Working Experience with Dates:

Heridel Private School, Elebu Road, Ibadan. Position: Proprietress	2021-till date.
Ajayi Crowder University, Oyo, Ibadan. (A.C.U).Position: Part-time Lecturer	2018 – 2019
Ascending College, Liberty Road Ibadan. Position: Lecturer.	2019
Rochas Foundation College (RFC) Ibadan. Position: Civic Education Teacher	2011-2017

Awards and Fellowships (If any):

Membership of Academic Professional Bodies:

Publications:

Thesis:

Adebanke Gift OGBODO ‘Teachers Classroom Management Styles, Workload and Job Performance In Secondary School, Oyo State, Nigeria. PhD in view 2021/2022 Session, Department of Educational Management, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State.

Books: Nil

Journals Nil

Notable Scholarly or Professional Accomplishments: Nil

Major Conferences or Workshops Attended: Nil

REFERENCES

Mrs. Theresa Fawale
Registrar,
The Polytechnic Ibadan,
Ibadan, Oyo State.
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Mr. Segun Idowu
Consultant,
Bowen University,
Iwo, Osun State.
08023295879

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Adebanke Gift OGBODO, with the matric number LCU/PG/002440 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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