



## **Teachers Workload Reduction and Growth Opportunities for Quality Education Delivery in Public Senior Secondary Schools in Enugu State**

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### **ABSTRACT**

This study examined teacher's workload reduction and growth opportunities for quality education delivery in public senior secondary schools in Enugu state. The study was guided by two objectives, with corresponding research questions and null hypotheses. The theoretical reviews of the study were anchored on two theories namely; Functional theory of labour welfare. The study adopted descriptive survey research design. The population of the study comprised of 9053 principals and teachers in 295 public secondary schools in Enugu State. A sample size of 905 respondents representing 10% of the entire population was drawn for the study using stratified sampling technique. The instrument for the study was questionnaire titled: Teachers Workload Reduction and Growth Opportunities for Quality Education Delivery Questionnaire (TWRGOQEDQ). This instrument was validated and Cronbach Alpha was used to determine the reliability index of the instrument which yielded 0.83. Mean and Standard Deviation statistics were used to answer five research questions, while z-test statistics was used to test five null hypotheses at 0.05 levels of significance. Findings of the study revealed that growth opportunities as teachers' welfare package predict quality education delivery in public senior secondary schools in Enugu State to a high extent. Based on this, it was recommended among others that principals should ensure that teachers' workload is not much in such a way that they can work effectively without undue stress for promotion of quality educational delivery. More so, Nigeria Union of Teachers (NUT) in collaboration with Ministry of Education should organize workshops and conferences for teachers to avail them with growth opportunities to develop themselves in the teaching profession for quality education delivery.

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### **Introduction**

Teachers are critical resource and the key determinant of quality in education; and if they are unmotivated, then development in the nation is doomed because education is a key instrument of social, economic and political transformation. Quality of education is the foundation of the wealth and security of every country. Teachers are educational personnel that are trained and certified to implement educational curriculum at classroom level. Teachers are critical to education and national development. They are an indispensable educational resource. The success or failure of any educational programme to an extent lies in the hands of the teacher, considering the fact that they are the implementers of any educational programme. In Nigeria, teacher education programmes and offering institutions are established to foster the development of the right quantity and quality of teachers that are demanded for the delivery of quality education in Nigeria. Teachers are generally known as teaching staff in a school. This is because they are chiefly responsible for preparation of instruction and delivery of lessons in the classrooms.

Quality education delivery is an important subject in education industry. While teachers are not just expected to perform their roles, it is also expedient that they perform all their roles with diligence. Quality education delivery refers to dedication to doing what is required for the achievement of predetermined goals. Quality education delivery therefore refers to the willingness of teachers to participate and give their best towards the achievement of the goals of the school where they work (Scott, 2012). The indicators of quality education delivery may include; regular attendance to school, punctuality to school, effective classroom management, resourcefulness in usage of instructional materials in delivery of instruction, participation in extracurricular activities for development of students, teaching the required number of classes stipulated for the week, writing of lesson notes, evaluation of students during and after delivery of instruction, adhere to ethical and professional standards, acting as loco parentis to students, collaborating with colleagues to enhance service delivery, engaging in professional development programmes to enhance capacity and productivity.

Teachers undertake the task of classroom management. Apart from teaching and classroom management, teachers perform other several roles in education delivery. They head departments, act as members of committees and community relations officer. They also undertake other duties delegated to them by the school principals. In fact, the roles of teachers are encompassing, no school or nation can survive without teachers. Hence, there is need for appropriate management of their welfare. Management of teachers' welfare has to do with motivating and meeting with teachers work needs for better job performance. These are in form of better remuneration, promotion, job security, workload reduction and many more. Nigeria has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country and education is seen as a key factor for the achievement of this objective. Welfare packages are a critical element of human resources management system and should be designed to work together with other

elements of the system. It is generally believed that money not only help people to attain their basic needs, but it is also instrumental in providing higher level need performance.

Reduction of workload refers to lessening the amount of task or work assigned to a teacher. It is through reduction of workload that teachers would be happy and become more serious and strengthened to discharge his duties for attainment of quality education delivery. A growth opportunity is an accumulation of experiences that gives teachers the potential to grow significantly in his/her profession. It is through the provision of growth opportunities by the principal in the school that teachers can be effective and competent in service delivery. Recognition refers to the public acknowledgement of the contributions of a staff member towards the achievement of the goals of the school. Humans are egocentric in nature. This means that every person loves to be praised and recognized for exceptional performance in every field of human endeavour. When teachers are recognized for their activities, they are motivated to work harder.

### ***Statement of the Problem***

Teachers' welfare is critical in determining the success or failure of any educational programme and institution. It determines teachers' productivity and quality of education in any given society.

To provide quality education therefore requires effective management of the human and material resources in the educational industry. To be able to actualize this, the school organization must properly manage the welfare of teachers to enhance their performance for quality education delivery. Teachers' welfare is very important for successful school organization.

Unfortunately, in many secondary schools in Nigeria, the welfare of teachers have not been properly managed. Over the years, it has been observed that owing to certain conditions in the teaching profession especially at the secondary school level. Teachers at the senior secondary level of education have been found moonlighting with the tendency to quit teaching for other profession due to poor management of their welfare. This condition has resulted in teachers absenteeism, trading in the classroom, rote-teaching, late coming to class, lack of lesson preparation and many more. This situation in the background clearly calls for the need for teachers' welfare management in order to ensure quality education delivery. It is on this premise that this study examined teachers workload reduction and growth opportunities as predictors of quality education delivery in public senior secondary schools in Enugu state.

### ***Purpose of the Study***

The study examined teachers workload reduction and growth opportunities as predictors quality education delivery in public senior secondary schools in Enugu state. Specifically, the objectives of the study sought to:

1. Determine the extent workload reduction of teachers predict quality education delivery in public senior secondary schools in Enugu State.
2. Examine the extent the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.

### ***Research Questions***

The following research questions guided the study:

1. To what extent does workload reduction of teachers predict quality education delivery in public senior secondary schools in Enugu State?
2. To what does extent the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State?

### ***Hypotheses***

The following null hypotheses were tested at 0.05 level of significance:

Ho<sub>1</sub>. There is no significant difference between the mean scores of principals and teachers on the extent to which workload reduction of teachers predict quality education delivery in public senior secondary schools in Enugu State.

Ho<sub>2</sub>. There is no significant difference between the mean scores of principals and teachers on the extent to which the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.

### ***Theories***

The theories reviewed for study was hinged on two theories: Functional theory of labour welfare and Equity theory

### ***Functional Theory of Labour Welfare***

Functional theory of labour welfare was propounded by Alfred Marshall in 1985. This theory is also known as efficiency theory of labour welfare. The functional theory implies that welfare facilities are provided to make the workers more efficient and productive (Mishra & Bhagat, 2017). The theory states that if an employer takes good care of his workforce, they will tend to be more efficient by improving production and that programmes for housing, education, training, provision of balanced diet and family planning measures are important for labour welfare as they increase the efficiency of workers in underdeveloped countries. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are congenial, they will work resourcefully.

Welfare provision is a means of securing, preserving and increasing the efficiency of labour (Mishra & Bhagat, 2017). This theory is a reflection of contemporary support for labour welfare. There is an effort going on to correlate labour welfare facilities and resultant increases in the efficiency of the workers. It is argued that introduction of welfare promoting activities do pay rich dividends in terms of higher productivity.

### ***Management***

Management is the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. Management also includes recording and storing facts and information for later use or for others within the organization. Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job (Knowledge Management Terms, 2019). Massie and Douglas (2016) defined management as the process by which a cooperative group directs actions of others toward the realization of common objectives. Carva (2019) defined management as the process of planning and decision-making, organizing, leading and controlling an organization's human, financial, physical and informational resources. According to DuBrin (2014) management is the process of using organizational resources to realize organizational objectives. It has to do with the process of working with people and resources in order to accomplish organizational goals.

Hellriegel (2015) see management as tasks and activities involved in directing an organization or one of its units: planning, organizing, leading, and controlling. According to McDaniel and Gitman (2018) management is the process of guiding the development, maintenance, and allocation of resources to realize the objectives of an organization. Management can be regarded as the process of planning, organizing, leading and controlling an organization's human, financial, physical and informational resources in order to realize predetermined organizational objectives in the most efficient manner. Drucker (2015) emphasized that Management must focus on the results and performance of the organization. Indeed the first task of management is to define what results and performance are in a given organization and this, as anyone who has worked on it can testify, is in itself one of the most difficult, one of the most controversial, but also one of the most important tasks. It is therefore the specific function of management to organize the resources of the organization for results outside the organization. It is clear from these definitions that management can be regarded as the work any employee performs in the process of optimizing the production resources; people, money, time and material in order to realize the objectives of an organization most efficiently at all times. Successful management is regarded as the key to the success of an enterprise (Bedeian & Glueck, 2015).

### ***Quality Education Delivery***

The word quality itself stems from the Latin *qua litas* which means "of what kind". The concept means different thing to different persons. To some, quality is in the eye of the beholder. Quality is a management process based on a set of statistical values and human resources that improve the services provided continuously by investing the intellectual capabilities and skills of employees. Also, it can be seen as the ability with which a product, service or phenomenon conforms to an established standard and which makes it to be relatively superior to others (Giami & Solomon-Alufohai, 2020). However, Ekong (2016) asserted that quality builds knowledge, live skills, perceptions, attitude and values. Asiyai and Oghuvbu (2019) defined quality as a measure of how good and bad the product of higher education institutions in Nigeria are in terms of their academic performance and meeting established standard.

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Quality education is the foundation for the development of any country. Education is a fundamental and primordial condition for the transfer of knowledge, skills and abilities, but also for the establishment of a civic consciousness that contributes to the full development of individuals (Armstrong, 2012). Quality education is the most important tool that can induce changes across society. The notion of quality in education has no specific definition, with different researchers interpreting the concept differently. Differences can be found not only in the nature of the definition of this concept, but also in the manner of measuring quality. Although research initiatives have been undertaken worldwide to identify quality indicators in education, the measurement of educational outcomes, at present, there is no uniform and generally accepted vision.

Asaju (2018) defined education as a set of processes and results that are characterized qualitatively. Increasing access to schools should not be an important objective, but increasing access to quality education services should be the fundamental objective of any educational system. The major objectives of the education systems should be cognitive development and encouraging the creative and emotional development of students. These objectives are addressed in different ways in different education systems (Aswathappa, 2012). Bello and Adeaja, (2013) highlights the importance of the quality of education offered in schools, showing that quality in education will later provide the beneficiary with higher incomes and increased professional satisfaction. The higher quality of educational institutions improves students' cognitive skills that directly influence future earnings, labor productivity and overall

economic growth. Currently, educational institutions also play an essential role in developing non-cognitive characteristics among students, such as honesty, responsibility, determination, empathy, etc.

Quality education delivery is one of the critical issues of human resource management in secondary schools. Teachers are the largest group of human resources deployed to the schools and their services is critical to the success or failure of the school. The extent to which teachers are willing to contribute towards the success of the school is what is perceived as quality education delivery. It is however, important to note that quality education delivery is a mental and emotional state in which a teacher is willing to give his best to see that something worthwhile is achieved. In education, teachers are very important group of personnel. No school can exist and achieve its goals without the participation or input of teachers. Quality education delivery refers to the willingness of teachers to contribute towards the achievement of educational goals (Castetter, 2016).

Teachers with high level of discipline and professionalism are teachers who maintain the values and ethics of the teaching profession. Disciplined teachers according to Chumo, et al., (2015) are always punctual and frequent at school. They are not truant. Disciplined and committed teachers complete their statutory and non-statutory duties at the right time and using the right amount of resources. Effective teachers show readiness to do everything within their means to ensure that effective teaching and learning take place in the classrooms. It is therefore right to say that education without quality is even worst and more dangerous than no education at all. This implies that when quality education is delivered its guarantees standard of product in terms of its employability and productiveness in the knowledge-driven society and economy (Giami & Solomon-Alufohai, 2020).

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### **Objectives of Quality Education Delivery**

The following are the objectives of quality education delivery:

- i. Development of teaching methods.
- ii. Raising the skills of teachers.
- iii. Improve the work environment.
- iv. Reducing costs, high quality work properly reduces repetition of work and thus reduces time.
- v. Strengthen the loyalty of teachers to the school and their work.
- vi. Developing the administrative system in the educational institution by clarifying the responsibilities and roles of each member.
- vii. Raise the level of students in the educational, social and mental aspects, and raise their level of awareness.
- viii. Improve the relationships between teachers and generate cooperation and understanding between them, and work in a team spirit.
- ix. Raise the level of educational competence.
- x. Raise the level of efficiency and skill of teachers and administrators.

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### **Reduction of Workload of Teacher and Quality Education Delivery**

Workload according to Stickler (2013) is the sum of all activities that take the time of an employee. Workload can at times be heavy (overload or light (under load). Kuria (2012) sees role overload as a situation in which employees feel they are being asked to do more than time or ability permits. He further stated that working under time pressure can be stressful because people are anxious when they have a lot to do before some deadline, as time runs out a feeling of impending disaster increases. Wakefield (2016) in his work stated that role under load is a condition in which employees have too little work to do or too little variety in their work. Role under load he further emphasized can lead to passivity, low self-esteem, increased frequency of nervous symptoms and complaint, lack of interest in social activity and work performance output.

Lagat et al. (2014) conducted a research aimed at determining the relationship between workload and leadership effectiveness. The result however, showed that workload has a significant influence on leadership effectiveness. In another study conducted by Fadipe (2019) to assess the influence of workload on leadership effectiveness of head of department in a paper mill found out that executives with excess workload gave in so much of their time to meet up with deadline at the expense of their leisure and this according to Denga (2016) attract psychosomatic debilities. Once a worker has over indulged in occupational pursuit, he suffers from occupational stress which can lead to decline in his job performance.

Orji (2017) identified work overload and under load of job as factors that can generate feeling of hopelessness and also may contribute towards lack of motivation, depression and inefficiency. Ekpo (2013) stipulated that an executive who does not want to delegate powers and responsibilities to subordinates for mere fear that mistakes might be made and decides to do almost everything may get himself overloaded with work and this may lead to the exhibition of inertia, inefficiency, incompetence and a high level of stress. According to a study by Abe (2017) 43% of teachers are planning to quit the profession in the near future due to ever increasing workloads.

Teachers' workload is the task or responsibility given to a professional teacher; aim at educating the students on the present trend on their area of specialty and making sure that the organizational objective is achieved. Ksenia (2012) sees teachers workload as tasks performed in the teaching environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness, anxiety, frustration, pressing, or annoyance. Marina (2012)

considered workload as role overload/personal work extended from single item to multiple duties and the risk of overload resulted in emotional exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on teachers job delivery.

Retention of teachers is one of the biggest issues facing employers in public schools today. The number of secondary teachers has continued to fall, despite growing numbers of pupils. According to Arikewuyo (2006), retention rates of early-career teachers have fallen considerably in recent years because of too much workload in the system. It is important to match work/life benefits to the needs of staff. This could be in the form of offering nontraditional work schedule (such as a compressed work week and load, telecommuting, and flextime) or extra holidays. When work-life balance is structured properly both the staff or teachers and the employer come out ahead. For example, the employer will experience more productivity in the work place because staff will be less stressed, healthier, and thus, more productive (Wingfield, 2009). Encouraging staff by reducing workload and by setting work/life goals, such as spending more time with their children, communicates that you really do want them to have a life outside of work and achieve a healthy work/life balance.

Staff (teachers) who workload is reduced by their employers feel responsible for the results of their work, have a sense of worth in their jobs, believe their jobs make good use of their skills, and receive recognition for their contributions (Levoy, 2007). Staff should be rewarded at a high level to motivate even higher performance by reducing their workload and the use of cash payout. These incentives have terrific motivational power, especially when given as soon as possible after the achievement. It is important for employers to say "thank you" to employees for their efforts and find rent ways to recognize them.

The amount of load an employee (teacher) has, determines the effectiveness in performance and retention. Studies carried out in Pennsylvania concluded that retention and output is higher where employees have a low workload (Atkinson, 2013). For instance, Johnstone (2013) provided a snapshot of teachers' workload in schools within four Scottish regional authorities). 570 teachers from different sectors and a variety of levels of responsibility responded. These teachers maintained a workload diary for a week and completed an Occupational Stress Indicator questionnaire. The response rate was 66% for the diary and 62% for the questionnaire. Over a typical week, teachers recorded an average of 42.5 hours of work. As expected, the main elements were teaching, preparation and marking. Meetings occupied almost as much time as paperwork in schools. 93% reported at least one occasion when they felt stressed during the survey week. Most reported between three and five such incidences. Significantly, the longer the hours worked, the more stress occasions were reported. Workload was the most frequent cause of stress; new demands for other jobs, administrative tasks and planning associated with change were also identified as stressors.

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### **Provision of Growth Opportunities for Teachers and Quality Education Delivery**

Provision of growth opportunities are situations where teachers are given chance to advance in their career. According to Charles, (2015) the main way to grow as a professional teacher is to find ways to improve their skills and applicable knowledge. London (2013) suggests that growth opportunities are series of activities designed to identify competencies required by employees to manage their career objective which should be linked with organization objective. London (2013) stated that growth opportunities aim at providing learning and development opportunities which in turn enhance teacher's engagement, motivation and job satisfaction. Huselid (2013) points out that growth opportunities build the skills of teachers to match contemporary issues at the school. Growth opportunities as a phenomenon is regarded as a concern to scholars, researchers, decision makers and human resources experts. Further, organizations in particular endeavour to manage growth opportunities issues and how they affect quality education delivery. However, growth opportunities is defined as an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees and the organization's needs (Byars & Rue, 2104). As obtained in the definition, both the employees and organization needs are factors into career development. Therefore, the concept of growth opportunities can be regarded as a platform that aids employees look beyond their present jobs and prepare for brighter future positions within organizations and sometimes outside the organizations. This process enables organizations to have adequate, required, and formidable human resources for their growth and relevance in the industry.

Essentially, employers are not be able to retain their trained and developed employees in this present competitive labour market having exposed them to various training and development opportunities, which could be detrimental to the organizational growth. Promoting growth opportunity is one of the important factors in school management which can motivate teachers to be remain in the school. Teachers feel highly motivated when they are consulted about decisions or given the enabling environment for career growth regarding their work. Unfortunately, too high a proportion of public school principals in Nigeria are high-handed and autocratic in their dealing with their teachers and unfair administrative and supervisory practices tend to undermine teacher morale (Duze, 2007). The attitude of inspectors towards teachers in supervising their work is another important work-related motivational parcel for teacher retention and quality education delivery.

Elfers, Plecki and Knapp, (2006) opined that managing teacher retention emphasizes on the strategies that result to employee retention that thoroughly inspire such cohesion, productivity and level of staff commitment to duty. Easley (2006) described five philosophies of retention management that could enhance personnel satisfaction, commitment and output. According to him, staff require to feel they are valued and trusted. Employers (proprietors) should also understand that when they partake in the growth and development plans of their employees (teachers), this may encourage such employees to remain in the organization because such could be interpreted to mean that the organization cares about employee welfare (Bamisaye, 1998; Baike, 2002; Long, Perumal & Ajagbe, 2012). Majority of employees desire to stay longer on the job and to feel more knowledgeable and more answerable, at any stage on the job. Abakpa and Agbo-Egwu (2008) highlight that a serious organization would motivate its staff constantly emphasizing on performance and results. The employer supports the staff in areas of their competence, other skills they deserve to acquire and avenues to acquire such skills. In view

of this, the employees obtain more knowledge as they move up the ladder on the job and take up more accountability and responsibility (Azuka, 2003; Anderson & Olson, 2005). The authors conclude that attitude also inspires innovation and creativity among organizational personnel.

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015), in its 19<sup>th</sup> policy paper noted that policies should be implemented to ensure teachers have sufficient qualification and training to ensure growth opportunities in order to take up leadership roles in school. Countries without severe shortages of total teachers may still have shortages of trained teachers. Education quality can be jeopardized by hiring untrained teachers if they lack qualifications, preparation, motivation, appropriate working conditions and ongoing professional development. Acute teacher shortages may prompt non-governmental school owners to recruit contract teachers, especially when pressed by the government of the state regarding shortages of teachers in their schools. But quality should not be compromised, even when recognizing the benefits that contract teaching offers, such as flexibility and local responsiveness.

Professional development should be provided to public school teachers to benefit from the same career path, professional programmes, promotion opportunities and professional status as their counterpart in private schools. All teachers should receive adequate training with a good balance between theory and practice. Teachers should also be prepared to help learners with diverse learning needs and backgrounds, to impart reading skills to children in early grades, and to teach in a language that children understand. Continuous professional development is essential for all teachers to adapt to new skills (UNESCO, 2015).

An organization (school) should provide workshops, software, or other tools to help employees or staff increase their understanding of themselves and what they want from their careers and enhance their goal-setting efforts (Branham, 2005). It's important to provide staff with adequate job challenges that will expand their knowledge in their field (Levoy, 2007). According to Right Management, staffs are more likely to stay engaged in their jobs and committed to an organization that makes investment in them and their career development.

## Methodology

The study adopted the descriptive survey design. The population of this study comprised of 9,053 academic staff (295 principals and 8,463 teachers) in 295 public senior secondary schools in Enugu State. (Source: Post Primary Schools Management Board, 2021). The sample size for this study was 905 respondents representing 10% of the entire population. The instrument that was used for this study is a self-structured questionnaire titled: Management of Teachers' Welfare for Quality Education Delivery Scale (MTWQEDS) used for the study. The Cronbach alpha correlation coefficient was used to determine the reliability index of 0.83 of the instrument. Mean and Standard Deviation statistics were used to answer five (5) research questions, while z-test statistics was used to test five (5) null hypotheses at 0.05 levels of significance. A criterion mean of 2.50 was used for judgment.

## Results

**Research Question 1:** To what extent does workload reduction predict quality education delivery in public senior secondary schools in Enugu State?

**Table 1: Mean ( $\bar{X}$ ) and Standard Deviation of respondents (principals and teachers) on the extent workload reduction predict quality education delivery in public senior secondary schools in Enugu State.**

SN	Items	Teachers N = 847		Principals N = 27		Mean Set $x_1x_2$ 2	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1.	Reduction of workload helps teachers to experience more productivity in the work place.	3.94	0.54	2.78	0.45	3.36	High Extent
2.	Reduction of workload brings about reduction in work stress.	3.01	0.51	2.08	0.45	2.54	Moderate Extent
3.	Reduction of workload enables teachers to have a life outside of work and healthy work life balance.	2.96	0.57	2.05	0.40	2.50	Moderate Extent
4.	Reduction of workload creates opportunities for teachers to make good use of their skills.	3.74	0.52	2.78	0.45	3.26	High Extent
5.	Educational input is influenced positively where teachers have a low teaching load.	3.16	0.54	2.06	0.38	2.61	Moderate Extent
<b>Average Mean/Standard Deviation</b>		<b>3.36</b>	<b>0.53</b>	<b>2.35</b>	<b>0.42</b>	<b>2.86</b>	<b>Moderate Extent</b>

Source: Researcher's Field Survey, 2021.

**Decision Rule:** 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 –3.19 = Moderate Extent (HE), 3.20 – 4.00 = High Extent (HE), 4.00 – 5.00 = Very High Extent (VHE)

Table 1, data showed that item 1 and 4 had a mean score between the range of 3.20 and 4.00 showing a high extent. Similarly, items 2, 3 and 5, had mean scores of between 2.50 and 3.19, showing that, for those respondents, workload reduction predict quality education delivery in public senior secondary schools in Enugu State to a moderate extent, especially in the area reduction of workload brings about reduction in work stress, enabling teachers have a life outside of work and healthy work life balance, and positive influence of educational input. In summary, with an average mean of 2.86 (which falls within the range of 2.50 to 3.19), principals and teachers agree that workload reduction predict quality education delivery in public senior secondary schools in Enugu State to a moderate extent.

**Research Question 2:** To what extent does the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State?

**Table 2: Mean ( $\bar{X}$ ) and standard deviation of respondents (principals and teachers) on the extent the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.**

SN	Items	Teachers N = 847		Principals N = 27		Mean Set $x_1x_2$ 2	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
6.	Growth opportunities equip teachers to be in innovative for classroom instruction.	3.65	0.57	3.65	0.40	3.65	High Extent
7.	Growth opportunities enhance teachers goal-setting efforts.	3.69	0.39	3.69	0.28	3.69	High Extent
8.	Growth opportunities enable teachers to gain mastering of in their field of specialization.	2.69	0.61	3.69	0.28	3.19	Moderate Extent
9.	Growth opportunities leads to job satisfaction among teachers which result in increased productivity.	2.66	0.50	3.86	0.29	3.76	High Extent
10.	Growth opportunities avail teachers the chance to become more accountable to their leaders.	3.72	0.61	3.69	0.28	3.70	High Extent
<b>Average Mean/Standard Deviation</b>		<b>3.28</b>	<b>0.54</b>	<b>3.71</b>	<b>0.30</b>	<b>3.49</b>	<b>High Extent</b>

**Source:** Researcher's Field Survey, 2021.

**Decision Rule:** 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 –3.19 = Moderate Extent (HE), 3.20 – 4.00 = High Extent (HE), 4.00 – 5.00 = Very High Extent (VHE)

Table 2, data show that item 8 had a mean score between the range of 2.50 and 3.19 showing a moderate extent. Similarly, items 6, 7, 9 and 10, had mean scores of between 3.20 and 4.00, showing that, for those respondents, the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State to a high extent, especially in the area that growth opportunities equip teachers to be in innovative for classroom instruction, enhance teachers goal-setting efforts, leads to job satisfaction among teachers which result in increased productivity, avail teachers the chance to become more accountable to their leaders. In summary, with an average mean of 3.49 (which falls within the range of 3.20 to 4.00), principals and teachers agree that the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State to a high extent.

### **Test of Hypotheses**

**H<sub>0</sub>:** There is no significant difference between the mean scores of principals and teachers on the extent to which workload reduction of teachers predict quality education delivery in public senior secondary schools in Enugu State.

**Table 3: z-test analysis on the difference between the mean scores of principals and teachers on the extent to which workload reduction of teachers predict quality education delivery in public senior secondary schools in Enugu State**

Population	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Teachers	847	3.36	0.53	872	12.24	$\pm 1.96$	Significant Reject $H_{01}$
Principals	27	2.35	0.42				(z-cal. > z-crit.)

Table 3 showed that teachers have mean and standard deviation scores of 3.36 and 0.53, while principals have mean and standard deviation scores of 2.35 and 0.42 respectively. With a level of flexibility (degree of freedom) of 872 at an alpha noteworthy level of 0.05; the figured z estimation of -12.24 is higher than the z-critical of -1.96. Along these lines the null hypothesis is rejected. By implication, there is a significant difference between mean scores of principals and teachers on the extent to which workload reduction of teachers predict quality education delivery in public senior secondary schools in Enugu State.

**H<sub>02</sub>:** There is no significant difference between the mean scores of principals and teachers on the extent to which the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.

**Table 4: z-test analysis on the difference between the mean scores of principals and teachers on the extent to which the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.**

Population	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Teachers	847	3.28	0.54	872	-7.17	$\pm 1.96$	Significant Reject $H_{02}$
Principals	27	3.71	0.30				(z-cal. > z-crit.)

Table 4 indicated that teachers have mean and standard deviation scores of 3.28 and 0.54, while principals have mean and standard deviation scores of 3.71 and 0.30 respectively. With a level of flexibility (degree of freedom) of 872 at an alpha noteworthy level of 0.05; the figured z-estimation of -7.17 is higher than the z-critical of 1.96. Along these lines the null hypothesis is rejected. By implication, there is a significant difference between the mean scores of principals and teachers on the extent to which the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.

## Discussion of Findings

### *Management of Workload Reduction and Quality Education Delivery*

The first finding of this study revealed that workload reduction predict quality education delivery in public senior secondary schools in Enugu State to a moderate extent. This implies that welfare package like reduction of workload for teachers in schools in Enugu to some extent help to motivate them in the discharge of their duties to promote quality education delivery. This finding is in line with Wakefield (2016) who is in his work stated that role under load is a condition in which employees have too little work to do or too little variety in their work. Role under load he further emphasized can lead to passivity, low self-esteem, increased frequency of nervous symptoms and complaint, lack of interest in social activity and work performance output. Lagat et al. (2014) conducted a research aimed at determining the relationship between workload and leadership effectiveness. The result however, showed that workload has a significant influence on leadership effectiveness.

In another study conducted by Fadipe (2019) to assess the influence of workload on quality of education delivery found out that staff with excess workload gave in so much of their time to meet up with deadline at the expense of their leisure and this according to Denga (2016) attract psychosomatic debilities. Once a worker has over indulged in occupational pursuit, he suffers from occupational stress which can lead to decline in his job performance. However, Levoy (2007) reported that staff (teachers) who workload is reduced by their employers feel responsible for the results of their work, have a sense of worth in their jobs, believe their jobs make good use of their skills, and receive recognition for their contributions. Therefore, staff should be rewarded at a high level to motivate even higher performance by reducing their workload and the use of cash payout. The amount of load an employee (teacher) has, determines the effectiveness in performance and retention. Studies carried out in Pennsylvania concluded that retention and output is higher where employees have a low workload (Atkinson, 2013). Hence, there is significant difference between mean scores of principals and teachers on the extent to which workload reduction predict quality education delivery in public senior secondary schools in Enugu State.

### *Management of Growth Opportunities and Quality Education Delivery*

The second finding of the study revealed that the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State to a high extent. This suggests that the welfare package of growth opportunities made available for teachers in schools in Enugu to a reasonable extent contribute to promote quality education delivery. This finding is in consonance with Duze (2007) who reported that



teachers feel highly motivated when they are consulted about decisions or given the enabling environment for career growth regarding their work. Although, too high a proportion of public school principals in Nigeria are high-handed and autocratic in their dealing with their teachers and unfair with administrative and supervisory practices which tend to undermine teacher morale (Duze, 2007). The attitude of inspectors towards teachers' growth is an important work-related motivational welfare package for teacher retention and quality education delivery.

Elfers, Plecki and Knapp (2006) opine that proper management of teacher growth opportunities strengthens employee's retention which thoroughly inspire cohesion, productivity and level of staff commitment to duty. Employers should also understand that when they partake in the growth and development plans of their employees (teachers), it encourage the employees to be committed and productive in the organization because such could be interpreted to mean that the organization cares about employee welfare (Bamisaye, 1998; Baike, 2002; Long, Perumal & Ajagbe, 2012). Majority of employees desire to contribute a lot on their job and to feel more knowledgeable and more answerable, at any stage on the job when they are provided with avenue to develop themselves. Abakpa and Agbo-Egwu (2008) highlight that a serious organization would motivate its staff constantly emphasizing on performance and results. The employer supports the staff in areas of their competence, other skills they deserve to acquire and avenues to acquire such skills. In view of this, the employees obtain more knowledge as the move up the ladder on the job and take up more accountability and responsibility (Azuka, 2003; Anderson & Olson, 2005). The authors conclude that attitude also inspires innovation and creativity among organizational personnel. Thus, there is a significant difference between the mean scores of principals and teachers on the extent to which the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.

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## Summary of Findings

The findings of this study are summarized as shown below:

1. Workload reduction predict quality education delivery in public senior secondary schools in Enugu State to a moderate extent. Also, there is significant difference between mean scores of principals and teachers on the extent to which workload reduction predict quality education delivery in public senior secondary schools in Enugu State
2. The provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State to a high extent. Similarly, there is a significant difference between the mean scores of principals and teachers on the extent to which the provision of growth opportunities for teachers predict quality education delivery in public senior secondary schools in Enugu State.

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## Conclusion

Based on the findings, the study concludes that the provision of growth opportunities as teachers welfare package predict quality education delivery in public senior secondary schools in Enugu State to a high extent. This does not tell well on the welfare of the teachers in the state and will definitely have a negative implication on the quality of education delivery in public senior secondary schools in Enugu State if proper action is not taken. Therefore, the following below are recommended in order to address the above situation.

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## Recommendations

Based on the findings and conclusion of the study, the following are hereby recommended:

1. Principals should ensure that teachers' workload is not much in such a way that they can work effectively without undue stress for promotion of quality educational delivery.
2. Nigeria Union of Teachers (NUT) in collaboration with Ministry of Education should organize seminars/workshops and conferences for teachers to avail them with growth opportunities to develop themselves in the teaching profession for quality education delivery.

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