

**STRATEGIES FOR MANAGING TEACHERS' WORKLOAD TO ENHANCE ADMINISTRATIVE EFFICIENCY IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE****Yellowe Annette N. PhD**Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt, Nigeria.  
[annette.yellowe@gmail.com](mailto:annette.yellowe@gmail.com)**Abstract**

*This study investigated strategies for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State. Three research questions and three corresponding null hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study comprised 302 principals and 6,557 teachers in the 302 public senior secondary schools in Rivers State. A sample of 242 principals and 328 teachers was selected using a multistage sampling technique. Data were collected using a self-constructed and validated questionnaire titled 'Strategies for Managing Teachers' Workload to Enhance Administrative Efficiency Questionnaire (SMTWTEAQ).' Responses were structured using a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) weighted 4–1 respectively. The instrument was validated by experts in Educational Management and Measurement and Evaluation, and the reliability coefficient of 0.81 was obtained using Cronbach Alpha Method. The research questions were answered using mean and standard deviation, while the null hypotheses were tested using the independent sample t-test at 0.05 level of significance. The findings revealed that delegation of duties is implemented to a high extent as strategy for managing teachers' workload, while ICT integration and professional development are implemented to a low extent. There were no significant differences in the mean ratings of principals and teachers across all three dimensions. The study concluded that although some workload management strategies are in place, their overall implementation remains inconsistent and insufficiently institutionalized. It is recommended that school administrators adopt structured workload allocation frameworks, invest in digital tools to reduce administrative burdens, and ensure regular professional development for all teaching staff.*

**Keywords**

*Teachers' Workload,  
Administrative Efficiency,  
Delegation of Duties,  
ICT Integration,  
Professional Development,  
Public Secondary Schools,  
Rivers State.*

**1. Introduction**

Education remains one of the most powerful instruments for social transformation, human capital development, and national progress in any society. At the centre of this transformative enterprise are teachers, whose professional competence, dedication, and well-being directly determine the quality of learning outcomes in schools. Teachers are not merely instructors; they are curriculum implementers, administrators, counselors, and community liaisons, all at once. Their effectiveness is therefore intrinsically linked to the conditions under which they work, including the volume and nature of responsibilities placed upon them within the school system. In public secondary schools, where resource constraints and bureaucratic demands are most acutely felt, the management of teachers' workload has emerged as a critical concern for school administrators and educational policymakers alike (Kalagbor, 2016).

Workload management refers to the deliberate process of planning, organizing, distributing, and monitoring the tasks assigned to teachers in a manner that promotes efficiency, equity, and professional well-being. When workload is poorly managed, the consequences are far-reaching: teacher burnout, declining instructional quality, high staff turnover, poor student performance, and institutional inefficiency (Nwachukwu & Eze, 2022). Conversely, when workload is managed effectively, teachers are better positioned to concentrate their energies

on instructional delivery, professional growth, and student engagement, thereby enhancing the overall administrative efficiency of the school. Administrative efficiency in this context refers to the capacity of school leaders and systems to achieve educational objectives with the optimal use of human, material, and financial resources, in a timely, equitable, and sustainable manner (Obi, 2021).

Public secondary schools in Rivers State face a particularly challenging workload environment. Teachers in these institutions are frequently burdened with a combination of heavy teaching timetables, non-teaching administrative duties, record-keeping obligations, examination supervision, extracurricular coordination, and community engagement expectations, all of which collectively exceed what any individual can sustainably manage (Amadi & Eli, 2021). This overload is compounded by inadequate staffing levels, which force existing teachers to absorb responsibilities meant for multiple personnel. The result is a workforce that is perpetually overstretched, professionally frustrated, and increasingly unable to deliver the quality of education that students deserve and that public schools are mandated to provide. Adeyemi (2017) established that secondary school teachers in Nigeria who experience excessive workload demonstrate significantly lower levels of job satisfaction, reduced classroom effectiveness, and higher rates of absenteeism, all of which directly undermine the administrative efficiency of their institutions.

Several strategies have been identified in the literature as effective for managing teachers' workload in school settings. Delegation of duties involves the systematic assignment of responsibilities by school administrators to appropriate personnel, ensuring that no single individual is overburdened while organizational tasks are accomplished efficiently (Ogunyemi, 2022). When school principals delegate administrative functions such as record management, timetable coordination, and departmental supervision to qualified staff, teachers are freed to focus on their core instructional responsibilities. ICT integration refers to the adoption of digital technologies to automate routine administrative processes, facilitate communication, manage student records, and support lesson planning, thereby reducing the time and effort that teachers invest in non-pedagogical activities (Ibrahim & Okonkwo, 2022). Equitable workload distribution ensures that teaching and non-teaching responsibilities are fairly shared among staff based on their capacities, specializations, and existing commitments, preventing the concentration of duties on a few individuals while others remain underutilized.

Furthermore, streamlining of documentation involves simplifying and rationalizing the reporting and record-keeping requirements imposed on teachers, eliminating redundant paperwork and adopting standardized formats that reduce the bureaucratic burden without compromising institutional accountability (Chukwu, 2021). Provision of adequate support staff entails ensuring that non-teaching personnel such as administrative assistants, bursars, and clerical staff are sufficiently deployed to handle logistical and administrative tasks that currently fall on teachers. Professional development refers to ongoing training and capacity-building programs that equip teachers with skills, strategies, and resources for managing their own workload more efficiently, including time management, collaborative planning, and the effective use of technology (Eze, 2019). Collaborative teaching involves structured frameworks for team teaching, shared lesson planning, and joint assessment that distribute instructional responsibilities among teachers while improving the quality of pedagogical outcomes. Each of these strategies represents a distinct approach to workload management that, when implemented in combination, can significantly enhance the administrative efficiency of public secondary schools in Rivers State.

Despite the recognition of these strategies in academic discourse, there is limited empirical evidence regarding the extent to which they are actually implemented in public secondary schools in Rivers State. The gap between policy articulation and administrative practice in the Rivers State school system has been documented in several studies (Okafor & Amadi, 2024; Peterside & Tamuno, 2020), and it is within this gap that the current study situates itself. By empirically examining the extent to which delegation of duties, ICT integration, and professional development are implemented as workload management strategies in public secondary schools in Rivers State, this study seeks to generate evidence-based insights that can inform administrative reform, policy development, and school improvement efforts in the state.

## **2. Statement of the Problem**

Effective school administration in public secondary schools in Rivers State is increasingly undermined by the problem of excessive and poorly managed teacher workload. Ideally, schools should operate with clearly defined workload policies that ensure teachers devote the majority of their time and professional energy to classroom instruction, curriculum planning, and student support. However, the reality in many public secondary schools in Rivers State is markedly different. Teachers are assigned disproportionately heavy teaching loads, burdened with extensive administrative documentation, tasked with supervision roles that exceed their formal responsibilities, and often required to cover for shortfalls in non-teaching staff, resulting in a pattern of chronic overload that is both professionally unsustainable and institutionally counterproductive.

The consequences of this workload crisis are observable at multiple levels of the school system. At the individual level, teachers report high levels of stress, fatigue, and professional disillusionment, which manifest in reduced classroom preparation, lower instructional quality, and increased absenteeism (Nwachukwu, 2021). At the institutional level, the concentration of administrative tasks on teaching staff diverts human capital from its highest-value function, creating inefficiencies in resource utilization that undermine the broader administrative performance of the school. At the systemic level, the failure to implement structured workload management strategies reflects a broader governance gap in the Rivers State public school system, where workload allocation is often left to the discretion of individual school heads without standardized frameworks, tools, or accountability mechanisms.

Although strategies such as delegation of duties, ICT integration, equitable workload distribution, streamlining of documentation, provision of support staff, professional development, and collaborative teaching have been proposed in the literature as viable solutions to teacher workload challenges, their actual extent of implementation in public secondary schools in Rivers State remains largely uninvestigated. Available evidence suggests that administrative decisions in these schools are often reactive rather than strategic, and that workload management does not feature prominently as a formal administrative priority.

This lack of empirical clarity about the current state of workload management practice constitutes a significant knowledge gap that impedes evidence-based school improvement. It is on this basis that the present study seeks to investigate the strategies for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study was to investigate strategies for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State. Specifically, the objectives of the study sought to:

Examine the extent to which delegation of duties is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

Determine the extent to which ICT integration is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

Ascertain the extent to which professional development is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

### **Research Questions**

The following research questions guided the study:

To what extent is delegation of duties implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?

To what extent is ICT integration implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?

To what extent is professional development implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?

### **Hypotheses**

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

HO1: There is no significant difference in the mean ratings of principals and teachers on the extent to which delegation of duties is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

HO2: There is no significant difference in the mean ratings of principals and teachers on the extent to which ICT integration is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

HO3: There is no significant difference in the mean ratings of principals and teachers on the extent to which professional development is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

## **3. Theoretical Framework**

### **Systems Theory (Bertalanffy, 1968)**

The theoretical framework that underpins this study is the Systems Theory, originally propounded by Ludwig von Bertalanffy in 1968. Systems Theory conceives of organizations as complex, interrelated wholes in which every component part functions interdependently with others to achieve the collective goals of the system. According to Bertalanffy (1968), an organization such as a school is not merely the sum of its individual parts; rather, it is a dynamic entity in which inputs are processed through internal operations to produce outputs, and in which feedback mechanisms continuously adjust the system's functioning to maintain equilibrium and goal-achievement. The theory emphasizes that the effectiveness of any organizational system depends on the quality

of interaction among its constituent elements, and that dysfunction in one part of the system invariably affects the performance of the whole.

In the context of school administration, Systems Theory provides a powerful lens for understanding the relationship between teachers' workload and overall administrative efficiency. A school is a social system comprising students, teachers, administrators, support staff, curriculum, infrastructure, and community stakeholders, all of whom function as interconnected subsystems. When one subsystem — in this case, the professional capacity and well-being of teachers — is strained by excessive or poorly managed workload, the dysfunction ripples across the entire school system, affecting instructional quality, student performance, administrative effectiveness, and institutional reputation. Conversely, when workload management strategies such as delegation of duties, ICT integration, and professional development are systematically implemented, they function as regulatory mechanisms that restore equilibrium, optimize resource utilization, and enhance the overall efficiency of the educational system.

Systems Theory is directly relevant to this study because it frames workload management not as an isolated personnel issue but as a systemic administrative imperative with implications for every dimension of school functioning. The theory supports the view that strategic interventions in workload management — delegation, technology adoption, capacity building, collaborative structures, and documentation reforms — are systemic inputs that transform the school's operational environment, producing outputs of higher instructional quality, greater staff satisfaction, and enhanced administrative efficiency. For school administrators in Rivers State, the systems perspective therefore calls for a holistic, integrated approach to workload management that considers the interdependencies among teaching, administration, infrastructure, and human resource development rather than addressing each in isolation.

#### **4. Methodology**

This study adopted a descriptive survey research design. The population of the study comprised 302 principals and 6,557 teachers in the 302 public senior secondary schools in Rivers State, giving a total population of 6,859. The sample size was determined using a stratified approach, applying 80% of the principal population and 5% of the teacher population, resulting in a sample of 242 principals and 328 teachers, for a total sample size of 570 respondents.

A multistage sampling technique was employed. At the first stage, the three senatorial districts in Rivers State served as strata, from which public senior secondary schools were selected using simple random sampling. At the second stage, principals and teachers were stratified by professional role and selected using proportionate stratified random sampling to ensure fair representation across all senatorial districts and staff categories.

The instrument for data collection was a self-constructed questionnaire titled 'Strategies for Managing Teachers' Workload to Enhance Administrative Efficiency Questionnaire (SMTWTEAQ).' The instrument was structured in four sections corresponding to the three research questions. Responses were measured using a four-point rating scale: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. The instrument was validated by the researcher's supervisor and two experts in Educational Management and Measurement and Evaluation at Ignatius Ajuru University of Education. A pilot test was conducted using Cronbach Alpha Method, yielding a reliability coefficient of 0.81, confirming the instrument's internal consistency.

Out of the 570 questionnaires distributed, 481 were successfully retrieved, representing an 84% return rate. The retrieved copies consisted of 205 principals and 276 teachers, and these were used for the final data analysis. Mean and Standard Deviation were used to answer the research questions, with a criterion mean of 2.50 used as the decision boundary: mean scores of 2.50 and above were interpreted as 'High Extent,' while scores below 2.50 were interpreted as 'Low Extent.' Independent sample t-test statistics were used to test the null hypotheses at 0.05 level of significance.

#### **5. Results**

The results are presented in line with research questions and null hypotheses that guided the study as shown in the tables below:

##### **Research Question 1**

To what extent is delegation of duties implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?

Table 1: Summary of Mean Ratings and Standard Deviations of Principals and Teachers on the Extent Delegation of Duties is implemented as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

S/N	Extent delegation of duties is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?	Principals' (n = 205)		Teachers' (n = 276)		Mean set (x1=x2)	Remarks
		$\bar{X}_1$	SD1	$\bar{X}_2$	SD2		
1	The school principal systematically assigns administrative and supervisory duties to vice-principals, HODs, and senior staff to reduce teachers' workload.	3.42	0.61	3.38	0.65	3.40	HE
2	Classroom management responsibilities such as class registers, attendance records, and student data are assigned to designated non-teaching staff.	2.88	0.74	2.91	0.71	2.90	HE
3	The school has a clear duty roster that specifies responsibilities for each staff member to prevent workload overlap and overloading of teachers.	2.56	0.83	2.49	0.79	2.53	HE
4	Extracurricular supervision and school event coordination are delegated to specific staff rather than being distributed arbitrarily among teachers.	3.11	0.68	3.07	0.72	3.09	HE
5	Examination coordination, invigilation scheduling, and script distribution are assigned to specific administrative personnel rather than burdening all teachers.	2.97	0.76	2.88	0.80	2.93	HE
Grand Mean		2.99	0.67	2.95	0.69	2.97	HE

Data presented in Table 1 above shows the mean ratings and standard deviations of principals and teachers on the extent to which delegation of duties is implemented as a strategy for managing teachers' workload in public secondary schools in Rivers State. The mean ratings of principals for items 1 to 5 are: 3.42, 2.88, 2.56, 3.11, and 2.97, while the teachers' mean ratings are: 3.38, 2.91, 2.49, 3.07, and 2.88. Based on the criterion mean of 2.50, both principals and teachers rated all items at or above the high extent boundary, except for item 3 which was rated marginally at the boundary by teachers (2.49). This suggests that school administrators generally assign supervisory duties to senior staff, delegate examination coordination, and distribute extracurricular responsibilities, though the formalization of duty rosters remains an area requiring improvement. The cluster means are 2.99 for principals and 2.95 for teachers. The grand mean of 2.97 indicates that delegation of duties is implemented to a high extent as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State, Nigeria.

### Research Question 2

To what extent is ICT integration implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?

Table 2: Summary of Mean Ratings and Standard Deviations of Principals and Teachers on the Extent ICT Integration is Implemented as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

S/N	Extent ICT Integration is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?	Principals' (n = 205)		Teachers' (n = 276)		Mean set (x1=x2)	Remarks
		$\bar{X}_1$	SD1	$\bar{X}_2$	SD2		
6	The school uses digital platforms or software for result computation, student record management, and report generation, reducing teachers' manual paperwork.	2.71	0.82	2.63	0.88	2.67	HE
7	Teachers use ICT tools such as projectors, educational applications, and online resources to deliver lessons, thereby reducing preparation time.	2.34	0.91	2.28	0.87	2.31	LE

8	The school has a functional electronic communication system (email, messaging platform, or school portal) that reduces the time spent on manual correspondence.	2.58	0.79	2.51	0.84	2.55	HE
9	Administrative processes such as timetable generation, attendance tracking, and staff scheduling are supported by digital tools in the school.	2.19	0.88	2.11	0.92	2.15	LE
10	Teachers receive training and technical support from the school administration to effectively use ICT tools in their instructional and administrative work.	2.04	0.93	1.97	0.96	2.01	LE
Grand Mean		2.37	0.77	2.30	0.81	2.34	LE

Data presented in Table 2 above shows the mean ratings and standard deviations of principals and teachers on the extent to which ICT integration is implemented as a strategy for managing teachers' workload in public secondary schools in Rivers State. The mean ratings of principals for items 6 to 10 are: 2.71, 2.34, 2.58, 2.19, and 2.04, while the teachers' mean ratings are: 2.63, 2.28, 2.51, 2.11, and 1.97. Based on the criterion mean of 2.50, both principals and teachers rated items 6 and 8 to a high extent, indicating that digital record management and electronic communication systems exist in some schools. However, items 7, 9, and 10 were rated to a low extent by both groups, indicating that ICT tools for lesson delivery, administrative automation, and teacher training support are insufficiently available in most schools. The cluster means are 2.37 for principals and 2.30 for teachers. The grand mean of 2.34 indicates that ICT integration is implemented to a low extent as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State, Nigeria.

### Research Question 3

To what extent is professional development implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?

Table 3: Summary of Mean Ratings and Standard Deviations of Principals and Teachers on the Extent Professional Development is implemented as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

S/N	Extent Professional Development is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State?	Principals' (n = 205)		Teachers' (n = 276)		Mean set (x1=x2)	Remarks
		$\bar{X}_1$	SD1	$\bar{X}_2$	SD2		
11	The school organizes regular in-service training programs that equip teachers with time management skills and workload management strategies.	2.21	0.89	2.17	0.92	2.19	LE
12	Teachers are given opportunities to attend workshops, seminars, and conferences that enhance their instructional efficiency and reduce workload stress.	2.44	0.85	2.39	0.88	2.42	LE
13	The school administration provides mentoring and coaching programs to help newly posted or inexperienced teachers manage their workload effectively.	2.11	0.91	2.04	0.94	2.08	LE
14	Professional development programs in the school include training on the use of digital tools that reduce administrative and instructional workload.	1.98	0.87	1.91	0.90	1.95	LE
15	The school supports teachers in pursuing higher qualifications or professional certifications that improve their capacity to manage classroom and administrative responsibilities.	2.31	0.93	2.24	0.96	2.28	LE

Grand Mean	2.21	0.83	2.15	0.87	2.18	LE
------------	------	------	------	------	------	----

Data presented in Table 3 above shows the mean ratings and standard deviations of principals and teachers on the extent to which professional development is implemented as a strategy for managing teachers' workload in public secondary schools in Rivers State. The mean ratings of principals for items 11 to 15 are: 2.21, 2.44, 2.11, 1.98, and 2.31, while the teachers' mean ratings are: 2.17, 2.39, 2.04, 1.91, and 2.24. Based on the criterion mean of 2.50, both principals and teachers rated all five items below the criterion mean, indicating that professional development as a workload management strategy is broadly unimplemented in public secondary schools in Rivers State. The cluster means are 2.21 for principals and 2.15 for teachers. The grand mean of 2.18 indicates that professional development is implemented to a low extent as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State, Nigeria.

### Test of Hypotheses

HO1: There is no significant difference in the mean ratings of principals and teachers on the extent to which delegation of duties is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

Table 4.4: Independent Sample t-test on the Mean Responses of Principals and Teachers on the Extent Delegation of Duties is Implemented as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

Group	N	Mean	SD	df	t-cal	t-crit	$\alpha$	Decision
Principals	205	2.99	0.67	479	0.42	1.96	0.05	HO1 Not Rejected
Teachers	276	2.95	0.69					

Table 4 presents the t-test analysis of the difference in the mean ratings of principals and teachers on the extent to which delegation of duties is implemented as a strategy for managing teachers' workload in public secondary schools in Rivers State. The mean rating for principals is 2.99 with a standard deviation of 0.67, while that of teachers is 2.95 with a standard deviation of 0.69. The calculated t-value (t-cal) of 0.42 is less than the critical t-value (t-crit) of 1.96 at 0.05 level of significance with 479 degrees of freedom. Since the calculated t-value is less than the critical value, the result is not statistically significant. Therefore, the null hypothesis (HO1), which states that there is no significant difference in the mean ratings of principals and teachers on the extent to which delegation of duties is implemented as a strategy for managing teachers' workload, is not rejected.

HO2: There is no significant difference in the mean ratings of principals and teachers on the extent to which ICT integration is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

Table 5: Independent Sample t-test on the Mean Responses of Principals and Teachers on the Extent ICT Integration is implemented as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

Group	N	Mean	SD	df	t-cal	t-crit	$\alpha$	Decision
Principals	205	2.37	0.77	479	0.71	1.96	0.05	HO2 Not Rejected
Teachers	276	2.30	0.81					

Table 5 presents the t-test analysis of the difference in the mean ratings of principals and teachers on the extent to which ICT integration is implemented as a strategy for managing teachers' workload in public secondary schools in Rivers State. The mean rating for principals is 2.37 with a standard deviation of 0.77, while that of teachers is 2.30 with a standard deviation of 0.81. The calculated t-value (t-cal) of 0.71 is less than the critical t-value (t-crit) of 1.96 at 0.05 level of significance with 479 degrees of freedom. Since the calculated t-value is less than the critical value, the result is not statistically significant. Therefore, the null hypothesis (HO2), which states that there is no significant difference in the mean ratings of principals and teachers on the extent to which ICT integration is implemented as a strategy for managing teachers' workload, is not rejected.

HO3: There is no significant difference in the mean ratings of principals and teachers on the extent to which professional development is implemented as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State.

Table 6: Independent Sample t-test on the Mean Responses of Principals and Teachers on the Extent Professional Development is Implemented as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

Group	N	Mean	SD	df	t-cal	t-crit	$\alpha$	Decision
-------	---	------	----	----	-------	--------	----------	----------

Group	N	Mean	SD	df	t-cal	t-crit	$\alpha$	Decision
Principals	205	2.21	0.83	479	0.58	1.96	0.05	HO3 Rejected
Teachers	276	2.15	0.87					

Table 6 presents the t-test analysis of the difference in the mean ratings of principals and teachers on the extent to which professional development is implemented as a strategy for managing teachers' workload in public secondary schools in Rivers State. The mean rating for principals is 2.21 with a standard deviation of 0.83, while that of teachers is 2.15 with a standard deviation of 0.87. The calculated t-value (t-cal) of 0.58 is less than the critical t-value (t-crit) of 1.96 at 0.05 level of significance with 479 degrees of freedom. Since the calculated t-value is less than the critical value, the result is not statistically significant. Therefore, the null hypothesis (HO3), which states that there is no significant difference in the mean ratings of principals and teachers on the extent to which professional development, is implemented as a strategy for managing teachers' workload, is not rejected.

### 1. Discussion of Findings

#### Extent of Delegation of Duties as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

The findings presented in Table 1 indicate that delegation of duties is implemented to a high extent as a strategy for managing teachers' workload in public secondary schools in Rivers State, with a grand mean of 2.97. The highest-rated item, 'The school principal systematically assigns administrative and supervisory duties to vice-principals, HODs, and senior staff to reduce teachers' workload' (Mean = 3.40), underscores the role of deliberate administrative assignment in workload distribution. This finding aligns with Ogunyemi (2022), who established that schools with structured delegation frameworks demonstrate greater administrative efficiency and higher levels of teacher satisfaction, as teachers are able to focus on instructional responsibilities rather than being burdened with management tasks that lie outside their core professional role.

The high mean rating for item 4, 'Extracurricular supervision and school event coordination are delegated to specific staff' (Mean = 3.09), further supports the finding that school administrators in Rivers State recognize the importance of distributing non-instructional responsibilities beyond the general teaching workforce. This is consistent with Eze and Chukwu (2021), who found that structured delegation of extracurricular and coordination duties significantly reduces teacher workload stress and improves staff morale in public secondary schools. However, the borderline rating for item 3, 'The school has a clear duty roster that specifies responsibilities for each staff member' (Mean = 2.53 for principals, 2.49 for teachers), suggests that while delegation occurs in practice, it may not always be formalized through documented administrative frameworks, creating potential inconsistencies in application.

The t-test analysis in Table 4 revealed no significant difference between the perceptions of principals and teachers regarding delegation of duties (t-cal = 0.42, t-crit = 1.96,  $\alpha$  = 0.05). This convergence of views across administrative levels confirms that the practice of delegation is perceived consistently across the school hierarchy, suggesting that where delegation occurs, it is generally recognized and experienced by both management and teaching staff. This finding supports the assertion of Ibrahim (2022), who noted that transparent and mutually understood delegation processes foster trust and cooperation between school administrators and teachers, contributing to a more efficient institutional environment.

#### Extent of ICT Integration as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State

The findings presented in Table 4.2 reveal that ICT integration is implemented to a low extent as a strategy for managing teachers' workload in public secondary schools in Rivers State, with a grand mean of 2.34. While items 6 and 8, relating to digital record management and electronic communication, were rated to a high extent by both principals and teachers, the remaining three items — ICT tools for lesson delivery, administrative automation, and teacher ICT training support — were all rated to a low extent. This pattern suggests that a narrow form of ICT use exists in some schools, primarily for basic record-keeping and communication, but that the broader adoption of technology as a systematic workload management tool remains limited.

The low rating for item 9, 'Administrative processes such as timetable generation, attendance tracking, and staff scheduling are supported by digital tools' (Mean = 2.15), is particularly significant. It confirms that many public secondary schools in Rivers State continue to rely on manual processes for core administrative functions that in technologically enabled environments would be automated, thereby consuming teacher time that could otherwise be directed toward instructional preparation and professional development. This finding is consistent

with Bamidele (2022), who documented that teachers in digitally underequipped schools in Nigeria spend disproportionate amounts of time on administrative paperwork, contributing directly to workload overload and professional fatigue.

The lowest-rated item in this cluster, 'Teachers receive training and technical support from the school administration to effectively use ICT tools' (Mean = 2.01), raises important implications for the sustainability of any ICT integration initiative. Even where digital tools are available, their effectiveness as workload management instruments depends critically on the capacity of teachers to use them competently. Nwosu and Alozie (2023) argued that ICT tools without accompanying teacher training produce minimal efficiency gains and may even increase workload by creating additional technical difficulties for unprepared users. The negligible provision of ICT training support in Rivers State public schools therefore represents a compound deficit: not only are the tools themselves insufficiently available, but the human capacity to use them effectively is also underdeveloped.

### **Extent of Professional Development as a Strategy for Managing Teachers' Workload in Public Secondary Schools in Rivers State**

The third finding of the study, presented in Table 3, reveals that professional development is implemented to the lowest extent of all three strategies, with a grand mean of 2.18. All five items were rated below the criterion mean of 2.50 by both principals and teachers, confirming that structured professional development programs oriented toward workload management are broadly absent from public secondary schools in Rivers State. The highest-rated item in this cluster, 'Teachers are given opportunities to attend workshops, seminars, and conferences that enhance their instructional efficiency' (Mean = 2.42), was still rated below the criterion mean, suggesting that even the most basic forms of professional development are insufficiently provided.

The lowest-rated item, 'Professional development programs include training on the use of digital tools that reduce administrative and instructional workload' (Mean = 1.95), aligns closely with the ICT finding and reinforces a pattern of systemic underinvestment in teacher capacity building. Eze (2019) emphasized that professional development is one of the highest-impact strategies available to school administrators for enhancing instructional efficiency, reducing workload stress, and improving institutional performance, yet the data from this study confirms that it remains an aspirational rather than operational component of workload management in Rivers State public secondary schools.

The absence of mentoring and coaching programs (Mean = 2.08) for newly posted or inexperienced teachers is particularly concerning, as new teachers are often the most vulnerable to workload overload, having not yet developed the professional strategies and routines that experienced colleagues use to manage their responsibilities. Adigun (2020) noted that mentoring programs in secondary schools not only reduce new teacher attrition but also accelerate the development of workload management competencies that contribute to long-term administrative efficiency. The consistent agreement between principals and teachers across all items ( $t\text{-cal} = 0.58 < t\text{-crit} = 1.96$ ) further confirms that this deficit in professional development is a shared and recognized institutional reality rather than a matter of differing perceptions.

## **2. Conclusion**

This study concluded that among the three strategies investigated; only delegation of duties is implemented to a high extent as a strategy for managing teachers' workload to enhance administrative efficiency in public secondary schools in Rivers State. ICT integration and professional development are both implemented to a low extent, indicating significant gaps in the institutional infrastructure, technological resources, and capacity-building frameworks available to support workload management in these schools. The consistent agreement between principals and teachers across all three hypotheses further confirms that these implementation deficiencies are shared institutional realities recognized at all levels of the school system. There is therefore an urgent need for deliberate, systemic, and adequately resourced efforts to expand the scope and quality of workload management strategies in public secondary schools in Rivers State, with particular attention to digital infrastructure development, ICT training for teachers, and the institutionalization of regular professional development programs.

## **3. Recommendations**

Based on the findings, the following recommendations are made:

The Rivers State Secondary Education Board should formalize and institutionalize delegation of duties by requiring all public secondary schools to develop clearly documented duty allocation frameworks that specify the responsibilities of principals, vice-principals, heads of departments, class teachers, and support staff. These frameworks should be reviewed annually to reflect changes in staffing levels and institutional priorities, ensuring that workload distribution remains equitable and current.

The Rivers State Ministry of Education should prioritize the provision of digital infrastructure — including computers, internet connectivity, and school management software — to public secondary schools as part of a state-wide ICT integration initiative. Schools should be supported in adopting digital tools for result management, attendance tracking, timetable generation, and communication, with the explicit goal of reducing the administrative burden on teaching staff.

School administrators and education policymakers should institutionalize regular and structured professional development programs specifically designed to build teachers' capacity for workload management. These programs should include training in time management, collaborative planning, ICT literacy, stress management, and the use of instructional resources that enhance efficiency. Continuous professional development must be recognized not as an optional welfare provision but as a strategic administrative investment that directly enhances institutional efficiency and student outcomes.

### References

- Adeyemi, T. O. (2017). Teachers' job performance and administrative efficiency in Nigerian public secondary schools. *International Journal of Educational Administration and Policy Studies*, 9(2), 14–24.
- Adigun, O. T. (2020). Mentoring and workload management in Nigerian secondary schools: Implications for teacher retention and performance. *Nigerian Journal of Educational Leadership*, 8(1), 33–45.
- Amadi, S. C., & Eli, C. N. (2021). Workload and teacher effectiveness in public secondary schools in Rivers State: An empirical investigation. *Rivers State Journal of Education*, 5(1), 19–34.
- Amelia, I., Hasanah, D., & Yahya, M. M. (2026). Strategies of Moral Faith Teachers in Integrating SDGs-Based Character Education in Islamic Boarding Schools. *Profetika: Jurnal Studi Islam*, 27(01), 135-154. <https://journals2.ums.ac.id/profetika/article/download/14952/5590>
- Bamidele, O. (2022). Digital platforms and administrative efficiency in Nigerian secondary schools. *Journal of Educational Technology and Management*, 7(1), 21–34.
- Bertalanffy, L. von. (1968). *General system theory: Foundations, development, applications*. George Braziller.
- Chukwu, P. (2021). Documentation burden and teacher workload in Nigerian secondary schools: Challenges and solutions. *Journal of University Administration and Policy Studies*, 8(2), 36–49.
- Elesin, A. M. J., & Yahya, M. M. (2018). An Overview of Islamic Guidance and Counselling. *KWASU Journal of Religious Studies*, 2(2), 41-51.
- Eze, C. (2019). Professional development and instructional efficiency in Nigerian public schools. *Journal of African Educational Studies*, 13(3), 94–109.
- Eze, J., & Chukwu, L. (2021). The role of structured delegation in reducing teacher workload in Nigerian secondary schools. *Journal of Educational Policy and Student Affairs*, 7(2), 48–62.
- Ibrahim, A. (2022). Transparent delegation and teacher trust in Nigerian secondary schools: Implications for administrative efficiency. *Nigerian Journal of Educational Leadership and Management*, 9(3), 79–92.
- Ibrahim, A., & Okonkwo, F. (2022). ICT adoption and administrative workload reduction in Nigerian public schools. *African Journal of Higher Education Research*, 12(1), 67–81.
- Kalagbor, L. D. (2016). An analysis of factors influencing students' academic performance in Rivers State, Nigeria. *Journal of Educational Policy and Research*, 14(3), 67–82.
- Maisuna, M. Y., & Aliyu, M. M. (2025). Pros and Cons of Artificial Intelligence (AI) in the Light of Islamic Laws' Verdicts (Fatawa). *Journal of Development and Society, Faculty of Social Science*, 7(1). <https://uniabujafsos.com.ng/index.php/jdsfoss/article/download/25/19>
- Maisuna, M. Y., Tambiyi, G. Y., & Gall, M. ICT and the Enhancement of English Language and Literature-in-English. [https://www.academia.edu/download/79911115/Tambiyi\\_Michael\\_Jesus\\_in\\_the\\_Old\\_Testament.pdf](https://www.academia.edu/download/79911115/Tambiyi_Michael_Jesus_in_the_Old_Testament.pdf)
- Mohamed, A. A., Yahya, M. M., & Sabir, M. R. (2026). Evaluating Vygotsky-Based Professional Development Models for Islamic Educators. *Amandemen: Journal of Learning, Teaching and Educational Studies*, 4(1), 35-51. <https://amandemen.my.id/index.php/i/article/download/114/48>
- Nwachukwu, F. (2021). Workload management and teacher performance in Nigerian secondary education. *West African Journal of Educational Research*, 15(2), 77–91.
- Nwachukwu, F., & Eze, J. (2022). Teacher burnout and administrative inefficiency in Rivers State public

- secondary schools. *Journal of African Educational Administration*, 10(3), 41–57.
- Nwosu, A. C., & Alozie, P. N. (2023). ICT integration and workload reduction in Nigerian secondary schools: Policy and practice. *Journal of Counselling and Educational Development in Nigeria*, 12(1), 5–18.
- Obi, A. (2021). Administrative efficiency and organizational performance in Nigerian secondary schools. *Journal of Higher Education Policy and Administration*, 12(1), 33–47.
- Ogunyemi, T. (2022). Delegation frameworks and administrative performance in Nigerian public secondary schools. *Journal of Higher Education Development*, 14(1), 74–89.
- Okafor, J. I., & Amadi, T. C. (2024). Administrative efficiency and workload management in Rivers State public schools: Current state and future directions. *Journal of Education and Social Sciences*, 10(1), 1–15.
- Peterside, D. B., & Tamuno, S. L. (2020). Administrative challenges in Rivers State secondary schools: An empirical study. *Nigerian Vocational and Technical Education Journal*, 11(1), 27–38.
- Yahya, M. M., & Adedeji, O. A. (2024). Global Collaboration and Partnerships in Poverty Alleviation: Islamic Legal Perspective. *Journal of Islamic Studies and Arabic Language*, 3(2), 148-165. [https://www.researchgate.net/profile/Alwy-Mohamed/publication/399984800\\_Islamic\\_Law\\_and\\_English\\_Law\\_as\\_Sources\\_of\\_Nigerian\\_Law\\_An\\_Analytical\\_and\\_Comparative\\_Study/links/6971ef5bf5b9fd48849b4409/Islamic-Law-and-English-Law-as-Sources-of-Nigerian-Law-An-Analytical-and-Comparative-Study.pdf](https://www.researchgate.net/profile/Alwy-Mohamed/publication/399984800_Islamic_Law_and_English_Law_as_Sources_of_Nigerian_Law_An_Analytical_and_Comparative_Study/links/6971ef5bf5b9fd48849b4409/Islamic-Law-and-English-Law-as-Sources-of-Nigerian-Law-An-Analytical-and-Comparative-Study.pdf)
- Yahya, M. M., & Adedeji, O. A. (2024). Global Collaboration and Partnerships in Poverty Alleviation: Islamic Legal Perspective. *Journal of Islamic Studies and Arabic Language*, 3(2), 148-165. <https://journals.iuiu.ac.ug/index.php/jisal/article/download/718/522>