

**Workload and School Plant Indices as Determinants of Public Senior Secondary
School Teacher's Job Performance in Ibadan Metropolis, Oyo State**

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Certification

This is to certify that Petra Rita Chinenye EMECHEBE with matriculation number LCU/PG/OO2636 carried out this research work title “Workload and School Plant Indices as Determinants of Public Senior Secondary School Teacher’s Job Performance in Ibadan Metropolis, Oyo State” in the department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Master of Education (MEd) Degree in Educational Management.

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Dedication

This work is dedicated to God Almighty for His Graces and Mercies and my supportive Religious and Biological Families.

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“Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work”.

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Abstract

This study investigated the influence of Workload and school Plants Indices on the job performance of teachers in public senior secondary schools in Ibadan Metropolis, Oyo State. While the decline in the job performance of teachers in secondary schools poses a significant threat to the quality of education and the future of students is extensively discussed in literature, there remains a dearth of empirical evidence on the joint influence of Workload and school plant indices on teacher's job performance in public senior secondary schools in Ibadan Metropolis, Oyo State. The study was guided by Social Exchange Theory and Systems Theory. Four research questions were posed, and four hypotheses were formulated. Descriptive survey research was utilized. The population comprised of all public senior secondary school teachers in Ibadan Metropolis (N=8,315) while the sample size was 825 with a response rate of 85.5%. Data were collected via an adapted questionnaire and analysed using descriptive statistics (frequency, percentages, mean, and standard deviation) and inferential statistics (linear multiple regression). The results showed that instructional and administrative job performances were high and under teacher's workload, class size was moderate while teacher-student ratio was high. Availability of school plants such as staffrooms and school convenience were moderate, while their adequacy was observed to be low. Result from the regression analysis revealed a significant combined influence of workload and school plants on teacher's job performance ($p < 0.05$). Also, a statistically significant gender difference was observed, with male teachers outperforming female ($p < 0.05$). In conclusion, the teachers' workload and school plant indices have huge potential in influencing teacher job performance. It was recommended among others that school administrators should explore strategies for reducing class sizes and hiring additional staff. This will help distribute the workload more evenly and improve teacher satisfaction and performance

Keywords: Workload, School Plant, School Convenience, Teacher's Job Performance, Instructional Job performance, Administrative Job Performance

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Chapter One

Introduction

1.1 Background to the Study

Teachers are crucial agent in achieving successful implementation of an educational programme, their critical role including shaping students for meaningful societal contributions cannot be over emphasized. The Federal Republic of Nigeria acknowledges teachers as key determinants of a nation's quality and status. Beyond imparting knowledge, teachers act as catalysts for change through effective teaching. The proper planning and execution of activities by teachers actively contribute to the holistic development of students, emphasizing the important nature of their role in driving educational improvement. Therefore, the performance of teachers is integral to the improvement of education.

Job performance is an effort of an employee to achieve some specific goals assigned in his or her job specifications¹. In line with that, teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals². It could be described as how effective a teacher discharges the assigned duties and responsibilities in the school system. On the other hand, teachers' job performance referred to the outcome after a job of a teacher is completed³. It represents the levels of achievement of each job and the fulfillment of school regulations, expectations and requirements for educational goals and objectives. The job performance of a teacher manifests in his/her effectiveness in teaching, classroom management, lesson preparation and evaluation, students' discipline, motivation and supervision among others⁴. In this study, teacher job performances are categorized into Instruction and administrative job performance.

The instructional job of a secondary school teacher encompasses a wide array of responsibilities that significantly impact the learning experiences and outcomes of students. For instance, secondary school teachers are responsible for implementing the prescribed curriculum, ensuring that students receive a comprehensive education⁴. However, the ability to adapt the curriculum to cater for diverse learning styles and abilities is crucial. This adaptation should accommodate the needs of students with varying academic capacities and provide opportunities for advanced learning and enrichment. It is essential for secondary school teachers to employ effective pedagogical practices that promote critical thinking, problem-solving, and analytical skills among students. This requires the use of various teaching methods, such as interactive lectures, group discussions, project-based learning, and hands-on activities, to engage students and foster a deeper understanding of the subject matter.

Another important duty of a secondary school teacher is the ability to provide individualized support and differentiation to address the diverse learning needs and abilities of students. This includes identifying struggling students and providing them with targeted interventions, as well as challenging high-achieving students with additional resources and opportunities for advanced learning. Integrating technology into instructional practices is essential in preparing students for the digital era. Secondary school teachers should leverage technological tools, such as educational software, online resources, and multimedia content, to enhance the learning experience and facilitate interactive and engaging lessons.

The administrative roles of a secondary school teacher are crucial for the effective functioning of the educational institution. These roles encompass a range of responsibilities that go beyond traditional teaching duties and often involve managing various aspects of the school environment. For instance, secondary school teachers are expected to be involved in designing

and implementing the curriculum, ensuring that it aligns with educational standards and caters to the needs of diverse learners. This role demands a critical understanding of educational objectives, pedagogical strategies, and assessment techniques. Teachers play a pivotal role in assessing and evaluating student performance. This includes designing assessments, grading assignments, providing feedback, and maintaining accurate records. However, the challenge lies in ensuring that assessment methods are fair, reliable, and reflective of students' true abilities. Effective classroom management is essential for creating a conducive learning environment. Teachers must establish and enforce rules, handle disciplinary issues, and promote a positive classroom culture. However, maintaining discipline while fostering a supportive learning atmosphere can be challenging and requires strong interpersonal skills. Building a strong relationship with parents is crucial for student success. Teachers need to regularly communicate with parents, discussing students' progress, addressing concerns, and fostering parental involvement in their children's education. However, managing diverse parental expectations and concerns can be time-consuming and demanding. Engaging in continuous professional development is vital for keeping up with the latest educational trends, teaching methodologies, and technological advancements. Teachers need to participate in workshops, conferences, and training programs to enhance their teaching skills. However, finding time and resources for professional development amidst busy schedules can be challenging.

Furthermore, secondary school teachers often collaborate with school administrators to ensure smooth operation of various school activities. This might involve coordinating events, participating in faculty meetings, and contributing to decision-making processes. However, conflicts can arise due to differences in perspectives and priorities between teachers and administrators. Also, Teachers are often responsible for managing educational resources such as

textbooks, teaching aids, and technology. They need to ensure that resources are effectively utilized and regularly updated to support students' learning. However, limited budgets and inadequate resources can hinder the implementation of innovative teaching methods.

A teacher in Nigerian secondary schools, in some instances, has been found to fall short of aforementioned duties. This has been observed in various reports and studies that have highlighted specific areas where teachers have faced challenges in meeting the expected standards of educational delivery. For instance, several studies have indicated instances of inadequate teacher training and professional development, leading to an insufficient grasp of modern pedagogical methods and educational techniques^{5,6,7,8,9}. Furthermore, research has pointed to issues such as high teacher turnover rates, large class sizes, and limited access to resources, all of which have collectively contributed to a situation where some teachers struggle to effectively discharge their duties as expected^{10,11,12,13}. These problems seem to have resulted in a lack of individualized attention to students, thereby affecting the overall quality of education imparted in secondary schools. Moreover, administrative hurdles, bureaucratic complexities, and a lack of streamlined protocols have been identified as additional challenges that have impeded the seamless execution of administrative duties by teachers¹⁴. This seems to have resulted in potential inefficiencies in the management and coordination of school affairs, impacting the overall effectiveness of the educational system. Numerous factors documented in the existing literature have been identified as contributing to the unsatisfactory level of job performance among teachers in Oyo State. This study aims to enrich the current knowledge base by examining the influence of teacher's workload and school plant indices on the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State, Nigeria.

Work is an extremely important component of teachers' lives and health. The ability for teachers to work represents a multitude of benefits including, for example, an opportunity to earn one's livelihood, to provide for the family, to contribute positively and meaningfully to the society, and to satisfy one's own drive for achievement. Such work-related outcomes tend to have a very positive impact on teachers' outlook on life and overall health status. At the same time, work can create stress due to the difficulty of the tasks involved, the deadlines associated with the tasks, among others. Hence it is recognized that although work has many positive attributes, it also may affect teachers in a negative manner if not managed effectively. Both these positive and negative spillover effects of the work in which teachers are involved are directly associated to the family life of employees in line with that, an author has postulated that one of the measures for effective personnel utilization in schools is assigning reasonable workload to teachers.

Teacher workload can be critically defined as the comprehensive set of tasks, responsibilities, and duties that teachers are expected to fulfill within a specific timeframe. It encompasses various professional activities such as planning lessons, delivering instruction, assessing student performance, providing feedback, engaging in professional development, participating in extracurricular activities, and managing administrative tasks. This workload also incorporates the time spent on activities beyond the classroom, such as grading assignments, preparing materials, attending meetings, and communicating with students, parents, and colleagues. A critical understanding of teacher workload involves recognizing the intricate balance required to meet the demands of various roles and responsibilities, while ensuring the delivery of high-quality education. Factors such as class size, curriculum requirements, administrative expectations, and extra duties can significantly impact the overall workload

experienced by teachers¹⁵. Additionally, the emotional and psychological investment necessary for effective teaching, including fostering a supportive learning environment and attending to the diverse needs of students, further contributes to the complexities associated with teacher workload.

Workload management is very important for effective delivery of instruction and teacher job performance^{16, 17}. In other words, proper utilization of the human potentials in order to achieve set goals as well as meeting the needs of teachers. Overload means excess or too much work for teachers, while under-load is the opposite. The results are over-utilization and underutilization respectively. There should be a balance to ensure optimum performance. It is imperative for an increased quality and quality assurance in our secondary education today which can be achieved through teachers' workload management.

A manageable workload is likely to keep any hardworking teacher motivated and satisfied. It could equally enable him or her to perform his or her duty to the best of his or her ability and become more productive. However, due to the continuous upward trend in school enrolment, prompted by the growing demand for education by most citizens of school age, school population has increased tremendously and this has impacted on the population of individual classrooms¹⁸. Public secondary schools in Southwest of Nigeria have presumably been stretched beyond their workload carrying capacities resulting in over-bearing tasks and responsibilities for the teaching staff¹⁹. This has probably led to the poor performance of these teachers in their teaching and administrative duties since the teaching and learning process, which is the hub of students' academic performance, may not have been vigorously pursued. Every ministry of education is concerned about the job performance of its teachers because teacher job performance is pertinent to the long-term growth and success

of any educational system around the world^{20,21}. In examining teacher workload, numerous indices warrant consideration. However, this study specifically emphasizes the influence of the following indices: class size, student-teacher ratio, and the number of periods per week.

Class-size refers to the number of students in a particular class or educational setting, typically under the guidance of one instructor or teacher²². It is an essential metric in education, influencing various aspects of the teaching and learning process. The impact of class size can be significant, affecting the quality of education, student-teacher interaction, and the overall learning environment²³. As a measure of teacher workload, class-size reflects the number of students a teacher is responsible for instructing, managing, and assessing within a specific class or educational setting. A smaller class-size generally implies a reduced number of students per teacher, resulting in a more manageable workload for the teacher. Conversely, a larger class-size means that the teacher is responsible for a greater number of students, which can significantly increase the demands on the teacher's time, attention, and energy.

The concept of class-size as a measure of teacher workload takes into account several critical factors that influence the teacher's ability to effectively meet the educational needs of their students. These factors include: Individualized Attention in other words, a smaller class-size allows teachers to provide more individualized attention to each student, addressing their unique learning needs and fostering a more personalized educational experience. In contrast, larger class-sizes can limit the teacher's ability to give personalized attention, potentially leading to a less effective learning environment²⁴. Instructional Effectiveness, smaller class-sizes often enable teachers to implement a more diverse range of instructional strategies, catering to different learning styles and abilities within the classroom. In larger classes, teachers might face challenges in ensuring that every student comprehends the material, potentially compromising

the effectiveness of their instructional methods²⁵. Classroom Management, with a smaller class-size, teachers can more effectively manage student behavior, maintain discipline, and create a conducive learning atmosphere²⁶. Larger class-sizes may pose challenges in maintaining classroom order and discipline, leading to increased stress and a higher workload for the teacher. Assessment and Grading, a smaller class-size allows teachers to provide more detailed and timely feedback on student assignments and assessments. In contrast, larger classes can result in a heavier grading workload, potentially leading to delays in providing meaningful feedback to students²⁷.

An author reported that relentless population growth is overcrowding the world's classrooms at an alarming rate. She reasons that "growth in the number of school-age children has outpaced growth in the number of teachers worldwide in the new millennium packing classrooms with as many as 100 students per teacher in some countries²⁸." Classrooms which are overcrowded create challenges in ensuring quality education and satisfactory learning achievement²⁸. Cases of over-enrolment of students in a single classroom are no longer a rare phenomenon in some states of the federation. The crowding complexity in terms of enrolment explosion, resources mobilization and organization of the educational system and the increasing societal demands for more result-oriented schools, have made the duties of staff in schools more difficult²⁹. This has also seriously diminished the student/teacher ratio and has mounted undue pressure (workload) on the available teaching staff²⁹.

Overcrowded classrooms have apparently become a permanent feature of academic settings in many states due to inadequate planning for unexpected population explosions³⁰. Increased school population has also led to a situation where facilities earmarked for few

students are utilized by students up to five times the number for which the facilities were earlier designed³¹. The consequent uncomfortable physical proximity gives rise to disruptive behaviours and interpersonal squabbles among students, class control becomes difficult, noise level, intolerable and communication between teachers and students difficult³². Where the classroom is overcrowded, teacher's performance could be seriously affected. Thus, class size constituted an important area for investigation in this study. Closely related to class size is the time-table load allocated to most subject teachers. The number of arms determines the number of periods to be taught. The load is sometimes so heavy that a teacher may not find it easy to cover all the periods assigned to him or her for the day³³. When he or she manages to cover them, he or she might be left exhausted by the end of the day.

Student-teacher ratio (STR) is a metric used in education that reflects the relationship between the number of students enrolled in a school or educational institution and the number of full-time equivalent teachers employed by that institution³⁴. It is typically calculated by dividing the total number of students by the total number of teachers. For example, if a school has 500 students and 25 full-time equivalent teachers, the student-teacher ratio would be 20:1. This ratio is often used as an indicator of the educational resources and support available to students within a particular institution or system. It can provide insights into the potential level of individual attention and support students may receive from teachers. A lower student-teacher ratio generally suggests that teachers may have more time and resources to dedicate to each student, potentially leading to more personalized instruction and support³⁵. On the other hand, a higher student-teacher ratio may indicate that teachers have to manage larger class sizes, potentially limiting the amount of individual attention and support that each student can receive. As a measure of teacher

workload, the student-teacher ratio is a significant factor in understanding the demands placed on teachers within a specific educational setting. A lower student-teacher ratio often implies that teachers may have fewer students to manage, allowing them to dedicate more time to individualized instruction, grading, and providing personalized feedback. In contrast, a higher student-teacher ratio suggests that teachers may face larger class sizes and potentially higher workloads, including more grading, lesson planning, and classroom management responsibilities³⁶. Additionally, a high student-teacher ratio can impact the quality of education provided, as teachers may find it challenging to meet the diverse needs of all students in larger classes. This can lead to increased stress and workload for teachers, potentially affecting their ability to deliver effective instruction and support³⁷.

The second independent variable in this study "school plant" refers to the physical facilities, including the buildings, grounds, infrastructure, and equipment, that are essential for the operation of an educational institution⁴⁴. It encompasses the entire physical structure, both interior and exterior, where teaching, learning, and administrative activities take place. The concept of the school plant extends beyond mere structures and includes the organization, layout, and management of the physical environment to create an optimal learning atmosphere. School plant is described as the site, the buildings, the equipment and all the essential structures, permanent and semi-permanent as well as such machines and laboratory equipment, the blackboard/chalkboard needed for effective teaching and learning⁴⁵. There are so many way through which school plants are expected to improve teacher job performance. For instance, a comfortable and well-maintained school plant, with adequate lighting, temperature control, and ergonomic furniture, can contribute to a more comfortable teaching environment⁴⁶. This can positively impact teacher morale and job satisfaction, leading to improved performance.

Similarly, a visually appealing and aesthetically pleasing school plants can create a positive atmosphere that enhances teacher engagement and motivation. A pleasant environment can contribute to a sense of pride and belonging among teachers, fostering a positive attitude toward their work. In the same vein, adequate facilities such as well-equipped classrooms, libraries, laboratories, and recreational areas can facilitate effective teaching and learning. When teachers have access to modern facilities and resources, they are better able to deliver quality education, which can positively impact their job performance⁴⁷. A secure and safe school plant is crucial for ensuring the well-being of both teachers and students. When teachers feel safe in their working environment, they can focus more on their teaching responsibilities, leading to improved job performance. Also, a well-designed school plant can provide spaces for collaboration among teachers, such as staff rooms, meeting rooms, and professional development areas. These spaces can foster a culture of collaboration, sharing of best practices, and continuous professional development, which can enhance teacher performance.

A technologically advanced school plants with access to the latest educational tools and resources is likely to facilitate innovative teaching practices. Integrating technology into the school plant can help teachers to deliver engaging and effective lessons, leading to improved student outcomes and, consequently, enhanced job satisfaction. Overall, a conducive and well-maintained school plant can create a positive work environment that supports teachers in their roles, fostering job satisfaction and ultimately leading to improved job performance. It is important for educational institutions to prioritize the design, maintenance, and enhancement of the school plant to support the well-being and effectiveness of their teaching staff. Studies have identified so many school plants that can improve efficiency of a secondary school teacher but

this study focuses on unveiling the influence of staffrooms and school convenience on teacher job performance.

A teacher staff room, also known as a faculty room or teachers' lounge, is a designated space within an educational institution, such as a school or a college, specifically intended for use by the teaching staff. This area serves as a common room where teachers can take breaks, collaborate, and engage in professional and social interactions with their colleagues. The staff room typically provides a space for teachers to relax, prepare lessons, discuss educational matters, and share ideas in a more informal and comfortable setting than the classroom environment. It is often equipped with amenities such as seating areas, desks, computers, and other resources to facilitate communication, collaboration, and the overall well-being of the teaching staff. The staff room serves as a vital component of the school's infrastructure, fostering a sense of community and support among the faculty members, which can positively impact their job performance and overall satisfaction. A comfortable and easily accessible staff room provides teachers with a space for relaxation, socialization, and stress relief. A positive and supportive environment can enhance teachers' psychological well-being, leading to improved job satisfaction and motivation⁴⁸. Conversely, an uncomfortable or inaccessible staff room might contribute to increased stress and dissatisfaction among teachers, potentially affecting their overall job performance. A well-equipped staff room can serve as a hub for collaboration and knowledge sharing among teachers. When teachers have a comfortable space to interact, share ideas, and discuss teaching strategies, it can foster a culture of professional development and learning. This collaborative atmosphere can lead to the exchange of innovative teaching techniques, ultimately benefiting the overall quality of education provided by the institution.

School convenience rooms typically refer to restrooms or bathroom facilities located within a school building or on school premises. These rooms are essential for providing students, faculty, and staff with a sanitary and private space for personal hygiene and restroom needs during school hours. The convenience rooms in a school may include toilet stalls, urinals, sinks, and often have facilities for hand-washing and hygiene, such as soap dispensers and paper towel or hand dryer units. These rooms are crucial for maintaining a clean and healthy environment within the school and promoting good hygiene practices among students and staff. The availability and adequacy of restrooms in schools can significantly impact teacher job performance in various ways. Access to clean and well-maintained restrooms is crucial for the health and well-being of teachers. Inadequate or unsanitary restroom facilities can lead to health issues, discomfort, and stress, ultimately affecting their focus and ability to perform their duties effectively. For instance, adequate rest room facilities provide teachers with the comfort and convenience they need during their working hours. When such facilities are lacking, teachers might be forced to hold back on using the restroom, leading to discomfort and distraction, ultimately impacting their concentration and productivity. Furthermore, poorly maintained restrooms can be a breeding ground for germs and bacteria, posing health risks. Teachers may feel uneasy or concerned about using unclean or poorly equipped facilities, affecting their sense of well-being and creating a negative impact on their job performance⁴⁹.

Similarly, if the restrooms are insufficient or inaccessible, it can result in time wastage for teachers who might need to wait in long queues or walk long distances to access them⁵⁰. This can disrupt their schedules and affect their time management, leading to a loss of valuable instructional time and potential frustration. Inadequate restroom facilities can contribute to a negative work environment and lower morale among teachers. Feeling that their basic needs are

not being met can lead to dissatisfaction, potentially impacting their motivation, commitment to work, and overall job satisfaction. Similarly, the level of availability and condition of restrooms can affect a school's ability to retain and attract quality teaching staff⁵⁰. Schools with poor restroom facilities may struggle to retain experienced teachers or recruit new ones, as the working environment is seen as substandard or not conducive to maintaining a healthy work-life balance. Therefore, this study aims to investigate teachers' workload and school plant indices as determinants of teacher's job performance in public senior secondary schools in Ibadan Metropolis.

1.2 Statement of the Problem

In recent years, the decline in the job performance of teachers in secondary schools in Nigeria, Oyo State particularly has become increasingly evident. Reports from the educational authorities and various stakeholders suggest a critical issue, indicating a potential correlation between the deteriorating work environment and the diminishing output of teachers. This decline in teacher job performance poses a significant threat to the quality of education and the future of students in the region. Empirical studies have revealed alarming statistics that revealed the severity of this issue, for instance, a study highlighted that teacher reported feeling overwhelmed by their workload, with the majority citing large class sizes and an unmanageable number of periods per week⁵¹. Additionally, another report submitted that inadequate staffrooms and essential conveniences, significantly impacting the overall work environment for teachers in secondary schools in Oyo State⁵². The consequences of this problem are far-reaching, affecting not only the morale and job satisfaction of teachers but also the quality of education imparted to students. Decreased job performance seems directly correlates with diminished educational outcomes, contributing to lower academic achievements and a decline in the overall educational

standard within the Ibadan metropolis. Several studies have examined various factors influencing teacher job performance^{53,54}. While these studies have shed light on the complex relationship between work environment factors and teacher performance, they have not adequately addressed the specific interplay between teachers' workload, as influenced by class size, student-teacher ratio, and periods per week, and school plant indices such as the availability of staffrooms and school conveniences. This study aims to bridge this gap and provide comprehensive insights into the determinants of teacher job performance in Ibadan metropolis, Oyo State, thereby offering targeted solutions to enhance the overall quality of education in the region.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate teachers' workload and school plant indices as determinants of teacher's job performance in secondary schools in Ibadan Metropolis. The objectives of the study are to:

- i. identify the level of teacher job performance (instructional and administrative) in public senior secondary schools in Ibadan metropolis, Oyo State;
- ii. determine the level of public senior secondary school teacher's workload (class size, teacher-student ratio) in Ibadan metropolis, Oyo State;
- iii. identify the level of availability of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State;
- iv. identify the level of adequacy of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State;
- v. examine the combined influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State;

- vi. determine the relative influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis;
- vii. examine the relative influence of workload indices (class size, student-teacher ratio) and school plant indices (staffrooms and school convenience) on job performance of public senior secondary school teachers' job performance in Ibadan metropolis, Oyo State; and
- viii. identify significant gender difference in the level of senior secondary school teacher's job performance in Ibadan metropolis, Oyo State

1.4 Research Questions

To achieve the objectives of the study, the following questions were raised:

1. What is the level of teacher job performance (instructional and administrative) in public senior secondary schools in Ibadan metropolis, Oyo State?
2. What is the level of public senior secondary school teacher's workload (class size and teacher-student ratio) in Ibadan metropolis, Oyo State?
3. What is the level of availability of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State?
4. What is the level of adequacy of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

H₀₂: There will be no significant relative influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

H₀₃: There will be no significant relative influence of workload indices (class size, teacher-student ratio) and school plants indices (staffrooms and school convenience) on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State.

H₀₄: There will be no significant gender difference in the level of senior secondary school teacher job performance in Ibadan metropolis, Oyo State.

1.6 Significance of the Study

The findings of this study can benefit stakeholders such as policymakers, school administrators, teachers, students, and the community at large in the following ways:

Policymakers: The study's findings can provide crucial insights for policymakers in the education sector, helping them make informed decisions regarding the optimal class sizes, teacher-student ratios, and weekly teaching periods. This knowledge can lead to the development of more effective policies that prioritize the well-being and job performance of teachers, ultimately improving the quality of education in Ibadan Metropolis.

School Administrators: The study's results can offer valuable guidance to school administrators in effectively managing school resources, particularly in terms of maintaining adequate staffrooms and convenient school facilities. By understanding the relationship between school plant indices and teacher job performance, administrators can create a conducive working environment for teachers, consequently enhancing overall school productivity and performance.

Teachers: The study's findings can directly benefit teachers by shedding light on the influence of workload factors and school plant conditions on their job performance. Understanding these dynamics can empower teachers to negotiate for better working conditions and advocate for

improved infrastructure, ultimately leading to increased job satisfaction and enhanced instructional and administrative performance.

Students: Improved teacher job performance as a result of optimized workload and well-equipped school plants can directly benefit students by fostering a more conducive learning environment. This, in turn, can lead to better academic outcomes, enhanced student-teacher interactions, and an overall improved quality of education in Ibadan Metropolis.

Community: A well-performing education system contributes significantly to the overall development and well-being of the community. By ensuring an optimal work environment for teachers, the study's outcomes can lead to the cultivation of a knowledgeable and skilled workforce, fostering community development and contributing to the socio economic growth of education in Ibadan Metropolis and Oyo State at large.

In summary, the study's findings can lead to informed decision-making and policy formulation, resulting in a more conducive learning and working environment for teachers and students. This, in turn, can contribute to the holistic development of the education sector and the community as a whole.

1.7 Scope of the Study

The geographical scope of the study is limited to the Ibadan Metropolis, a major urban center in Oyo State, Nigeria. Ibadan, being the largest city in the state and one of the most populous in Nigeria, serves as an important cultural, educational, and economic hub in the region. The study will focus on public senior secondary schools in the region. Ibadan metropolis as at the time of this study has eleven local governments grouped into cities and less cities.

Contextually, the study aims to investigate how various factors such as class size, student-teacher ratio, the availability of staffrooms, and school convenience rooms determines the level of job performance of public secondary school teachers in Ibadan metropolis.

Conceptually, the study focuses on the determinants of teacher job performance, emphasizing the key variables of teachers' workload and school plant indices. Teachers' workload will be assessed based on class sizes and student-teacher ratio aiming to understand how these factors influence teacher performance. Additionally, the study will examine the role of school plant indices, including the availability and adequacy of staffrooms and school convenience, in shaping teachers' work environment and overall job performance. By exploring these interrelated concepts, the study seeks to provide a comprehensive understanding of the factors that contribute to or hinder teacher job performance in the context of secondary schools in Ibadan Metropolis.

1.8 Limitation of the Study

There were some limitations encountered during the course of the study. A major one was the delay in obtaining essential data from sampled schools as schools were on holidays at the time the researcher was carrying out the study. Also, difficulty in accessing some schools delayed the distribution of copies of the instrument. Some Teachers were reluctant to provide the requested information. Despite these constraints, the study's findings are considered valid.

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study.

Teacher Job Performance: This is the overall effectiveness and efficiency with which a teacher carries out their professional responsibilities in public senior secondary schools in Ibadan

metropolis, Oyo State. It is categorized as instructional and administrative job performance in this study.

Instructional Job Performance of a Teacher: This involves the level of effectiveness of the teacher in delivering the curriculum content, ensuring clarity, engagement, and effective communication to facilitate student learning, engagement, participation and develop interest in classroom activities in public senior secondary schools in Ibadan metropolis, Oyo State.

Administrative Job Performance of a Teacher: It is the level of effectiveness of a teacher in classroom management, record-keeping as well as his or her effectiveness in collaborating with colleagues, administrators, and parents, including participation in school activities, meetings, and the implementation of school policies and procedures in public senior secondary schools in Ibadan metropolis, Oyo State.

Teachers Workload: This refers to the various factors that contribute to the tasks, responsibilities, and obligations of a teacher in the course of their professional duties in public senior secondary schools in Ibadan metropolis, Oyo State. In this study, these are class size and student-teacher ratio

Class Size: This is the number of students enrolled in a specific class at the beginning of the academic term in public senior secondary schools in Ibadan metropolis, Oyo State.

Student-Teacher Ratio: This is the total number of students in public senior secondary schools in Ibadan metropolis, Oyo State that is been taught by the teacher in a given class at a particular time.

School Plant Indices: This refers to the physical infrastructure, facilities, and amenities available for use in the premises of public senior secondary schools in Ibadan metropolis, Oyo

State to facilitate teaching and learning activities. In this study, these are: teacher's staffrooms and School convenience rooms.

Staffrooms: It is the physical spaces designated for teachers, equipped with necessary facilities for relaxation, meetings, and lesson planning in public senior secondary schools in Ibadan metropolis, Oyo State.

School Convenience: This refers to the accessibility and availability of essential facilities such as restrooms, water supply, and other necessary amenities for both students and teachers in public senior secondary schools in Ibadan metropolis, Oyo State.

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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. It consists of the following subheadings: Conceptual review, Theoretical Review, Empirical Review, Conceptual Framework, Gap in Literature Reviewed and Summary of Reviewed Literature.

2.1 Conceptual Review

2.1.1 Job Performance

2.1.3 Workload

2.1.4 Teacher Workload

2.1.5 Class Size

2.1.6 Student-Teacher Ratio

2.1.7 School Plants

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

2.2.2 Systems Theory

2.3 Empirical Review

2.3.1 Workload and Teacher Job Performance

2.3.2 Class size and Teacher Job Performance

2.3.3 School Plant Indices and Teacher Job Performance

2.3.4 Other Related Factors Influencing Teachers Job Performance

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

2.1.1 Job Performance

Job performance refers to the level of achievement and proficiency with which an individual executes their assigned tasks and responsibilities within a specific role or position¹. It entails the demonstrated ability of an employee to meet or exceed the expectations and standards set by the organization, including both quantitative and qualitative aspects of their work². Job performance is the overall effectiveness and efficiency of an employee in fulfilling the duties, objectives, and goals outlined in their job description, often measured through key performance indicators (KPIs) and performance reviews³. Job performance encompasses the behavioral, technical, and cognitive skills exhibited by an employee in the context of their job, reflecting their contribution to the overall success and functioning of the organization. Job performance signifies the extent to which an employee's contributions positively impact the achievement of organizational objectives, including their ability to adapt to changing circumstances and contribute to a positive work environment⁴.

Job performance represents the consistent demonstration of skills, knowledge, and abilities that align with the expectations of the role, contributing to the overall productivity, efficiency, and [success of the team and the organization as a whole⁵. Job performance is the measure of an individual's effectiveness in executing assigned tasks while adhering to established guidelines, demonstrating a commitment to quality, timeliness, and continuous

improvement⁶. Job performance reflects the capacity of an employee to utilize their skills and competencies to deliver high-quality outputs that align with organizational goals and contribute to the overall growth and success of the company. Job performance embodies the demonstration of behaviors, attitudes, and results that reflect an employee's commitment to the values and mission of the organization, contributing to a positive and productive work culture⁷. Job performance encompasses the combination of technical proficiency, interpersonal skills, and problem-solving abilities demonstrated by an employee, indicating their ability to contribute to the achievement of both individual and organizational goals in a sustainable manner⁸.

2.1.2 Teacher Job Performance

Teacher job performance is a comprehensive measure of a teacher's effectiveness in the classroom, encompassing their ability to engage and motivate students while creating an inclusive and conducive learning environment⁹. It involves the proficient communication of subject matter, coupled with the application of diverse teaching strategies tailored to different learning styles and abilities. Effective teacher job performance also entails the provision of timely feedback to students, fostering their academic growth and personal development¹⁰. Moreover, it includes the establishment of positive relationships with students, parents, and colleagues, contributing to a collaborative educational community. Maintaining accurate records and integrating technology to enhance the learning experience are also essential components of exemplary teacher job performance¹¹.

Furthermore, teachers demonstrating adaptability and flexibility in response to the evolving educational landscape, as well as actively participating in professional development activities, are considered to have strong job performance¹². Demonstrating ethical conduct, effective time management, and the cultivation of parental involvement further contribute to the

holistic assessment of teacher job performance, fostering a growth mindset among students and promoting resilience and perseverance in the face of academic challenges are integral to measuring a teacher's job performance¹³.

In terms of instructional job performance, teacher job performance can be described as the effectiveness with which the teacher conveys subject matter to students, utilizing various teaching methods and strategies to ensure comprehension and engagement. The successful integration of curriculum standards into daily lesson plans, ensuring alignment with educational goals and the specific needs of students¹⁴. The ability to foster a dynamic learning environment that encourages active participation, critical thinking, and student-driven inquiries. The proficiency in evaluating student progress, providing timely and constructive feedback, and utilizing assessments to guide instructional strategies and meet learning objectives. The skill in catering to diverse student needs by adapting instructional methods, materials, and assessments to accommodate varying learning styles, abilities, and interests¹⁵.

Administrative job performance of a teacher implies the capability to maintain an organized and conducive learning environment, ensuring discipline, order, and student accountability while promoting a positive classroom culture¹⁶. The accuracy and efficiency in maintaining student records, including attendance, grades, and behavioral documentation, to facilitate communication with students, parents, and administrators. The ability to work effectively with colleagues, administrators, and parents, fostering open communication, teamwork, and a shared commitment to student success¹⁷. The commitment to ongoing personal and professional growth, demonstrated through participation in workshops, conferences, and other learning opportunities to enhance teaching practices and stay updated with educational trends. The adherence to institutional policies, regulations, and educational standards, ensuring

compliance with school guidelines, ethical codes, and legal requirements to maintain a professional and ethical work environment¹⁸.

2.1.3 Workload

Workload refers to the amount of work or tasks that an individual or a system is expected to carry out within a specific time frame¹⁹. It is the aggregate of tasks, activities, or assignments that an individual, team, or organization is responsible for completing within a given period²⁰. Workload denotes the overall volume and complexity of responsibilities, duties, or obligations that are assigned to a person, department, or entity in a professional or academic setting²¹. Workload can be defined as the total amount of effort, both physical and mental, that is required to accomplish all the tasks and activities assigned to a particular individual or group. Workload represents the collective burden of tasks and projects that must be managed, executed, or completed by a specific individual, team, or organization during a designated period. Workload is the quantifiable measure of the number of tasks, projects, or assignments that an individual or group is expected to handle within a specified timeframe, taking into account the resources available²². Workload refers to the sum total of all tasks, duties, and responsibilities that must be undertaken by a person, team, or entity, including both routine and non-routine activities²³. It indicates the total demand for labor, effort, or cognitive input required to fulfill all the obligations, commitments, and duties that are part of a particular role or job function. Workload signifies the comprehensive amount of work, including both planned and unplanned tasks, that an individual or group is required to manage and complete, often within a predefined schedule. Workload represents the overall quantum of work or the array of tasks and projects that need to be addressed, processed, or accomplished by a specific entity or individual within a given timeframe. Workload is the measure of the total tasks, assignments, or projects that an individual

or group is responsible for carrying out, taking into consideration the associated time, effort, and complexity of each task²⁴.

Workload represents the comprehensive array of activities, tasks, or responsibilities that must be addressed, managed, or completed by an individual or team in order to meet established objectives or fulfill designated roles²⁵. Workload refers to the total amount of work, including both routine and specialized tasks, that is assigned to or expected of an individual, team, or organization within a specific period, considering the available resources and capabilities²⁶. Workload represents the collective amount of labor, energy, and attention required to accomplish a set of tasks, projects, or duties within a given timeframe, taking into account the complexity and duration of each activity²⁷. Workload is the cumulative measure of tasks, projects, or responsibilities that an individual or group is accountable for managing and executing within a defined period, considering the constraints and resources available²⁸.

2.1.4 Teacher Workload

The workload of a teacher encompasses various demands, including lesson preparation, grading, and student supervision, which require a delicate balance in their professional roles. It signifies the comprehensive set of responsibilities and tasks that instructors must manage, such as instructional planning, classroom management, and professional development, in their day-to-day activities²⁹. This workload reflects the collective measure of instructional, administrative, and extracurricular commitments assigned to educators within a specific educational context, incorporating duties like curriculum design and student evaluation. These obligations include a diverse range of tasks that educators are accountable for, involving lesson delivery, student assessment, and extracurricular engagement in the educational institution³⁰. It denotes the

cumulative measure of responsibilities that instructors must handle, ranging from classroom instruction and assessment to administrative duties, within a designated academic term or year.

Teacher workload encompasses the combined demands of curriculum development, student assessment, and administrative tasks that educators are responsible for managing in their educational roles³¹. It represents the total volume of instructional, administrative, and professional responsibilities that teachers are expected to balance, including activities such as lesson planning, student evaluation, and extracurricular involvement. The workload of teachers involves the collective effort and time dedicated to classroom instruction, student support, and professional development activities within the educational setting³². It signifies the overall demand for instructional and administrative commitments that teachers are required to fulfill, encompassing tasks such as curriculum implementation, student supervision, and professional collaboration. This workload reflects the totality of teaching-related tasks and obligations, including lesson preparation, grading, and student guidance, that educators are responsible for managing on a daily basis³³.

Teacher workload encompasses the combined responsibilities of instructional planning, classroom management, and student assessment that educators must balance as part of their teaching roles³⁴. It refers to the comprehensive array of instructional and administrative duties, including curriculum design, student assessment, and professional development, that teachers are accountable for managing within the educational system³⁵. The workload of teachers encompasses the total amount of effort and time allocated to various tasks, such as curriculum planning, student evaluation, and extracurricular involvement, within the educational framework. It denotes the collective set of responsibilities and tasks that teachers are expected to handle, including instructional delivery, student assessment, and administrative duties, within the

educational institution³⁶. Teacher workload represents the cumulative measure of instructional, administrative, and professional responsibilities that teachers are required to manage, encompassing tasks such as curriculum development, student supervision, and professional collaboration³⁷.

High teacher workload refers to a situation where teachers are required to manage an excessive number of responsibilities, tasks, and instructional duties within a limited time frame. This often leads to teachers facing significant time constraints and pressure to meet various administrative, teaching, and assessment demands³⁸. High teacher workload can result in educators having insufficient time for lesson planning, providing individualized attention to students, engaging in professional development, and maintaining a healthy work-life balance. It may also contribute to increased stress levels, burnout, and a decline in the overall quality of teaching and learning within the educational setting³⁹.

Moderate teacher workload indicates a balanced distribution of responsibilities and instructional tasks that allow teachers to effectively manage their teaching duties without experiencing excessive stress or time constraints⁴⁰. In this context, teachers can adequately plan and deliver lessons, provide individualized support to students, engage in professional development activities, and participate in collaborative initiatives within the school community⁴¹. A moderate teacher workload facilitates a conducive learning environment where educators can focus on fostering student growth, implementing innovative teaching strategies, and maintaining a positive work-life balance, leading to enhanced job satisfaction and improved overall educational outcomes⁴².

Low teacher workload refers to a situation where teachers have a relatively lighter set of responsibilities and instructional tasks, often resulting in an underutilization of their skills and

expertise⁴³. In such scenarios, teachers may have excess time available beyond their teaching obligations, leading to potential disengagement or a lack of professional fulfillment. While a low teacher workload may provide some flexibility and reduced stress levels, it can also indicate inefficient resource allocation and underutilization of the teaching workforce⁴⁴. Additionally, a low teacher workload might limit opportunities for professional growth and collaborative engagement, potentially impacting the overall quality of teaching and learning within the educational environment⁴⁵. It can also hinder the development of a dynamic and enriching educational experience for students⁴⁵.

2.1.5 Class Size

Class size refers to the number of students who are enrolled in a particular course, program, or educational institution⁴⁶. It is the count of students attending a class or group that is taught by a single teacher or instructor. Class size indicates the total number of pupils or students who are registered for a specific academic session in a particular classroom or learning environment⁴⁷. It represents the quantity of individuals who make up a specific educational group within a given institution or school⁴⁸. Class size is the numerical measurement of the student population within a specific learning space, often determined by the physical capacity of the classroom. It signifies the number of students with whom a teacher or educator is expected to interact and provide instruction during a designated period⁴⁹. Class size is an important factor in evaluating the quality of education and the effectiveness of the teaching process within a learning environment. It is a key metric used by educational policymakers and administrators to assess resource allocation and the overall learning experience within a school or educational institution⁵⁰. Class size often plays a critical role in shaping the dynamics of student-teacher interactions and the overall classroom atmosphere⁵¹. It is a significant parameter considered by

researchers and educators when analyzing the impact of educational interventions and pedagogical approaches on student learning outcomes.

2.1.6 Student-Teacher Ratio

Student-teacher ratio is a numerical representation that indicates the average number of students assigned to each teacher in a school or educational institution⁵². It is a key metric used to evaluate the balance between the student population and the available teaching staff within a specific learning environment. Student-teacher ratio helps assess the extent to which educators can provide individualized attention and support to students within a given educational setting⁵³. It serves as an essential indicator of the workload and teaching capacity of instructors or teachers in relation to the number of students they are responsible for. The student-teacher ratio is often used as a benchmark for measuring the adequacy of educational resources and the overall quality of instruction within a school or educational system⁵⁴. It is a critical factor considered by educational policymakers and administrators when making decisions related to staffing, resource allocation, and educational planning. Student-teacher ratio is an important parameter in determining the effectiveness of teaching and learning processes and their impact on student performance and academic achievement. It is a significant variable that influences the level of personalized instruction, mentoring, and academic support that students receive from their teachers. Student-teacher ratio is a crucial aspect of educational research and analysis, particularly when examining the relationship between classroom dynamics and student engagement⁵⁵. It is a key consideration in educational reform initiatives aimed at enhancing the overall educational experience and promoting academic success among students.

2.1.7 School Plants

A school plant refers to the physical infrastructure and facilities that comprise a school, including buildings, classrooms, laboratories, libraries, and administrative offices⁶¹. It denotes the entirety of the physical structures, equipment, and resources that support the educational activities and operations within a school. The term encompasses all the tangible assets, such as playgrounds, sports fields, and parking lots that contribute to the overall environment and functionality of an educational institution. It represents the collective physical components of a school, including its construction, layout, design, and spatial organization, intended to facilitate effective teaching and learning⁶². School plant pertains to the tangible assets and facilities managed by a school, which play a crucial role in providing a conducive environment for education and academic development. It signifies the entire array of buildings, facilities, and equipment that constitute a school's physical structure, aiming to support the educational and extracurricular needs of students and faculty. The term denotes the sum total of all physical resources, including classrooms, laboratories, workshops, and recreational areas, that form an integral part of a school's infrastructure⁶³.

School plant refers to the tangible elements of a school, encompassing the campus, buildings, amenities, and other physical assets that facilitate the learning process and contribute to the overall educational experience⁶⁴. It represents the material components of a school, comprising the land, buildings, utilities, and other physical resources that are essential for the effective functioning of an educational institution. School plant encompasses the physical structures and facilities within a school, which are designed to accommodate various educational activities and promote a conducive learning environment for students and teachers⁶⁵. It includes the entire physical framework and assets of a school, such as classrooms, laboratories,

playgrounds, and administrative areas, which collectively contribute to the educational ecosystem.

School plant signifies the built environment of an educational institution, comprising all physical structures, infrastructure, and amenities that support the delivery of educational services and extracurricular activities⁶⁶. It refers to the physical assets and infrastructure of a school, including its buildings, equipment, and outdoor spaces, which are strategically organized to facilitate effective teaching, learning, and overall student development⁶⁷. School plant denotes the comprehensive physical setup of a school, including its architectural design, facilities, and resources, which are strategically planned and maintained to foster a conducive atmosphere for academic excellence⁶⁸. It encompasses the entire physical framework and utilities of a school, incorporating all the buildings, grounds, and facilities that contribute to the educational, social, and recreational aspects of student life within the institution.

The school plants include but not limited to Academic Buildings: These are the primary structures dedicated to classrooms, lecture halls, and academic activities. Administrative Buildings: These are the offices and facilities where administrative tasks, such as record-keeping, admissions, and staff management, are carried out. Libraries: Libraries within a school plant are designated areas for students and faculty to access a wide range of books, journals, and other educational resources. Laboratories: These specialized facilities are equipped for scientific experiments, research, and practical learning in subjects such as chemistry, physics, biology, and computer science. Sports Facilities: This includes playgrounds, sports fields, gymnasiums, and other recreational areas where students can engage in physical activities and sports. Auditoriums: These are large spaces within the school plant used for assemblies, events, performances, and other gatherings that involve the entire student body or a significant portion of it. Cafeterias:

These are designated areas where students and staff can have meals and refreshments during school hours. Outdoor Spaces: These encompass the grounds, gardens, and other open areas that provide students with opportunities for outdoor activities, relaxation, and social interactions. Medical Facilities: Some school plants may have medical rooms or clinics to provide basic healthcare services and first aid to students and staff. Technology Centers: These are facilities equipped with the necessary technology, including computers and other digital resources, to support technological education and innovation. Workshops: These spaces are equipped with tools and equipment for hands-on vocational or technical training, often used for subjects like woodworking, metalworking, or automotive studies. Special Education Centers: These facilities are designed to cater to the specific needs of students with disabilities or special learning requirements. Residential Facilities: In the case of boarding schools, the school plant may include dormitories and other residential buildings for students and faculty living on campus. Recreational Facilities: These include areas such as swimming pools, tennis courts, and other amenities that promote recreational activities and leisure pursuits among students. Maintenance and Utility Facilities: These are essential for the upkeep and smooth functioning of the school plant, including facilities for maintenance staff, storage areas, and utility rooms for managing electricity, water, and other essential services.

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

Social Exchange Theory (SET) is a widely recognized and influential theoretical framework in the field of social psychology and sociology. Introduced by George Homans and further developed by scholars such as Peter Blau and Richard Emerson, Social Exchange Theory

attempts to explain social interaction and relationships in terms of the costs and benefits that individual perceive they will receive from a specific relationship or interaction.

Social Exchange Theory continues to be a valuable framework for understanding various social phenomena, such as relationship dynamics, power dynamics, and group behavior. Researchers have also attempted to integrate elements of other theories, such as equity theory and attachment theory, to address some of the limitations of SET and to provide a more comprehensive understanding of human relationships. It provides a useful framework for understanding social interactions and relationships⁶⁸.

Key Tenets of Social Exchange Theory

Rational Choice: SET assumes that individuals are rational actors who engage in cost-benefit analyses to maximize their outcomes in social interactions. **Interdependence:** The theory emphasizes the mutual dependence that exists in social relationships, where individuals exchange resources and rewards. **Rewards and Costs:** According to SET, people seek to maximize rewards and minimize costs in their relationships. These rewards can be emotional, financial, or social, while costs can include time, effort, or emotional investment. **Comparison Level:** Individuals establish a comparison level to assess the outcomes they expect from a relationship based on past experiences and cultural norms. **Comparison Level for Alternatives:** Individuals also consider the available alternatives and may decide to continue or terminate a relationship based on the comparison of available alternatives.

Application of Social Exchange Theory to the Study

SET can provide a comprehensive framework for understanding the dynamics of teacher job performance within the context of their working environment. Here's a critical analysis of how SET can be integrated in this study:

SET can help in analyzing how the perceived rewards and costs associated with teachers' workloads, such as class size, student-teacher ratio, and teaching hours, influence their job satisfaction and motivation. The study can explore how teachers' perception of their workload affects their motivation to perform well, considering the trade-offs between the effort they invest and the rewards they receive. SET can be applied to analyze how the quality of the school plant, including factors like staff rooms and school convenience, affects the perceived exchange relationship between the school management and the teachers. This analysis can shed light on how the school environment influences the teachers' perception of the benefits and costs associated with their job, thereby affecting their job performance. SET can help in understanding how teachers' perception of alternative job opportunities in the region, outside of Ibadan Metropolis, influences their commitment to their current positions. This aspect can be critical in understanding the factors that may influence teacher turnover and job performance in the specific context of the study. Considering the impact of staff rooms and the social dynamics within the school environment, SET can guide the investigation into how social support and positive relationships with colleagues influence teachers' job satisfaction and, consequently, their job performance. This analysis could explore the influence of perceived rewards from collegial relationships and support networks on teacher retention and performance.

2.2.2 Systems Theory

Systems theory is a broad interdisciplinary framework for understanding complex phenomena, emphasizing the interrelationships and interactions between components within a system. It provides a lens through which various fields, such as biology, psychology, sociology, and engineering, can analyze and comprehend the dynamics of systems, whether they're natural or human-made. At its core, systems theory conceptualizes systems as entities comprised of interconnected and interdependent components working together towards a common goal or function⁶⁹. These components can be tangible, like parts of a machine, or intangible, like thoughts and emotions within a person. The system as a whole exhibits properties and behaviors that emerges from the interactions among its components, which may not be predictable solely by examining each part individually⁷⁰. The input-process-output (IPO) model is a fundamental concept within systems theory that illustrates the flow of information and energy through a system. Here's how it works:

Input: This represents the resources, signals, or stimuli that enter the system from its environment. Inputs can take various forms depending on the nature of the system. For example, in a manufacturing plant, raw materials are inputs. In a biological system, food and oxygen serve as inputs.

Process: Once inputs enter the system, they undergo transformations or interactions within the system's internal workings. These processes involve the manipulation, conversion, or utilization of inputs to produce desired outcomes. Processes are the dynamic activities that occur within the system, driving its functioning and behavior.

Output: This represents the results, products, or outcomes generated by the system as a result of its internal processes acting on the inputs. Outputs can be tangible, such as goods produced by a

factory, or intangible, such as knowledge gained from a learning process. Outputs are often delivered back to the environment, where they may influence other systems or undergo further processing. The IPO model highlights the dynamic nature of systems, illustrating how they continuously receive inputs, process them internally, and produce outputs, all while interacting with their environments. It emphasizes the interconnectedness between a system and its surroundings, as well as the importance of understanding the processes that occur within the system to comprehend its functioning and behavior. By applying the input-process-output framework, systems theory enables analysts to study and understand a wide range of phenomena, from biological ecosystems to social organizations to technological systems. It provides a powerful tool for examining the structure, behavior, and evolution of systems across different domains, ultimately enhancing our understanding of complex real-world phenomena.

Key Tenets of Systems Theory

Holism: Systems Theory emphasizes viewing systems as whole, where the properties and behaviours of the system emerge from the interactions among its parts. Instead of analyzing individual components in isolation, Systems Theory advocates for considering the entire system and how its parts are interconnected and interdependent. **Interconnectedness:** A fundamental tenet of Systems Theory is the recognition of the interconnectedness of elements within a system. It posits that changes in one part of the system can have ripple effects throughout the entire system, influencing the behaviour of other components. Understanding these interconnections is essential for grasping the dynamics of complex systems. **Emergence:** Systems Theory acknowledges the phenomenon of emergence, whereby the interactions among system components give rise to properties and behaviours that cannot be predicted solely from the properties of the individual parts. Emergent properties often manifest at higher levels of

organization and complexity within the system. Feedback: Feedback loops play a critical role in regulating system behaviour in Systems Theory. Feedback mechanisms involve the transmission of information about the system's output back to its input, which can either reinforce or counteract changes within the system. Positive feedback loops amplify changes, while negative feedback loops help maintain stability and equilibrium. Boundary: Systems Theory recognizes the importance of defining system boundaries, which delineate the scope of analysis and determine which components are included within the system. Setting clear boundaries is essential for understanding the interactions within the system and distinguishing it from its environment. Hierarchy: Systems Theory often conceptualizes systems as hierarchies of nested subsystems, where each level of organization exhibits its own emergent properties and behaviours. Understanding these hierarchical structures can provide insights into the organization and functioning of complex systems. Adaptation and Evolution: Systems Theory acknowledges that systems are dynamic and adaptive, capable of responding to changes in their environment over time. Through processes of adaptation and evolution, systems can adjust their structures and behaviours to optimize their functioning and enhance their resilience. Nonlinearity: Systems Theory recognizes that many systems exhibit nonlinear behaviour, meaning that small changes in input can lead to disproportionately large effects on the system's output. Nonlinearity can give rise to complex patterns and behaviours within the system, making its analysis challenging but also rich in insights. By embracing these key tenets, Systems Theory provides a robust framework for understanding the dynamics of complex systems across diverse domains, from biological ecosystems to social organizations. Its holistic approach, focus on interconnectedness, and recognition of emergent properties enable researchers to uncover deep insights into the structure, behaviour, and evolution of complex phenomena.

Application of Systems Theory to the Study

Inputs: In the context of the study, inputs represent the resources, factors, and conditions that influence teacher job performance. This includes variables such as workload, school plant indices (e.g., infrastructure, facilities), teacher-student ratios, administrative support, curriculum, and community involvement. Workload can be considered a significant input, reflecting the amount of work and responsibilities assigned to teachers, including teaching hours, class sizes, extracurricular activities, and administrative duties. School plant indices serve as another important input, encompassing the physical resources and facilities available to teachers, such as classroom conditions, laboratory equipment, libraries, and recreational areas.

Processes: Processes refer to the activities, interactions, and mechanisms within the educational system that transform inputs into outputs. This includes teaching practices, curriculum delivery, student engagement, administrative procedures, and support services. Teacher job performance is influenced by the processes that occur within the educational system, such as the quality of teaching, instructional methods, classroom management, professional development opportunities, and collaboration among staff members. Workload and school plant indices interact with these processes, shaping teachers' experiences, job satisfaction, morale, stress levels, and effectiveness in delivering instruction.

Outputs: Outputs represent the outcomes, results, and impacts of the educational system. In the study, outputs can include teacher performance indicators, student academic achievement, student behaviour, school climate, and overall school effectiveness. Teacher job performance serves as a primary output of interest, reflecting the quality of teaching, student engagement, classroom management, and professional conduct. Student academic achievement is another critical output, reflecting the extent to which students attain learning objectives and academic standards as a result of teacher performance and school resources. By

applying the IPO model of Systems Theory to the study, researchers can analyze how inputs such as workload and school plant indices influence the processes occurring within the educational system, ultimately shaping the outputs in terms of teacher job performance and student outcomes. This framework allows for a systematic examination of the complex interactions and dynamics within the educational system and provides insights into the factors that contribute to teacher effectiveness and overall school performance. Additionally, it facilitates the identification of leverage points for intervention and improvement efforts aimed at enhancing teacher job performance and student achievement in public secondary schools in Ibadan Metropolis, Oyo State, Nigeria.

2.3 Empirical Review

2.3.1 Workload and Teacher Job Performance

A study examined teachers' workload and determined its implication on teachers' job performance in secondary schools in Akoko Northeast Local Government Area of Ondo State. Descriptive design of the survey type was adopted and a stratified random sampling was used to select 12 schools, which were 6 public and 6 private secondary schools, involving 132 participants who included 120 teachers and 12 principals. A self-constructed questionnaire titled "Teachers' Workload and Student's Academic Performance Questionnaire" (TWSAPQ), was administered. Five (5) hypotheses were tested using Pearson's product moment correlation (PPMCC) and T-test at $p < 0.05$ level of significance. The results showed that there was a negative correlation between teachers' workload and teacher's job performance and a disparity between teachers' actual workload and workload policy standard also there was significant difference in teachers' workload between public and private secondary schools. The findings indicated that teachers' workload is high in teaching activities, data imputation and marking of

students' scripts .and impacted negatively on teachers' instructional tasks performance and students' academic performance⁶⁹.

Similarly, investigation focused on assessing the perceived impact of work overload on the job performance of academic staff in Rivers State universities. The research was guided by three objectives, leading to the formulation of three research questions and hypotheses. Employing a descriptive survey design, the study encompassed 337 lecturers (189 males and 148 females) from the Faculties of Education in the three public universities in Rivers State: the University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education. The entire population was included in the study, utilizing the census sampling technique. To collect data, a structured questionnaire titled "Influence of Work Overload on Academic Staff Job Performance Questionnaire" was employed. The questionnaire's validity was ensured through assessment by experts in the Departments of Educational Management and Measurement and Evaluation. The instrument's internal consistency was gauged using Cronbach Alpha statistics, revealing reliability coefficients of 0.86, 0.81, and 0.84 for the respective sections, indicating a high level of reliability. The research questions were addressed using mean and standard deviation, while the hypotheses underwent testing through z-test statistics at a significance level of 0.05. The analysis uncovered, among other findings, that factors such as teaching numerous courses in a semester and overseeing a substantial number of undergraduate projects and post-graduate theses significantly influence the job performance of academic staff in universities in Rivers State⁷⁰. Furthermore, another study examined the influence of workload variables (including working hours, class size, teacher-student ratio, committee assignments, and job nature) on the job performance of teachers in public junior secondary schools within Education District III of Lagos State. Employing a descriptive survey design, the study

encompassed a population of 960 teachers across 66 public junior secondary schools in the district. The Sloven formula was used to determine a sample size of 280 teachers through stratified and random sampling techniques. A self-designed questionnaire served as the research instrument, and descriptive statistics such as frequency count and simple percentage were employed to analyze demographic characteristics and research questions. The chi-square statistical tool was applied to assess the research hypotheses. Results indicated that factors such as working hours, class size, teacher-student ratio, committee assignments, and job nature significantly impact teachers' job performance⁷¹.

On the other hand, a study investigated the impact of stress from workload on professional effectiveness of secondary school teachers in Cross River State, Nigeria. The ex post facto design was used in a survey of 600 public secondary school teachers. Result of the data analyses indicated that stress from workload has 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 effectiveness.

Another related study explored how workload, facilitated by workaholism, influences job performance while considering the intricate interplay between perfectionist concerns and work engagement within this mediated connection. Employing a two-wave, first and second stage dual-moderated mediation model within an SEM framework, the study involved 208 workers, yielding results that depict a complex and nuanced relationship among the variables under scrutiny. The simple mediation model did not yield significance; however, the indirect effect varied—being negative, non significant or positive based on both moderators. These findings carry intriguing theoretical and practical implications, suggesting the need for further exploration

in this research domain. Specifically, a positive relationship between workload and workaholism was identified when perfectionist concerns were at lower levels, and a negative association between workaholism and job performance was evident when work engagement levels were lower. The results emphasize the importance of managers monitoring and fostering work engagement, particularly when managing workload and addressing the potential risk of workaholism is unavoidable⁷². In the same vein, a study examined the correlation between the perception of workload balance and employee job satisfaction within work organizations. It aimed to determine the impact of employees' perceptions of workload balance on their job satisfaction. A total of 764 randomly selected employees from eight multinational organizations and two private universities in Nigeria were involved in the study. The analysis utilized structural equation modeling. The findings indicate that comparing one's workload with that of colleagues, aligning employees' roles with their competencies, and the organization's staff strength all play significant roles in influencing employees' perception of workload balance and subsequent job satisfaction⁷³.

A related study examined the association between mental workload and job performance in nurses caring for COVID-19 patients and elucidates the factors influencing their performance. This cross-sectional study involved 139 nurses from ICUs, infectious disease wards, and emergency units in two Iranian hospitals. The NASA-Task Load Index and Paterson's job performance questionnaire were utilized. Nurses' mean scores for mental workload and job performance were 67.14 ± 30.53 and 37.37 ± 7.36 , respectively. High mental workload and job performance levels were reported in 71.95% and 96.4% of nurses, respectively. Findings revealed a weak positive correlation between mental workload and job performance ($r = .057$). Mental demand ($r = .175$, $p = .04$) and temporal demand ($r = .307$, $p < .001$) positively correlated

with job performance, while frustration exhibited a significant negative correlation ($r = -.183$, $p = .032$). Variables such as age, gender, ward type, working shift, COVID-19 care experience, and frustration explained 33% of the variance in nurses' job performance. Notably, nurses experienced increased mental workload during the COVID-19 pandemic. Given the negative impact of mental workload on nurses' behavior and performance, addressing the escalation in job performance despite the weak positive correlation with mental workload is imperative⁷⁴. Furthermore, a study examined the relationship between teachers' workload, burnout, and job performance. In this quantitative study, the descriptive-correlational design was used. The respondents of the study were the 57 elementary teachers selected through convenient and purposive sampling. The Role Overload Questionnaire, Burnout Questionnaire, and Individual Performance Commitment and Review Form (IPCRF) were used in this study. The statistical tools used 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 that every school administrator adhere to proper workload assignment⁷⁵.

A study equally investigated the perceived workload levels among university lecturers and assesses associated psychosocial risks such as work addiction, psychological distress, and work-life conflicts. A total of 252 university lecturers, with a balanced gender representation (Mean age = 48.1; DS: 5.1), participated in the study, representing 10 different universities across Europe. The research involved participants completing the University's Work Environment Survey, the Dutch Workaholism Scale, and The General Health Questionnaire. The

findings indicate that workload, particularly when associated with bureaucratic university practices, serves as a contributing factor to a negative perception of work-related well-being among university lecturers⁵. In the same vein, a study estimate and forecast the impact of competence and workload on employee performance through the motivation of employees in state-owned public bodies. This research employs an explanatory approach with a quantitative methodology. The study population consists of 55 employees in state-owned public bodies, with a sample size of 55 employees. Path analysis is utilized as the analytical method, aiming to determine the direct or indirect influence of competence and workload on employee performance through work motivation. The findings demonstrate that competence positively affects employee performance in state-owned public bodies, while workload has a negative impact on employee performance. Work motivation positively influences employee performance. Additionally, competence positively affects workload, and workload negatively affects work motivation. Competence, when mediated by work motivation, positively influences employee performance, whereas workload, mediated by work motivation, negatively affects employee performance in state-owned public bodies. This research contributes by focusing on state-owned public bodies, in contrast to previous studies that concentrated on manufacturing companies listed on the Indonesia stock exchange⁷⁶. A related study explored the correlation between workload and job satisfaction among lecturers at Adekunle Ajasin University, Akungba Akoko, Ondo State, utilizing a descriptive survey research design. The study comprised 105 lecturers selected through a multi-stage sampling technique across three faculties. Two research questions and three hypotheses guided the investigation. A researcher-developed questionnaire named "Workload and Lecturers' Job Satisfaction Questionnaire (WLJSQ)" was utilized to gather data, validated by experts in Test and Measurement, with a reliability coefficient of 0.72 obtained

through the test-retest method. The study revealed that lecturers perceive tasks such as conducting research, processing results, marking examination scripts, and supervising undergraduate projects as particularly demanding, contributing to low job satisfaction. Additionally, significant relationships were identified between marking examination scripts and job satisfaction, supervision of research work and job satisfaction, and the number of courses allocated and job satisfaction⁷⁷.

Moreover, an author investigated the duties of teachers in public secondary schools and their performance in the classroom within the Edo Central school district in Nigeria. The study involved 252 participants and utilized two adapted instruments: the Teachers' Task Questionnaire (TETAQ) and the Teachers' Class Performance Questionnaire (TECLAPEQ). The aim was to explore the impact of teachers' tasks on their classroom job performance. The data collected were subjected to analysis using the Pearson product-moment correlation coefficient and multiple linear regression analysis (MLRA) at a significance level of 0.05. The findings revealed, among other things, that the instructional and administrative responsibilities of teachers significantly predicted their classroom performance in the district⁷⁸.

2.3.2 Class size and Teacher Job Performance

A study investigated the academic performance of primary two pupils in Ido Local Government Area of Oyo State was investigated with a focus on class size, availability, and utilization of instructional resources. The study employed a correlational survey research design and included 30 randomly selected public primary schools, 30 primary two teachers, and 832 pupils from intact classes. Two instruments, namely the Checklist on Availability and Use of Instructional Resources in Public Primary Schools (CAUIRPPS) and Class Size and Primary Two Pupils Performance in Core Subjects (CSPTPPCS), were used for data collection. The

instruments were initially presented to primary two teachers for validation, and necessary adjustments were made for face, content, and construct validity, with unsuitable items removed. A reliability test using Cronbach Alpha yielded a coefficient of 0.76 after administering 20 copies to primary II teachers. The study answered three research questions and tested four hypotheses through descriptive statistics (frequency count, simple percentage, and mean) and inferential statistics of multiple regression and correlation. The findings indicated an average class size of 28 for primary two pupils in Ido Local Government Area, with the availability and use of instructional resources falling below average. A significant negative relationship was observed between class size and the academic performance of primary two pupils ($r = -0.44$; $P < 0.05$). However, there was no significant relationship between the use of instructional resources and the academic performance of primary two pupils ($r = 0.43$; $P > 0.05$)⁷⁹. A similar study employed inferential survey designs to investigate the impact of class size and peer influence on students' achievement. The study addressed two research questions and tested one hypothesis, involving 85 participants from three senior secondary schools who responded to two research instruments. The findings revealed a significant main effect of class size on students' achievement, as well as interaction effects between class size and peer influence on students' achievement. However, there was no significant difference between the mean ratings of class size and peer influence on students' achievement. The study concluded with recommendations for enhancing instructional quality and integrating controlled-peer interaction strategies in large class sizes⁸⁰.

An author investigated the extent to which class size and time-table loads influenced teacher job performance in Lagos State public secondary schools. The study adopted the descriptive survey research design. A total of 2808 respondents from 117 public secondary

schools were proportionately selected for the study. This comprised 20 classroom teachers and four (4) heads of departments from four core subjects. Class size and time-table loads had were found to have significant positive contributions to teachers' job performance. However, class size made a significant negative contribution. The implications of this study for curriculum development and policy making are that class size and time-table loads might be reviewed so that adequate manageable loads would be carried by teachers in secondary schools. Class size should be reduced through construction of more classrooms to improve teachers' job performance⁸¹. A related author equally investigated the relationship between class size and productivity in primary schools within Ekiti State, focusing on Ado Local Government Area as a case study. The motivation for this study arises from the perceived ineffectiveness of primary school teachers in fulfilling their responsibilities. A sample of two hundred teachers was randomly selected from twenty schools in the local government. The data for this study were collected using a questionnaire titled "Class Size and Teachers' Productivity," which underwent validation through the test-retest method to establish a reliability coefficient of 0.72, indicating high reliability. The collected data were analyzed using frequency counts, percentages, and Pearson Product Moment correlation analysis. The findings of the study indicated a low level of teachers' productivity in primary schools within the local government under investigation. Furthermore, the study revealed that teachers express a preference for smaller classes, where they can manage students more easily and impart knowledge with less stress compared to larger classes. Additionally, the study demonstrated a significant relationship between class size and teachers' productivity⁸².

2.3.3 School Plant Indices and Teacher Job Performance

A study explored the correlation between school plant variables and teacher productivity in secondary schools within Ekiti State. Utilizing a descriptive survey research approach, the study encompassed the entire population of schools and their teachers, with a sample of 240 teachers selected from 24 secondary schools across the three senatorial districts in Ekiti State using a simple random sampling technique. Two sets of instruments named "School Plant Questionnaire (SPQ)" and "Teacher Productivity Questionnaire (TPQ)" were employed. To ensure instrument reliability, the test-retest method was applied, yielding reliability coefficients of 0.82 and 0.76 for SPQ and TPQ, respectively. The collected data underwent both descriptive and inferential analysis. The study disclosed a significant relationship between school plant and teacher productivity. Furthermore, the findings indicated a noteworthy correlation between instructional space and teacher productivity. The study asserted that school plant elements, specifically instructional space, administrative space, and facilities for convenience, are integral components for augmenting teacher productivity⁸³.

Another study examined the role of school plant planning in influencing teachers' productivity in secondary schools within Ondo State. The research employed a descriptive survey design and encompassed all secondary school teachers in Ondo State, Nigeria, with a sample of 120 teachers selected from secondary schools in the region. Simple random sampling was used to choose 20 secondary schools from Ondo West Local Government Areas, and six teachers were randomly selected from each school. The researchers designed a questionnaire to assess school plant planning and teachers' productivity, ensuring instrument validity through face and content validity. Reliability was determined using the test-retest method, resulting in a reliability coefficient of 0.85. Data analysis involved percentage, mean, and standard deviation.

The study's findings indicated a lack of adequate facilities to support the teaching and learning processes in schools⁸⁴. Examining the condition of school plant provision and utilization in Government Technical Colleges within Southwest, Nigeria, the study further explored the impact of school plant provision and utilization on the academic performance of students in these colleges. Two research questions were formulated, and the study was guided by one hypothesis. It employed descriptive, correlational, and ex-post facto research designs. Two research instruments, including a test item and checklist, were utilized to collect data from both primary and secondary sources. The test item comprised a Records Observation Format (ROF) used to collect data on students' academic performances in the National Business and Technical Education Board (NABTEB) examinations. The checklist was administered to 400 Year II students from a total of 1024 students offering specific courses in 11 sampled Government Technical Colleges in Southwest, Nigeria. The data collected were analyzed using descriptive statistics such as mean and simple percentage for answering research questions, while the hypothesis was tested at a 0.05 level of significance through inferential statistics, including Analysis of Variance (ANOVA) and Multiple Regression, with the aid of Statistical Package for Social Sciences (SPSS) 21.0 versions for Windows. The study's findings revealed that, in Government Technical Colleges in South West, Nigeria, there was no significant effect of school plant provision and utilization on students' academic performance ($F(2,52)=.918$; $p=.406>.05$). On a general note, the states of school plant provision and utilization in the colleges were deemed poor, considering the mean percentages of provision adequacies and utilization opicalities recorded. The study's implications suggest that despite the suboptimal state of school facilities, students' examination results were relatively good, indicating the potential for much better performance with adequate school plant provision. This emphasizes the importance of

providing sufficient school plant resources to enhance practical engagement and competency development among students, leading to self-reliance upon graduation⁸⁵.

A related study examined the impact of school plant organization on instructional efficiency and student performance in public secondary schools in Osun State. The study utilized a quantitative correlation research design, selecting a sample of 100 public secondary schools from the three senatorial districts of the state through a systematic random sampling method. Data on the relative location of school plant facilities in the schools were collected using a researcher-designed questionnaire named "School Plant Organization and Instructional Efficiency Questionnaire" (SPOIEQ). The instrument's construct and content validity were established by research experts, and after a test-retest treatment within a two-week interval, the scale demonstrated a Cronbach alpha of 0.75. The findings revealed that various specialized school plant facilities (laboratories, libraries, playgrounds, workshops, hostels, and staff offices) were situated at a considerable distance from classrooms, leading to an increased mean time for teachers and students to move to or from these facilities for teaching and learning. The study also established a significant relationship between school plant, instructional efficiency, and academic performance, with an F-value (0.36) greater than the critical F-value (0.19) at the 0.05 level of significance. Additionally, school plant organization was found to be significantly related to student attendance/punctuality at lessons (F-value 0.7921 > critical F-value 0.16 at 0.05 level of significance) and teachers' attendance/lesson completion (F-value 0.5500 > critical F-value 0.16 at 0.05 level of significance). In conclusion, the study emphasized the role of school plant location in influencing instructional effectiveness and students' ultimate performance in examinations. It recommended the construction of 'Integrated Classrooms' that could accommodate various teaching activities under one substantial roof⁸⁶.

In the same vein, a study investigated teachers' perceptions regarding the "Influence of School Environment on Teachers' Performance at the primary level in Tehsil Chiniot." The study aims to achieve two objectives: a) explore teachers' perceptions of the school environment, and b) investigate its impact on teachers' performance. The study's population includes all teachers employed in government primary schools in Tehsil Chiniot, and a sample of 96 primary teachers was selected using the convenience sampling technique. Data were gathered from teachers using a researcher-designed, validated, and reliable instrument (questionnaire) based on a five-point Likert scale with twenty positive statements. SPSS (version 24) statistical software was employed to analyze the data, computing mean values, frequencies, percentages, and correlation tests. The findings of the study indicated that a majority of teachers agreed that the school environment influences both their own performance and that of the students. Furthermore, the study identified a statistically significant positive relationship between the school environment and teachers' performance⁸⁷. Moreover, a related study examined the impact of physical facilities on job satisfaction; the study utilized a conceptual framework to identify connections between variables related to the physical environment and job satisfaction. The research employed a descriptive and correlation design, focusing on a population of 55 female principals who constituted a saturated sample. Questionnaires and interviews served as instruments for data collection. Based on the overall mean of job satisfaction among female principals (Mean=2.93, std=.23), it can be inferred that there was low job satisfaction among female principals in Siaya County. Additionally, with an overall mean of 1.85, the study indicated that physical facilities were insufficient. The findings revealed a moderate negative correlation between physical facilities and job satisfaction ($r=-.508$, $p<.05$). Moreover, the results indicated that physical facilities accounted for a 25.8% change in job satisfaction and had a significantly negative

impact on job satisfaction ($\beta=-.508$, $p=.000$). These results suggest that physical facilities play a crucial role, and as these facilities become more inadequate, female principals tend to become more dissatisfied with their jobs⁸⁸.

A study explored the evaluation of the presence and utilization of physical educational facilities concerning teachers' effectiveness in public senior secondary schools located in Rivers State. The research adopted a correlational study design and was conducted within Rivers State, encompassing a population of 7514 male and female teachers in the sampled public schools. Due to the relatively small sample size of the population, the study employed a census sampling approach, utilizing the entire population. The research employed a self-structured instrument titled "Assessment of Availability and Utilization of Physical Educational Facilities on Teachers' Effectiveness (AAUPEFTE)." To validate the instrument, three lecturers specializing in measurement and evaluation from Rivers State University, Port Harcourt, provided expert judgment. The experts evaluated the instrument based on content, language suitability, and appropriateness, with their suggestions incorporated before distribution. The instrument's reliability was established through the test-retest method, yielding a reliability coefficient of 0.82, indicating reliability. Research questions were addressed using mean and standard deviation, while hypotheses were tested at a 0.05 level of significance using z-test statistics. The study's findings suggested that school facilities provision should align with increases in school population, qualitative educational facilities must be supplied, monitoring of facilities by school heads and teachers is essential for durability, and schools should have a consistent power supply to ensure adequate lighting and the operation of facilities requiring electricity. The study concluded that the availability and effective utilization of educational resources are integral for successful teaching and learning outcomes⁸⁹.

Another related study was conducted to assess the influence of school physical facilities on the academic performance of students in senior secondary schools within Aba Education Zone of Abia State. The research employed a descriptive survey research design, targeting a population of 47 respondents (29 male and 18 female teachers) selected purposively from the 11 secondary schools in Aba Education Zone. Two research questions and two null hypotheses guided the study. Data were collected using a structured 27-item questionnaire, developed by the researchers after an extensive literature review. The questionnaire, divided into sections A and B, included rating scales (Strongly Agree, Agree, Disagree, and Strongly Disagree) with corresponding numerical values of 4, 3, 2, and 1, respectively. Research experts validated the instrument, and a reliability index of 0.87 was obtained through Cronbach Alpha reliability estimate. Mean and standard deviation were employed to address the research questions, while t-test statistics were used to test the null hypotheses at a 0.05 level of significance with appropriate degrees of freedom. The analysis results indicated that the school library, as a physical facility, significantly impacts students' academic performance in senior secondary schools within Aba Education Zone. The study recommended the provision of adequate school physical facilities by relevant authorities to ensure effective teaching and learning activities. It was posited that with available and sufficient facilities, there would be enhanced academic performance among students in senior secondary schools in Aba Education Zone of Abia State⁹⁰. Similarly, an author conducted a research study to explore the impact of the availability of instructional facilities on teachers' effectiveness in public primary schools in Anambra State. The study employed a descriptive survey design and was guided by two research questions, with one null hypothesis tested at a significance level of 0.05. The target population included 970 public primary school teachers in Onitsha North and Ogbaru Local Government Areas. A systematic sampling

technique with a sampling interval of eight was used to select a sample size of 121 public primary school teachers. For data collection, the researcher designed an instrument titled "Availability of Instructional Facilities and Effective Teaching and Learning Questionnaire" (AIFETLQ). The instrument underwent validation by three experts, two from the Education Management unit and one from the Measurement and Evaluation unit, all affiliated with Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Internal consistency was assessed by administering the instrument to 15 primary school teachers in Awka South Local Government, utilizing the Cronbach Alpha method, which yielded a reliability coefficient of 0.77. Data analysis involved the use of percentages, mean, standard deviation, and t-test. The results indicated that most instructional facilities are not readily available in rural public primary schools. Furthermore, the study revealed that the availability of instructional facilities significantly influences teachers' effectiveness⁹¹.

Furthermore, a study was conducted to assess the impact of physical facilities on school effectiveness in public secondary schools within Kwara State, Nigeria. The research utilized a descriptive survey of the correlation type. Stratified random sampling was employed to select 20 secondary schools out of a total of 41 schools in three local governments from each senatorial district in the state. Two research instruments, namely the "Physical Facilities Questionnaire" (PFQ) and the "Students Academic Performance Proforma" (SAPP), were employed for data collection. Research questions were formulated to guide the study, and both main and operational hypotheses were developed. Descriptive statistics, including frequency counts, mean, and percentages, were utilized to address the research questions. For testing the generated research hypothesis, inferential statistics, specifically Pearson product-moment correlation statistics, were applied at a significance level of 0.05. The results indicated a significant

relationship between physical facilities and school effectiveness in Kwara State public secondary schools, with a calculated r-value of 0.301 exceeding the critical r-value of 0.195. Based on these findings, it is recommended that the government should provide sufficient and adequate physical facilities to enhance the learning environment and motivate students in the classroom⁹².

2.3.4 Other Related Factors Determining Teachers' Job Performance

A study investigated the impact of infrastructural quality in secondary schools in Ibadan Metropolis, Oyo State, Nigeria, on the job satisfaction and performance of teachers. These facilities encompassed laboratories, libraries, furnishings, sanitation facilities for both staff and students, as well as educational resources. Employing a descriptive survey methodology facilitated by questionnaires, the study encompassed both public and private secondary school teachers in Ibadan Metropolis, drawing from a sample of 1,320 participants selected through a variety of sampling techniques. Three research inquiries were posed alongside the formulation of seven hypotheses. Data analysis was conducted utilizing descriptive statistics, MANOVA, multiple regression analysis, and t-tests, all executed at a significance level of 5%. The findings identified a notable correlation between infrastructural quality and enhanced levels of job satisfaction and performance among teachers within both public and private secondary schools in Ibadan Metropolis. Consequently, the study recommends the timely and adequate provision of infrastructural resources to secondary educational institutions in Ibadan Metropolis, coupled with diligent maintenance efforts⁹³.

Another study was conducted on the correlation between leadership styles and the job engagement of teachers in public senior secondary schools across Ibadan Metropolis, Oyo State. It employed a descriptive research design. The study's population comprised 1396 teachers and 143 principals from 11 selected local governments. A multi-stage sampling technique was

applied, resulting in a sample size of 715 respondents, with 600 (80%) questionnaires retrieved and used for analysis. Data collection was done with a self-designed questionnaires with a reliability coefficient of $r = 0.896$. The research was guided by two research questions and one hypothesis. Findings revealed a notably high level of job engagement among teachers, with an average score of 3.56. The hypothesis suggested a significant relationship between principals' leadership styles and teachers' job engagement, with a correlation coefficient of $r = 0.934$. The study concluded that the leadership styles adopted by school principals significantly influenced teachers' job engagement. Therefore, it recommended that principals in public senior secondary schools in Ibadan adopt digital leadership, as it fosters teacher engagement by integrating elements from various leadership styles⁹⁴.

Similarly, a study aimed to explore the psycho-demographic factors influencing effective service delivery among secondary school teachers in Oyo State, Nigeria. A descriptive research design of the correlation type was employed for this purpose, and probability proportional to size (PPS) sampling was utilized to select 200 participants, primarily comprising public and private secondary school teachers from selected schools in Oyo state. The findings indicated a high perception of career resiliency among secondary school teachers in Oyo state, with a score of 3.64, surpassing the grand mean of 3.01. However, the study revealed that there was no collective impact of teachers' demographics on the effective service delivery of secondary school teachers in Oyo state, supported by a correlation coefficient (R) of 0.210 and a multiple R square of 0.044, with a significance level of $P < 0.05$. Furthermore, the analysis suggested no significant individual contributions of demographic variables such as age, gender, school type, school climate, and religion to the effective service delivery of secondary school teachers. However, there was a collective influence of school climate, teacher resilience, and career decision self-

efficacy on effective service delivery, with a correlation coefficient (R) of 0.880 and a multiple R square of 0.715. Notably, teacher resilience emerged as the most influential factor, followed by school climate, in predicting effective service delivery among secondary school teachers. Additionally, the study found a significant difference in the career decision self-efficacy between private and public secondary school teachers in Oyo state, with private school teachers exhibiting a higher mean value of 68.58 compared to public school teachers with a mean value of 60.00. In light of these findings, it is recommended that efforts be made to enhance teacher effectiveness through enlightenment programs, seminars, and training initiatives focusing on addressing teachers' personal and professional challenges. Moreover, attention should be given to improving funding, including salary payments, to support teachers in dealing with the demands of their profession effectively⁹⁵.

Another study focused on exploring the impact of educational support services on the job performance of teachers in secondary schools within Akwa Ibom State, Nigeria. To guide the study, two research hypotheses were formulated. The research employed a cross-sectional survey design, selecting a total sample of 721 teachers, which represented 20% of the population in the study area. The primary tools for data collection were questionnaires titled "Educational Support Services Questionnaire (ESSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". These instruments underwent validation by experts, and their reliability was established using Cronbach's alpha, with the coefficient of the subscales ranging from .77 to .85, indicating high reliability. Data analysis was conducted utilizing One-way Analysis of Variance (ANOVA), revealing a significant influence of Information and Communication Technology (ICT) support services and in-service training support services on teachers' job performance across various aspects such as lesson presentation, knowledge of subject matter, classroom management, and

teaching strategies. Based on the study's findings, it was recommended that teachers undergo periodic training and retraining to equip them with the necessary skills to meet the challenges of education in the 21st century. This would enable them to adapt and effectively address the evolving demands of teaching in a rapidly changing educational landscape⁹⁶. Also, a study aimed to investigate the connections between training and development, job satisfaction, perceived organizational support, and teachers' job performance in Nigerian public primary schools, with a specific focus on Zaria in Kaduna State, Nigeria. A cross-sectional research design was employed, alongside a simple random sampling technique. A total of 407 questionnaires were distributed to teachers in public primary schools in Zaria, with 388 returned and utilized for analysis. The data were analyzed using Partial Least Square – Structural Equation Model (PLS-SEM). The study's findings revealed positive relationships between training and development, job satisfaction, perceived organizational support, and teachers' job performance. It was concluded that training and development, job satisfaction, and perceived organizational support significantly contribute to teachers' job performance. Additionally, the study provided recommendations based on its findings⁹⁷.

Another study investigated the influence of school facilities on teachers' performance in secondary schools within Ilorin metropolis. The research utilized a descriptive survey research design. The study population consisted of 2,032 individuals, including 173 principals from both public and private schools, and 1,859 teachers from public and private senior secondary schools in Ilorin metropolis, Kwara State. From this population, 80 principals and 467 teachers were proportionately and randomly sampled. The study was grounded in Employee Motivation Theory by Abraham Maslow (1970) and Social Learning Theory by Bandura and Walters (1977). Data collection was conducted using a 70-item self-designed questionnaire employing a 4-point Likert

rating scale. The questionnaire was validated by lecturers from Kwara State University, Malete, and the University of Ilorin. Reliability testing yielded a coefficient of 0.83 from the pilot study conducted using the Spearman Brown prophecy formula. Mean ratings and standard deviation were employed as statistical tools for data analysis, with means of 2.50 and above considered acceptable for the research questions. Findings revealed that library, science laboratory, and ICT facilities were underutilized for teaching and learning in secondary schools in Ilorin metropolis. Moreover, it was found that school facilities significantly influence teachers' performance in these schools. The study concluded that library resources, science laboratory equipment, ICT facilities, and various teaching methodologies positively contribute to teachers' performance. Consequently, the recommendation was made for the government to allocate a substantial amount of funds from the national budget for the provision of necessary facilities in schools. Additionally, there should be prompt and adequate supply of infrastructural facilities to all secondary schools, accompanied by proper and timely maintenance. It was emphasized that many existing facilities are in a state of disrepair, urging educational planners and school leaders to prioritize extensive repairs, renovations, retrofitting, and replacements as necessary⁹⁸.

A related study investigated teachers' perceptions regarding the impact of specific working conditions on commitment in public secondary schools in Njoro Sub-County, Kenya. Employing a descriptive research design, all public schools within the sub-county were included in the study, targeting a population of 453 teachers. A sample of 150 teachers from 47 public secondary schools was selected using stratified, proportionate, and simple random sampling techniques. Data collection was carried out using a teachers' questionnaire, validated for face and content by five experts from the Department of Curriculum, Instruction, and Educational Management at Egerton University. The questionnaire's reliability was assessed using the

Cronbach method, yielding a coefficient of 0.85, indicating high reliability. Data analysis was done using the Statistical Package for Social Science version 25.0, with frequencies and percentages used for data description and summarization. The results indicated that the majority of respondents perceived instructional materials as adequate and influential in fostering teachers' commitment. Additionally, a significant portion (64.1%) of teachers felt burdened by heavy workloads, impacting their commitment to professional roles. Furthermore, over two-thirds (69.6%) believed their principals were effective in supervising instruction, and a majority (62.5%) felt that instructional supervision influenced their commitment. In conclusion, teachers perceived adequacy of instructional materials, workload, and supervision of instruction as influential factors on commitment. These findings offer valuable insights for principals, school managers, and education stakeholders, aiding in policy review and the development of strategies to enhance teachers' commitment. Moreover, the study's findings serve to fill gaps in existing literature and provide a basis for future research endeavors⁹⁹.

2.4 Conceptual Model

Independent Variable

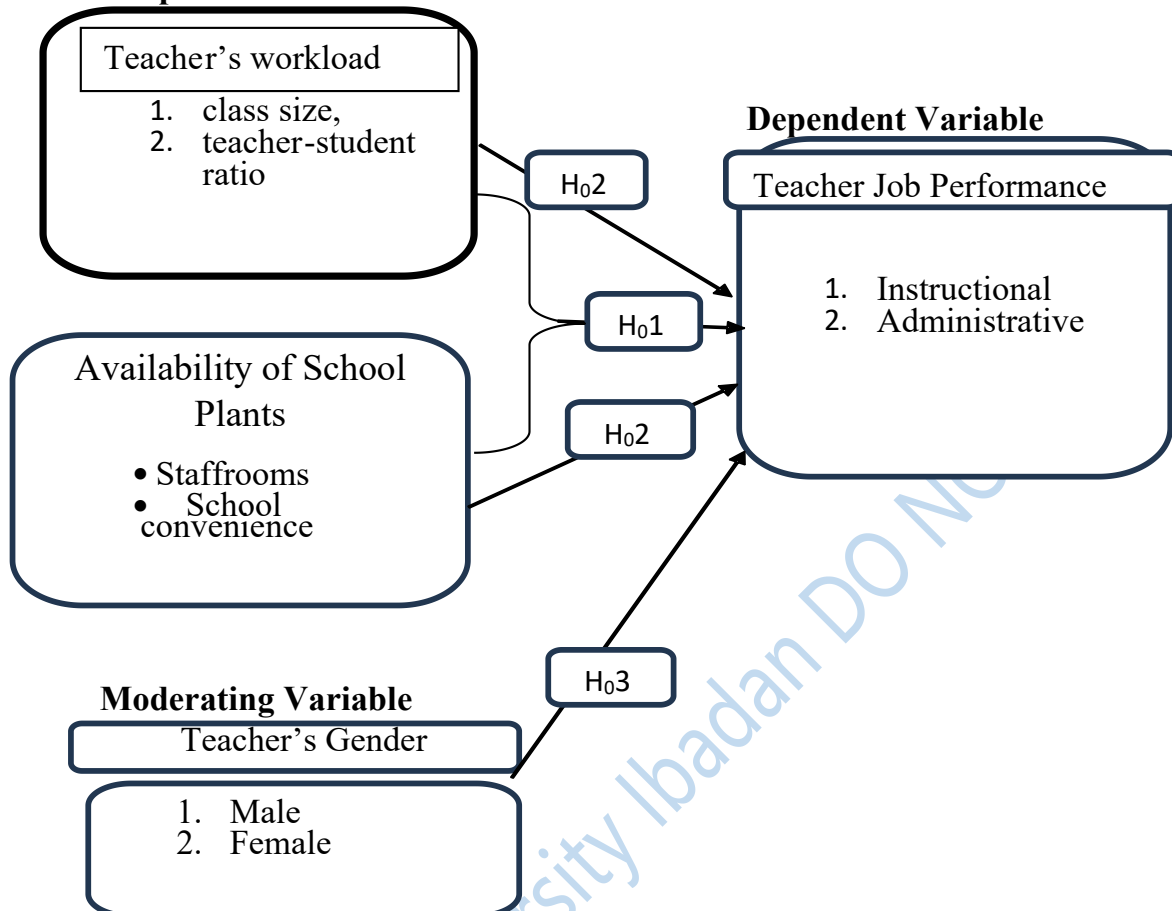


Figure 1: Conceptual model showing the interconnectedness and interdependence of teachers' workload, availability of school plants and teachers' job performance in public senior secondary schools in Ibadan Metropolis, Oyo State.

Source: Researcher's Computation, 2024

The conceptual model designed for this study presented above aims to investigate the multifaceted factors influencing the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. The model encompasses three key components: the combined influence of workload and school plants on job performance (H₀₁), the relative influence of workload and school plants on job performance (H₀₂), and the identification of significant gender differences in job performance (H₀₃).

Combined Influence of Workload and School Plants on Job Performance: This aspect of the model seeks to examine how the combination of workload and school plants influences the job performance of public senior secondary school teachers. Workload is operationalized through three variables: class size, teacher-student ratio, and periods of classes taught per week. School plants, on the other hand, are represented by the variable's staffrooms and school convenience.

a. **Class Size:** Investigating the impact of class size on job performance is crucial as larger classes may pose challenges for effective teaching and individualized attention.

b. **Teacher-Student Ratio:** Understanding the teacher-student ratio is essential, as an imbalance may affect the teacher's ability to cater to the diverse needs of students.

c. **Periods of Classes Taught Per Week:** This variable explores how the distribution of teaching hours across the week influences job performance.

d. **Staffrooms and School Convenience:** Assessing the availability and adequacy of staffrooms and school conveniences helps in understanding the working conditions that may contribute to or hinder job performance.

Relative Influence of Workload and School Plants on Job Performance: This section focuses on disentangling the individual influence of workload and school plants on job performance to identify their relative contributions. By examining class size, teacher-student

ratio, and periods of classes taught per week in isolation from staffrooms and school convenience, the model aims to quantify the influence of each factor on job performance.

Gender Differences in Senior Secondary School Teacher Job Performance: The model includes an investigation into potential gender differences in the job performance of senior secondary school teachers. This analysis is essential for understanding whether there are disparities that might be influenced by factors beyond workload and school plants.

This comprehensive conceptual model provides a structured approach to understanding the intricate relationships between workload, school plants, and gender differences in job performance among public senior secondary school teachers in Ibadan metropolis, Oyo State. The findings from this study have the potential to inform educational policies and practices, contributing to the improvement of working conditions and overall job satisfaction for teachers in the region.

2.5 Summary of Reviewed Literature

The literature review encompasses various conceptual, theoretical, and empirical aspects relevant to understanding the determinants of public secondary school teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria. In the conceptual review, job performance is examined within the context of educational settings, emphasizing its significance for effective teaching and learning. Workload, a critical factor affecting teacher performance, is explored in terms of the demands placed on teachers, including teaching hours, administrative tasks, and extracurricular responsibilities. Additionally, the review discusses teacher workload in relation to class size, student-teacher ratio, and the number of periods taught per week, highlighting the interconnectedness of these variables. Furthermore, the literature delves into the importance of school plants, encompassing the physical facilities and resources available in schools, including

staffroom, and school convenience and their potential impact on teacher performance. The theoretical framework draws upon Social Exchange Theory, which underscores the reciprocal nature of social interactions and resource exchanges, and Systems Theory, which emphasizes the interconnectedness of various components within the educational system. These theories provide lenses through which to understand the complex relationships between workload, school plant indices, and teacher job performance. In the empirical review, existing research on the relationship between workload and teacher job performance is synthesized, along with studies examining the influence of class size, student-teacher ratio, and school plant indices on teacher performance. Moreover, the review investigates other related factors, such as teacher motivation, experience, and professional development opportunities that may impact teacher job performance. Finally, the conceptual model presents a visual representation or theoretical framework that integrates these concepts, outlining how workload, school plant indices, and other factors interact to influence teacher job performance in public senior secondary schools in Ibadan Metropolis, Oyo State, Nigeria.

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Chapter Three

Methodology

This chapter describes the methods and techniques that were used to achieve the aim and objectives of this study; it was presented in the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection and methods of data analysis.

3.1 Research Design

This research employed a descriptive survey research design, which involved gathering data from a representative sample of the population to obtain results that will be applied to the entire population. The purpose of this design is to collect and interpret data without manipulating any variable.

3.2 Population of the Study

The study encompasses a population of 8,315 teachers in the three hundred and thirty-seven (337) public senior secondary schools in Ibadan metropolis. Further specifics regarding the study's population are presented in Table 3.1.

Table 3.1: Population of the Study

S/N	Local Government	Number of School	Number of Teachers
1	Oluyole	27	614
2	Ona-Ara	33	524
3	Egbeda	30	735
4	Lagelu	26	738
5	Akinyele	35	693
6	Ibadan North	42	1454
7	Ibadan North-East	34	881
8	Ibadan North-West	13	305
9	Ibadan South East	40	1036
10	Ibadan South West	36	1028
11	Ido	21	307
	Total	337	8,315

Source¹

3.3 Sample and Sampling Procedures

The researcher used Simple Random Sampling Procedure to meticulously curate a sample that accurately mirrors the study's population. At the initial stage, thirteen schools were selected from each local government area, guided by the principle that Ibadan North-West local government, with its comparatively lowest number of schools, shall serve as the benchmark for this decision-making process. The selection of these schools was carried out by employing the Simple Random Sampling Technique. In the subsequent stage, the Taro Yamane formula was applied to ascertain the appropriate sample size for teachers within the chosen schools after which the teachers were randomly selected based on the determined sample size using the Simple Random Sampling Procedure. However, the Taro Yamane formula is mathematically defined as:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n is sample size, N is the population, e is the level of significant (10%) and 1 is constant

Table 3.2: Sample and Sampling Procedures

S/N	Local Government	Number of School	Number of Schools Selected	Number of Teachers In the Sampled Schools	Number of Sampled Teacher Using Taro Yamane Formula
1	Oluyole	27	13	212	68
2	Ona-Ara	33	13	291	74
3	Egbeda	30	13	432	81
4	Lagelu	26	13	421	81
5	Akinyele	35	13	241	71
6	Ibadan North	42	13	401	80
7	Ibadan North-East	34	13	321	76
8	Ibadan North-West	13	13	126	56
9	Ibadan South East	40	13	421	81
10	Ibadan South West	36	13	321	76
11	Ido	21	13	431	81
Total		337	143	3,618	825

Source¹

Table 3.2 showed a breakdown of the sample selection process for the study. Each local government area is assigned a serial number (S/N) for identification. The table has the names of these local government areas along with the following information: the total number of schools within each area, the number of schools selected for the study (which is consistently 13 schools per area), and the total count of teachers in the selected schools. Additionally, the table presents the calculated sample size of teachers using the Taro Yamane formula. The final row of the table provided a summary of these statistics across all local government areas, offering a comprehensive overview of the sample selection process for the study.

3.4 Instrument for Data Collection

Adapted four Likert rating scale questionnaire was used to gather data to achieve the objectives of the study. This instrument was titled: Teachers' Workload, School Plant Indices and Public Senior Secondary Schools Teacher's Job Performance Questionnaire (PSSTJPQ). The questionnaire had five (5) sections tagged Sections A-E

Section A contained items to gather information on demographics of the teacher including the age range, gender, qualifications, years of working experience, average number of students taught in a class, number of subjects taught per session and marital status. Section B comprised of sixteen (16) items carefully structured to measure the level of job performance of the teachers. In this section, items 1-8 measured instructional job performance while items 9-16 measured administrative job performance of the teachers. Section C of the instrument contained twelve (12) items carefully coined to determine level of workload of the teachers. In this section, items 1-6 was used to determine the level of class size, 6-12 teacher-student ratio while items 11-15 was used to determine the level of periods per week. Section D of the instrument contained eleven (11) items carefully structured to determine the level of availability of school plants. The first six (6) items were used to determine the level of availability of teacher staff-rooms while the remaining five (5) items were used to determine the level of availability of school convenience rooms. Section E contained ten (10) items carefully structured to determine the level of adequacy school plants. The first five (5) items were used to determine the level of adequacy of teacher staff-rooms while the remaining five (5) items were used to determine the level of adequacy of school convenience rooms.

3.5 Validity of Research Instrument

The instrument's face, content and construct validity were ensured. First, the instrument was validated by subjecting the draft to the Researcher's supervisor and experts in Educational Management and Test and Measurement, Lead City University, Ibadan. This was done to ensure the items in the instrument are good enough to achieve the stated objectives of the study. Their various suggestions, advices and ideas were incorporated in the final draft before administration.

3.6 Reliability of the Research Instrument

An instrument is said to be reliable when it yields the same result when administered in different times on respondents that share similar characteristics. Therefore, for the purpose of this study, a pilot study was conducted to establish the reliability of the instrument. This was done by administering fifty (50) copies of the questionnaires on secondary school teachers in public senior secondary school Oyo town. The reliability of the instrument was assessed using the Cronbach alpha method and $\alpha = 0.862$ was generated to ascertain the degree of the internal consistency and stability of the responses to the items on the instrument

3.7 Administration of Research Instrument

The distribution and retrieving of the research instrument- was not done alone by researcher. It was carried out with the help of two trained research assistants. The questionnaire was not collected immediately from the respondents the day they were distributed. A complete one week was given to the participants to fill the questionnaire. This was to enable them to take their time in filling the questionnaire appropriately and to avoid researcher influencing the response of the respondents. The filling of the questionnaire by the respondents was done voluntarily, as no payment or compensation was provided to them. However, out of 825 questionnaires

administered to the respondents in the study area, about 705 were dully filled and returned which accounted for 85.5 per cent. The 705 were analysed and the result are presented in the subsequent chapter

3.8 Method of Data Analysis

Data collected from the field was analysed using inferential and descriptive statistics. The research questions were answered with the use of frequency, percentages, mean and standard deviation. The hypotheses one and two were tested with the use of multiple regression analysis at 0.05 level of significance while hypotheses three was tested using sample t-test

Endnote

1. Oyo State Post Primary Schools Teaching Services Commission 2022, Research Field 2024

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Chapter Four

Results and Discussion of Findings

This chapter presents the results from the statistical analysis of the data collected from the questionnaire. It also consists of the discussion of the findings. The sub-headings in the chapter include the following:

- 4.1 Data Presentation and Analysis
- 4.2 Presentation of Research Questions
- 4.3 Hypotheses Testing
- 4.4 Discussion of Findings

4.1 Data Presentation and Analysis

Tables below present the demographic information of the sample respondents in the study area which include the gender, age and educational qualification and others.

Table 4.1 Gender of the Respondents

Gender	Frequency	Percentage
Male	218	30.92
Female	487	69.08
Total	705	100

Source: Researcher's Field Survey, 2024

The gender distributions of the participants is presented in Table 4.1. The result revealed that 30.92 per cent of the respondents were male whereas 69.08 per cent of the sample respondents were female. The indication of this result is that majority of participants in the study area were female based on the response of the respondents. By implication, female public Secondary school teachers in Ibadan metropolis, Oyo State were more.

Table 4.2 Age of the Respondents

Age Range	Frequency	Percentage
Less than 30 years	85	12.06
30-40 years	178	25.25
41-50 years	310	43.97
Above 50 years	132	18.72
Total	705	100.00

Source: Researcher's Field Survey, 2024

As regarding the age of the respondents, it could be observed in Table 4.2 that 12.06 per cent of the participants were age less than 30 years, 25.25 per cent of them were within the age range of 30-40 years, 43.97 per cent of them were within the age range of 41-50 years while 18.72 per cent of the participant were age above 50 years. This implies that most of the sampled participants in the study area are within the age range of 41-50 years based on the response of the participants. It can be inferred that the public secondary school teachers in the study area was dominated with mature teachers.

Table 4.3 Educational Qualification

Highest Qualification	Frequency	Percentage
NCE	301	42.70
HND/OND	121	17.16
BSc/B.Ed	202	28.65
MSc/MEd	57	8.09
PhD	24	3.40
Total	705	100.00

Source: Researcher's Field Survey, 2024

For education qualification, the result in Table 4.3 shows that 42.70 per cent of the participants have NCE as their highest qualification, 17.16 per cent of them are HND/OND

holders, 28.65 per cent of them are B.Sc./B.Ed holders, 8.09 per cent of them are M.Sc/M.Ed holders while 3.40 per cent of them are Ph.D holders. This result indicates that teachers with different qualifications teach in public senior secondary schools in Ibadan Metropolis but those with NCE qualification are the majority followed by those with B.Sc./B.Ed qualification. This could be attributed to the fact that, in contrast to holders of other qualifications, NCE and B.Sc/B.Ed holders are frequently required when hiring teachers in secondary schools in Nigeria.

Table 4.4 Number of Student in Class

Number of Student in Class Taught	Frequency	Percentage
Less than 30	21	2.98
30-40 Students	89	12.62
41-50 Students	116	16.45
51-60 Students	121	17.16
61-70 Students	197	27.94
Above 70 Students	161	22.84
Total	705	100.00

Source: Researcher's Field Survey, 2024

Table 4.4 presents the number of Student in class taught in the selected public secondary schools. According to the respondents, 2.98 percent of them taught less than 30 students, 12.62 per cent of them taught 31-40 students in class, 16.45 per cent of them teaches about 41-50 number of students in class, 17.16 per cent of them teaches 51-60 number of students in class, 27.94 per cent of them taught 61-70 per cent while 22.84 per cent of them teach more than 70 number of students in class. It could be deduced based on the response of the participants that most of the teacher's in public senior secondary schools in the study area teach about 61-70 number of students in class. This may be as a result of increasing student population outweighing the number of public school teachers in Ibadan metropolis, Oyo State.

4.2 Presentation of Research Questions

Research Question One: What is the level of teacher job performance (instructional and administrative) in public senior secondary schools in Ibadan metropolis, Oyo State?

Table 4.5a: Level of Teacher Job Performance (Instructional Job Performance) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Items	ALW	SOM	RAR	NEV	Mean	SD
1	Deliver my lessons in a clear and understandable manner to facilitate student learning	553 (78.4%)	138 (19.6%)	12 (1.7%)	2 (0.3%)	3.762	0.940
2	Engage students in classroom activities to enhance their participation and interest in the subject matter	445 (63.1%)	182 (25.8%)	46 (6.5%)	32 (4.6%)	3.475	0.869
3	Communicate with students to ensure effective understanding and conveyance of curriculum content	503 (71.3%)	93 (13.2%)	98 (13.9%)	11 (1.6%)	3.543	0.886
4	Adopts teaching methods that facilitates the development of students' interest in classroom activities and subject matter	615 (87.2%)	83 (11.8%)	6 (0.9%)	1 (0.1%)	3.861	0.965
5	Facilitate students' learning through various instructional strategies and techniques	551 (78.2%)	137 (19.4%)	14 (2.0%)	3 (0.4%)	3.753	0.938
6	Handle and manage the classroom environment to create an optimal learning atmosphere for students	634 (89.9%)	59 (8.4%)	9 (1.3%)	3 (0.4%)	3.878	0.970
7	Ensure students participate in classroom activities, discussions, and interactive sessions	454 (64.4%)	224 (31.8%)	13 (1.8%)	14 (2.0%)	3.586	0.896
8	Improvise instructional materials and aids to facilitates teaching and learning activities	506 (71.7%)	175 (24.8%)	18 (2.6%)	6 (0.9%)	3.675	0.919

Weighted Mean=3.692 High

Source: Researcher's Field Survey, 2024

Key: ALW=Always (4), SOM=Sometimes (3), RAR=Rarely (2), NEV=Never (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.5a presents the opinion of the respondents of this study on the instructional job performance of teachers in the study area. The result revealed that on average, participants noted that they always deliver their lessons in a clear and understandable manner to facilitate student learning (mean=3.7037). Majority of the participants believed that they always engage students in classroom activities to enhance their participation and interest in the subject matter (mean=3.6384). On average, respondents noted that they communicate with students to ensure effective understanding and conveyance of curriculum content (mean=3.7501). On average, sampled participants noted that they adopt teaching methods that facilitates the development of students' interest in classroom activities and subject matter (mean=3.9178). The result also revealed that most of the participants said they always facilitate students' learning through various instructional strategies and techniques (mean=3.7596). According to the result, the mean value of 3.8693 suggests that most of the respondents always handle and manage the classroom environment to create an optimal learning atmosphere for students. The mean value of 3.5013 indicates that most of the respondents always ensure students participate in classroom activities, discussions, and interactive sessions. Lastly, the result shows that majority of the participants for this study said they always improvise instructional materials and aids to facilitate teaching and learning activities.

However, the overall mean was 3.692, meaning that instructional job performance in terms of delivering of lesson, engaging students, communicating with students, adopting of teaching methods that facilitates the development of students' interest in classroom activities and subject matter, handling and managing the classroom environment, facilitating students' learning through various instructional strategies and techniques, ensuring students participate in

classroom activities, discussions, and interactive sessions are always done by teachers in their respective public schools.

Table 4.5b: Level of Teacher Job Performance (Administrative Job Performance) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Items	ALW	SOM	RAR	NEV	Mean	SD
1	manage and organize my classroom to create a conducive learning environment for students	499 (70.8%)	127 (18.0%)	67 (9.5%)	12 (1.7%)	3.579	0.895
2	ensure accurate and up-to-date records, including attendance, grades, and other relevant information pertaining to my students	393 (55.7%)	234 (33.2%)	56 (7.9%)	22 (3.1%)	3.416	0.854
3	collaborate and communicate with my colleagues to enhance teamwork and coordination in achieving common educational goals	443 (62.8%)	172 (24.4%)	59 (8.4%)	31 (4.4%)	3.457	0.864
4	communicate and work with school administrators to implement policies, share insights, and contribute to the overall improvement of the school	544 (77.2%)	119 (16.9%)	32 (4.5%)	10 (1.4%)	3.698	0.924
5	engage with parents or guardians, providing them with information about their child's progress and fostering a collaborative relationship for the student's benefit	463 (65.7%)	172 (24.4%)	67 (9.5%)	3 (0.4%)	3.553	0.888
6	participate in school-wide activities, meetings, and events, contributing to the broader school community	434 (61.6%)	130 (18.4%)	84 (11.9%)	57 (8.1%)	3.335	0.834
7	adhere to and implement school policies and procedures in my day-to-day teaching and administrative activities	589 (83.5%)	89 (12.6%)	16 (2.3%)	11 (1.6%)	3.782	0.945
8	communicate with parents or guardians regarding administrative matters, and actively involve them in the educational progress of their children	586 (83.1%)	98 (13.9%)	12 (1.7%)	9 (1.3%)	3.789	0.947

Weighted Mean = 3.576 High

Source: Researcher's Field Survey, 2024

Key: ALW=Always (4), SOM=Sometimes (3), RAR=Rarely (2), NEV=Never (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.5b presents the opinion of the respondents on the administrative job performance of the participants in the study area. According to the result, majority of the respondents always manage and organize their classroom to create a conducive learning environment for students (mean=3.579). Majority of them always ensure accurate and up-to-date records, including attendance, grades, and other relevant information pertaining to their students (mean=3.416), majority of them always collaborate and communicate with my colleagues to enhance teamwork and coordination in achieving common educational goals (mean=3.457), majority of them always communicate and work with school administrators to implement policies, share insights, and contribute to the overall improvement of the school (mean=3.698), majority of them always engage with parents or guardians, providing them with information about their child's progress and fostering a collaborative relationship for the student's benefit (mean=3.553), majority of them always participate in school-wide activities, meetings, and events, contributing to the broader school community (mean=3.335), majority of them adhere to and implement school policies and procedures in their day-to-day teaching and administrative activities (mean=3.782) and majority of them always communicate with parents or guardians regarding administrative matters, and actively involve them in the educational progress of their children (mean=3.789).

The overall mean obtained was 3.576 implying that administrated job performance of teachers managing and organizing classroom, ensuring accurate and up-to-date records, collaborating and communicating with their colleagues to enhance teamwork, communicating with parents or guardians regarding administrative matters and providing them with information about their child's progress, participating in school-wide activities, meetings, and events, adhere to and implement school policies and procedures in their day-to-day teaching and administrative activities are always done.

Table 4.5c: Level of Teacher Job Performance (Instructional and Administrative) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

Items	ALW Freq(%)	SOM Freq(%)	RAR Freq(%)	NEV Freq(%)	Weighted Mean
Instructional Job Performance	533 (75.6%)	136 (19.3%)	27 (3.8%)	9 (1.3%)	3.692
Administrative Job Performance	494 (70.1%)	143 (20.2%)	49 (7.0%)	19 (2.7%)	3.576

Overall Weighted Mean= 3.634 High

Source: Researcher's Field Survey, 2024

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.5c presents the analysis of teacher job performance in public senior secondary schools in Ibadan Metropolis, Oyo State. The result shows that the majority of teachers consistently fulfill their instructional and administrative duties, with 75.6% and 70.1% of teachers performing these roles "Always," respectively. The weighted means indicate a high level of performance, with instructional duties slightly more consistently performed than administrative ones. Overall, the combined weighted mean of 3.634 reflects a strong commitment by teachers to their responsibilities, though there is a marginal decline in administrative task performance, suggesting a potential area for improvement.

Research Question Two: What is the level of public senior secondary school teacher's workload (class size and teacher-student ratio) in Ibadan metropolis, Oyo State?

Table 4.6a: Level of Public Senior Secondary School Teacher's Workload (Class Size) in Ibadan Metropolis, Oyo State

S/N	Class Size	ALW	SOM	RAR	NEV	Mean	SD
1	The current class size impacts my ability to effectively teach and manage student learning in my classroom	341 (48.4%)	174 (24.7%)	102 (14.5%)	88 (12.4%)	3.089	0.772

2	I face challenges when teaching my class with a larger number of students, and it affect my instructional practices	258 (36.6%)	151 (21.4%)	263 (37.3%)	33 (4.7%)	2.899	0.724
3	I feel comfortable with the physical space and size of my classroom in relation to the number of students enrolled	324 (46.0%)	112 (15.9%)	244 (34.6%)	25 (3.5%)	3.042	0.760
4	I interact individually with students in my class, and it impact my ability to address individual learning needs	306 (43.4%)	225 (31.9%)	88 (12.5%)	86 (12.2%)	3.065	0.766
5	I adapt my classroom management strategies because of the large classes I take	204 (28.9%)	266 (37.7%)	176 (25.0%)	59 (8.4%)	2.872	0.718
6	I find it challenging to maintain an interactive classroom environment in my class and it affect student engagement	254 (36.0%)	240 (34.0%)	154 (21.8%)	57 (8.2%)	2.980	0.745

Weighted Mean = 2.991Moderate

Source:Researcher's Field Survey, 2024

Key: ALW=Always (4), SOM=Sometimes (3), RAR=Rarely (2), NEV=Never (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.6a presents the level of public senior secondary school teacher's workload in terms of class size. The result revealed that on average, respondents stressed that sometimes the current class size impacts their ability to effectively teach and manage student learning in their classroom (mean=3.089). The mean value of 2.899 implies that most of the respondents sometimes face challenges when teaching their class with a larger number of students, and it affect their instructional practices. The mean value of 3.042 indicates that majority of the respondents sometimes feel comfortable with the physical space and size of their classroom in relation to the number of students enrolled. The mean value of 3.065 suggest that respondents sometimes interact individually with students in their class, and it impact their ability to address

individual learning needs. The mean value of 2.872 is an indication that respondents sometimes adapt their classroom management strategies because of the large classes they take. Lastly, the 2.980 vmean implies that respondents sometimes find it challenging to maintain an interactive classroom environment in their class and it affects student engagement. The overall mean value of 2.991 implies that the level of public senior secondary school teacher's workload in terms of class size is moderate.

Table 4.6b Level of Public Senior Secondary School Teacher's Workload (Student-Teacher Ratio) in Ibadan Metropolis, Oyo State

S/N	Student-teacher Ratio	ALW	SOM	RAR	NEV	Mean	SD
1	feel that the current student-teacher ratio in my school limits my ability to provide individualized attention to students in the classroom	376 (5.3%)	265 (37.6%)	51 (7.2%)	13 (1.9%)	3.424	0.856
2	believe the current student-teacher ratio in my school limits my effectiveness in communicating with and understanding the needs of each student	391 (55.5%)	277 (39.3%)	32 (4.5%)	5 (0.7%)	3.495	0.873
3	think the student-teacher ratio in my school reduces the opportunities for students to actively participate in class discussions, activities, and individualized learning experiences	131 (18.6%)	351 (49.8%)	132 (18.7%)	91 (12.9%)	2.740	0.685
4	perceive that the current student-teacher ratio in my school do not allow me to be available for additional support, such as addressing individual questions, concerns, or providing extra help	301 (42.7%)	294 (41.7%)	97 (13.8%)	13 (1.8%)	3.252	0.813
5	believe the student-teacher ratio in my school limits the overall dynamics of the classroom, including teacher-student interactions and the fostering of a positive learning environment	298 (42.3%)	297 (42.1%)	98 (13.9%)	12 (1.7%)	3.249	0.812
		291	256	129	29	3.693	0.923

- | | | | | | |
|---|---|---------|---------|---------|--------|
| 6 | think the student-teacher ratio in my school reduces the level of student engagement in classroom activities and the teacher's ability to provide timely and constructive feedback to individual students | (41.3%) | (36.3%) | (18.3%) | (4.1%) |
|---|---|---------|---------|---------|--------|

Weighted Mean = 3.309 High

Source: Researcher's Field Survey, 2024

Key: ALW=Always (4), SOM=Sometimes (3), RAR=Rarely (2), NEV=Never (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.6b presents the level of public senior secondary school teacher's workload in terms of Student-teacher Ratio. According to the result, the mean value of 3.424 suggest that respondents sometime feel that the current student-teacher ratio in their school limits their ability to provide individualized attention to students in the classroom. The mean value of 3.495 implies that respondents sometime believe the current student-teacher ratio in their respective school limits their effectiveness in communicating with and understanding the needs of each student. The mean value of 2.740 implies that respondents sometimes think the student-teacher ratio in their school reduces the opportunities for students to actively participate in class discussions, activities, and individualized learning experiences. The mean value of 3.252 implies that respondents sometimes perceive that the current student-teacher ratio in my school do not allow them to be available for additional support, such as addressing individual questions, concerns, or providing extra help. The mean value of 3.249 implies that respondents always believe the student-teacher ratio in their respective school limits the overall dynamics of the classroom, including teacher-student interactions and the fostering of a positive learning environment. The mean value of 3.693 implies that respondents always think the student-teacher ratio in their school reduces the level of student engagement in classroom activities and the teacher's ability to

provide timely and constructive feedback to individual students. The overall mean of 3.309 suggest that the level of public senior secondary school teacher’s workload in terms of student-teacher ratio is high.

Table 4.6c: Level of Public Senior Secondary School Teacher’s Workload (Class Size and Student-teacher Ratio) in Ibadan Metropolis, Oyo State

Items	ALW Freq(%)	SOM Freq(%)	RAR Freq(%)	NEV Freq(%)	Weighted Mean
Class Size	281 (39.9%)	195 (27.7%)	171 (24.3%)	58 (8.1%)	2.991
Student-Teacher Ratio	298 (42.3%)	290 (41.1%)	90 (12.8%)	27 (3.8%)	3.309

Overall Weighted Mean= 3.150 High

Source: Researcher’s Field Survey, 2024

Key: ALW=Always (4), SOM=Sometimes (3), RAR=Rarely (2), NEV=Never (1)

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

The data from the table 4.6c reveals insights into the workload of public senior secondary school teachers in Ibadan Metropolis, Oyo State, with a focus on class size and student-teacher ratio. In terms of class size, the mean value is 2.991. This falls into the moderate category, indicating that the teachers experience a moderate level of workload when it comes to managing the number of students in their classes. On the other hand, the student-teacher ratio has a mean value of 3.309, which is categorized as high. This suggests that the teachers face a significant workload due to the number of students each teacher is responsible for, indicating that the ratio of students to teachers is relatively high. The overall weighted mean, calculated to be 3.150, supports the conclusion that teachers generally experience a high workload. This high workload is predominantly influenced by the student-teacher ratio, although the class size also contributes to the overall demands placed on the teachers.

Research Question Three: What is the level of availability of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State?

Table 4.7a: Level of Availability of School Plants (Staffrooms) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Staffrooms	HA	MA	FA	NA	Mean	SD
1	Designated staffroom for teachers within the school premises	221 (31.3%)	234 (33.2%)	206 (29.2%)	44 (6.3%)	2.896	0.724
2	Staffroom space to accommodate the number of teachers, providing a comfortable environment for work and collaboration	190 (27.0%)	253 (35.9%)	252 (35.7%)	10 (1.4%)	2.883	0.720
3	Necessary resources, such as teaching materials, computers, and reference materials, in the staffroom for teachers' use	145 (20.6%)	254 (36.0%)	259 (36.7%)	47 (6.7%)	2.704	0.676
4	Comfort and amenities in the staffroom, including seating, lighting, and temperature control	163 (23.1%)	238 (33.8%)	221 (31.3%)	83 (11.8%)	2.682	0.670
5	Collaborative atmosphere, encouraging teamwork and discussions among teachers	252 (35.7%)	256 (36.3%)	120 (17.1%)	77 (10.9%)	2.968	0.742
6	Staffroom, ensuring that all teachers have fair and equal opportunities to use the space and its resources	264 (37.4%)	264 (37.4%)	146 (20.7%)	31 (4.4%)	3.079	0.769

Weighted Mean = 2.869 Moderate

Source: Researcher's Field Survey, 2024

Key: HA=Highly Available, (4), MA=Moderately Available (3), FA=Fairly Available (2), NA=Not Available (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.7a presents the opinion of the respondents on the level of availability of staffrooms in public senior secondary schools. The result shows that designated staffroom for teachers within the school premises is moderately available (mean=2.896). The staffroom space

to accommodate the number of teachers, providing a comfortable environment for work and collaboration is moderately available (mean=2.883). The necessary resources, such as teaching materials, computers, and reference materials, in the staffroom for teachers' use are moderately available (mean=2.704). The comfort and amenities in the staffroom, including seating, lighting, and temperature control are moderately available (mean=2.682). The collaborative atmosphere, encouraging teamwork and discussions among teachers is moderately available (mean=2.968) while staffroom, ensuring that all teachers have fair and equal opportunities to use the space and its resources is highly available (3.079). The overall mean of 2.7883 suggest that the level of availability of school plants (staffrooms) in public senior secondary schools is moderate.

Table 4.7b: Level of Availability of School Plants (Convenience) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Convenience	HA	MA	FA	NA	Mean	SD
1	Designated and accessible school conveniences (bathrooms/restrooms) for both staff and students within the school premises	223 (31.6%)	206 (29.2%)	154 (21.8%)	122 (17.3%)	2.751	0.687
2	Cleanliness and maintenance of the school conveniences to ensure a hygienic environment	296 (41.9%)	254 (36.0%)	91 (12.9%)	64 (0.2%)	3.109	0.777
3	Essential hygiene supplies, such as soap, tissue, and sanitizers, in school conveniences for use by staff and students	250 (35.5%)	159 (22.6%)	150 (21.3%)	146 (20.6%)	2.727	0.681
4	Designated and accessible rest areas within the school premises for staff and students to take breaks and relax	253 (35.9%)	138 (19.6%)	125 (17.7%)	189 (26.8%)	2.645	0.661

5	Restrooms to accommodate the needs of both staff and students, ensuring a comfortable and hygienic environment	375 (53.2%)	256 (36.3%)	54 (7.7%)	20 (2.8%)	3.398	0.849
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Weighted Mean = 2.926 Moderate

Source: Researcher's Field Survey, 2024

Key: HA=Highly Available, (4), MA=Moderately Available (3), FA=Fairly Available (2), NA=Not Available (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

The level of availability of school convenience in public senior secondary schools is presented in Table 4.7b. From the result, the mean value of 2.751 indicates that a designated and accessible school convenience (bathrooms/restrooms) for both staff and students within the school premises is moderately available according to the respondents. The cleanliness and maintenance of the school conveniences to ensure a hygienic environment is adequately available (mean=3.109) based on the response of respondents. Essential hygiene supplies, such as soap, tissue, and sanitizers, in school conveniences for use by staff and students are moderately available (mean=2.727). According to the respondents, designated and accessible rest areas within the school premises for staff and students to take breaks and relax are moderately available (mean=2.645) while restrooms to accommodate the needs of both staff and students, ensuring a comfortable and hygienic environment according to the respondents (mean=3.398). However, the overall mean was 2.926 suggest that the availability of level of school convenience in the selected public secondary schools is moderate based on the response of the respondents.

Table 4.7c: Level of Availability of School Plants (Staffrooms and Convenience) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

Items	HA Freq(%)	MA Freq(%)	FA Freq(%)	NA Freq(%)	Weighted Mean
Staffrooms	206 (29.2%)	250 (35.5%)	201 (28.5%)	48 (6.8%)	2.869
Convenience	279 (39.6%)	203 (28.8%)	115 (16.3%)	108 (15.3%)	2.926

Overall Weighted Mean= 2.876 Moderate

Source: Researcher's Field Survey, 2024

Key: HA=Highly Available, (4), MA=Moderately Available (3), FA=Fairly Available (2), NA=Not Available (1)

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.7c provides an assessment of the availability of school facilities, specifically staffrooms and conveniences, in public senior secondary schools in Ibadan Metropolis, Oyo State. For staffrooms, the mean value is 2.869, which falls into the moderate category. This indicates that staffrooms are moderately available in these schools, suggesting that while there are staffrooms, their availability may not be sufficient or optimal for the needs of the staff. Regarding conveniences (such as restrooms and other essential facilities), the mean value is slightly higher at 2.926, which also falls within the moderate category. This suggests that conveniences are available at a moderate level, meaning that while they are present, they may not be fully adequate in number or quality.

The overall weighted mean of 2.876 suggests that, in general, the availability of these essential school plants (staffrooms and conveniences) is moderate across the public senior secondary schools in the area. This indicates that while these facilities are present, there is room for improvement in their availability and adequacy to better meet the needs of the staff and students.

Research Questions Four: What is the level of adequacy of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State?

Table 4.8a: Level of Adequacy of School Plants (Staffrooms) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Staffrooms	VA	A	FA	NA	Mean	SD
1	have regular access to the staffroom for collaborative discussions, preparation, and relaxation during breaks	139 (19.7%)	78 (11.1%)	279 (39.6%)	209 (29.6%)	2.208	0.552
2	find the staffroom space adequate for the number of teachers, providing a comfortable environment for work and interaction	121 (17.2%)	77 (10.9%)	275 (39.0%)	232 (32.9%)	2.123	0.530
3	instructional materials, computers, and reference materials are available in the staffroom for teachers' use	153 (21.7%)	72 (10.2%)	263 (37.3%)	217 (30.8%)	2.228	0.557
4	experience a comfortable and well-equipped environment in the staffroom, including amenities like seating, lighting, and temperature control	134 (19.0%)	125 (17.7%)	243 (34.5%)	203 (28.8%)	2.269	0.567
5	enjoy equitable access to the staffroom, with fair and equal opportunities to use the space and its resources	149 (21.1%)	163 (23.1%)	274 (38.9%)	119 (16.9%)	2.485	0.621

Weighted Mean = 2.263 Low

Source: Researcher's Field Survey, 2024

Key: VA=Very Adequate, (4), A=Adequate (3), FA=Fairly Adequate (2), NA=Not Adequate (1) and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

The level of adequacy of staffrooms in the selected public senior secondary schools is presented in Table 4.8a. The result revealed that respondents noted that they have fair adequate regular access to the staffroom for collaborative discussions, preparation, and relaxation during breaks (mean=2.208). The mean of 2.123 implies that respondents find the staffroom space fairly adequate for the number of teachers, providing a comfortable environment for work and

interaction. The mean value of 2.228 implies that instructional materials, computers, and reference materials available in the staffroom for teachers' use are fairly adequate. The mean value of 2.269 suggest that experience a comfortable and well-equipped environment in the staffroom, including amenities like seating, lighting, and temperature control are fairly adequate in the study area based on the response of the respondents. Mean value of 2.485 suggest that enjoy equitable access to the staffroom, with fair and equal opportunities to use the space and its resources in the selected public senior secondary schools is adequate. The overall mean was 2.262, meaning that the level of adequacy of school staffrooms in the selected public senior secondary schools is low based on the response of the respondents.

Table 4.8b: Level of Adequacy of School Plants (School Convenience) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	School Convenience	VA	A	FA	NA	Mean	SD
1	have access to clean and well-maintained bathrooms and conveniences within the school premises	138 (19.6%)	237 (33.6%)	201 (28.5%)	129 (18.3%)	2.544	0.636
2	find that there are enough restrooms to accommodate the needs of both staff and students, ensuring a comfortable and hygienic environment	134 (19.0%)	120 (17.0%)	275 (39.0%)	176 (25.0%)	2.301	0.575
3	enjoy school conveniences and facilities properly maintained with clean and functional environment	154 (21.8%)	143 (20.3%)	201 (28.5%)	207 (29.4%)	2.346	0.586
4	have access to comfortable rest areas or spaces within the school premises for relaxation and breaks	119 (16.9%)	163 (23.1%)	222 (31.5%)	201 (28.5%)	2.283	0.570
		108	193	178	226	2.259	0.564

- 5 access to private spaces within school (15.3%) (27.4%) (25.2%) (32.1%)
conveniences, ensuring a sense of
privacy and comfort for staff members
-

Weighted Mean = 2.347 Low

Source: Researcher's Field Survey, 2024

Key: VA=Very Adequate, (4), A= Adequate (3), FA=Fairly Adequate (2), NA=Not Adequate (1)
and SD=Standard Deviation

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥ 3.00 =High

The levels of adequacy of school convenience in public senior secondary schools are presented in Table 4.8b. The result revealed that having access to clean and well-maintained bathrooms and conveniences within the school premises is moderately adequate in the study area according to the participants of this study (mean=2.544). The mean value of 2.301 suggest that enough restrooms to accommodate the needs of both staff and students, ensuring a comfortable and hygienic environment in the in public senior secondary schools are fairly adequate. The mean values of 2.346 suggest that school conveniences and facilities properly maintained with clean and functional environment is fairly adequate. Mean value of 2.283 implies that having access to comfortable rest areas or spaces within the school premises for relaxation and breaks is fairly adequate in the in public senior secondary schools. The mean value of 2.259 suggest that access to private spaces within school conveniences, ensuring a sense of privacy and comfort for staff members is fairly adequate. The overall mean of 2.346 implies that school convenience in public senior secondary schools is fairly adequate.

Table 4.8c: Level of Adequacy of School Plants (Staffrooms and School Convenience) in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

Items	VA Freq(%)	A Freq(%)	FA Freq(%)	NA Freq(%)	Weighted Mean
Staffrooms	139 (19.7%)	103 (14.6%)	267 (37.9%)	196 (27.8%)	2.263
School Convenience	131 (18.6%)	171 (24.3%)	215 (30.5%)	188 (26.7%)	2.347

Overall Weighted Mean= 2.305 Low

Source: Researcher's Field Survey, 2024

Key: VA=Very Adequate, (4), A= Adequate (3), FA=Fairly Adequate (2), NA=Not Adequate (1)

Threshold: mean value <2.50=Low, 2.50-2.99=Moderate, ≥3.00 =High

Table 4.8c examines the adequacy of essential school facilities, specifically staffrooms and school conveniences, in public senior secondary schools in Ibadan Metropolis, Oyo State. For staffrooms, the mean value is 2.263, which falls below the threshold for moderate adequacy, indicating that the staffrooms are generally considered to be low in adequacy. This suggests that the existing staffrooms may not sufficiently meet the needs of the school staff, potentially due to issues such as size, condition, or availability. In terms of school conveniences (e.g., restrooms and other essential facilities), the mean value is 2.347, which is also categorised as low. This reflects a similar inadequacy, where these facilities are not fully adequate to meet the requirements of the schools, likely due to factors such as insufficient numbers, poor maintenance, or lack of accessibility. The overall weighted mean of 2.305 supports the conclusion that the adequacy of these school plants is generally low. Both staffrooms and conveniences are not meeting the needs of the schools at an adequate level, indicating significant areas where improvements are necessary to better support both staff and students.

4.3 Hypotheses Testing

H₀₁: There will be no significant combined influence of workload (class size and student-teacher ratio) and school plants (staffroom and convenience) on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State.

Table 4.9 Summary of Regression Analysis showing Combined Influence of Workload (Class Size and Student-Teacher Ratio) and School Plants (Staffroom and Convenience) on Job Performance of Public Senior Secondary Schools' Teachers in Ibadan Metropolis, Oyo State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.614	0.82264

a. Predictors: (Constant), School Plants, Workload

Model		Sum of Squares	ANOVA ^a			Sig.
			Df	Mean Square	F	
1	Regression	68.811	2	34.405	190.0830	.000 ^b
	Residual	127.361	702	.181		
	Total	196.172	704			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), School Plants, Workload

Source: Researcher's Field Survey, 2024

Table 4.9 presents the result of the estimated regression model for examining the combined influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. The result shows that the correlation coefficient was .827^a meaning that workload and school plants are strongly related with job performance of public senior secondary. The R-square was .684, meaning that workload and school plants accounted for 68.5 per cent of variation in job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State while the remaining percentage could be as a result of another variable not in the model. The adjusted R-square of .614 suggests that the predictive power of the model is strong.

The F-statistics was 190.0830 and its probability was .000. Since the probability of F-statistics was found to be lower than the per cent significant level, there is sufficient evidence to reject the null hypothesis that there will be no significant combined influence of workload and school plants on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State. The study therefore concluded that there is significant combined influence of workload and school plants on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State. The coefficient of workload was -.070, meaning that workload has a negative significant relationship with job performance of public senior secondary teachers in Ibadan metropolis, Oyo State. Thus, a unit increase in workload will lead to a decrease in on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State by .070. The coefficient of school plant was .916 meaning that school plant has a positive significant relationship with job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. Thus, a unit increase in school plant will lead to an increase on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State by 0.91.

H₀₂: There will be no significant relative influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

Table 4.10: Relative influence of workload and school plants on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

Model	Coefficients ^a					Collinearity Statistics		
	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Tolerance	VIF
	B	Std. Error	Beta					
(Constant)	.162	.072			-2.253	.025		
1 Workload	-.070	.016	-.069		-4.519	.000	.644	1.552
School Plant	.916	.115	.890		7.965	.000	.688	1.454

Source: Field Survey (2024)

Table 4.10 shows the result of the regression analysis reveal how workload and school plant affect the outcome of the dependent variable. The analysis begins with the unstandardized coefficients, where the constant value of 0.162 represents the baseline level of the dependent variable when both workload and school plant are held at zero. For workload, the unstandardized coefficient of -0.070 indicates that for every one-unit increase in workload, there is a corresponding decrease of 0.070 units in the dependent variable. This negative relationship suggests that as workload increases, the performance or productivity of the dependent variable decreases. The standardized coefficient (Beta) for workload is -0.069, confirming that while the effect of workload is small, it is still significant. This is further supported by the T-value of -4.519 and a p-value of .000, meaning the effect of workload is highly significant and not due to random chance. On the other hand, school plant shows a very different impact. The unstandardized coefficient for school plant is 0.916, meaning that for each one-unit improvement in school infrastructure or related factors, the dependent variable increases by 0.916 units. This

large, positive coefficient suggests that school plant improvements have a strong, positive effect on the outcome. The standardized coefficient (Beta) for "School Plant" is 0.890, showing that the effect of school plant is not only positive but also much stronger than the impact of workload. The T-value for school plant is 7.965, with a p-value of .000, highlighting that this effect is statistically significant as well. In conclusion, the analysis shows that while workload has a small but significant negative effect on the dependent variable, school plant has a strong and highly significant positive effect. This suggests that reducing workload may improve outcomes, but improving school infrastructure or plant has a much more pronounced and beneficial impact.

H₀₃: There will be no significant relative influence of workload indices (class size and teacher-student ratio) and school plants indices (staffrooms and school convenience) on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

Table 4.11: Relative influence of workload (class size and teacher-student ratio) and school plants (staffrooms and school convenience) on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.349	.108		3.220	.001
	Class size	-.076	.016	-.074	-4.834	.000
	Teacher-student ratio	-.051	.015	-.045	-3.359	.001
	Staffrooms	.916	.015	.890	60.681	.000
	School convenience	.044	.019	.028	2.302	.022

a. Dependent Variable: Job Performance

Source: Researcher's Field Survey, 2024

Table 4.11 presents the result of estimated regression model for examining the relative influence of workload (class size and teacher-student ratio) and school plants (staffrooms and

school convenience) on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. The coefficient correlation was 0.947, meaning that class size, teacher-student ratio, staffrooms and school convenience are strongly and significantly related with job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. The coefficient of determination was .896, meaning that class size, teacher-student ratio, staffrooms and school convenience explained about 89.6 per cent of variation in job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State while the remaining 10.6 per cent of variation in job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State could be attributed to other variables not in the model.

The F-statistics was 1514.399 and its probability was .000. Since the probability of F-statistics was found to be lower than the per cent significant level, there is sufficient evidence to reject the null hypothesis that stated that there will be no significant relative influence of workload (class size and teacher-student ratio) and school plants (staffrooms and school convenience) on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. The study there suggest that there is a significant relative influence of workload (class size and teacher-student ratio) and school plants (staffrooms and school convenience) on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

The coefficient of class was -.076, meaning that class size has a negative significant relationship with job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. Thus, unit increase in class size will decrease the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State by 0.076. The coefficient of teacher-student ratio was -.051, meaning that teacher-student ratio has a negative

significant relationship with job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. Thus, a unit increase in teacher-student ratio will decrease the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State by .051. The coefficient of staffroom was .916, meaning that staffroom has a positive significant relationship with job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. Thus, a unit increase in staffroom will increase the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State by .916. The coefficient of school conveniences was .044, meaning that school convenience has a positive significant relationship with job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State. Thus, a unit increase in school convenience will increase the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State by .044.

H₀4: There will be no significant gender difference in the level of senior secondary school teacher job performance in Ibadan metropolis, Oyo State

Table 4.12 Gender Difference in the Level of Senior Secondary School Teacher Job Performance in Ibadan Metropolis, Oyo State

	Paired Samples Test							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Gender – Male and Female	-.56028	2.09561	.07893	-.71524	-.40533	-7.099	704	.000

Source: Researcher’s Field Survey, 2024

Table 4.12 presents the gender difference in the level of public senior secondary school teacher job performance in Ibadan metropolis, Oyo State. The absolute t-statistic was 7.099 and its probability value was .000. The decision rule is the H₀ should be rejected if the F-probability

is lower than 5 per cent significant level, otherwise accept. Since the probability of t-statistics (0.00) is below 5 per cent significant level, there is sufficient evidence to reject the null hypothesis there will be no significant gender difference in the level of public senior secondary school teacher job performance in Ibadan metropolis, Oyo State. The study revealed that there is a considerable gender differences in the level of public senior secondary school teacher job performance in Ibadan, Oyo State, which could be ascribed to discrimination and work-life balance. Discriminatory practices in schools result in female teachers being ignored for leadership roles or being assigned less hard responsibilities, which can have an impact on their job performance. It is evident that women experience more pressure to balance work and family commitments, which might limit their capacity to devote time and energy to their jobs. This could have resulted in a gender disparity in the degree of public senior secondary school teacher job performance.

4.4 Discussion of Findings

Having examine the impact of work load and school plant on job performance of public senior secondary school teacher job performance using regression model. It was found that workload such as increase class size, teacher-student ratio had a negative significant effect on job performance of senior secondary school teacher job performance. This is because these factors create excessive number of responsibilities, tasks, and instructional duties for teachers which may hinder their job performance. Similarly, increased teacher workload such as increase class size, teacher-students ratio can result in teachers having insufficient time for themselves to plan for lesson, provide individualized attention to students, engage in professional development, and maintain a healthy work-life balance which may bring about increased stress levels, burnout, a

decline in the overall quality of teaching and learning within the educational setting and reduction in job performance.

This result is consistent with some of the previous studies. For instance, findings from a study conducted in Akoko Northeast Local Government Area of Ondo State where it was found that there was a negative correlation between teachers' workload and teachers' job performance¹. Similarly, investigation on assessing the impact of work overload on the job performance of academic staff in Rivers State universities, uncovered that workload factors such as teaching numerous courses in a semester and overseeing a substantial number of undergraduate projects and post-graduate significantly influence the job performance of academic staff in universities in Rivers State². A study that investigated the impact of class size, availability, and utilization of instructional resources on academic performance of primary two pupils in Ido Local Government Area of Oyo found that a significant negative relationship exists between class size and the academic performance of primary two pupils³. Also, a study that investigated the extent to which class size and time-table loads influenced teacher job performance in Lagos State public secondary schools found that class size made a significant negative contribution teacher job performance in Lagos State public secondary schools⁴. A study investigated the relationship between class size and productivity in primary schools within Ekiti State, focusing on Ado Local Government Area as a case study where it was found that class size brings about a low level of teachers' productivity in primary schools within the local government under investigation⁵.

A study that examined the influence of workload variables (including working hours, class size, teacher-student ratio, committee assignments, and job nature) on the job performance of teachers in public junior secondary schools within Education District III of Lagos State using chi-square statistical tool discovered workload such as working hours, class size, teacher-student

ratio, committee assignments, and job nature significantly impact teachers' job performance⁶. A study explored the correlation between workload and job satisfaction among lecturers at Adekunle Ajasin University, Akungba Akoko, Ondo State, where lecturers perceive tasks such as conducting research, processing results, marking examination scripts, and supervising undergraduate projects as particularly demanding, contributing to low job satisfaction⁷.

However, the result of this study disagreed with some of the existing studies such as an investigation into the impact of stress from workload on professional effectiveness of secondary school teachers done in Cross River State, Nigeria where it was discovered that stress from workload has 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 effectiveness. A study examining the association between mental workload and job performance in nurses caring for COVID-19 patients in two Iranian hospitals where a weak positive correlation between mental workload and job performance⁸. The difference in this result may be attributed to the different in geographical location, sector and the period of conducting this study which fall with pandemic era.

The investigation revealed that the job performance of public senior secondary school teachers in Ibadan, Oyo State, is positively and considerably impacted by school plants, as measured by staffrooms and school convenience. This suggests that more staffrooms and convenience for teachers will improve the job performance of public senior secondary school teachers in Ibadan, Oyo State. These plants are components of a school that not only support learning and enhance the overall educational experience, but also help to maintain an environment that is conducive to learning for both teachers and students. Thus, there availability

in the selected public senior secondary school teachers in Ibadan, Oyo State, might have contributed in one way or the other influencing the job performance of public senior secondary school teachers in Ibadan, Oyo State. This study agrees with some of the existing studies such as a study that explored the correlation between school plant variables and teacher productivity in secondary schools within Ekiti State. The study disclosed a significant relationship between school plant and teacher productivity. Furthermore, the findings indicated a noteworthy correlation between instructional space and teacher productivity⁹. A study examined the impact of school plant organization on instructional efficiency and student performance in public secondary schools in Osun State. The study also established a significant relationship between school plant, instructional efficiency, and academic performance¹⁰. A study investigated influence of school environment on teachers' performance at the primary level in Tehsil Chiniot. The study identified a statistically significant positive relationship between the school environment and teachers' performance¹¹. A study conducted to assess the influence of school physical facilities on the academic performance of students in senior secondary schools within Aba Education Zone of Abia State. The analysis results indicated that the school library, as a physical facility, significantly impacts students' academic performance in senior secondary schools within Aba Education Zone¹². A study conducted to explore the impact of the availability of instructional facilities on teachers' effectiveness in public primary schools in Anambra State. The study revealed that the availability of instructional facilities significantly influences teachers' effectiveness¹³. A study was conducted to assess the impact of physical facilities on school effectiveness in public secondary schools within Kwara State, Nigeria. The results indicated a significant relationship between physical facilities and school effectiveness in Kwara State public secondary schools¹⁴.

However, this result was not inclining with previous studies like a study examined the role of school plant planning in influencing teachers' productivity in secondary schools within Ondo State. The study's findings revealed that, in Government Technical Colleges in South West, Nigeria, there was no significant effect of school plant provision and utilization on students' academic performance¹⁵. A study examined the impact of physical facilities on job satisfaction among female principals in Siaya County. The results indicated that physical facilities had a significantly negative impact on job satisfaction¹⁶.

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Chapter Five

Conclusion

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

5.1 Summary of Findings

The study sought to investigate teacher's workload and school plant indices as determinants of teacher's job performance in public senior secondary schools in Ibadan Metropolis Oyo State. Research question one aimed at identifying the level of teacher job performance in public senior secondary schools in Ibadan Metropolis, Oyo State. The result shows that the majority of teachers consistently fulfill their instructional and administrative duties. The overall weighted mean of 3.634 reflects a strong commitment by teachers to their responsibilities, though there is a marginal decline in administrative task performance, suggesting a potential area for improvement.

Research question two aimed at identifying the level of teachers' workload in public senior secondary schools in Ibadan Metropolis, Oyo State, with a focus on class size and student-teacher ratio. The overall weighted mean, calculated to be 3.150, supports the conclusion that teachers generally experience a high workload. This high workload is predominantly influenced by the student-teacher ratio, although the class size also contributes to the overall demands placed on the teachers.

Research question three aims to determine the level of availability of school facilities, specifically staffrooms and conveniences, in public senior secondary schools in Ibadan

Metropolis, Oyo State. The overall weighted mean of 2.876 suggests that, in general, the availability of these essential school plants (staffrooms and conveniences) is moderate across the public senior secondary schools in the area. This indicates that while these facilities are present, there is room for improvement in their availability and adequacy to better meet the needs of the staff and students.

Research question four examines the adequacy of essential school facilities, specifically staffrooms and school conveniences, in public senior secondary schools in Ibadan Metropolis, Oyo State. The overall weighted mean of 2.305 supports the conclusion that the adequacy of these school plants is generally low. Both staffrooms and conveniences are not meeting the needs of the schools at an adequate level, indicating significant areas where improvements are necessary to better support both staff and students.

Hypothesis one was raised to determine the combined influence of workload (class size and student-teacher ratio) and school plants (staffroom and convenience) on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State. Findings show that that there is significant combined influence of workload and school plants on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State.

Hypothesis two aimed at determining the relative influence of workload and school plants on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State. Findings show that while workload has a small but significant negative effect on the dependent variable, school plant has a strong and highly significant positive effect on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

Hypothesis three aimed at determining the relative influence of workload indices (class size and student-teacher ratio) and school plants indices (staffroom and convenience) on job performance of public senior secondary schools' teachers in Ibadan metropolis, Oyo State. Findings show that that class size, student-teacher ratio, and staffroom influences job performance, while school convenience do not significantly influence job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State.

Hypothesis four was formulated to determine if there will be no significant gender difference in the level of senior secondary school teacher job performance in Ibadan metropolis, Oyo State. Findings revealed that that there is a considerable gender differences in the level of public senior secondary school teacher job performance in Ibadan metropolis, Oyo State, which could be ascribed to discrimination and work-life balance.

5.2 Conclusion

This study empirically investigated teacher's workload and school plant indices as determinants of teacher's job performance in public senior secondary schools in Ibadan Metropolis Oyo State using primary data collected from the respondents. Judging the finding of the study, it can be concluded that teacher's workload such as class size, student- teacher ratio and school plant indices including staffrooms and school convenience are great determinants of teachers job performance in Ibadan Metropolis, Oyo State. Thus, they have huge potential in influencing the teacher job performance in public secondary schools in Ibadan Metropolis Oyo State. Thus, by taking teacher's workload and enhancement of school plant into consideration, secondary schools in Ibadan Metropolis, Oyo State, may create an environment where teachers feel encouraged, inspired, and empowered to perform at their best, thereby benefiting students and the overall educational system.

5.3 Recommendations

Based on the findings of the study, the following recommendations were suggested

1. To address the marginal decline in administrative job performance, it is recommended that schools implement targeted professional development programs focused on improving administrative skills and time management for teachers. This will help maintain the high level of commitment while addressing areas needing improvement.
2. To alleviate the high workload experienced by teachers due to class size and student-teacher ratio, it is advisable for school administrators to explore strategies for reducing class sizes and hiring additional staff. This will help distribute the workload more evenly and improve teacher satisfaction and performance.
3. Schools should assess and enhance the availability of essential facilities such as staffrooms and conveniences. Allocating budget for the improvement and maintenance of these facilities will help create a more conducive working environment and support teachers in performing their duties effectively.
4. Given the low adequacy of essential facilities, it is crucial for the school administration to prioritize upgrading and expanding staffrooms and conveniences. This could involve renovating existing facilities and constructing new ones to better meet the needs of staff and students.
5. To optimize job performance, schools should address both workload issues and the adequacy of school facilities simultaneously. Implementing strategies that reduce teacher workload while also improving facility quality will create a more supportive environment for teachers.

6. Focus should be on managing class sizes and improving staffrooms, as these factors significantly influence job performance. While school conveniences have a lesser impact, addressing the more influential factors will have a greater effect on enhancing teacher performance.
7. School administrators should regularly assess and optimize the use of available space and resources to ensure that staffrooms are well-equipped and conducive to planning and collaboration, as this directly impacts teachers' job performance. Additionally, maintaining optimal class sizes should be prioritised to enable teachers to manage their workloads effectively, thereby improving their ability to deliver quality education.
8. To address gender differences in job performance, schools should implement policies that promote gender equality and address any discriminatory practices. Additionally, providing support for work-life balance through flexible working arrangements or support services can help mitigate these differences.

5.4 Contribution to Knowledge

This study sought to investigate teachers' workload and school plant indices as determinants of teacher's job performance by focusing on public senior secondary schools in Ibadan Metropolis, Oyo state. The study however contributed to the body of knowledge filling the research gap by adequately addressing the specific interplay between teachers' workload, as influenced by class size and student-teacher ratio, and school plant indices in terms of the availability of staffrooms and school conveniences which was left uncovered by previous studies. In addition, this study provides insights into how the management of teachers'

workload and the improvement of school plant indices can enhance teachers' job performance and, by extension, student outcomes in senior secondary schools. By examining these variables within the Ibadan Metropolis, this research offers region-specific recommendations that can inform policy decisions aimed at optimizing teacher productivity in similar educational settings. The findings also emphasise the significance of maintaining a manageable class size and adequate staff support facilities as vital components of school administration and also enhances teachers' job performance. Furthermore, this study serves as guide for other studies or future researchers who may want to replicate this study.

5.5 Suggested Areas for Further Studies

This study was limited to only public senior secondary schools in Ibadan Metropolis, out of many towns in Oyo State. However, it is suggested that future research should cover both private and public secondary schools in not only Ibadan, but throughout Oyo State. Secondly, the study was limited to two variables as determinants of job performance. This study therefore suggests that future studies should look at other variables like compensation packages, leadership style and others. Lastly, the study was limited to teaching staff performance. Other studies that may want to replicate this topic can focus on performance of both teaching and non-teaching staff because; both contribute to the development of schools.

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Appendix: Senior Secondary Schools Teacher's Job Performance Questionnaire (SSTJPO)

Department of Art and Social Science Education,
Faculty of Education,
Lead City University,
Ibadan

Dear Respondent,

Request to Participate in a Research

I am a M.Ed. student of the above-mentioned institution. I am currently carrying out research on the topic “**Workload and School Plant Indices as Determinants of Public Senior Secondary School Teacher’s Job Performance in Ibadan Metropolis, Oyo State**”. Kindly respond by selecting the option that most accurately describe your answer in relation to the items presented in the tables below. As respondents in this exercise, you are not expected to write your name; all information given will be treated as anonymous and will be used solely for research purpose. Consequently, you are encouraged to provide sincere and candid responses.

Yours faithfully,

The Researcher

Section A

Demographic Information of Respondents

1. Gender: Male () Female ()

2. Age Range: Less than 30 years () 30-40 () 41-50 () Above 50 ()

Highest Qualification: NCE () HND/OND () B.ScB.Ed () MSc/MEd () PhD ()

Number of Student in Class Taught: Less than 30 () 30-50 () 51-60 () 61-70 ()
Above 70 ()

Section B

This section is designed to gather information on the level of job performance of teacher. Please tick the option that best describe your response to the given statement below.

S/N	Instructional Job Performance	Always	Sometimes	Rarely	Never
	I				
1	deliver my lessons in a clear and understandable manner to enhance student learning				
2	engage students in classroom activities to enhance their participation and interest in the subject matter				
3	communicate with students to ensure effective understanding and conveyance of curriculum content				
4	adopts teaching methods that facilitates the development of students' interest in classroom activities and subject matter				
5	facilitate students' learning through various instructional strategies and techniques				
6	handle and manage the classroom environment to create an optimal learning atmosphere for students				
7	ensure students participate in classroom activities, discussions, and interactive sessions				
8	improvise instructional materials and aids to facilitates teaching and learning activities				

S/N	Administrative Job Performance:	Always	Sometimes	Rarely	Never
	I				
1	manage and organize my classroom to create a conducive learning environment for				

	students				
2	ensure accurate and up-to-date records, including attendance, grades, and other relevant information pertaining to my students				
3	collaborate and communicate with my colleagues to enhance teamwork and coordination in achieving common educational goals				
4	communicate and work with school administrators to implement policies, share insights, and contribute to the overall improvement of the school				
5	engage with parents or guardians, providing them with information about their child's progress and fostering a collaborative relationship for the student's benefit				
6	participate in school-wide activities, meetings, and events, contributing to the broader school community				
7	adhere to and implement school policies and procedures in my day-to-day teaching and administrative activities				
8	communicate with parents or guardians regarding administrative matters, and actively involve them in the educational progress of their children				

Section C

Level of public senior secondary school teacher's workload (class size and teacher-student ratio) in Ibadan metropolis, Oyo State. Please tick the option that best describe your response to the given statement below.

S/N	Items	Always	Sometimes	Rarely	Never
	Class Size				
1	The current class size impacts my ability to effectively teach and manage student learning in my classroom				
2	I face challenges when teaching my class with a larger number of students, and it affect my instructional practices				
3	I feel comfortable with the physical space and size of my classroom in relation to the number of students enrolled				
4	I interact individually with students in my class, and it impact my ability to address individual learning needs				
5	I adapt my classroom management strategies because of the large classes I take				
6	I find it challenging to maintain an interactive classroom environment in my class and it affect student engagement				

S/N	Student-teacher Ratio	Always	Sometimes	Rarely	Never
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1	I: feel that the current student-teacher ratio in my school limits my ability to provide individualized attention to students in the classroom				
2	believe the current student-teacher ratio in my school limits my effectiveness in communicating with and understanding the needs of each student				
3	think the student-teacher ratio in my school reduces the opportunities for students to actively participate in class discussions, activities, and individualized learning experiences				
4	perceive that the current student-teacher ratio in my school do not allow me to be available for additional support, such as addressing individual questions, concerns, or providing extra help				
5	believe the student-teacher ratio in my school limits the overall dynamics of the classroom, including teacher-student interactions and the fostering of a positive learning environment				
6	think the student-teacher ratio in my school reduces the level of student engagement in classroom activities and the teacher's ability to provide timely and constructive feedback to individual students				

Section D

Level of availability of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State. Please tick the option that best describe your response to the given statement below.

S/N	How would you rate the availability of the following:	Highly Available	Moderately Available	Fairly Available	Not Available
	Staffrooms				
1	designated staffroom for teachers within the school premises				
2	staffroom space to accommodate the number of teachers, providing a comfortable environment for work and collaboration				
3	necessary resources, such as teaching materials, computers, and reference materials, in the staffroom for teachers' use				
4	comfort and amenities in the staffroom, including seating, lighting, and temperature control				
5	collaborative atmosphere, encouraging teamwork and discussions among teachers				
6	staffroom, ensuring that all teachers have fair and equal opportunities to use the space and its resources				
	School Convenience				
7	designated and accessible school conveniences (bathrooms/restrooms) for both staff and students within the school premises				
8	cleanliness and maintenance of the school conveniences to ensure a hygienic environment				

9	essential hygiene supplies, such as soap, tissue, and sanitizers, in school conveniences for use by staff and students				
10	designated and accessible rest areas within the school premises for staff and students to take breaks and relax				
11	restrooms to accommodate the needs of both staff and students, ensuring a comfortable and hygienic environment				

Section E

Level of adequacy of school plants (staffrooms and school convenience) in public senior secondary schools in Ibadan metropolis, Oyo State. Please tick the option that best describe your response to the given statement below.

S/N	Level of Adequacy of School plants	Very Adequate	Adequate	Fairly Adequate	Not Adequate
	(Staffrooms): I				
1	have regular access to the staffroom for collaborative discussions, preparation, and relaxation during breaks				
2	find the staffroom space adequate for the number of teachers, providing a comfortable environment for work and interaction				
3	instructional materials, computers, and reference materials are available in the staffroom for teachers' use				
4	experience a comfortable and well-equipped environment in the staffroom, including amenities like seating, lighting, and temperature control				
5	enjoy equitable access to the staffroom, with fair and equal opportunities to use the space and its resources				

	School Convenience				
6	have access to clean and well-maintained bathrooms and conveniences within the school premises				
7	find that there are enough restrooms to accommodate the needs of both staff and students, ensuring a comfortable and hygienic environment				
8	enjoy school conveniences and facilities properly maintained with clean and functional environment				
9	have access to comfortable rest areas or spaces within the school premises for relaxation and breaks?				
10	access to private spaces within school conveniences, ensuring a sense of privacy and comfort for staff members				

Bio – data

A. Personal Data

- **Name:** Petra Rita Chinenye EMECHEBE
- **Emai:** mypetra22@gmail.com
- **Phone No:** 08065039372
- **Date of Birth:** 25/07/1978
- **Nationality:** Nigerian
- **Name of Next of Kin:** Very Rev. Mother Resurrecta Maria Agu SJS
- **Address of Next of Kin:** Sisters of Jesus the Saviour Elele, Rivers State

B. Educational Background with Dates

Institutions Attended with Dates

- Lead City University, Ibadan 2024
- University of Ibadan 2005 – 2009
- Osisatech Girls Secondary School Enugu 2001
- Queen of the Holy Rosary Onitsha 1993 – 1995
- AmuwoOdofin High School Mile II Lagos 1990 -1992
- Umoru Memorial Primary School II Coker Lagos 1984 – 1989

C. Academic Qualifications with Dates

- M.ED in Educational Management In view
- B.ED in Educational Management 2009
- Senior School Certificate Examination 2001
- National Examination Council of Nigeria 2001
- First School Leaving Certificate 1989

D. Work Experience with Dates

1. St. Mary's Catholic Nursery and Primary School Duduguru,
Nasarawa State 2009 - 2017
2. Caritas Secondary School Ogbere, Ibadan 2017 – 2022
3. St. Maria Goretti Catholic Nursery and Primary School Sagamu,
Ogun State 2023- till-date

E. Award and Fellowship

- Catholic Archdiocese of Ibadan, St. Anne Catholic Church Ogbere, meritorious award ,
2023
- Management of Caritas Seondary School Ogbere Ibadan, Award for dedicated service.
2022
- Certificate of Chieftancy with the approval of the Olubadan of Ibadanland, His Royal
Manesty Iba Saliu Akanmu Adetunji Aje Ogungunniso 1, the Baale Chief Taiwo Alimi
Olasunkanmi 1 Baale Ogbere Oritamerin Gangansi Ona Ara Local Government, Iyo State,
as Balogun Iyalode Majeobaj, 2020
- Anambra / Enugu Student's Association, University of Ibadan, Certificate of merit
2008
- The Educational Management Students Association of Nigeria (EMSAN) St. Augustine's
College of Education (Project Time) Lagos. Certificate of merit 2008
- Anambra / Enugu State Student"s Association (Project Time Chapter) University of
Ibadan, Certificate of Honour as a Treasurer 2007

F. Professional Membership

TRCN: Teachers Registration Council of Nigeria

G. Publication

Petra-Rita C. Emechebe (2022). “Financing Higher Education in Nigeria” in the Faculty of Arts and Education, Lead City University Referred 5th International Conference Proceedings on Pragmatic Human Capital for Sustainable Development held at Lead City Conference centre between 6th-8th June, 2022.

H. Major Conferences Attended with Dates

- 5th International Conference on Pragmatic Human Capital for Sustainable Development, Lead City University Conference Centre 6th – 8th June, 2022
- Arise Foundation in Collaboration with Nigerian Conference of Women Religious Capacity-building on Understanding Human Trafficking Lagos in March, 2022
- Arise Foundation in Collaboration with Nigerian Conference of Women Religious Capacity-building on Safeguarding Essential’ on the 25th-27th August,2022
- 2nd National Catholic Education Summit on Church and State Partnership ,Abuja, June 5th-7th,2014
- Marywood University and African Sisters Education Collaboration (ASEC) Leadership Development Initiative Scranton, PA, USA Training in Nonprofit Management , DRACC ,Abuja, Nigeria, 2016

I. Names and Addresses of Referees

1. Dr. Oluyomi S. Pitan

Head,

Department of Arts and Social Science Education

Lead City University,

Ibadan, Oyo State

08033794249

2. Professor Senimetu Ileuma

Lead City University, Ibadan, Oyo State

08038047958

J

Signature

Date

The University Compliance Certification

This is to certify that this thesis by Petra Rita Chinenye EMECHEBE 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

Lead City University Ibadan DO NOT COPY