International Journal of Integrated Research in Education (IJIRE)

Ehiaguina et al.
Ijired
Vol. 3(2)
Pg 28-33 (2021)

Relationship between workload and Teachers' Job effectiveness in Public Senior Secondary Schools in Edo state, Nigeria

[1]Ehiaguina S.O.,[2]Anolu, E. and [3]Ewere, B.I.

[1]Department of Educational Foundations and Management, Ambrose Alli University, Ekpoma, Edo State
[2]Department of Curriculum and Instructions, Ambrose Alli University, Ekpoma, Edo State
[3]Department of Educational Foundations University of Delta, Agbor

ARTICLE INFO

Article history:
Received June 20, 2021
Received in revised form July 18, 2021
Accepted July 21, 2021
Available online August 27, 2021

Keywords:
Relationship
Workload
Teachers
Effectiveness
Job and School

Corresponding author's email :
heco2023@gmail.com

https://doi.org/10.36265.ijired.2021.030204

ABSTRACT

This study examined the relationship between workload and job effectiveness of teachers in public secondary schools in Edo State. One research question was raised and one hypothesis was formulated and tested in the study. The purpose of this study was specifically to determine teachers' workload in public senior secondary schools, and to find out if there is a relationship between teachers' workload and teachers' effectiveness in the study area. The population of this study consisted of 2994 teachers in the 298 public senior secondary schools in Edo State. Using the multistage sampling technique, a sample of 299 teachers was drawn from 90 senior public secondary schools in Edo State who responded to the instrument used in the study. It was found that there was a negative but significant relationship between workload and teacher's job effectiveness. The study recommended recruitment of teachers by the government and the need to avoid lopsided posting of teachers to urban and rural schools, among others.

1.0 Introduction

The immense relevance of education to national development cannot be over-emphasized. Many countries commit huge sums of money into the funding of education. In order to ensure that a lot of people benefit from formal education, some countries make primary and secondary education free. In Nigeria, education is said to be free through the Universal Basic Education scheme in the first nine (9) years of schooling (Primary 1 through to junior secondary school class 3).

Secondary education plays significant roles in the actualization of making an individual self reliant and developing the community. This is

because it is at the secondary school level that career decisions are made; hence several secondary schools were over the years opened and existing ones expanded in infrastructure, so as to provide the needed formal education to the teeming secondary school going age. However, these schools can achieve nothing without effective teachers to carry out the task of teaching and learning.

Teaching as an art is challenging and demanding, hence it's being perceived by teachers as highest energy dissipating activity. Teachers' workload includes, among others, the time spent for lesson preparation, effort and time spent on organizing teaching aids, the time spent for lesson preparation, the time spent on teaching students in the classroom, the number of classes, stream of classes and the number of students in each class, time spent on marking student's class work and assignments, as well as personal study hours for mastery of subject matter which falls within the teachers' workload purview (Azuka, 2013). Thus, teachers may find themselves working outside the school hours attending to students' work, consequently lengthening their working week. The effect of this energy sapping, time consuming and stressful situation is that teachers may not be able to maximize their input for effective teaching.

Workload is perceived by stakeholders of secondary schools to be a predictor of teachers' effectiveness. Adequate workload may lead to effectiveness and self development of the teacher, but excessive workload could lead to ineffectiveness and frustration on the job. Teachers are statutorily to teach between fifteen (15) and twenty one (21) periods in a week as specified in the Teachers Manual by the Ministry of Education. Many teachers are observably made to teach over thirty-five (35) periods a week. Some of them may also perform teaching and administrative tasks like control of students, supervision of students during labour and Agricultural Science practical lessons, being house masters in schools with boarding facilities, give and correct assignments, evaluate the students, preside over assemblies, mark the school register and fill the weekly dairy, keep the students' continuous assessment scores, and collate examination results. They also write lesson plans and lesson notes, distribute and care for teaching materials, supervise students' food; serve as library attendants, hostel masters and solve student's accommodation problems, and serve in many other capacities as directed by the principal.

Perhaps, teachers' workload has increased in recent times. This could be attributed to the emphasis that is recently placed on the relevance of comprehensive or semi-comprehensive school programmes. Subjects like Music, Arts, Craft, Electronics, Agricultural Science and Mechanics are acclaimed relevant and are taught in schools. Consequently, some schools offer between fifteen (15) and eighteen (18) subjects. In this circumstance, teachers may be compelled to teach as many as thirty-eight (38) periods per week.

Teacher's workload may become disturbing when viewed against the backdrop of alleged scarcity of qualified teachers and the seeming increase in secondary school enrolment. The National Policy on Education asserted that the number of students per class for a teacher to effectively manage should not exceed forty (FRN, 2004). From observation, some teachers' teach up to seventy (70) students in a class. Thus, teachers may not be able to attend to all the students on individual basis within the forty (40) minutes allotted to each period; and teachers expected effectiveness under this situation may seem elusive.

In studies carried out in Finland by Bakker (2004) and Demerit, (2001), where all researchers used the Job Demands- Resources (JD-R) model to examine how teachers' effectiveness are related through workload and work related well-being i.e. through workload and work engagement, it was found that teachers' job demands (pupils' environment) would predict teachers' effectiveness.

Luthan (2002) observed, after conducting a study on workload and effectiveness, that schools can develop commitment to collectively held goals of the organization by providing teachers the opportunities to become increasingly competent and developing shared decision-making possibilities (i.e. job resources). This observation, according to Luthan (2002), is noteworthy because this was the first time that the energetic and motivational processes have been tested empirically among teachers.

The teaching profession is known for having many job demands which in the studies carried out by Kyriacou and Sutcliffe (2008), and Travers and Cooper (2006) found a strong relationship between excessive workload and teachers' effectiveness. Thus, the energetic and motivational processes may also intertwine, since job resources, workload and job demands are unlikely to exist completely and independently (Hofoll, 2001; Schaufeli and Bakker, 2004).

Effectiveness involves the ability to do something or carry out a programme or ability to achieve a goal (with minimum effort and use of scarce resource) that is very crucial to the rapid development of any economy. The term "effective teaching" has been defined in many ways over the years

(Good, 2006; Muijs, 2006 and Cheng and Tsui, 1999) and methods for measuring teachers have changed as definitions and beliefs about what is important to measure have evolved. Cruickshank and Haefele (2005) posited that an enormous underlying problem with teacher evaluation relates to lack of agreement about what constitutes good or effective teaching.

Ogunyemi (2002) found that effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by someone with a specialized knowledge in a skilled way to enhance the development of a person or group of persons. A teacher, therefore, may be differentially effective (i.e. a teacher who is successful in one context may be less successful in another). It can be observed that teachers' effectiveness is assessed by focusing on results from single measure, typically classroom observations and less commonly, teachers' contributions to the students' achievement growth.

Teaching effectiveness is influenced by those physical, psychological, social or organizational aspects of the job that require sustained physical and/or psychological efforts and are therefore associated with certain physiological and/or psychological cost, although it has been suggested that job demands (including workload) might measure the challenges in work effectiveness rather than the stressful aspect (Sherland, 2009). While Kirkpatrick (2002) found that teachers showed very high levels of personal commitment to their work; for some, the lines between duty and personal dedication were blurred. It was found that the main workload problem identified in this study was that of finding longer, uninterrupted periods of time to complete professional duties outside the classroom.

Martineau (2006) found that teachers who used ICT regularly appeared to be more organized, more in control of their workload and more effective in teaching than teachers who did not. Also, there is a correlation between class size and workload, since teaching workload includes, but is often not limited to the amount of time spent working, the number of classes taught and the number of students in each class (Rudow, 2009). Rudow (2009) opined that class size and teachers' workload significantly increase the quality of teachers' effectiveness in schools. However, in addition to teaching, teachers are expected to complete a number of other types of tasks on regular basis.

1.1 Statement of the problem

The dwindling quality of education in Nigeria has become worrisome to stakeholders in education. From personal interview with some teachers, majority of them allege that heavy workload is the main cause of teachers' ineffectiveness. Many of them allegedly complain about the time spent on teaching, the number of classes taught, the number of students in each class and the number of streams in a class taught. From personal observation, the available teachers in Edo State public secondary schools are grossly inadequate. Some teachers were seen in classes of between 60 and 80 students. When a teacher has 60 or 80 students in the class meant for 40 students, it is obvious that the workload is heavy. This is the grim picture in most public secondary schools. At times, the number of subjects taught may be few but the number of students in the class may be higher than the UNESCO recommendation of not more than 40 students per class.

Some teachers also claim that many of them who are made to teach some of the subjects are not qualified since they teach subjects outside their areas of specialization. More disturbing is perhaps the persistent decline in government budgetary allocation to the education sector which appears to impede the recruitment of qualified teachers into the secondary school system. The worry of this study, therefore, is to establish if teachers workload have any relationship on teachers' effectiveness.

Research Question

What is the workload of teachers in public secondary schools in Edo State?

Hypotheses

There is no significant relationship between workload and teachers' effectiveness in Edo State secondary schools.

2.0 Research methods

The purpose of this study was specifically to determine teachers' workload in public senior secondary schools in Edo State and find out if there is a relationship between teachers' workload and teachers' effectiveness. The correlation research design was employed to carry out the study. The population of the study consisted of 2994 teachers in the 298 public senior secondary schools in Edo State. Using the multistage sampling technique, a sample of 299 teachers (i.e 10% of the population) was drawn from 90 senior public secondary schools in Edo State who responded to the instrument used for the study.

The instrument was content validated and the reliability index was 0.89 after using the Spearman Brown prophecy formula to determine the degree of reliability of the instrument. The data collected for the study were analyzed using percentage and Pearson Product Moment Correlation Coefficient

Statistics.

2.1 Data Analysis

Research Question: What is the workload of teachers in public secondary schools in Edo State?

To answer this research question, the analysis of the workload of teachers in public secondary school is presented below:

Table 1: Workload of Teachers in Public Secondary Schools in Edo State

Workload	Arts (%)	Sciences (%)	Social Science (%)
Under loaded	8(20.51)	12(30770	19(48.72)
Normal workload	12(16.66)	24(33.33)	36(50)
Over load	42(22.34)	75(39.89)	71(37.77)
N=299	62(20.74)	111(37.12)	126(42.14)

As shown in Table 1, out of 299 respondents, 62 representing 20.74% were from the Arts, 111 representing 37.12% from Sciences and 126 representing 42.14% from Social Sciences. Out of the 62 respondents in the Arts, 8 representing 20.51% were under loaded, 12(16.66%) had normal workload, while 42(22.34%) were overloaded. Also, out of 111 respondents in the Sciences, 12(30.77%) were under loaded, 24 (33.33%) had normal workload, while 75(39.89%) were over loaded. Of the 126 respondents in the Social Sciences, 19 (48.72%) were under loaded, 36(50%) had normal workload, while 71(37.77%) were overloaded. By this analysis, the teachers in all subjects areas were overloaded with those in the Sciences having the heaviest workload, 75(39.89%).

Hypothesis: There is no significant relationship between workload and teachers' effectiveness in Edo State Secondary Schools.

To test this hypothesis, the Pearson Product Moment Correlation Coefficient statistics was used to determine the relationship between workload and teachers' effectiveness. The summary of the analysis is presented in Table 2.

Table 2: The Relationship between Workload and Teachers' Job Effectiveness

Groups	N	Pearson Correlation (r)	P. Value	Remark
Teachers' Effectiveness	299			
Teachers Workload	299	-.513**	.002	Significant

Significant at α=05 P>0.5.

Table 2 shows the result of the Pearson Correlation analysis of the relationship between workload and teachers' effectiveness. The result indicates that there is negative but significant relationship between workload and teachers' effectiveness (-.513). This further indicates that the less the teachers' workload is, the more effective the teachers will be. Since the alpha level is 0.05 and the Pearson Correlation (r value) is -.513, it therefore means that the hypothesis which states that there is no significant relationship between workload and teachers' job effectiveness was rejected.

3.0 Discussion of Findings

The results of this study revealed that there is a significant negative relationship between workload and teachers' effectiveness. This finding is in support of Schaufeli and Bakker (2004) and Domerouti (2001) who simultaneously found that underlying processes and significant relationship existed between teachers' workload and effectiveness. As a result of this finding, under loaded, normal loaded and over loaded teachers are expected to display different levels of effectiveness in their respective schools.

The result of the study further revealed that teachers in the pure science subjects (Biology, Chemistry and Physics) were the most overloaded. This could be attributed to the alleged acute shortage of science teachers in the public secondary schools in Edo State. The few science teachers are made to teach all the science subjects. Attempts are also made to teach the students practical aspects of the science subjects. The natural corollary is that such teachers become less effective in the teaching of such science subjects. This finding is in consonance with Rudow (1999) who found that teachers who are overloaded in the teaching of science subjects, especially because of acute shortage of teachers in the related field, were cognitively and emotionally disturbed. This may result in chronic stress, fatigue and burnout. This, in turn, could

lead to psychosomatic disorders and complaints as well as restrictions in pedagogical performance.

The study further found that teachers in the social sciences (Business Studies, Economics, Commerce e.t.c) were more overloaded than those in the Arts, although the teachers in all the subjects groups were overloaded with Arts (22.34%), Sciences (39.89%) and Social Sciences (37.77%). Kalimo and Hakanene (2000) found a strong relationship between excessive workload and teachers' effectiveness. This finding shows that excessive workload and it's attendant lack of important job resources to meet the job demands may be associated with burnout, which may further undermine work engagement commitment.

This study further indicated that 73 out of 299 sampled teachers had normal workload and the analysis showed a correlation between adequate workload and teachers' effectiveness. This finding is in support of Sherland (2009) who found a positive correlation between adequate workload and teachers' effectiveness'. Moreso, teachers with adequate workload seem to display high enthusiasm and effectiveness when it comes to mobilizing interest, synergy and curiosity among students. Most importantly, health and engaged teachers with adequate workload are possibly more effective and likely to perform and achieve educational goals better than their colleagues with burnout symptoms due largely to work overload.

The study also found that 39 out of 299 sampled teachers were under loaded and effective in their teaching assignments. This supports Azuka (2013) who found a positive correlation between less workload and teachers' effectiveness. Teachers with less workload are likely to display high level of personal commitment to their work and dedication to students' growth needs. This finding is congruent with Kirkpatrick (2002) who found a negative correlation between teachers' workload and their effectiveness. According to Bakker (2004), the major bane of teachers' effectiveness is not workload related issues, but commitment to job demands in teaching, and personal resolve to face and solve challenges arising from educational tasks.

4.0 Recommendations

Sequel to the findings of this study, the following recommendations were made with a view to enhancing teachers' effectiveness which would result in improved students' academic performance:

The Post Primary Education Board should recruit graduate teachers especially in the sciences and other subject areas that need to be filled. This will help reduce teachers' workload in schools.

Government and other stakeholder in education should partner together or organize seminars, workshops and conferences regularly for teachers, so as to be equipped with modern trends in education and consequently enhance their effectiveness.

Posting of teachers to schools in the urban and rural areas should not be lopsided.

5.0 Conclusion

Based on the findings of this study, it was concluded, among others, that the workload of teachers is the study area is high. Consequently, the study also concluded that significant relationship exists between workload and the effectiveness of teachers in Edo State public senior secondary schools.

References

Azuka, A.O. (2013). Teachers' stress during a school year. *Journal of Occupational Psychology, 87-102-118.*

Bakker, V.O. (2004). A meta-analytic examination of the three dimensions of job burnout. *Journal of Applied Psychology, 81,* 123-133.

Cheng, Y.C and Tsui, K. T. (1999). Multi models of teacher effectiveness: Implications for research. *The Journal of Educational Research, 92*(3), 141-150.

Demerouti, E.B. (2001). Relationship between school and classroom in students achievements. *Journal of School Environment, 6*(2) 71-101.

Federal Republic of Nigeria (2004). *National policy on education.* Lagos: NERDC

Good, T.L. (2006). Teaching effects and teachers evaluation. In J.P. Skula, T.J. Buttery and E. Guyton (Eds), *Handbook of research on teacher educational (pp 617-665).* New York: Macmillan.

Gruikshank, D.R. and Halffele, D.L. (1990). Research-based indicators: is the glass half-full or half-empty? *Journal of Personnel Evaluation in Education, 4*(1) 33-39.

Hofoll, S.K. (2001). *New estimates of working time for teachers*. New York: Drago.

Kalimo, V.K. and Hakanen, T.I. (2000). *Possible lives: The promise of public education.* New York: Houghton Mifflin.

Kirkpatrick, N.D. (2002). The effects of teachers' quality variable on students' mathematics achievement. *Dissertational Abstracts International, 63*(10) 3502.

Kyriacous, C. and Sutcliffe, J. (2008). Teachers stress: Prevalence, source and symptoms. *Brit-*

ish Journal of Education Psychology, 48, 159-167.

Luthan, I.P. (2002). *The role of job satisfaction and morale in teaching effectiveness.* New York: McGraw-Hill Publishing Company.

Martneau, J.A. (2006). Distorting value added: The value of longitudinal vertical scaled student achievement data for growth-based, value -added accountability. *Journal of Educational and Behavioral Statistics, 31*(1), 35-62.

Mujis, R.E. (2006). Teachers' burnout- A psycho educational perspective. *Teachers College 83* (2), 135-246.

Ogunyemi, B. (2000). Correlates of teaching effectiveness of social studies teachers. *Studies in Curriculum, 2*(2), 29-46.

Rudow, F. (2009). Teachers' attitude towards teaching as a profession. *Journal of Educational Research, 8*(2) 48-55.

Schaufeli, W. B. and Bakker, D. (2004). *Issues in occupational health.* London: Taylor and Francis.

Sherland, K.N. (2009). Teachers' perception across culture: The impact of students on teachers enthusiasm and disarrangement in a cross-cultural context. *The Alberta Journal of Educational Research, 41*(3) 145-161.

Travers, C.J. and Cooper, C.L. (2006). *Teachers under pressure stress 1 the teaching profession.* London: Rutledge