IMPROVING WORKLOAD, REMUNERATION PACKAGES AND PROFESSIONAL JOB PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOL IN OYO STATE, NIGERIA

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Abstract
The study investigated workload, and remunerations packages on the performance of teachers in secondary schools in Oyo State, Nigeria. Two research questions were raised and two hypotheses were formulated for the study at 0.05 level of significance. The descriptive and correlational survey design was adopted for this study. The target population for this study comprised all teachers across secondary schools in Oyo State. Total of 535teachers were sampled through multi-stage sampling procedure. Three research instruments (Questionnaire) were designed for this study. Face, construct and content validity were used to test the validity of the instruments, while the Cronbach's alpha test of reliability were used to test the internal consistency of the instruments at the 0.05 level of significance. And it was found to be 0.91 significant. The findings from the study revealed the following: The level of performance of teachers in secondary schools in Oyo State is low with weighted mean of 2.42, There is significant joint contribution of workload and remunerations to teachers performance in Secondary Schools in Oyo State, Nigeria with(F (4) = 162.941; Adjusted R^2 = 0.527 P< 0.05), relative contribution of Class size with (β = -0.005; t = --0.465; p<0.05), administrative duties workload with (β = -0.005; t = -0.546; p<0.05), other welfare packages (β = 0.236; t = 29.951; p<0.05) while Extra-Curricular Activities (β = 0.406; t = 45.603; p<0.05), and salary has the highest significant positive relative contribution to performance of teachers with (β = 0.588; t = 60.834; p<0.05).The level of professional performance of teachers was low; there was a significant relationship among workload, remunerations packages and the performance of teachers in secondary schools in Oyo State. There is significant joint contribution of workload and remunerations to professional performance of teachers in Secondary Schools in Oyo State, Nigeria. There was significant relative contribution of workload and remunerations to professional performance of teachers in public secondary schools in Oyo State, Nigeria. It was recommended that there should be reduction in the other administrative duties and extra-curricular activities handled by a teacher per time to reduce workload; and there should be adequate more classrooms and to ensure the students- teacher ratio is reduced to 30:1 to avoid overcrowded classroom in the school; and teacher's salary and other welfare packages like bonuses and allowances should be paid as at when due.

Keywords: Work Load, Remuneration packages, Professional Performance of Teachers, public secondary schools, Oyo State.

Introduction

Background to the Study

The teachers in secondary schools often have to deal with large class sizes, heavy administrative workloads, and increasing pressure to meet performance targets. As result, they may be overburdened with work, leading to high levels of stress and exhaustion (Rose and Sika, 2019). When teachers are stressed and overworked, they may struggle to maintain their focus, this can negatively impact their efficiency and their ability to provide quality education to their students

(Olubusayoa, Ibidunni, &Olokundun, 2014). For instance, the teachers may not be able to prepare adequately for their classes, leading to the poor lesson planning, ineffective teaching strategies, as well as limited personal interaction with students. Furthermore, a high workload can also lead to the teacher burnout, which can have long-term effects on their health and well-being. When teachers are burnt out, they may be become disengaged from their work, leading to lower levels of job satisfaction and increased turnover (Zhang, & Zhao, 2020).

The workloads of teachers in the secondary schools have significant impact on their professional performance and the academic achievement of their students. In recent years, there has been growing concern about workload of teachers, with many educators reporting high levels of stress and burnout. The impact of teacher workload on students can be significant. When teachers are overworked and stressed, they are less effective at delivering instruction, resulting in lower levels of student engagement and academic achievement. Students may also suffer from the lack of personalized attention, feedback, leading to reduced motivation and academic performance (Afzal and Rafiq, 2022; Kamran, Afzal and Rafiq, 2022). According to the Organization for Economic Cooperation and Development (OECD, 2022), teachers in many countries face high levels of workload, which can lead to stress, burnout, and reduced effectiveness and professional performance in classroom. It has been suggested that policymakers take steps to reduce teacher workload, like improving efficiency of administrative tasks and providing more opportunities for professional development (Kamran et, al, 2022). It has been observed in Oyo State, that the impact of workload on teacher professional performance is high and the evidence is seen in the low level of their content delivery in school, poor classroom management, undue harshness on students, unwanted health disorder, skipping of classes due to fatigue and tiredness, teacher's burnout, absenteeism from school due to health issue and student achievement is also a major concern. In many countries in which Nigeria is among appears to be characterized with limited resources, low quality of manpower, overcrowded classroom, which can lead to high teacher workloads. Teachers may be required to teach large classes, manage administrative tasks, and provide additional support to students with limited resources. As a result, teachers' professional performance in secondary school is low and may face high levels of stress and burnout, leading to lower efficiency and reduced student achievement.

Recently, policymakers in Oyo State have taken steps to address the issue of teacher workload to improve the professional performance of teachers. For example, the Oyo State government under the leadership for His Excellency Abiodun Oluseyi Makinde has implemented several strategies to address teachers' workload and enhance the education sector. In 2024, the government initiated a large-scale recruitment effort, aiming to hire 10,500 additional teachers and non-teaching staff. This action is intended to alleviate existing teachers' workloads and improve student-to-teacher ratios across schools. This surpasses previous efforts, including the hiring of 5,000 teachers in 2021. (Feyisipo, Business Day 2024). In addition to recruitment, the government has also introduced financial support initiatives to help teachers manage economic pressures.

Moreover, excessive workload has been observed to lead to brain drain among teachers as some decided to relocate and quit their job half way without any prior notice, some seem to leave for better job without much stress and workload. Reducing excess work load could help to

prevent brain drain and retain teachers on the job and improve their job performance.

Overload of work can also lead to development of deviant behavior among workers. According to Okwuagwu (2010) such deviant behaviors include lateness, absenteeism, poor decision making, bad judgment, nagging, sleeping on duty, insults, threats, sabotage, physical violence, and burnout. Too much work in quantity and quality that demand thinking can also lead to restlessness and sleeplessness in the bid to accomplish the tasks. It may also lead to role conflict, frustration, emotional exhaustion, cynicism and poor personal accomplishment, which are symptoms of burnout. However, this could be improved if workload could be improved upon.

Class size is one of the factors that lead to workload which could influence teachers' professional performance. It has been observed that most teachers in secondary schools are faced with the problem of teaching large class with many students with little class room space. Public secondary schools, for example are characterized with overcrowded classroom with little classroom space and poor ventilation (Mullen, Backer, Chae and Li, 2020). Teachers are sometimes subjected to teaching a class of close to hundred students with limited space and poor ventilation, it will be so obvious that the performance of such teachers will be below expectation. Most of the time, teacher loses his/her class management to students, due to overcrowded classroom, the stress that such teachers face in teaching the large class size class is unimaginably. If class size is reduced and of a manageable size it could enhance the professional job performance of teachers.

Remuneration package is the total monetary compensation that an employee receives in exchange of the service performed. Remuneration is an important factor performance in most organizations. Training and Development are among the most important resources in determining the quality of education that students receive (Ojeleye, 2017). It has been observed that majority of teachers in secondary schools are complaining from various problems and one among them is concerning salary (Olurotimi, Asad, &Abdulrauf, 2015). In Nigeria, teachers' remuneration package disappointment emerged when the government started to implement Structural Adjustment Programme (SAPs) in the 1980s (Rahman& Rahman 2014). During that period under strong influence of International Monetary Fund (IMF) and World Bank (WB) through Structural Adjustment Programmes (SAPs) imposed conditionality of reduction of public current expenditures in social services including education at all levels.

The Federal, State and Local Government as well as Alumni Associations, Non-Governmental Organizations, Parents Teachers Associations, philanthropists, Donor Agencies, Private Individuals and Religious Organizations have tried and are still directing efforts towards attainment of secondary education objectives. These efforts manifest in the provision of funds, facilities/equipment, building of classroom blocks, renovation of dilapidated classrooms, administrative blocks, employment and deployment of staff as at when necessary and payment of salaries and wages. These are done in a bid to ensure professional performance of teachers.

However, despite all efforts that have been made by both government and stakeholders to solve this problem yet, all seem to prove abortive because the problem of teacher's professional performance still persists. And if this problem should continue, it will have great effect on the kind of human capital produced in the nation which will in turn have effect on economic growth and development of a

state and the nation Nigeria as a whole. Thus, if there is a remuneration package it could enhance the professional performance of teachers. This study intended to examine the relationship between improving workload, remunerations packages and teachers' performance in secondary schools in Oyo State, Nigeria.

Statement of the Problem

Teachers' professional performance is considered crucial for the success of secondary school education, as their dedication and engagement directly impact the quality of teaching and students' learning outcomes. The dedication, loyalty, and engagement shown by educators towards their profession, students, and overall goals of the school can be easily traced to the level of job satisfaction in the school. However, serious concern is being expressed by stakeholders on the consistent poor performance of secondary school students results of the West African Examination Council (WAEC) in Ibadan, Oyo State, due to the continuous fall of teachers' professional performance to the teaching profession. Although the problem of teacher's professional performance has been attributed to other factors such as leadership styles of principals, administrative management practices and among others.Thus, this study will be investigating on improving workload and remuneration packages as determinants of the professional performance of teachers in secondary schools in Oyo State.

Purpose of the Study

The study investigated improving workload, remuneration packages and professional performance of teachers in public secondary schools in Oyo State Nigeria. Specifically, the study were to:

i. Identify the level of professional performance of teachers in public secondary school in Oyo State;
ii. investigates if improving workload and remuneration packages will have relative contributions to professional performance of teachers in secondary schools in Oyo State;
iii. determine if workload and remuneration will have joint contributions to professional performance of teachers in secondary schools in Oyo State.

Research Question

This research question was raised so as to guide the study:

1. What is the level of professional performance of teachers in secondary schools in Oyo State?

Research Hypotheses

The following hypotheses were formulated at 0.05 level of significance:

1. There is no relationship between workload (administrative duties, class size and extra curricula activities), remuneration (salaries and other welfare packages) and professional performance of teachers in secondary schools in Oyo State.
2. Workload (administrative duties, class size and extra curricula activities) and remuneration (salaries and other welfare packages) will not have joint contribution to performance of teachers in secondary schools in Oyo State.

Methodology

The researcher adopted descriptive survey research design and the correlation type of it. This design was appropriate for this study because it allows the researcher to collect data from sample of a population without manipulation, analyze the data, and make reasonable recommendation about the whole population of study from the findings.

The population of the study comprised all public secondary school teachers in Oyo State. The total number of respondents sampled for this study is 600 teachers. The study was adopted the multi-stage sampling procedure to select the sample from the population

Two self-designed instruments were used for this study and was tagged "Workload, Remuneration Packages Questionnaire" (WRPQ) and "Professional Performance of Teachers Questionnaire" (PPTQ). A four-point Liker scale was used to score the questionnaire. On the perception of respondents, they will be asked to indicate to what extent they agree or disagree with the statement by ticking the appropriate column (√) thus, the rating of each item is as follows: Strongly Agree (4) Agree (3) Disagree (2) and Strongly Disagree (1) as they respond to each question.

The instrument was validated through face, content and construct validity, and reliability of the instrument were subjected to pilot test.

Descriptive and inferential statistics were used to analyze the data. The research question was answered using percentage score and frequency counts. Hypotheses were tested using Multiple Regression analysis. All hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What is the level of professional performance of teachers in public secondary schools in Oyo State?

Table 1: Level of Professional Performance of Teacher

S/N	ITEMS	Always	Often	Seldom	Never	Mean	Std Dev.	Remark
1	Teachers ensure academic flexibility and takes part in value and life skills addition and course enrichment	98 16.3%	171 28.5%	243 40.5%	88 14.7%	2.434	0.94	Low
2	Teachers do conduct the continuous assessment as at when due	88 14.7%	221 36.8%	199 33.2%	92 15.3%	2.691	1.35	High
3	Teacher take revision exercise promptly	107 17.8%	175 29.2%	232 38.7%	86 14.3%	2.438	0.96	Low
4	Teachers keep records of scholastic and co-scholastic achievements	93 15.5%	150 25.0%	272 45.3%	85 14.2%	2.203	0.93	Low
5	Teachers maintain profile of each students as per records	57 9.5%	232 38.7%	255 42.5%	56 9.3%	2.585	0.91	Moderate
6	Teachers use variety of tools for formative assessment	40 6.7%	172 28.7%	317 52.8%	71 11.8%	1.727	0.93	Low
7	Teachers use variety of tools for summative assessment	36 6.0%	180 30.0%	296 49.3%	88 14.7%	1.914	1.03	Low
8	Teachers integrate evaluation procedure in the regular/daily	48 8.0%	201 33.5%	215 35.8%	136 22.7%	2.278	0.93	Low
9	Teachers use participatory communication skills in the teaching learning process	377 62.8%	138 23.0%	97 16.2%	57 9.5%	2.648	0.84	High
10	Teachers collect feedback from students, analysis and uses for the further improvement	434 72.3%	111 18.5%	18 3.0%	37 6.2%	2.764	0.98	High
	Average Mean: 2.36							

The table revealed that all the items had mean below the criterion mean of 2.5. This shows that the level of professional performance of is low with weighted average mean of 2.36. This revealed that teachers sometimes ensure academic flexibility and hardly take part in value and life skills addition and course enrichment; Teachers rarely conduct the continuous assessment as at when due; Teachers sometime take revision exercise promptly; Teachers sometimes keep records of scholastic and co-scholastic achievements; Teachers sometimes maintain profile of each students as per records; Teachers rarely use variety of tools for formative assessment; Teachers rarely use variety of tools for summative assessment; Teachers sometimes integrate evaluation procedure in the regular/daily; Teachers sometimes use participatory communication skills in the teaching learning process; Teachers sometimes collect feedback from students, analysis and uses for the further improvement.

Testing of Hypotheses

1. There is no relationship between workload (administrative duties, class size and extra curricula activities), remuneration (salaries and other welfare packages) and professional performance of teachers in secondary schools in Oyo State.

Table 2: Regression coefficient of relative contributions of Regression coefficient of relative contributions of workload (administrative duties, class size and extra curricula activities), remuneration (salaries and other welfare packages) and professional performance of teachers in secondary schools in Secondary Schools in Oyo State, Nigeria

Coefficientsa						
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig**	**Remark**
	B	**Std. Error**	**Beta**			
(Constant)	2.387	.423		5.638	.000	
Extra-Curricular Activities	.882	.019	.406	45.603	.000	Sig
Class Size	-.010	.021	-.005	-.465	.642	
Administrative Duties Workload	-.011	.020	-.005	-.546	.585	
Salaries	1.003	.016	.588	60.834	.000	
Other Welfare Packages	.673	.022	.236	29.951	.000	
a. Dependent Variable: Performance of Teachers						

Table 2 reports the relative contributions of Parental and Community Involvement, School Communication Indicators to the Academic Outcome of Students in Secondary Schools in Oyo State, Nigeria. Community involvement has the least negative relative contribution with (β = -0.072; t = -1.870; $p<0.05$), followed by Parental Involvement with (β = -0.010; t = -0.317; $p<0.05$) followed by Parent Teachers Relation with (β = 0.003; t = 0.087; $p<0.05$), while School Communication System has the highest significant positive relative contribution to academic outcome of students with (β = 0.770; t = 18.934; $p<0.05$). Thus, parental and community involvement and school communication system has relative contributions to the academic outcome of students in Secondary Schools in Oyo State, Nigeria.

2. Workload (administrative duties, class size and extra curricula activities) and remuneration (salaries and other welfare packages) will not have joint contribution to performance of teachers in secondary schools in Oyo State.

Table 3: Regression Analysis showing joint contribution of Regression coefficient of Workload (administrative duties, class size and extra curricula activities) and remuneration (salaries and other welfare packages)

ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig	Remark
Regression	38035.788	5	7607.158	3782.747	.000[b]	
Residual	1254.873	624	2.011			Sig
Total	39290.660	629				

R= 0.948[a]
R Square=0.968
Adjusted R Square=.0.968
Std. Error of the Estimate= 1.41810
a. Dependent Variable: Performance of Teachers
b. Predictors: (Constant), Other Welfare Packages, Administrative Duties Workload, ExtraCurricularActivities1, Salaries, Class Size

Table 2 shows the joint contribution of workload (administrative duties, extracurricular activities, and large class size), remuneration (salaries and other welfare packages) to teacher job performance in public secondary schools in Oyo State, Nigeria. The table indicates that there is significant joint contribution of workload (administrative duties, extracurricular activities, and large class size), remuneration (salaries and other welfare packages) to teacher job performance in public secondary schools in Oyo State, Nigeria This implies that, the combination of workload and remuneration will jointly predict the teacher job performance in Secondary Schools in Oyo State, Nigeria. Thus, the hypothesis is rejected.

Discussion of Findings

The result of the study revealed that the level of performance of teachers in Secondary Schools in Oyo State, Nigeria is low especially in mathematics and average in English Language. This is in alignment with the submission of Ekundayo, (2019), who found that the level of teachers job performance is very low. Moreover, the findings are also in agreement with the findings of Okwuagwu (2010) who found that the level of teachers job performance in secondary schools in Ekiti State was low due to some certain remuneration factor.

The result of the study found that there was significant relationship between workload and teacher professional performance. This was in alignment with the submission of Atanda and Jaiyeoba (2019) who also found out that there was significant relationship between workload and teachers.

The result of the study found that the extent to which remuneration influence teachers performance is high and it has significant effect on their performance in secondary schools in Oyo State. This is in agreement with the findings of Atanda, and Jaiyeoba, (2011) who found that remuneration has significant contribution to the academic outcome of students in public secondary schools. In the same vain, this was in alignment with the submission of Emunemu (2018) also submitted that remuneration has a significant effect on the professional performance of teachers. The study revealed that there was significant joint contribution of and workload and remunerations to teachers performance in Secondary Schools in Oyo State, Nigeria. This is in agreement with the submission of Balang (2021) who found that there was significant joint contribution between workload and remunerations to teachers job performance. Similarly, the study also is in

agreement with the submission of Ibrar and Khan (2015) who also found that there was significant joint relationship between joint contributions between workload and motivation in terms of remuneration and staff welfare to the performance of teachers.

The study revealed that there was significant joint contribution of and workload and remunerations to teachers performance in Secondary Schools in Oyo State, Nigeria. This is in agreement with the submission of Ekundayo (2019) who found that there was significant relative contribution among workload and remunerations to teacher's job performance. Similarly, the study also is in agreement with the submission of Onaolapo, et al. (2020) who also found that there was significant joint relationship between relative contributions between workload and motivation in terms of remuneration and staff welfare to the performance of teachers.

Conclusion

Based on the findings from the study, the following conclusion was derived that: the level of performance of teachers in secondary schools in Oyo State is low, there was significant relative contribution of workload and remunerations to teachers performance in Secondary Schools in Oyo State, Nigeria. And there is significant joint contribution workload and remunerations to teachers performance in Secondary Schools in Oyo State, Nigeria.

Recommendations

Based on the findings of this study, the researcher recommends that:

i. There should be reduction in the other administrative duties and extra-curricula activities handling by a teacher per time to reduce workload to enhance the professional performance of teachers;
ii. Adequate classrooms should be provided to ensure that the students-teacher ratio is reduced to 30:1 to avoid overcrowded classroom in the school;
iii. Teacher's salary and other welfare packages like bonuses and allowances should be paid as at when due.

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