Workload as Correlate of Teachers Job Effectiveness in Public Primary Schools in Ikom Education Zone of Cross River State, Nigeria

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Abstract

This study examined Workload as correlate of teacher's job effectiveness in Primary schools in Ikom Education Zone of Cross River State, Nigeria. Two sub variables were used to state the purpose of study, research questions and statement of hypotheses. Correlation design was adopted for this study. The population of the study consist of one thousand eight hundred and sixty-five teachers (1865). Stratified sampling technique was adopted for this study. The basis for stratification was based on seven (7) local government areas after which simple random sampling technique was used to select 30% of the respondents, which gives a total of five hundred and sixty teachers. A sample size of five hundred and sixty (560) teachers were used for this study. Instrument titled; Workload and teachers job Effectiveness questionnaire (WLTJEQ) was used for data collection. The instrument was validated by experts in test and measurement who ensured that all the items measured what they supposed to measure. A reliability estimate was carried out on the questionnaire using Cronbach Alpha reliability estimate with an Alpha range of 0.88 and 0.91. Simple linear regression was used for data analysis. The results of the findings revealed that administrative task and teaching hour significantly predict teachers job effectiveness. Conclusions were drawn in line with the results of the study. It was recommended that, Headteachers in collaboration with the ministry of Education should reduce unnecessary Administrative burden thereby implementing digital tools for attendance, grading, and communication to minimize paperwork, as this will go a long way to enhance teaching effectiveness in schools. Headteachers should ensure a balanced workload by capping teaching hours to allow sufficient time for lesson planning and student feedback. Headteachers should encourage teachers to use time management strategies like batching administrative tasks and setting clear priorities.

Keywords: Workload, Teaching hour, Time management, Teaching effectiveness

Introduction

Education at the primary level is fundamental, serving as the foundation upon which all further learning is built. The primary goal is to impart basic literacy, numeracy, social skills, and cognitive development, thereby preparing students for future educational pursuits and life challenges. Primary education aims to foster critical thinking, creativity, and the ability to work collaboratively, which are essential skills in the 21st century. According to the National

Policy on Education in Nigeria, the goal of primary education is to "inculcate permanent literacy and numeracy, and ability to communicate effectively" and to "lay a sound basis for scientific and thinking" (Federal Republic of Nigeria, 2013). For these objectives to be realized, teachers must be equipped, motivated, and competent in their professional duties. To ensure the achievement of educational goals in primary schools, teachers are expected to exhibit a high level of effectiveness. This includes the ability to plan and deliver lessons that are engaging and appropriate for the developmental level of their students, manage the classroom environment to promote learning, assess student progress accurately, and provide feedback that supports student growth. Effective teachers also continuously develop their professional skills, stay updated with educational best practices, and are responsive to the diverse needs of their students.

Teacher effectiveness is the ability of a teacher to promote student learning and achievement by delivering high-quality instruction, managing classroom dynamics efficiently, and engaging students in meaningful learning experiences. According to Okoi & Ofem (2024), teacher effectiveness is multidimensional, encompassing instructional delivery, classroom management, the creation of a positive learning environment, and professional development. Effective teachers are those who can adapt and also improve in their classroom teaching. Also, Teacher's job effectiveness is the degree to which teachers' strategies to meet the varied learning needs of their students thereby maximizing and completing their statutory responsibilities, which include teaching, classroom communication, lesson presentation, classroom management among others. The teaching roles of teachers in schools involves instructional practices ranging from developing subject contents for students, delivering instructions in the classroom, supervising students' activities, evaluating students learning through effective assessment practices and working and publishing students' results (Okoi & Inah 2024).

Despite the critical role of primary education, there is a growing concern regarding the ineffectiveness of teachers in this setting. Ineffectiveness can manifest in various forms, such as poor classroom management, inadequate instructional methods, lack of engagement with students, and insufficient assessment practices. This situation is particularly alarming as it can lead to poor academic performance, reduced student motivation, and ultimately, a failure to meet the educational objectives set at the primary level.

Personal observation by the researcher shows that some primary school teachers appear not to be effective in carrying out their instructional obligation in Cross River State and Ikom Education Zone in particular. Okoi, Okpa, Ekaette and Igbiniweka (2013) observed that the

teaching personnel in schools are not only inadequate but also professionally unqualified as shown by the poor instructional process and poor performance of pupils in standardized examination. This unfortunate situation has also been observed in most primary schools. Regrettably, in spite of the efforts of the government, it has been observed in recent times by Emanghe, Amoramo and James (2020), that school teachers in the study area are ineffective in handling their assigned responsibilities hence performing below the expectation of the government, parents and the general public as a whole. Low effectiveness of teachers is manifested in the behavior and attitude of their students. These could have ample consequences on the educational system. Pupils who do not receive a solid educational foundation are likely to struggle in higher levels of education, leading to increased dropout rates and a perpetuation of the cycle of poverty and underdevelopment in the community. Furthermore, the reputation of schools in the Ikom Education Zone suffers, leading to decreased enrollment and a loss of public confidence in the educational system Okoi, Omini and Ameh (2024).

Given the myriad factors that can influence a teacher's effectiveness. This study chooses to focus on Administrative task and teaching hour. Administrative tasks include the non-teaching responsibilities that teachers are required to undertake, such as record-keeping preparing lesson plans. Attending meetings, and performing supervisory duties. These tasks, while essential, may consume a significant portion of a teacher's time and energy, potentially detracting from their focus on instructional activities (Bullonoh & Hall-Kenyon 2018). Excessive administrative burden can lead to teacher burnout reducing their ability y to deliver high- quality instruction and negatively impacting their effectiveness in the classroom. Teachers who are overwhelmed by administrative duties may struggle to maintain the necessary levels of engagement, preparation, and responsiveness to their students' needs, Emanghe and Amoramo (2020).

Adams (2017) conducted research to explore the relationship between administrative workload and teacher performance in public primary schools in Nairobi, Kenya. The study employed a correlational research design. The population consisted of public primary school teachers in Nairobi. A sample of 250 teachers was drawn from 50 public primary schools using simple random sampling. Data were collected using a structured questionnaire and interviews. Pearson correlation and multiple regression analysis were used for data analysis. The findings indicated that excessive administrative responsibilities negatively impacted teachers' job effectiveness, particularly in lesson delivery and student engagement. The study

suggested the need for administrative assistants to handle non-teaching tasks to improve teacher effectiveness.

Rahman and Avan (2019) determined the relationship between workload and performance for teachers in Daka, Bangladesh. Workload was assumed an independent factor having three sub-categories: time spent on teaching, administrative activities and co-curricular responsibilities. Thus, three research questions were developed to guide the study. The design for the study was correlational research design. The Population comprised 423 teachers from different categories were chosen as participants through convenience sampling. Pearson's correlation and regression analysis had been carried out to find the relationship between the variables. It was revealed that most independent variables are positively and strongly correlated with the dependent variables except time spent on teaching and implementation of new technology and administrative activities and implementation of new technology which are negatively correlated. The study indicates that to perform better, workload management should be appropriate and adjusted.

Teaching hour refers to the amount of time a teacher spends delivering instruction to. students. The length of teaching hours may have an impact on a teacher's effectiveness (Kyriacou, 2018). Excessive teaching hours may lead to fatigue, reduced energy levels, and less time for lesson planning and reflection, all of which can negatively affect instructional quality. On the other hand, a well-balanced teaching schedule allows teachers to dedicate sufficient time to both instructional and non- instructional activities, such as preparing lessons, assessing student work, and engaging in professional development. Afolabi (2019) conducted a study to investigate the relationship between teaching hours and teachers job effectiveness in secondary schools in Oyo State. Nigeria. A descriptive survey design was adopted for the study. The population comprised all secondary school teachers in Oyo State. A sample of 250 teachers was selected using stratified random sampling. Data were collected using a structured questionnaire titled "Teaching Hours and Teacher Effectiveness Questionnaire (THTEQ)." The analysis was conducted using descriptive statistics and Pearson Correlation. The results indicated a significant negative relationship between long teaching hours and teachers' job effectiveness, particularly in lesson delivery and Student assessment, the study concluded that reducing teaching hours could enhance teachers job effectiveness.

Ogunleye (2020) conducted a study on the impact of teaching hours on the teaching effectiveness of secondary school teachers in Ogun State, Nigeria. A survey research design was adopted for the study. The population comprised all secondary retool teachers in Ogun

State. A sample of 200 teachers was selected using stratified random sampling. Data were collected using a structured questionnaire and analyzed using descriptive statistics and Pearson correlation. The findings revealed that long teaching hours negatively impacted teachers' teaching effectiveness, particularly in student engagement and knowledge delivery. The study recommended reducing teaching hours to improve teaching effectiveness.

Njoroge (2018) studied the relationship between teaching hours and teachers' Job effectiveness in public secondary schools in Nakuru, Kenya. A descriptive survey design was employed. The population included all public secondary school teachers in Nakuru. A sample of 170 teachers was selected using simple random sampling. Data were gathered through structured questionnaires and analyzed using descriptive statistics and Pearson correlation. The result showed that long teaching hours negatively impacted teachers job effectiveness especially in the areas of lesson delivery and student assessment. The study recommended that schools balance teaching hours to enhance job effectiveness. Babatunde (2020) explored the relationship between teaching hours and teacher job satisfaction in public secondary schools in Ekiti State, Nigeria. A descriptive survey design was adopted. The population included all public secondary school teachers in Ekiti State. A sample of 140 teachers was selected using stratified random sampling. Data were collected through a questionnaire and analyzed using descriptive statistics and Pearson correlation. The findings revealed a significant negative relationship between long teaching hours and job satisfaction, which in turn influenced job effectiveness. The study recommended reducing teaching hours to improve job satisfaction and effectiveness.

Teacher attendance and effective use of instructional time are critical issues in the Nigerian Education system. Challenges such as teacher absenteeism and inefficient use of allocated teaching time negatively impact pupils learning outcomes. According to Okoi & Ekaette (2024), inadequate classrooms, poor ventilation, and lack of teaching aids affect learning conditions, leading to ineffective use of teaching hours. In some public schools, teachers are frequently absent due to poor salary payment, strikes and lack of motivation. This leads to a reduction in actual teaching hours per day. Teaching hours in primary schools vary between public and private schools, with private schools having longer hours. The effectiveness of teaching time is affected by factors such as overloaded curriculum, teacher absenteeism, infrastructure problems, and regional differences. Addressing these challenges can help maximize learning outcomes and improve the quality of primary education

However, the demands of frequent and extensive assessment may be burdensome, particularly when teachers are required to manage large volumes of student work. The

effectiveness of teachers is a critical factor in the overall success of educational systems, particularly in primary school settings, where foundational knowledge and skills are developed. Despite the crucial role that teachers play in shaping the academic and social outcomes of students, there has been growing concern about the impact of workload-related variables on teachers' job effectiveness. Factors such as large class sizes, increasing administrative tasks, the complexity of curriculum implementation, extended teaching hours, and the burden of assessment responsibilities have been identified as challenges that may hinder teachers' ability to perform effectively. Given the increasing demands placed on teachers and the critical importance of their role in student achievement, it is essential to examine how these workload-related factors affect their job effectiveness, hence the rational of the study.

1.2   Statement of the Problem

In an ideal educational setting, primary school teachers are expected to be highly effective in their roles, serving as the cornerstone of a child's academic and social development. Effective teachers should possess a deep understanding of the curriculum, employ engaging instructional strategies, manage classrooms efficiently, and assess students' learning accurately to ensure that every pupil achieves their full potential.

However, the reality in the Ikom Educational Zone of Cross River State is far from this ideal. Researcher's personal observations indicate that a significant number of primary school teachers in the region are struggling with job effectiveness. So many teachers are unable to deliver high-quality instruction, engage students meaningfully, or manage classrooms effectively. As a result, Students in these schools exhibit poor academic performance, low motivation, and a lack of foundational skills s in literacy and numeracy, which are critical for their future educational pursuits. The consequences of this ineffectiveness extend beyond the individual pupils to affect the entire educational system in the region.

This situation is unacceptable, especially in light of the national educational goals. The current state of ineffectiveness among primary school teachers undermines these objectives and threatens the future of the pupils and the community at large. There is an urgent need to combat this issue to safeguard the educational futures of young learners and to restore the effectiveness of teachers in this region. It is on this backdrop that the study is inspired and the researcher wish to close a gap in knowledge by considering workload as Correlate of teacher's job effectiveness in public primary schools in Cross Rive State.

Purpose of the study

The general purpose of the study is to ascertain workload as correlate of teacher's job effectiveness in public primary schools in Ikom Education Zone of Cross Rive State, Nigeria. Specifically, the study sought to:

1. Assess whether administrative task relate with teachers' job effectiveness in public primary schools.

2. Determine whether teaching hour relate with teachers' job effectiveness in public primary schools.

Research questions

The following research questions were developed to guide the study:

1. To what extent does administrative tasks relate with teachers' job effectiveness in public primary schools.

2. To what extent does teaching hour relate with teachers' job effectiveness in public primary schools.

Statement of hypotheses

1. There is no significant relationship between administrative task and teachers job effectiveness.

2. There is no significant relationship between teaching hour and teacher's jo effectiveness

Methodology

The research design adopted in this study was the correlational research design. A correlational research design investigates relationships between two variables, or more without the researcher controlling or manipulating any of them. The study area is primary schools Ikom Education Zone of Cross River State. The population of the study consist of one thousand eight hundred sixty-five teachers (1865). Stratified sampling technique was adopted for this study. The basis for stratification was based on local government areas after which simple random sampling technique was used to select 30% of the respondents, which gives a total of five hundred and sixty teachers. A sample size of five hundred and sixty (560) teachers were used for this study. Instrument titled Workload and teachers job Effectiveness questionnaire (WLTJEQ) was used for data collection. The instrument was validated by experts in test and measurement who ensured that every item used measure what they purport to measure. The instrument was designed on a 4-point Likert scale of strongly agree (SA) Agree (A), Disagree (D), and Strongly Disagree (SD). A reliability estimate was carried out on the questionnaire using Cronbach Alpha reliability estimate with an Alpha range of 0.88 and 0.91.

Results and Discussion

Hypothesis one

There is no significant relationship between administrative tasks and teachers job effectiveness in public primary schools. The result of this hypothesis is presented below.

Table 1: Simple regression result o of the relationship between Administrative tasks and teachers' job effectiveness s in public primary school

Model	R	R-square	Adjusted R. square	Std error of the estimate	
1	.885(a)	.783	.783	1.23881	

Model	Sum of square	df	Mean square	F	p-value
Regression	1476.542	1	1476.542	962.129	.000(a)
Residual	408.220	266	1.535		
Total	1884.761	267			

Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	9.217		.755	12.201	.000
Administrative tasks	.648	.021	.855	31018	.000

* Significant at .05 level.

The simple regression analysis of the relationship between Administrative tasks on the teacher's job effectiveness in public primary schools in produced an adjusted R of.783. This indicated that the Administrative tasks accounted for 78.3% of the determinant of teacher's job effectiveness in public primary schools in Ikom Education Zone in the study area. This finding is an indication that Administrative tasks is relatively high in the area of the study, The F-yalue of the Analysis of Variance (ANOVA) obtained from the regression table was F = 962.129 and the sig, value of .000 (or p<.05) a at the degree of: freedom (df) l and 266. The implication of this result is that Administrative tasks is significantly relate to teachers' job effectiveness in public primary schools.

Hypothesis Two

There is no significant relationship between teaching hour and teachers' job effectiveness in public primary schools. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented below.

Table 2: **Simple regression result of the relationship between Teaching hour and teachers' job effectiveness in public primary schools**

Model	R	R-square	Adjusted R. square	Std error of the estimate
1	.922(a)	.851	.850	1.02847

Model	Sum of square	df	Mean square	F	p-value
Regression	1603.399	1	1603.399	1515.857	.000(a)
Residual	281.362	266	1.058		
Total	1884.761	267			

Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	
(Constant) teaching hour	7.258		.652	11.129	.000
	.701	.018	.922	38.934	.000

* Significant at .05 level.

The simple regression analysis of the relationship between teaching hour on the teachers' job effectiveness in public primary schools produced an adjusted R of.850. This indicated that the Teaching hour accounted for 85.0% of the determinant of teachers' job effectiveness in public primary schools. This finding is an indication that teaching hour is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F= 1515.857and the sig. value of 000 (or $p<.05$) at the degree of freedom (df) 1 and 266. The implication of this result is that Teaching hour is a significantly relate teachers' job effectiveness in public primary schools.

Discussion of findings

The result of the hypothesis one study produced an adjusted R^2 of .783. This indicated that the Administrative tasks accounted for 78.3% of the determinant of teacher's job effectiveness in public primary schools in Ikom Education Zone in the study area. This finding is an indication that Administrative tasks is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F=962.129 and the sig, value of.000 (or $p<.05$) at the degree of freedom (df) 1 and 266. The implication of this result is that Administrative tasks is significant predictor of teachers' job effectiveness in public primary schools in Ikom Education Zone. This revealed that administrative tasks significantly predict teachers' job effectiveness positively in public primary schools in Ikom Education Zone. The finding is in line with the view of Okoi and Ofem (2024) who indicated that excessive administrative responsibilities negatively impacted teachers' job effectiveness, particularly in lesson delivery and student engagement. The study suggested the need for administrative assistants to handle non-teaching tasks to improve

teacher effectiveness. In support of the results of this findings Okoi & Inah (2024), and Rahman and Avan (2016) reiterated that, teachers job effectives is the degree to which teachers' strategies to meet the varied learning needs of their students. Thereby maximizing complete their statutory responsibilities, which include teaching, classroom communication, lesson presentation, classroom management among others. The teaching roles of teachers in schools involves all instructional practices ranging from developing subject contents for students, delivering instructions in the classroom, supervising students' activities, evaluating students learning through effective assessment practices and working and publishing students' results.

Adams (2017) also showed that teachers' over workload in terms of administrative task has a negative impact on classroom teaching and learning due to limited time for lesson planning and tasks assessment. Teachers in primary schools had to devote certain time doing non-academic activities. Study found that even among the primary schools, teachers working in schools with less than 100 students had to shoulder more responsibilities. In smaller primary schools. Staffing pattern is different whereby certain Support staff are not entitled. Pupils who do not receive a solid educational foundation are likely to struggle in higher levels of education, leading to increased dropout rates and a perpetuation of the cycle of poverty and underdevelopment in the community. Furthermore, the reputation of schools in the Ikom Education Zone suffers, leading to decreased enrollment and a loss of public confidence in the educational system Okoi, Omini and Ameh (2024).

The result of the second hypothesis produced an adjusted R^2 of .850. This indicated that the Teaching hour accounted for 85.0% of the determinant of teachers' job effectiveness in public primary schools. This finding is an indication that teaching hour is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 1515.857and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 266.The implication of this result is that teaching hour is a significant predictor of teachers' job effectiveness positively in public primary schools. This indicated that, teaching hour has a significant influence and teachers job effectiveness in public primary schools. The findings are in line with the view of Afolabi (2019) and Emanghe and Amoramo (2020) who indicated a significant negative relationship between long teaching hours and teachers' job effectiveness, particularly in lesson delivery and student assessment. The study concluded that reducing teaching hours could enhance teachers' job effectiveness. Njoroge (2018) also revealed that an excessive teaching workload negatively affected teachers' job effectiveness,

especially in areas of instructional delivery and student engagement. The study recommended a balanced teaching schedule to improve teacher performance.

Babatunde (2020) also indicated that the factor of additional teacher duties Contributes the most to the workload of teachers in low enrolment schools, followed by the factor of limited school infrastructure and a shortage of teachers. In addition, the unbalanced staffing policies and inequality in administrative leadership are the fourth and fifth factors that affect the workload of teachers in schools in less enrolment. In addition, Okoi & Inah (2024) also stated that the shift in educational culture, teachers' clerical duties that limit their time for preparing teaching materials, careless school management, teachers' task instructions that are not planned by the school, the increase in online systems and educational applications that require teachers to enter data, and the inadequate time allotted to complete tasks everything contribute to the increased workload of teachers. In addition, the researcher proposed several solutions to the of teacher workload. The study under review and the current study are connected by workload of teachers.

Bullonoh and Hall-Kenyon (2018) also revealed a significant influence of class size on teachers work quality. Based on the findings it was recommended that government should build more classrooms and employ more qualified teaches so as to reduce students' class population and reduce teachers' work load. In this way, teachers' work quality will be enhanced. The results of Ogunleye (2020) who conducted a study on the impact of teaching hours on the teaching effectiveness of secondary school teachers in Ogun State, Nigeria. Using survey design revealed that long teaching hours negatively impacted teachers' teaching effectiveness, particularly in student engagement and knowledge delivery. The study recommended reducing teaching hours to improve teaching effectiveness.

Njoroge (2018) studied the relationship between teaching hours and teachers' Job effectiveness in public secondary schools in Nakuru, Kenya using a descriptive survey design showed that long teaching hours negatively impacted teachers job effectiveness especially in the areas of lesson delivery and student assessment. The study recommended that schools balance teaching hours to enhance job effectiveness. Babatunde (2020) who also explored the relationship between teaching hours and teacher job satisfaction in public secondary schools. His findings revealed a significant negative relationship between long teaching hours and job satisfaction, which in turn influenced job effectiveness. The study recommended reducing teaching hours to improve job satisfaction and effectiveness.

Conclusion

This study is centered on workload as correlate of teacher's job effectiveness in Primary schools in Ikom Education Zone of Cross River state. The study showed that teachers administrative tasks and teaching hours significantly impact their job effectiveness. Excessive administrative duties such as paper work, meetings, and documentation, can reduce the time and energy available for lesson planning, student's engagement, and personalized instruction. On the other hand, well-balanced teaching hours and streamlined administrative processes enhanced teacher effectiveness by allowing more focus on lesson preparation, student assessment, and professional development.

Recommendations

Based on the result of the findings the following recommendations were made.

1. Head teachers in collaboration with the ministry of Education should reduce unnecessary Administrative burden thereby implementing digital tools for attendance, grading, and communication to minimize paperwork, as this will go a long way to enhance teaching effectiveness in schools.

2. Head teachers should ensure a balanced workload by capping teaching hours to allow sufficient time for lesson planning and student feedback.

3. Headteachers should encourage teachers to use time management strategies like batching administrative tasks and setting clear priorities. policy makers should draft policies that seek to tackle these challenges

Contribution to knowledge.

The study has contributed in developing evidence-based policies to mange teacher workload and promote job effectiveness, and has also provided insights into the specific challenges faced by primary school teachers in Ikom Education Zone.

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