

Workload As Correlate Of Teachers' Job Effectiveness In Public Primary Schools In Ikom Education Zone of Cross River State, Nigeria

Enyia, Stella Eyare

eyarestella@gmail.com

Phone: +2348069166337

University of Cross River State, Calabar –Nigeria

Adie, Elizabeth Akpana

Akpanaelizabeth41@gmail.com

University of Calabar, Calabar –Nigeria

Beshel, Ushie

Bshelushie1117@gmail.com

University of Cross River State, Calabar –Nigeria

Otu, Bernard Diwa

Otubernard76@gmail.com/Otu_bernard@yahoo.com/Bernardotu@unical.edu.ng

ORCID ID: <https://orcid.org/0000-0001-6072-9619>

University of Calabar, Calabar –Nigeria

Abstract

The purpose of this study was to investigate workload as correlate of teachers' job effectiveness in public primary schools in Ikom Education Zone of Cross Rive State, Nigeria. To achieve the purpose of the study six hypotheses were formulated to guide it. Correlational research design was adopted for the study. This design was considered appropriate because it allows the researcher to describe the strength and direction of a relationship between variables. A total of four hundred and thirty-six (268) respondents' was used for the study. The questionnaire was the instrument for data collection. The reliability estimate of the instruments was established through cronbach Alpha reliability method. The reliability coefficient ranges from 0.75 to 0.89 which was high enough. Regression analysis, One-Way Analysis of Variance (ANOVA) and Independent t-test analysis were the statistical technique employed to test the hypotheses under study. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that, class size of students and administrative significantly predict teachers' job effectiveness in public primary schools in Ikom Education Zone. Based on the findings, it was recommended that among others 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

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enhanced. Ministry of Education to reconsider pupil-teacher ratio and relook into the staffing pattern in primary schools. Primary school teachers need to specialize in a maximum of two subjects to enhance effective classroom teaching. School administrators should delegate non-instructional duties to non-teaching staff to improve teachers' instructional effectiveness.

Key Word: Workload, class size, administrative tasks, teachers' job 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 pupils 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 reflective 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 pupils, manage the classroom environment to promote learning, assess pupils progress accurately, and provide feedback that supports pupils growth. Effective teachers also continuously develop their professional skills, stay updated with educational best practices, and are responsive to the diverse needs of their pupils.

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 pupils in meaningful learning experiences. According to Stronge (2018), 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 their teaching strategies to meet the varied learning needs of their students, thereby maximizing student outcomes. Also Teachers' job effectiveness is the degree to which teachers 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 (Ddungu, 2018).

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. Josiah and Oluwatoyi (2017) 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 in Ikom Education Zone. Regrettably, in spite of the efforts of the government, it has been observed in recent times 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 (Edu & David, 2019). Low effectiveness of teachers is manifested in the behaviour and attitude of their pupils. 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 Ikom Education Zone suffers, leading to decreased enrolment and a loss of public confidence in the educational system.

Given the myriad factors that can influence a teacher's effectiveness, this study chooses to focus on workload. The rationale behind this choice lies in the understanding that excessive workloads may lead to teacher burnout, reduced job satisfaction, and ultimately, lower effectiveness in the classroom. Teachers who are overburdened with administrative tasks, large class sizes, and extensive extracurricular responsibilities may struggle to maintain the high standards of teaching required in primary schools.

Class size for instance which refers to the number of students assigned to a classroom or a teacher during a given period. Large class sizes can significantly affect a teacher's ability to manage the classroom, provide individual attention, and differentiate instruction to meet the

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needs of all students. Smaller class sizes generally may lead to more effective teaching, as they allow teachers to engage more with each student, better manage classroom behaviour, and tailor their instructional approaches (Blatchford, Bassett, and Brown 2017). Conversely, large class sizes may overwhelm teachers, leading to stress, reduced job satisfaction, and ultimately, diminished teacher effectiveness.

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 (Bullough & Hall-Kenyon 2018). Excessive administrative burden can lead to teacher burnout, reducing their ability 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.

Purpose of the study

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

1. Ascertain whether difference exist in teachers' job effectiveness between different class in public primary schools in Ikom Education Zone.
2. Determine whether administrative tasks predict teachers' job effectiveness in public primary schools in Ikom Education Zone.

Research questions

The following research questions were developed to guide the study:

1. Is there any difference in teachers' job effectiveness between different class in public primary schools in Ikom Education Zone?
2. To what extent does administrative tasks predict teachers' job effectiveness in public primary schools in Ikom Education Zone?

Research hypotheses

The following null hypotheses were formulated to guide the study and will be tested at 0.05 significant level:

1. There is no significant difference in teachers' job effectiveness between different class sizes.

2. Administrative tasks does not significantly predict teachers' job effectiveness in public primary schools in Ikom Education Zone.

Literature Review

Class sizes and teachers' job effectiveness

A study by Anane (2016) on effect of class size on teachers' job performance in selected senior high schools in the Central Region of Ghana. The study adopted a descriptive survey design and employed a sample of 300 teachers. The research questions focused on the relationship between class size and teachers' workload, instructional effectiveness, and classroom management. Data were collected using a structured questionnaire validated by educational experts and analyzed using Pearson's correlation and multiple regression techniques. Findings revealed that large class sizes significantly reduced teachers' effectiveness in delivering instructional content, managing the classroom, and providing individualized attention to students. The study concluded that reducing class sizes would enhance teachers' job performance and improve student outcomes.

A study by Akintunde (2015) on impact of class size on secondary school teachers' job effectiveness in Lagos State, Nigeria. The study utilized a mixed-method approach, combining quantitative surveys with qualitative interviews. A total of 450 teachers participated, with data analyzed using descriptive and inferential statistics, including ANOVA and thematic analysis for the qualitative data. The study found that larger class sizes negatively impacted teachers' ability to provide timely feedback, effectively manage classroom discipline, and adequately prepare for lessons. The findings suggested that policy interventions to reduce class sizes would significantly enhance teachers' effectiveness.

Zydziumaite et al (2020) identified the relationship between teacher workload, time allocation, self-esteem, and leadership at school in Lithuania. Seven research questions and hypotheses guided the study and it adopted correlational design. The population comprised 418 primary school, pre-school, and vocational teachers. A questionnaire on challenges in teacher leadership was used. The instrument was tested for internal consistency reliability using Cronbach's coefficient and the following estimates were obtained: cluster 1 (0.898); cluster 2 (0.911); cluster 3 (0.798); cluster 4(0.876); cluster 5 (0.843); cluster 6 (0.792); cluster 6 (0.835); and cluster 7(0.811). Data were analysed using Pearson correlation and multiple regression analyses. Results suggest no significant differences among teachers in terms of aggregate study variables by the type of school or teachers' position at school, yet differences emerged among teachers with different workloads in two composite variables, school activity and school stress as teachers with less than half a day workload are statistically significantly

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less active at school and experience less stress than full-time teachers; also, there is a significant link between teacher workload and time allocated to a number of activities as well as stress, and the same two determinants of teacher self-esteem both in teaching and at school are the level of activity in school and stress. The other variables important in the formation of teacher self-esteem differ, although both types of self-esteem are interrelated as the level of one is predictive of the level of the other. These findings accentuate that workload, time allocation, and self-esteem are important challenges in teacher leadership. The relationship between teacher workload, time allocation, self-esteem, and leadership needs to be defined and managed at the institutional and individual levels to avoid potentially undesirable effects and counterproductive teaching and learning behaviours. The study under review and the current study demonstrated scholastic interest in teacher workload. However, the study under review correlated workload with leadership while the current study correlates teacher workload with job performance.

A study by Wanjala (2018) on explore the influence of class size on teacher effectiveness in public primary schools in Nairobi County, Kenya. Using a sample of 200 teachers, the study employed a cross-sectional survey design. Data were gathered through questionnaires and analyzed using multiple regression analysis. The results indicated that large class sizes were associated with reduced teacher effectiveness in classroom management, lesson delivery, and student assessment. The study recommended the implementation of policies aimed at reducing class sizes to improve educational quality.

Adeyemi (2014) conducted a study to assess the impact of class size on the quality of teaching in secondary schools in Ondo State, Nigeria. The study adopted a quasi-experimental design with a sample of 500 teachers. Data collection involved the use of standardized questionnaires and classroom observation schedules. The study revealed that smaller class sizes were associated with higher teaching quality, including better student-teacher interactions and more effective lesson delivery. The study concluded that reducing class sizes could significantly enhance the overall quality of education in Nigerian secondary schools.

Also, Owusu (2017) investigate the effects of class size on teachers' job performance in basic schools in Kumasi, Ghana. The study used a correlational research design with a sample of 350 teachers. Data were collected using a validated questionnaire and analyzed using Pearson correlation and regression analysis. The findings showed that large class sizes negatively affected teachers' ability to manage classrooms, deliver content effectively, and provide

individualized support to students. The study recommended the reduction of class sizes to enhance teacher performance and student learning outcomes.

Yusuf (2015) examined the relationship between class size and teachers' job effectiveness in primary schools in Kano State, Nigeria. A descriptive survey research design was adopted, with a sample of 300 teachers. Data were collected using a questionnaire and analyzed using correlation and regression analysis. The study found that larger class sizes were significantly correlated with lower teacher effectiveness in terms of classroom management, lesson planning, and student engagement. The study recommended that policymakers should prioritize reducing class sizes to improve teacher effectiveness.

Similarly, Ndegwa (2019) determine the impact of class size on teacher performance in public secondary schools in Kiambu County, Kenya. The study employed a descriptive survey design with a sample of 250 teachers. Data were gathered using structured questionnaires and analyzed using descriptive and inferential statistics. The results indicated that large class sizes led to decreased teacher performance in areas such as student assessment, classroom discipline, and personalized instruction. The study recommended government intervention to address the issue of large class sizes to improve teacher performance.

Mensah (2016) explore the impact of class size on teacher effectiveness in junior high schools in Accra, Ghana. A sample of 300 teachers participated in the study, which utilized a mixed-methods approach. Data were collected through questionnaires and interviews and analyzed using thematic analysis and multiple regression. The findings showed that larger class sizes negatively affected teacher effectiveness in instructional delivery and classroom management. The study concluded that reducing class sizes could enhance teacher effectiveness and improve student performance.

Adebayo (2017) conducted a study to examine the effect of class size on teachers' job performance in primary schools in Oyo State, Nigeria. The study employed a quantitative research design with a sample of 300 teachers. Data were collected using structured questionnaires and analyzed using descriptive statistics and ANOVA. The study found that large class sizes negatively impacted teachers' ability to manage classrooms, provide individualized attention, and effectively deliver lessons. The study recommended the implementation of policies aimed at reducing class sizes to improve teacher job performance.

Adjei (2018) study was to investigate the relationship between class size and teacher effectiveness in basic schools in the Eastern Region of Ghana. A sample of 280 teachers was

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selected for the study, which used a correlational research design. Data were collected using a questionnaire and analyzed using Pearson correlation and regression analysis. The findings indicated that smaller class sizes were associated with higher teacher effectiveness in areas such as lesson delivery, classroom management, and student assessment. The study recommended reducing class sizes to enhance teacher effectiveness and improve student outcomes.

Eze (2016) aimed to assess the impact of class size on teachers' job effectiveness in secondary schools in Anambra State, Nigeria. The study adopted a descriptive survey design with a sample of 360 teachers. Data were collected using a structured questionnaire and analyzed using descriptive and inferential statistics. The results revealed that larger class sizes were associated with reduced teacher effectiveness, particularly in terms of instructional quality and classroom management. The study concluded that reducing class sizes could significantly enhance teachers' job effectiveness.

Odhiambo (2021) study was to examine the effect of class size on teacher job performance in primary schools in Kisumu County, Kenya. The study employed a descriptive research design with a sample of 310 teachers. Data were gathered through questionnaires and analyzed using regression analysis. The findings showed that large class sizes negatively affected teacher job performance, particularly in terms of student engagement, lesson preparation, and classroom management. The study recommended that policymakers should prioritize reducing class sizes to improve teacher performance and student outcomes.

Administrative Tasks and teachers' job effectiveness

Oluwatoyin (2016) conducted a study to investigate the impact of administrative tasks on teachers' job effectiveness in secondary schools in Lagos State, Nigeria. A descriptive survey design was adopted for the study. The population comprised all secondary school teachers in Lagos State. A total of 300 teachers were selected using a random sampling technique. Data were collected using a well-structured questionnaire titled "Administrative Tasks and Teacher Effectiveness Questionnaire (ATTEQ)." The analysis was conducted using descriptive statistics and Pearson correlation. The results revealed a significant negative relationship between the amount of time teachers spent on administrative tasks and their classroom effectiveness. It was concluded that reducing administrative duties would enhance teaching effectiveness.

Rahman and Avan (2016) determined the relationship between workload and performance for university teachers in Dhaka, 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 of fifteen universities 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. The study will hopefully help the university management, academic researchers and trainers to formulate and implement an effective workload management system. The study under review relates with the current study in terms of workload. However, the respondents in the reviewed study are university lecturers in Dhaka, Bangladesh while the current study focus on primary school teachers in Ikom education zone.

Dorji and Wangchuk (2022) ascertained teachers' workload of primary school teachers in Punakha dzongkhag. The study employed mixed-method design in which survey questionnaires and interview were used to collect data. The target population comprised of primary school teachers and parents in Punakha dzongkhag. The population comprised of 79 participants from nine primary schools and a few Extended Classrooms (ECRs). Out of 79 participants, 30% was taken for random sampling. Five teachers were selected from primary schools and one teacher from Extended Classroom for the interview. Mixed gender was selected for the interview. Ten parents were interviewed from different primary schools. Quantitative and qualitative data were presented separately and analysed using frequency counts and percentages. The study findings showed that teachers' over workload 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. Therefore, the researcher recommends Ministry of Education to reconsider pupil-teacher ratio and relook into the staffing pattern in primary schools. Primary school teachers need to specialize in a maximum of two subjects to enhance effective classroom teaching. The study under review and the current study are similar in terms of workload among primary school teachers. However, the population of the reviewed study was small covering only nine primary schools

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in Punakha dzongkhag including teachers and parents. Whereas the population of the current study covers the entire Ikom education zone.

Mensah (2018) conducted a study to examine the influence of administrative duties on teachers' instructional effectiveness in senior high schools in Kumasi, Ghana. The research adopted a cross-sectional survey design. The population included all senior high school teachers in Kumasi. A total of 200 teachers were selected through stratified random sampling. Data were gathered using a questionnaire designed to assess the extent to which administrative tasks affected teaching. The data were analyzed using descriptive statistics and ANOVA. The results revealed that teachers who spent more time on administrative tasks had lower instructional effectiveness, as evidenced by student performance. The study recommended that school administrators delegate non-instructional duties to non-teaching staff to improve teachers' instructional effectiveness.

Nwafor (2019) conducted research on the relationship between administrative workload and teaching efficiency among secondary school teachers in Enugu State, Nigeria. Ex-post facto research design was adopted for the study. The population consisted of all secondary school teachers in Enugu State. A sample of 150 teachers was selected using a stratified sampling technique. Data were collected through a structured questionnaire and analyzed using Pearson correlation. The study revealed a strong negative correlation between the volume of administrative tasks and teachers' job effectiveness. It was concluded that the employment of clerical staff to manage administrative duties would allow teachers to focus more on teaching, thereby improving their job effectiveness.

Agyemang (2020) investigated the impact of school administrative responsibilities on teachers' teaching effectiveness in public secondary schools in Accra, Ghana. A mixed-method approach was used, combining surveys and interviews. The population included all public secondary school teachers in Accra. A sample of 180 teachers was selected using purposive sampling. Data collection was conducted using a questionnaire and interview guide. Data were analyzed using thematic analysis for qualitative data and descriptive statistics for quantitative data. The results indicated that administrative tasks such as record-keeping, meeting attendance, and report writing significantly reduced the time available for lesson preparation and student interaction, thereby diminishing teacher effectiveness. The study recommended a restructuring of administrative duties to ensure teachers prioritize instructional activities.

Abubakar (2021) conducted a study on the effects of administrative burdens on teacher productivity in public secondary schools in Kaduna State, Nigeria. An ex-post facto research

design was employed for the study. The population comprised all public secondary school teachers in Kaduna State. A sample of 120 teachers was selected through simple random sampling. Data were collected using a structured questionnaire. Multiple regression analysis was used for data analysis. The findings revealed that administrative tasks were a significant predictor of reduced teacher productivity, particularly in areas of lesson planning and delivery. It was recommended that reducing the administrative workload would enhance teacher job effectiveness.

Wanjiku (2019) explored the impact of administrative duties on teacher performance in public secondary schools in Kiambu County, Kenya. A descriptive survey design was used in this study. The population comprised all public secondary school teachers in Kiambu County. A sample of 250 teachers was selected using stratified random sampling. Data were collected through questionnaires and analyzed using descriptive statistics. The results indicated that excessive administrative tasks led to teacher burnout, which negatively affected their classroom performance. The study suggested that school management streamline administrative duties to improve teacher effectiveness.

Ofori (2018) examined how administrative tasks affect teachers' effectiveness in delivering curriculum content in senior high schools in Cape Coast, Ghana. A correlational research design was adopted for this study. The population included all senior high school teachers in Cape Coast. A sample of 100 teachers was selected using simple random sampling. Data were gathered through a structured questionnaire and analyzed using Pearson correlation. The findings indicated a significant negative relationship between administrative tasks and teachers' effectiveness in curriculum delivery. The study recommended the employment of administrative staff to handle non-teaching duties, allowing teachers to focus more on instructional tasks.

Yusuf (2017) conducted a study to investigate the relationship between administrative workload and teachers' instructional effectiveness in public secondary schools in Kano State, Nigeria. A survey research design was employed. The population comprised all public secondary school teachers in Kano State. A sample of 200 teachers was selected using stratified random sampling. Data were collected using a questionnaire and analyzed using Pearson correlation. The results revealed that teachers with higher administrative workloads had less time for instructional preparation, leading to decreased effectiveness. The study recommended reducing administrative responsibilities to enhance teaching effectiveness.

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Owusu (2020) studied the effects of administrative responsibilities on the job effectiveness of teachers in basic schools in Kumasi, Ghana. A descriptive survey design was adopted for the study. The population included all basic school teachers in Kumasi. A sample of 150 teachers was selected using simple random sampling. Data were collected through structured questionnaires and analyzed using descriptive statistics and inferential statistics. The findings showed that teachers who were overburdened with administrative tasks exhibited lower job effectiveness, particularly in student assessment and feedback. The study recommended that school administrators minimize teachers' administrative duties to improve job effectiveness.

Akinyemi (2016) conducted research to explore the impact of administrative duties on teacher effectiveness in teaching and learning in secondary schools in Oyo State, Nigeria. A survey research design was used. The population comprised all secondary school teachers in Oyo State. A sample of 220 teachers was selected using stratified random sampling. Data collection was done using a structured questionnaire. Descriptive statistics and Pearson correlation were employed for data analysis. The results indicated that administrative tasks significantly reduced the time teachers spent on instructional activities, thereby affecting their overall effectiveness. The study suggested that schools employ administrative assistants to relieve teachers of non-teaching tasks.

Obi (2015) investigated the relationship between administrative workload and teachers' job performance in secondary schools in Anambra State, Nigeria. A descriptive survey design was employed. The population included all secondary school teachers in Anambra State. A sample of 180 teachers was selected using simple random sampling. Data were collected using a questionnaire and analyzed using descriptive statistics and Pearson correlation. The findings showed that excessive administrative tasks were a major contributor to reduced teacher job performance, particularly in student engagement and lesson delivery. The study recommended reducing administrative tasks to enhance teacher effectiveness.

Karani (2019) examined the effects of administrative duties on teacher productivity in public primary schools in Nairobi, Kenya. A mixed-method approach was employed, using both surveys and interviews. The population consisted of all public primary school teachers in Nairobi. A sample of 120 teachers was selected using purposive sampling. Data were collected using a structured questionnaire and interview guide. Data were analyzed using thematic analysis for qualitative data and descriptive statistics for quantitative data. The results indicated that administrative responsibilities such as record-keeping and meeting attendance negatively impacted teachers' instructional time and productivity. The study

suggested the delegation of administrative tasks to non-teaching staff to improve teacher productivity.

Ajayi (2020) conducted a study to explore the impact of administrative workload on the teaching effectiveness of secondary school teachers in Ekiti State, Nigeria. A correlational research design was adopted. The population comprised all secondary school teachers in Ekiti State. A sample of 140 teachers was selected using stratified random sampling. Data were collected using a structured questionnaire and analyzed using Pearson correlation. The findings revealed a significant negative relationship between administrative workload and teachers' teaching effectiveness. The study recommended that school administrators reduce the administrative burden on teachers to improve their teaching effectiveness.

Kamau (2021) researched the relationship between administrative responsibilities and teacher effectiveness in public secondary schools in Nyeri County, Kenya. A survey research design was used. The population included all public secondary school teachers in Nyeri County. A sample of 130 teachers was selected using simple random sampling. Data were gathered through a structured questionnaire and analyzed using descriptive statistics and Pearson correlation. The results showed that teachers who had fewer administrative responsibilities demonstrated higher job effectiveness. The study called for a reallocation of administrative tasks to non-teaching staff to improve teacher effectiveness.

Research Methodology

The design for the study is correlational research design. The correlational survey design provides useful information as to the direction and degree of the relationships between variables. The area of the study is the Ikom Education Zone of Cross River State. The zone lies between Latitude 60 05'' North of the Equator and Longitude 80 37'' East of the Greenwich Meridian (Otu, Ojini, Uchegbue & Abang, K. B. (2023). The population of the study comprised of one thousand, three hundred and sixty-eight (1368) public primary school teachers in six (6) local government areas that constitutes the study area. The sample consists of 274 primary school teachers which comprised of 10% of the population from the six local Education Authorities in Ikom Education Zone of Cross River State during the 2023/2024 academic session. The proportionate stratified random sampling technique was used for the study. The stratification was based on the six Local Education Authorities in the Education Zone. In each of the Local Education Authority the simple random technique was used to select 10% of the population for the sample for the study. 10% of the schools in each Local Education Authority was used for the study.

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Two instruments were used by the researcher to collect data for the study. They are the Teachers Workload Questionnaire (TWQ) and the Job Performance Appraisal Rating (JPAR). TWQ contain 11 items in two clusters: Class Size (1 items); Administrative Tasks (10 items). It is a 4-point rating scale designed by the researcher. The rating is as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 points. JPAR contain ten (10) dichotomous items in all. The face validity of the research instrument was determined by two experts from Early Child Care Education and one from Measurement and Evaluation who ensure adequate face validity. To determine reliability of research instrument (questionnaire) a trial test was done using 30 public primary school teachers in Ogoja education zone which share similar cultural characteristics who were not part of the actual study. Cronbach's alpha method was used. The reliability coefficient ranges from .72 to .80 which is high enough. Three hundred and nine (309) copies of the instruments were administered to the respondents with the help of six research assistants briefed on the essence of the study, how to administer and retrieve the instrument after completion.

Presentation of results

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

HO₁: There is no significant influence of class size on teachers' job performance. The independent variable in this hypothesis is Class size (below 30, 31-40 and 41 and above); while the dependent variable is teachers' job performance. To test this hypothesis, teachers' job performance from class size below 30, 31-40 and 41 and above were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 1. The result on Table 1 revealed that the F-value of 9.579 at $p=.000$. Since the p (.000) is less than p (.005), the null hypothesis is rejected. This result therefore implied that, Class size significantly influenced teachers' job performance. Since class size had a significant influence on teachers' job performance, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2.

The result of the analysis in Table 2 showed that teacher whose Class size was Below 30 were significantly different in their job performance from those whose Class size was either 31-40 or 41 and above. Also teachers' whose Class size was 31-40 were significantly different from those who were 41 and above in their job performance.

Table 1: Summary data and one-way ANOVA of the influence of Class size on teachers' job performance (N=268)

Class size	N	\bar{x}	SD
Below 30– 1	90	31.6000	2.59126
31-40– 2	89	33.2360	2.72206
41 and above – 3	89	32.7640	2.40276
Total	268	32.5299	2.65688

Source of variance	SS	df	Ms	F	Sig of F
Between group	127.071	2	63.536	9.579*	.000
Within group	1757.690	265	6.633		
Total	1884.761	267			

* Significant at $p < .05$ level, $df = 2, 265$.

Table 2: Fishers' Least Significant Difference (LSD) Multiple Comparison Analysis of the influence of Class size on teachers' job performance LSD

(I) Class size	(J) Class size	Mean Difference (I-J)	Std. Error	Sig.
Below 30	31-40	-1.63596(*)	.38500	.000
	41 and above	-1.16404(*)	.38500	.003
31-40	Below 30	1.63596(*)	.38500	.000
	41 and above	.47191	.38607	.223
41 and above	Below 30	1.16404(*)	.38500	.003
	31-40	-.47191	.38607	.223

* The mean difference is significant at the .05 level.

HO₂: There is no significant relationship between administrative tasks and teachers' job effectiveness in public primary schools in Ikom Education Zone. The independent variable in this hypothesis is administrative tasks; while the dependent variable is teachers' job effectiveness in public primary schools in Ikom Education Zone. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 3.

The simple regression analysis of the prediction of Administrative tasks on the teachers' job effectiveness in public primary schools in Ikom Education Zone produced an adjusted R^2 of

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.783. This indicated that the Administrative tasks accounted for 78.3% of the determinant of teachers' job effectiveness in public primary schools in Ikom Education Zone in the study area. This finding is a critical 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.

Table 3: Simple regression result of the prediction of Administrative tasks and teachers' job effectiveness in public primary schools in Ikom Education Zone

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	.885	31.018*	.000

$R = .885(a)$, $R. \text{ square} = .783$, $\text{Adjusted } R. \text{ square} = .783$, $\text{Beta} = .885$

* Significant at .05 level.

Discussion of findings

This section discusses findings from the results of the analysis. The discussion is presented in accordance with the variables of the study.

The result of the first hypothesis indicate that the F-value of 9.579 at $p = .000$. Since the p (.000) is less than p (.005), the null hypothesis is rejected. This result therefore implied that, Class size significantly influenced teachers' job performance. This showed that teacher whose Class size was Below 30 were significantly different in their job performance from those whose Class size was either 31-40 or 41 and above. Also teachers' whose Class size was 31-40 were significantly different from those who were 41 and above in their job performance. This implied that class size of students significantly predict teachers' job

effectiveness in public primary schools in Ikom Education Zone. The finding is in line with the view of Anane (2016) who revealed that large class sizes significantly reduced teachers' effectiveness in delivering instructional content, managing the classroom, and providing individualized attention to students. The study concluded that reducing class sizes would enhance teachers' job performance and improve student outcomes. Akintunde (2015) also found that larger class sizes negatively impacted teachers' ability to provide timely feedback, effectively manage classroom discipline, and adequately prepare for lessons. The findings suggested that policy interventions to reduce class sizes would significantly enhance teachers' effectiveness.

The result of the second hypothesis study produced an adjusted R^2 of .783. This indicated that the Administrative tasks accounted for 78.3% of the determinant of teachers' job effectiveness in public primary schools in Ikom Education Zone in the study area. This finding is a critical 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 Oluwatoyin (2016) who indicated that excessive administrative responsibilities negatively impacted teachers' job performance, 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 (2016) also 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. The study will hopefully help the university management, academic researchers and trainers to formulate and implement an effective workload management system.

Conclusion

Based on the results of the study it was concluded that class size of students and administrative tasks significantly predict teachers' job effectiveness in public primary schools in Ikom Education Zone.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Policymakers should prioritize reducing class sizes to improve teacher effectiveness.
2. Government should reduce class sizes as a strategy to improve teacher effectiveness in Nigerian secondary schools.
3. Ministry of Education to reconsider pupil-teacher ratio and relook into the staffing pattern in primary schools. Primary school teachers need to specialize in a maximum of two subjects to enhance effective classroom teaching.
4. School administrators should delegate non-instructional duties to non-teaching staff to improve teachers' instructional effectiveness.

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