

**CLASSROOM VARIABLES AND TEACHERS' JOB PERFORMANCE IN UYO
LOCAL GOVERNMENT AREA**

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Abstract

Studies on classroom variables, most especially in Nigerian primary schools, are seriously lacking. With particular focus on selected teachers in Uyo local government area, this ex-post facto research examined classroom variables and its influence on teachers' job performance. A total of 300 participants were randomly selected from 49 public primary schools in Uyo local government area and a questionnaires titled 'Classroom Variables and Teachers' Job Performance' (CVTJP) with reliability co-efficient of 0.76, 0.70 and 0.82 obtained through Cronbach's Alpha Statistic was used for the instrument of the study. Mean, Standard Deviation was used in answering the research questions while Analysis of Variance (ANOVA) was adopted in testing the hypotheses at 0.05 level of significance. The study revealed significant influence classroom variables on teachers' job performance. The study concludes that present day classrooms should be restructured in contents, styles, design, shape, layout and sizes. This will enable teachers to start working in environment that soothes them, use facilities that feel good to them and teach the right population of pupils in class. By this, teaching performance and learning effectiveness will improve.

KEYWORDS: Teaching style, classroom climate and job performance

Introduction

Important variables often associated with school success include: school variables, environmental variables, teacher variables, home variables as well as classroom variables. Classroom variables include all the human and material dynamisms which characterize a classroom, and facilitate interactions within the classroom. Such interactions include pupil to-

pupil interactions, pupil-to-teacher interaction, pupil-to-material interaction as well as teacher-to-material interaction. Specifically, variables such as classroom climate, class size, pupil-teacher ratio, pupils-classroom space, classroom management, teacher's teaching methods or styles, ethic of care, make up the compound variable known as classroom variables.

Based on social learning theory (Bandura, 1977), the social climate of the classroom can significantly impact the development of pupil behavior as well as how teachers interact with pupils. The classroom climate is a compilation of factors including social interactions between pupils and teachers, behavioral and academic expectations, as well as the physical environment of the classroom (Mainhard, Brekelmans, Brok, and Wubbels, 2011). Amborse (2010) defined classroom climate as "the intellectual, social, emotional, and physical environments in which our pupils learn. Climate is determined by a constellation of interacting factors that include faculty-pupil interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), pupil-pupil interaction, and the range of perspectives represented in the course content and materials".

Classroom climate is sometimes referred to as the learning environment in which the pupil interact with one another (Adelman and Taylor, 2002) and the classroom can affect a pupil's motivation, interest and performance. There is strong association between performance levels and classrooms that are perceived as having a greater cohesion and goal directions and less disorganization and conflict, (Adelman and Taylor 2002). Classroom climate is the classroom environment, the social climate, the emotional, and the physical aspect of the classroom. It's the idea that teachers influence pupil growth and behavior. The pupil's behavior affects peer interaction, and the responsibility of influencing these behaviors is placed with the Instructor. The way the instructor organizes the classroom should lead to a positive environment rather than a destructive and/or an environment that is not conducive to learning, (Karen, 2011).

A classroom climate refers to a composite of variables working together to promote learning in a comfortable environment in a classroom. Every classroom is unique because there is a wide range of variables that have an impact on the climate in a classroom. However, a number of elements are required for the establishment of a successful learning environment. The most important thing for a classroom is to create an atmosphere promoting learning. In order to achieve this atmosphere, every item in the classroom should emphasize learning in some way. (<http://www.questia.com/library/education/classroom-management/classroom-climate>)

Classroom climate is defined as the type of environment that is created for pupils by the school, teachers, and peers. Teachers are continually looking to create a "positive" classroom climate in which pupil learning is maximized. It is having an environment where pupils feel safe, nurtured, and intellectually stimulated. This type of positive classroom climate allows for pupils to meet their basic needs of physical and mental health. While there is no specific definition of what creates a negative classroom climate, it is considered to be one in which pupils feel uncomfortable, whether physically, emotionally, or academically, for any reason. (http://wik.ed.uiuc.edu/index.php/Classroom_Climate)

There are two aspects of classroom climate: the physical and social environment. Physical environment refers to the arrangement of chairs, tables, fixtures and pieces of furniture, the painting, lighting and ventilation while the social environment refers to the leadership exhibited by the teacher, like democratic, authoritarian and laissez-faire, as well as the mode of pupils' participation such as collaborative, individualistic or competitive.

(<http://www.articlesbase.com/education-articles/creating-conducive-classroom-climate-256406.html>)

Earlier, Gammage, (1982) and Rogers, (1982) as cited in Ekpo, Akpan, Essien, and Imo-Obot, (2009), Classroom climate includes the physical appearance and layout of the classroom, the hidden curriculum, communication, instructional materials, mutual respect and rapport, standard of work expected by the teacher among others. Ekpo, Akpan, Essien, and Imo-Obot, (2009), in their study considered sub-variables such as physical appearance or layout of the classroom, teachers' teaching behaviours and instructional materials utilization. Various researchers therefore define and measure classroom climate using a wide range of variables they consider as indicators of classroom climate. The personality and approach of the teacher; classroom atmosphere; nature of the learning task and characteristics of individual pupils can influence teachers' job performance.

Hughes (2006) however placed attention on classroom design and layout as significant factors in teachers' job performance. The common themes in the findings revolve around emphasizing that job satisfaction is important in terms of teacher retention. It is also reported to be related to teacher empowerment, school culture, quality work environment, pupils' achievement and teachers' job performance, whereas, greater job performance is also a critical factor to consider in terms of building or constructing a classroom in schools.

Teachers have their own personal and unique styles which are influenced by level of energies, language uses, voices interpretation, facial expressions, body language, clothings, motivation, interest towards pupils, and dramatic abilities. John (2003) noted that a teacher's teaching style significantly affects the different outcomes of the teaching-learning process in school. What is important for teachers to realize is that their teaching style influences school work. According to Esah (2003), teachers tend to exercise styles that are easier and suitable for them. However, this has to be accustomed to suit the pupil's interest towards the learning which sometimes influences teachers' job performance, pupil's behavior and attitude to heighten pupils' cognitive skills (Rosni and Rohayah, 2010).

Class size has been an important variable under discussion over the years. According to Babatunde (2015), class size refers to an educational tool which can be used to describe the average number of pupils per class in a school Jacob and Jacob (2016) noted that class size has become a phenomenon often mentioned in educational literature as an influence on students' socializing pattern and achievement, quality of instruction, administration and school budgets. It is purely the administrative decision of school managers, over which teachers have little or no control. There are divergent opinions on the influence of class size on academic achievement. For instance, large class size schools among variables have been advertised as providing a more comprehensive curriculum than small class size schools and also reduce per pupils operating costs. It has also been argued, that large class size schools provide better academic out-comes and are less expensive to operate. The Federal Republic of Nigeria in its policy document recommends that the highest number of pupils/students per class in pre-primary schools, primary schools, junior secondary, senior secondary, 25, 35, 35, and 40 respectively; while the number in technical colleges is 20, due to the technical nature of the instructions (Federal Republic of Nigeria, 2013). Studies about class size have examined how class size influences pupil and teacher behaviors. In general, smaller classes are associated with pupils who are less stressed and are more frequently on-task with fewer reported behavior problems than pupils in larger classes. Although teachers tend to use similar instructional strategies whether teaching large or small classes, there is some evidence to suggest that more class time is spent on administrative tasks

for larger classes, leaving less time available for instruction (Miller, and Cunningham, 2008). Numerous studies have investigated the influence of class size on pupil attitudes, behaviors, and outcomes. The overwhelming majority of these studies have focused on elementary school and even pre-school effects of class size on pupil achievement, (Monks and Schmidt, 2011).

Job performance is a commonly used, yet poorly defined concept. It is the branch of psychology that deals with the workplace. It most commonly refers to whether a person performs his job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Campbell (1990) in Olawole (2009) describes job performance as an individual level variable. That is, performance is something a single person does. Campbell defines performance as behaviour. It is something done by the employee. Performance is different from outcomes. Outcomes are the result of an individual's performance, but they are the result of other influences. According to Campbell, performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions.

However, performance needs to be under the individual's control regardless of whether the performance of interest is mental or behavioural. The key feature of job performance is that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant to the job performance standard. Campbell (1990) in Olawole (2009) proposed an eight factor model of performance based on factor analytic research that attempted to capture dimensions of job performance. They are:

- i. Task specific behaviours, which include those behaviours that an individual undertakes as part of a job.
- ii. Non-task behaviours, as behaviours which an individual is required to undertake which do not pertain only to a particular job.
- iii. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily but on the adeptness with which they deliver the communication.
- iv. An individual's performance can also be assessed in terms of efforts either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job task.
- v. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law.
- vi. In jobs where people work closely or are highly interdependent, performance may include acting as a good role model, coaching, giving advice or helping maintain group goals.
- vii. Many jobs also have a supervisory or leadership component like teaching. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meeting out rewards and punishments. These aspects of performance happen in a face to face manner.
- viii. Managerial and administrative performance entails those aspects of a job which serves the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals.

Olawole (2009) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of pupils' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricula activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of pupils' work, motivation, class control and disciplinary ability of the teachers. Whether or not a teacher performs these virtues effectively in primary schools in Uyo Local Government Area is a subject for investigation. It is against this background that this study was set out to examine critically the influence of classroom variables on teachers' job performance in Uyo Local Government Area.

Statement of the problem

The issue of poor performance of teachers in Uyo Local Government Area in general has become a thing of great concern to education stakeholders. Pupils were reported to have poor performance in public examinations recently. It seems that teachers have not imparted to the pupils the knowledge, skills, aptitudes, attitudes and values needed to excel in public examinations. The Government of Akwa Ibom State had recently recruited some teachers for the primary schools to support and improve learning outcomes; yet the problem has persisted. In view of this fundamental problem, the study intends to investigate the influence of classroom variables on teachers' job performance in primary schools in Uyo Local Government Area.

The rationale for the study is to examine the influence of classroom variables on teachers' job performance in Uyo Local Government Area.

Research Questions

The following research questions were stated to guide the study:

What is influence of teachers' teaching styles on teachers' job performance in Uyo Local Government Area?

What is influence of classroom climate on teachers' job performance in Uyo Local Government Area?

What is influence of class size on teachers' job performance in Uyo Local Government Area?

Research Hypotheses

The following hypotheses were formulated to guide this study and tested at 0.05 level of significance.

H0₁: There is no significant influence of teachers' teaching style on teachers' job performance in Uyo Local Government Area.

H0₂: There is no significant influence of classroom climate on teachers' job performance in Uyo Local Government Area.

H0₃: There is no significant influence of class size on teachers' job performance in Uyo Local Government Area.

Methodology

The ex- post facto research design was adopted for the study. The study was conducted in Uyo Local Government Area of Akwa Ibom State. The population of the study consisted of 670 teachers in the 49 public primary schools. The sample size of this study consisted of 300 teachers in all public primary schools in selected through simple random sampling technique. The instrument used was Classroom Variables and Teachers' Job Performance Questionnaire (CVTJPQ). It had three parts A, B and C. Part A was demographic. It elicited information on personal information about each school in the sample such as the name of the school and number of pupils in a class. Part B required information on teaching styles, classroom climate, while C required information on teachers' job performance. The instrument consist 30 items and it was structured on 4-point type Liked Scale of strongly agree (4 points), Agree (3 points), Disagree (2 points) and strongly disagree (1 point). This was validated and had reliability co-efficient of 0.76 for teaching styles, 0.70 for classroom climate while 0.85 was obtained for teachers' job performance using Cronbach's Alpha statistics. The administration of the questionnaire was personally done by the researcher which were filled and returned. Mean Analysis and Standard Deviation were used in answering the research questions. In taking decision, a mean value of 2.50 and above was accepted while below was not accepted. The entire hypotheses formulated were tested using Analysis of Variance (ANOVA) at .05 level of significance.

Results

Research Question One

To what extent does teachers' teaching style influences teachers' job performance in Uyo local Government Area?

Table 1:

Mean and Standard Deviation of the influence of teachers' teaching styles on teachers' job performance

Variables	Teachers' teaching styles	N	Mean	SD
		83	3.54	1.81
Teachers' job Performance	Facilitator	110	4.73	0.94
	Delegator	108	3.95	1.70
Total		300		

The result presented in table 1 showed that the mean for the teachers' job performance of different teaching styles were obtained. Teachers whose teaching style was authoritative had 3.54 with a standard deviation of 1.81, teachers whose teaching style was facilitator had 4.73 with a standard deviation of 0.94 while teachers whose teaching style was delegator had 3.95 with a standard deviation of 1.70. With this result is an indication that teaching styles influence the teachers' job performance. This is because, all the mean is above 2.50 which is the criterion mean.

Research Question Two

To what extent does classroom climate influences teachers' job performance in Uyo Local Government Area?

Table 2:

Mean and Standard Deviation of the influence of classroom climate on teachers' job performance

Variables	Classroom Climate	N	Mean	SD
		Teachers' job	Most Conducive	47
Performance	Moderately Conducive	163	3.91	1.93
	Least Conducive	90	4.17	0.81
Total		300		

The result presented in table 2 showed that the mean for the teachers' job performance of different classroom climate were obtained. Teachers whose classroom climate was most conducive had 2.65 with a standard deviation of 1.17, teachers whose classroom climate was moderately conducive had 3.91 with a standard deviation of 1.93 while teachers whose classroom climate was least conducive had 4.17 with a standard deviation of 0.81. With this result is an indication that classroom climate influences the teachers' job performance. This is because, all the mean is above 2.50 which is the criterion mean.

Research Question Three

To what extent does class size influences teachers' job performance in Uyo Local Government Area?

Table 3:

Mean and Standard Deviation of the influence of Class Size on teachers' job performance

Variables	Class Size	N	Mean	SD
		Teachers' job	15 – 20	98
Performance	20 – 35	122	4.46	1.22
	35 and Above	80	4.01	1.43
Total		300		

The result presented in table 3 showed that the mean for the teachers' job performance of different class size were obtained. Teachers whose class size was 15 – 20 had 3.94 with a standard deviation of 1.68, teachers whose class size was 20 - 35 had 4.46 with a standard deviation of 1.22 while teachers whose class size was 35 and above had 4.01 with a standard deviation of 1.43. With this result is an indication that class size influences the teachers' job performance. This is because, all the mean is above 2.50 which is the criterion mean.

Hypothesis One

There is no significant influence of teachers' teaching styles on teachers' job performance in Uyo Local Government Area.

Table 4:
Analysis of Variance of the influence of teachers' teaching styles on teachers' job performance.

Sources	Sum of Squares	df	Mean Square	F	P-value
Between Groups	436.603	2	218.302	16.472	.000
Within Groups	3008.393	227	13.253		
Total	3444.996	229			

The result in Table 4 shows that an F-ratio (calculated value) 16.472 with associated probability value (P-value) of 0.000 was obtained with regards to the influence of teachers' teaching styles on teachers' job performance. Since the p-value (0.000) was less than 0.05, the null hypothesis (H_{O1}) was rejected. Thus, the null hypothesis which states that there is no influence of teachers' teaching styles on teachers' job performance was rejected. This implies that there is significant influence of teachers' teaching styles on teachers' job performance in Uyo Local Government Area.

Hypothesis Two

There is no significant influence classroom climate on teachers' job performance in Uyo Local Government Area.

Table 5
Analysis of Variance of the influence of classroom climate influences teachers' job performance in Uyo Local Government Area.

Sources	Sum of Squares	df	Mean Square	F	P-value
Between Groups	303.413	3	151.707	7.307	.000
Within Groups	3141.582	296	13.840		
Total	3444.996	299			

The result in Table 4.7 shows that an F-ratio (calculated value) 7.307 with associated probability value (P-value) of 0.000 was obtained with regards to the influence of classroom climate on teachers' job performance. Since the p-value (0.000) was less than 0.05, the null hypothesis (H_{O2}) was rejected. Thus, the null hypothesis which states that there is no significant influence of classroom climate on teachers' job performance in Uyo Local Government Area was rejected. This implies that there is significant influence of classroom climate on teachers' job performance in Uyo Local Government Area.

Hypothesis Three

There is no significant influence of class size on teachers' job performance in Uyo Local Government Area.

Table 6

Analysis of Variance of the influence of class size on teachers' job performance in Uyo Local Government Area.

Source	Sum of Squares	df	Mean Square	F	P-value
Between Groups	745.592	2	372.796	31.348	.000
Within Groups	2699.403	297	11.892		
Total	3444.996	299			

The result in Table 6 shows that an F-ratio (calculated value) 31.348 with associated probability value (P-value) of 0.000 was obtained with regards to the influence of class size on teachers' job performance. Since the p-value (0.000) was less than 0.05, the null hypothesis (H_0) was rejected. Thus, the null hypothesis which states that there is no significant influence of class size on teachers' job performance in Uyo Local Government Area was rejected. This implies that there is significant influence of class size on teachers' job performance in Uyo Local Government Area.

Discussion of Findings

The result of data analysis revealed that there is significant influence of teachers' teaching styles on teachers' job performance. The findings is supported by John (2003) who noted that a teacher's teaching style significantly affects the different outcomes of the teaching-learning process in school. What is important for teachers to realize is that their teaching style influences school work. It is the teacher's responsibility to recurrently analyze their teaching style, reflect on it and implement necessary changes. Constant reflection on one's own teaching practices, classroom activities and problem-solving approaches in the classroom are the basic teaching style monitoring approaches. Esah (2003) also noted that teachers tend to exercise styles that are easier and suitable for them. The findings of the study concur with (Rosni and Rohayah, 2010) who found out that teaching styles influences teachers' job performance, pupil's behaviour and attitude toward learning.

Findings of this study reveal that the classroom climate goes a long way in influencing the level of job performance of teachers. This conclusion was an inference from the result of Hypothesis two tested on table 5 which reveals that there is significant influence of teachers' teaching styles on teachers' job performance. It is therefore safe to say that classroom climate boost morale and entails improved performance. In line with the submission of Karen (2011) who noted that the way the instructor organizes the classroom can lead to a positive environment or a destructive and/or an environment that is not conducive to learning. This findings also in consistence with earlier studies of Hughes, (2006) who found and emphasized that classroom climate is not only significant factors in teachers' job performance, but also important in terms of teacher empowerment, school culture, quality of working life, pupils academic achievement, and teacher retention in primary schools. As much as the classroom climate affects almost all aspects of teachers working life, it is sad to report that about 54.33% of the participants in this study

agreed that the classrooms in which they teach pupils are moderately conducive capable for aiding effective teaching and learning exercise. This problem represents a prime suspect among factors responsible for falling standard in Nigeria primary school education.

Findings of this study reveal that the class size goes a long way in influencing teachers' job performance. This findings in consistence with earlier studies of Miller and Cunningham (2008) who noted that that more class time is spent on administrative tasks for larger classes, leaving less time available for instruction. The findings is also supported by Monks and Schmidt, (2011) who noted that class size influences teachers' performance, pupil attitudes, behaviors, and outcomes.

Conclusion

The classroom variables are significant for optimum teaching performance and learning effectiveness. This becomes more so with the advent of globalization; it is now palpable that the olden day's classroom needs are different from present days' classroom needs. In the past days of pedagogy, teachers' job arrangements differ. They were mainly lecturers who spent most time doing jobs involving "stand and deliver" mode of teaching. This has changed dramatically in recent times. Today, it is the teachers who translate educational philosophy and objectives into knowledge and skill and transfer such into pupils in the classroom (Kanu, 2007). Teachers now act in classrooms as facilitators of pupils learning and creators of productive and learner-friendly classroom environment in which pupils can develop the skills they will need in their workplaces in the later life. Since all these activities take place in the classroom (as teachers' workplaces, workstations or workshops), the classroom variables becomes important in motivating teachers towards ensuring that they perform their duties so effectively that the goal of teaching and learning exercise in the classroom is achieved. Hence, it is the candid conclusion of the researcher, based on the results of these findings, that if today's classrooms have changed dramatically in contents and styles, the teaching style, classroom climate and class size should also change in order that current trend of th

Recommendations

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

1. Teachers should imbibe a mixture of authoritative, facilitator, and delegator styles of teaching in order to enhance their better job performance.
2. Class sizes should be decreased. Government officials, administrators, and educators must come together and implement class size reductions. They should decide on the appropriate teacher-student ratio and insist that all classes abide by the specified ratio.
3. Government and administrators should create a conducive classroom climate for teachers' effectiveness.

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