Workload as Determinant of Teacher's Job Performance in Public Senior Secondary Schools in Ibadan Metropolis, Oyo State

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Abstract

This study investigated workload as determinant of 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 posed 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 influence of workload on teacher's job performance in public senior secondary schools in Ibadan Metropolis, Oyo State. Two research questions were raised, and one hypothesis was formulated. Descriptive survey research design was adopted for the study. The population comprised all public senior secondary school teachers in Ibadan Metropolis (N=8,315 while the sample size was 825. Data were collected via an adapted questionnaire titled Workload and Public Senior Secondary Schools Teacher's Job Performance Questionnaire(WPSSTJPQ) and analysed, using descriptive statistics (frequency, percentages, mean, and standard deviation) and inferential statistics (linear simple regression). The results showed that

instructional and administrative job performances were high and under workload, class size was moderate, while teacher-student ratio was high. Result from the regression analysis revealed a significant influence of workload on teacher's job performance (p<0.05). In conclusion, the teachers' workload has a 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, Class size, Teacher-student Ratio, Teacher's Job Performance, Instructional Job performance, Administrative Job Performance

Word Count: 238

Introduction

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 emphasised. 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, emphasising the important nature of their role in driving educational improvement. Therefore, the performance of teachers is integral to the improvement of education.

Job performance can be broadly defined as the effort an employee exerts to achieve specific goals outlined in their job responsibilities. In the context of education, teachers' job performance encompasses the duties they perform within a given period to achieve organizational objectives. This includes effectiveness in teaching, classroom management, lesson preparation and evaluation, fostering

student discipline, motivating learners, and providing supervision. However, there is mounting evidence suggesting a decline in teachers' job performance. For example, Flores (2023), identified systemic challenges in the teaching profession, such as increased bureaucracy, diminishing social and economic status, and rising professional distrust. These issues are particularly acute in countries like Portugal and England, where teacher shortages and diminishing career attractiveness exacerbate performance concerns. Similarly, in Peru, Chamorro-Atalaya et al. (2022) observed a decline in satisfaction with virtual teaching compared to traditional face-to-face instruction, highlighting significant challenges in class delivery and student engagement. In Oyo State, Faremi, (2023) indicated that despite government efforts to enhance teacher performance through increased salaries and regular promotions, teachers' performance remains suboptimal. This study categorizes teacher job performance into two dimensions: instructional job performance and administrative job performance.

Instructional job performance encompasses teachers' ability to plan, deliver, and assess learning effectively. Lerang, Ertesvåg, and Virtanen, (2021), demonstrated that teachers with high-quality instructional support tend to report greater job satisfaction, which in turn positively correlates with their instructional effectiveness. On the other hand, administrative performance is 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. It involves tasks like managing records, designing assessments, grading assignments, providing feedback adhering to institutional policies, and participating in school governance.

Research has pointed to issues such as high teacher turnover rates, large class sizes, and limited access to resources, (Carter, 2021; Yan, 2020; Tekleselassie & Choi, 2021), all of which have collectively contributed to a situation where some teachers struggle to effectively

discharge their duties as expected. 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 teachers (Maiya & Aithal, 2023). 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 workload on the job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State, Nigeria.

In the context of this study, workload refers to the total responsibilities and tasks that teachers are required to fulfill within their professional roles. It includes planning lessons, delivering instruction, assessing student performance, managing classroom behaviour, engaging with parents, and performing administrative duties. Additionally, extra responsibilities such as participation in school committees and professional development activities increase the complexity of their workload (Hudi and Sunaryo *et al*., 2021). This workload is shaped by the volume, intensity, and nature of the work involved. Hence, this study will focus on class size, and student-teacher ratio as measures of workload.

Class size refers to the number of students assigned to a single classroom teacher during a lesson. Hojo (2021) emphasised, that smaller class sizes are often associated with reduced workload because they allow for more personalised attention to individual students and decrease the administrative tasks, such as grading and parent communication. On the other hand, student-teacher ratio measures the

average number of students assigned to each teacher across an institution. A high student-teacher ratio has been found to increase workload because teachers spend more time on grading and preparing lessons for larger groups (Hojo, 2021). This study therefore aimed at investigating teachers' workload as determinant of teacher's job performance in public senior secondary schools in Ibadan Metropolis.

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, Okeke and Emunemu (2016), highlighted that teacher reported feeling overwhelmed by their workload, with the majority citing large class sizes and an unmanageable number of periods per week. 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. Studies such as that of Sirait (2021), and Sriadmitum (2023), have examined various factors influencing teacher job performance among others. 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 workload, as influenced by class size, and student-teacher ratio. This study aims to bridge this gap by investigating workload as

determinant of teacher's job performance in public senior secondary schools in Ibadan Metropolis.

Aim and Objectives of the Study

The aim of this study is to investigate workload as determinant of teacher's job performance in secondary schools in Ibadan Metropolis. The objectives of the study are to:

1. identify the level of teacher job performance (instructional and administrative) in pubic senior secondary schools in Ibadan metropolis, Oyo State;
2. determine the level of public senior secondary school teacher's workload (class size, teacher-student ratio) in Ibadan metropolis, Oyo State;
3. examine the significant influence of workload on job performance of public senior secondary school teachers in Ibadan metropolis, Oyo State;

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 pubic 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?

Hypothesis

$H_0 1$: There will be no significant influence of workload on job performance of pubic senior secondary school teachers in Ibadan metropolis, Oyo State.

Methodology

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.

Population of the Study
The study comprised of a population of 8,315 teachers in the three hundred and thirty-seven (337) public senior secondary schools in Ibadan metropolis.

Sample and Sampling Techniques
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 resulting in a total of 143 schools and 825 teachers.

Instrument and Procedure for Data Analysis
Adapted four-point Likert rating scale questionnaire was used to gather data to achieve the objectives of the study. This instrument was titled: Workload and Public Senior Secondary Schools Teacher's

Job Performance Questionnaire (WPSSTJPQ). The questionnaire had three (3) sections tagged Sections A-C. 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 were used to determine the level of class size, and 6-12 teacher-student ratio. The survey was evaluated for both face, content and constructs validity, and a reliability coefficient of 0.862 was obtained.

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 a 0.05 level of significance

Results

Presentation of Demographic Data

Table 1: Showing the Demographic Data of Respondents

Gender	Frequency	Percentage
Male	218	30.92
Female	487	69.08
Total	**705**	**100**
Age Range		
Less than 30 years	85	12.06
31-40 years	178	25.25
41-50 years	310	43.97
Above 50 years	132	18.72
Total	**705**	**100.00**
Highest Qualification		
NCE	301	42.70
HND/OND	121	17.16
BSc/B.Ed	202	28.65
MSc/MEd	57	8.09
Total	**705**	**100.00**
Number of Student in		
Class Taught		
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

The demographic data of the respondents presented in table 1 revealed that the majority, 69.08% (487), were female, while 30.92% (218) were male, making a total of 705 respondents. In terms of age distribution, 12.06% (85) of the respondents were less than 30 years old, 25.25% (178) were aged between 31–40 years, and 43.97% (310) fell within the 41–50 age range. Respondents above 50 years constituted 18.72% (132), collectively accounting for the total of 705 participants.

Regarding educational qualifications, 42.70% (301) of the respondents held NCE certificates, 17.16% (121) had HND/OND qualifications, and 28.65% (202) possessed BSc/B.Ed degrees. Those with MSc/MEd qualifications represented 8.09% (57), summing up to the total number of 705 respondents.

The analysis of the number of students in classes taught by the respondents showed that 2.98% (21) taught fewer than 30 students, 12.62% (89) managed 30–40 students, and 16.45% (116) handled 41–50 students. Additionally, 17.16% (121) of the respondents taught 51–60 students, 27.94% (197) managed 61–70 students, and 22.84% (161) handled classes with over 70 students, rounding off the total to 705 participants.

Presentation of Answers to Question
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 2: 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

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 2 presents the analysis of teacher job performance in public senior secondary schools in Ibadan Metropolis, Oyo State focusing on their instructional and administrative performance. The mean score for instructional job performance was 3.692, while administrative job performance recorded a mean score of 3.576. These values, both exceeding the threshold of 3.00, fall within the "High" category. The overall weighted mean of 3.634 further confirmed that teacher job performance in public senior secondary schools in Ibadan Metropolis was high.

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 4.3: 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 3 revealed 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 fell 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 suggested 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.

Test of Hypothesis

H$_0$1: There will be no significant influence of workload on job performance of pubic senior secondary school teachers in Ibadan Metropolis, Oyo State.

Table 4.: Summary of Regression Analysis showing the Influence of Workload on Job Performance of Public Senior Secondary School Teachers in Ibadan Metropolis, Oyo State.

	Coefficients[a]				
	Unstandardised Coefficients		Standardised Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	.162	.072		-2.253	.025
Teachers Workload	-.070	.016	-.069	-4.519	.000

a. Dependent Variable: Teachers Job Performance

Source: Researcher's Field Survey, 2024

The regression analysis summarised in Table 4 demonstrated the influence of workload on the job performance of public senior secondary school teachers in Ibadan Metropolis, Oyo State. The results revealed that the constant term had an unstandardised coefficient (B) of 0.162 with a standard error of 0.072, and it was statistically significant (t = -2.253, p = 0.025). For teachers' workload, the unstandardised coefficient (B) was -0.070, with a standard error of 0.016. The standardised beta coefficient was -0.069, indicating a negative relationship between teachers' workload and their job performance. This relationship was highly significant (t = -4.519, p = 0.000). Overall, the findings suggested that as the workload of teachers increased, their job performance decreased significantly.

Discussion of Findings

Research question one was raised to determine the level of teacher job performance (instructional and administrative) in public senior secondary schools in Ibadan metropolis, Oyo State. The result showed that the level of teacher job performance (instructional and administrative) in public senior secondary schools in Ibadan metropolis was high. This suggested that, despite the challenges teachers may have faced, they generally performed well in their roles. The high performance could have been due to factors such as commitment, professional competence, and support from the school administration or community. It may also have indicated that teachers fulfilled the academic and administrative expectations of their roles, contributing to overall school effectiveness.

This finding aligned with several studies. For example, research by Adeyemo and Senimetu (2023), showed that teaching ($\bar{x} = 3.08$) and administrative ($\bar{x} = 2.70$) performances of teachers were high, suggesting a commendable level of job performance. Additionally, research by Ashmowiy,Oyerinde, and Olayiwola (2024) indicated that the job performance of teachers was at a high level. Furthermore, Akinnola and Oredein (2021), explored school climate indices, such as available resources and student-teacher ratios, and concluded that teachers in Oyo State demonstrated high levels of job performance despite challenges with job satisfaction. These findings collectively substantiated the claim of high teacher job performance in Ibadan.

Contrarily, some studies did not align with this finding. For instance, Wakkala, Danjuma, and Bashir (2022), examined the relationship between teacher welfare and job performance in Kebbi State and discovered that, while teachers performed reasonably well, their performance was limited to a moderate level due to inadequate welfare schemes. This observation suggested that systemic welfare issues may also have affected teachers in other regions, including Ibadan. Similarly, Gbenga and Omolawal (2022), reported a perceived decline in

teacher commitment in public schools in Ogun State compared to previous decades. This decline was attributed to poor remuneration and changing lifestyles, indicating that teacher performance might not have been uniformly high across different metrics. Additionally, Villanueva and Meer (2021), found no significant relationship between job satisfaction predictors, such as salary and school environment, and teacher performance in Nigerian secondary schools, casting doubt on whether high satisfaction and performance levels were consistent nationwide.

The second research question was raised to ascertain the level of public senior secondary school teachers' workload (class size and teacher-student ratio) in Ibadan metropolis, Oyo State. Findings revealed that teachers' workload in public senior secondary schools in Ibadan metropolis **was** high. This reflected the challenges that teachers faced in managing large class sizes and disproportionate teacher-student ratios. This was a common issue in many educational systems and may have resulted in teachers being stretched thin, impacting their ability to provide individualised attention to students. High workload may have led to stress and fatigue, which could have had implications for teacher well-being and job satisfaction.

This finding aligned with several studies. Hojo (2021), analyzed the relationship between student-teacher ratios and teacher workload and found that higher ratios led to increased work hours and workload stress. Teachers spent more time on tasks such as grading and communicating with parents, which significantly added to their workload. The study emphasised that reducing class sizes could alleviate teacher stress and administrative burdens. Similarly, Akinnola and Oredein (2021), highlighted that public schools in Oyo State often exceeded the UNESCO-recommended student-teacher ratio, which placed excessive demands on teachers and negatively impacted their job satisfaction and instructional quality.

However, other studies suggested that teacher workload in public schools may not have universally translated to reduced job

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performance or satisfaction. For instance, Ibikunle et al. (2021) observed that despite high workloads, a majority (64.5%) of teachers in Ibadan expressed job satisfaction. The study attributed this to supportive leadership and a positive work environment, which mitigated some of the adverse effects of heavy workloads. Oyelade, Agbele, Awe, Anifowose, and Bello (2021), explored the relationship between teacher workload and student academic outcomes and found no significant correlation. They argued that while high workloads existed, they may not have directly undermined teaching quality.

A hypothesis was tested to determine the influence of workload on the job performance of public senior secondary school teachers in Ibadan Metropolis, Oyo State. The analysis revealed that workload had a negative influence on teachers' job performance in public senior secondary schools in Ibadan Metropolis, Oyo State. The negative influence of workload on job performance suggested that as teachers' workload increased, their ability to perform optimally, both in instructional and administrative capacities, decreased. This finding was consistent with the theory that excessive workload could lead to burnout, reduced motivation, and lower overall productivity. In the context of this study, this indicated that the high workload might have been a significant barrier to teachers performing their duties effectively, despite their overall high-performance levels.

Recent studies confirmed that workload negatively impacted teachers' performance due to stress and burnout. For example, Kanwal et al. (2023), found that heavy workloads significantly decreased teacher engagement, efficiency, and student academic outcomes. The study emphasised that effective workload management could mitigate these negative effects, improving both teacher and student performance. Similarly, Pathardikar et al. (2023), demonstrated that excessive non-academic assignments and role overload among Indian school teachers led to disengagement, negatively affecting their ability to perform teaching responsibilities effectively. Conversely, other studies suggested

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that workload did not always have a detrimental effect on job performance. Yuliani, Harun, and Yusrizal (2022), argued that workload, when paired with job satisfaction, positively influenced teacher performance, with satisfaction helping to offset potential stress caused by workload. Furthermore, Pan, Chung, and Lin (2023), suggested that the relationship between workload and performance was complex and mediated by factors such as autonomy and training. Their findings indicated that workload did not inherently harm performance, but interacted with other elements that influenced teacher well-being and efficacy.

Conclusion

This study empirically investigated teacher's workload as determinant of teacher's job performance in public senior secondary schools in Ibadan Metropolis, Oyo State, using primary data collected from the respondents. Based on the finding of the study, it can be concluded that teacher's workload such as class size, student- teacher ratio is a great determinant of teachers job performance in Ibadan Metropolis, Oyo State. Thus, it has a huge potential in influencing the teacher job performance in public secondary schools in Ibadan Metropolis, Oyo State. Thus, by taking teacher's workload 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.

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 programmes 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. To optimise job performance, schools should address workload issues effectively. Implementing strategies that reduce teacher workload will create a more supportive environment for teachers.

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