

Chapter One

Introduction

1.1 Background to the Study

Performance which is a measure of how well an individual completes an assigned job determines the success or failure of any organisation where he/she works including the public and private secondary schools. In the school setting, the job performance of teachers is very vital to the attainment of school goals and objectives. Infact, as a result of the roles which teachers play in impacting the students, there is therefore need to examine their job performance as it could affect students' academic achievement in the long run.

In the context of this study, teachers' job is divided into instruction and administration. Teachers' job performance would therefore refer to how well public and private secondary school teachers are 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 job¹.

Teachers' instructional job performance include - 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. However, their administrative job performance include - 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^{2&3}.

In today's competitive society, public and private secondary schools are in need of teachers who can perform their instructional and administrative job duties well since they are one of

the most important stakeholders in the educational system of any nation⁴. However, despite the importance of teachers' job performance in the realization of educational goals, it has been observed by the researcher that the quality of teachers' job performance in many public and private secondary schools in Southwest, Nigeria has been put in doubts in recent times as it seems that these teachers do not perform their job well. They seem not to attend promptly to their lessons nor effectively cover the syllabus. Some of them seem to display poor mastery of subject content, poor use of instructional materials and tardiness to school. Infact, writing and updating their lesson notes seem to be a boring activity to them. Some of them hardly carry out their administrative duties including effective disciplining of students. This should become a cause of serious concern to educational stakeholders and researchers.

Poor job performance of public and private secondary school teachers could be disastrous to the entire educational system in the Southwest and Nigeria at large. Students' failure in internal and external examinations is a major consequence of this problem⁵. Failure to address this problem would lead to the production of sub-standard school graduates and poor intake of these public and private secondary school graduates into tertiary institutions, or workplaces. However, when public and private secondary school teachers perform their job well, they would be able to groom students into useful living by teaching, training and modification of their behaviour which would lead to the fulfillment of the goals of the schools. This would also invariably result to the production of manpower for the educational sector and the society at large.

Few indigenous researches have been able to unravel factors causing the abysmal performance of public and private secondary teachers at their jobs in Southwest, Nigeria. Some of these factors include: personality traits and work commitment, professional development school climate indices, Infrastructural Facilities, Teacher Professionalism and

Government Support Services^{6,7,8,9,10&11}. Apart from the fact that only few studies have been carried out on the factors predicting teachers' job performance in Southwest, Nigeria, two salient factors such as 'workload' and 'job security' have not been given due consideration which identifies a gap that needs to be addressed.

Teachers' workload is how heavy (overload) or light (underload) the instructional and administrative duties given to them to complete at a particular time are¹². It is therefore the sum of all the activities (instructional and administrative) that take the time of a public and private secondary school teacher. Teachers' instructional and administrative workloads, whether heavy 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' performance¹³. Work under load may result to passivity, increased frequency of nervous symptoms and complaint, low self-esteem, lack of interest in social activity and work performance output¹⁴.

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^{14&15}. 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 activities¹⁶.

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 hours¹⁴. Spending too long at work is negatively associated with job satisfaction, well-being and mental and physical health which might consequently affect teachers' performance¹⁸. With extended hours and a

heavy workload, it is easy to fall prey to teacher burnout¹⁹. 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)^{20,21&22}. 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 class²³. 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 affects 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 performance¹⁴. A study reported that school-level physical infrastructure such as teaching materials, and class size also affected teacher performance in Turkey²⁴. Another study revealed that class size significantly affected teachers' classroom control in public secondary schools in Uyo Educational Zone, Akwa-Ibom State²⁵. A study showed that smaller classes can improve teachers' work such as teacher-student interactions, individualized instruction, decreasing time spent on discipline issues which would ultimately improve teachers' morale and satisfaction²⁶. However, search of literature reveals that indigenous studies on the influence of class size on teachers' job performance is scanty.

Apart from workload, another factor that could influence teachers' job performance is job security. Job security is the probability or confidence that a public and private secondary school teacher will keep his or her job for a long period of time that is, he/she is free from the fear of being dismissed from his/her present employment or simply job loss²⁷. Jobs which are not backed by indefinite contract or cannot be guaranteed for a

reasonable period of time are deemed to lack job security. Furthermore, it was noted that the concept of job security influencing job performance swings on a two-way pendulum, there exist assertions that job security reduces the zeal and motivation of the public and private secondary school teachers and thus decrease their performance. This results from a laxity that develops amongst them as a result of the assurance of the jobs that they possess. Teachers who face perceived and real threats to their jobs are likely to put in more efforts to perform better with a view to securing their jobs; also, some others might be overwhelmed and may not perform efficiently and rather be seeking for employment elsewhere^{27, 28}.

A study revealed that job security could influence teachers' productivity by making them productive at their task, giving them a sense of belonging, making them abide to school rules, reducing their interest to leave the job and fulfilling their psychological need in missionary education centres in Delta State, Nigeria²⁹. The result of a study revealed positive significant relationship between job security and teachers' retention in private secondary schools in Akwa Ibom State, Nigeria³⁰. A study found out that job security had a positive influence on all four dimensions of organizational commitment as well as career satisfaction of teachers in Cape coast, Ghana³¹. Studies however seem to be scarce on the influence of job security on teachers' job performance in Nigeria.

There are several indicators or measures of job security. A study noted that job security elements include: job advancement and promotion opportunities, good work circumstances, participation in management, career training and development opportunities and attractive remuneration³². This study considers - job advancement and promotion opportunities, participation in management, and attractive remuneration. Job advancement and promotion opportunities has to do with the advancing or promoting teachers at their job as at when due without any form of injustice. A study noted that there is a statistical

significance strong relationship between promotion opportunities and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria³³. Another study findings revealed a significant relationship between staff development, promotion and teachers job satisfaction in secondary schools in Ekiti state³⁴. Findings of a research revealed that there is a positive and significant correlation between career development and the performance of university non-academic staff³⁵. However, studies are scarce on the influence of job advancement and promotion opportunities on teachers' job performance hence the need for this study.

A study noted that participation in management which includes participation in decision-making, designing methods and objectives significantly and positively influence teachers' job performance in public secondary schools in Ogun state⁷. Another closely related study showed that teachers' involvement in decision making and academic planning highly influences teachers' job performance in secondary schools in Kwara State, Nigeria³⁶. Another research work showed that teachers' involvement in decision making management of secondary schools predicted their job performance in Bayelsa State, Nigeria³⁷. A study revealed significant relationship between teachers' decisional participation and job satisfaction in secondary schools in Ekiti State, Nigeria³⁸. However, search of literatures also reveals scarcity of studies on the influence of participation in management on teachers' job performance.

Attractive remuneration are rewards, incentives, pay packages like bonuses and allowances and other forms of benefits that are given to public and private secondary school teachers at their workplace especially as it accrues to them. A study also revealed that job security elements such as attractive remuneration and promotion opportunities positively influence teachers' job performance in Rivers state as they decrease their fear of losing their jobs³⁹. Another study finding showed that remuneration predicted teaching staff

morale by 1% in secondary schools in Imo state⁴⁰. A study showed that remuneration influences teachers' motivation in Anambra State Secondary Schools⁴¹.

However, there are scarcity of studies on the influence of remuneration on teachers' job performance in Southwest, Nigeria.

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 and job demand are rising with little or no job security. 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 Southwest, Nigeria. There is therefore need to address this problem. Apart from the fact that literatures show paucity of studies on the combined influence of workload and job security 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, also examines the moderating role of school type on workload and job security as predictors of teachers' job performance in secondary schools in Southwest, Nigeria.

1.2 Statement of the Problem

Despite the importance of public and private secondary teachers' job performance in the realization of educational goals, it has been observed by the researcher that the quality of teachers' job performance in many public and private secondary schools in Southwest, Nigeria has been put in doubts in recent times as it seems that these teachers do not perform their job well. They seem not to attend promptly to their lessons nor effectively cover the syllabus. Some of them seem to display poor mastery of subject content, poor use of instructional materials and tardiness to school. In fact, writing and updating their lesson notes seem to be a boring activity to them. Some of them hardly carry out their administrative duties including effective disciplining of students. This has become a cause of serious concern to educational stakeholders.

Poor job performance of public and private secondary school teachers in Southwest, Nigeria could be disastrous to the entire educational system in the state and the nation at large. Students' failure in internal and external examinations is a major consequence of this problem⁵. Failure to address this problem would lead to the production of sub-standard school graduates and poor intake of these public and private secondary school graduates into tertiary institutions, or workplaces. However, when public and private secondary school teachers perform their job well, they would be able to groom students into useful living by teaching, training and modification of their behaviour which would lead to the fulfillment of the goals of the schools. This would also invariably result to the production of manpower for the educational sector and the society at large.

Few indigenous researches have been able to unravel factors causing the abysmal performance of public and private secondary school teachers at their jobs in Southwest,

Nigeria. Some of these factors include: personality traits and work commitment, professional development school climate indices, Infrastructural Facilities, Teacher Professionalism and Government Support Services^{6,7,8,9,10&11}. Apart from the fact that only very few studies have been carried out on the factors predicting teachers' job performance in Southwest, Nigeria, two salient factors such as 'workload' and 'job security' have not been given due consideration which identifies a gap that needs to be addressed. Furthermore, studies on the moderating role of school type on workload and job security as predictors of teachers' job performance in secondary schools in Southwest, Nigeria is also scarce in literature. This study is therefore carried out to close this identified gap in literature.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate workload and job security as predictors of job performance among secondary school teachers in Southwest, Nigeria. It also aims to examine the moderating role of school type (private and public) on the subject matter.

The objectives were to:

- i. identify the level of job performance (instructional and administrative) of teachers in secondary schools in Southwest, Nigeria;
- ii. identify the status of teachers' workload (working time and class size) in secondary schools in Southwest, Nigeria;
- iii. identify the status of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) of teachers in secondary schools in Southwest, Nigeria;

- iv. ascertain the joint contribution of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria;
- v. examine the relative influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria; and
- vi. determine the school type difference (public and private) in teachers' job performance in secondary schools in Southwest, Nigeria.

1.4 Research Questions

1. What is the level of teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria?
2. What is the status of teachers' workload indices (working time and class size) in secondary schools in Southwest, Nigeria?
3. What is the status of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) of teachers in secondary schools in Southwest, Nigeria?

1.5 Hypotheses

H₀₁: There will be no significant joint contribution of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria;

- H₀₂: There will be no significant relative influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria;
- H₀₃: There will be no significant school type difference (public and private) in teachers' job performance in secondary schools in Southwest, Nigeria.

1.6 Significance of the Study

The study is significant in that it would predict the influence of workload indices (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria. It would also provide knowledge on the moderating role of school type (public and private) on the subject matter. The study should also be of salient benefit to principals, teachers and government.

To the principals, the findings from this study could help them to see how heavy or light workload may be affecting teachers' job performance positively or negatively. Those principals who want the best from their teachers would swing into necessary actions based on the findings of the study in ensuring that teachers are given workload that suits their abilities and passion. Teachers should not only be given work or tasks they are able to do but also tasks that they love to do. For instance, teachers should not be made to teach subject they don't want to teach as is the case in some private secondary schools. Principals could also do all they can within their powers to ensure that their teachers feel secured at their jobs (especially in the aspect of participation in management) as it could help them perform better.

The teachers especially those teaching at public and private secondary schools in Southwest, Nigeria would need the findings of this study as it would reveal to them the status of their workload, job security and job performance. The findings could make them realize the need to appeal to the school management (government and ministry of education in the case of public schools and school proprietors in the case of private schools) to make the necessary efforts in ensuring that they as teachers are given workload that commensurate with their capabilities, remunerated, promoted as at when due, given opportunities for career advancement and allowed to participate at some managerial activities so that they feel secured at their jobs.

Government should create enabling environment for teachers to thrive and unleash their potentials. Government could also use the findings of this study to ensuring that teachers are not overworked nor underworked and also feel secured in their jobs. All the attractive remuneration and promotion opportunities that accrue to teachers especially those who teach in government owned schools (public schools) should be given to them as at when due.

This study could be a point of reference and guide to researchers who wish or seek to carry out further investigations on the subject area. The study would also be significant to knowledge upon publication.

1.7 Scope of the Study

The study is strictly limited to workload and job security as predictors of teachers' job performance in secondary schools in Southwest, Nigeria. The variable scope covers two independent variable (workload and job security), one dependent variable (teachers' job performance) and a moderating variable (school type). The first independent variable (workload) would be treated using indices such as working time and class size. The second

independent variable (job security) would be treated using indices such as job advancement and promotion opportunities, participation in management and attractive remuneration. The dependent variable (teachers' job performance) would be treated using indices such as instructional and administrative job performance. The moderating variable (school type) consists of public and private secondary schools. The geographical scope covers all the public and private secondary schools in Southwest, Nigeria. The population consists of all public and private secondary school principals, teachers and senior secondary school three students in Southwest, Nigeria. Both questionnaire and interview would be used as instruments for data collection. Data gathered would be subjected to descriptive and inferential statistics at 0.05 level of significance.

1.8 Operational Definitions of Terms

Job: This refers to the instructional, administrative and all other form of duties/activities of a teacher in public and private secondary school, Southwest, Nigeria.

Job Performance: This refers to how well public and private secondary school teachers in Southwest, Nigeria are 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.

Teachers' Instructional Job Performance: This include - 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 feedback on students' performance.

Teachers' Administrative Job Performance: This include - 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.

Workload: This refers to how heavy (overload) or light (underload) the instructional and administrative duties given to public and private secondary school teachers 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: Teachers' working time includes all working hours specified in conditions of service. 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. Large class size indicates more students to teacher ratio while small class size indicates less students to teacher ratio.

Job Security: This is the probability (confidence) that a teacher will keep his or her job for a long period of time that is, he/she is free from the fear of being dismissed from his/her present employment or simply job loss. Job security can be measured by examining: job advancement and promotion opportunities, participation in management and attractive remuneration.

Job Advancement and Promotion Opportunities: This has to do with promoting or advancing teachers at their job as at when due without any form of injustice.

Participation in Management: This refers to the involvement of teachers in management affairs like decision-making, designing of teaching methods and objectives as it could make teachers feel a sense of belonging to the school.

Attractive Remuneration: These are rewards, incentives, pay packages like bonuses and allowances and other forms of benefits that are given to teachers at their workplace especially as it accrue to them.

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Chapter Two

Literature Review

This chapter presents the review of related literature that would aid the understanding of concepts and constructs in this study. This chapter is based on the objectives, research questions and hypotheses of the study. It consists of the following subheadings:

2.1 Conceptual Review

- 2.1.1 Concept of Performance
- 2.1.2 Concept of Job Performance
- 2.1.3 Concept of Teachers' Job Performance
- 2.1.4 Teachers' Job Performance Indices
- 2.1.5 Concept of Workload
- 2.1.6 Workload Indices
- 2.1.7 Concept of Job Security
- 2.1.8 Job Security Indices

2.2 Theoretical Review

- 2.2.1 Apple's Theory of Workload Intensification
- 2.2.2 Functional Theory of Labour Welfare

2.3 Review of Empirical Studies

- 2.3.1 Workload and Teachers' Job Performance
 - 2.3.1.1 Working Time and Teachers' Job Performance
 - 2.3.1.2 Class Size and Teachers' Job Performance
- 2.3.2 Job Security and Teachers' Job Performance
 - 2.3.2.1 Job advancement and promotion opportunities and Teachers' Job Performance
 - 2.3.2.2 Participation in Management and Teachers' Job Performance
 - 2.3.2.3 Attractive Remuneration and Teachers' Job Performance

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

2.1 Conceptual Review

2.1.1 Concept of 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 behaviour towards the realisation of organisational 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 behaviour, process, procedure, way of working or an attainment. Performance refers to both behaviours and results which implies that it needs to be measured with both behaviours 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 behaviours 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 Concept of Job Performance

A job is something a person or group of persons engage 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 tasks¹⁹. 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 refer 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 Concept of 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-learning¹.

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 job¹².

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 mobilizer. Duties of teachers are to be discharged more within the school system and be extended to the society at large¹⁴. 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 behaviour²³.

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 teachers²⁴.

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 learners²⁵. 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 students²⁶.

Teachers' attainment of their primary duties depend 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 others²⁷.

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 results²⁸.

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' knowledge²⁹. 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 performance^{4&40}.

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 play 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 employ of instructional materials, proper monitoring and evaluation of students' performance and providing regular feedback on students' performance^{2&3}. 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 effectively²³.

Teachers' instructional tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools³⁵.

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 advice^{2&3}. 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 Concept of 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 workload². Workload is the official teacher/learner ratio versus the real one on the ground is also of significance³².

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 teachers⁴³. 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 refers to the condition of teachers' load below the prescribed number of workloads. Total teachers' workload is determined by summing up all of the workload given⁴⁴.

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 causes threats and the reactions of nervousness, anxiety, frustration, pressing, or annoyance as well⁴⁵.

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 teachers^{45&46}.

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 roles 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 institution⁴⁶. 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 achieved⁴⁶. 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 profession⁴⁷.

The workload of teachers include 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 authority⁴⁸. 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 handled⁴⁹.

Teachers' workload is how heavy (overload) or light (underload) the academic and administrative duties given to them to complete at a particular time are^{46&50}. 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 stuff². Teachers with greater administrative workloads are less likely to spend time on instructional preparation and giving feedback on learners' assignments⁵¹.

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 students⁵². 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 teaching^{51&52}.

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 dissatisfaction⁵³. The increased workload is also evidenced by the teacher being assigned a lot of paperwork and management of indiscipline cases⁵⁴.

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 amount of hours allocated for each tasks. 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 semester⁴⁹.

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)⁵⁵.

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 duties⁵⁶. 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 needs⁵⁷.

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 reorganization 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 workload⁵⁸.

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 1:40⁵⁹. It is the UPE policy that led to large classes that had dire consequences on resources⁶⁰. 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 straining^{60&61}. In some extreme cases, teachers

must contend with teaching multi-grades (that is, composite classes) or double shifting (which is, hot-sitting)⁶⁰.

2.1.6 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 abilities⁴⁵. This study seeks to examine two indices of teachers' workload - working time (hours) and class size.

2.1.6.1 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 activities⁶². 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 activities⁶³. 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 vary from work to work and place to place⁶⁴. Researchers revealed that workload increased as a result of longer working hours⁴⁵. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout⁵⁷.

Spending too long at work is negatively associated with job satisfaction, wellbeing and mental and physical health which might consequently affect teachers' performance⁶⁵. 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 them⁶⁶.

2.1.6.2 Class Size

Class size is the number of students per teacher in a class⁶⁷. 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 affects 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 performance⁴⁵.

2.1.7 Concept of Job Security

Job security is personnel's belief pertaining to permanence in their employment. It has to do with employee belief over loss of job or loss of attractive on the job benefits such as job advancement and promotion opportunities, good work circumstances, career training and development opportunities and, attractive remuneration⁶⁸. Job security is also regarded as the assurance that an employee has about the continuity of his job which may come as a

result of the contract of employment, collective bargaining, or labor legislation that prevent arbitrary dismissal⁶⁹.

In a school situation, job security is defined as the probability or confidence that a teacher will keep his or her job for a long period of time that is, he/she is free from the fear of being dismissed from his/her present employment. Jobs which are not backed by indefinite contract or cannot be guaranteed for a reasonable period of time are deemed to lack job security⁷⁰.

Job security leads to sense of fulfillment and satisfaction when an individual understands that they are secured/safe in whatever profession they involved themselves. Once an individual is assured of security especially of his job, and he sees it practically displayed, he may be motivated to be the best he could be since nothing poses as a threat to him in this wise. The workplace is expected to be a comfort zone for workers and a place of refuge from some challenges of life like economic and social challenges which are some of the aftermath of losing one's job. The most imperative thing an employee needs in employment relationship is job security that guarantees peace of mind. Security is one of the second fundamental needs of man as postulated by Maslow's hierarchy of needs⁷¹. Job security is the sensation of having an appropriate job and the assertion of its continuance in forthcoming as well as the absence of aggressive factors⁷².

Job security is one's expectation about continuity in job situation. It has to do with employee feeling over loss of job or loss of desirable job feature such as lack of promotion chances, current working conditions, as well as long-term career opportunities. Job security is an important factor in employee commitment. Institution teacher job security is ensured after confirmation of appointment. In other words the staff is accorded the tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, give the teacher a sense of job security⁷³.

Job security is the hope an employee has concerning the continuity and stability of their employment. It concerns the employees' emotions regarding the loss of a job or desired aspects of a job such as good working conditions, promotions, or desired longterm career prospects⁷⁴. Job security is about an individual's perception of themselves, the situation and the potentials. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others⁷⁵. Job security is important to teachers. A teacher's job is secured when he/she cannot be unfairly or unlawfully fired from his/her job. Job security therefore refers to a situation where school organizations cannot sanction and demote a teacher without following legally defined due process^{76&77}. Teachers, who contribute towards goal achievement in their school, expect that the school should reward them with job security. This means that the school should in recognition of their input, formulate policies that protect them from losing their job or demoted to handle responsibilities below their capacity, qualification and experience. There are responsibilities that should be handled by beginning teachers and it may seem unfair to assign such responsibilities to an experienced teacher who has over the years of their career risen to the ranks of Directors. Job security therefore protects teachers from all forms of unfair labour practices or treatment from employers. Sometimes, in order to protect the interest of an organization or due to result scarcity or certain unplanned changes in the organization, the management may decide to cut-down on some of the rights and privileges of their employees. In order to ensure that organizations do not do this recklessly or unfairly, employees solicit for job security⁷⁷.

Job security to a teacher is that his/her job is not threatened and that the teacher will be on the job for as long as he/she wants to keep the job with no feeling or reasons whether objective or subjective that he/she might lose the job⁷⁸. Job security also implies that the

roles and responsibilities assigned to teachers in the school should not be done based on any form of bias, favouritism, nepotism, ethnicity or any form of discrimination.

This implies that in a secondary school where there is perceived job security, the school principals should not employ any form of bias or discrimination to assign or withdraw responsibilities to/from teachers. Teachers should be treated with equality, fairness and merit. A teacher assigned a duty or position where he or she gets some form of incentives should not be removed from the duty or position because the principals wants to assign it as an act of favouritism to another teacher. When teachers' perceive that principals are bias when it comes to delegation of duties, teachers who feel that such bias negatively affects them may become nonchalant as they will expect only the favour ones to contribute their best to the school⁷⁷.

With the present situation where there are so many layoffs, early retirement, contract staff and part-time staff, teachers may not be certain that they will be in their employment for longer period as many employers of labour now lay off their employees due to economic reasons and the inability of some workers to keep pace with the dynamic changes experienced in the universe. This situation could lead to challenge/threat to the workers in diverse employments who are not convinced of what might be their survival in this era of sacks and even premature retirement. It is generally believed that once an employee on the job passes the probationary period, the need for job security quickly appears to recede its importance⁷⁸. As this is achieved, the individual becomes relaxed and complacent in a job situation⁷¹.

2.1.8 Job Security Indices

There are several indicators or measures of job security. A study noted job security elements to include: job advancement and promotion opportunities, good work circumstances, career training and development opportunities and, participation in

management, attractive remuneration⁶⁸. This study considers - job advancement and promotion opportunities, participation in management, and attractive remuneration as measures of job security for teachers.

2.1.8.1 Job Advancement and Promotion Opportunities

Promotion is the move from one position to another which has a higher status and responsibility. It is an increase of a labor or employee at a field⁷⁹. It also refers to a higher post carrying greater responsibilities, higher proficiency, status, and better salary⁸⁰. Promotion is advancement to a higher position that involves both increase in wages and status⁸¹. Apart from bringing an employee more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as feedback that the workers have performed well. Furthermore, it offers opportunities for growth and is also one of the Herzberg motivators which can be employed to enhance retention⁸². Promotion is an important issue, not only in the selection/placement of the right people in the right place but also as a tool through which superiors/leaders boost or motivate subordinates to develop themselves to achieve more⁸³.

2.1.8.2 Participation in Management

This includes participation in decision-making, designing methods and objectives. The direct involvement of secondary school teachers in school governance, otherwise known as participatory management, has been found to be one of the management intervention strategies that may enhance the job performance of teachers. It also refers to as an inclusive governance system that empowers teachers to participate in the daily functions and policy-making processes in the school. In addition, participatory management by secondary school

teachers allows them to cooperate with the school administrators, thereby, assisting with the resolution of intensifying problems confronting the school. This involvement serves as an indisputable asset to the school and the management. Furthermore, it was put forth that participation of teachers in the decisionmaking and other management processes in a school system serves as one of the paramount platforms for the realisation of set goals and objectives of a school. This is because teachers have direct contact with the students, and are daily observers of issues happening in the classroom and the entire school, unlike the principal or other school administrators¹.

2.1.8.3 Attractive Remuneration

Remuneration is traditionally seen as individual total income and consists of various separate payments determined according to different rules⁵. Remuneration is defined as compensation (employee benefits) which can be in the form of salaries, permanent allowances, honorarium, incentives, bonuses for achievements, severance pay or retirement. The literal meaning of remuneration as "payment" or 'payroll' can also be money or substitution of money determined by certain regulations as a reciprocal of a job¹⁰.

Remuneration are rewards, incentives, welfare packages like bonuses and allowances and other forms of benefits that are given to teachers at their workplace especially as it accrues to them. In service and profit oriented organisations such as educational institutions, employees' welfare package also includes issues regarding wages and salary programmes, structures accruing from job descriptions, merit-based programmes, bonus-based programmes, commission based programmes among others while benefits typically refer to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others⁷⁵.

Remuneration is the rewarding of employee fairly, equitably, and consistently based on their value and contribution to the organization⁸⁴. Remuneration is direct or indirect financial or non-financial rewards received by employees as a result of performance⁸⁵. Remuneration was defined as a wide variety of services provided by organizations for employees, and in some cases, for members of employees' families⁸⁶.

Remuneration is viewed as 'compensation', which includes:

1. Short-term employee benefits such as wages, salaries and social security contributions, paid annual leave and paid sick leave, profit-sharing and bonuses (if payable within twelve months of the end of the period) and non-monetary benefits (such as medical care, housing, cars and free or subsidized goods or services) for current employees;
- i. Post-employment benefits such as pensions, other retirement benefits, postemployment life insurance and post-employment medical care;
- ii. Other long-term employee benefits including long-service leave or sabbatical leave, jubilee or other long-service benefits, long-term disability benefits and, if they are not payable wholly within twelve months after the end of the period, profit-sharing bonuses and deferred compensation;
- iii. Termination benefits and iv. Share-based payment⁸⁴.

2.2 Theoretical Framework

Two theories that render support to the relationship between the independent variables (workload and job security) and dependent variable (teachers' job performance) are:

- 1) Apple's Theory of Intensification and
- 2) Functional Theory of Labour Welfare

2.2.1 Apple's Theory of Intensification

A theorist in 1986 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 resources⁸⁷. As a result, teachers experience a chronic work pressure⁸⁸.

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)⁸⁷.

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 deprofessionalization from the lack of opportunities and time devoted to the enhancement of pedagogical knowledge and learning⁸⁹. 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

tasks implies a process of deprofessionalization. In addition to the deprofessionalization of teachers work, teachers' roles are changing. However, the theorist also noted that work intensification may yield both negative and positive results⁸⁷.

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

In most public and private secondary schools in Southwest, 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 resources. 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 secondary 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 society. Utilizing Apple's theory as a foundation, this study investigates how workload is perceived to impact teachers' job performance in Southwest, Nigeria.

2.2.2 Functional Theory of Labour Welfare

The functional theory on labour welfare was pioneered by some scholars who championed for the welfare of employees within corporate organizations⁹⁰. The theory is also known as efficiency theory of labour welfare. The concept behind the theory is that a secured, happy and healthy teacher is a better and more productive worker. Here, welfare is employed as a

means to secure, preserve and develop the efficiency and productivity of the labour force. It was argued that this theory states that a fully mentally and physically satisfied teacher is the most efficient⁹¹. The functional theory implies that when welfare such as promotion opportunities, remuneration and sense of teachers' belonging to the public and private secondary school they work is provided, they are more likely to be effective and productive⁹². It was added that if a school owner or the government takes good care of their teachers by improving production and programmes for housing, education, training, provision of balanced diet and family planning measures, the teachers tend to be more effective and perform well. It was also added that if teachers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are congenial, they will work resourcefully⁹³.

Relevance of the Theory to the Study

This theory is a reflection of contemporary support for teachers' job security through provision of welfare packages, promotion opportunities, job advancement and participation (which creates a sense of belonging to the school). When teachers are made to feel secured at their job and given a sense of belonging, they tend to be more productive and effective at their job. The introduction of welfare promoting activities could pay rich dividends in terms of higher productivity of teachers. Therefore, the theory applies a commercial approach towards teachers' welfare activities to make it more economically viable. This theory therefore renders support to the possible influence of job security on teachers' performance.

2.3 Review of Empirical Studies

2.3.1 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 Serpong. 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 workloads. 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, provided well-designed materials and presenting it well. 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 exams. 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 competition. 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 teachers. 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 performance.

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 webinar. From this study, it can be concluded that a better level of teachers' job satisfaction, workload management, worklife 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 improve. 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 day².

Workload which is the amount of work assigned to or expected from a worker in a specified time period remains one of the principal factor 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 job⁴³. Teachers with moderate instructional workloads are said to perform better than teachers with heavy workload in the secondary school system⁴⁵.

A 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). 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 handle. 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 delivery. 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 productivity⁴⁶.

A 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 study⁴⁷.

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 correlational 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 was increasing, the scores of productivity was decreasing. 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 was increasing the scores of productivity was decreasing. This result is not surprising, this is because, teachers' involvement in much marking workload yield low performance in their job. 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 productivity were decreasing. 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 productivity. This means that, as the scores of teachers' research workload was increasing the scores of productivity was 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 State. This implies that, as the scores of teachers' participation in community service workload was increasing, scores of productivity 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 effects. 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)⁵¹.

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 methods. 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 duties. 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 satisfaction⁵⁴.

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 conditions. 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 correlational 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 workload. 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 assignment⁵⁷.

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 available^{43&94}.

The extent of teachers' effectiveness in their primary responsibility most often may not be guaranteed in the face of excess workloads which is 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 everyday 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 today^{49&94}.

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 work⁹⁵. With mounting load and pressure, teachers find out that their satisfaction at work has dipped⁹⁶. Consequently, de-motivation and diminishing work performance set in⁹⁷.

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 declines⁹⁸. 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 complexity⁹⁹.

Workload is the crucial factor influencing teachers' decisions to leave the profession and the greatest threat to retention¹⁰⁰. An unimaginable workload is a common and consistent given reason that make teachers leave the profession¹⁰¹. 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 rates¹⁰². Teachers increasingly respond to constant top-

down changes and have little control over this situation which increases their stress levels¹⁰³.

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 has 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 stress¹⁰⁵.

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 postgraduate 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 improve their efficiency on the job¹⁰⁶.

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 questionnaire 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 having 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 schools¹⁰⁷.

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 area¹⁰⁸.

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 Construction¹⁰⁹.

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 correlational cross-sectional design. A sample size of two hundred ninety four respondents was randomly chosen from five secondary schools. A selfadministered 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 significance¹¹⁰.

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 over-burdened 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 task¹¹¹.

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 unconducive 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 centres. 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 performance¹¹².

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 responsibility¹¹³.

A study ascertained the extent to which components of workload management predict job performance of university teachers in Rivers State, Nigeria. Correlational 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, planful, 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 teachers¹¹⁴.

It was stated in a 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 questionnaire 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)¹¹⁵.

A similar study investigated the mediating role of sleeping problems in the relationship between workload and outcomes (emotional exhaustion, presenteeism, 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 presenteeism, 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 presenteeism and negatively related to job satisfaction and performance¹¹⁶.

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 has 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 teaching¹¹⁷.

A 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 SmartPLS 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 performance¹¹⁸.

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 SubCounty. 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, Gwasssi,

Kiabuyaand Central. The study revealed that the influence of teachers' workload on academic performance is significant¹²⁰.

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 was 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 data¹²¹.

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 teachers¹²².

2.3.1.1 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 activities⁶². 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 agents⁶⁴.

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 objective⁷⁸.

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 worked¹⁰¹."

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 satisfaction¹⁰².

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 imprecise¹²³.

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 deadlines¹²⁴. 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 teachers¹²³.

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 stress. 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 assessment¹²⁵.

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 environment¹²⁶.

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 day¹²⁷.

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 number 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 comfortable¹²⁸.

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, Ecobank 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 problems¹²⁹.

2.3.1.2 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 size⁵⁰. 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 performance⁵¹.

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 correlational 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 students¹¹⁰.

According to a scholar, there are not 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 areas¹³⁰.

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 management¹³¹.

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 satisfaction¹³².

The above previous related empirical studies shows 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.

2.3.2 Job Security and Teachers' Job Performance

Job security makes employees loyal and committed to their organisations because employees with a high sense of security in organisations have a high sense of regards for the organisations, consider them as theirs and, have passionate feeling for them. In addition, security of jobs creates pleasant rapport between the workforce and

organisations⁶⁸.

A study was investigated on the contribution of job security, training and development to teachers' job engagement in public secondary schools in Rivers State. Six research questions were answered while six corresponding null hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population for this study consisted of all the nine thousand, four hundred and fifty-two (9,452) teachers in two hundred and forty seven (247) Public Senior Secondary Schools in the twenty three (23) local government areas of Rivers State. The sample size for this study was three hundred and fifty (350) teachers representing five percent of the entire population; it was determined using the Taro Yamane's sample size formula. Teachers' Job Security, Training and Development Questionnaire (TJSTDQ) and Teachers' Job Engagement Scale (TJES) were employed for data collection. Face and content validities were ensured. The Cronbach's Alpha was employed to establish the reliability coefficients of the questionnaires which were found to be 0.881 and 0.921 respectively. Data collected from the questionnaires were subjected to descriptive and inferential statistical analysis.

Results revealed that job security contributes positively to teachers' job engagement in public secondary schools in Rivers State. It was also revealed that teachers' training and development also contributes positively to their engagement in the schools. It was recommended among others, that the teachers should be made to be secured in their jobs

and regular training and development programs should be organised for teachers to improve their engagement⁶⁹.

It was noted that the concept of job security influencing teachers' job performance swings on a two-way pendulum, there exist assertions of job security reducing the zeal and motivation of the teachers and thus reducing their performance. This results from a laxity that develops amongst them as a result of the assurance of the jobs that they possess. Teachers who face perceived and real threats to their jobs are likely to put in more efforts to perform better with a view to securing their jobs; also, some others might be overwhelmed and may not perform effectively but rather begin a search for employment elsewhere⁷⁰.

A related study empirically examined workers job security and productivity in missionary education centres in Delta State, Nigeria. This study adopted an ex-post-facto research design of the descriptive survey method. A sample of four hundred and thirty six (436) school personnel – one hundred and fourteen (114) principals and three hundred and twenty two (322) teachers was drawn from a population one thousand, one hundred and eighty eight (1,188) school teachers including principals using stratified sampling technique. Self-structured questionnaire, titled - “Workers Job Security and Productivity Questionnaire, (WJSPQ)” was employed to seek information. Data analysis was done using descriptive statistics and t-test statistics at 0.05 level of significance. Findings revealed that ways to provide job security for workers includes; constant training of workers, provide adequate physical and instructional facilities, encourage workers to attend professional development programmes, allow workers to be passive when making decision, make workers feel the impact of management through democratic leadership and seek workers’ view on how to enhance the school. Finding also revealed that areas workers are productive includes; task assigned to workers were delivered, teaching students, preparing lesson note,

making students scripts, preparing students results, ensure that discipline is maintained within the school and regular to school. Test of hypothesis revealed that administrators experience does not significantly differ on rating of workers productive in Delta State missionary education centres. Lastly, finding shows that influence of job security on workers' productivity includes make workers productive on their task, give workers sense of belonging, help workers to be dedicated to their job, make workers abide to school rules, acquire more skills on the job, reduce workers interest to leave the job and fulfill psychological need of the workers. Test of hypothesis revealed that employers and employees mean rating does not significantly differ on how workers job security influence productivity in Delta State missionary education centres. This finding could be as a result that workers who are guaranteed of their job will not be influenced by job mobility. It was recommended on the basis of the findings that 1) There should be constant training of workers as well as provide adequate physical and instructional facilities by missionary schools in Delta State; 2) Workers should be allowed to participate in decision making, through this, workers will feel the impact of the school organisation as feel less insured in the school; 3) Workers should constantly be encouraged to put in their best on the job by assigning task to workers and ensure that discipline is maintained within the school and 4) School administrators in Delta State missionary schools should make appropriate provision for quality conditions of service for teachers. Also during staff induction, teachers should be guaranteed of their job within the school⁷¹.

Another closely related study examined motivation, job security and teachers dedication in private secondary schools in Delta State. It was a descriptive survey adopting the ex-post-facto design, with a population of ten thousand, one hundred and thirty six (10,136) principals and teachers in registered private secondary schools in Delta State. Purposive sampling technique was employed to sample eight hundred and ninety four (894)

respondents which was made up of four hundred and thirty (430) principals and four hundred and sixty four (464) teachers in private secondary schools. A selfdeveloped instrument titled – “Motivation, Job Security and Teachers Dedication Questionnaire (MJSTDQ)” was utilized to gather information from the respondents. The instrument was split into two, one administered to teachers and the other administered to principals. The instrument was validated through face and content validity, thereafter it was subjected to test-retest reliability test using forty (40) teachers and principals who were excluded from the main study. The scores were correlated using the Pearson Product Moment Correlation Statistics and a co-efficient of 0.981 was obtained. The responses were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson Product Moment Correlation Statistics and regression were employed to test the hypotheses at 0.05 level of significance. Findings showed that motivation and job security were significant to teachers’ dedication in private secondary schools in Delta State. It was therefore recommended on the basis of the findings that private secondary schools particularly in Delta State should focus on ways to motivate teachers for optimal dedication. Also, teachers should be guaranteed of their job in order to make them stable and work hard to achieve the objective the school⁷².

A study sought to assess the effect of job security on the commitment of teachers in the Cape Coast Metropolis of Ghana. The study further assessed the mediating role of career satisfaction in the relationship between job security and organizational commitment. Using an explanatory survey design, two hundred and twenty eight (228) senior high school teachers were systematically selected and surveyed accordingly. The estimated target population was five hundred and thirty (530) teachers. An internal consistency of 0.977 was recorded for the instrument. Data processing and analysis were done using SPSS and SMART PLS to assess the effect of job security on the four dimensions of organizational

commitment (affective, continuance, normative, and value commitment). The measurement model met all the quality criteria. It was found that job security had a positive influence on all four dimensions of organizational commitment as well as career satisfaction. Similarly, career satisfaction had a positive influence on all four dimensions of organizational commitment. Furthermore, career satisfaction mediated the relationships among job security and all dimensions of organizational commitment except value commitment. Thus, the findings suggest that Ghana Education Service should institute policies and measures that enable teachers to feel more secure in their job, and increase their opportunities for career development in Ghana's public senior high schools. Additionally, teachers should take advantage of human resource development policies initiated by their respective institutions to increase the level of their career satisfaction and consequently, their commitment to their respective schools⁷⁴.

The objectives of a study aimed at the relationship between job security and wellbeing of workers. The instrument employed in the study was a set of questionnaire consisting of job security and well-being. The study was carried out at several banks and factories in the district of BatuPahat and Kluang involving six hundred (600) workers which was made up of two hundred (200) bank employees, electronic factory workers and textile factory workers each. Job security was measured using Job Security Scale. Wellbeing Scale was also employed to measure the health and well-being of workers. Data collected were then analysed using Pearson correlation, t-test and ANOVA using SPSS. The Pearson product moment correlation analysis showed that there is a significant relationship between job security and well-being of employees. This relationship means that when employees feel their work is guaranteed and they feel safe, there would be improvement in their well-being. Bank employees showed a higher job security. This is probably because a career in the bank is rather more secure because there are a number of

banks for example Maybank, which has many branches in Malaysia and also overseas. The findings show that employees have a high level of job security even in a desperate state. Such information is very useful to the management organizations to maintain job security among workers. The management also needs to find ways to enhance job security experience as it can boost the well-being of workers at the workplace. Since it is difficult to change the objectives of the organization and the environmental factors that contribute to job insecurity, it is thus crucial to prevent the job insecurity¹³³.

Another similar study investigated job security and teachers' retention in private secondary schools in Akwa Ibom State, Nigeria. One (1) research objective was raised and translated into a research question and hypothesis. The study adopted ex-post facto correlational research design. The target population consisted of four thousand, seven hundred and thirty five (4,735) teachers in all the private secondary schools. The sample of the study was eight hundred and thirty five (835) teachers selected using multistage sampling and simple random sampling techniques which shows four hundred thirty nine (439) females and three hundred and ninety six (396) males. The instrument employed was Personnel Job Security and Teachers' Retention Questionnaire (PJSTRQ). The data were analysed using Pearson Product Moment Correlation. The null hypothesis was tested at 0.05 level of significance. The result revealed positive significant relationship between job security and teachers' retention. Based on the finding of the study, it was recommended among other things that conditions of service for staff be enacted while improved working environment be considered a priority by the proprietors of the private schools¹³⁴.

A research examined whether perceived job security positively impacts the effectiveness of job performance among employees of unionized organizations vs. employees of non-unionized organizations. Job security's effect on job performance was identified, as well as the difference in the perception of job security among employees from unionized vs. non-

unionized organizations. The sample consisted of hundred (100) employees from different positions and different organizations, with both union and nonunion participation from the Miami International Airport. They were surveyed on a Likert scale questionnaire that had items targeted to measure their perception of job security, and job performance. The evidence yielded results that supported the literature review, and indicated that employees are more susceptible to show better performance at their work place when in the context of the security offered by unionized organizations. The results indicated that the security offered by union participant organizations can be employed as a predictor of increased job performance, and to some extent to the employee's behaviour within the organization¹³⁵.

A partially related study investigated teachers' quality of work life and job engagement in public secondary schools in Rivers State. Six research questions were answered while six corresponding null hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population for this study consisted of all the eight thousand, four hundred and fifty-two (8,452) teachers in two hundred and forty seven (247) Public Senior Secondary Schools in the twenty three (23) local government areas of Rivers State. The sample size for the study was four hundred (400) teachers representing 5% of the entire population; it was determined using the Taro

Yamane's sample size formula. Teachers' Quality of Work Life Assessment Scale (TQWLAS) and Teachers' Job Engagement Scale (TJES) were employed for data collection. Face and content validity evidence was ensured. The Cronbach's Alpha was employed to establish the reliability coefficients of TQWLAS and TJES to be 0.708 and 0.877 respectively. Simple and multiple regression were employed to answer the research questions while t-test associated with simple regression and ANOVA associated with multiple regression were employed to test the null hypotheses at 0.05 alpha level. It was found among others that quality of work life contributes moderately to teachers' job

engagement. Furthermore, it was found that quality of work life is a significant contributor of teachers' job engagement in public secondary schools in Rivers State. The findings of the study also showed that job security contributes a little to teachers' job engagement in public secondary schools in Rivers State. The extent to which teachers job security contributed to job engagement is not disheartening, because teachers who do not have job security may be less concerned to the dictates of the job. On the other hand, going by the level of unemployment in the state, the teachers should not lean on job security in order to shy away from their statutory responsibilities. The hypothesis tested in the study showed that job security significantly contributes to teachers' job engagement in public secondary schools in Rivers State. This means that the provision of job security to teachers also provides to a great extent the level of their engagement to duty. Invariably, the increase in the job security of the teachers is significant to the commitment of teachers in secondary schools in Rivers State. This shows that with the provision of job security to the teachers, there may not be any form of engagement in the workforce. It was recommended among others, that the teachers should show expertise and professionalism in their teaching job in order to fully discharge their duties in line with the conditions of service. The principals should devise effective and efficient reward management systems that will compensate teachers who have shown brilliance in the execution of their statutory responsibilities¹³⁶.

A study was carried out on motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using a selfdeveloped questionnaire tagged "Teachers' motivation and performance in secondary schools". The questionnaire was validated and the Cronbach's alpha was 0.887 while the reliability was confirmed at 0.978 using a split-half correlation coefficient. Research questionnaires were

administered to two hundred (200) teachers that were randomly selected from four major (4) administrative zones in Local Government Area but only one hundred and eighty-seven (187) were adequately filled and employed for the analysis.

Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods. The findings of the study revealed a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools. The study also indicated that reward system, professional training and development, work situational factors accounted for below average percentage of the variance in the motivation of teachers in public secondary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It was recommended on the basis of the findings that for higher performance as well as for employees to have sense of belonging, Management must introduce Management By Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization¹³⁷.

A study was investigated on in-service training and job security as determinants of teachers' commitment in public senior secondary schools in Abia State. There were two research questions and two hypotheses which guided the study. Correlation design was employed for the study. The population of the study included - five hundred and fifty (550) vice principals in two hundred and seventy five (275) public senior secondary schools in Abia State out of which two hundred and seventy five (275) vice- principals in one hundred and thirty eight (138) public senior secondary schools were sampled for the study using proportionate stratified random sampling technique. Two questionnaires were employed for collection of data and they included a sixteen-item questionnaire titled 'Inservice Training and Job Security Questionnaire (ITJSQ)' as well as a fifteen-item questionnaire titled:

‘Teachers’ Job Commitment Questionnaire (TJCQ)’. The questionnaires were face and content validated by two experts in the Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach’s alpha was employed to estimate the reliability of the questionnaire with co-efficients of 0.875 and 0.874 for the sub-sections of ITJSQ and 0.986 for TJCQ. The questionnaires were administered by the researcher with the aid of two research assistants. Simple regression was employed to answer the research questions while t-test associated with simple regression was employed to test the hypotheses at 0.05 alpha level. The findings of the study showed a moderate positive relationship between in-service training and teachers’ job commitment as well as high positive relationship between job security and teachers job commitment in these schools. The researchers noted that one of the major factors that often determine whether or not a job seeker will accept an employment offer is the security of the job. The security of the job also goes a long way to determine the commitment of employees on the job. Supporting this position, the respondents employed for the study agreed that the relationship between job security and teachers job commitment was indicating a strong positive relationship between job security and teachers job commitment. It was also reported from the findings of the study that job security contributes to teachers’ commitment in public senior secondary schools in Abia State by forty six percent as indicated by the coefficient of determination. This value reveals the strong influence that job security has on the commitment of teachers in public senior secondary schools in Abia State. It was revealed from the hypothesis of the study that job security significantly contributes to teachers’ commitment in public senior secondary schools in Abia State¹³⁸.

A study set out to examine the effect of job security on teacher performance in the private sector taking cognizance that teacher performance play important role for school performance. It was anchored on expectancy theory which argues that humans are capable

of making choices and are able to think rationally. Consequently, they strive to attain rewards that they value which in turn affects performance. The research design adopted for this study was the cross sectional survey. A sample size of five hundred (500) respondents was employed for this study. Findings from the study show that job security virtually do not exist in Nigeria private educational sector, however if teachers are assured of their jobs their loyalty to the school will positively improve their performance. It was recommended on the basis of the findings that Management should assure teachers of job security, a condition precedent to teachers' loyalty and commitment to the school. Job security is necessary if private sector teachers are to perform maximally¹³⁹.

A closely identical study was examined on the effect of job insecurity on employees' performance in Deposit Money Banks in Lagos State, Nigeria. The study employed a survey research design and a multi-stage sampling technique to select a sample of six hundred and twenty three (623) employees from a total population of twenty four thousand, one hundred and eighty two (24,182) employees in twenty two (22) Deposit Money Banks in Lagos, Nigeria. Consequently a structured questionnaire was administered on the respondents while five hundred and twenty (520) were duly completed. Descriptive and inferential statistics were employed to analyse collected data. Ordered Logistic Regression was employed to determine the effects of Job Insecurity on employee's performance in Deposit Money Banks in the studied area at 0.05 level of significance. The study showed job insecurity with contributed negatively to employees' performance in Deposit Money Banks in Nigeria, that is, as job insecurity increased, employee performance decreased. The study concluded that job insecurity significantly affects employee's performance in Deposit Money Banks in Lagos State, Nigeria. It was recommended on the basis of the findings that managements of the Deposit Money Banks should formulate and implement policies and practices that will enhance job security in

order to ensure workers' commitment, increase their performance and as well as reduce intention to quit¹⁴⁰.

2.3.2.1 Job Advancement and Promotion Opportunities and Teachers' Job Performance

Constant promotion as at when due could also be a factor that can boost or cushion teachers' workload thereby yielding desired productivity⁴⁹. A study was explored the impact of promotion opportunities on academic staff development in the State higher educational institutions of Borno State. The study raised a question to determine the impact of promotion on academic staff development. Hypotheses were formulated and tested in line with the objectives of the study. Related literatures were reviewed based on the stated objective. Survey method was employed for the study. The population of the study were all academic staffs of the State higher educational institutions which are one thousand, four hundred and ten (1,410). The sample of the study consisted of all academic staff from the four selected institutions – nine hundred and thirty eight (938) using closed questionnaires. The collected data was presented by the employ of simple frequency and percentages, and later analysed using Chi-square statistical technique. The finding of the study revealed that since 2015 to date, the State government offers paper promotion with no monetary increment to salary to academic staff in the state higher education. The study also revealed that there is a significant relationship between promotion and academic staff development. The study concluded that promotion influence academic staff development. It was recommended on the basis of the findings that the state government should offer the academics the financial benefits of their promotions to boost morale and for effective and efficient performance⁸⁰.

It was emphasized that despite the fact that it is stated in National Policy on Education that promotion opportunities be created at every educational level to allow for professional growth at each level, teachers' promotion has not been implemented accordingly. Teachers who feel stagnant in their positions generally are not motivated, and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs. Consequently, they will not stay on in an unfulfilling position and may look elsewhere for satisfaction. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation. Promotion is beneficial to teachers because it is related to an increase in salary, taking up more responsibilities and boosting their social status. Thus, teachers now have higher purchasing power, as they are given the opportunity to employ their initiatives and improve their competencies; with such elevation, they experience a high level of contentment with their jobs⁸².

The purpose of a study was to know (1) Promotion of positions held; (2) Employee job satisfaction; (3) Employee performance and (4) The influence of promotion and job satisfaction on employee performance in Makassar Government Region, either simultaneously or partially. The method employed were explanatory and descriptive survey method. The population of the research were employees of Makassar Government

Region and a sample of fifty (50) people were chosen. The method of analysis employed were frequency distribution and path analysis. Based on the results of the analysis, the following findings were obtained as follows: promotion positions Makassar Government Region has are in accordance with the field and expertise; Employees of Makassar Government Region were considered as satisfied; they were also considered to have a high enough performance as well as job promotion. Lastly, their job satisfaction influence their performance, but when viewed partially, it turns out that the promotion of dominant positions affect their performance⁸³.

A similar study was examined on the impact of promotion as a personnel policy for teacher retention and efficiency among secondary school teachers in South-Eastern Nigeria. The study sought to provide answers to three research questions and three hypotheses. The design of the study was descriptive survey which was carried out “expost-facto”. There were three objectives pursued by the study, which also formed the basis of the research questions. A sample of two thousand six hundred (2,600) teachers in one hundred and thirteen (113) schools from a population of twenty five thousand nine hundred and seventy six (25,976) were drawn from secondary schools in Abia, Anambra, Ebonyi, Enugu and Imo States of Nigeria through stratified random sampling, using a multistage cluster sampling technique which divided South-Eastern States of Nigeria into twenty one (21) Education zones. Data were collected using a questionnaire titled “Personnel Policy Implementation Teacher Retention Questionnaire (PPITRQ)”. The reliability of instrument which was determined by Pearson’s Product Moment correlation gave a value of 0.781 which was considered appropriate for the study. Data collected were analyzed using frequency distribution, means scores, standard deviation and pooled mean for the research questions while Z-test statistics was employed for the test of hypotheses at 0.05 level of significance. The study revealed that, personnel policy implementation of promotion enhanced teacher performance on the job and has positive impact on teacher retention among secondary schools in South Eastern Nigeria. The study recommended merit and due process in the promotion of teachers. More so, unnecessary delays in the implementation of staff promotion should be discouraged¹⁴¹.

A study focused on the effects of career growth on employees’ performance with reference to the Non-academic Staff of Michael Okpara University of Agriculture Umudike in Abia State, Nigeria. Beyond the broad objective, the study sought specifically to determine the effect of career development on the employees’ performance and ascertain the effect of

career advancement on the motivation of Non-academic Staff of Michael Okpara University of Agriculture Umudike. The researcher adopted survey research design, both primary and secondary sources of data were employed. The population of the study consisted of all the Non-academic Staff of the university which numbered two thousand six hundred and thirty (2,630) employees, using Taro Yamane's formula at a normal confidence level of ninety five percent and error tolerance of five percent, the sample size of the study was deduce to be three hundred and forty six (346). Simple random sampling techniques were employed to sample the respondent. Pearson Product Moment Correlation analysis was employ to analyse the objectives with the aid of Statistical Packages for Social Sciences (SPSS) version 26. The major findings revealed that there is a positive and significant correlation between career development and the performance of the Non-academic Staff of the university, and also career advancement is positively correlated with motivation of the Nonacademic Staff of the University. It was concluded that the impact of career growth on the performance and motivation of employees in the university cannot be succinctly stated and recommends that in harmony with the programmes and policies of the university, management should not relent in contributing to the career growth of the Non-academic staff by providing abundant opportunities for self-development, advancement, structured learning; funding career development programmes, and providing incentives to those who endeavor career development as these are sine qua non in maintaining and sustaining outstanding administrative performance in the institution which is vital in facilitating learning and academic researches carried out in the university¹⁴².

A related study explored the role of timely promotion as a motivational factor among pre-primary school teachers. Two districts (1 urban affluent and 1 rural poor) were selected. Stratified purposive sampling was employed in the selection of sixteen (16) schools – eight (8) from each district; thirty two (32) pre-primary school teachers – four (4) from each

school, and eight (8) school principals. Data were collected through interviews, questionnaires and documentary review. Regardless of urbanicity, findings revealed that the primary responsibility of teachers was to ensure children's holistic development. Achievement of this role solely depended on timely promotion and other motivational factors such as the involvement of teachers in decision making, appreciation from educational officers, and good working conditions. It was recommended on the basis of the findings that joint efforts among pre-primary education stakeholders should timely promote teachers, pay their salary arrears, upwardly review teachers' welfare packages, and the conditions of services¹⁴³.

A study sought to investigate the influence of motivation on teachers' job performance in public secondary schools in Rachuonyo South Sub-county. It was guided by three objectives; influence of in-service training, working conditions and promotion on teachers' on job performance. The study was grounded on the basic assumptions that respondents would be willing to give information objectively and honestly, data collection instruments would be valid and reliable in measuring the desired outcomes and that the study sample would represent the target population in its major characteristics.

The study adopted a quantitative research paradigm which employs a descriptive survey research design. The targeted population consisted of one thousand, five hundred and sixty eight (1,568) teachers in public secondary schools in Rachuonyo South Sub-county from which a ten percent sample size of one hundred and fifty eight (158) respondents was selected using stratified random sampling techniques. In this study, data was collected using questionnaire, whose validity and reliability were ascertained before being administered in the field for actual data collection. To ascertain the effectiveness of the data collection, instruments, a pretest sample of ten percent of the study sample size was employed with a sample that was similar, but not the actual study sample. The

questionnaire was prepared in such a manner that different items were integrated to ensure collection of maximum data, with most questions being closed ended and a few open ended, contingency and matrix items. Data was analyzed with the aid of SPSS (Statistical Packages of Social Scientists) using computer in which descriptive statistics such as frequencies and percentages were generated and presented in frequency distribution tables. The study, upon data collection realized a good questionnaire response rate of seventy six percent (76%), hence a strong justification for the analysis. The study revealed that motivation was crucial in enhancing teachers' commitment to job performance, given that most public secondary schools in Rachuonyo South Sub-county had qualified teachers and were therefore expected to perform their tasks well, yet this remained a tall order as a result of the presence of motivation gaps. It was concluded that motivation strategies such as frequent in-service training, regular promotion and the general improvement of the working conditions that formed the major study variables, were critical in enhancing teachers commitment to their tasks performance. For policy formulation, the study recommended on the basis of the findings that the administration of public schools should formulate internal motivation policies for enhancing commitment to task performance, the government to formulate policies that are geared towards improving the general working conditions in public schools to facilitate superior job performance. On further research, the study recommended an investigation of the influence of intrinsic rewards on teachers job performance, the extent to which working conditions alone influence teachers job performance, the difference in job performance between teachers in Rachuonyo and other areas in Kenya and an examination of significant negative influences of motivation¹⁴⁴.

A study examined the influence of Support Staff Promotional Opportunities on Learners' Academic Performance in Public Secondary Schools in Kenya. The study

utilized the convergent parallel mixed methods design. The study population consisted of sixty eight (68) principals, sixty eight (68) Board of management chairpersons, sixty eight (68) Director of Studies and two hundred and seventy two (272) support staff who heads security, laboratory, kitchen and academic/secretariat departments. Questionnaires and interview schedules were employed for data collection. Quantitative data from closed ended sections of the questionnaire were analysed by employ of descriptive statistics and also inferential statistics such as Pearson Correlation. Qualitative data was analysed on content on the on-going process as themes and subthemes emerged. The findings indicated that there was statistically significant positive correlation between support staff promotional opportunities and learners' academic performance. The themes which emerged from qualitative results were employ of job experience in promotion, employ of certificates acquired by a support staff, the length of stay in school and fairness in promotion¹⁴⁵.

Another study similar to the above study examined the relationship between staff development, promotion and teachers' job satisfaction in secondary schools in Ekiti State. The study adopted a descriptive research design of the survey type. The population of the study consisted of all the seven thousand, five hundred and thirty eight (7,538) teachers in the two hundred and three (203) public secondary schools in Ekiti State. The sample for the study consisted of eight hundred (800) respondents – six hundred and forty (640) class teachers, one hundred and twenty eight (128) Head of Departments and thirty two (32) Vice Principals from thirty two (32) public secondary schools in Ekiti State via multistage sampling procedure which involved simple random, stratified and purposive sampling techniques. Two sets of instruments tagged “Staff Development and Promotion Questionnaire (SDPQ)” and “Teachers Job Satisfaction Questionnaire (TJSQ)” were employed to collect relevant data for the study. The face and content validity of the instruments were determined by Educational Management experts, experts in Test and

Measurements. The test-re-test method of reliability was employed to ascertain the reliability of the instruments. The reliability coefficient of 0.891 obtained for SDPQ while 0.984 was obtained for TJSQ. The research hypotheses were tested using Pearson's Product Moment Correlation at 0.05 level of significance. Findings revealed a significant relationship between staff development, promotion and teachers' job satisfaction. It was recommended on the basis of the findings that regular staff development programmes should be organized by government for continuous professional development of teachers. It was also recommended on the basis of the findings that teachers should be promoted as and when due and whenever there is delay in promotion, the arrears of the financial benefit of such promotion should be paid in full¹⁴⁶.

A study was carried out to examine the relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. Two (2) research questions and one (1) hypothesis was formulated and tested at 0.05 level of significance. The population of the study was three thousand, and ninety three (3,093) teachers from various public senior secondary schools in the nine education zones in Taraba State. A sample size for the study was three hundred and fifty four (354) participants calculated using Taro Yamane's Formula. The data collected was analyzed using mean and standard deviation and Pearson product moment correlation was employed to analyzed the hypothesis at 0.05 level of significance. There was a statistical significance strong relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. This study concluded that promotion is high. Classroom teachers 'job satisfaction is low in senior secondary schools in Taraba state, Nigeria. It was recommended on the basis of the findings that the Taraba State government should ensure regular promotion of teachers and implement payment of promoted teachers with their promotion status and other allowances¹⁴⁷.

A related research was done to establish the relationship between career advancement and job satisfaction relating to secondary school teachers confined in Igembe North sub-county. A descriptive survey design was applied as it was appropriate in obtaining quantitative data from the sampled respondents which was analysed quantitatively to describe the variables of the study. The study targeted four hundred and twenty seven (427) teachers who formed the total population of the study. Secondary schools were classified as boarding schools and day secondary schools in the sub-county through the application of a stratified technique of random sampling. A sample size equivalent to one hundred and twenty nine (129) teachers was selected representing thirty per cent of the target population. A five Likert scale closed-ended questionnaire was utilised to gather quantitative data from the selected teachers. To assess how the questionnaire was reliable and valid in accomplishing its intended task, seven teachers from Igembe South sub-county were selected for piloting purposes. This was achieved by applying a test and re-test technique. Cronbach's alpha coefficient of 0.994 was obtained which was above the recommended value of at least 0.700. Descriptive and inferential statistical tools were applied in analysing the data. Regression analysis was utilised to establish the extent to which the predictor variable influenced the response variable. For easier interpretation of the data, pie charts and tables of distributions were deemed appropriate. Results revealed that career advancement has a moderate positive impact on job satisfaction¹⁴⁸.

Another closely similar study was implemented on the effect of career development programs on employee performance in National Hospital Insurance Fund headquarters Nairobi. A case study design was employed. The study targeted a population of four hundred and two (402) employees of National Hospital Insurance Fund headquarters Nairobi from which a sample of one hundred and twenty (120) respondents were drawn using thirty percent (30%) of the target population. The sample was selected using stratified

sampling technique. The researcher collected primary data using a questionnaire. The questionnaire was pilot tested to ascertain the reliability of research instrument using Cronbach's Alpha. The study employed both descriptive and inferential statistics to present and analyze the data. A correlation analysis revealed that there is a positive and significant relationship between career development programs and employee performance. Findings showed that career development programs contributed moderately to employee performance. The study findings also revealed that a statistically significant positive relationship between employee training; career counseling, employee mentoring and career advancement on employee performance. It was therefore concluded that career development programs influence employee performance. It was recommended on the basis of the findings that all hands should be on deck in ensuring that career advancement programs are regularly conducted¹⁴⁹.

A study was investigated to know (1) Promotion of positions held; (2) Employee job satisfaction; (3) employee performance; (4) The influence of promotion and job satisfaction on employee performance in Makasar Government Region, either simultaneously or partially. The research method employed is descriptive survey method and explanatory. A sample of fifty (50) people in the study area were employed for the study. Method of data analysis was frequency distribution and path analysis. Results revealed that promotion positions and Job Satisfaction of employees in Makasar Government Region have a high significant influence on their performance but when viewed partially, it turns out the promotion of dominant positions affects their performance¹⁵⁰.

Another similar study was investigated on the influence of promotion opportunities and professional development on the job satisfaction of secondary school teachers in the Central region of Botswana. The quantitative approach was employed as the method of

analysis. A five-Likert scale Teacher Job Satisfaction Questionnaire (TJSQ) was employed to collect data from two hundred and six (206) secondary school teachers in nine secondary schools in the Central region of Botswana. The validity and reliability of the questionnaire was established before it was administered to the teacher respondents. In order to ensure that the instrument was correct and effective, a pilot study which consisted of fifteen (15) teachers not included in the actual study was conducted. The Statistical Packages of Social Scientists (SPSS) version 26 was employed during the data analysis. The data was then presented through the employ of descriptive statistics, One-way Analysis of variance (ANOVA) and independent sample t-tests tables. The findings of the study showed that the male secondary school teachers in the Central region of Botswana are not satisfied with their job and promotion opportunities when compared to their female counterparts. The study further revealed that secondary school teachers in the Central region of Botswana are significantly satisfied with the provision of professional development in their various schools. The study recommended on the basis of the findings that the government should promote gender equality in the teaching profession especially during the times of promotion¹⁵¹.

A similar study was also investigated on the payment of teachers' salary and promotion as correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria. This study employed two research questions and two hypotheses. The area of the study was Adamawa state, the population was three hundred and thirty seven (337) principals and five thousand, one hundred and twenty eight (5,128) teachers. A stratified simple random sampling technique was employed to select two education zones out of five and a sample of three hundred and thirty two (332) principals and teachers was determined using Taro Yamane's formula. Questionnaire was employed to collect data. The data gathered was analysed using mean and standard deviation for research questions and

the null hypotheses was tested using Pearson Product Moment Correlation (PPMCC). Findings indicated significant relationships between payment of teachers' salary, promotion and teachers' job performance in senior secondary schools in

Adamawa state, Nigeria. It was concluded that payment of teachers' salaries in senior secondary schools in Adamawa state is moderate and promotion of teachers' in senior secondary schools in Adamawa state is also moderate. It was recommended on the basis of the findings that government should pay teachers' salaries promptly and promoting them regularly and this will enhance teachers' job performance¹⁵².

2.3.2.2 Participation in Management and Teachers' Job Performance

A correlational survey study examined professional development, participatory management, and teachers' job performance in public secondary schools in Ogun State, Nigeria. The sample size consisted of five hundred and four (504) participants selected through a multi-stage sampling technique from twelve thousand, seven hundred and forty five (12,745) teachers in two hundred and seventeen (217) public secondary schools. The study was guided by two null hypotheses (Ho), tested at 0.05 level of significance. Two researcher-designed instruments namely - "Participatory Management and Professional Development Questionnaire (PMPDQ)" and "Teachers' Job Performance Scale (TJPS)", were employed to collect data for the research. Descriptive and inferential statistics (Pearson Product-Moment Correlation) were employed for data analysis. Results showed that teachers' job performance was significantly and positively related to both professional development and participatory management respectively. The study concluded that teachers' job performance could be enhanced through these two management intervention strategies. It was therefore, recommended among other things, that concerned authorities should improve on existing teachers' professional development programmes and encourage participatory management among the teachers¹.

It was opined that consulting teachers on issues that affect the students, teachers, and the entire system, often enhances the mental health of the teachers. The importance of participatory management therefore includes the commitment of the teachers to the achievement of jointly set goals in the school system, the discouragement of competition and rivalry among the teachers, and the achievement of robust conclusions on any subject matter. The involvement of teachers, therefore, has the potential to increase teachers' job performance, giving the teachers a sense of ownership of the school, and creating a democratic atmosphere in the school¹. The involvement and inclusion of the classroom teachers in decision-making in matters relating to school management and education administration in general will equally help to motivate teachers. This will give them a sense of belonging and the feeling of being important in the system⁹⁵.

A study sought to investigate the influence of teachers' participation in decisionmaking on their job performance. To achieve the purpose of the study, six research questions and six hypotheses were formulated to guide the study. The study adopted a descriptive survey design. The population of the study was three thousand, seven hundred and sixty-five teachers. Three hundred and twenty teachers randomly drawn from eight secondary schools in Bayelsa State constituted the sample. A self-developed questionnaire titled "Teachers' Participation in Decision-Making Questionnaire (TPDMQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were employed for data collection. The Questionnaire consisted of structured items. The instruments were validated by experts and corrections made were effected appropriately. The reliability of the instrument was established using Cronbach's Alpha technique. An overall coefficient value of 0.987 and 0.891 were obtained for both instruments respectively. Mean and standard deviation were employed to answer research questions and independent t-test was employed to test the hypotheses at 0.05 level of significance. The results obtained indicated that teachers'

participation in decision-making influence their job performance. Among the six variables investigated, the results revealed that curriculum and instruction, school planning, promotion of school-community relations and making school policies have high influence on teachers' job performance. Teachers' participation in budgeting in school indicated low influence on their job performance. It was therefore, recommended on the basis of the findings that school principals should create conducive environment by adopting leadership style that would encourage teachers' participation on decisionmaking. This would enhance teachers' job performance consequently leading to students' high academic achievement¹⁵³.

An identical study was investigated on the level of teachers' participation in decision-making as correlate of job satisfaction and morale in public senior secondary schools in Delta State. The target population of the study consisted of all public senior secondary schools in Delta State. A sample size of nine hundred and seventy six (976) teachers in thirty six (36) public senior secondary schools in Delta State were drawn using stratified random sampling technique. The study was a correlational research aimed at determining the relationship among levels of participation in decision-making, job satisfaction and morale of teachers. The researcher therefore, formulated three research questions and three null hypotheses to guide the study. A research instrument titled

“Questionnaire on Levels of Participation in Decision-Making, Job Satisfaction and Morale of Teachers” (QLPDMJSMT) was designed by the researcher. The instrument was validated in its face and content value and found reliable at a reliable index of 0.987 using Cronbach's Alpha technique. Nine hundred and seventy six (976) copies of the questionnaire were administered on the respondents with 100% return rate. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient 'r' and multiple regression at 0.05 level of significance. The results obtained revealed that levels of participation in decision-making was significantly related to teachers' job satisfaction and

morale, and that there was a significant relationship among levels of participation in decision-making, job satisfaction, morale, sex and teaching experience of teachers. Based on the result of findings, the study recommends that autocratic style of leadership should not be employed by school principals, teachers be involved in as many decisions as they prefer, all categories of teachers regardless of sex or experience be involved in decisionmaking. However, teachers should be involved occasionally and not indiscriminately. Expertise of teachers to contribute meaningfully to the decision, relevance of the decision to the teachers and competence of teachers to implement the decision be considered before involving them in decision-making¹⁵⁴.

According to an investigator, teachers' participation in the management of change has been highlighted as a significant contributor to their motivation. The investigator carried out a study whose purpose was to establish the level of teachers' participation in management of school change in the secondary schools and its effect on teachers' motivation. The objectives of the study were to establish: the effect of teachers' level of participation in management of curriculum and instruction on their motivation, the effect of teachers' level of participation in management of physical facilities on their motivation, the effect of teachers' level of participation in management of students' and teachers' activities on teachers motivation, the effect of teachers' level of participation in management of school-community partnership on teachers' motivation and the effect of teachers' level of participation in management of school financial resources on teachers' motivation. The study was anchored on Change Management Model and Hertzberg Motivation Theory. The study employed correlation design. Proportional stratified random sampling technique was employed to select a sample size of four hundred and three (403) respondents comprising of fifty eight (58) principals and three hundred and forty five (345) teachers. Data were collected using questionnaires for teachers and principals and self-administered check list.

The study employed Quantitative statistics. Means were computed to compare the teachers and principals' opinions on the level of teachers' participation in management of change. Simple and multiple Regressions was employed to establish the effect of teachers' level of participation in the management of curriculum and instruction, physical and material resources, students' and teachers' activities, school community partnership and financial resources on teachers' motivation. The study established that teachers were at different levels of participation in the five areas of school management. In objective one, the study revealed that teachers' level of participation in management of curriculum and instruction had a statistical significant effect on their motivation. In objective two, the study showed a statistical significant relationship between teachers' level of participation in the management of physical facilities and their motivation. For the third objective, it was found that teachers' level of participation in the management of students' and teachers' activities had a statistical significant effect on teachers' motivation. In the fourth objective, the study established that teachers' level of participation in the management of school community-relations significantly affected their motivation. For the fifth objective, it was found that teachers' level of participation in management of school finances had a statistical significant effect on teachers' motivation. It was concluded that teachers' level of participation in the management of the five task areas of school management was a positive determinant of teachers' motivation. It was recommended on the basis of the findings that schools embrace participatory structures that encourage high levels of teachers' participation in management of change in order to increase their motivation. The study recommended sensitization of school principals and other stakeholders on the need for teachers' participation in management of school change through their conferences workshops¹⁵⁵. In a similar study, it was also opined that involvement in decision-making is viewed as a major component of democracy that ensures great satisfaction and commitment. The study was examined on teachers' involvement in decision making and job performance

in secondary schools in Kwara State, Nigeria. Survey design of correlation type was adopted for the study. The population for the study consisted of all the three hundred and thirty four (334) Principals and six thousand, nine hundred and thirty nine (6,939) Teachers in the three hundred and thirty four (334) Public Secondary Schools in the sixteen (16) Local Government Areas of Kwara State. A total of five hundred and forty (540) respondents participated in the study. Research instruments tagged “TIDMQ (Teachers’ Involvement in Decision Making Questionnaire)” and “TJPQ (Teachers’ Job Performance Questionnaire)” were employed to collect data for analysis. Descriptive statistic of mean and ranking order were employed to answer research questions raised. Findings of the study revealed that the level of teachers’ involvement in decision making process was high in secondary schools in Kwara State; the level of teachers’ job performance was high in secondary schools in Kwara State; and there was a significant relationship between teachers’ involvement in academic planning and job performance in secondary schools in Kwara State,

Nigeria. The study concluded that teachers’ involvement in school academic planning influence their level of job performance positively in secondary schools. It was recommended on the basis of the findings that school administrators should sustain teachers’ involvement in decision making, so as to further improve their job performance¹⁵⁶.

Another similar study was investigated on the relationship between teachers’ decisional participation and job satisfaction in secondary schools in Ekiti State. The study also examined the level of teachers’ participation in decision making and level of job satisfaction. A descriptive research design of correlation type was adopted for the study while the population for the study consisted all the teachers’ teaching in the public secondary schools in Ekiti State. The sample consisted of two hundred and seventy (270) teachers selected through multistage and simple random sampling techniques. Data were

collected with the aid of a questionnaire. The reliability coefficient for the instrument employed was 0.984. The data obtained were analyzed using frequency counts, mean, standard deviation, Pearson product moment correlation and multiple regression analysis. Hypotheses formulated for the study were tested at 0.05 level of significance. The study revealed that the level of teachers' participation in decision making in their respective schools was low. The study also revealed that there was significant relationship between teachers' decisional participation and their job satisfaction. It was also revealed that teachers' job satisfaction was significantly related to the level of teachers' decisional participation in school financial matter, conflict resolution, examination matters, staff welfare, disciplinary matters, school academic work and co – curricular activities. Based on the findings, that the levels of teachers' decisional participation in school management were relatively low, government and stakeholders in education should ensure that teachers actively participate during school decisions making which would somehow influence their profession. Effort to bridge the communication gap and alienation, principals of senior secondary schools should allow their teachers to participate in decision making process on school financing, conflict resolution, staff welfare, disciplinary matters, academic work, and co – curricular activities. This could boost teachers' level of job satisfaction¹⁵⁷.

Another research was investigated on the effects of teacher participation in decision-making processes on performance. The study was conducted in public secondary schools in Mombasa County, Kenya. The study employed the mixed methods approach (qualitative and quantitative research methods). The study targeted four hundred and seventy four (474) teachers in twenty four (24) public schools in the County. These ten (10) schools were selected through purposive sampling and one hundred and ten (110) teachers were selected through the simple random sampling technique. Data were obtained through questionnaires. Descriptive statistics were employed to analyse data using mean,

frequencies, standard deviation and percentages and the findings were presented using tables. The study found that teachers were partially involved in the decision-making process in the school since they participated mostly in one area more than the others. The findings from the study draw the conclusion that teachers in

Mombasa County do not participate fully in the decision-making process in their schools. The study recommends that teachers be more empowered and engaged in decisionmaking processes in all aspects of the school system¹⁵⁸.

A study was carried out to determine the effects of participatory decision making on employee satisfaction in Afghanistan International Bank. The core objective of the research was to determine the effects of participation in decision making on employee satisfaction among Afghanistan International Bank staff members. The study also examined the impact of employee commitment, organizational structure, leader behaviour, academic level, and workplace on the job satisfaction of the staff. The population consisted of Afghanistan International Bank (AIB). The information gathered in this study consists of primary data and secondary data including articles, previous research, and websites. SPSS version 26 was employed to analyze the information. Regression analysis was employed to accept or reject the hypotheses and determine the relationship between personnel participation in decision making and job satisfaction. The results show that employee involvement in decision making has a positive effect on job satisfaction, while bank employees still participate in the decision making on an average level¹⁵⁹.

A similar study was examined on employee participation in decision-making and perceived organizational support as predictors of psychological safety among the staff of secondary schools. A quantitative cross-sectional survey and the predictive design were utilized for investigating the direct nexus between the variables. Data were collected from

one hundred and fifty (150) employees working in secondary schools in Awka and Amawbia of Anambra State, Nigeria, using the simple random sampling technique. The participants consisted of seventy eight (78) females and seventy two (72) males. Three standardized self-report measures of psychological safety, perceived organizational support, and participation in decision-making were employed for collecting the data while regression analysis was employed for testing the two research. The result of the study showed that employee participation in decision-making was not a significant predictor of psychological safety. This implies that an increase or decrease in participation in decision-making does not facilitate psychological safety in the organization¹⁶⁰.

2.3.2.3 Attractive Remuneration and Teachers' Job Performance

A study was explored on the impact of remuneration on teachers' performance. Eighty three teachers of Abdul Gusau polytechnic and state college of education both in Zamfara state were handed structured questionnaire to solicit data on remuneration and performance. The dependent variable was teachers' performance while the independent variable was remuneration (salary/wages, bonus/incentives). Pearson correlation and multiple regression model were employed to analyse the data. The finding suggested that there is a strong and positive relationship between remuneration and teachers' performance and that salary/wage and bonus/incentives also serve as a form of motivation to the teachers. The study recommended on the basis of the findings that prompt payment of salaries, wages and all entitlements be given to teachers in a bid to encouraging them to perform well⁵.

One of the objectives of providing remuneration is basically to provide motivation and value for justice for every secondary school teacher to compete in a healthy manner to provide optimal performance to better achieve and bring a good image of the organization to the eyes of society. Therefore, this remuneration "payroll" system has a big role in

motivating secondary school teachers to provide high performance and goals determined by the organization¹⁰.

Remuneration reward system is usually implemented to motivate secondary school teachers so that they perform better especially in terms of quality and quantity, become more productive, not easily moved to other companies, establish a service oriented behaviour, and avoid corruption. A research was conducted on the influence of remuneration reward system on employee performance through motivation and job satisfaction as the mediation variable. The data in this research was taken from

Universitas Negeri Semarang's permanent employees amounting to four hundred and three (403) employees. SEM tests are proposed in order to examine the influence of remuneration reward system, motivation, and job satisfaction either directly or indirectly on performance. The mediating roles of motivation and job satisfaction are measured to be an indirect relation intermediary. The results show that remuneration and job satisfaction have a positive influence on performance. Furthermore, motivation and job satisfaction are found to be significantly positively influenced by remuneration. However, the direct effect of motivation on performance is not supported. Motivation can improve employee performance, by becoming the mediation variable of remuneration reward system. This study shows that motivation and satisfaction are the variables that can mediate the relationship between remuneration and employee performance¹³.

The findings of a study indicated that male and female teachers both perceived remuneration to influence their motivation to work in secondary schools in Anambra State. Furthermore, the study equally found no significant difference in teachers' perceptions of the influence of remuneration on their motivation. It was also indicative from the study's findings that experienced and inexperienced teachers both perceived remuneration to influence their motivation in the area of study. Therefore, experience could not be said to influence opinions in this regard. It was equally found in the study that qualified and non-qualified teachers perceived remuneration to influence their motivation in Anambra State, although significant difference was found in their mean perception scores. The prevailing

socio-cultural, demographic and economic sensitivities in the area of the study reflect the scale of hardship that befell the Nigerian polity since the latter part of 2015 until the time of this study when the country was attempting to creep out of economic doldrums. With prices of foodstuff, amenities and utilities more than quadrupled in value without corresponding review of teachers' wages, it may not be possible for them to have the mental stability to dispense their duties assiduously while thinking of how to cater for their families and sundry responsibilities. Accordingly, gender, experience and teaching qualification did not influence teachers' perceptions of how remuneration influences their motivation²⁶.

A study investigated relationship between teachers' welfare packages and teacher job performance in Public Junior Secondary Schools in Nigeria. The study adopted survey research design. Three (3) research questions with corresponding three (3) hypotheses were generated to guide the study. The study adopted survey research design. The population of this study consisted the entire Two Hundred and Fifty Eight (258) teachers and Twenty Four (24) Public Junior Secondary Schools in Dutsin-Ma Local Government Area. The study sampled One Hundred and Sixty Nine (169) teachers who were randomly selected. Simple random sampling technique was adopted to give every member of the population an equal chance of selection into the sample. Multi-stage sampling technique was employed to select respondents for the study from a stratified sample frame. The researcher developed an instrument for data collection. The logical consensus of the experts after the validation of the instrument yielded 0.986 as index of rational validity. The instrument yielded 0.972 as reliability coefficient of internal consistency. The findings of the study were as follows: there is significant relationship between the personal welfare packages and teachers' job performance in Public Junior Secondary Schools of Dutsin-Ma Local Government Area, Katsina State and there is significant relationship between teacher's salary, promotion and students' academic performance. It was recommended on the basis of the findings that

teachers' salaries should be paid regularly and promoted at right time by the government to improve their productivity. It was added that constant teachers' welfare is necessary to gain trust and support from teachers. In schools, this means that, instead of worrying constantly about setting the direction and then engaging teachers in the managerial process often known as planning, organising, leading, motivating, and controlling, the school management may focus more on removing obstacles, provision of functional teachers' welfare scheme, providing materials and emotional support, taking care of the management activities that make teacher job performance easy, and identify a new way of job performance by teachers to enhance students' academic achievement²⁸.

Attractive remuneration packages are strategies that could be employed in motivating teachers for better job performance. They could be in the form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers. They are a critical element of human resource management system and should be designed to work together with other elements of the system. A study was investigated the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo State, Nigeria. A descriptive research design of a survey type was adopted to guide the study. The population of the study consisted of all the sixteen (16) public secondary schools in Akoko North East Local Government Area of Ondo State. To generate sample for the study, the simple random sampling technique was employed to sample one principal and nineteen (19) teachers from thirty (30) public secondary schools where a total sample of six hundred (600) respondents comprising thirty (30) principals and five hundred and seventy (570) teachers was employed for the study. The instrument for data collection was a researcher-designed questionnaire titled - "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ)" which was validated by experts in the field of research and education. It was

tested and found reliable at 0.987 using Cronbach's Alpha. The findings of the study showed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It was also found out that there is no significant relationship between internal welfare packages factors and teachers' job satisfaction in Ondo state secondary schools and as that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. Based on the findings, it was recommended on the basis of the findings that involvement of teachers in decision-making should be a practice of modern day principals⁷⁵.

A study was examined on recognition as predictor of teachers' commitment in public senior secondary schools in Abia State. Two research questions and two corresponding hypotheses were formulated to guide the study. The design of the study was correlational while population of the study consisted of five hundred and fifty (550) vice principals in two hundred and seventy five (275) public senior secondary schools in Abia State with a sample size of two hundred and seventy five (275) vice-principals in one hundred and thirty eight (138) public senior secondary schools in Abia State who were selected using proportionate stratified random sampling technique. Instruments employed for collection of data for the study were a sixteen - item questionnaire titled

'Promotion and Recognition Questionnaire' (PRQ) and a fifteen - item questionnaire titled 'Teachers' Job Commitment Questionnaire' (TJCQ) for the dependent and independent variables of the study. The questionnaires were validated by two experts in the Department of Educational Management, University of Port Harcourt. Cronbach's Alpha was employed to determine the reliability of the two instruments with coefficients of 0.986 and 0.976 respectively. The questionnaires were administered personally by the researcher. Simple regression was employed to answer the research questions while t-test associated with simple regression was employed to test the hypotheses at 0.05 alpha level. The findings of

the study showed a moderate positive relationship between recognition and teachers commitment in these schools. It was recommended among others that recognition be given to teachers when due and on merit to enhance teachers' commitment⁷⁷.

Attractive remuneration packages are one of the very important factors of retention because it fulfills the financial and material desires. Every school, whether public or private, strives to recruit a pool of qualified and committed teaching staff that can deliver quality education to its students and in turn produce students of high quality. Therefore, it is crucial for schools to retain the talented teaching staff. When the qualified teachers for any reason have intentions of leaving the school system or teaching field, it would result to a negative impact on students and the institution's overall performance as well. Thus, it is essential to retain highly qualified teachers in the school system on continuous basis for quality education delivery. In many secondary schools in Nigeria, the working and living conditions of many teachers are very poor, especially those in the rural areas, irrespective of the fact that they are arguably the most important group of professionals in the development of the nation. Teachers at times have to work under the most unsafe and unhealthy conditions, which has negative consequences on the academic success of students and the level of motivation of the teachers themselves. The remunerations for teachers are also relatively very low when compared with their contemporaries who worked in other private or federal sectors. This has in a way translated into teachers' low morale in the country, which in turn has culminated into students' poor academic performance in external examinations. Being intrinsically and extrinsically motivated through attractive remuneration packages increases job satisfaction which could invariably lead to teachers' improved performance and retention as well⁸².

A similar research was carried out on remuneration and productivity of academic staff of selected tertiary institutions in Bauchi state, Nigeria. The research investigated the

effect of remuneration such as pay system, benefits and incentives on the productivity of academic staff of selected tertiary institutions. The study was to determine the effect of remuneration on the productivity of academic staff of selected tertiary institutions in

Bauchi state Nigeria. The study was based on Herzberg's two-factor theory. The study adopted the descriptive survey research design. The study population was one thousand, three hundred and eighty nine (1,389) and the sample of the study was three hundred and eleven (311) respondents, selected using a systematic random sampling technique. Survey method of data collection was employed. The closed-ended questionnaire was employed as an instrument for data collection. Data were analyzed using simple linear regression analysis. The findings of the study revealed that there is a significant positive effect of remuneration on the productivity of academic staff. The study concluded that remuneration has the effect on the productivity of academic staff of selected tertiary institutions in Bauchi state, Nigeria. The study recommended on the basis of the findings that the institutions should ensure fair, equitable, just and transparent remuneration to all academic staff based on their value. The study suggested that further study be carried out to cover the North-Eastern geographic region of the country, to give a wider coverage where the result can be employed for generalization purposes⁸⁴.

Another similar study looked at the relationship between occupational incentives and teacher retention in private secondary schools in Akwa Ibom State, Nigeria. The study formulated four objectives, research questions and hypotheses. The research design was ex-post facto. The population of the study consisted of ten thousand, six hundred and fourteen (10,614) teachers and multi-stage sampling method was employed to select seven hundred and eighty four (784) teachers as sample. Data were gathered using two instruments titled: "Occupational Incentives Questionnaire (OIQ) and Teacher Retention Questionnaire (TRQ)". Pearson correlation statistic was employed to analyse data and test the hypotheses

while internal consistency was determined using Cronbach's Alpha coefficient which gave reliability of 0.983 and 0.993 respectively. The findings revealed that there is a significant relationship between job security and teachers' retention in private secondary schools in Akwa Ibom State. This implies that the strong nature of the relationship existing between the two variables from the findings prove that job security is related to teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better job security is related to high teacher retention, and poor job security is related to low teacher retention. The reason for this outcome could be attributed to the teachers feeling of insecurity in their current place of work, thus leading to their feedback on their responses to the questionnaire. Furthermore, the findings revealed that there is a significant relationship between remuneration and teachers' retention in private secondary schools. This implies that the strong nature of the relationship existing between the two variables show that a change in teacher remuneration is related to a considerable change in teacher retention. As for the positive nature of the relationship, the findings showed that both variables change in the same direction whereby better teacher remuneration is related to high teacher retention, and poor teacher remuneration is related to low teacher retention. The basic needs of any individual are met with money. The reason for this is that most salaries that teachers receive do not match their work loads, and the little that is paid to them is not sufficient for survival, they therefore tend to seek for more favorable conditions in another institution or field in order to meet their basic physiological needs. If they are not met, an individual will not feel satisfied. Moreover, the school promises to increase teachers' salary as the school grows but most people are receiving the same amount for several sessions despite the increase in enrolment of students. Thus, they leave in order to seek employment with the state, or something better, believing that their previous job had given them experience. In addition, the finding showed that a significant

relationship exist between promotion and teachers' retention in private secondary schools in Akwa Ibom State. This implies that promotion for teachers when due and not effected with the necessary benefits is related to a considerable change in teacher retention. Some teachers explained that irregular promotion took place in their schools based on favoritism, some explained the promotion did not affect their salary and other benefits; in other words, the salary level remained the same after promotion. Lastly, the results revealed that there is a significant relationship between welfare package and teachers' retention in private secondary schools in Akwa Ibom State. This implies that welfare as additional package to teacher's salary contributes to teacher's retention in this particular school. Teachers are not granted leave. When a teacher is sick, schools do not support the medical bills yet management complain that classes are left vacant. Loans are not granted to teachers to meet certain needs. These reasons make them say that retention rate is low thus if something better comes up, they will be glad to leave as they are just keeping themselves busy. Recommendation based on the findings is that Private School Management in line with the government policy on emoluments should review teachers' salaries, promotion and other fringe benefits⁸².

The specific objectives of study were to: determine the effect of financial rewards on employee performance; determine the effect of non-financial rewards on employee performance; and determine the combined effect of financial and non-financial rewards on employee performance. The study adopted a descriptive survey design targeting six hundred and twenty (620) lecturers in two universities in Kenya namely; Egerton and Kabarak Universities. Proportionate stratified sampling technique was used to select a sample size of one hundred and seventy one (171) Lecturers. Primary data was collected using a questionnaire. Collected data was analysed using both regression and correlation analysis. The result established that there is a strong positive statistical association between

combined effect of financial and non-financial rewards on employees' performance. The study concludes that financial rewards have an implication on employee performance¹⁶¹.

A related study was investigated on the extent reward system predicts teaching staff morale in public senior secondary schools in Imo State. Two research questions and two hypotheses guided the study. The study adopted correlation research design. The population of the study was six thousand, five hundred and sixty six (6,566) teachers in the two hundred and ninety six (296) public senior secondary schools in Imo State. A sample of three hundred and seventy seven (377) teachers of public senior secondary schools in Imo State was used. A multistage sampling procedure involving cluster sampling was adopted. Two sets of instruments titled: Reward System Questionnaire

(RSQ) and Teaching Staff Morale Questionnaire (TSMQ) were used for data collection.

Cronbach's Alpha was used to determine the reliability coefficients of reward system and teaching staff morale questionnaire at 0.978 and 0.974. Simple regression was used to answer the research questions and t-test associated with simple regression was used to test hypotheses. The findings are that remuneration predicted teaching staff morale by 1% in public senior secondary schools in Imo State. It was recommended that teachers should be promoted in order to boost their morale in public senior secondary schools in Imo

State¹⁶².

A study was done to examine the relationship between monetary rewards and teachers' performance in selected public secondary schools in Kano State. The study is quantitative in nature, and used survey research design. A total of four hundred and seventy five (475) copies of survey questionnaire were distributed to teachers and three hundred and fifty two (352) copies were retrieved and used for the study. Both cluster sampling and random sampling techniques were used. Descriptive statistics and regression analyses were

employed in the analysis of the data for this study. The study found that there is significant positive relationship between salary, allowances and benefits (monetary rewards), and teachers' performance in public secondary schools in Kano State. Generally, it is recommended that monetary reward for teachers in public secondary schools should be adequately provided. Specifically, it is recommended that teachers' allowances should be given priority because it accounts for more variation in teachers' performance than any other dimension of monetary rewards (salary and benefits) used in the study¹⁶³.

An identical study aimed to determine the effect of reward on teachers' performance at state junior high schools of BabatSupat District. Data was collected by distributing questionnaires to respondents. Data collected were analyzed by using multiple regression analysis through t test, F test, and determination coefficient test. The population in the study included all state junior high school teachers at BabatSupat District, totaling one hundred and thirty four (134) people. The sampling technique used in this study was probability sampling by using Slovin formula to obtain hundred (100) teachers as the research sample. The results of the study found out that there is an effect of reward on teachers' performance at state junior high schools of BabatSupat District¹⁶⁴.

A study was implemented on rewards and incentives system towards employee performance of motorcycle companies in Gapan City. The research utilized quantitative research design and descriptive analysis as it aimed to describe and summarize the data that have been gathered. The study was conducted at five different motorcycle companies in Gapan City, Nueva Ecija namely, Ropali, Maverick, Wheeltek, Kservico, and Royce Motorcycle Company. The researchers used a purposive sampling design, specifically a total sampling technique, to purposively pick respondents that fell under the required characteristics needed for the study. A total of thirty (30) respondents who were categorized as employees were surveyed and most of them were rank and file. The data collected from

the respondents were encoded, tallied, and analyzed using statistical tools such as Percentage, Frequency Distribution, Weighted Mean, and Thematic Analysis. The results showed that the majority of the employees were unsatisfied with the rewards and incentives are given to them due to the company's shortage of rewards and incentives brought about by the decrease in sales during the pandemic. As such, the improvement of rewards and incentives system of all the types of incentives and rewards namely, promotion, rewards, and moral incentives, can be adapted by the companies to increase employee performance and as well the competency of the company¹⁶⁵.

A closely similar study was implemented on the influence of incentive schemes on academic staff performance in public universities in Rivers State. Three research questions and three null hypotheses guided the study. The study adopted a descriptive survey design. The population of the study was two thousand, seven hundred and seventy one (2,771) academic staff of the three public universities in Rivers State that is,

University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education. The sample of the study was three hundred and forty eight (348) academic staff comprising two hundred and thirteen (213) male and one hundred and thirty five (135) female academic staff of the three universities. Taro Yamane sample size determination formula was adopted in determining sampling sample size. The nonproportionate stratified sampling technique was adopted in selecting the sample of the study. The study used a researcher-designed questionnaire titled "Influence of Incentive Schemes on Academic Staff Performance Questionnaire" for data collection. The instrument was validated by two experts in Educational Management from Rivers State University. The reliability of the instrument was established using the Cronbach's Alpha statistics. Reliability coefficients of 0.979, 0.981 and 0.982 were obtained for the various clusters of the instrument indicating the instrument was reliable. The research questions were answered using the mean statistics

and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. The findings of the study among others revealed that male and female academic staff members perceived that bonuses, staff development and conducive work environment are among incentive schemes influence the performance of academic staff in public universities in Rivers State to a high extent. Based on the findings of the study, it was recommended among others, that Federal and State government should liaise with university managements to introduce some bonuses such as family leave holidays, free vacation, Christmas gifts and allowances for carrying out quality research and outstanding teaching ability to academic staff in universities. This will improve their performance on the job significantly¹⁶⁶.

A related study was examined on the impact of incentive management strategies on employee performance among telecommunication firms in Kaduna metropolis. The objectives of the study were to determine the impacts of monetary incentive management strategies and non-monetary incentive management strategies on employee performance among telecommunication firms in Kaduna metropolis. The study employed survey design method in which a specially designed questionnaire was used to collect primary data from respondents in the study. The target population of the study was employees from the head branches of four selected telecommunication firms in Kaduna metropolis; providing network reception service for calls and inter-net access data to residence in Kaduna metropolis. The firms include MTN, Airtel, 9Mobile and Glo. The population of employees in these firms' head branches were; sixty six (66) in MTN, forty nine (49) in Airtel, sixty one (61) in 9Mobile and fifty four (54) in Glo; making a total of two hundred and thirty (230). The sample of the study was same as that of the population, as census sampling technique was used to decide the sample size. Self-administered questionnaire was designed and used to collect the primary data of the study. The collected data for the study

was analysed using descriptive statistical analysis tools (mean scores and standard deviation) to summarize the responses and inferential statistical tool (Regression model) to determine whether incentive management strategies have impact on employee performance in the selected firms. The study's findings showed that both monetary and non-monetary incentive management strategies have significant impact on employee performance among telecommunication firms in Kaduna metropolis. Based on the finding of the study, it was recommended that telecommunication firms continually review existing monetary and non-monetary incentive management strategies and design new incentive programs in order to encourage employee to perform better than their current performance level¹⁶⁷.

A research was carried out to determine and analyze the effect of compensation on the performance of public elementary school teachers in Plakat Tinggi district. This research was descriptive and quantitative type. The sample of the research consisted of seventy seven (77) respondents with data collection techniques in the form of questionnaires. The results showed that there is a significant effect of compensation on teachers' performance¹⁶⁸.

A study examined the influence of remuneration in terms of welfare package on teacher performance in private secondary school in Anambra State. Three research questions guided the conduct of the study. Three hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study consisted two thousand, seven hundred (2,700) teachers in Anambra state secondary schools. The Sample size for the study was fifteen thousand, seven hundred and ninety five (15,795) teachers drawn from one thousand, seven hundred and fifty five (1,755) register private secondary schools in Anambra State. Sample size consisted of seven hundred and ninety (790) teachers drawn from the population of the study. The sample consisted of five percent of the entire population. The instrument for data collection was a structured

questionnaire titled “Welfare Package and Teacher Performance Questionnaire” (WTPPQ) designed by the researcher. Data generated were analyzed using Mean and standard deviation to answer the research questions. Z-test was employed to test the hypotheses at 0.05 level of significance. The findings of the study include: Housing allowances influencing teacher's performance in private secondary school is high. Co-operatives and saving facilities influencing teacher's performance in private secondary school is high. Medical care allowances on teacher's performance in private secondary school are high. Housing allowances and teachers' performance in private secondary school in Anambra State was not significant. Co-operatives and saving facilities and teachers' performance in private secondary school in Anambra State was not significant. Medical care allowance and teachers' performance in private secondary school in Anambra State was not significant. It was recommended on the basis of the findings that teachers housing allowances should be paid promptly to enable them concentrate on their job for effective delivery. Private school management and the government should make sure that Co-operatives and Saving Facilities of teachers are well managed to ensure conformity of regular payment by the appropriate authorities. The government and private school management should motivate teachers by providing free medical care, which will spur them to enhance teachers' job performance¹⁶⁹.

A similar study was examined on employee welfare packages and ways in which they can promote the performance of public organizations in Rivers State, Nigeria. A descriptive survey research design was adopted. The study was guided by two research questions and two hypotheses. The population of the study consisted of the fifteen thousand, six hundred (15,600) civil servants in Rivers State. A sample size of seven hundred and eighty (780) civil servants comprising of four hundred (400) males and three hundred and eighty (380) females was drawn through stratified random sampling technique. A questionnaire titled; “Employee Welfare Packages and Organizational Performance

Questionnaire (EWPOPQ)” was designed by the researcher and was used for data collection. The instrument which contained twenty three items was properly validated and a reliability of 0.881 was obtained through Cronbach’s Alpha approach. Percentages, mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The results of the study showed that the employee welfare packages enjoyed by civil servants in Rivers State included rent subsidy and transport allowance but they were less than expected. The study revealed that adequate employee welfare packages could enhance staff performance by promoting job commitment and satisfaction as well as enhance productivity and efficiency in the utilization of resources. Based on the findings, the study recommended that the Rivers State Government should implement adequate welfare packages such as the new minimum wage and ensure that she upholds the agreements reached with labour unions in the state to avoid adverse industrial actions¹⁷⁰.

A study investigated the relationship between remuneration and job performance of teachers in government-aided secondary schools in Western Uganda. Remuneration was studied in terms of basic pay, income security schemes, and bonuses and allowances.

Teachers’ job performance was considered in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations. The study adopted a cross-sectional research design using the quantitative approach on a sample of three hundred and thirty three (333) teachers. Data were collected using both a questionnaire. Descriptive results revealed that job performance of teachers was high while remuneration was moderate. Inferential analysis showed that while income security schemes had a positive and significant influence on teachers' job performance, basic pay had a positive but insignificant influence on teachers' job performance, and bonuses and allowances had a negative insignificant influence on teachers' job performance. It was concluded that low

remuneration to teachers impedes high job performance, especially when basic pay is low and there is a lack of bonuses and allowances. Existence of income security schemes increases the job performance of teachers. Therefore, it was recommended on the basis of the findings that stakeholders involved in the management of schools such as Government, head-teachers, and Boards of governors, devise means of enhancing the remuneration of teachers. Teachers should be given bonuses for exceeding performance and allowances when they do extra work. The pension plan and social welfare benefits should also be made attractive to increase the job performance of teachers¹⁷¹.

A study was carried out on the effect of staff remuneration on the performance of Ramat Polytechnic Maiduguri students from 1995 to 2011 in Borno state. The purpose of the study was to establish the relationship between the variables. Analytical and correlational designs were employed for the study. Quantitative data was gathered in order to establish the relationship between the independent and dependent variables. The data was collected from a total population of forty five (45) respondents including academic staff of Ramat Polytechnic Maiduguri. The data was presented in a tabular form with frequencies and percentages for singular classifications of responses. Microsoft Excel was employed to establish the relationship between remuneration and performance of Ramat polytechnic Maiduguri. Findings on establishing the relationship between staff remuneration and performance of Ramat polytechnic Maiduguri students revealed a strong and positive relationship between staff remuneration and performance. Similarly, findings on examining the relationship between staff level of motivation and performance of Ramat Polytechnic Maiduguri students revealed a strong and positive relationship.

Findings also showed that, fringe benefits and staff nature of working conditions greatly affected performance of Ramat polytechnic students. The government or management should put up strategies to ensure that staff (teachers) salaries, wages and other allowances

are adequate and satisfactory so that they could perform better and provide undivided attention to their student, avoid absenteeism and strictly follow the policies and regulations of the ministry of education. Finally the government or management should appreciate the significant relationship between the variable to ensure continued success and survival¹⁷².

A study was investigated on the relationship between rewards and job performance of teachers in secondary schools in Bombo Town Council in Luwero District, Uganda. The objectives of the study were to find out whether there was a relationship between monetary rewards and job performance of teachers in secondary schools; and to establish whether there was a relationship between non-monetary rewards and job performance of teachers in secondary schools. The study adopted a crosssectional survey design on a sample of one hundred and twenty one (121) respondents. Data was collected by employ of questionnaire and interviews, and analysed quantitatively and qualitatively. Quantitative data was analysed at univariate, bivariate and multivariate levels. Qualitative data was analysed through discursive and thematic methods. Univariate findings of the study revealed that job performance of the teachers was fair (average). Multivariate results showed that whereas monetary rewards in terms of salary/wage programmes had a positive and significant influence on performance of teachers, allowances did not. In addition, whereas flexible work time and pleasant work environment had a positive and significant influence on job performance of teachers, training and promotion did not. Therefore, it was concluded that salary/wage programmes were the most probable monetary rewards necessary to enhance the job performance of teachers; and flexible work time and pleasant work environment were pre-requisite nonmonetary rewards crucial for job performance of teachers. Hence, it was recommended on the basis of the findings that the government of Uganda and directors of private schools should provide satisfying salary/wage programmes; schools

administration should implement flexible work time and provide pleasant work environments¹⁷³.

A similar research was undertaken to examine welfare management practices that affect teachers' job performance by discussing variables such as working condition and co-operatives and saving facilities. The study was guided by two research hypotheses. Descriptive survey design was adopted and the major instrument employed in collecting data for the study was a questionnaire. A sample size of one hundred and sixty-five (165) teaching staff from the target population was drawn using simple random technique. Analysis of the responses revealed the following;- (a) there was statistical significant and positive effect of working condition on teachers' job performance, and (b) co-operatives and saving facilities had statistically significant and positive effect on teachers' job performance. It was recommended on the basis of the findings that school managements and the Ghana Education Service (GES) should ensure teachers enjoy family friendly policies, efficient and effective working conditions, and good and timely payments of cooperatives and saving facilities¹⁷⁴.

A cross-sectional study was carried out on how school welfare provision influences teachers' performance in six government aided secondary schools in Uganda. The study was largely a mixed method involving semi-structured questionnaires and interviews with a convenience sample of two hundred and twenty one (221) participants in the categories of teachers, head teachers, deputy head teachers and directors of studies. The findings were that school administrators provide only those welfare programmes that have a direct bearing on task attainment. Secondly, teachers' performance was reported to be high mainly on examination management, punctuality, and co-curricular activities. Thirdly, school welfare provision was however too insignificant to cause a remarkable teacher performance. It was concluded that school welfare provision will positively influence teacher

performance if teachers are reciprocally committed to work and administrators meet teachers varied needs¹⁷⁵.

A similar study was focused on the appraisal of staff welfare administration in public secondary schools in Ondo State during the economic recession. The study revealed the extent to which secondary school teachers' welfare is being taken care of and various social benefits provided for school teachers towards enhancing their productivity in schools. A well-structured questionnaire was used, four hypotheses were tested using chi-square and a descriptive statistical tool. The population of this study consists of one hundred and twenty (120) randomly sampled secondary school teachers as respondents from the three (3) senatorial districts of Ondo State, in which two (2) Local Government

Areas are selected from each senatorial district. Four (4) schools are selected from each Local Government Area, making twenty-four (24) schools in all. Results showed a significant relationship between teachers' welfare administration and teachers' performance. Furthermore, the results revealed that there is a significant difference between the performance of well-remunerated teachers and those that are poorly remunerated. Also, there is no significant difference between the teachers' gender and their welfare administration service perception in enhancing their performance. There is a significant difference between teachers' welfare administration during the recession period and teachers' welfare administration outside the recession period. It was recommended on the basis of the findings that there should be government reserves to take care of teachers' needs in case of a future recession¹⁷⁶.

The objective of a study was to establish the influence of remuneration factors on job satisfaction and performance among tutors in public teacher training colleges in Kenya. The study established that remuneration of tutors had an influence on tutor's performance. In conclusion, it was established by the study that remuneration factors had significant

influence on job satisfaction and performance among tutors in public teacher training colleges. It was recommended that the findings of the study be used by college administrators, Ministry of Education, Kenya Institute of Curriculum Development and Teachers Service Commission to initiate and develop¹⁷⁷.

The purpose of a study was to assess the relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District. The study adopted a cross-sectional research design with a quantitative approach to data collection and analysis. A sample size of twenty five (25) government-aided secondary schools was purposively adopted in this study in which two hundred and thirty four (234) teachers were randomly selected to participate in this study. This study found out that there is a significant positive relationship between remuneration and performance of teachers in government-aided secondary schools in the Kasese district. Findings showed that a significant number of teachers usually prepare schemes of work, utilize teaching aids, apply different methods of teaching, and assess learners in the teaching and learning process. It was concluded that remuneration predicts teachers' performance in the government-aided secondary in Kasese District. The study recommends that education policymakers, implementers, and managers pay much attention to the remuneration packages for teachers in government-aided schools. This is hoped to improve teachers' performance in their preparation to teach, deliver, and assess the learners¹⁷⁸.

A similar study was sought to investigate on Science Teachers' remuneration and their Job Performance among Government Aided Secondary Schools in Mbarara District, Uganda. The study employed a descriptive survey research design. The target population was one hundred and twenty six (126) science teachers and head teachers in seven government-aided secondary schools in Mbarara District. The study randomly sampled ninety six (96) science teachers and seven Head Masters using Yamens' formula. A

questionnaire and an interview schedule were used as source of data from the field. The study established that Parent-Teachers Association (PTA) and Secondary Science and Mathematics training allowances were the most common allowances in schools under investigation. Extra teaching allowances, salary increment, duty allowance and overtime allowances were moderately perceived to exist. Remuneration motivated teachers in carrying out such school activities as to complete syllabus, to promote good performance and quality of teaching and to attend classes regularly. Therefore, the government through the ministry of education should ensure that science teachers are provided with attractive remunerations in order to sustain their motivation toward teaching¹⁷⁹.

A study was carried out to determine the impact of training and compensation on employee performance through employee job satisfaction by using one hundred and twenty five (125) respondents as a basis for research analysis. The results showed that training and compensation had a significant positive effect on employee performance and job satisfaction is known to mediate the relationship of training on employee performance and compensation on employee performance at Belmond hotel partially. The findings in this study provide the implication that to improve employee performance in order to achieve the company's expected targets, the things that need to be considered in terms of job satisfaction with performance is the way employees can see opportunities and rewards, the nature of the job itself, supervision or supervisor, benefits, operational conditions of employees, and coworkers as a positive incentive to work. Improvements in knowledge and skills relevant to the work in each department as well as experienced in the training also need to be considered. Increasing compensation for salaries, benefits and incentives can increase their understanding of satisfaction with work results achieved by an employee¹⁸⁰.

A study examined motivation and teachers performance in public senior secondary schools in Rivers State, Nigeria. The study adopted descriptive survey design. The population for the study consisted of seven thousand, eight hundred and forty two (7,842) teachers in the two hundred and thirty seven (237) senior secondary schools in Rivers State. From the population, sample of nine hundred and forty (940) teachers were selected through the employ of stratified random sampling technique. To ensure successful conduct of the study, five research questions and five hypotheses were formulated. Two questionnaires titled - "Teacher Motivational Rating Questionnaire (TMRQ)" and "Teachers Performance Rating Questionnaire (TPRQ)" were designed to collect data for the study. The reliability of the questionnaires was tested through the employ of test-re-test method which yielded a correlation coefficient of 0.978 and 0.983 respectively. The face and content validity of the questionnaires were established by the research supervisor and experts in the Institution of Education, Rivers State University who were given the questionnaire to vet and ensure that they measure what they are supposed to measure. The data collected through the questionnaires were employed to answer the research questions and to test the hypotheses. Each of the research questions was analyzed through the employ of descriptive statistics such as mean and standard deviation and each of the hypothesis was tested through the employ of Pearson Product Moment Correlation Coefficient. The study found that there is a strong relationship between teachers' remuneration and teacher job performance. The findings of the study also affirmed that the relationship between working condition and teachers' performance is positive. Also the study has it that there is a strong positive correlation between teachers' promotion and their teaching performances. Based on the findings of the study, it was recommended on the basis of the findings that government and other secondary school owners should regularly motivate their teachers through bonuses, allowances and increases in their salary, if they want teachers to improve in their

performance and that government should regularly promote hard working teachers for this would not only help to improve their performance but also motivate others to work very hard¹⁸¹.

The objective of a study was to evaluate the effect of remuneration on job satisfaction at the Public Service Commission in Kenya. The study adopted a descriptive research design. The population for the study consisted of two hundred (200) Public Service Commission employees. A stratified random sampling technique was employed to select a sample of one hundred and thirty two (132) respondents. A five likert scale questionnaire was employed to collect data which was analyzed through descriptive and inferential statistical analysis. The study found out that that remuneration has a statistical significant effect on employee job satisfaction at the Public Service Commission in Kenya at 95% confidence level. It was concluded that remuneration is an important factor affecting employee job satisfaction at the Public Service Commission in Kenya. It was recommended on the basis of the findings that the Public Service Commission in Kenya should improve on financial and non-financial compensation and increase employee wages in order to boost employee e satisfaction and enhance performance of public

servants¹⁸².

It was stated that teachers' job performance is an index for quality assurance in education. Apparently, motivation strategies such as conferences, seminars, workshops, in-service training programmed, welfare packages (housing and car loans), prompt payment of salaries and other remunerations are pertinent to improve teachers' proficiency. Therefore the need for government to encourage teachers through payment of enhanced allowances as pointed out that the lack of interest and low performance among students were due to neglect of the teachers' welfare which also affected their own job performance¹⁸³.

In a descriptive survey study, investigation was made to determine the level of work motivation among secondary school science, social sciences, and humanities teachers and ascertained whether proprietor incentives and supervision are predictors of work motivation among the teachers in Ilorin, Kwara State, Nigeria. Six hundred (600) secondary school teachers were purposively selected from sixty three (63) senior secondary schools within Ilorin metropolis. Three valid and reliable research instruments were designed by the researchers to collect data, namely; Proprietor Incentive Questionnaire (PIQ), School Supervision Questionnaire (SSQ), and Teacher Motivation Scale (TMS). The reliability coefficients of the instruments were 0.994, 0.987, and 0.987, respectively. Multiple Regression Analysis, statistical technique was employed to analyze the data gathered using SPSS version 23. Findings in the study showed that work motivation among secondary school teachers in Ilorin metropolis was at a moderate level. This result could be attributed partially to irregular salary, allowances, and promotion of the teachers. The implication of this finding is that the teachers were yet to be sufficiently motivated to discharge their responsibilities. Results of this study showed that significant difference existed between the levels of work motivation of public and private secondary school teachers in favour of teachers in public secondary schools. This could be ascribed to a relatively high level of job security enjoy by teachers in public secondary schools among other factors. Indeed, this finding lends credence to another result in this study which showed that job security was the strongest predictor of teacher work motivation. In addition, the study revealed that a significant difference existed between the work motivation levels of science, social science, and arts/humanities teachers in favour of social science teachers, while the science teachers were at a low level. This may be attributed in part to the dashed hope of science teachers in the restoration of payment of Science Teachers Allowance. The result of the study indicated that significant relationships existed between the predictors and the criterion variables. This implies that all the predictor variables are potent tools for motivating the

teachers. Furthermore, the findings showed that the independent variables (Monetary rewards, welfare packages, and training/school facilities) significantly contributed to teachers' work motivation and that monetary reward had the strongest predicting effect on teacher work motivation. This implies that proprietors of schools could leverage on these variables to significantly enhance teacher work motivation and performance than other variables. This result may be due to the premium value placed on monetary rewards in the face of continuous increase in the number of unemployed graduates in the nation and the threat of layoff could serve as work motivator. Premise on the major findings in this study, the researchers concluded that both public and private senior secondary school teachers in Ilorin metropolis were not fully motivated while, significant difference in favour of public-school teachers existed in teacher work motivation levels. Social science teachers were the most motivated while Science teachers were the least motivated. Teachers considered monetary rewards as the topmost work motivator while training/school facilities were not considered as motivators. In addition, it was concluded that significant relationships existed between the predictors and the criterion variables, and that the predictor variables allow a reliable prediction of the criterion variable. It was recommended on the basis of the findings that:

- a) Retrenchment of teachers should be avoided or at least reduced to the lowest level at all cost to improve job security and work motivation among the teachers;
- b) Proprietors of secondary schools in Ilorin, Kwara State, Nigeria especially private schools should urgently raise the level of work motivation among the teachers through upward review of monetary incentives, compensation and welfare packages among other types of remuneration;

- c) The implementation of the full complement of the Teacher Special Salary Scale by the proprietors of secondary schools could significantly improve the level of work motivation among all the categories of teachers;
- d) There is a need for restoration and upward review of science teacher allowance, accelerated promotion and automatic sponsorship to professional development programmes for outstanding science teachers. This could uplift the level of work motivation among science teachers;
- e) The adoption of a teacher-friendly mentor-superior paradigm by supervisors could improve teachers' level of work motivation and
- f) Proprietors of secondary schools in Ilorin should pay special attention to the provision of school facilities in good quantity and quality, while the school environment should be equipped with very attractive features and kept tidy always. This recommendation has a high potential to improve teachers' work motivation levels, attract students to school, and stimulate students to learn¹⁸⁴.

A study was investigated on the influence of motivation on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. The study sought to find out the influence of payment of regular salaries and provision of welfare packages on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. Two research questions guided the study while two research hypotheses were tested at 0.05 level of significance. The study adopted survey research design. The population of the study was six thousand, five hundred and sixty (6,560) teachers from one thousand, two hundred and fifty (1,250) public secondary schools. Using Taro Yamen's formula, the sample size of three hundred and seventy seven

(377) teachers and three hundred and three (303) public secondary schools was selected. A thirty five- item structured questionnaire developed by the researchers titled

“Influence of Motivation on Teachers’ Job Performance for Quality Assurance Questionnaire (IMTJPQAQ)” was employed as instrument for data collection. The questionnaire was validated by experts. The reliability coefficient obtained for the instrument was 0.968. Descriptive statistics of mean and standard deviation were employed to answer the two research questions while Chi-square was employed to test the two null hypotheses at 0.05 level of significance. The findings of the study revealed that payment of regular salaries and provision of welfare packages significantly influence teachers’ job performance for quality assurance in public secondary schools in North Central, Nigeria. Based on the findings of this study, the researchers recommended on the basis of the findings that adequate funds should be provided to pay teachers’ salaries and teachers’ welfare should be of paramount focus for higher productivity on the job¹⁸⁵.

Another similar study investigated the predictive impacts of welfare packages on teachers' job satisfaction and productivity in public senior secondary schools in Lagos State Education District V. A multipurpose questionnaire titled: Teachers' Welfare Packages, Job Satisfaction and Productivity Questionnaire (TWPJSAPQ) with a Cronbach’ Alpha reliability coefficient of 0.973 was administered to two hundred and twenty (220) purposively selected teachers. Two null hypotheses were tested with the aid of multiple regression analysis. On one hand, the regression model revealed that staff training and house allowance have positive but insignificant predictive impact while staff promotion and hazard allowance are insignificant negative predictors of job satisfaction.

On the other hand, the result also showed that promotion allowance is a positive but insignificant predictor, while staff training, house allowance and hazard allowance are negative but insignificant predictors of job productivity. In the same vein, staff salary, car

loan, study leave and leave allowance contributed nothing to teachers' job satisfaction and productivity. It was recommended on the basis of the findings that Lagos State Government should continue to set the pace in making prompt payment of teachers' salaries but should improve on the provision of car loan, study leave and leave allowance to all eligible teachers. Also, the Government should synergize with quality assurance department and salary-welfare units to properly investigate teachers' plight and complaints in all the districts, while teachers should be encouraged to put hard work and commitment ahead of incentives and welfare packages¹⁸⁶.

A study was examined on how teachers' welfare and commitment determine productivity in secondary schools in Bayelsa State. It was discovered that teacher welfare package enhance productivity and further revealed that effective management, staff training, good financial benefits and regular promotion influence productivity. The study also showed a negative but significant relationship between teachers' commitment and students' academic performance in SSCE examinations¹⁸⁷.

A study was sought to understand how different types of incentives (monetary, near monetary and non-monetary incentives) influence the "effort" of public school teachers as perceived by the students in Lagos, Nigeria using a novel measurement tool – the teaching effectiveness survey – to measure the teachers' outcomes. Using a randomized field experiment where students evaluated the changes in their teachers' effort with a standard teaching effectiveness survey and differences in estimation, the research was able to show how incentives could potentially improve (or harm) teaching effectiveness. The results however showed that monetary incentives and near monetary incentives have no significant effect on "effort" while non-monetary incentives have a significant negative effect on the effort of teachers. This could imply that the issues underlying the current state of productivity of public school teachers in Lagos State run deeper than remuneration or accountability¹⁸⁸.

Another closely related study focused on the impact of teacher remuneration on the provision of quality education in secondary schools of Zimbabwe. It looked at a single ignored but most important quality education component: Teachers' salaries. These salaries in many African countries are way below prevailing inflation rates. In the study the major argument was that, if education is perceived as a key institution for socialpolitical-economic and technological development of any country underpinning sustainable living, why are people who provide such a vital commodity left at the periphery of empowerment? Research findings suggest that, Zimbabwe will never effectively achieve sustainable development goals and quality education if it does not considerably remunerate her teachers, who would be well motivated to effect positive changes in the school system. Research findings argued that teacher remuneration is interrelated to all aspects of quality education, such that choice to ignore it may affect costs and benefits of education in very complex ways. The study recommends that finding mechanisms to improving teachers' remuneration is an obvious centrality for sustainable development¹⁸⁹.

Analysis of the literature above indicates that there has been a significant effort by several scholars to examine the relationship between job security (and indices such as job advancement, promotion, participation and remuneration) and job performance of teachers. Nevertheless, contextual and empirical gaps emerge with the fact that there still remain scarcity of studies on the influence of job security and indices of job advancement, promotion, participation and remuneration on teachers' job performance and its indices – instructional and administrative job performance. Many previous studies have also not been carried out in Southwest, Nigeria. Most of the related studies focused on higher institutions of learning than secondary schools. Besides, most of the similar studies carried out on job security and performance were international studies with only few indigenous studies.

Moreover, most of the studies focused on productivity than performance. There were also differences in the objectives, research questions and hypotheses of the previous studies with this recent study. These gaps created a need for this study to find out whether job security predicts job performance of teachers in secondary schools in Southwest, Nigeria.

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2.4 Conceptual Model

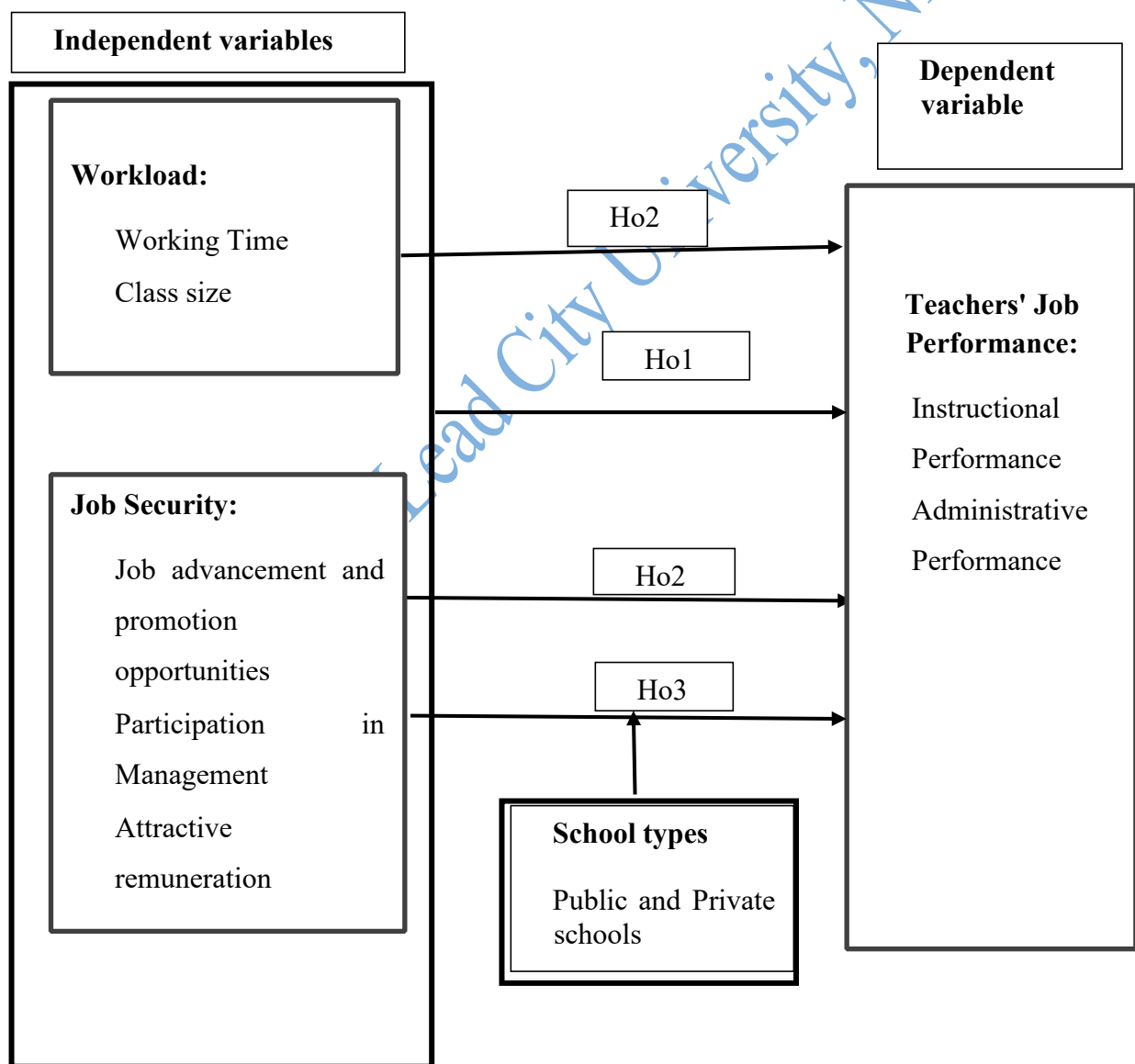


Figure 2.1: Conceptual Model of workload, job securities and Teachers job performance

Source: Researcher, 2022

Figure 2.1 illustrates diagrammatically the conceptual relationship between the two independent variables (workload and job security) and the dependent variable (teachers' job performance) alongside their indices. The diagram show a hypothesized joint and relative influence of workload and job security 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 Gaps in Literature Reviewed

This chapter was reviewed under four major sub-headings:- conceptual review, theoretical framework, review of empirical studies and conceptual model. The conceptual review provided a rich insight into concepts and constructs of the study such as:- job performance, workload and job security alongside their indices. Indices of teachers' job performance include:- instructional and administrative performance. Indices of workload are - working time and class size. Indices of job security are - job advancement and promotion, participation in management and attractive remuneration. The theories that formed the theoretical framework that guide the study are:- 'Apple theory of intensification' (which renders support to the possible influence of workload and its indices on teachers' job performance) and 'Functional Labour Theory of Welfare' (which renders support to the likely influence of job security and its indices on teachers' job performance).

Lastly, the chapter looked at various empirical researches that are similar to the present study. The previous related empirical studies however showed inconsistencies among the variables (workload, job security 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.

Analysis of the literature above also indicates that there has been a significant effort by several scholars to examine the relationship between job security (and indices such as job advancement, promotion, participation and remuneration) and job performance of teachers. Nevertheless, contextual and empirical gaps emerge with the fact that there still remain scarcity of studies on the influence of job security and indices of job advancement, promotion, participation and remuneration on teachers' job performance and its indices – instructional and administrative job performance. Many previous studies have also not been carried out in Southwest, Nigeria. Most of the related studies focused on higher institutions of learning than secondary schools. Besides, most of the similar studies carried out on job security and performance were international studies with only few indigenous studies. Moreover, most of the studies focused on productivity than performance. There were also differences in the objectives, research questions and hypotheses of the previous studies with this recent study. These gaps created a need for this study to find out whether workload and job security predicts job performance of teachers in secondary schools in Southwest, Nigeria.

Endnotes

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Chapter Three

Methodology

This chapter presents the methodology for this study. The chapter is organized based on the following sub-headings:

3.1 Research Design

This study employed a mixed method research design which comprises of quantitative and qualitative research approaches. The quantitative research method was employed the use of questionnaires to obtain quantitative data while the qualitative research method employed the use of interview to obtain qualitative data from the respondents.

3.2 Population of the Study

The study's population includes all teachers and principals in public and private secondary schools in Southwest Nigeria. As of the time of this study, there are two thousand, two hundred and sixty-two (2,262) public and two thousand, three hundred and eighteen (2,318) private secondary schools in the six states of south-western Nigeria. In these schools, as at the time of this study, there are fifty-six thousand eight hundred and twenty-seven (56,827) teachers in the public schools, while there are forty-six thousand, two hundred, and forty-eight (46,248) teachers in the private schools. In all, the population of this study comprises four thousand five hundred and eighty (4,580) principals and one hundred and five thousand and seventy-five (105,075) teachers.

Table 3.1: Population of the Study

S/N	Southwest States	Senatorial Districts	No. of Public Sec.schs	No. of Public Sec. sch. Principals	No. of public sec. sch. Teachers	No. of Private Sec.schs	No. of Private Sec. sch. Principals	No. of Private sec. sch. Teachers
1.	Lagos	Lagos Central	74	74	1,580	98	98	1,978
		Lagos East	88	88	2,338	102	102	2,056
		Lagos West	160	160	4,922	201	201	4,032
		Sub-Total	322	322	8,840	401	401	8,066
2.	Ogun	Ogun Central	100	100	5,164	96	96	1,987
		Ogun East	134	134	4,782	145	145	2,976
		Ogun West	108	108	3,016	121	121	2,421
		Sub-Total	342	342	12,962	362	362	7,384
3.	Oyo	Oyo Central	244	244	5,398	172	172	3,442
		Oyo North	171	171	3,156	167	167	3,345
		Oyo South	210	210	5,954	195	195	3,906
		Sub-Total	625	625	14,508	534	534	10,693
4.	Osun	Osun Central	112	112	2,406	125	125	2,498
		Osun East	159	159	1,493	167	167	3,234
		Osun West	123	123	1,394	131	131	2,543
		Sub-Total	394	394	5,338	423	423	8,275
5.	Ekiti	Ekiti Central	159	159	2,872	129	129	2,576
		Ekiti East	57	57	2,042	78	78	1,545
		Ekiti North	64	64	1,753	71	71	1,421
		Sub-Total	280	280	6,667	278	278	5,542
6.	Ondo	Ondo Central	103	103	4,415	109	109	2,089
		Ondo North	89	89	2,047	99	99	1,987
		Ondo South	107	107	2,050	112	112	2,212
		Sub-Total	299	299	8,512	320	320	6,288
		Grand Total	2,262	2,262	56,827	2,318	2,318	46,248

Source: Teaching service commissions (TESCOM), 2022¹

Table 3.1 shows that the number of public and private secondary schools across the senatorial districts and local government areas in Southwest, Nigeria are two thousand, two hundred and sixty two (2,262) and two thousand, three hundred and eighteen (2,318) respectively. Furthermore, it also shows that the number of public and private secondary school principals are also two thousand, two hundred and sixty two (2,262) and two thousand, three hundred and eighteen (2,318) respectively. It also shows that the number of public and private secondary school teachers are fifty six thousand, eight hundred and twenty seven (56,827) and forty six thousand, two hundred and forty eight respectively. Lastly, it shows that the number of public and private senior secondary school three (SSS3) are two hundred and eighty nine thousand, one hundred and thirty two (289,132) and ninety three thousand, one hundred and seventy eight (93,178) respectively.

3.3 Sample and Sampling Technique

Multistage sampling technique which consists of several sampling methods, was employed to sample a fraction of the population. At stage one, all six states in southwest Nigeria were grouped into three strata based on proximity, in other words, Osun and Oyo States form a stratum; Ondo and Ekiti States form a stratum while Lagos and Ogun States also form a stratum after that, Simple Random Sampling Technique was used to select one state from each stratum.

At stage 2, schools were sampled from the senatorial districts of the sampled states 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 principals and teachers who will be able to provide pertinent information to accomplish the study's goals.

At the third stage, Taro Yamane formula of sample size determination², $n = N / (1 + N(e)^2)$ was 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). At stage four, Simple Random Sampling Technique was used to pick the respondents based on the determined sample size in each senatorial district.

Table 3.2: Sample Number of Southwest States (n = 3)

S/N	South west States	Senatoria l Districts	No. of Public Sec. schs	No. of Public Sec. sch. Principals	No. of public sec. sch. Teacher	No. of Privat e Sec. schs	No. of Private Sec. sch. Principal s	No. of Private sec. sch teacher s
1.	Ogun	Ogun Central	100	100	5,164	96	96	1,987
		Ogun East	134	134	4,782	145	145	2,976
		Ogun West	108	108	3,016	121	121	2,421
		Sub-Total	342	342	12,962	362	362	7,384
2.	Ondo	Ondo Central	103	103	4,415	109	109	2,089
		Ondo North	89	89	2,047	99	99	1,987
		Ondo South	107	107	2,050	112	112	2,212
		Sub-Total	299	299	8,512	320	320	6,288
		3.	Oyo	Oyo Central	244	244	5,398	172
		Oyo North	171	171	3,156	167	167	3,345
		Sub-Total	625	625	14,508	534	534	10,693
		Total	1,266	1,266	35,982	1,216	1,216	24,365
	Oyo South	210	5,954	195	195			
Source:Teaching service commissions (TESCOM)								

Table 3.2 shows that the three selected states which are Ogun, Ondo and Oyo states have one thousand two hundred and sixty six (1,266) principals and thirty five thousand nine hundred and eighty two (35,982) teachers in public secondary schools. It was also revealed that there are one thousand two hundred and sixteen (1,216) principals and twenty four thousand three hundred and sixty five (24,365) teachers in private secondary schools.

Table 3.3 Sampled Schools in each Senatorial District

S/N	Southwest States	Senatorial Districts	No. of Public Sec. Schls.	No. of Sampled Public Schls.	No. of Private Sec. Schls.	No. of Sampled Private Schls.
1.	Ogun	Ogun Central	100	15	96	10
		Ogun East	134	21	145	15
		Ogun West	108	11	121	12
		Sub-Total	342	47	362	37
2.	Ondo	Ondo Central	103	16	109	13
		Ondo North	89	14	99	17
		Ondo South	107	18	112	13
		Sub-Total	299	48	320	43
3.	Oyo	Oyo Central	244	31	172	11
		Oyo North	171	24	167	10
		Oyo South	210	28	195	11
		Sub-Total	625	83	534	32
		Total	1,266	178	1,216	112

Source: Teaching service commissions (TESCOM),

The number of schools chosen in each senatorial district of each sampled state is shown in Table 3.3. According to the table, one hundred and seventy eight (178) were chosen from the 1,266 public secondary schools, while one hundred and twelve (112) were chosen from the 1,216 private secondary schools.

Table 3.4 Total Number of Teachers and Principals in the Sampled Schools

S/ N	South west States	Senatori al Districts	No. of Sample d Public Schls.	Number of teachers in the Sample d Public Schls.	Number of Principal s in the Sampled Public Schls.	No. of Sample d Private Schls.	Number of teachers in the Sampled Private Schls.	Number of Principal s in the Sampled Private Schls.
1.	Ogun	Ogun Central	15	652	15	10	171	10
		Ogun East	21	715	21	15	517	15
		Ogun West	11	512	11	12	274	12
		Sub- Total	47	1,879	47	37	962	37
2.	Ondo	Ondo Central	16	513	16	13	139	13
		Ondo North	14	489	14	17	402	17
		Ondo South	18	671	18	13	662	13
		Sub- Total	48	1,673	48	43	1,203	43
3.	Oyo	Oyo Central	31	721	31	11	540	11
		Oyo North	24	672	24	10	351	10
		Oyo South	28	691	28	11	368	11
		Sub- Total	83	2,084	83	32	1,259	32
		Total	178	5,636	178	112	3,424	112

Source:Teaching service commissions (TESCOM),

Presented in table 3.4 is the total number of teachers and principals in the sampled schools.

It revealed that there are one hundred seventy eight (178) principals and five thousand six hundred and thirty six (5,636) teachers in the sampled public secondary schools. It also

revealed that there are one hundred and twelve (112) principals and three thousand four hundred and twenty four (3,424) teachers in the sampled private secondary schools.

Table 3.5 Summary of Sample

S/ N	South west States	Senatori al Districts	Numbe r of teacher s in the Sample Public Schls.	No. of r of Teacher s in Public Schools	Number of Sampled Principal s	Numbe r of teacher s in the Sample Schools d Private Schls.	No. of Sampled Teachers in Private Schools	Number of Principal s in the Sampled Private Schls.
1.	Ogun	Ogun Central	652	260	15	171	122	10
		Ogun East	715	255	21	517	225	15
		Ogun West	512	223	11	274	161	12
		Sub- Total	1,879	738	47	962	508	37
2.	Ondo	Ondo Central	513	223	16	139	107	13
		Ondo North	489	222	14	402	201	17
		Ondo South	671	249	18	662	245	13
		Sub- Total	1,673	694	48	1,203	553	43
3.	Oyo	Oyo Central	721	258	31	540	225	11
		Oyo North	672	249	24	351	185	10
		Oyo South	691	256	28	368	194	11
		Sub- Total	2,084	763	83	1,259	604	32
		Total	5,636	2,195	178	3,424	1,665	112

Source: Teaching service commissions (TESCOM),

Table 3.5 presents summary of sample using Taro Yamane sampling formula². Two thousand one hundred and ninety five teachers (2,195) and one hundred and seventy eight (178) principals were sampled in public schools while one thousand six hundred and sixty five (1,665) teachers and one hundred and twelve (112) teachers were sampled from the private secondary school in the study area.

3.4 Research Instruments

The instruments that were used to collect data for the study are three selfdesigned questionnaires and interviews. The questionnaires are titled – “Workload and

Job Security Questionnaire (WJSQ)”, “Teachers' Administrative Job Performance Questionnaire (TAJPQ)” and “Teachers' Instructional Job Performance Questionnaire

(TIJPQ)”. These instruments are described below:

3.4.1 Workload and Job Security Questionnaire (WJSQ)

This instrument was divided into three (3) sections.

Section A was designed to obtain demographic details of the respondents (teachers) such as gender, age, year of work experience and educational qualification and marital status.

Section B was designed to examine the identified workload of the teachers using two indices which are:- working time and class size. It consists of ten (10) well-structured items of which five (5) items each belong to working time and class size. The rating technique is as follows:

Very High Level (VHL) = 4

High Level (HL) = 3

Low Level (LL) = 2

Very Low Level (VLL) = 1

Section C was designed to examine the status of job security of the teachers using three indices which are:- job advancement and promotion, participation in management and attractive remuneration. It also consists of fifteen (15) well-structured items of which five

(5) items each belong to the three indices respectively. The rating technique is as follows:

Very High Level (VHL) = 4

High Level (HL) = 3

Low Level (LL) = 2

Very Low Level (VLL) = 1

3.4.2 Teachers' Administrative Job Performance Questionnaire (TAJPQ)

This questionnaire was divided into two (2) sections.

Section A was designed to obtain demographic details of the respondents (head principals) such as gender, age, year of work experience and educational qualification.

Section B was designed to examine the level of administrative job performance of the teachers. It consists of five (5) well-structured items. The rating technique is as follows:

Very High Level (VHL) = 4

High Level (HL) = 3

Low Level (LL) = 2

Very Low Level (VLL) = 1

3.4.3 Teachers' Instructional Job Performance Questionnaire (TJPQ)

This questionnaire was divided into two (2) sections.

Section A was designed to obtain demographic details of the respondents (senior secondary school three students) such as gender and age.

Section B was designed to examine the level of instructional job performance of the teachers. It consists of five (5) well-structured items. The rating technique is as follows:

Very High Level (VHL) = 4

High Level (HL) = 3

Low Level (LL) = 2

Very Low Level (VLL) = 1

The interview was of three types. The first interview guide consisted of two (2) questions such as “How would you describe your workload and job security?” would be administered to the teachers. The second interview guide consisted of three (3) questions such as “How would you describe the workload, job security and job performance of your teachers?” would be administered to the principals. However, the third interview guide consisted of a single question such as “How would you describe the performance of your teachers in teaching within the classroom?” was administered to the senior secondary school three (SSS3) students.

3.5 Validity of the Instruments

The research instruments was validated using content and face validity type in order to make sure that the content of the instruments truly measure what it is supposed or purported to measure³. To determine content and face validity of the instruments, the questionnaires and interview question were shown to experts in the Department of Arts and Social Sciences, Lead City University. These experts vetted and made their input to the instruments. After their inputs have been made by the experts, the researcher also gave the instruments to her supervisor to make final corrections.

3.6 Reliability of the Instruments

The reliability of the instruments was determine by Cronbach's alpha method of reliability for internal consistency. Cronbach's alpha the degree to which an instrument consistently measures whatever it measures⁴. In order to carry out Cronbach's alpha, the instruments was administered once (usually called a pilot study). After which, the

instruments was retrieved, coded and entered into the software for analysis (SPSS) and Cronbach's alpha was used to determine the internal consistency of the instruments. The Cronbach's alpha reliability value obtained was 0 coefficient/value gotten after analysis.

3.7 Method of Data Collection

A letter was obtained from the Department of Arts and Social Sciences, Lead City University which was shown to the vice principals of the selected schools to seek permission and approval for administration of the instruments. The instruments would however be administered personally and also by the help of three research assistants. The three research assistant were trained for a period of four (4) days for quick distribution and retrieval of the instruments.

3.8 Method of Data Analysis

After the instruments were retrieved, the questionnaires were coded numerically using their scale values and entered into the SPSS software for data analysis. Analysis of the data was done using descriptive and inferential statistics. Descriptive statistics like frequency and percentage counts were used for the demographic information of the respondents; frequency and percentage counts, mean ($\bar{x}$) and standard deviation (SD) were used to answer all the research questions one to three. However, inferential statistics such as Multiple Regression Analysis was used to test hypotheses 1 and 2 while t-test was used for hypotheses 3 all at 0.05 level of significance.

Endnotes

1. Teaching Service Commissions (TESCOM), Southwest, Nigeria Senior Secondary Schools, 2022
2. T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York**, (2nd ed.). ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf. 1967, 8
3. J. Connell., J. Carlton., A. Grundy., E.T. Buck., A.D. Keetharuth., T. Ricketts., M. Barkham., D. Robotham., D. Rose & J. Brazier, The importance of content and face validity in instrument development: lessons learnt from service users when developing the Recovering Quality of Life measure (ReQoL), **Quality of Life Research**. <https://doi.org/10.1007/s11136-018-1847-y>. 27, 2018, 1893–1902
4. K. Imasuen, *Sample Size Determination in Test-Retest and Cronbach Alpha Reliability Estimates*, **British Journal of Contemporary Education**. 2(1),2022,17-29 DOI: 10.52589/BJCEFY266HK9..

Chapter Four

Results and Discussion of Findings

The analysis and interpretation as well as discussion of findings based on data collected from the field through the administration of research instrument were presented in this chapter. The data were analyzed using descriptive statistics such as frequency, percentage, mean and standard deviation for demographic information and research questions, inferential statistics such as multiple regression and t-test were used to test the formulated hypotheses at 0.05 level of significance. Also, the information retrieved from the structured interview of the school principals were analyzed through the use of content analysis. This chapter is organized in the following sub-sections:

4.1 Questionnaire Return Rate

4.2 Presentation of Results on Demographic Information of Respondents

4.3 Presentation of Results on Research Questions

4.4 Test of Hypotheses

4.5 Discussion of Findings

4.1 Questionnaire Return Rate

Number Questionnaire Distributed to Public Schools	Number Questionnaire Retrieved from Public Schools	Percentage	Number Questionnaire Distributed to Private Schools	Number Questionnaire Retrieved from Private Schools	Percentage
2,195	2,188	99.7	1665	1,418	85.1

Source: Fieldwork survey, 2022

Table 4.1 presents the rate of return of questionnaires administered on the respondents. The information presented revealed that out of the two thousand one hundred and ninety five questionnaire that were administered on public secondary school teachers, two thousand one hundred and eighty-eight (99.8%) were retrieved and found useful for the study. Also, out of the one thousand six hundred and sixty five questionnaire that were administered on the private school teachers, one thousand four hundred and eighteen (85.1%) were retrieved and found useful for the study.

4.2.1 Presentation of Results on Demographic Information of Public Secondary School Respondents

Table 4.2: Gender of Respondents (Public)

Gender	Frequency	Percentage
Male	1056	48.3
Female	1132	51.7
Total	2188	100

Source: Fieldwork survey, 2022

Table 4.2 presents gender distribution of sampled secondary school teachers who took part in the survey. Result obtained and presented above revealed that female teachers (1132) (51.7%) are more represented in the study that male counterpart (1056) (48.3%).

4.3: Gender of Respondents (Private)

Gender	Frequency	Percentage
Male	451	31.8
Female	967	68.2
Total	1418	100

Source: Fieldwork survey, 2022

Table 4.8 presents gender distribution of sampled private secondary school teachers who took part in the survey. Result obtained and presented above revealed that female teachers

(967) (68.2%) are more represented in the study than male counterpart (451) (31.8%). This further corroborated the fact established earlier in the study that teaching profession in Nigeria is a female dominated profession.

Although the difference in the gender of the respondents does not in any way influence the result since gender was not considered as a variable but this information is a reflection of the fact that teaching especially at primary or secondary level in Nigeria is a female dominated profession. One of the suspected reasons for slightly low male gender representation in teaching profession at the secondary or primary level may be economic factor. In other words most men seem to see teaching as a profession that may not satisfy their economic needs considering their roles in providing for their families. Additionally, teaching can be a flexible career, which may be appealing to women who have care giving responsibilities outside of work.

Table 4.4: Age of Respondents (Public)

Age Range	Frequency	Percentage
21-30	110	5.0
31-40	572	26.1
41-50	1198	54.8
50 years and Above	308	14.1
Total	2188	100

Source: Fieldwork survey, 2022

Presented in table 4.3 above is the age distribution of public secondary school teachers who took part in the survey. Result obtained revealed that majority of the participants are between ages 41-50 (1198) (54.8%), this was followed by those between ages 31-40 (572) (26.1%), 50 years and above (308) (14.1%) respectively. It was also revealed in the result that those respondents between ages 21-30 (110) (5.0%) are the least represented in the survey. This result showed that majority of teachers in public secondary schools is between 41-50 years.

4.5 Age of Respondents (Private)

Age Range	Frequency	Percentage
21-30	399	28.1
31-40	863	60.9
41-50	72	5.1
50 years and Above	84	5.9
Total	1418	100

Source: Fieldwork survey, 2022

Age distribution of respondents from private schools is presented in table 4.9. It was revealed that most of the private school teachers that took part in the study are within 31-40 years old (863) (60.9%). This was followed by those within 21-30 years old (399) (28.1%), those of 50 years or above (84) (5.9%). It was further revealed that those within age bracket of 41-50 years old are the least represented (72) (5.1%).

There have been several studies conducted on the relationship between teacher age and job performance, with mixed results. Some studies have found that older teachers tend to have higher levels of job performance, while others have found no significant relationship between age and job performance. One study published in the Journal of Education and Practice in 2019 found that older teachers had higher levels of job satisfaction and were more effective at engaging their students in the learning process¹. Another study found that the relationship between age and job performance was not linear, and that there were both positive and negative associations with age depending on the specific measure of job performance being used². Another study found that teacher age was not significantly related to student achievement, as measured by test scores³. However, the study did find that older teachers were more likely to have higher levels of subject-specific knowledge and to be rated more highly by their students in terms of their teaching effectiveness which is likely to translate to higher job performance⁴. Although, teachers' age were not considered a main variable in this study, however, based on the result, one can

conveniently assume that majority of public secondary school teachers are still in an age bracket where they are considered to be very agile and assumed to be active. This is assumed to have a good implication on the education sector in Southwest Nigeria. However, there is a need for government to start preparing for replacement plan especially for those of 50 years and above as their retirement age is fast approaching.

Table 4.6: Work Experience of Respondents (Public)

Work Experience	Frequency	Percentage
1-10	176	8.0
11-20	934	42.7
21-30	1078	49.3
31 years and Above	00	00
Total	2188	100

Source: Fieldwork survey, 2022

Table 4.4 presents work experience of public secondary school teachers that took part in the study. It was revealed that public secondary school teachers who have spent between

21-30years in teaching profession are the most represented in the study (1078) (49.3%).

This was followed those that have spent 11-20years (934) (42.7%) and those that have spent 1-10 years (176) (8.0%) respectively. The result further revealed that none of the respondents have spent 31 years or above in teaching profession. This result implies that majority of the public secondary school respondents have spent a significant number of years in teaching profession, hence they are expected to have sufficient information to be able to give useful and accurate responses to the items raised in the instrument for the study.

Also, the average number of work experience of public secondary school teachers in Southwest, Nigeria as shown in table 4.6 is a good implication for student's academic achievement since teacher's work experience is considered a significant factor for teacher job performance.

4.7 Work Experience (Private)

Work Experience	Frequency	Percentage
1-10	791	55.8
11-20	452	31.9
21-30	127	9.0
31 years and Above	48	3.4
Total	1418	100

Source: Fieldwork survey, 2022

Table 4.7 presents work experience of private secondary school students who participated in the study. It was deduced that majority (791) (55.8%) have worked for 110 years in the teaching profession. This was followed by those that have spent 11-20 years (452) (31.9%), those that have spent 21-30years (127) (9.0) while those that have spent 31 years and above are the least represented (48) (3.4%). This implies that most teachers in private secondary schools in Southwest Nigeria are relatively new and have spent ten years or less in the teaching profession. However, it was suspected that those that has spent 31 years and above is probably teachers that have retired in the public sector but still decided to be in active teaching service.

It is generally thought that as teachers gain more years of experience, their job performance tends to improve. This is because experienced teachers have had more time to hone their skills, become more familiar with their subject matter and classroom management techniques, and develop a deeper understanding of how to effectively teach their students. There have been several studies conducted on this topic in Nigeria, with mixed results. Some studies have found that experienced teachers outperform their less experienced counterparts, while others have found no significant difference in performance between experienced and inexperienced teachers. For instance, a study found that teachers with more years of experience had higher levels of job satisfaction and were more effective at engaging their students in the learning process¹. On the other hand, another study found

that the relationship between years of experience and job performance of teachers was not linear, and that there were diminishing returns to experience after a certain point². However, it should be noted here that years of experience was not considered in this study as a major variable that could influence job performance of teachers, hence, its influence is not considered in this study.

Table 4.5: Marital Status of Respondents (Public)

Marital Status	Frequency	Percentage
Single	346	15.8
Married	1651	75.5
Divorced	27	1.2
Separated	30	1.4
Widow/widower	49	2.2
Not willing to give the information	85	8.5
Total	2188	100

Source: Fieldwork survey, 2022

Marital status of public secondary school teachers who took part in the survey is presented in table 4.5. It was revealed that majority of the respondents from public secondary schools are married (1651) (75.5%), this was followed by those that are single (346) (15.8%), those that are not willing to disclose their marital status (85) (8.5%), the widow or widower (49) (2.2%) and those separated (30) (1.4%) respectively. It was further revealed that those respondents that are separated in terms of marital status are the least represented in the study.

Marital Status (Private)

Marital Status	Frequency	Percentage
Single	227	16.0
Married	526	37.1
Divorced	207	14.6
Separated	108	7.6
Widow/widower	36	2.5
Not willing to give the information	314	22.1
Total	1418	100

Source: Fieldwork survey, 2022

Marital status of private secondary school teachers respondents that took part in the survey is presented in table 4.11. It was revealed that a relatively high number or percentage of the teachers are married (526) (37.1%). This was followed by the those not willing to disclose (314) (22.1%), single (227) (16.0%), divorced (207) (14.6%), separated (108) (7.6%) while widow or widower are the least represented in terms of marital status of private secondary school respondents. It should be stated that marital status in this study is just the demographic variable and not considered as a variable that could influence the dependent variable or moderate the relationship between the dependent and independent variables.

Table 4.6: Number of Students taught per class per arm (Public)

Number of Student	Frequency	Percentage
Less than 20	51	2.3
20-49	330	15.1
50-69	1343	61.4
70 and Above	464	21.2
Total	2188	100

Source: Fieldwork survey, 2022

To establish the workload of public secondary school teachers in terms of teacher/student ratio, table 4.6 presents number of students taught per class per arm by teachers in the sampled public secondary schools. Result revealed that a high number of teachers teach 50-69 students in each arm of the class they are taking (1343) (61.4%), this was followed by

those teaching 70 and above students in each arm of the class they are teaching (464) (21.2%), those teaching 20-49 students per arm of a class (330) (15.1%) respectively. The result further revealed that those teaching less than 20 students per arm of a class are the least in the survey (51) (2.3%). Considering the submission of United Nations on class size where twenty five (25) student per teacher was recommended, it can be assumed that workload in terms of class size in public secondary schools in Southwest Nigeria is high.

Number of Students taught per class per arm (Private)

Number of Student	Frequency	Percentage
Less than 20	914	64.5
20-49	427	30.1
50-69	56	3.9
70 and Above	21	1.5
Total	1418	100

Source: Fieldwork survey, 2022

Presented in table 4.12 is the number of students taught per class per arm by teachers in private secondary schools that participated in the study. This was done to establish workload in private secondary schools in Southwest Nigeria in terms of teacher-student ratio. Information retrieved showed that majority of the classes taught in private secondary schools have less than twenty students (914) (64.5%). This was followed by 20-49 students (427) (30.1%), 50-69 (56) (3.9%) respectively. The result also showed that classes with seventy or more students have the least representation (21) (1.5%). This result showed that workload of teachers in private secondary schools in Southwest Nigeria in terms of teacher-student ratio is moderate going by the position of United Nations where one teacher to twenty five students was recommended. One may assume therefore that this accepted level of teacher-student ratio is likely going to be responsible for better academic performance of private secondary school students when compared to those in public secondary school where teacher-student ratio was found to be high.

Class size is an important issue in public schools in Nigeria, as it can have a significant impact on the quality of education that students receive. Research has consistently shown that smaller class sizes are associated with better student outcomes, including higher levels of student achievement and engagement. However, managing class size in public schools in Nigeria can be a challenge, as there are often a large number of students and limited resources available. As a result, class sizes in public schools in Nigeria can be quite large as shown in the result presented in table 4.6. This can make it more difficult for teachers to effectively teach and manage their classrooms. Similarly, class size was found a major concern for teachers in public schools in Nigeria, as large class sizes made it more difficult for teachers to give individualized attention to their students and to effectively manage their classrooms¹. It was associated with lower levels of student achievement and engagement. Another study published study found that class size was a major factor in the quality of education that students received in public schools in Nigeria, and that smaller class sizes were associated with higher levels of student achievement and engagement².

Table 4.7: Number of subject taught per arm (Public)

Number of Subject	Frequency	Percentage
1	1,985	90.9
2	203	9.1
3	00	00
4	00	00
5	00	00
Above 5	00	00
Total	2188	100

Source: Fieldwork survey, 2022

Table 4.7 presents number of subjects taught per arm by public secondary school teachers in the study population. It was revealed that majority of the public school teachers that took part in this study teaches only one subject per arm (1985) (90.9%) while very few of these teachers teaches two subjects per arm (203) (9.1%). This implies that in terms of the

number of subjects taught by public secondary school teacher per arm, their work load is moderate.

Number of Arms taught per class / subject (Private)

Number of Student	Frequency	Percentage
1	1383	97.5
2	35	2.5
3	00	00
4	00	00
5	00	00
Above 5	00	00
Total	1418	100

Source: Fieldwork survey, 2022

Number of arms of classes taught per subject in private secondary schools in Southwest Nigeria is presented in table 4.13. Result revealed that a very high percentage (1383) (97.5%) of teachers in private secondary schools sampled for the study teaches only one arm per subject while very few (35) (2.5%) teachers two arms per subject. Result obtained further revealed that none of the teachers teaches more than two arms per subject.

This result further resonates the fact acceptable level of workload of private secondary school teachers as established earlier in this study. There are some evidences that suggested that teaching more than a subject can have influence on the job performance of teachers. Teaching a wide range of subjects can be challenging, as it requires teachers to have a broad range of knowledge and to be able to adapt to different teaching styles and learning needs. As a result, teachers who teach many subjects may experience increased workload and stress, which can impact their job performance. A study found that teachers who taught many subjects reported higher levels of workload and stress, and were more likely to experience burnout¹. I was also found that teachers who taught many subjects had lower levels of job satisfaction and were less effective at engaging their students in the learning

process². A related study found that teachers who taught many subjects had lower levels of job satisfaction and were more likely to experience burnout³.

4.3 Presentation of Results on Research Questions

In analyzing the responses to the research questions of this study, responses from public and private schools were presented separately. This is because, given the different governing structures of private and public institutions, the variables under study may not behave the same way. However, conclusions on the research question findings were made based on the results generated from the two categories of institutions.

Research Question One:

What is the level of teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria?

To determine the answer to the question above, five items were raised to determine the instructional and administrative job performance of teachers in secondary schools in Southwest Nigeria. An analysis of the responses to the items is presented in tables 4.14 and 4.15, respectively. Also, the content analysis of the structured interview was presented accordingly.

Table 4.14: Level of Teachers' Job Performance (Administrative) in Public Secondary Schools in Southwest, Nigeria

S/N	I:	At all Times	Sometimes	Rarely	Never	Mean	
1	inculcate /effective discipline strategies in class	1782 (81.4%)	382 (17.5%)	21 (1.0)	3 (0.1%)	3.80	0.432
2	am actively involved in curricular and co-curricular activities	1122 (51.3%)	917 (41.9%)	148 (6.8%)	00	3.44	0.621
3	Adequately keep records	1365 (62.4%)	549 (25.1%)	148 (6.8%)	126 (5.8%)	3.44	0.853
4	Effectively participate in giving reports concerning students to parents	1168 (53.4%)	704 (32.2%)	148 (6.8%)	168 (7.7%)	3.31	0.901
5	Effectively participate in students' welfare services	1276 (58.3%)	507 (23.2%)	362 (16.5%)	43 (2.0%)	3.38	0.827

Weighted Mean 3.47 0.727

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

The level of job performance (Administrative) of public secondary school teachers who participated in the study is presented in table 4.14. Result showed a very high level of: inculcation of effective discipline strategies in classes ($\bar{x}$ = 3.80), active involvement in curricular and co-curricular activities ($\bar{x}$ = 3.44), adequately keeping records ($\bar{x}$ = 3.44), effectively participating in giving reports concerning students to parents ($\bar{x}$ = 3.31) and effectively participating in students' welfare services ($\bar{x}$ = 3.38). The result further gave a weighted mean of (3.47) implying that the level of job performance of public secondary school teachers in terms of administrative responsibilities is very high.

4.15: Level of Teachers' Job Performance (Administrative) in Private Secondary Schools in Southwest, Nigeria

S/N	I:	At all Times	Sometimes	Rarely	Never	Mean	
1	inculcate /effective discipline strategies in class	341 (2.40%)	324 (22.8%)	723 (51.0%)	30 (2.1%)	2.69	0.859
2	am actively involved in curricular and co-curricular activities	492 (34.7%)	173 (12.2%)	723 (51.0%)	30 (2.1%)	2.79	0.949
3	Adequately keep records	1317 (92.9%)	101 (7.1%)	00	00	3.93	0.257
4	Effectively participate in giving reports concerning students to parents	115 (8.1%)	1076 (75.9%)	197 (13.9%)	30 (2.1%)	2.90	0.543
5	Effectively participate in students' welfare services	233 (16.4%)	432 (30.5%)	723 (51.0%)	30 (2.1%)	2.61	0.780

Weighted Mean 2.98 0.678

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

The level of job performance (Administrative) of private secondary school teachers was presented in table 4.15. The result revealed that there is high level of: inculcation of effective discipline strategies in classes ($\bar{x} = 2.69$), involvement in curricular and cocurricular activities ($\bar{x} = 2.79$), effective participation in giving reports concerning students to parents ($\bar{x} = 2.90$) and effective participation in students' welfare services ($\bar{x} = 2.61$). However, the result showed that there was a very high level of adequate record keeping in private secondary schools in Southwest, Nigeria ($\bar{x} = 3.93$). With the obtained weighted mean of (2.98), it can concluded that there is high level of job performance (Administrative) of private secondary school teachers in Southwest, Nigeria.

4.16: Level of Teachers' Job Performance (Instructional) in Public Secondary Schools in Southwest, Nigeria

S/N	I:	At all Times	Sometimes	Rarely	Never	Mean	
1	Take the pain to monitor almost every student's work during teaching activities	1804 (82.4%)	384 (18.6%)	00	00	3.82	0.386
2	Hardly miss lesson period	1145 (52.3%)	874 (39.9%)	64 (2.9%)	105 (4.8%)	3.40	0.766
3	Finish the curriculum or scheme of work at the proper time in each term	1278 (58.4%)	220 (10.1%)	647 (29.6%)	43 (2.0%)	3.25	0.947
4	Know how to use the right instructional materials (audio, audio-visual and visual) while teaching	1255 (57.4%)	419 (19.1%)	304 (13.9%)	210 (9.6%)	3.24	1.019
5	Punctual to teach lessons	1277 (58.4%)	616 (28.2%)	232 (10.6%)	63 (2.9%)	3.42	0.793

Weighted Mean 3.43 0.782

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Level of job performance of public secondary school teachers in terms of instructional responsibilities is presented in table 4.16. Result obtained showed very high level of:

taking the pain to monitor almost every student's work during teaching activities ($\bar{x} = 3.82$), not missing lesson periods ($\bar{x} = 3.40$), finishing the curriculum or scheme of work at the proper time in each term ($\bar{x} = 3.25$), knowing how to use the right instructional materials (audio, audio-visual and visual) while teaching and being punctual to teach lessons ($\bar{x} = 3.42$). Again, this result gave a weighted mean of (3.43) implying that there is a very high level of job performance (Instructional) among public secondary school teachers in Southwest, Nigeria.

Table 4.17: Level of Teachers' Job Performance (Instructional) in Private Secondary Schools in Southwest, Nigeria

S/N	I:	At all Times	Sometimes	Rarely	Never	Mean	Std
1	Take the pain to monitor almost every student's work during teaching activities	281 (19.8%)	384 (27.1%)	723 (51.0%)	30 (2.1%)	2.65	0.817
2	Hardly miss lesson period	1418 (100%)	00	00	00	4.00	0.000
3	Finish the curriculum or scheme of work at the proper time in each term	1077 (76.0%)	242 (17.1%)	99 (7.0%)	00	3.69	0.595
4	Know how to use the right instructional materials (audio, audio-visual and visual) while teaching	890 (62.8%)	403 (28.4%)	125 (8.8%)	00	3.54	0.652
5	Punctual to teach lessons	1418 (100%)	00	00	00	4.00	0.000

Weighted Mean 3.58 0.413

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Level of job performance (Instructional) of private secondary school teachers in Southwest Nigeria that took part in the survey is presented in table 4.17.

Result show very high-level of: not missing classes ($\bar{x} = 4.00$), finishing the curriculum or scheme of work at the proper time ($\bar{x} = 3.69$), knowing how to use the right instructional materials (audio, audio-visual and visual) while teaching ($\bar{x} = 3.54$) and being punctual to teach lessons ($\bar{x} = 4.00$). However, the result showed a high level of taking the pain to monitor almost every student's work during teaching activities ($\bar{x} = 2.65$). Weighted mean (3.58) was obtained implying that there is a very high level of job performance (Instructional) in private secondary schools in Southwest, Nigeria.

Summary of Responses of Secondary School Principals on Work Performance of Their Teachers

When public secondary school principals were asked about the level of job performance of their teacher, the following is the summary of their responses:

Teachers are expected to be the manager of his or her class. In other words, he or she must ensure effective management of the class he or she is going to teach. So in the area of administration, in my own school I can say that all teachers are masters of their subjects, and governments still provide seminars and in-house training that has made them more effective.

Concerning administration, because we are all happy with the job we do, it is easier on the side of administration, i.e., it is easy to administer the teachers and the students.

It was affirmed that most teachers in public secondary schools in Southwest, Nigeria perform excellently; adhere to instructions from the management and their job details.

i.e., they follow instructions from the school management and the government to the letter to perform their duties.

When the question of job performance of private school teachers were asked from their principals, the following are the summary of their responses: Most principals posited that there are checks and balances to ensure teachers perform their responsibilities in private schools. There are also penalties for unacceptable conduct or behavior. Also, most principals mentioned that once the students failed, it is assumed the teachers failed. It was also discovered

through the interview that majority of private schools create forms for assessment of teachers after each session. In most of the schools, the forms are filled by the students. In some schools, the principals mentioned that students are asked to list the subjects they like and the ones they don't like and give reasons, as well as suggest what can be done about them. Also, once too many students are failing a subject, the teacher in charge has a case to answer. There is always subject analysis for external examination performance. All in all, It can be said that teachers are working very hard in private secondary schools in Southwest, Nigeria and are always awarded for excellent performance by teachers according to the responses of their principals.

Research Question Two

What is the level of teachers' workload indices (working time and class size) in secondary schools in Southwest, Nigeria?

To answer this research question, five items were raised for each of the indices of workload. In other words, five items for working time and class size respectively.

4.18: Teachers' Workload Indices (working time) in Public Secondary Schools in Southwest, Nigeria

S/N	I am:	At all Times	Sometimes	Rarely	Never	Mean	Std
1	made to spend more hours at work than the stipulated hours	1210 (55.3%)	704 (32.2%)	220 (10.1%)	54 (2.5%)	3.40	0.768
2	able to complete my studies within the allocated time	1100 (50.3%)	990 (45.2%)	80 (3.7%)	18 (0.8%)	3.45	0.608
3	made to teach extra classes and extramural lessons	770 (35.2%)	704 (32.2%)	330 (15.1%)	384 (17.6%)	2.85	1.088

4	given more activities to do than the stipulated time	638 (29.2%)	770 (35.2%)	352 (16.1%)	428 (19.6%)	2.74	1.081
5	The number of lesson periods I teach in a week is within my capacity	1232 (56.3%)	726 (33.2%)	230 (10.5%)	00	3.46	0.677

Weighted Mean 3.18 0.844

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Level of working time of public secondary school teachers in Southwest Nigeria

that took part in the study is presented in table 4.18. Result obtained showed that

there is very high level of: spending more hours at work than the stipulated hours

($\bar{x} = 3.40$), completing studies within the allocated time ($\bar{x} = 3.45$) and number of

lesson period taught in a week compared to the teachers' capacities ($\bar{x} = 3.46$).

However, the result obtained showed high of teaching extramural classes ($\bar{x} =$

2.85) and having to do more activities than the stipulated time ($\bar{x} = 2.74$).

Considering the weighted mean (3.18) obtained, it can be concluded that there is

a very high level working time among public secondary school teachers in

Southwest, Nigeria.

4.19: Teachers' Workload Indices (working time) in Private Secondary Schools in Southwest, Nigeria

S/N	I am:	At all Times	Sometimes	Rarely	Never	Mean	Std
1	made to spend more hours at work than the stipulated hours	344 (24.3%)	474 (33.4%)	460 (32.4%)	140 (9.9%)	2.72	0.941
2	able to complete my studies within the allocated time	966 (68.1%)	317 (22.4%)	105 (7.4%)	30 (2.1%)	3.56	0.722
3	made to teach extra classes and extramural lessons	333 (23.5%)	699 (49.3%)	221 (15.6%)	165 (11.6%)	2.85	0.913
4	given more activities to do	569	609	180	60	3.19	0.814

	than the stipulated time	(40.1%)	(42.9%)	(12.7%)	(4.2%)		
5	The number of lesson periods I teach in a week is within my capacity	250 (17.6%)	167 (11.8%)	875 (61.7%)	126 (8.9%)	2.38	0.876

Weighted Mean 2.94 0.853

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Level of working time of private secondary school teachers was assessed and the result was presented in table 4.19. Result obtained showed that there is very high level of: completing studies within the allocated time ($\bar{x} = 3.56$) and more activities to do within the stipulated time ($\bar{x} = 3.19$). The result also revealed that there is high level of spending more hours at work than the stipulated time ($\bar{x} = 2.72$), teaching extramural lessons ($\bar{x} = 2.85$) and the number of periods taught in a week compared to individual teacher's capacity ($\bar{x} = 2.38$). Weighted mean (2.94) was arrived at, it can therefore be concluded that there is high level of working time of private secondary school teachers in Southwest, Nigeria.

Table 4.20: Teachers' Workload Indices (class size) in Public Secondary Schools in Southwest, Nigeria

S/N	I:	At all Times	Sometimes	Rarely	Never	Mean	Std
1	teach more classes than I should	748 (34.2%)	770 (35.2%)	506 (23.1%)	164 (7.5%)	2.96	0.934
2	teach a large class	1078 (49.3%)	968 (44.2%)	66 (3.0%)	76 (3.5%)	3.39	0.712
3	teach more students than I am suppose to	968 (44.2%)	726 (33.2%)	374 (17.1%)	120 (5.5%)	3.16	0.898
4	mark too much exam and continuous assessment scripts	924 (42.2%)	924 (42.2%)	322 (14.7%)	18 (0.8%)	3.26	0.732

5	Teacher to student ratio is not within my capacity	836 (38.2%)	704 (32.2%)	352 (16.1%)	296 (13.5%)	2.95	1.040
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Weighted Mean 3.14 0.863

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Class size in public secondary schools in the study population as one of the indices of work load considered in this study is presented in table 4.20. Result revealed that there are high levels of teaching more classes than teachers should ($\bar{x} = 2.96$) as well as teacher student-ratio when compared to capacity of individual teachers ($\bar{x} = 2.95$). Also, result showed that is there very high levels of: teaching large classes ($\bar{x} = 3.39$), teaching more students that teachers are supposed to ($\bar{x} = 3.16$) and marking too much exams and continuous assessment scripts ($\bar{x} = 3.26$). Based on the weighted mean (3.14), it can further be concluded that there is very high level of class size in public secondary schools in Southwest, Nigeria.

Table 4.21: Teachers' Workload Indices (class size) in Private Secondary Schools in Southwest, Nigeria

S/N	I:	At all Times	Sometimes	Rarely	Never	Mean	Std
1	teach more classes than I should	332 (23.4%)	728 (51.3%)	238 (16.8%)	120 (8.5%)	2.90	0.855
2	teach a large class	98 (6.9%)	298 (21.0%)	766 (54.0%)	256 (18.1%)	2.17	0.800
3	teach more students than I am suppose to	98 (6.9%)	310 (21.9%)	886 (62.5%)	124 (8.7%)	2.27	0.714
4	mark too much exam and continuous assessment scripts	98 (6.9%)	298 (21.0%)	902 (63.6%)	120 (8.5%)	2.26	0.709
5	Teacher to student ratio is not within my capacity	98 (6.9%)	298 (21.0%)	924 (65.2%)	98 (6.9%)	2.28	0.691

Weighted Mean 2.38 0.754

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

To further determine level of workload of private secondary school teachers in the study population, their class size was assessed. Result obtained revealed that there low level of: teaching large classes ($\bar{x} = 2.17$), teaching more students that teachers are supposed to ($\bar{x} = 2.27$), marking too much exam and continuous assessment scripts ($\bar{x} = 2.26$) and teacher-student ratio compared to teacher's capacities ($\bar{x} = 2.28$). However, the result showed that there was high level of teaching more classes than private secondary school teachers should ($\bar{x} = 2.90$). Weighted mean (2.38) was further obtained implying that there is low level of class size in private secondary schools in Southwest, Nigeria.

Summary of Responses of Secondary School Principals on Workload of Their Teachers

When questioned about their teachers' workload, public secondary school principals gave the following responses:

In terms of class size, it was discovered that most public schools in Southwest Nigeria have a very high number of students in their classes; it was stated that normally, there should be 30 students in a class, but the situation in most schools suggested that most public schools have 70 or more students in their classes.

A principal particularly stated that this is most likely owing to the government policy of providing free education to residents, which requires parents to release their children to attend school. This has also caused pupils who previously attended private secondary schools to switch to government-run institutions.

Most principals also remarked that the workload of instructors is severe, which is due to the limited number of classes available, which has resulted in the consolidation of some classes, resulting in an increased number of pupils in a single class. This makes it harder for teachers to teach the kids. Also, given the amount of time that the teacher spends each week, it may be claimed that their job is substantial, particularly in topics where there are few teachers available, resulting in a severe task for such teachers. It was also claimed that a lack of classroom space has resulted in an increase in class size, which has resulted in a heavy workload.

Concerning working hours, I can tell that they have decreased significantly as a result of the government's hiring of additional teachers in the system. Normally, teachers get 25-30 periods per week each subject, however it is rare to find a teacher who has more than 18 periods per week. This has aided both students and teachers in terms of educational quality.

When private secondary school principals were questioned about their teachers' workload, they responded as follows: In terms of workload, the

majority of private secondary school principals believe that public and private schools cannot be compared. It was said that regardless of size, private school instructors often have a greater workload than public school teachers. Although, most teachers teaches one arm per-subject but it was discovered through responses of the principals that majority of teachers teaches more than a subject.

“As stated by a principal, the class size is between 25 and 30 pupils, and the instructor teaches 18 to 24 periods each week. Every instructor specializes on something. Our teachers have a comparatively light burden”.

Research Question Three

What is the status of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) of teachers in secondary schools in Southwest, Nigeria?

Table 4.22: Level of Job Security (job advancement and promotion opportunities, participation in management and attractive remuneration) of Teachers in Public Secondary Schools in Southwest, Nigeria

S/N	Items	At Times	all	Sometimes	Rarely	Never	Mean	Std
1	Working at my school gives me	1276	748	110	54	3.48	0.706	

opportunities as an index of job security among public secondary school teachers in Southwest, Nigeria. Result obtained showed that there was very high level of fair internal system of promotion ($\bar{x} = 3.05$). However, the result also revealed that there were high levels of promotion coming with raise in pay ($\bar{x} = 2.94$) and promotion as and when due ($\bar{x} = 2.95$). Furthermore, items six to ten were designed to determine level of participation in management as an index of job security among public secondary school teachers in Southwest, Nigeria. Result obtained revealed that there are high levels of: chance to participate in designing work method in their schools ($\bar{x} = 3.11$), chance to participate in designing work objectives in their school ($\bar{x} = 3.14$), participation in decision making in the school ($\bar{x} = 3.01$) and participation in board and management meeting at school. The result also revealed that the level of involvement in designing curriculum in various schools of the public school teachers is high ($\bar{x} = 2.84$). Furthermore, items eleven to fifteen present in table were designed to assess the level of attractive remuneration as an index of job security among public secondary school teachers in Southwest Nigeria. Result obtained revealed that there are very high levels of: decent social status as a result of teacher's job ($\bar{x} = 3.07$), provision of required benefits ($\bar{x} = 3.33$), provision of reasonable and stable income ($\bar{x} = 3.14$), fair and just interior system for controlling salaries and allowances ($\bar{x} = 3.03$). It was further revealed that there was high level of material and moral incentives among public secondary school teachers in Southwest, Nigeria ($\bar{x} = 2.90$). Weighted mean (3.08) was obtained, which implies that there is very high level of job security in public secondary schools in Southwest, Nigeria.

Table 4.23: Level of Job Security (Job Advancement and Promotion Opportunities, Participation in Management and Attractive Remuneration) of Teachers in Private Secondary Schools in Southwest, Nigeria

S/N	Items	At all Times	Sometimes	Rarely	Never	Mean	Std
1	Working at my school gives me an opportunity for more training and learning	44 (3.1%)	189 (13.3%)	1122 (79.1%)	63 (4.4%)	2.15	0.528
2	My school gives me opportunities to develop new skills	44 (3.1%)	15 (1.1%)	421 (29.7%)	938 (66.1%)	1.41	0.671
3	My school's internal system of promotion is fair enough	30 (2.1%)	15 (1.1%)	782 (55.1%)	591 (41.7%)	1.64	0.616
4	My promotion comes with raise in pay	172 (12.1%)	114 (8.0%)	692 (48.8%)	440 (31.0%)	2.01	0.936
5	I am promoted as and when due	100 (7.1%)	15 (1.1%)	643 (45.3%)	660 (46.5%)	1.69	0.812
6	I have a chance to participate in designing work methods in my school	83 (5.9%)	118 (8.3%)	505 (35.6%)	712 (50.2%)	1.70	0.854
7	I have a chance to participate in designing work objectives in my school	44 (3.1%)	140 (9.9%)	443 (31.2%)	791 (55.8%)	1.60	0.790
8	I am allowed to participate in decision-making	29 (2.0%)	643 (45.3%)	746 (52.6%)	00	1.51	0.611
9	I am involved in designing my school curriculum	238 (16.8%)	154 (10.9%)	313 (22.1%)	713 (50.3%)	1.94	1.131
10	I am allowed to participate in board / management meetings at my school	105 (7.4%)	90 (6.3%)	243 (17.1%)	980 (69.1%)	1.52	0.906
11	My job gives me a decent social status	66 (4.7%)	15 (1.1%)	646 (45.6%)	691 (48.7%)	1.62	0.733
12	My job provides me with all required benefits	91 (6.4%)	619 (43.7%)	708 (49.9%)	00	1.63	0.787
13	I have a reasonable and a stable income	114 (8.0%)	222 (15.7%)	636 (44.9%)	446 (31.5%)	2.00	0.891
14	Salaries and yearly allowances are controllable by a fair and just interior system	15 (1.1%)	15 (1.1%)	875 (61.7%)	513 (36.2%)	1.67	0.553
15	My job gives me material and moral incentives	15 (1.1%)	567 (40.0%)	836 (59.0%)	00	1.42	0.515
Weighted Mean		1.70 0.756					

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level

Items one and two were designed to assess the level of job advancement as an

index of job security in private secondary schools in Southwest, Nigeria.

Result obtained showed that schools gives low opportunities for more training

and learning ($\bar{x} = 2.15$) while there is very low level opportunities to develop

new skills ($\bar{x} = 1.41$). Items three to five were structured to determine the

level of promotion opportunities as an index of job security among private

secondary school teachers in Southwest, Nigeria. Result obtained showed that

there was very low level of fair internal system of promotion ($\bar{x} = 1.64$) and

promotion as and when due ($\bar{x} = 1.69$) while is low level of promotion

coming with a rise in pay ($\bar{x} = 2.01$). Furthermore, items six to ten were

designed to determine level of participation in management as an index of job

security among public secondary school teachers in Southwest, Nigeria.

Result obtained revealed that there are very low levels of chance to participate

in designing work method in their schools ($\bar{x} = 1.70$), chance to participate in

designing work objectives in their school ($\bar{x} = 1.60$), participation in decision

making in the school ($\bar{x} = 1.51$) and participation in board and management

meeting at school, involvement in designing curriculum in various schools of

the public school teachers is high ($\bar{x} = 1.91$) and participation in board /

management meetings at my school ($\bar{x} = 1.52$). Moreover, items eleven to

fifteen present in table were designed to assess the level of attractive

remuneration as an index of job security among public secondary school

teachers in Southwest Nigeria. Result obtained revealed that there are very

low levels of: decent social status as a result of teacher's job ($\bar{x} = 1.62$),

provision of required benefits ($\bar{x} = 1.63$), fair and just interior system for controlling salaries and allowances ($\bar{x} = 1.67$), material and moral incentives ($\bar{x} = 1.42$). The result also revealed a low level of provision of reasonable and stable income ($\bar{x} = 2.00$). Weighted mean (1.70) was further obtained. This implies that there is very low level of job security in private secondary schools in Southwest, Nigeria.

Summary of Responses of Secondary School Principals on Job Security of Their Teachers

Job security was described by most public school principals as being established. The pay is on time while our staff is enrolled in a health plan. Concerning promotion, teachers are given promotion as and when it is due.

“some few principals in Ondo and Ogun states complained about a promotion backlog , several principals expressed concern that teachers in public schools are underrepresented in decision-making processes since only department heads are invited to meetings, particularly to represent the interests of their department. On the other hand, in terms of salary payment, despite the national and global economic crisis, most principals verified a high level of job security”

When private secondary school principals were asked about job security for their teachers, the majority of them stated that there is better job security in public than in private. Furthermore, when considering the advantages a public school teacher will receive even after retirement, it is safe to assume that public school teachers have higher job security than privately owned ones.

However, some private schools have formed retirement savings schemes for their teachers, to which management and employees contribute. Some private schools also provided health insurance to their teachers. In addition, some administrators noted that their teachers' promotions are biannual, with an increase in pay. When there is a vacancy highly performed teachers are considered for higher positions in the school. In summary, private secondary school principals believe that teachers' jobs are safe.

4.4 Test of Hypotheses

Hypothesis One: There will be no significant joint influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria.

Table 4.24: Model Summary and Coefficients of Multiple Regression Analysis of the joint influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria

Do

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.899	.808	.808	1.585	

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24138.928	6	4023.155	1601.069	.000
	Residual	5731.680	2281	2.513		
	Total	29870.608	2287			

- a. Dependent Variable: Job Performance
- b. Predictors: (Constant), Remuneration, Working Time, Job Advancement, Participation in Management, Class size, Promotion Opportunities

F-value is significant at $P < 0.05$

Source: Field Work, 2022

Table 4.24 shows that there is a high significant joint influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance

(instructional and administrative) in secondary schools in Southwest, Nigeria.

(Adjusted $R^2 = 0.808$), ($F = 1601.069$; $p < 0.05$). This clearly indicates that the

model 1 represents a good fit of the data. The model summary values ($R = 0.899$;

R^2

$= 0.808$; Adjusted $R^2 = 0.808$) reveal a high multiple correlation between the IV and DV ($R = 0.899$) and the independent variables predict significant of job performance (Adj. $R^2 = 0.808$). This implies that 80.8% variation in the teachers' job performance

(dependent variable) can be explained by the independent or criterion variables workload

(working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration). The remaining

20.0% may be due or other factors that were not considered in this study. The null hypothesis is therefore rejected.

Hypothesis Two: There will be no significant relative influence of workload

(working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria.

Table 4.25: Model Summary and Coefficients of Multiple Regression Analysis of the relative influence of Workload (Working Time and Class Size) and Job Security (Job Advancement and Promotion Opportunities, Participation in Management and Attractive Remuneration) on Teachers' Job Performance (Instructional and Administrative) in Secondary Schools in Southwest, Nigeria

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	2.967	.217		13.655	.000
Working Time	.973	.026	1.063	36.933	.000
Class Size	.051	.037	.059	1.385	.166
Job Advancement	.917	.080	.384	11.538	.000
Promotion Opportunities	.105	.059	.085	1.779	.000
Participation in Management	.437	.033	.494	13.403	.000
Remuneration	.042	.045	.052	.948	.000

F-value is significant at $P < 0.05$

Source: Field Work, 2022

Table 4.25 presents the coefficient of Multiple Regression for the relative influence of the indices of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria.

Result obtained revealed that working time has the highest relative influence on the dependent variable (job performance) ($\beta = 1.063$; $t = 36.933$, $p < 0.05$).

This was followed by participation in management ($\beta = 0.494$; $t = 13.403$, $p < 0.05$), job advancement ($\beta = 0.384$; $t = 11.538$, $p < 0.05$), promotion opportunities ($\beta = 0.085$; $t =$

1.779, $p < 0.05$) and remuneration ($\beta = 0.052$; $t = 0.948$, $p < 0.05$) while class size has no significant relative influence ($\beta = 0.059$; $t = 1.385$, $p > 0.05$).

H₀₃: There will be no significant school type difference (public and private) in teachers' job performance in secondary schools in Southwest, Nigeria.

Table 4.26: t-test Analysis of the School Type Difference (Public and Private) in Teachers' Job Performance in Secondary Schools in Southwest, Nigeria

One-Sample Statistics							
			Std.	Std. Error			
N	Mean	Deviation	Mean				
Public	2188	3.81	.400	.009			
Private	1418	2.72	.830	.022			
One-Sample Test							
Test Value = 0							
					95% Confidence		
					Interval of the		
					Mean	Difference	
					<u>T</u>	<u>Df</u>	<u>Sig. (2-tailed)</u>
							<u>Difference</u>
							<u>Lower</u>
							<u>Upper</u>
Public	445.153	2187	.000	3.806	3.79	3.82	
Private	123.135	1417	.000	2.715	2.67	2.76	

F-value is significant at P<0.05

Source: Field Work, 2022

Table 4.6 depicts school type difference (public or private) in the job performance of secondary school teachers in Southwest Nigeria using t-test statistic. The table shows the mean (standard deviation) value of public secondary school teachers to be 3.81 (0.400) and that of private secondary schools 2.72 (0.830). The significance level for the t= test is P< 0.05 or 0.000. This means that there exist a wide gap between the job performance of public and private secondary school teachers in Southwest Nigeria. The null hypothesis which states that there will be no significant school type difference (public and private) in teachers' job performance in secondary schools in Southwest, Nigeria was rejected. It was further revealed in the result that public secondary school teacher's job performance contribute more to the observed differences. (Public M= 0.400, Private M= 0.830).

4.5 Discussion of Findings

Research question one was asked to determine the level of job performance of secondary school teachers in southwest Nigeria. In doing that, the job performance of secondary school teachers was analyzed using their administrative and instructional performance. The results obtained revealed that the level of job performance

(administrative and instructional) of both private and public school teachers in Southwest Nigeria is high. Despite the fact that both institutional types demonstrated high levels of job performance, it was discovered that in terms of administrative duties, public secondary school teachers outperformed private secondary school teachers, while private secondary school teachers outperformed public secondary school teachers in terms of instructional job performance. In line with this result, a study have found that private schools in Nigeria can offer a higher quality of education compared to public schools, due in part to the fact that they often have more resources and better-trained teachers¹. It was also posited in the study that private school teachers were more likely to use instructional strategies that were effective in engaging and motivating students¹. On the other hand, studies have found that public school teachers in Nigeria can exhibit good administrative performance despite facing numerous challenges. For example, a study found that many public school teachers in Nigeria were able to effectively manage their classrooms and create a positive learning environment for their students. The study also found that teachers who were able to establish good relationships with their students and parents were more likely to exhibit good administrative performance². A related study found that public school teachers in Nigeria are

able to effectively carry out administrative tasks such as maintaining student records, preparing reports, and collaborating with school administrators³.

This finding is not surprising because the private schools seem to be better funded and equipped in terms of physical and technological infrastructure, laboratories, and other instructional resources. The staff-to-student ratio is minimal and has a better interpersonal relationship with the students due to the smaller population. In this situation, teaching is at its best in terms of quality and content. This finding is supported by a study where it was found that teachers in private schools are better in terms of quality of teaching and assessment, and that they are most likely to finish their scheme of work as required by the management than their public school counterparts¹. However, it should be noted that job performance in secondary schools in Nigeria can vary widely depending on the type of school. In general, private schools in Nigeria tend to have better resources and facilities than public schools, which can have a positive impact on the job performance of the teachers. In any case, it is important to note that there are many high-performing public schools in Nigeria, and there are also private schools that do not meet the same standards of quality. Ultimately, the job performance of a teacher should be evaluated based on their individual skills and abilities rather than the type of school they work in. Overall, these and other studies suggest that public school teachers in Nigeria can exhibit good administrative performance despite facing numerous challenges.

Research question two was raised to determine the level of teachers' workload indices (working time and class size) in secondary schools in

Southwest Nigeria. The results obtained revealed that, in terms of working times or hours, public secondary school teachers' work load is very high while that of private secondary school teachers' is high. Similarly, the results revealed that, in terms of class size, the work load of public secondary school teachers is very high while that of private secondary school teachers is low. Private schools offer a smaller student-to-teacher ratio than public schools probably because of high cost of schooling in these schools coupled with the free education policy of the governments in this region that has made schooling in the public secondary schools relatively free. However, evidence suggests that class size can have an impact on teacher job performance. For instance, research has shown that smaller class sizes are associated with improved student outcomes, including increased achievement, better attendance, and fewer behavior problems². A related study found that reducing class size from 35 to 15 students was associated with significant improvements in student achievement in math and reading³. Similarly, a review on class size found that smaller class sizes were associated with improved student achievement⁴. Another study found that teachers in smaller classes reported feeling less overwhelmed and more able to give individualized attention to their students, which may lead to improved job performance⁵.

It is important to note that the relationship between teacher working time and job performance is likely to be complex and multifaceted. That being said, research has shown that the number of hours that teachers work can have an impact on their job performance. In general, research suggests that working long hours can increase stress and fatigue, which can impair a

teacher's ability to do their job effectively. Teachers who are well-rested and have reasonable workloads may be better able to focus on their work and deliver high-quality instruction to their students⁶.

Research question three was asked to determine the status of job security (job advancement and promotion opportunities, participation in management, and attractive remuneration) of teachers in secondary schools in southwest Nigeria. The results obtained through the retrieved and analyzed instruments revealed that the level of job security in public secondary schools in Southwest Nigeria in terms of job advancement, promotion opportunities, participation in management, and attractive remuneration is very high as opposed to that in private secondary schools, which is very low.

It is evident that job advancement opportunities can have a positive impact on the job performance of teachers. A study found that teachers who perceived that they had opportunities for advancement within their school district were more motivated to perform well in their current job⁷. Similarly, a study found that teachers who had access to professional development opportunities, which can be a form of job advancement, had higher levels of job satisfaction and were more likely to stay in their current position⁸. These findings suggest that providing teachers with opportunities for advancement can have a positive effect on their job performance.

In terms of promotion, a study found that teachers who were promoted to leadership positions had higher levels of job satisfaction and were more motivated to perform well in their new roles. In a similar vein, a study published found that teachers who were promoted to positions of leadership

reported higher levels of efficacy and job performance⁹. These findings suggest that promotion can be associated with improved job performance among teachers.

In terms of participation in decision making process, it was found that participation in school management can have a positive impact on teacher job performance. For instance, it was found that teachers who were actively involved in decision-making processes at their schools were more motivated to perform well in their roles¹⁰. This finding is supported by a study that found that teachers who participated in school leadership activities had higher levels of job satisfaction and reported feeling more efficacious in their roles¹¹. Furthermore, research found that teachers who reported being fairly compensated for their work reported higher levels of job satisfaction and motivation to perform well in their roles¹². It was also discovered that teachers who were satisfied with their pay were more likely to stay in their current position, implying that they were also more likely to be motivated to perform well in their jobs¹³. According to a related study, raising teacher salaries was associated with higher student achievement, and teachers who were paid more were more likely to report higher levels of job satisfaction and were less likely to leave their current position¹⁴.

Hypotheses one and two were tested to ascertain the significance of the joint and relative influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management, and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria.

The results obtained revealed that there was a high level of joint influence of workload and job security on the job performance of secondary school teachers in Southwest Nigeria. The result also revealed a significant relative influence of working time, job security, job advancement and promotion opportunities, participation in management, and attractive remuneration on teachers' job performance. However, class size was found not to have a significant influence on the job performance of teachers in secondary schools in Southwest Nigeria when considered separately.

The result implies that both workload and job security can have a significant influence on the job performance of teachers in Nigeria. High levels of workload can lead to teacher burnout and reduced job performance, as teachers may not have enough time or energy to devote to their work¹⁵. Similarly, good job security can provide teachers with the stability and support they need to focus on their work and perform to the best of their ability¹⁵. It is important for teachers to have a healthy work-life balance and to feel supported in their roles in order to be able to effectively serve their students and contribute to the education system.

This result is in line with the submission of a study where it was found that role overload and role under-load do significantly influence workers' job performance¹⁶. A similar study posited that prioritizing the tasks of teachers by using support staff for nonprofessional duties, minimizing the number of meetings, effectively blocking time for teachers to meet, filtering the demands of outside agencies, building capacity, providing teachers with the knowledge and skills they needed to work as competent professionals, and providing them with the knowledge and skills they needed to work as competent

professionals would lighten the workload and increase job satisfaction and job performance¹⁷. Work overload was identified in a related study as a factor that can cause feelings of hopelessness and may also contribute to a lack of motivation, depression, and inefficiency¹⁷.

Furthermore, it was argued that overworked teachers are less likely to bring the energy, insights, and resilience, as well as a positive and caring relationship, that are essential in the classroom for teaching and learning to occur¹⁷. On the contrary, a study conducted on the impact of workload-induced stress on the professional effectiveness of secondary school tutors showed that workload had no significant influence on seven dimensions (lesson presentation, use of instructional aids, evaluation of students, learning motivation, classroom management, supervision of co-curricular activities, and personal/professional qualities) of professional effectiveness¹⁸. Another study found that job security improves worker performance¹⁹. In the same vein, it was discovered that job security was significantly related to employee commitment, which later translated to high job performance. Similarly, job security was viewed as an extrinsic comfort that has a positive relationship with workers' commitment and performance²⁰. This finding was in agreement with the report of a scholar who discovered that low job security and working conditions had an adverse effect on employee commitment and performance.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The study was carried out to investigate the influence of workload and job security on the job performance of secondary school teachers in southwest Nigeria. Three questions were raised, and three hypotheses were tested. Based on the findings of the study, it can be summarized that there is a very high level of job performance in the administrative duties of teachers in public secondary schools in southwest Nigeria (3.47). There is a high level of job performance in the administrative duties of teachers in private secondary schools in Southwest Nigeria (2.98). There is a very high level of job performance (instructional) among teachers in public secondary schools in Southwest, Nigeria (3.43). There is a very high level of job performance (instructional) among teachers in private secondary schools in southwest Nigeria (3.58). The working time of public secondary school teachers in Southwest Nigeria is very high (3.18), while that of private schools is high (2.94). Class size in public secondary schools in Southwest Nigeria is very high (3.14), while that in private secondary schools is low (2.38). There is a very high level of job security in terms of job advancement and promotion opportunities, participation in management, and attractive remuneration in public secondary schools in Southwest Nigeria (3.08), while that of private secondary schools is low (1.70).

A test of hypotheses revealed a highly significant joint influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management, and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria. ($F= 1601.069$; $P<0.05$).

Working time has the greatest relative influence on dependent variable (job performance) ($\beta = 1.063$; $t = 36.933$, $p < 0.05$). This was followed by participation in management ($\beta = 0.494$; $t = 13.403$, $p < 0.05$), job advancement ($\beta = 0.384$; $t = 11.538$, $p < 0.05$), promotion opportunities ($\beta = 0.085$; $t = 1.779$, $p < 0.05$), and remuneration ($\beta = 0.052$; $t = 0.948$, $p < 0.05$), while class size has no significant relative influence ($\beta = 0.059$; $t = 1.385$, $p > 0.05$). There exists a wide gap between the job performance of public and private secondary school teachers in Southwest Nigeria, with the job performance of public secondary school teachers contributing more to the observed differences.

5.2 Conclusion

Based on the findings of the study, the following conclusions were made:

There is a very high level of work performance in the administrative activities of teachers at public secondary schools in southwest Nigeria, while that of private secondary schools in southwest Nigeria is high.

Teachers in public secondary schools in southwest Nigeria have very high levels of work performance (instructional), while teachers at private secondary schools in southwest Nigeria have very high levels of work performance (instructional). Working hours for public secondary school teachers in Southwest Nigeria are quite long, but those for private schools are short. Class sizes in public secondary schools in Southwest Nigeria are quite large; however, they are small in private secondary schools. In terms of work development and promotion prospects, participation in management, and attractive compensation, public secondary school teachers in Southwest Nigeria enjoy a very high level of employment security, but private secondary school teachers have a low level.

There is a significant joint influence of workload (working time and class size) and job security (job advancement and promotion opportunities, participation in management, and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria.

5.3 Recommendations

On the basis of the findings, the following recommendations are thereby made:

1. There is a need for the provision of ongoing professional development opportunities for teachers in Nigeria. This will give them ongoing opportunities to learn new teaching methods and strategies for better job performance. This could include workshops, courses, or online training.

2. The government and school administrators should set clear expectations and guidelines for teacher performance. This can help ensure that teachers understand their responsibilities and are held accountable for their work.
3. There is a need for a performance evaluation system. Developing this will help administrators identify areas for improvement and provide targeted support to teachers.
4. A positive school culture that values teaching and learning should be encouraged.

This can help motivate teachers to perform at their best. This could include recognizing and rewarding teacher achievements and creating a supportive and inclusive environment.

5. School administrators should prioritize workload management: teachers who are able to manage their workload effectively are more likely to be able to focus on their teaching duties and provide high-quality instruction. This can be achieved through strategies such as prioritizing tasks, delegating tasks where appropriate, and seeking support when needed.
6. The work load of public school teachers in terms of class size and the number of arms taught per subject should be revisited to ensure a balanced workload that allows them to effectively fulfill their duties and responsibilities.
7. Teachers in public schools are advised to use teaching strategies that are appropriate for large class sizes: These may include using collaborative learning activities, giving students opportunities to work in small groups, and using technology to support student learning.

8. Public secondary school teachers are expected to create a positive and inclusive classroom culture by building positive relationships with students and creating a supportive learning environment, which can help to engage and motivate students, even in large class sizes.
9. Teachers in public secondary schools should use classroom management techniques such as establishing clear rules and expectations, using positive reinforcement, and consistently enforcing consequences that can help maintain order and keep students on track.
10. Government and private school owners are advised to establish clear policies and procedures for hiring, evaluating, and retaining teachers. Having clear policies in place can help to ensure that teachers are treated fairly and consistently.
11. Private school owners should work on ensuring the job security of their teachers. Teachers who feel secure in their job are more likely to be motivated and engaged in their work. School owners and administrators can support job security by establishing clear policies and procedures for hiring, evaluating, and retaining teachers and by providing ongoing professional development opportunities.
12. There is a need for government and school administrators to communicate regularly with teachers. Regular communication with teachers can help identify any concerns or issues related to job security and can also be a way to provide support and guidance.

13. There is a need for government and private school owners to recognize the value of teachers and take steps to support and retain them. This can contribute to their job performance and overall quality of education.

5.4 Contribution to Knowledge

This study advances knowledge conceptually, empirically, and theoretically. It makes a conceptual contribution by giving richer, deeper, and even better insights and explanations on key constructs and concepts of the study. These concepts are: job performance, teacher job performance in secondary schools in southwest Nigeria, administrative and instructional job performance of teachers, workload, and job security of teachers. Empirically, the study contributed to knowledge by reviewing empirical studies on job performance, workload, and job security and bringing out the gap that necessitated the study. The study adds to the existing literature by using Apple's Theory of Intensification and the Functional Theory of Labour Welfare to explain the effects of workload and job security on teacher job performance in public and private secondary schools in southwest Nigeria.

5.5 Suggestions for Further Research

The study focused on the administrative and instructional job performance of teachers; it is suggested that further studies be carried out on other indices of teacher job performance that were not considered in this study. Furthermore, the study can be replicated in other parts of the country or throughout the country. Since only teachers' and principals' opinions were sorted, it is suggested that further studies may include the opinion of students in determining the job performance of their teachers.

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Appendix I

Lead City University, Ibadan, Department of Arts and Social Sciences Education, Faculty of Arts and Education

Research Questionnaire I

Title: Workload and Job Security Questionnaire (WJSQ)

Dear Respondent,

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation.

This questionnaire is to be completed by teachers

SECTION A: Demographic Details of Teachers

1. Gender: Male { } Female { }
2. Age : 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }
3. Years of Teaching Experience : 1-10 years { } 11-20 years { } 21-30 years { }

31 years and above { }

4. Highest Educational qualification: TCI/TCII/NCE { } OND { } HND { }
 Bachelor's degree { } Master's Degree { } MPhil/Doctorate Degree { }

5. Marital Status: Single { } Married { }

SECTION B: Level of Workload among Teachers

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

S/N	Items	VHL	HL	LL	VLL
	Working Time				
1	I am made to spend more hours at work than the stipulated daily amount of hours				
2	I am able to complete my duties within the allocated time				
3	I am made to teach extra classes and extra-mural lessons				
4	I am given more activities to do than the stipulated amount of time required for them				
5	The number of lesson periods I teach in a week is within my capacity				
	Class Size				
6	I teach more classes than I should				
7	The class I teach is large				
8	I teach more students than I am suppose to				
9	The number of continuous assessment and examination scripts I mark is much				
10.	Teacher to student ratio is within my capacity				

SECTION C: Level of Job Security among Teachers

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

S/N	Items	VHL	HL	LL	VLL
	Job Advancement and Promotion Opportunity				
1	Working at my school gives me an opportunity for more training and learning				
2	The school interior system of promotion is fair enough				
3	I am promoted as at when due				
4	My promotion comes with raise in pay				

5	My school gives me the opportunities available to develop new skills				
	Participation in Management				
6	I have a chance to participate in designing work methods				
7	I have a chance to participate in designing work objectives				
8	I am allowed to participate in decision-making				
9	I have a chance to participate in designing school curriculum				
10	I am allowed to participate in board/managerial meetings at my school				
	Job Security				
11	My job gives me a decent social status				
12	My job provides me with all required benefits				
13	I have a reasonable and stable income				
14	Salaries and yearly allowances are controlled by a fair and just interior system				
15	My job gives me material and moral incentives				

Research Questionnaire II

Title: Teachers' Administrative Job Performance Questionnaire (TAJPQ)

Dear Respondent,

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation.

This questionnaire is to be completed by school principals

SECTION A: Demographic Details of Principals

1. Gender: Male { } Female { }
2. Age: 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }
3. Years of Teaching Experience: 1-10 years { } 11-20 years { } 21-30 years { }

} 31 years and above { }

4. Highest Educational qualification: TCI/TCII/NCE { } OND { } HND { }

Bachelor's degree { } Master's Degree { } MPhil/Doctorate Degree { }

SECTION B: Administrative Job Performance of Teachers

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

S/N	Items (My Teachers)	VHL	HL	ML	LL
1	inculcate effective discipline strategies in class				
2	are actively involved in curricular and extracurricular activities				
3	adequately keep records				
4	effectively participate in giving reports concerning students to parents				
5	effectively participate in students' welfare services				

**Lead City University, Ibadan, Department of Arts and Social Sciences
Education, Faculty of Arts and Education**

Research Questionnaire III

Title: Teachers' Instructional Job Performance Questionnaire (TIJPQ)

Dear Respondent,

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation.

This questionnaire is to be completed by Students

SECTION A: Demographic Details of Students

1. Gender: Male { } Female { }

2. Age: Below 15 years { } 15-20 years { } Above 20 years { }

SECTION B: Instructional Job Performance of Teachers

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

S/N	Items (My Teachers)	VHL	HL	ML	LL
1	take the pain to monitor almost every student's work during teaching activities				
2	hardly miss their lesson periods				
3	finish the curriculum or scheme of work at the proper time in each term				
4	know how to use the right instructional materials (audio, audio-visual and visual) in teaching				
5	are punctual to teach their lessons				

INTERVIEW GUIDE QUESTIONS

Dear Respondent (Teacher),

Please take few minutes to answer the questions stated below. Thank You

1. How would you describe your workload in the areas of working time (hours) and class size?
2. How would you describe the status of your job security in the areas of job advancement/promotion opportunities, participation in management and remuneration?

Dear Respondent (Principal),

Please take few minutes to answer the questions stated below. Thank You

1. How would you describe the workload of your teachers in the areas of working time (hours) and class size?

2. How would you describe the status of teachers' job security in the areas of job advancement/promotion opportunities, participation in management and remuneration?
3. How would you describe the job performance of your teachers in the areas of instruction and administration?

Dear Respondent (Student),

Please take few minutes to answer the question stated below. Thank You

1. How would you describe the performance of your teachers in teaching within the classroom?

Appendix II

```
GET
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DATASET      NAME      DataSet1
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Frequencies

Notes

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Statistics

	Inculcate effective discipline strategies in class Public	Actively involved in curriculat and extra-curricular activities Public	Adequately keep records Public	Effectively participate in giving reports concerning students to parents Public	Effe partic stu welfare
N Valid	1418	1418	1418	1418	
Missing	0	0	0	0	
Mean	2.69	2.79	3.93	2.90	
Std. Deviation	.859	.949	.257	.543	
Percentiles 100	4.00	4.00	4.00	4.00	

Pu

Frequency Table

Inculcate effective discipline strategies in class Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	30	2.1	2.1	2.1
Rarely	723	51.0	51.0	53.1
Some times	324	22.8	22.8	76.0
At all time	341	24.0	24.0	100.0
Total	1418	100.0	100.0	

Actively involved in curriculat and extra-curricular activities Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	30	2.1	2.1	2.1
Rarely	723	51.0	51.0	53.1
Some times	173	12.2	12.2	65.3
At all time	492	34.7	34.7	100.0
Total	1418	100.0	100.0	

Adequately keep records Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some times	101	7.1	7.1	7.1
	At all time	1317	92.9	92.9	100.0
	Total	1418	100.0	100.0	

Effectively participate in giving reports concerning students to parents Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	30	2.1	2.1	2.1
	Rarely	197	13.9	13.9	16.0
	Some times	1076	75.9	75.9	91.9
	At all time	115	8.1	8.1	100.0
	Total	1418	100.0	100.0	

Effectively participate in students' welfare services Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	30	2.1	2.1	2.1
	Rarely	723	51.0	51.0	53.1
	Some times	432	30.5	30.5	83.6
	At all time	233	16.4	16.4	100.0
	Total	1418	100.0	100.0	

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Frequencies

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Statistics

	Inculcate effective discipline strategies in class Public	Actively involved in curriculat and extra-curricular activities Public	Adequately keep records Public	Effectively participate in giving reports concerning students to parents Public	Effe partic stu welfare
N Valid	2188	2188	2188	2188	
Missing	1418	1418	1418	1418	
Mean	3.80	3.44	3.44	3.31	
Std. Deviation	.432	.621	.853	.901	
Percentiles 100	4.00	4.00	4.00	4.00	

Pu

Frequency Table

Inculcate effective discipline strategies in class Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	3	.1	.1	.1
Rarely	21	.6	1.0	1.1
Sometimes	382	10.6	17.5	18.6
At all times	1782	49.4	81.4	100.0
Total	2188	60.7	100.0	
Missing System	1418	39.3		
Total	3606	100.0		

Actively involved in curriculat and extra-curricular activities Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	.0	.0	.0
Rarely	148	4.1	6.8	6.8
Sometimes	917	25.4	41.9	48.7
At all times	1122	31.1	51.3	100.0

Missing	Total	2188	60.7	100.0
	System	1418	39.3	
Total		3606	100.0	

Adequately keep records Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	126	3.5	5.8	5.8
	Rarely	148	4.1	6.8	12.5
	Sometimes	549	15.2	25.1	37.6
	At all times	1365	37.9	62.4	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Effectively participate in giving reports concerning students to parents Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	168	4.7	7.7	7.7
	Rarely	148	4.1	6.8	14.4
	Sometimes	704	19.5	32.2	46.6
	At all times	1168	32.4	53.4	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Effectively participate in students' welfare services Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	43	1.2	2.0	2.0
	Rarely	362	10.0	16.5	18.5
	Sometimes	507	14.1	23.2	41.7
	At all times	1276	35.4	58.3	100.0

Total	2188	60.7	100.0
Missing System	1418	39.3	
Total	3606	100.0	

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Frequencies

Notes

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	Cases Used	Statistics are based on all cases with valid data.

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Statistics

	Inculcate effective discipline strategies in class Public	Actively involved in curriculat and extra-curricular activities Public	Adequately keep records Public	Effectively participate in giving reports concerning students to parents Public	Effe partic stu welfare
N Valid	2188	2188	2188	2188	
Missing	1418	1418	1418	1418	
Mean	3.80	3.44	3.44	3.31	
Std. Deviation	.432	.621	.853	.901	
Percentiles 100	4.00	4.00	4.00	4.00	

Pu

Frequency Table

Inculcate effective discipline strategies in class Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	3	.1	.1	.1
Rarely	21	.6	1.0	1.1
Sometimes	382	10.6	17.5	18.6
At all times	1782	49.4	81.4	100.0
Total	2188	60.7	100.0	
Missing System	1418	39.3		
Total	3606	100.0		

Actively involved in curriculat and extra-curricular activities Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	.0	.0	.0
Rarely	148	4.1	6.8	6.8
Sometimes	917	25.4	41.9	48.7
At all times	1122	31.1	51.3	100.0

Missing	Total	2188	60.7	100.0
	System	1418	39.3	
Total		3606	100.0	

Adequately keep records Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	126	3.5	5.8	5.8
	Rarely	148	4.1	6.8	12.5
	Sometimes	549	15.2	25.1	37.6
	At all times	1365	37.9	62.4	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Effectively participate in giving reports concerning students to parents Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	168	4.7	7.7	7.7
	Rarely	148	4.1	6.8	14.4
	Sometimes	704	19.5	32.2	46.6
	At all times	1168	32.4	53.4	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Effectively participate in students' welfare services Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	43	1.2	2.0	2.0
	Rarely	362	10.0	16.5	18.5
	Sometimes	507	14.1	23.2	41.7
	At all times	1276	35.4	58.3	100.0

Total	2188	60.7	100.0
Missing System	1418	39.3	
Total	3606	100.0	

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Frequencies

Notes		
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Statistics

	Monitor student during teaching activities Public	Hardly miss lesson periods Public	Finish the curriculum or scheme of work at the proper time Public	Know how to use the right instructional materials Public	Punc classe
N Valid	2188	2188	2188	2188	
Missing	1418	1418	1418	1418	
Mean	3.82	3.40	3.25	3.24	
Std. Deviation	.386	.766	.947	1.019	
Percentiles 100	4.00	4.00	4.00	4.00	

Frequency Table

Monitor student during teaching activities Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	.0	.0	.0
Rarely	1	.0	.0	.1
Sometimes	382	10.6	17.5	17.6
At all times	1804	50.0	82.4	100.0

Missing	Total	2188	60.7	100.0
	System	1418	39.3	
Total		3606	100.0	

Hardly miss lesson periods Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	105	2.9	4.8	4.8
	Rarely	64	1.8	2.9	7.7
	Sometiems	874	24.2	39.9	47.7
	At all times	1145	31.8	52.3	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Finish the curriculum or scheme of work at the proper time Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	43	1.2	2.0	2.0
	Rarely	647	17.9	29.6	31.5
	Sometimes	220	6.1	10.1	41.6
	At all times	1278	35.4	58.4	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Know how to use the right instructional materials Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	210	5.8	9.6	9.6
	Rarely	304	8.4	13.9	23.5
	Sometimes	419	11.6	19.1	42.6
	At all times	1255	34.8	57.4	100.0
	Total	2188	60.7	100.0	

Missing	System	1418	39.3		
Total		3606	100.0		

Punctual for classes Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	63	1.7	2.9	2.9
	Rarely	232	6.4	10.6	13.5
	Sometimes	616	17.1	28.2	41.6
	At all times	1277	35.4	58.4	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

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Instructionalperformance3

Instructionalperformance4 Instructionalperformance5

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Frequencies

Notes

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Statistics

	Monitor student during teaching activities Public	Hardly miss lesson periods Public	Finish the curriculum or scheme of work at the proper time Public	Know how to use the right instructional materials Public	Punc classe
N Valid	1418	1418	1418	1418	
Missing	0	0	0	0	
Mean	2.65	3.73	3.69	3.54	
Std. Deviation	.817	.584	.595	.652	
Percentiles 100	4.00	4.00	4.00	4.00	

Frequency Table

Monitor student during teaching activities Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	30	2.1	2.1	2.1
Rarely	723	51.0	51.0	53.1
Some times	384	27.1	27.1	80.2
At all time	281	19.8	19.8	100.0
Total	1418	100.0	100.0	

Hardly miss lesson periods Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	101	7.1	7.1	7.1
Some times	186	13.1	13.1	20.2
At all time	1131	79.8	79.8	100.0
Total	1418	100.0	100.0	

Finish the curriculum or scheme of work at the proper time Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	99	7.0	7.0	7.0
Some times	242	17.1	17.1	24.0
At all time	1077	76.0	76.0	100.0
Total	1418	100.0	100.0	

Know how to use the right instructional materials Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	125	8.8	8.8	8.8
Some times	403	28.4	28.4	37.2
At all time	890	62.8	62.8	100.0
Total	1418	100.0	100.0	

Punctual for classes Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid At all time	1418	100.0	100.0	100.0

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Workinghours3Public

Workinghours4Public Workinghours5Public

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MEAN

/ORDER=ANALYSIS.

Frequencies

Notes

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[DataSet1] C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav

		I am made to spend more hours than the stipulated daily amount of hours Public	I am able to compete my duties within the allocated time Public	I am made to teach extra classes and extra mural lessons Public	I am given more activities to do than the stipulated amount of time required for them Public	The number of periods with capacity
N	Valid	2188	2188	2188	2188	
	Missing	1418	1418	1418	1418	
Mean		3.40	3.45	2.85	2.74	
Std. Deviation		.768	.608	1.088	1.081	
Percentiles	100	4.00	4.00	4.00	4.00	

Statistics

Frequency Table

I am made to spend more hours than the stipulated daily amount of hours Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	54	1.5	2.5	2.5
	Rarely	220	6.1	10.1	12.5
	Sometimes	704	19.5	32.2	44.7
	At all time	1210	33.6	55.3	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I am able to complete my duties within the allocated time Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	18	.5	.8	.8
	Rarely	80	2.2	3.7	4.5
	Sometimes	990	27.5	45.2	49.7
	At all time	1100	30.5	50.3	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I am made to teach extra classes and extra mural lessons Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	384	10.6	17.6	17.6
	Rarely	330	9.2	15.1	32.6
	Sometimes	704	19.5	32.2	64.8
	At all times	770	21.4	35.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

**I am given more activities to do than the stipulated amount of time
required for them Public**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	428	11.9	19.6	19.6
	Rarely	352	9.8	16.1	35.6
	Sometimes	770	21.4	35.2	70.8
	At all times	638	17.7	29.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

The number of period I teach in a week is within my capacity Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	230	6.4	10.5	10.5
	Sometimes	726	20.1	33.2	43.7
	At all times	1232	34.2	56.3	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

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Workinghours4 Workinghours5

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/STATISTICS=STDDEV

MEAN

/ORDER=ANALYSIS.

Frequencies

Notes

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	I am made to spend more hours than the stipulated daily amount of hours Public	I am able to compete my duties within the allocated time Public	I am made to teach extra classes and extra mural lessons Public	I am given more activities to do than the stipulated amount of time required for them Public	The number of periods with capacity
N Valid	1418	1418	1418	1418	
Missing	0	0	0	0	
Mean	2.72	3.56	2.85	3.19	
Std. Deviation	.941	.722	.913	.814	
Percentiles 100	4.00	4.00	4.00	4.00	

[DataSet2] C:\Users\SAMSUNG\Desktop\Mrs Queen Private School Code.sav **Statistics**

Frequency Table

I am made to spend more hours than the stipulated daily amount of hours Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	140	9.9	9.9	9.9
Rarely	460	32.4	32.4	42.3
Some times	474	33.4	33.4	75.7
At all time	344	24.3	24.3	100.0
Total	1418	100.0	100.0	

I am able to complete my duties within the allocated time Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	30	2.1	2.1	2.1
Rarely	105	7.4	7.4	9.5
Some times	317	22.4	22.4	31.9
At all time	966	68.1	68.1	100.0
Total	1418	100.0	100.0	

I am made to teach extra classes and extra mural lessons Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	165	11.6	11.6	11.6
Rarely	221	15.6	15.6	27.2
Some times	699	49.3	49.3	76.5
At all time	333	23.5	23.5	100.0
Total	1418	100.0	100.0	

I am given more activities to do than the stipulated amount of time required for them Public

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Never	60	4.2	4.2	4.2
	Rarely	180	12.7	12.7	16.9
	Some times	609	42.9	42.9	59.9
	At all time	569	40.1	40.1	100.0
	Total	1418	100.0	100.0	

The number of period I teach in a week is within my capacity Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	126	8.9	8.9
	Rarely	875	61.7	70.6
	Some times	167	11.8	82.4
	At all time	250	17.6	100.0
	Total	1418	100.0	

DATASET ACTIVATE DataSet1.

FREQUENCIES VARIABLES=Natureofwork1Public Natureofwork2Public

Natureofwork3Public

Natureofwork4Public Natureofwork5Public

/PERCENTILES=100.0

/STATISTICS=STDDEV MEAN

/ORDER=ANALYSIS.

Frequencies

Notes

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	Cases Used	Statistics are based on all cases with valid data.	
Syntax		FREQUENCIES VARIABLES=Natureofwork1Public Natureofwork2Public Natureofwork3Public Natureofwork4Public Natureofwork5Public /PERCENTILES=100.0 /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.	
Resources	Processor Time		00:00:00.02
	Elapsed Time		00:00:00.13

[DataSet1] C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav

Statistics		I teach more classes than I should Public	The class I teach is large Public	I teach more students than I am suppose to Public	The number of continous assessment and examination script i mark is much Public	Teache ratio with capaci
N	Valid	2188	2188	2188	2188	
	Missing	1418	1418	1418	1418	
Mean		2.96	3.39	3.16	3.26	
Std. Deviation		.934	.712	.898	.732	
Percentiles	100	4.00	4.00	4.00	4.00	

Frequency Table

I teach more classes than I should Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	164	4.5	7.5	7.5
	Rarely	506	14.0	23.1	30.6
	Sometimes	770	21.4	35.2	65.8
	At all times	748	20.7	34.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

The class I teach is large Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	76	2.1	3.5	3.5
	Rarely	66	1.8	3.0	6.5
	Sometimes	968	26.8	44.2	50.7
	At all times	1078	29.9	49.3	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I teach more students than I am suppose to Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	120	3.3	5.5	5.5
	Rarely	374	10.4	17.1	22.6
	Sometimes	726	20.1	33.2	55.8
	At all time	968	26.8	44.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		

Total	3606	100.0	
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The number of continuous assessment and examination script i mark is much Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	18	.5	.8	.8
Rarely	322	8.9	14.7	15.5
Sometimes	924	25.6	42.2	57.8
At all times	924	25.6	42.2	100.0
Total	2188	60.7	100.0	
Missing System	1418	39.3		
Total	3606	100.0		

Teacher-student ratio is not within my capacity Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	296	8.2	13.5	13.5
Rarely	352	9.8	16.1	29.6
Sometimes	704	19.5	32.2	61.8
At all times	836	23.2	38.2	100.0
Total	2188	60.7	100.0	
Missing System	1418	39.3		
Total	3606	100.0		

DATASET ACTIVATE DataSet2.

FREQUENCIES VARIABLES=Natureofwork1 Natureofwork2 Natureofwork3

Natureofwork4 Natureofwork5

/PERCENTILES=100.0

/STATISTICS=STDDEV

MEAN

/ORDER=ANALYSIS.

Frequencies

Notes

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	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Natureofwork1 Natureofwork2 Natureofwork3 Natureofwork4 Natureofwork5 /PERCENTILES=100.0 /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
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[DataSet2] C:\Users\SAMSUNG\Desktop\Mrs Queen Private School Code.sav				The number of continuous assessment and examination script i mark is much Public	
Statistics	I teach more classes than I should Public	The class I teach is large Public	I teach more students than I am suppose to Public		Teache ratio with capaci

N	Valid	1418	1418	1418	1418
	Missing Mean	0	0	0	0
		2.90	2.17	2.27	2.26
	Std. Deviation	.855	.800	.714	.709
	Percentiles 100	4.00	4.00	4.00	4.00

Frequency Table

I teach more classes than I should Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	120	8.5	8.5	8.5
Rarely	238	16.8	16.8	25.2
Some times	728	51.3	51.3	76.6
At all time	332	23.4	23.4	100.0
Total	1418	100.0	100.0	

The class I teach is large Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	256	18.1	18.1	18.1
Rarely	766	54.0	54.0	72.1
Some times	298	21.0	21.0	93.1
At all time	98	6.9	6.9	100.0
Total	1418	100.0	100.0	

I teach more students than I am suppose to Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	124	8.7	8.7	8.7
Rarely	886	62.5	62.5	71.2

Some times	310	21.9	21.9	93.1
At all time	98	6.9	6.9	100.0
Total	1418	100.0	100.0	

**The number of continous assessment and examination script i mark is
much Public**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	120	8.5	8.5	8.5
Rarely	902	63.6	63.6	72.1
Some times	298	21.0	21.0	93.1
At all time	98	6.9	6.9	100.0
Total	1418	100.0	100.0	

Teacher-student ratio is not withing my capacity Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	98	6.9	6.9	6.9
Rarely	924	65.2	65.2	72.1
Some times	298	21.0	21.0	93.1
At all time	98	6.9	6.9	100.0
Total	1418	100.0	100.0	

DATASET ACTIVATE DataSet1.

FREQUENCIES VARIABLES=Advancement1Public Advancement2Public

Promotion1Public Promotion2Public

Promotion3Public Participation1Public Participation2Public Participation3Public

Participation4Public Participation5Public Remuneration1Public Remuneration2Public

Remuneration3Public Remuneration4Public Remuneration5Public

/PERCENTILES=100.0

/STATISTICS=STDDEV MEAN

/ORDER=ANALYSIS.

Frequencies

Notes		
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	N of Rows in Working Data File	3606
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Advancement1Public Advancement2Public Promotion1Public Promotion2Public Promotion3Public Participation1Public Participation2Public Participation3Public Participation4Public Participation5Public Remuneration1Public Remuneration2Public Remuneration3Public Remuneration4Public Remuneration5Public /PERCENTILES=100.0 /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.06
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[DataSet1] C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav

	Working at my school gives me an opportunity for more training and learning Public	My school gives me opportunities to develop new skills Public	The school internal system of promotion is fair enough Public	My promotion comes with raise in pay Public	I am as an
N Valid	2188	2188	2188	2188	
Missing	1418	1418	1418	1418	
Mean	3.48	3.22	3.05	2.94	
Std. Deviation	.706	.762	.906	.964	
Percentiles 100	4.00	4.00	4.00	4.00	

Frequency Table

Working at my school gives me an opportunity for more training and learning Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	54	1.5	2.5	2.5
Rarely	110	3.1	5.0	7.5
Sometimes	748	20.7	34.2	41.7
At all times	1276	35.4	58.3	100.0
Total	2188	60.7	100.0	
Missing System	1418	39.3		
Total	3606	100.0		

My school gives me opportunities to develop new skills Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	450	12.5	20.6	20.6
Sometimes	814	22.6	37.2	57.8
At all times	924	25.6	42.2	100.0
Total	2188	60.7	100.0	
Missing System	1418	39.3		
Total	3606	100.0		

The school internal system of promotion is fair enough Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	142	3.9	6.5	6.5
	Rarely	418	11.6	19.1	25.6
	Sometimes	814	22.6	37.2	62.8
	At all time	814	22.6	37.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

My promotion comes with raise in pay Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	142	3.9	6.5	6.5
	Rarely	660	18.3	30.2	36.7
	Sometimes	572	15.9	26.1	62.8
	At all times	814	22.6	37.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I am promoted as and when due Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	230	6.4	10.5	10.5
	Rarely	572	15.9	26.1	36.7
	Sometimes	462	12.8	21.1	57.8

Missing	At all times	924	25.6	42.2	100.0
	Total	2188	60.7	100.0	
	System	1418	39.3		
Total		3606	100.0		

I have a chance to participate in designing work method Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	594	16.5	27.1	27.1
	Sometimes	758	21.0	34.6	61.8
	At all times	836	23.2	38.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I have a chance to participate in designing work objectives

Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	54	1.5	2.5	2.5
	Rarely	528	14.6	24.1	26.6
	Sometimes	660	18.3	30.2	56.8
	At all times	946	26.2	43.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I am allowed to participate in decision making Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	472	13.1	21.6	21.6
	Sometimes	1232	34.2	56.3	77.9
	At all times	484	13.4	22.1	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		

Total	3606	100.0		
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I have a chance to participate in designing the school curriculum Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	230	6.4	10.5	10.5
	Rarely	528	14.6	24.1	34.6
	Sometimes	792	22.0	36.2	70.8
	At all times	638	17.7	29.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I am allowed to participate in board/managerial meetings at my school Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	142	3.9	6.5	6.5
	Rarely	330	9.2	15.1	21.6
	Sometimes	1078	29.9	49.3	70.8
	At all times	638	17.7	29.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

My job gives me a decent Social Status Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	76	2.1	3.5	3.5
	Rarely	550	15.3	25.1	28.6
	Sometimes	704	19.5	32.2	60.8
	At all times	858	23.8	39.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		

Total	3606	100.0	
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My job provides me with all required benefits Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	36	1.0	1.6	1.6
	Rarely	172	4.8	7.9	9.5
	Sometimes	1012	28.1	46.3	55.8
	At all times	968	26.8	44.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

I have a reasonable and a stable income Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	120	3.3	5.5	5.5
	Rarely	418	11.6	19.1	24.6
	Sometimes	682	18.9	31.2	55.8
	At all times	968	26.8	44.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Salaries and yearly allowances are controlled by a fair and just internal system Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	120	3.3	5.5	5.5
	Rarely	440	12.2	20.1	25.6
	Sometimes	880	24.4	40.2	65.8
	At all times	748	20.7	34.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		

Total	3606	100.0	
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My job gives me material and moral incentives Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	208	5.8	9.5	9.5
	Rarely	660	18.3	30.2	39.7
	Sometimes	462	12.8	21.1	60.8
	At all times	858	23.8	39.2	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

DATASET ACTIVATE DataSet2.

FREQUENCIES VARIABLES=Advancement1 Advancement2 Promotion1 Promotion2
Promotion3 Participation1

Participation2 Participation3 Participation4 Participation5 Remuneration1
Remuneration2

Remuneration3 Remuneration4 Remuneration5
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/STATISTICS=STDDEV MEAN

/ORDER=ANALYSIS.

Frequencies

Notes

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[DataSet2] C:\Users\SAMSUNG\Desktop\Mrs Queen Private School Code.sav

	Working at my school gives me an opportunity for more training and learning Public	My school gives me opportunities to develop new skills Public	The school internal system of promotion is fair enough Public	My promotion comes with raise in pay Public	I am as an
N Valid	1418	1418	1418	1418	
Missing	0	0	0	0	
Mean	2.15	1.41	1.64	2.01	
Std. Deviation	.528	.671	.616	.936	
Percentiles 100	4.00	4.00	4.00	4.00	

Frequency Table

Working at my school gives me an opportunity for more training and learning Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	63	4.4	4.4	4.4
Rarely	1122	79.1	79.1	83.6
Some times	189	13.3	13.3	96.9
At all time	44	3.1	3.1	100.0
Total	1418	100.0	100.0	

My school gives me opportunities to develop new skills Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	938	66.1	66.1	66.1
Rarely	421	29.7	29.7	95.8
Some times	15	1.1	1.1	96.9
At all time	44	3.1	3.1	100.0
Total	1418	100.0	100.0	

The school internal system of promotion is fair enough Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	591	41.7	41.7	41.7
Rarely	782	55.1	55.1	96.8
Some times	15	1.1	1.1	97.9
At all time	30	2.1	2.1	100.0
Total	1418	100.0	100.0	

My promotion comes with raise in pay Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	440	31.0	31.0	31.0
Rarely	692	48.8	48.8	79.8
Some times	114	8.0	8.0	87.9
At all time	172	12.1	12.1	100.0
Total	1418	100.0	100.0	

I am promoted as and when due Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	660	46.5	46.5	46.5
Rarely	643	45.3	45.3	91.9
Some times	15	1.1	1.1	92.9
At all time	100	7.1	7.1	100.0
Total	1418	100.0	100.0	

**I have a chance to participate in designing work method
Public**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	712	50.2	50.2	50.2
Rarely	505	35.6	35.6	85.8
Some times	118	8.3	8.3	94.1
At all time	83	5.9	5.9	100.0
Total	1418	100.0	100.0	

**I have a chance to participate in designing work objectives
Public**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	791	55.8	55.8	55.8
Rarely	443	31.2	31.2	87.0
Some times	140	9.9	9.9	96.9
At all time	44	3.1	3.1	100.0
Total	1418	100.0	100.0	

I am allowed to participate in decision making Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	746	52.6	52.6	52.6
Rarely	643	45.3	45.3	98.0
At all time	29	2.0	2.0	100.0
Total	1418	100.0	100.0	

I have a chance to participate in desgning the school curriculum Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	713	50.3	50.3	50.3
Rarely	313	22.1	22.1	72.4
Some times	154	10.9	10.9	83.2
At all time	238	16.8	16.8	100.0
Total	1418	100.0	100.0	

I am allowed to participate in board/managerial meetings at my school Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	980	69.1	69.1	69.1

Rarely	243	17.1	17.1	86.2
Some times	90	6.3	6.3	92.6
At all time	105	7.4	7.4	100.0
Total	1418	100.0	100.0	

My job gives me a decent Social Status Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	691	48.7	48.7	48.7
Rarely	646	45.6	45.6	94.3
Some times	15	1.1	1.1	95.3
At all time	66	4.7	4.7	100.0
Total	1418	100.0	100.0	

My job provides me with all required benefits Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	708	49.9	49.9	49.9
Rarely	619	43.7	43.7	93.6
At all time	91	6.4	6.4	100.0
Total	1418	100.0	100.0	

I have a reasonable and a stable income Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	446	31.5	31.5	31.5
Rarely	636	44.9	44.9	76.3
Some times	222	15.7	15.7	92.0
At all time	114	8.0	8.0	100.0
Total	1418	100.0	100.0	

Salaries and yearly allowances are controlled by a fair and just internal system Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	513	36.2	36.2	36.2
Rarely	875	61.7	61.7	97.9
Some times	15	1.1	1.1	98.9
At all time	15	1.1	1.1	100.0
Total	1418	100.0	100.0	

My job gives me material and moral incentives Public

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	836	59.0	59.0	59.0
Rarely	567	40.0	40.0	98.9
Some times	15	1.1	1.1	100.0
Total	1418	100.0	100.0	

COMPUTE INSTRUCTIONAL=Instructionalperformance1Public +
Instructionalperformance2Public +
Instructionalperformance3Public + Instructionalperformance4Public +
Instructionalperformance5Public.
EXECUTE.
COMPUTE Workingtime=Workinghours1Public + Workinghours2Public +
Workinghours3Public +
Workinghours4Public + Workinghours5Public.
EXECUTE.
COMPUTE Classsize=Natureofwork1Public + Natureofwork2Public +
Natureofwork3Public +
Natureofwork4Public + Natureofwork5Public.
EXECUTE.
COMPUTE Jobadvancement=Advancement1Public + Advancement2Public.
EXECUTE.
COMPUTE Promotionopportunity=Promotion1Public + Promotion2Public +
Promotion3Public.
EXECUTE.
COMPUTE Participation=Participation1Public + Participation2Public +
Participation3Public +

Participation4Public + Participation5Public.
 EXECUTE.
 COMPUTE Remuneration=Remuneration1Public + Remuneration2Public +
 Remuneration3Public +
 Remuneration4Public + Remuneration5Public.
 EXECUTE.
 REGRESSION
 /DESCRIPTIVES MEAN STDDEV CORR SIG N
 /MISSING LISTWISE
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 Participation
 Remuneration.

Regression

Notes

Output Created	10-DEC-2022 13:27:20
Comments	
Input	Data C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav DataSet2 <none> Active Dataset Filter Weight Split File N of Rows in Working Data File 3606
Missing Value Handling	Definition of Missing User-defined missing values are treated as missing. Cases Used Statistics are based on cases with no missing values for any variable used.

Syntax	REGRESSION /DESCRIPTIVES MEAN STDDEV CORR SIG N /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Jobperformance /METHOD=ENTER Workingtime Classsize Jobadvancement Promotionopportunity Participation Remuneration.		
Resources	Processor Time		00:00:00.08
	Elapsed Time		00:00:00.09
	Memory Required	4196 bytes	
	Additional Memory	0 bytes	
	Required for Residual Plots		

[DataSet2] C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav

Descriptive Statistics

	Mean	Std. Deviation	N
Job Performance	17.16	3.614	2288
Working Time	15.85	3.948	2288
Class Size	15.55	4.161	2288
Job Advancement	6.56	1.512	2288
Promotion Opportunities	8.78	2.916	2288
Participation in Management	14.81	4.081	2288
Remuneration	15.17	4.414	2288

Correlations

		Job Performance	Working Time	Class Size
Pearson Correlation	Job Performance	1.000	.883	.825

	Working Time	.883	1.000	.942
	Class Size	.825	.942	1.000
	Job Advancement	.777	.875	.934
	Promotion Opportunities	.797	.928	.961
	Participation in Management	.747	.901	.937
	Remuneration	.785	.915	.962
Sig. (1-tailed)	Job Performance	.	.000	.000
	Working Time	.000	.	.000
	Class Size	.000	.000	.
	Job Advancement	.000	.000	.000
	Promotion Opportunities	.000	.000	.000
	Participation in Management	.000	.000	.000
	Remuneration	.000	.000	.000
N	Job Performance	2288	2288	2288
	Working Time	2288	2288	2288
	Class Size	2288	2288	2288
	Job Advancement	2288	2288	2288
	Promotion Opportunities	2288	2288	2288
	Participation in Management	2288	2288	2288
	Remuneration	2288	2288	2288

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Remuneration, Working Time, Job Advancement, Participation in Management, Class Size, Promotion Opportunities ^b		Enter

a. Dependent Variable: Job Performance

b. All requested variables entered.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
					R Square Change	F Change
1	.899 ^a	.808	.808	1.585	.808	1601.069

Model Summary

Chan

a. Predictors: (Constant), Remuneration, Working Time, Job Advancement, Participation in Management

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24138.928	6	4023.155	1601.069	.000 ^b
	Residual	5731.680	2281	2.513		
	Total	29870.608	2287			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Remuneration, Working Time, Job Advancement, Participation in Management, Class Size, Promotion Opportunities

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	2.967	.217		13.655
	Working Time	.973	.026	1.063	36.933
	Class Size	.051	.037	.059	1.385
	Job Advancement	.917	.080	.384	11.538

Promotion Opportunities	-.105	.059	-.085	-1.779
Participation in Management	-.437	.033	-.494	-13.403
Remuneration	-.042	.045	-.052	-.948

a. Dependent Variable: Job Performance

T-TEST

/TESTVAL=0

/MISSING=ANALYSIS

/VARIABLES=Publicschoolperformance

Privatejobperformance

/CRITERIA=CI(.95).

T-Test

Notes

Output Created	10-DEC-2022 14:29:12	
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	3606
	File	
	Definition of Missing	User defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.

Syntax		T-TEST /TESTVAL=0 /MISSING=ANALYSIS /VARIABLES=Publicschoolperformance Privatejobperformance /CRITERIA=CI(.95).	
Resources	Processor Time		00:00:00.06
	Elapsed Time		00:00:00.06

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Public secondary school teachers job performance	2118	3.82	.390	.008
Private secondary school teachers job performance	1418	2.72	.830	.022

	Test Value = 0				
	t	df	Sig. (2-tailed)	Mean Difference	95 % Confid D Lower
Public secondary school teachers job performance	450.355	2117	.000	3.819	
Private secondary school teachers job performance	123.135	1417	.000	2.715	

One-Sample Test

3.

2.

T-TEST

/TESTVAL=0

/MISSING=ANALYSIS

/VARIABLES=Publicschoolperformance

Privatejobperformance

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		10-DEC-2022 14:35:27
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data	3606
	File	
	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST /TESTVAL=0 /MISSING=ANALYSIS /VARIABLES=Publicschoolperformance Privatejobperformance /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.17

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Public secondary school teachers job performance	2188	3.81	.400	.009
Private secondary school teachers job performance	1418	2.72	.830	.022

	t	df	Sig. (2-tailed)	Mean Difference	95 % Confid D Lower
Public secondary school teachers job performance	445.153	2187	.000	3.806	
Private secondary school teachers job performance	123.135	1417	.000	2.715	

One-Sample Test

	Test Value = 0
--	----------------

3.

2.

COMPUTE REMUNERATION=Remuneration1Public + Remuneration2Public +
Remuneration3Public +
Remuneration4Public + Remuneration5Public.

EXECUTE.

COMPUTE REMUNERATION=Remuneration1Public + Remuneration2Public +
Remuneration3Public +
Remuneration4Public + Remuneration5Public.

EXECUTE.

COMPUTE WORK=Workinghours1Public +
Workinghours2Public + Workinghours3Public +
Workinghours4Public + Workinghours5Public.

EXECUTE.

COMPUTE CLASSSIZE=Natureofwork1Public + Natureofwork2Public +
Natureofwork3Public +
Natureofwork4Public + Natureofwork5Public.

EXECUTE.

COMPUTE CLASS=Natureofwork1Public +
Natureofwork2Public + Natureofwork3Public +
Natureofwork4Public + Natureofwork5Public.

EXECUTE.

COMPUTE JOB=Advancement1Public + Advancement2Public .
 EXECUTE.
 COMPUTE PROMOTION=Promotion1Public + Promotion2Public + Promotion3Public .
 EXECUTE.
 COMPUTE PARTICIPATION=Participation1Public + Participation2Public +
 Participation3Public +
 Participation4Public + Participation5Public.
 EXECUTE.
 COMPUTE REMUNE=Remuneration1Public + Remuneration2Public +
 Remuneration3Public +
 Remuneration4Public + Remuneration5Public.
 EXECUTE.
 REGRESSION
 /DESCRIPTIVES MEAN STDDEV CORR SIG N
 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA CHANGE
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT Jobperformance
 /METHOD=ENTER WORK CLASS JOB PROMOTION PARTICIPATION REMUNE.

Regression

Notes

Output Created	10-DEC-2022 15:05:13	
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	3606
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax	REGRESSION /DESCRIPTIVES MEAN STDDEV CORR SIG N /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Jobperformance /METHOD=ENTER WORK CLASS JOB PROMOTION PARTICIPATION REMUNE.		
Resources	Processor Time		00:00:00.06
	Elapsed Time		00:00:00.09
	Memory Required	4332 bytes	
	Additional Memory Required for Residual Plots	0 bytes	

Descriptive Statistics

	Mean	Std. Deviation	N
Job Performance	17.16	3.614	2288
WORKING TIME	15.85	3.948	2288
CLASS SIZE	15.55	4.161	2288
JOB ADVANCEMENT	6.56	1.512	2288
PROMOTION	8.78	2.916	2288
OPPORTUNITIES			
PARTICIPATION IN	14.81	4.081	2288
MANAGEMENT			
REMUNERATION	15.17	4.414	2288

		Correlations		
		Job Performance	WORKING TIME	CLASS SIZ
Pearson Correlation	Job Performance	1.000	.883	
	WORKING TIME	.883	1.000	
	CLASS SIZE	.825	.942	
	JOB ADVANCEMENT	.777	.875	
	PROMOTION			
	OPPORTUNITIES	.797	.928	
	PARTICIPATION IN MANAGEMENT	.747	.901	
	REMUNERATION	.785	.915	
Sig. (1-tailed)	Job Performance	.	.000	
	WORKING TIME	.000	.	
	CLASS SIZE	.000	.000	
	JOB ADVANCEMENT	.000	.000	
	PROMOTION			
	OPPORTUNITIES	.000	.000	
	PARTICIPATION IN MANAGEMENT	.000	.000	
	REMUNERATION	.000	.000	
N	Job Performance	2288	2288	
	WORKING TIME	2288	2288	
	CLASS SIZE	2288	2288	
	JOB ADVANCEMENT	2288	2288	
	PROMOTION			
	OPPORTUNITIES	2288	2288	
	PARTICIPATION IN MANAGEMENT	2288	2288	228
	REMUNERATION	2288	2288	228

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	REMUNERATION , WORKING TIME, JOB ADVANCEMENT, PARTICIPATION IN MANAGEMENT, CLASS SIZE, PROMOTION OPPORTUNITIES ^b		. Enter

a. Dependent Variable: Job Performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
					R Square Change	F Change
1	.899 ^a	.808	.808	1.585	.808	1601.069

Chan

a. Predictors: (Constant), REMUNERATION , WORKING TIME, JOB ADVANCEMENT, PARTICIPA SIZE, PROMOTION OPPORTUNITIES

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	24138.928	6	4023.155	1601.069	.000 ^b
Residual	5731.680	2281	2.513		
Total	29870.608	2287			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), REMUNERATION , WORKING TIME, JOB ADVANCEMENT, PARTICIPATION IN MANAGEMENT, CLASS SIZE, PROMOTION OPPORTUNITIES **Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
1 (Constant)	2.967	.217		13.655
WORKING TIME	.973	.026	1.063	36.933
CLASS SIZE	.051	.037	.059	1.385
JOB ADVANCEMENT	.917	.080	.384	11.538
PROMOTION OPPORTUNITIES	-.105	.059	-.085	-1.779
PARTICIPATION IN MANAGEMENT	-.437	.033	-.494	-13.403
REMUNERATION	-.042	.045	-.052	-.948

a. Dependent Variable: Job Performance

DATASET ACTIVATE DataSet1.
DATASET CLOSE DataSet2.

FREQUENCIES VARIABLES=Gender Age
Experience Marital /PERCENTILES=100.0
/ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		10-DEC-2022 15:09:37
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen Private School Code.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1418
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Gender Age Experience Marital /PERCENTILES=100.0 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.05

Statistics

		Gender of Respondents Private	Age of Respondents Private	Experience of Respondents Private	Marital Status of Respondents Private
N	Valid	1418	1418	1418	1418
	Missing	0	0	0	0

Percentiles	100	2.00	4.00	4.00	6.00
-------------	-----	------	------	------	------

Frequency Table

Gender of Respondents Private

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	451	31.8	31.8	31.8
Female	967	68.2	68.2	100.0
Total	1418	100.0	100.0	

Age of Respondents Private

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30 years	399	28.1	28.1	28.1
31-40 years	863	60.9	60.9	89.0
41-50 YEARS	72	5.1	5.1	94.1
50 Years and Above	84	5.9	5.9	100.0
Total	1418	100.0	100.0	

Experience of Respondents Private

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10 years	791	55.8	55.8	55.8
11- 20 years	452	31.9	31.9	87.7
21 - 30 years	127	9.0	9.0	96.6
31 years and Above	48	3.4	3.4	100.0
Total	1418	100.0	100.0	

Marital Status of Respondents Private

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	227	16.0	16.0	16.0
Married	526	37.1	37.1	53.1
Divorced	207	14.6	14.6	67.7
Seperated	108	7.6	7.6	75.3
widow or widower	36	2.5	2.5	77.9
Not willing to give the information	314	22.1	22.1	100.0
Total	1418	100.0	100.0	

GET

FILE='C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav'.

DATASET NAME DataSet3 WINDOW=FRONT.

FREQUENCIES VARIABLES=GenderPublic AgePublic ExperiencePublic

MaritalPublic

/PERCENTILES=100.0

/ORDER=ANALYSIS.

Frequencies

Notes

Output Created	10-DEC-2022 15:25:25
Comments	
Input	Data
	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav

	Active Dataset	DataSet3	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File		3606
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
Syntax	Cases Used	Statistics are based on all cases with valid data. FREQUENCIES VARIABLES=GenderPublic AgePublic ExperiencePublic MaritalPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.	
Resources	Processor Time		00:00:00.03
	Elapsed Time		00:00:00.05

[DataSet3] C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav **Statistics**

		Gender of Teachers Public	Age of Teachers Public	Years of Experience of Respondents Public	Marital Status Public
N	Valid	2188	2188	2188	2188
	Missing	1418	1418	1418	1418
Percentiles	100	2.00	4.00	3.00	2.00

Frequency Table

Gender of Teachers Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1056	29.3	48.3	48.3
	Female	1132	31.4	51.7	100.0
	Total	2188	60.7	100.0	

Missing	System	1418	39.3		
Total		3606	100.0		

Age of Teachers Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	110	3.1	5.0	5.0
	31-40	572	15.9	26.1	31.2
	41-50	1198	33.2	54.8	85.9
	Above 50	308	8.5	14.1	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Years of Experience of Respondents Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	1078	29.9	49.3	49.3
	11-20	934	25.9	42.7	92.0
	21-30	176	4.9	8.0	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

Marital Status Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	374	10.4	17.1	17.1
	Married	1814	50.3	82.9	100.0
	Total	2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

FREQUENCIES

VARIABLES=MaritalPublic

/PERCENTILES=100.0
/ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		10-DEC-2022 15:34:18
Comments		
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	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	3606
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=MaritalPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.05

Statistics

Marital Status Public

N	Valid	2188
	Missing	1418
Percentiles	100	6.00

Marital Status Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	346	9.6	15.8	15.8
	Married	1651	45.8	75.5	91.3
	Divorced	27	.7	1.2	92.5
	Seperated	30	.8	1.4	93.9
	Widow/widower	49	1.4	2.2	96.1
	Not willing to give information	85	2.4	3.9	100.0
Missing	Total	2188	60.7	100.0	
Total	System	1418	39.3		
		3606	100.0		

FREQUENCIES VARIABLES=StudentperclassperarmPublic
StdperarmPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		10-DEC-2022 15:38:42
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	3606
	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=StudentperclassperarmPublic StdperarmPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.06

Statistics

		Number of Students Taught per Class per Arm Public	Number of Subjects taught per class / arm Public
N	Valid	134	0
	Missing	3472	3606
Percentiles	100	4.00	

Frequency Table

Number of Students Taught per Class per Arm Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 20	3	.1	2.2	2.2
	20-49	20	.6	14.9	17.2
	50-69	82	2.3	61.2	78.4
	70 and Above	29	.8	21.6	100.0
	Total	134	3.7	100.0	
Missing	System	3472	96.3		
Total		3606	100.0		

Number of Subjects taught per class / arm Public

	Frequency	Percent
--	-----------	---------

Missing	System	3606	100.0
---------	--------	------	-------

FREQUENCIES

VARIABLES=StudentperclassperarmPublic

/PERCENTILES=100.0 /ORDER=ANALYSIS.

Frequencies

Notes

Output Created		10-DEC-2022 15:47:23
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	3606
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=StudentperclassperarmPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Statistics

Number of Students

Taught per Class per

Arm Public

N	Valid	2188
	Missing	1418
Percentiles	100	4.00

Number of Students Taught per Class per Arm Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 20	51	1.4	2.3	2.3
	20-49	330	9.2	15.1	17.4
	50-69	1343	37.2	61.4	78.8
	70 and Above	464	12.9	21.2	100.0
Total		2188	60.7	100.0	
Missing	System	1418	39.3		
Total		3606	100.0		

FREQUENCIES
 VARIABLES=StdperarmPublic
 /PERCENTILES=100.0
 /ORDER=ANALYSIS.

Frequencies

Notes

Output Created	10-DEC-2022 16:34:10
Comments	
Input	Data C:\Users\SAMSUNG\Desktop\Mrs

		Queen PhD Codes.sav
Active Dataset		DataSet3
Filter		<none>
Weight		<none>
Split File		<none>
N of Rows in Working Data File		3606
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=StdperarmPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Statistics

Number of Subjects
taught per class / arm
Public

N	Valid	2188
	Missing	1418
Percentiles	100	5.00

Number of Subjects taught per class / arm Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	51	1.4	2.3	2.3
	2	312	8.7	14.3	16.6
	3	1229	34.1	56.2	72.8
	4	490	13.6	22.4	95.2
	5	106	2.9	4.8	100.0
Missing Total	Total	2188	60.7	100.0	
	System	1418	39.3		
		3606	100.0		

FREQUENCIES
 VARIABLES=StdperarmPublic
 /PERCENTILES=100.0
 /ORDER=ANALYSIS.

Frequencies

Notes

Output Created		10-DEC-2022 16:46:25
Comments		
Input	Data	C:\Users\SAMSUNG\Desktop\Mrs Queen PhD Codes.sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	3606
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=StdperarmPublic /PERCENTILES=100.0 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Statistics

Number of Subjects
 taught per class / arm
 Public

N	Valid	2188
	Missing	1418

Percentiles	100	5.00
-------------	-----	------

Number of Subjects taught per class / arm Public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	185	5.1	8.5	8.5
	2	1235	34.2	56.4	64.9
	3	685	19.0	31.3	96.2
	4	48	1.3	2.2	98.4
	5	35	1.0	1.6	100.0
Missing	Total	2188	60.7	100.0	
Total	System	1418	39.3		
		3606	100.0		

DATASET ACTIVATE DataSet1.

FREQUENCIES VARIABLES=studentperarm
noofarmtaughtperclass /PERCENTILES=100.0
/ORDER=ANALYSIS.

Frequencies

Notes

Output Created	10-DEC-2022 17:01:39
Comments	
Input	Data Active Dataset Filter Weight Split File N of Rows in Working Data File Missing Value Handling Definition of Missing Cases Used Syntax
	C:\Users\SAMSUNG\Desktop\Mrs Queen Private School Code.sav DataSet1 <none> <none> <none> 1600 User-defined missing values are treated as missing. Statistics are based on all cases with valid data. FREQUENCIES VARIABLES=studentperarm noofarmtaughtperclass /PERCENTILES=100.0

		/ORDER=ANALYSIS.	
Resources	Processor Time		00:00:00.02
	Elapsed Time		00:00:00.20

[DataSet1] C:\Users\SAMSUNG\Desktop\Mrs Queen Private School Code.sav

Statistics

		Number of Students taught per class per arm	Number of Arms taught per classs / subject
N	Valid	1418	1418
	Missing	182	182
Percentiles	100	4.00	2.00

Frequency Table

Number of Students taught per class per arm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 20	914	57.1	64.5	64.5
	20-49	427	26.7	30.1	94.6
	50-69	56	3.5	3.9	98.5
	70 and Above	21	1.3	1.5	100.0
	Total	1418	88.6	100.0	
Missing	System	182	11.4		
Total		1600	100.0		

Number of Arms taught per classs / subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1383	86.4	97.5	97.5
	2	35	2.2	2.5	100.0
	Total	1418	88.6	100.0	
Missing	System	182	11.4		
Total		1600	100.0		

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Bio-data

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Next of Kin Emikpe Favour Omotobore

Educational Institution Attended:

Ambrose Alli University Ekpoma, Edo State	1993-1998
Oke Secondary School, Oke Ora	1986-1992
Saint Mary's Grammar School Eme, Ora	1994-1995
Oke Primary School, Oke Ora	1979-1984

Academic Qualified:

(M.Ed) Master of Education in Educational Management	2019
(MIPR) Master of Industrial & Personal Relation	2010
B.SC. (ED) Business Education (Accounting)	1998
General School Certificate Education	1992-1995

Working Experience:

DATE 1995

Place of Work: St Mary's Grammar School Ora

Teaching practice: Teaches Commerce and
Economics DATE 1997

Place of Work: Holy Trinity Grammar School Sabo, Ida Ora
Teaching practice: Teaches Commerce and Economics

DATE 1999-2000

Place of Work: National Youth South (NYSC) Ido Local Government
Area, Ibadan, Oyo State. Worked in the administrative
affairs of the Local Government Area.

DATE 2002-2014

Place of Work: Queensvee Enterprise, Akobo Ojurin, Ibadan, Oyo
State

Position Held: Sales Manager

DATE 2015-2023

Place of Work: Proprietress Queensvee Nursery & Primary School

Signature

Date

The University Compliance Certification

This is to certify that this thesis was written by Queen Agbamorin EMIKPE with the matric no LCU/PG/001507 in the Department of Arts & 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