



STRESS VARIABLES OF WORK OVERLOAD AND CLASS SIZE AS CORRELATES TO TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE NIGERIA



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Abstract

This study investigated stress variables of work overload and class size as correlates to teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The research design used in this study was correlational research design. The population of this study comprised 6,174 teachers in 311 public senior secondary schools in Rivers State (Source: Planning, Research Statistics Department; Rivers State Senior School Board). A sample of 617 teachers representing 10% of the 31 public senior secondary schools in Rivers State. Stratified random sampling technique was used for this study. The research instrument that was used in this study was a self-structured questionnaire. The instrument was validated and reliability was carried out using Pearson Product Moment Correlation coefficient. The reliability coefficient of the instrument yielded 0.87 and 0.75 respectively. The data collected from the respondents was analyzed using SPSS package, Pearson Product Moment Correlation Coefficient tools were used to answer the research questions while simple linear regression was used to test the Hypotheses at 0.05 Alpha level. The findings of the study revealed that work overload and large classroom size significantly affects teachers' ability to perform optimally, leading to fatigue, reduced engagement with students, and diminished teaching quality. The study concluded that stress variables such as work overload and large classroom size affects teachers' job performance in public senior secondary schools in Rivers State. Amongst others, the study recommended that school administrators should clearly articulate performance expectations that align with the educational goals, curriculum standards, and specific needs of students.

Keywords: Stress, Variables, Work overload, Classroom Size, Teachers, Job Performance.

Background To The Study

Teachers, as the backbone of any educational system, are responsible for shaping the academic and social development of students. However, the teaching profession is inherently demanding, and when compounded by additional stressors, it may significantly affect their job performance. In the context of public senior secondary schools in Rivers State, Nigeria, teachers face numerous challenges that contribute to high stress levels, thereby influencing their ability to perform effectively. As educational demands increase, teachers in these schools are often tasked with handling large class sizes, insufficient resources, poor working conditions, and low remuneration. These factors not only strain their physical and mental health but also detract from their professional output, leading to a broader decline in educational standards and student performance. Thus, understanding how these stress variables impact teachers' job performance is essential in developing strategies to mitigate these challenges and improve the overall quality of education (Nwankwoala, 2018).

The educational sector, especially public secondary schools, has long been plagued by systemic issues, including inadequate funding, overcrowded classrooms, and decaying infrastructure (Adedayo, 2018). These issues create a stressful environment for teachers, who are expected to deliver quality education under increasingly difficult circumstances. Public senior secondary schools in Rivers State, like many other parts of Nigeria, are characterized by poor working conditions, including insufficient instructional materials, lack of proper facilities, and overwhelming administrative responsibilities. For teachers, these challenges translate into long working hours, inadequate time for lesson preparation, and limited opportunities for personal and professional development. The stress arising from such conditions inevitably impacts their job performance, leading to burnout, reduced motivation, and an overall decline in their ability to effectively engage students (Nwafor & Okeke, 2019). As stress in the workplace becomes a growing concern, it is important to identify the specific stressors affecting teachers in Rivers State and explore how these factors influence their job performance.

One of the most prominent stress variables impacting teachers in public senior secondary schools is work overload. Teachers are often required to handle multiple responsibilities beyond classroom teaching, including administrative duties, extracurricular activities, and parental engagement (Ofoegbu, 2020). With the increase in student enrollment in public schools, teachers are frequently assigned large classes, with some handling over 50 students per class. This increase in workload results in longer working hours, leaving teachers with insufficient time to plan lessons, mark assignments, and provide individual attention to students. The strain caused by excessive workloads not only leads to physical exhaustion but also diminishes teachers' job satisfaction, contributing to high levels of stress and burnout. When teachers are overburdened with work, their job performance suffers, as they struggle to meet the diverse academic and behavioral needs of their students. As a result, the quality of education provided is compromised, and students' academic achievements decline.

Job performance of teacher could be described as the duties performed by teachers at a particular period in the school system in achieving school goals. In this regard, (Adeyemi, 2020) defined job performance of teacher as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. The key indications of job performance are the individual personal characteristics including competency and ability to deal with role conflict. Job performance of teacher entails effectiveness of the teacher based on students' performance results, attendance, communication skills, syllabus coverage, professionalism, decision making, interpersonal skills and classroom management. School could be successful through engagement of teachers in school improvement programme.

Statement of the Problem

It has been observed that the educational system in Rivers State is faced myriad challenges, particularly in public senior secondary schools, where teachers are often exposed to various stressors that hinder their ability to perform optimally. Teachers in these schools are expected to deliver quality education despite facing overwhelming workloads, large classroom sizes, inadequate infrastructure, poor remuneration among others. These stress variables not only diminish teachers' job satisfaction but also significantly impair their capacity to maintain effective classroom management, provide individualized attention to students, and engage in meaningful instruction. As a result, the academic performance of students in these schools is adversely affected, leading to a broader decline in educational outcomes.

Despite these widespread issues, there is limited research focusing on how these stress variables collectively influence teachers' job performance in public senior secondary schools in Rivers State. Without addressing these stressors, the quality of education will continue to decline, affecting both teachers' effectiveness and students' academic achievement. Thus, there is an urgent need to examine the extent to which work overload and large classroom sizes affect teachers' job performance in these schools, with the aim of developing strategies to mitigate these challenges and enhance the overall educational experience.

Aim and Objectives of the Study

The aim of this study was to investigate stress variables of work overload and class size as correlates to teachers' job performance in public senior secondary schools in Rivers State, Nigeria. Specifically, the objectives of the study sought to:

1. Examine the extent work overload as stress variable influence teachers job performance in public senior secondary schools Rivers State, Nigeria
2. Determine the extent large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria

Research Questions

The following research questions were raised to guide the study:

1. To what extent does work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria?
2. To what extent does large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses guided the study at 0.05 level of significance:

H₀₁: There is no significant relationship between work overload as stress variable and teachers' job performance in public senior secondary schools Rivers State, Nigeria

H₀₂: There is no significant relationship between large classroom size as stress variable and teachers' job performance in public senior secondary schools in Rivers State, Nigeria

Theoretical Framework

The study is anchored on Two-Factor Theory by Herzberg in (1959) as cited in Alshmemri et al (2017)

Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, originally developed in 1959, offers a distinctive perspective on job satisfaction and employee motivation by dividing the factors influencing workplace satisfaction into two categories: motivators and hygiene factors. As cited in Alshmemri et al. (2017), Herzberg's research, which was based on interviews with employees about moments of job satisfaction and dissatisfaction, laid the foundation for understanding what drives motivation in the workplace. His theory challenges the conventional wisdom of the time by arguing that job satisfaction and dissatisfaction are not merely opposites but are influenced by different sets of factors. This differentiation makes Herzberg's approach highly relevant in the ongoing discourse on employee motivation and performance, especially in education and other public sectors.

Alshmemri et al. (2017) further discussed how Herzberg's Two-Factor Theory has been widely applied across various sectors, demonstrating its versatility and timelessness. Although developed over six decades ago, the theory remains relevant because it focuses on the psychological needs of employees rather than only their material needs. Herzberg's emphasis on motivators as a source of satisfaction directly connects to the idea that employees need to feel a sense of achievement and purpose in their work. In education, for example, teachers who are motivated by the satisfaction of helping students succeed are likely to perform better than those who only receive material rewards such as salaries and benefits. This intrinsic motivation is what drives employees to maintain a higher level of performance, even in challenging conditions.

Herzberg's theory, as cited by Alshmemri et al. (2017), also highlighted the complexity of job satisfaction and dissatisfaction. By separating these two concepts, Herzberg clarifies that simply eliminating dissatisfaction does not automatically lead to job satisfaction. For example, improving working conditions or salary may alleviate dissatisfaction among teachers in public schools, but if those teachers are not given opportunities for professional development or recognition, their overall job satisfaction may remain low. This insight emphasizes that organizations must address both hygiene



factors and motivators if they wish to create a work environment that fosters not only the absence of dissatisfaction but also the presence of genuine satisfaction and motivation.

Concept of Stress

Stress is a psychological and physiological concept, has been extensively studied across various disciplines, with scholars offering diverse perspectives on its definition and implications. Stress can be understood as the body's response to demands or pressures that are perceived to challenge an individual's capacity to cope. In everyday life, people encounter situations that may trigger this response, whether through work-related pressures, personal challenges, or environmental factors. Stress manifests through cognitive, emotional, behavioral, and physical reactions, and its intensity can vary depending on an individual's perception of the situation and their coping mechanisms. The theory of stress is rooted in the transactional model proposed by Lazarus and Folkman (2014), which posits that stress is not merely a result of external events but rather the interaction between the individual and their environment. According to this model, an individual assesses the demands placed upon them and evaluates their resources to handle those demands. If the individual perceives the situation as exceeding their ability to cope, stress ensues. Therefore, stress is not inherently negative, as moderate stress can stimulate motivation and adaptive responses, but excessive or prolonged stress may lead to negative outcomes, including burnout and decreased performance.

Teachers' Job Performance

Teachers' job performance refers to the effectiveness and efficiency with which educators fulfill their professional duties in the classroom and the broader school environment. Job performance encompasses various aspects, including instructional delivery, classroom management, student engagement, lesson planning, and assessment. It also includes interpersonal relationships with students, colleagues, and administrators, as well as contributions to the school's overall development. In the educational context, teachers' job performance directly impacts student learning outcomes and academic success. The ability of a teacher to motivate students, facilitate learning, and maintain a positive learning environment is central to their professional performance. Furthermore, teachers' job performance is influenced by several factors, including their working conditions, personal motivation, the support they receive from school administration, and the availability of instructional resources. In Nigeria, the performance of teachers in public senior secondary schools is often affected by systemic challenges such as large class sizes, inadequate infrastructure, and irregular remuneration (Adeyemi, 2020).

Work Overload and Teachers Job Performance

Work overload refers to the excessive amount of tasks and responsibilities assigned to an individual, leading to an imbalance between the demands of the job and the capacity of the individual to perform them efficiently. In the context of education, teachers often face overwhelming workloads that extend beyond their primary responsibility of instructing students. This overload may include administrative duties, curriculum planning, grading, extracurricular activities, parent-teacher meetings, and professional development obligations. The constant pressure to meet these demands can significantly impact teachers' job performance, affecting their ability to deliver quality education. According to Adedeji (2020), the high expectations placed on teachers to perform multiple roles within the school environment leads to physical and emotional exhaustion, which ultimately hampers their teaching effectiveness and reduces their overall job satisfaction (Nwankwoala, 2018).

Moreover, the impact of work overload extends beyond the classroom to influence teachers' relationships with colleagues and administrators. When teachers are overburdened with tasks, collaboration and teamwork often take a back seat, leading to isolation and a breakdown in communication within the school environment (Okoro & Ezenwa, 2022). This disconnect can hinder the sharing of ideas, resources, and best practices, all of which are critical for fostering a supportive and effective teaching community. Furthermore, overworked teachers may feel disconnected from the larger

goals of the institution, resulting in a lack of alignment between individual and organizational objectives. This misalignment can create tension between teachers and school administrators, especially when performance expectations are not met due to the overwhelming workload. In some cases, this tension may result in low morale, absenteeism, or even attrition, further exacerbating the challenges faced by educational institutions, particularly in underserved areas where teacher shortages are already prevalent (Abubakar & Adewale, 2020).

Large Classroom Size and Teachers Job Performance

Large classroom sizes present another significant stressor for teachers in Rivers State. Overcrowded classrooms limit teachers' ability to manage student behavior effectively, engage students in meaningful learning activities, and provide individualized instruction. Managing large groups of students requires more effort in terms of classroom control, lesson differentiation, and attention to diverse learning needs, all of which can increase stress levels for teachers (Uche & Akpan, 2021). In classrooms with a high student-to-teacher ratio, teachers may find it difficult to maintain discipline, leading to increased incidences of disruptive behavior. Additionally, large classroom sizes hinder teachers' ability to assess and monitor students' progress, further contributing to stress and reducing job performance. In such environments, teachers are more likely to experience frustration and fatigue, which, in turn, affects their ability to deliver high-quality instruction. The stress caused by large classroom sizes not only affects teachers' well-being but also impacts students' learning outcomes, as teachers may be unable to meet the individual needs of their students.

The issue of large classroom sizes is one of the most prominent challenges affecting teachers' job performance, particularly in public schools where resources and infrastructure are often overstretched. Large classrooms, typically characterized by high student-to-teacher ratios, have far-reaching consequences for both teaching efficiency and student outcomes. When a classroom exceeds its optimal capacity, teachers face difficulties in managing the diverse academic and behavioral needs of students. This hinders their ability to provide personalized attention, adequately assess individual progress, and create an interactive learning environment. According to Afolabi (2021), large class sizes in Nigerian public schools lead to overcrowded spaces, which significantly impairs teachers' capacity to deliver high-quality instruction and implement effective classroom management strategies. The more students a teacher has, the more difficult it becomes to assess assignments and provide personalized feedback that supports learning. Feedback is a critical component of the learning process, as it helps students understand their strengths and areas for improvement. However, in a large class, the sheer volume of work makes it impossible for teachers to give detailed, individualized comments on each student's performance (Ajayi & Adeyemi, 2022). This leads to a lack of proper guidance for students and often results in slower academic progress.

Methodology

The research design used in this study was correlational research design. The population of this study comprised 6,174 teachers in 311 public senior secondary schools in Rivers State (Source: Planning, Research Statistics Department; Rivers State Senior School Board). A sample of 617 teachers representing 10% of the 31 public senior secondary schools in Rivers State. Stratified random sampling technique was used for this study. The research instrument that was used in this study was a 10 items self-structured questionnaire titled Stress Variables Questionnaire (SVQ) and Teachers' Job Performance Questionnaire (TJPQ). A 4point likert rating scale was used, in the format of; Very high extent (VHE) =4, High extent (HE) =3, Low extent (LE) =2 and Very low extent (VLE) =1. The instruments were validated and reliability was carried out using Test Retest method. The reliability coefficient of Stress Variables and Teachers' Job Performance Instruments gave 0.87 and 0.75 respectively. Out of the 617 copies of the questionnaire that were distributed, 431 copies were retrieve giving a return rate of 70% and was used for analysis. The data collected from the respondents was analyzed using SPSS package, Pearson Product Moment Correlation Coefficient tools were used to answer the research questions while simple linear regression was used to test the Hypothesis. The

decisional rule for interpretation of the mean scores was classified using real limits of numbers. Any value from 3.50-4.00 regarded as Very High Extent, any value from 2.50-3.49 regarded as High Extent, any value from 1.50-2.49 regarded as Low Extent, and any value from 0.50-1.49 regarded as Very Low Extent. In testing the hypotheses, the null hypotheses was accepted if the Sig. (2-tailed) is greater than ($>$) p-value of 0.05 level of significance and was rejected if the Sig. (2-tailed) is less than ($<$) p-value of 0.05 level of significance.

RESULTS

Research Question One: To what extent does work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria?

Table 1: Showing a PPMC result on the extent work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria

Correlations

Variables		Work Overload	Teacher's performance	job Decisions
work overload	Pearson Correlation	1	.661	
	Sig. (2-tailed)		.000	Moderate Positive Relationship
	N	431	431	
Teacher's job performance	Pearson Correlation	.661	1	
	Sig. (2-tailed)	.000		
	N	431	431	

The purpose of this research question was to investigate the extent work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria. The result of the analysis reveals a correlation coefficient of .661** at the significant level of $.000 < 0.05$. The result of the analysis showed that there is a moderate positive relationship between work overload as stress variable and teacher's job performance in public senior secondary schools Rivers State, Nigeria. The correlation responses to these items agreed that work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria. This means that majority of the respondents agree that work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria. In other words there is a moderate positive relationship between work overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria (see table 1).

Research Question Two: To what extent does large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria?

Table 2: Showing a PPMC analysis result on the extent large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria?

Correlations

Variables		large classroom size	Teachers' job performance	Decisions
Large classroom size	Pearson Correlation	1	.776**	
	Sig. (2-tailed)		.000	High Positive Relationship
	N	431	431	
Teachers' job performance	Pearson Correlation	.776**	1	
	Sig. (2-tailed)	.000		
	N	431	431	

**, Correlation is significant at the 0.01 level (2-tailed).

The purpose of this research question was to investigate the extent large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The result of the analysis reveals a correlation coefficient of .776** at the significant level of .000 < 0.05. The result of the analysis showed that there is a high positive relationship between large classroom size as stress variable and teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The correlation responses to these items agreed that large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria. This means that majority of the respondents agreed that large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria. In other words there is a high positive relationship between large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria (see table 2).

Testing the hypotheses

The tables below present the results of the postulated null hypotheses for the study:

H₀₁: There is no significant relationship between work overload as stress variable and teachers' job performance in public senior secondary schools Rivers State, Nigeria.

Table 3: Showing a linear regression result on the relationship between work overload as stress variable and teachers' job performance in public senior secondary schools Rivers State, Nigeria.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.531 ^a	.282	.276	.33913		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.608	5	5.522	48.012	.000 ^b
	Residual	70.269	426	.115		
	Total	97.877	431			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	4.593	.172		26.730	.000

Dependent Variable: work overload as stress variable that influences teachers' job performance. The essence of this hypothesis was to test the relationship between work overload as a stress variable and teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The analysis results for hypothesis one showed a significant relationship between work overload and teachers' job performance. The hypothesis was tested using regression analysis at a 0.05 level of significance. The responses on items related to work overload (independent variable) and teachers' job performance (dependent variable) were analyzed.

The model summary in Table 6 revealed a significant relationship, with an R-value of .531, R square of .282, and an adjusted R square of .276. This indicates that 53.1% of the variability in teachers' job performance is accounted for by work overload, while 46.9% may be influenced by factors not included in the study. The ANOVA results showed a regression sum of squares of 27.608 and a residual sum of squares of 70.269, with a total sum of squares of 97.877. The calculated F-value was 48.012, with a significance level of .000, confirming the relationship between the variables.

The coefficients analysis further demonstrated that the constant coefficient of 4.593 is significant, with

a t-value of 26.730 and a p-value of .000. This confirms that not all indicators of work overload contribute equally to teachers' job performance, but the overall relationship is significant. Based on these results, the null hypothesis (H01) is rejected, and it is concluded that there is a significant relationship between work overload as a stress variable and teachers' job performance in public senior secondary schools in Rivers State.

H02: There is no significant relationship between large classroom size as stress variable and teachers' job performance in public senior secondary schools in Rivers State, Nigeria.

Table 4: Showing a linear regression analysis result on the relationship between large classroom size as stress variable and teachers' job performance in public senior secondary schools in Rivers State, Nigeria.

Model Summary						
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate		
1	.824 ^a	.679	.676	.25485		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	83.926	5	16.785	258.447	.000 ^b
	Residual	39.682	426	.065		
	Total	123.608	431			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.949	.115		8.246	.000

a. Dependent Variable: 3) Large classroom size when taken care of always enhance Teachers' job performance.

The essence of this hypothesis was to test the relationship between large classroom size and teachers' job performance in public senior secondary schools in Rivers State. The results of analysis for hypothesis two, as stated above, showed that there is a significant relationship between large classroom size and teachers' job performance in public senior secondary schools in Rivers State.

This hypothesis was tested using Regression at a p-value of 0.05 level of significance on the responses on items 31 in section "C" of the research questionnaire as the dependent variable and items 6-10 in section B of the questionnaire as independent variables. The model summary of the regression analysis carried out (Table 5) showed a significant relationship between large classroom size and teachers' job performance in public senior secondary schools in Rivers State.

This is reflected in the R of .824a, R square of .679, and an Adjusted R Square of .676 for all the variables entered. This implies that 82% of teachers' job performance was affected by large classroom size stress variables, while 18% could be due to the effect of variables that were not included in the present study. Furthermore, the regression model indicates the summary results with R-value = .824, which seeks to establish the influence of the predictor variable: large classroom size on teachers' job performance in public senior secondary schools in Rivers State.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 83.926 and that of the residual is 39.682, with a degree of freedom of 5. The mean square for the regression is displayed as 16.785 and a residual of .065, with an F-value of 258.447 and a p-

value of .000b. This implies that large classroom size is significantly related to teachers' job performance in public senior secondary schools in Rivers State.

The assessed constant Coefficient analysis for the relationship between large classroom size and teachers' job performance in public senior secondary schools in Rivers State shows that not all the indicators of large classroom size stress variables are significantly related to teachers' job performance in public senior secondary schools in Rivers State, as $t = 8.246 > 0.05$ at .000 is significantly related to teachers' job performance in public senior secondary schools in Rivers State. Following the regression results obtained, hypothesis two was rejected and restated that there is a significant relationship between large classroom size as a stress variable and teachers' job performance in public senior secondary schools in Rivers State (See Table 5).

Discussions

The findings in table 1 shows that to a very high extent overload as stress variable influence teacher's job performance in public senior secondary schools Rivers State, Nigeria. The findings also shows that there is no significant relationship between work overload as stress variable and teacher's job performance in public senior secondary schools Rivers State, Nigeria. Thus, this finding is in collaboration with the research by Afolabi (2016) who asserted that work overload refers to a situation in which individuals face more tasks than they can effectively handle within the available time frame, leading to diminished performance. When teachers are assigned multiple tasks, such as administrative duties alongside their teaching responsibilities, their ability to prepare quality lessons and attend to students' needs is significantly compromised. Furthermore, Eze and Onwumere (2015) emphasized that excessive workload often leads to stress and burnout among teachers, which diminishes their enthusiasm and motivation to perform optimally. Teachers who experience work overload may develop feelings of exhaustion, mental fatigue, and dissatisfaction, which ultimately affect their classroom management and instructional effectiveness. In addition, Enekwechi (2018) highlighted the negative effects of work overload on teachers' job satisfaction, which in turn influences their performance.

The findings in table 2 shows that to a very high extent large classroom size as stress variable influence teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The findings also shows that there is no significant relationship between large classroom size as stress variable and teachers' job performance in public senior secondary schools in Rivers State, Nigeria. Thus, this finding is in line with the research by Ajayi (2019) who posited that large classroom sizes hinder the ability of teachers to manage and engage students effectively, as the increased number of students leads to higher demands on the teacher's attention, time, and resources. Additionally, Yusuf and Kazeem (2021) argued that larger classroom sizes diminish the quality of instruction, as teachers are often forced to adopt generalized teaching methods that may not cater to the diverse learning needs of individual students. This can result in reduced learning outcomes for students and decreased job satisfaction for teachers. Furthermore, Chukwu (2020) suggested that large classroom sizes increase the workload of teachers, as they are required to manage larger numbers of students, maintain discipline, and grade a higher volume of assignments and assessments. This additional workload often leads to stress and fatigue, which negatively impacts the quality of teaching and the teacher's overall performance.

Conclusion

Stress variables such as work overload and large classroom size affects teachers' job performance in public senior secondary schools. These stressors collectively hinder the optimal functioning of teachers, which directly affects their ability to deliver quality education. Addressing these stressors through improved working conditions, fair compensation, and better educational facilities is essential for enhancing teachers' performance, which in turn can improve the academic outcomes of students in public senior secondary schools.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School administrators should clearly articulate performance expectations that align with the educational goals, curriculum standards, and specific needs of students.
2. Rivers State School Administrators should implement regular monitoring of teacher performance through classroom observations, student assessments, and feedback mechanisms. Offer timely and constructive feedback to teachers, focusing on strengths and areas needing improvement.

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