TEACHER-STUDENT RATIO AND JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION DEGREE B.Sc. IN EDUCATIONAL MANGEMENT, UNIVERSITY OF BENIN, BENIN CITY.

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CERTIFICATION

This is to certify that this project research work was carried out by **Miracle RHEMAN** with Matriculation Number **EDU2005674** and that the research work is adequate in scope and quality in the Department of Educational Management, University of Benin, Benin City, Edo State, in partial fulfilment of the Award of Bachelor of Education (B.Ed.) Degree in Educational Management

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DEDICATION

This research work is dedicated to God Almighty, my Heavenly Father, whose abundant grace, mercy, and wisdom have guided me through this academic journey. His protection, strength, and understanding have been my foundation every step of the way. I also dedicate this work to my beloved mother, whose unwavering support, sacrifices, and encouragement have brought me this far. Her love and dedication have been a pillar of strength in my pursuit of knowledge and success

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ABSTRACT

The study examined Teacher-Student Ratio and Job Performance of Secondary School Teachers in Egor Local Government Area of Edo State. Three research questions were raised, and one hypothesis was formulated to guide the study.

The descriptive survey research design was adopted for the study. The population of the study comprised 407 secondary school teachers from twelve (12) secondary schools in Egor Local Government Area of Edo State. A sample size of 120 respondents was used for the study. A self-structured questionnaire was used to elicit responses from the respondents. Data obtained were analyzed using frequency counts and percentages. Descriptive statistics such as mean and standard deviation was used to analyze the research question 1 and 2 while Pearson was used to test the hypothesis.

The findings from the study revealed that teacher-student ratio significantly influences the job performance of secondary school teachers in Egor Local Government. Based on the findings, it is recommended that an optimal teacher-student ratio, availability of teaching resources, and a well-structured working environment are essential for improving teacher job performance.

CHAPTER ONE

INTRODUCTION

Background to the Study

The teacher-student ratio is a significant indicator in assessing the quality of education within a country. It is defined as the number of students assigned to a teachers' An optimal teacher-students ratio enables effective classroom according to Ajayi, and Ekundayo (2011). UNESCO (2015) defines the teacher-student ratio as "the number of students enrolled at a given level of education divided by the number of teachers at the same level." According to UNESCO, a lower teacher-student ratio improves instructional quality, while a higher ratio can lead to overcrowded classrooms and reduced learning outcomes. Blatchford et al. (2002) Blatchford and colleagues view the teacher-student ratio as "a critical determinant of classroom dynamics, directly influencing student engagement, teacher workload, and individualized instruction." Their research suggests that smaller ratios improve student achievement, particularly in early education, Glass and Smith (1979).

Glass and Smith argue that "lowering the teacher-student ratio significantly enhances student performance, classroom interactions, and teacher effectiveness, particularly in primary and secondary education." Their meta-analysis showed that classes with fewer students tend to yield better academic outcomes and behavioral improvements. Management individualized attention and overall quality of teaching. (FRN) federal Republic of Nigeria (FRN 21;2013) teacher-students ratio for secondary

education to be 1:40. This policy aims to establish an environment conducive to quality learning by preventing overcrowded classroom and ensuring that teacher can meet individual student needs.

These targets reflect an ideal balance that the Nigeria government strives to achieve.

This seems to allow teachers to engage effectively with their students. These targets are intended to improve teaching efficiency and optimize learning outcomes by ensuring teachers are not overturned. However, it appears that that most schools seem not to adhere to the government policy.

Teachers job performance refers to the to the effectiveness with which teachers carry out their duties, according to Afe (2001) defines teacher job performance as "the effectiveness of a teacher in carrying out instructional duties, classroom management, and student engagement to achieve desired learning outcomes." According to Afe, a teacher’s performance is influenced by factors such as motivation, professional training, and working conditions.

Also, according to Rivkin, Hanushek, & Kain (2005) Rivkin and colleagues describe teacher job performance as "the extent to which a teacher contributes to student learning through instructional quality, lesson delivery, and classroom management." Their study emphasizes that teacher effectiveness significantly impacts student achievement, often more than other school-related factors.

It encompasses various aspects including lesson planning, instructional delivery, classroom management and students' assessment. In Nigeria, where education challenge such as overcrowded classroom and limited resources are common, teachers job performance is critical in ensuring students success and fostering a positive learning environment.

The teacher-students ratio is a critical factor influencing the effectiveness of teachers' high ratio mean larger classes which can lead to challenges to teachers in managing their workload, engaging students effectively and maintaining high teaching standards. In the context of Nigeria secondary schools, the disparity between recommended ratio and actual classroom sizes present significant challenges for teacher job performance, which ultimately impacts student learning outcomes. a course observation has shown that the teacher-students ratio in most schools appears to be more than the recommended ratio 1:40. Most teachers-students ratio ranges from 1:80 and above. This makes the classroom overcrowded, makes it impossible for teachers to interact one-on-one with their students. The teacher also appears to be stressed since they are overcrowded with much students to teach and assessment of the continuation assessment and examination tends to be below average

Statement of the Problem

The observation by educational stakeholders that most public schools exceed the 1:40 teachers-students ratio as stipulated in the National policy on education. This tends to make the classroom overcrowded, making it impossible for teachers to interact with

the students one-on-one. These also seem to overturn the teachers thereby leading to stress or burn out on the teacher, and reduce the content for learning outcomes due to high numbers of students. Using Egor local government as a case study, most the classroom are over populated with students which is up to 60-90, the performance of the teachers is very low, and not all students are carried along

Research Questions

Three research questions were raised to the study

1. What is teacher-students ratio of secondary school in Egor local government of Edo State?
2. What is the level of job performance of teachers in secondary school in Egor local government Area of Edo State?
3. Is there any significant relationship between teacher-student ratio and job performance of teachers in secondary schools in Egor local government of Edo State?

Research Hypothesis

The research questions 1 and 2 were answered while questions 3 was hypothesized and tested at 0.05 level of significance

Ho_1: there is no significant relationship between teacher-students ratio and job performance in secondary schools in Egor local government Area

Purpose of the Study

The main purpose of the study was to investigate teacher-students ratio and job performance of secondary school teachers in Egor local government Area, of Edo State. The study specifically sought to;

1. Find out the teacher-students ratio of secondary school in Egor local government Area
2. Investigate the level of job performance of teachers in Egor local government Area
3. Establish if there is any significant relationship between teacher-students and teachers job performance in Egor local government Area

Significant of the study

The findings of this study on Teacher-Student Ratio and Job Performance of Secondary School Teachers in Egor Local Government were beneficial to various stakeholders in the education sector. The study will provide insights into the effects of teacher-student ratios on teacher effectiveness, student performance, and overall school administration. The key beneficiaries of this research include teachers, students, schools, parents, and other researchers.

This study will be particularly useful to teachers as it highlights the impact of class size on their job performance. By understanding how teacher-student ratios affect

workload, stress levels, and instructional efficiency, teachers can advocate for policies that support manageable class sizes. The study will also provide recommendations on improving teacher motivation and classroom management strategies, ultimately enhancing job satisfaction and effectiveness.

The study will be beneficial to Students, as it stands to benefit a significant research on how class size influences learning outcomes. A lower teacher-student ratio often results in more individualized attention, better academic performance, and improved classroom engagement. This study will emphasize the need for balanced class sizes to ensure students receive quality education and proper guidance from their teachers.

The findings of this study will help school administrators and policymakers make informed decisions regarding teacher recruitment, class size regulations, and resource allocation. By understanding the relationship between teacher-student ratios and academic performance, schools can implement strategies that optimize learning environments and improve overall educational standards. The study may also encourage investment in teacher training and infrastructural development to accommodate smaller, more effective class sizes.

Parents will benefit from this study as it underscores the importance of adequate teacher-student ratios in ensuring quality education for their children. With this knowledge, parents can engage more actively in school management, advocate for better learning conditions, and collaborate with educators to enhance student success. The study

also provides insights into how class size affects student discipline and overall academic progress.

The study would benefit other researchers, which will contribute to the existing body of knowledge on educational management and teacher effectiveness. Future researchers can use the findings as a reference for further studies on teacher-student ratios and job performance. The study will serve as a foundation for exploring innovative solutions to challenges in the education sector, particularly in Nigeria and other developing countries facing similar issues.

Scope and Delimitation of the Study

This study examined the teacher-student ratio and its effect on the job performance of secondary school teachers in Egor Local Government Area of Edo State. The geoprahpical scope of the study was carried out in Egor Local Government Area of Edo State. The study also covered variable such as teacher-student ratio and job performance. The study was delimited to public secondary schools within Egor Local Government Area of Edo State.

Definition of Terms

The following terms were operationally defined:

-Teacher-student ratio: The teacher-students ratio is the number of students assigned to a teacher in a classroom or school. It is commonly expressed as numerical ratio 1:40, where the first number represent the number of teachers and second number represent number of students

-Job performance: job performance refers to the effectiveness and efficiency with which a teacher carries out their professional responsibilities, including instructional delivery, classroom management, student assessment, and engagement in professional development activities. it can be evaluated through various metrics, such as student outcomes, peer evaluation and self-assessment

-Classroom Management: classroom management encompasses the strategies and techniques used by teachers to maintain an orderly and productive learning environment. This includes establishing rules, routines, and procedures that promote positive student behavior and maximize instructional time

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature of this study shall be reviewed under the following sub-headings;

- Theoretical Framework
- Concept of Teacher-Students Ratio
- Concept of Teacher Job Performance
- Teacher-Students and Job Performance
- Summary of Reviewed Literature

Theoretical Framework

The study was hinged on the Systems Theory, propounded by Von Bertalanffy (1968), The theory views organizations and institutions as complex systems composed of interrelated and interdependent components. Schools function as systems where teachers, students, administrators, and resources interact to achieve educational objectives. A change in one component, such as an increase in student population without a corresponding increase in teachers, disrupts the entire system's effectiveness.

In a balanced system, teachers can effectively manage classroom activities, provide quality instruction, and assess students comprehensively. However, when the teacher-student ratio becomes too high, the system experiences inefficiencies, such as reduced

teacher effectiveness, lower student engagement, and declining academic performance. This imbalance can also lead to teacher burnout, job dissatisfaction, and reduced motivation, further impacting the education system's overall functionality.

Applying the Systems Theory to teacher-student ratios highlights the need for holistic educational planning. It emphasizes that addressing the issue requires a systemic approach, including recruitment policies, infrastructure expansion, and professional development programs. The theory supports the argument that improving the teacher-student ratio is not just about hiring more teachers but ensuring that the entire educational system is equipped to handle student populations effectively.

Both the Human Capital Theory and the Systems Theory provide valuable insights into the effect of teacher-student ratios on job performance. The Human Capital Theory highlights the importance of investment in education as a means of improving teacher efficiency and student outcomes. The Systems Theory, on the other hand, demonstrates how imbalances in teacher-student ratios disrupt the overall educational system, leading to inefficiencies and poor job performance among teachers.

By applying these theories, this study seeks to examine the extent to which teacher-student ratio influences teachers' ability to perform their duties effectively in secondary schools in Egor Local Government. The findings from this research will contribute to educational planning and policy development by highlighting the need for improved teacher recruitment and classroom management strategies.

Concept of Teacher-Students Ratio

The teacher-student ratio is a crucial indicator of educational quality, as it reflects the number of students assigned to a single teacher in a classroom. This ratio plays a significant role in determining the level of attention a teacher can provide to each student, the effectiveness of instructional delivery, and overall job performance.

UNESCO (2005, 2017) defines teacher-student ratio as the number of students assigned to a single teacher in a given educational setting. The organization emphasizes that a lower teacher-student ratio improves teaching effectiveness by allowing for personalized instruction and better classroom management. In many developing countries, including Nigeria, high teacher-student ratios are a persistent challenge due to inadequate teacher recruitment and increasing student enrollments, which often result in overcrowded classrooms. UNESCO suggests that an optimal ratio of 1:30 is ideal for secondary education, though many schools operate beyond this limit, affecting both teachers' workload and students' academic performance. To address this issue, UNESCO advocates for increased investment in teacher recruitment, training, and school infrastructure to maintain an effective balance between teacher workload and student learning.

Blatchford et al. (2002, 2011) conducted extensive research on class size and its effects on both teaching quality and student engagement. Their findings indicate that smaller class sizes allow teachers to provide individualized attention, leading to greater

student participation and better academic outcomes. In contrast, larger classes often result in increased classroom management challenges, making it difficult for teachers to effectively monitor students and provide necessary support. Blatchford and his colleagues argue that teachers in smaller classrooms spend less time handling discipline issues and more time on direct instructional activities, which enhances the overall quality of education. Their research highlights that the benefits of lower teacher-student ratios are particularly significant in early education, as they contribute to improved literacy skills, problem-solving abilities, and positive student behavior.

Krueger (2003) explored the relationship between class size and student achievement, reinforcing the argument that smaller teacher-student ratios significantly enhance educational outcomes. His analysis of the Tennessee STAR (Student-Teacher Achievement Ratio) experiment demonstrated that students placed in smaller classes, with approximately 15 students per teacher, performed better on standardized tests compared to those in larger classrooms. Krueger's study further suggested that the long-term benefits of smaller class sizes extend beyond academic performance, as students from smaller classrooms were more likely to complete secondary education, attend college, and secure better employment opportunities. He argued that policies aimed at reducing teacher-student ratios should be prioritized, particularly in early grades where foundational skills are established. His work emphasizes that investments in hiring more teachers and maintaining manageable class sizes are crucial for sustainable educational development. Rivkin, Hanushek, and Kain (2005) also contributed to the discussion by

examining the relationship between class size, teacher quality, and student performance. Their study acknowledged that while teacher competence plays a vital role in learning outcomes, an excessively high teacher-student ratio hinders effective instruction and negatively impacts both teachers and students. In overcrowded classrooms, teachers are often unable to provide adequate attention to individual students, leading to gaps in learning and reduced academic achievement. The increased workload associated with large class sizes contributes to teacher stress, job dissatisfaction, and, in some cases, burnout, which can ultimately affect teacher retention rates. Their findings suggest that while reducing class size alone is beneficial, it must be accompanied by teacher training and professional development programs to maximize the impact on educational quality.

A favorable teacher-student ratio allows teachers to manage classrooms effectively, provide individualized instruction, and assess students' progress efficiently. Conversely, an excessively high ratio leads to overcrowded classrooms, reduced teacher-student interaction, increased workload, and diminished instructional quality. Studies have shown that lower teacher-student ratios are associated with better academic outcomes and improved teacher satisfaction, as teachers are better able to engage with students and address their learning needs. In the context of Egor Local Government, the teacher-student ratio is a critical issue that affects secondary school teachers' performance. Understanding its impact will provide insights into how educational policies and resource allocation can be improved to enhance teacher effectiveness and student learning outcomes.

Concept of Teacher Job Performance

The concept of teacher job performance has been widely explored by educational scholars, with various perspectives on what defines effective teaching and how it is influenced by different factors. Scholars generally agree that teacher job performance encompasses the ability of educators to effectively deliver lessons, manage classrooms, assess students, and contribute to overall school development.

According to Medley (1982), teacher job performance refers to the observable behaviors of teachers that contribute to student learning and the achievement of educational objectives. He argued that teacher performance should be assessed based on classroom interactions, instructional delivery, student engagement, and assessment strategies. Medley also emphasized that teacher performance is influenced by external factors such as class size, school environment, and administrative support.

Campbell, Kyriakides, Muijs, & Robinson (2004) expanded on this definition by introducing a multi-dimensional framework for evaluating teacher effectiveness. They identified key components of teacher job performance, including instructional planning, classroom management, assessment techniques, student motivation, and professional development. Their study suggested that teachers who engage in continuous learning and adopt innovative teaching methods tend to perform better and produce higher student achievement levels.

Rivkin, Hanushek, and Kain (2005) also examined teacher job performance in relation to class size and teacher quality. They found that while teacher effectiveness is a

major determinant of student success, overcrowded classrooms and high teacher-student ratios negatively impact job performance. Their study emphasized that effective teacher performance depends on manageable workloads, adequate teaching resources, and professional support systems. They argued that even the most qualified teachers struggle to perform optimally when faced with excessive student numbers and poor working conditions.

Stronge et al., (2011) introduced the concept of teacher effectiveness as a core measure of performance. They defined effective teaching as a combination of content knowledge, pedagogical skills, student engagement strategies, and the ability to foster critical thinking. Their research showed that highly effective teachers tend to have strong classroom management skills, clear instructional goals, and the ability to adapt teaching methods to meet student needs. They also found that professional development and teacher motivation play crucial roles in sustaining high job performance.

Akinfolarin, Ajayi, and Olorunsola (2017) examined teacher job performance within the Nigerian educational context, highlighting factors such as teacher motivation, working conditions, salary structure, and government policies as key determinants. Their study found that teachers who feel supported through training opportunities, incentives, and manageable class sizes perform better than those working in challenging environments with little institutional support.

From these scholarly perspectives, teacher job performance is recognized as a multifaceted concept that goes beyond simply delivering lessons. It includes classroom

management, student engagement, curriculum implementation, and continuous professional development. Scholars emphasize that for teachers to perform optimally, they need manageable workloads, adequate resources, and professional support systems. In the context of Nigeria, addressing issues such as high teacher-student ratios, inadequate remuneration, and insufficient professional development opportunities is essential for improving teacher job performance and overall educational quality.

Teacher-Students and Job Performance

The relationship between teacher-student ratio and job performance has been a subject of extensive research, as it plays a crucial role in determining the quality of education. Scholars agree that the number of students assigned to a teacher directly affects their ability to deliver effective instruction, manage the classroom, and assess student progress. When the ratio is too high, teachers face increased workloads, reduced instructional time per student, and greater challenges in maintaining discipline, all of which negatively impact job performance.

According to Blatchford et al., (2002, 2011), class size is a fundamental determinant of teacher effectiveness. Their research found that teachers in smaller classes tend to engage more with students, provide detailed feedback, and adapt their teaching methods to individual learning needs. In contrast, when class sizes exceed the optimal teacher-student ratio, teachers spend more time on classroom management than on instructional activities, leading to lower teaching efficiency.

Rivkin, Hanushek, and Kain (2005) further explored this relationship and concluded that teacher-student ratio significantly affects both teacher performance and student outcomes. Their study found that in overcrowded classrooms, teachers struggle to provide individualized attention, resulting in lower academic achievement and increased teacher stress. The researchers suggested that reducing teacher-student ratios can enhance teacher job satisfaction, reduce burnout, and improve overall school performance.

Similarly, Krueger (2003), in his analysis of the Tennessee STAR experiment, found that reducing class sizes from 25 to about 15 students per teacher led to improved teacher effectiveness, better student engagement, and higher long-term academic performance. His findings emphasized that smaller class sizes allow teachers to focus more on student learning, use diverse teaching strategies, and provide targeted support to struggling learners.

In the Nigerian context, Akinfolarin, Ajayi, and Olorunsola (2017) studied the impact of teacher-student ratio on job performance and found that teachers in overcrowded classrooms experience job dissatisfaction, stress, and reduced teaching efficiency. Their research highlighted that most Nigerian public secondary schools exceed the recommended 1:40 teacher-student ratio, with some classrooms accommodating as many as 70 students per teacher. The result is that teachers become overwhelmed with marking assignments, maintaining discipline, and delivering quality lessons, ultimately affecting their overall job performance.

National Policy on Education (2013) in Nigeria recommends a 1:40 teacher-student ratio for secondary schools, yet implementation remains a challenge due to teacher shortages, inadequate funding, and poor infrastructure. Without adequate policies to maintain a manageable ratio, the effectiveness of teachers is compromised, leading to declining educational standards. However to address these challenges, scholars and policymakers recommend increasing teacher recruitment, improving teacher training, investing in school infrastructure, and enforcing class size regulations. By ensuring that teacher-student ratios remain within optimal levels, schools can enhance teacher job performance, improve student learning experiences, and ultimately raise the overall quality of education.

Summary of the Reviewed Literature

The literature reviewed has provided valuable insights into the relationship between teacher-student ratio and teacher job performance. Scholars have extensively discussed how class size affects teaching effectiveness, student engagement, and overall educational quality. Research findings consistently indicate that a lower teacher-student ratio enhances teacher performance, leading to better classroom management, improved student outcomes, and greater job satisfaction among teachers. Conversely, overcrowded classrooms negatively impact teachers, causing stress, burnout, and reduced instructional efficiency.

The concept of teacher-student ratio has been widely explored, with scholars such as UNESCO (2005, 2017) and Blatchford et al., (2002, 2011) emphasizing that optimal

ratios allow teachers to provide individualized attention, improve student engagement, and enhance overall learning experiences. However, in many developing countries, including Nigeria, achieving the recommended ratio remains a challenge due to rapid student enrollment, insufficient teacher recruitment, and inadequate school facilities.

The concept of teacher job performance was examined through various scholarly perspectives. Medley (1982), Campbell et al., (2004), and Stronge et al., (2011) highlighted key factors influencing teacher effectiveness, including instructional skills, classroom management, student engagement, and professional development. These studies found that teacher job performance is not solely dependent on individual competence but is also affected by external factors such as class size, workload, teaching resources, and administrative support.

In discussing teacher-student ratio and job performance, scholars such as Krueger (2003), Rivkin, Hanushek, and Kain (2005), and Akinfolarin et al. (2017) provided empirical evidence that high teacher-student ratios negatively affect teaching quality. Overcrowded classrooms lead to reduced student-teacher interactions, increased teacher fatigue, and poor student academic performance. The Nigerian education system struggles with exceeding the recommended 1:40 ratio, leading to a decline in instructional quality.

The reviewed literature also highlighted the role of government policies and interventions in addressing teacher-student ratio issues. The National Policy on Education (2013) recommends a manageable ratio, yet poor implementation, inadequate funding,

and teacher shortages have hindered progress. Studies suggest that improving teacher recruitment, providing continuous professional development, and investing in educational infrastructure are necessary to maintain an optimal teacher-student ratio and enhance teacher job performance.

In conclusion, the literature establishes a strong link between teacher-student ratio and job performance, with research overwhelmingly supporting smaller class sizes for improved teaching efficiency and student success. The challenge for Nigeria remains in bridging the gap between policy and practice by ensuring better teacher deployment, adequate resources, and sustainable educational reforms to create a more effective teaching and learning environment.

CHAPTER THREE

METHODOLOGY

In this chapter the researcher presents the method and procedure that were used in the study under the following sub-headings: Research design, Population of the Study, Sample and Sampling Techniques, Research Instrument, Validity of the instrument, Reliability of the instrument, Method of Data Collection, Method of Data Analysis

Research Design

The research design adopted for this study was the descriptive survey research design using correlational survey method. This design is appropriate because it allows the researcher to collect data from a sample population and analyze it to determine the relationship between the teacher-student ratio and job performance of secondary school teachers in Egor Local Government Area. The descriptive survey method helps to provide an in-depth understanding of the existing conditions without manipulating any variables.

Population of the Study

The population of this study consisted of 407 secondary school teachers from 12 public Secondary School in Egor Local Government Area of Edo State.

Sample and Sampling Technique

A sample size of the study consisted one hundred and twenty (120) secondary school teachers. This formed 30% of the population of the study and this was achieved by randomly selecting six (6) secondary schools within the area under investigation through a proportionate sampling technique. Thereafter 20 teachers were selected from each of the six selected secondary schools in Egor LGA of Edo State.

Research Instrument

The research instrument used for data collection was a structured questionnaire. The questionnaire was titled "Teacher-Student Ratio and Job Performance Questionnaire (TSRJPQ)". It was segmented into two (2) sections. Section A consisted of questions on the demographic characteristics of respondents such as age range, sex and highest qualification while Section B contained of ten (10) question items in which five (5) items were raised from each research questions. These items were rated on a four-point rating scale ranging from Strongly Agree (SA), Agree (A), Disagreed (D), and Strongly Disagreed (SD).

Validity of the Instrument

The instrument for data collection was subjected to face validity by the researcher's supervisor and one expert from the Department of Educational Management as well as one statistician (evaluator) from the Department of Educational Evaluation and Counselling Psychology (EECP), all from Faculty of Education, University of Benin,

Benin City. Their constructive criticisms, suggestions and corrections were effected which also assisted the researcher in reconstructing the final draft of the instrument that was used to collect relevant data.

Reliability of the Instrument

To determine the reliability of the instrument for the study, the internal consistency of the items were measured using Cronbach alpha statistic. The instrument was administered to 20 secondary school teachers who were not part of the study sample. The instrument yielded a coefficient value 0.86 for teacher-student ratio items as well 0.79 for job performance items which indicated that the items were all reliable.

Method of Data Collection

The researcher personally administered the questionnaires to the selected teachers in both public and private secondary schools. This method ensures a high response rate and allows the researcher to clarify any uncertainties regarding the questionnaire. Respondents were given adequate time to complete the questionnaires, and collection was done within [specify duration, e.g., two weeks].

Method of Data Analysis

The data collected was analyzed using mean ($\bar{x}$), standard deviation (SD) and Pearson Product Moment Correlation Coefficient (PPMCC). The mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the hypotheses. Pearson

Product Moment Correlation Coefficient (PPMCC) was used to establish the relationship between the independent variable and the dependent variable of the study. Decision rule for the research questions was based on any calculated mean equal or greater than 2.5 and was regarded as agreed while any calculated mean less than 2.5 was regarded as disagreed. For the hypothesis, the probability value (p) was used. If the p-value was less than or equal to 0.05, the null hypothesis would not be retained, but if the p-value is greater than 0.05, the null hypothesis would be retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions and hypothesis that guided the study.

Presentation of Results

Research Question One

What is teacher-students ratio of secondary school in Egor local government of Edo State?

Table 1: Mean and standard deviation showing teacher-students ratio of secondary school

S/N	Item	N	Mean	SD	Remarks
1	The teacher-student ratio in my school is above the recommended 1:40 ratio.	120	3.60	.781	Agreed
2	The number of students in my class makes it difficult to engage with each student individually.	120	3.46	.871	Agreed
3	My school has an adequate number of teachers to effectively manage students.	120	3.60	.573	Agreed
4	Overcrowding in classrooms affects the quality of teaching and learning.	120	3.65	.632	Agreed
5	The current teacher-student ratio in my	120	3.60	.705	Agreed

	school has remained the same over the years.			
	Cluster Mean	**3.58**	**0.12**	**Agreed**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as agreed with a mean rating ranging from 3.46 to 3.65 while the standard deviation also ranges from .573 to .871. The cluster mean indicates a mean of 3.58. With these results, the above mean score shows that teacher-students ratio of secondary school in Egor local government of Edo State is high.

Research Question Two

What is the level of job performance of teachers in secondary school in Egor local government Area of Edo State?

Table 2: Mean and standard deviation showing the level of job performance of teachers in secondary school

S/N	Item	N	Mean	SD	Remarks
6	The number of students in my class allows me to provide individualized attention.	120	3.53	.872	Agreed
7	I am able to complete my lesson plans effectively despite the class size.	120	3.40	.705	Agreed
8	Large class sizes affect my ability to provide timely feedback on students' work.	120	3.14	.997	Agreed
9	The number of students I teach affects my ability to assess student performance effectively.	120	3.57	.668	Agreed
10	Large class sizes increase my workload and affect my motivation as a teacher.	120	3.38	.941	Agreed
	Cluster Mean		**3.40**	**0.14**	**Agreed**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item six to ten as agreed with a mean rating ranging from 3.14 to 3.57 while the standard deviation also ranges from .668 to .997. The cluster mean indicates a mean of 3.40. With these results, the above mean score shows the level of job performance of teachers in secondary school in Egor local government Area of Edo State is high.

Hypothesis One

Is there any significant relationship between teacher-student ratio and job performance of teachers in secondary schools in Egor Local Government of Edo State?

Table 3: Pearson r showing the relationship between teacher-student ratio and job performance of teachers in secondary schools

Variables	N	$\bar{x}$	SD	R	p-value	Decision
Teacher-students Ratio		2.75	0.25			
	120			.174	.008	Significant
Job Performance		2.74	0.29			

Table 3 shows the significant relationship between teacher-student ratio and job performance of teachers in secondary schools in Egor Local Government of Edo State. The Table shows a mean of 2.75 and 2.75, as well as standard deviation of 0.25 and 0.29 for teacher-student ratio and job performance of teachers respectively. The correlation coefficient between teacher-student ratio and job performance of teachers is .174 which is positive and low. Since the p-value of .008 is less than 0.05, hence the null hypothesis was rejected. This therefore connotes that there is a significant relationship between teacher-student ratio and job performance of teachers in secondary schools in Egor Local Government of Edo State.

Discussion of Findings

The findings of research question one indicated that teacher-students ratio of secondary school in Egor local government of Edo State is high. This finding supports that of UNESCO (2017) sees teacher-student ratio as the number of students assigned to a single teacher in a given educational setting. The organization emphasizes that a lower teacher-student ratio improves teaching effectiveness by allowing for personalized instruction and better classroom management. Also, Blatchford et al. (2011) findings indicate that smaller class sizes allow teachers to provide individualized attention, leading to greater student participation and better academic outcomes.

The finding of research question two showed that the level of job performance of teachers in secondary school in Egor local government Area of Edo State is high. The finding is in line with that of Akinfolarin, Ajayi, and Olorunsola (2017) study found that teachers who feel supported through training opportunities, incentives, and manageable class sizes perform better than those working in challenging environments with little institutional support.

The finding in hypothesis one indicated that there is a significant relationship between teacher-student ratio and job performance of teachers in secondary schools in Egor Local Government of Edo State. This finding agrees with that of Rivkin, Hanushek, and Kain (2005) who reported that teacher-student ratio significantly affects both teacher performance and student outcomes. Their study found that in overcrowded classrooms, teachers struggle to provide individualized attention, resulting in lower academic

achievement and increased teacher stress. The researchers suggested that reducing teacher-student ratios can enhance teacher job satisfaction, reduce burnout, and improve overall school performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study investigated teacher-students ratio and job performance of secondary school teachers in Egor local government Area, of Edo State. Three research questions were raised to guide the study and one hypothesis was formulated and tested at 0.05 level of significance.

The population of this study consisted of 407 secondary school teachers from 12 public Secondary School in Egor Local Government Area of Edo State. A sample size of the study consisted one hundred and twenty (120) secondary school teachers. This formed 30% of the population of the study and this was achieved by randomly selecting six (6) secondary schools within the area under investigation through a proportionate sampling technique. Thereafter 20 teachers were selected from each of the six selected secondary schools in Egor LGA of Edo State. The research instrument used for data collection was a structured questionnaire. The questionnaire was titled "Teacher-Student Ratio and Job Performance Questionnaire (TSRJPQ)". It was segmented into two (2) sections. The instrument for data collection was subjected to face validity by the researcher's supervisor and one expert from the Department of Educational Management

as well as one statistician (evaluator) from the Department of Educational Evaluation and Counselling Psychology (EECP), all from Faculty of Education, University of Benin, Benin City. To determine the reliability of the instrument for the study, the internal consistency of the items were measured using Cronbach alpha statistic. The instrument was administered to 20 secondary school teachers who were not part of the study sample. The instrument yielded a coefficient value 0.86 for teacher-student ratio items as well 0.79 for job performance items which indicated that the items were all reliable. The data collected from the respondent were analyzed using mean ($\bar{x}$), standard deviation (SD) and Pearson Product Moment Correlation Coefficient (PPMCC) using statistical package for the social science (SPSS). The findings generally showed that teacher-students ratio significantly determined the job performance of secondary school teachers in Egor local government Area, of Edo State. The findings of the study were as follows:

1. Teacher-students ratio of secondary school in Egor local government of Edo State is high.
2. The level of job performance of teachers in secondary school in Egor local government Area of Edo State is high.
3. There is a significant relationship between teacher-student ratio and job performance of teachers in secondary schools in Egor Local Government of Edo State.

Conclusion

Based on the findings of the study, it was concluded that teacher-students ratio significantly determined the job performance of secondary school teachers in Egor local government Area, of Edo State**.** This simply means the number of students enrolled cum the number of teachers determine how well teachers perform. In other words, when the class is too large, it consequently affects their performance vice-versa.

Recommendations

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

1. Government should set strict standard on the enrollment of students such that there will be balance teacher-students ratio.
2. School management should maintain a sustainable conducive working environment that will stimulate the interest of the teacher and such enhancing their performance.
3. Government should maintain a controllable teacher-student ratio that will reduce the stress and consequently facilitating effective job performance of teachers in secondary schools.

Suggestion for Further Studies

This study examined teacher-students ratio and job performance of secondary school teachers in Egor local government Area, of Edo State. The following suggestions for further research were outlined:

1. Influence of motivation on job performance of secondary school teachers in Egor local government Area, of Edo State.
2. Influence of working environment and job performance of secondary school teachers in Egor local government Area, of Edo State.
3. The influence of school environment on effective teaching and learning of secondary schools students in Warri North Local Government Area of Delta State.
4. Influence of motivation on job satisfaction of secondary school teachers in Egor local government Area, of Edo State.

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APPENDIX A

Dept., of Educational Managt
Faculty of Education
University of Benin, Benin

City

Edo State
18/2/2025

Dear Respondent,

LETTER TO RESPONDENTS

I am a undergraduate student of the above-named institution and currently carrying out a research titled "Teacher-Student Ratio and Job Performance Questionnaire (TSRJPQ)". The attached structured questionnaire is designed to elicit the necessary information for the study. Any information provided will be treated with utmost confidentiality and used only for research purpose.

Thanks for your anticipated co-operation.

Miracle RHEMAN
EDU2005674
(Research Student)

APPENDIX B

QUESTIONNAIRE ON TEACHER-STUDENT RATIO AND JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN EGOR LOCAL GOVERNMENT AREA

UNIVERSITY OF BENIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick (√) where appropriate)

Gender: [ ] Male [ ] Female

2. Age Range: [ ] 29 – 39 years [ ] 40 years and above[ ]

3. Highest Educational Qualification:

[ ] NCE [ ] B.Ed/B.Sc. Ed [ ] M.Ed [ ] Ph.D.

SECTION B: Teacher-Student Ratio and Job Performance

(Please tick (√) in the appropriate box using the Likert scale below:)

Strongly Agree (SA) = 4 Agree (A) = 3 Disagree (D) = 2 Strongly Disagree (SD) = 1

Key: SA (4) Strongly Agree, A (3) Agree, D (2) Disagree, SD (1) Strongly Disagree

S/N	ITEMS	SA	A	D	SD
RQ1	**Teacher-Student Ratio in Secondary Schools**				
1	The teacher-student ratio in my school is above the recommended 1:40 ratio.				
2	The number of students in my class makes it difficult to engage with each student individually.				
3	My school has an adequate number of teachers to effectively manage students.				
4	Overcrowding in classrooms affects the quality of teaching and learning.				
5	The current teacher-student ratio in my school has remained the same over the years.				
RQ2	**Job Performance of Teachers**	**SA**	**A**	**D**	**SD**
6	The number of students in my class allows me to provide individualized attention.				
7	I am able to complete my lesson plans effectively despite the class size.				
8	Large class sizes affect my ability to provide timely feedback on students' work.				
9	The number of students I teach affects my ability to assess student performance effectively.				
10	Large class sizes increase my workload and affect my motivation as a teacher.				

APPENDIX C

DATA ANALYSIS FOR THE RELIABILITY OF THE STUDY USING CRONBACH'S ALPHA

RELIABILITY OUTPUT OF TEACHER-STUDENTS RATIO

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.864	5

RELIABILITY OUTPUT OF JOB PERFMANCE

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.791	5

APPENDIX D

DATA OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	120	1	4	3.60	.781
Q2	120	1	4	3.46	.871
Q3	120	2	4	3.60	.573
Q4	120	1	4	3.65	.632
Q5	120	1	5	3.60	.705
Valid N (listwise)	120				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	3.46	3.65	3.5820	.07155
VAR00002	5	.57	.87	.7124	.11812
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	120	1	4	3.53	.872
Q7	120	2	4	3.40	.705
Q8	120	1	4	3.14	.997
Q9	120	2	4	3.57	.668
Q10	120	1	4	3.38	.941
Valid N (listwise)	120				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	5	3.14	3.57	3.4040	.16861
VAR00004	5	.67	1.00	.8366	.14459

Valid N (listwise)	5				

APPENDIX E

DATA OUTPUT OF HYPOTHESES

Descriptive Statistics

	Mean	Std. Deviation	N
Teacher-students Ratio	2.75	.245	120
Job Performance	2.74	.292	120

Correlations

		Teacher-students Ratio	Job Performance
Teacher-students Ratio	Pearson Correlation	1	.174
	Sig. (2-tailed)		.008
	N	120	120
Job Performance	Pearson Correlation	.174	1
	Sig. (2-tailed)	.008	
	N	120	120