
Teachers Workload and Environmental Education in Pandemic– Induced Restructured Secondary Schools in Bayelsa State

¹OMUBO, CYNTHIA CHINENYE

²ONUGHA, AUGUSTINE CHIMEEBERE (Ph.D)

¹Department of Foundation and Art Education

² Department of Geography and Environmental Studies

Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt Rivers State

Corresponding Email: chimeebere16@gmail.com

Abstract

The study examined teachers workload and environmental education in pandemic-induced restructured secondary schools in Bayelsa State. The study adopted the correlational research design. The population of this study comprised all the 217 principals, 434 vice principals and 4015 teachers in all the 217 public senior secondary schools in Bayelsa State. A sample of 864 respondents (comprising 108 principals, 108 vice principals and 648 teachers) was selected through a multistage sampling technique. A 34 item self-structured instrument titled “Teachers Workload and Environmental Education in Pandemic Induced Restructured Secondary School Questionnaire” (TWEPIRSSQ) having reliability coefficient of 0.807 was used for the collection of data analyzed using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The result revealed that teaching many subjects, marking too many scripts in large class size increased class stuffiness and teachers mental health. Also, assigning teachers’ as labour, house and sports masters or mistresses without knowledge of safety tips, crowd control, and ethical regulations affected their learning of exigency preparedness and emergency response strategies. It was recommended that the Bayelsa State Ministry of Education in conjunction with the National Education Research Development Centre (NERDC) should review the current secondary school curriculum with a view at integrating environmental education which emphasizes the learning of health and safety tips, ethical regulations, crowd control tactics, resilience strategies and response to future emergencies, crises or pandemics with the propensity to disrupt schooling processes.

Keywords: Teachers workload, Environmental education, Pandemic, and Restructured school.

INTRODUCTION

The successful conduct and coordination of curricular and extracurricular programmes and activities including the effective operation and functioning of secondary schools is a correlate of the availability of quality teachers. In view of this, Omotoyinbo and Olaniyi (2019) observed that the presence of quality teachers helps to facilitate instructional delivery processes (via teaching and learning), guidance, and mentorship to students that are expected to acquire learning and develop character upon completion of secondary school education. However, Ofeimu and Kolawole (2017) stressed the need for secondary school management to exercise caution while assigning roles to

teachers in order not to overburden them with excessive and unbearable workloads under the guise of competence and the actualization of secondary education goals.

Teacher's workload is the entirety of academic teaching task and committee assignment allocated to a teacher in order to accomplish the overall educational objectives in a secondary school (Nkweke & Dollah, 2011). Specifically, teachers are professionally required to engage in preparing lesson notes, class teachings, supervising assignments, tests and examinations, house mastership, conducting assembly, directing extracurricular activities alongside, any other routine work and additional duties that may be assigned to them by the principal as school administrative head (Akpan, 2016). This implies that secondary school teachers have multiplicity of assignments that if not properly managed could constitute excessive workloads that may erupt improperly coordinated academic programmes, poorly supervised extracurricular activities as well as deferred school tasks that could mar the expected result of realizing quality education in Bayelsa State.

Teachers' workload is conceptualized in this study as the curricular and extracurricular activities and designation of duties that teachers are assigned and expected to accomplish based on defined roles and their competence towards the effective school functioning and attainment of educational development in Nigeria. Thus, scenarios where certain teachers are overloaded with work in the guise of some of them being hyped as highly skilled, versatile, energetic and competent school resource could be likened as a reasoning that will be detrimental to efficiency and teamwork which is projected to drive the attainment of quality educational goals (Zwalchir & Buenyen, 2009; Adeyemi, 2016). Implicitly, excessive teacher workload could be ascribed to inadequate number of teaching staff that eventually results to inequitable teacher-student ratio which negates operational efficiency, proportionate assignments, effective functioning and positive achievement of education objectives in secondary schools in Nigeria (Amadi & Obelema, 2018).

The United Nations reported that excessive teacher workload tends to mount undue pressure on the available teaching staff in public senior secondary schools (Ebohon et al., 2021). Against this backdrop, excessive teacher workload is defeating the provisions of the National Policy on Education to realize functional schools, quality teaching, tenable secondary school system, adequate teachers, apt teacher-student ratio and effective curriculum implementation (Federal Republic of Nigeria, 2014). Obasi and Asodike (2016) stated that the key to attaining quality education is concomitant on the availability and adequacy of well-trained, qualified and competent teachers that are expected to be assigned commensurate tasks that would not interfere with the effective accomplishment of their main teaching, students' guidance and mentorship tasks in secondary schools before, during and after a pandemic period. Kumar et al. (2020) see pandemic as a contagious virus or disease with a relatively short period of spread via airborne zoonotic droplet, cough and sneezing that could predispose close human contact with the virus.

Instructively, the outbreak of the Covid-19 pandemic with its massive and widespread turbulences, uncertainties, social dysfunctions and school closure that impeded the processes for continued human capacity trainings of over 62 million schooling population in Nigeria (NBS, 2020). This alongside, environmental disruptions were indeed pandemic induced issues that culminated to the adoption of spontaneous and return to normalcy initiatives and reforms without clearly designated policy framework (Adelakun, 2020). Apparently, the era of educational reforms was prompted majorly by the uncertain socio-environmental turbulences resulted in school restructuring as one of the pandemic-induced decisions. Omotoyinbo and Olaniyi (2019) see school restructuring as the reforming, rearranging and redesigning of educational programmes and procedures in the form of reducing class size, creating new classrooms and reducing teaching time in order to effectively attain academic quality even during pandemic periods.

The reorganization of school into morning and afternoon sessions, creation of additional classrooms and establishment of new schools in a typical restructured secondary school meant that more teachers would be needed to fill these new arrangements. This culminate to worsen an already existing teacher deficiency that public secondary schools have been hitherto inundated with prior to the restructured school initiatives. Wamukuru (2016) observed that the inadequacy of quality teachers is, and remains, a serious challenge as well as an educational emergency that could likely confront secondary schools even amidst new initiatives (like school restructuring) thereby, intensifying the demand for teachers especially in public secondary schools. Furthermore, Ekeh (2014) reported widening gap between demand and supply of trained teachers in virtually all secondary schools in Nigeria. Alluding to this, Njoku (2016) stated that lack of required number of trained teachers possess serious challenge to the provision of adequate facilities (like classroom, equipment, etc.) and availability of those to be saddled with managing crisis or issues that could impede educational delivery and development processes in Nigerian secondary schools.

Certain events such as pandemics and emergencies existing in the society could generate issues and scenarios likely to impede Nigerian secondary schools in the achievement of efficient management, safe schools, unbroken schooling cycle and quality educational system (Uzokife & Ezinwa, 2021). However, Adelakun (2020) reiterate that the absence of policy supported reforms and initiatives could hinder the realization of the anticipated standards, seamless conduct of programmes, efficient curriculum implementation and positive schooling outcomes for students. Against this backdrop, Adeyemi (2015) recognizes and presumes teachers to play indispensable roles in the delivery of quality education that enhances socio-economic, political, cultural and environmental development in any society. Nwakonobi and Obiagwu (2015) observed that the insufficient supply of teachers in secondary schools has overtime clearly fallen far below the standard required for qualitative education as well as resulting in prioritizing of teachers academic assignments at the expense of appointing them into committees mainly those concerned with the maintenance and protection of the school environment for continued conduct of school activities.

Instructively, the unavailability of teachers to be assigned into the crisis management team has continued to impede the introduction of environmental education as a secondary school subject that would mandate the teaching of environmental ethics, consciousness on disease containment protocols and establishment of crisis management and resilience committees in secondary schools.

Corroborating this view, Egede et al. (2021) observed that the likely resistance towards total compliance to new directives and non-compliance to pandemic advisories could be attributed to both the non-existence of environmental education subject and crisis management committee in secondary schools. Environmental education, according to UNESCO (2018), comprise schooling programmes that enable students to be abreast with the tactics and skills for adhering to regulations, observing safety tips, crowd control, imbibing ethics and adopting resilience strategies leads to ecosystem conservation, ending disease cycle, pollution containment and exigency preparedness.

Environmental education aims at improving quality of life, instilling resilience building consciousness and safeguarding locations for the sustained conduct of schooling activities (UNDP, 2018). Furthermore, the relevance of environmental education underscores the timeliness and significance of emphasis on developing and rebuilding the crisis response strategies across all educational levels (primary, secondary and university) in Nigeria (Egede et al., 2021). This would influence and facilitate effective compliance to previous and future disease containments in Nigeria. Kalindi (2014) outlined the components of environmental education include awareness and sensitivity that instills the knowledge, attitude and skills for identifying, engaging and participating

respectively in ethical activities and safe practices that would help to resolve environmental challenges, enhance preparedness for exigencies and maintain quality of life.

Therefore, examining environmental education alongside teachers workload is imperative to addressing the gap created by the deficiency of teaching staff and its resultant excessive workloads that appears to affect the institutionalization of environmental education in secondary schools. Also, UNESCO (2018) assert that the attainable level of educational development could be undermined by the absence of lessons that prescribes the essence and strategies for adhering to the principles for constant delivery of environmental education in secondary schools. Thus, Adelakun (2020) assert that the purposeful integration of policy and curriculum approved environmental education that emphasizes the teaching of environmental ethics and appointing teachers into strategic crisis management committee as part of their jobs. This would increase advocacy likely to enable other educational stakeholders (government, administrators, parents and students) to be abreast with safety initiatives that will be intermittently adopted towards containing a pandemic without obstructing the schooling processes. This is the crux of the study.

STATEMENT OF THE PROBLEM

Teachers are trained to internalize social, intellectual, rational and emotional skills among other qualities that enhances their engagement and assignment of academic and committee roles in secondary schools. However, in the midst of persistent insufficiency of teachers especially in public secondary schools, teachers are likely to be burdened with workloads that can affect their performance and productivity. The dedication and professionalism exhibited by some teachers have trapped those teachers with excessive workloads that obstructed their involvement in crisis management committees which builds resilience against issues and emergencies (e.g. pandemic) likely to truncate the schooling processes for teachers attainment of their major task of teaching, guiding and mentoring students in secondary schools. Unfortunately, the inadequacy of teachers has remained an impediment to the attainment of the goals of efficient instructional delivery as well as quality teaching and learning activities for improved students ability in restructured secondary schools wherein new school sessions, classrooms and schools were majorly created or established on paper or from the existing is antithetical to educational development.

Specifically, the pandemic induced environmental disruptions that triggered the adoption of spontaneous or unplanned initiatives and reforms (like school restructuring) in the return to normalcy. However, the non-designation of policy framework to support the initiatives and reforms coupled with the non-existence of environmental education that would instill the consciousness for a functional crisis management committees was indeed a problem. This non-policy supported initiatives permeated to the non-engagement of adequate teachers and non-construction of new classrooms instead teachers were saddled with excessive workloads in order to cater for the increased students enrolment, additional school sessions as well as the newly created classrooms and secondary schools.

The absence of environmental education subjects and crisis management committees in secondary schools which implied non-compliance to pandemic advisories, incorrectly coordinated academic programmes and poorly supervised extracurricular activities would continue to mar the expected result of realizing quality education in Bayelsa State. This scenario underscored the emphasis on environmental conscious and compliant education driving the hitherto knowledge-based education. There seems to be paucity of literature and studies that has linked inadequacy of teachers and excessive workloads to induce administrative problems. Thus, the rise in excessive teachers workload stems on non-institution of school resilience and crisis management unit that would have

provided advisories during pandemics and emergencies likely to impede school administration. It is based on this backdrop that this study investigates teachers workload and environmental education in pandemic-induced restructured secondary schools in Bayelsa State.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to examine teachers workload and environmental education in pandemic-induced restructured secondary schools in Bayelsa State. Specifically, the objectives of the study are to:

1. ascertain the extent teachers academic assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State.
2. determine the extent teachers committee assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State.

Research Questions

The following research questions guided the study.

1. To what extent does teachers academic assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State?
2. To what extent does teachers committee assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State?

Hypothesis

The formulated hypothesis was tested at 0.05 level of significance.

H₀₁: There is no significant relationship between the variables of teachers workload and non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State.

METHODS

The study adopted the correlational research design. A correlational research establishes the relationship between two or more variables in order to find out the effect of the independent variable on the dependent variables (Nwankwo, 2016). In this case, the independent variable (teacher workload), and the dependent variable (environmental education) were integrated in their association that is geared towards ascertaining the link between teachers workload and environmental education in pandemic-induced restructured public senior secondary schools in Bayelsa State.

The population of this study comprised all the 217 principals, 434 vice principals and 4015 teachers in all the 217 public senior secondary schools in Bayelsa State (Bayelsa State Post Primary Schools Board, 2022).

A sample of 864 respondents (comprising 108 principals, 108 vice principals and 648 teachers) participated in the study. The multistage sampling was in six phases. Firstly, purposive sampling technique was used in the selection of all the eight (8) Local Government Areas in Bayelsa State. In the second phase, random sampling technique was used in the selection of 108 out of the

217 public senior secondary schools (representing approximately 50%) in Bayelsa State. Thirdly, proportionate sampling technique was used to determine the exact number of public senior secondary schools to be allocated to each Local Government Area in the study area from the selected 103 public senior secondary schools. At the end of the computation, Brass Local Government Area was allocated 6, Ekeremor was allocated 12, Kolokuma/Opokuma had 6, Nembe had 9, Southern-Ijaw was allocated 24, Ogbia with 17, Sagbama with 15, while Yenagoa with 19 public senior secondary schools. Fourthly, purposive sampling technique was used in the selection of 108 principals (1 each) from each of the 108 public senior secondary schools across the study area. In the fifth phase, 108 vice principals (1 each) were randomly selected from each of the selected 108 public senior secondary schools in the study area.

In the sixth and final phase, quota sampling was then used to decide the number of teachers to be selected from each of the 108 public senior secondary schools. This method was used to assign 6 teachers to each of the 108 public senior secondary schools, making a total of 648 teacher. The justification for assigning or allocating the same number of teachers (i.e. 6) in each of the 108 public senior secondary schools was for the achievement of even distribution of the sample. This constituted a sample of 108 principals, 108 vice-principals, and 648 teachers totaling 864 respondents that were used for the study.

The instrument for data collection was titled “Teachers Workload and Environmental Education in Pandemic Induced Restructured Secondary School Questionnaire” (TWEEPIRSSQ). The TWEEPIRSSQ instrument was a self-structured 22 item questionnaire that was patterned after a four point rating scale of “Very High Extent” (VHE, 4 Points), “High Extent” (HE, 3 Points), “Low Extent” (LE, 2 Points) and “Very Low Extent” (VLE, 1 Point), and “Strongly Agree” (SA, 4 Points), “Agree” (A, 3 Points), “Disagree” (D, 2 Points), and “Strongly Disagree” (SD, 1 Point). Furthermore, the TWEEPIRSSQ instrument consisted of three sections, Sections A consisted the demographic information of the respondents (i.e. principals, vice principals and teachers), Section B comprised 12 item response on the variables of teachers workload, while Section C comprised 10 item response on the variables of environmental education in restructured public secondary schools.

The face and content validity of the TWEEPIRSSQ instrument was determined by two experts (each from the Department of Educational Foundations and Department of Geography and Environmental Studies) in Ignatius Ajuru University of Education. These experts or validates were presented with the topic, objectives and research questions including the items in the TWEEPIRSSQ instrument in order for them to ascertain the appropriateness, clarity of language, and eligibility to measure what it purports to measure. Thereafter the comments, suggestions, reviews and remarks of these validates was incorporated in the final construction of the refined version of the TWEEPIRSSQ instrument.

The reliability and internal consistency of the TWEEPIRSSQ instrument was determined using Cronbach Alpha method. In order to ascertain the reliability of the non-cognitive TWEEPIRSSQ instrument, fifty (50) respondents (10 principals, 10 vice principals and 30 teachers) were selected from 10 public senior secondary schools in Ahoada East Local Government Area of Rivers State (which was not be included among the sampled senior secondary schools in this study). Then 50 copies of the TWEEPIRSSQ instrument was administered to the respondents and upon completion the TWEEPIRSSQ instrument was retrieved, coded and analyzed using the Cronbach Alpha (r_a) method to obtain the reliability coefficient of 0.807, which necessitated the use of the TWEEPIRSSQ instrument for the actual administration.

The face-to-face and direct delivery technique was used for the administration of the 864 serially number TWEEPIRSSQ instrument to the 864 respondents (principals, vice principals and

teachers) in the 108 selected public senior secondary schools in the study area by the researchers in company of two research assistants. Out of the 864 copies of the TWEEPIRSSQ instrument that was administered to the respondents only 843 copies (representing approximately 98% return rate) were validly retrieved and used for the analysis. While the quantitative data that was collected were scored, coded and subsequently analyzed using Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypothesis at 0.05 level of significance.

Results

Research Question 1: To what extent does teachers academic assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State?

Table 1: Pearson Product Moment Correlation (PPMC) on the Extent Teachers Academic Assignments Influence the Non-integration of Environmental Education in Pandemic-induced Restructured Secondary Schools in Bayelsa State

S/N	Extent teachers academic assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools:	r	N	Decision
1	Assigning many subjects to teachers causes severe mental stress that affects their observance of safety tips			
2	Excessive classes assignment leaves teachers with no time to adhere to teaching and ethical regulations			
3	Marking too many scripts leads to inability of teachers to rest which affects their health	0.869**	843	VS
4	Teaching subjects outside teachers specialization make them inefficient in adopting resilience strategies			
5	Teaching in large class size increases the stuffiness and disease outbreak in the class			
6	Organizing extracurricular activities for large students without techniques of crowd control leads to accidents			

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Table 1 shows that the extent teachers academic assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State yielded a positive and very strong correlation coefficient (r) of 0.869. This implies that teachers academic assignments contributed 75.5% to the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. In other words, approximately 76% of the observed changes in the non-integration of environmental education in pandemic-induced restructured secondary schools was caused by teachers academic assignments, thereby leaving 24% changes to be caused by other variables that are extraneous to teachers academic assignments. Hence, as teachers are assigned many subjects, mark too many scripts, teach large class size and organize

extracurricular activities without techniques of crowd control, then, it would affect teachers mental health, observance of safety tips, and increase stuffiness of classroom respectively that would lead to disease outbreak and accidents in the class and school.

Research Question 2: To what extent does teachers committee assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State?

Table 2: Pearson Product Moment Correlation (PPMC) on the Extent Teachers Committee Assignments Influence the Non-integration of Environmental Education in Pandemic-induced Restructured Secondary Schools in Bayelsa State

S/N	Extent teachers committee assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools include:	r	N	Decision
1	Assigning teachers without knowledge of safety tips as labour masters increases injuries and infection in the school	0.875**	843	VS
2	Appointing teachers into peace committee without knowledge of social ethics affect healthy school interaction			
3	Engaging teachers as house masters/mistresses without knowledge of ethical regulations affect students being taught emergency response strategies			
4	Assigning teachers into multiple committees affects their inefficiency in adopting resilience strategies			
5	Assigning teachers into activity committee can affect their learning of exigency preparedness			
6	Assigning teachers as house masters/mistresses without knowledge on adherence to health and safety tips affects students learning of emergency response strategies			

Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Table 2 shows that the extent teachers committee assignments relate with the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State yielded a positive and very strong correlation coefficient (r) of 0.875. This implies that teachers committee assignments contributed 76.6% to the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. In other words, approximately 77% of the observed changes in the non-integration of environmental education in pandemic-induced restructured secondary schools was caused by teachers committee assignments, thereby leaving 23% changes to be caused by other variables that are extraneous to teachers committee assignments. Hence, as teachers are appointed as labour masters, house masters or mistresses among other committees (like peace and activity) without knowledge of safety tips, social ethics and ethical regulations, then, it would affect their inefficiency in learning of exigency preparedness as well as adopting resilience and emergency response strategies in the school.

Hypothesis 1: There is no significant relationship between the variables of teachers workload and non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State.

Table 3: Summary of Pearson Correlations on the Relationship between the variables of Teachers Workload and Non-integration of Environmental Education in Pandemic-induced Restructured Secondary Schools in Bayelsa State

		Variables of Teachers Workload	Non-Integration of Environmental Education	Decision
Variables of Teachers Workload	Pearson Correlation	1	.896**	VS & SR
	Sig. (2-tailed)		.000*	
	N	843	843	
Non-Integration of Environmental Education	Pearson Correlation	.896**	1	VS & SR
	Sig. (2-tailed)	.000*		
	N	843	843	

***. Correlation is significant at the 0.05 level (2-tailed).* **SR** = Significant Relationship ($p < .05$)
 Decision Rule: VS (Very Strong) $r = 0.800-1.00$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$ while W (Weak) $r = \leq 0.399$

Table 3 shows a Pearson Correlation Coefficient (r) of 0.896 and p-value of 0.000 which indicates a positive, very strong and significant relationship between the variables of teachers workload and non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. This means that the variables of teachers workload contributed 80.3% to the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. In other words, approximately 80% of the observed reasons for the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State was caused by the variables of teachers workload, This implies that the variables of teachers workload was a very strong predictor that would tend to influence the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. This means that as teachers academic and committee assignments increases amidst teachers lack of knowledge of crowd control, observance of health and safety tips, non-awareness of emergency response strategies, noncompliance to ethical regulations, and non-adoption of resilience strategies then they there would be the corresponding increase in the non-integration of environmental education in pandemic induced restructured secondary schools in Bayelsa State.

DISCUSSION OF FINDINGS

The result in Table 1 revealed a Pearson Correlation Coefficient (r) of 0.869 which indicted a positive and very strong contribution (i.e. 75.5%) of teachers academic assignments to the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. This implies that as teachers are assigned many subjects, mark too many scripts, teach large class size and organize extracurricular activities without techniques of crowd control, then, it would affect teachers mental health, observance of safety tips and increase stuffiness of classroom that leads to disease outbreak and accidents in the class and school in Bayelsa State. This finding is consistent with the previous finding by Obasi and Asodike (2016) that teachers assignment with

adequate tasks would influence their timely accomplishment of teaching, guidance and mentorship tasks in secondary schools. Alluding to this, Wondwosen and Damtew (2020) stated that the adequacy and availability of teachers even in a restructured school would help them to aptly fulfill their daily and weekly class sessions and assessments thereby avoiding excessive workloads that can stress, depress, traumatize, distress, disgust and insomniac teachers.

The result in Table 2 revealed a Pearson Correlation Coefficient (r) of 0.875 which indicted a positive and very strong contribution (i.e. 76.6%) of teachers committee assignments to the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. This implies that as teachers are appointed as labour masters, house masters or mistresses among other committees (like peace and activity) without knowledge of safety tips, social ethics and ethical regulations, then, it would affect their inefficiency in learning of exigency preparedness as well as adopting resilience and emergency response strategies in the school. This finding is in agreement with the position of UNESCO (2018) that teachers assignments as house mastership, assembly conductor, etc. without knowledge on strategies and skills for observing health advisories, safety tips, crowd control, ethics, resilience strategies and adopting exigency preparedness would affect the attainment of quality education that cannot be interrupted by emergencies, accidents, disease outbreak, pollution, disasters and pandemics.

The result in Table 3 revealed a Pearson Correlation Coefficient (r) of 0.896 and p-value of 0.000 which indicated a positive, very strong and significant relationship between the variables of teachers workload and non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. This means that the variables of teachers workload contributed 80.3% to the non-integration of environmental education in pandemic-induced restructured secondary schools in Bayelsa State. Hence, as teachers academic and committee assignments increases amidst teachers lack of knowledge of crowd control, observance of health and safety tips, non-awareness of emergency response strategies, noncompliance to ethical regulations, and non-adoption of resilience strategies then they there would be the corresponding increase in the non-integration of environmental education in pandemic induced restructured secondary schools in Bayelsa State. This finding is consistent with earlier finding by Adalakun (2020) that teachers assignments in secondary schools with large influx of students without knowledge on crowd control strategies, compliance to health and safety tips, emergency response tactics, observing ethical regulations and techniques for building resilience is an indicator for the possible occurrence of crisis, accidents and injuries with the propensity to obstruct seamless conduct of schooling processes as well as impeding the attainment of quality education in Nigeria.

CONCLUSION

The study established that the academic assignments (teaching subjects, marking scripts, and directing extracurricular activities) as well as committee assignments (house mastership, labour mastership, and sports, peace and activity committee) culminated to teachers workloads. However, teachers engagement in these assignments without knowledge of crowd control affected their adherence to ethical regulations, compliance to safety tips, building resilience tactics and imbibing exigency response strategies indicating the non-integration of environmental education in pandemic-induced restructured public senior secondary schools in Bayelsa State. Hence, the study empirically established that teachers academic and committee assignments is concomitant to the non-integration of environmental education such as safety tips, crowd control and emergency response strategies health tips, and social ethics. This have become very critical towards effectively controlling large audience during classes, interschool sports, assembly etc. without accidents that may affect effective

school operations, curriculum implementation as well as attainment of quality education in pandemic-induced restructured public secondary schools in Bayelsa State.

RECOMMENDATIONS

Based on the findings of this study. The following recommendations were proffered;

1. Bayelsa State government should embark on the creation and building of new schools in order to forestall teachers being assigned many subjects, marking too many scripts, teaching large class size and organize extracurricular activities without techniques of crowd control, which could cause severe mental stress likely affect teachers health and productivity.
2. The Bayelsa State Ministry of Education in conjunction with the National Education Research Development Centre (NERDC) should review the current secondary school curriculum with a view at integrating environmental education that would emphasize the learning of health and safety tips, ethical regulations, social ethics, crowd control tactics, resilience strategies and response to future emergencies, crises or pandemics with the propensity to disrupt effective school processes and operations.
3. Secondary schools should set up functional crisis management committees comprising school administrators, teachers, students, parents, and host community representatives that would be trained and saddled with the task of adhering to health and safety tips, offering advisories on crowd control, building resilience and enhancing preparedness for emergencies as well as techniques for controlling large audience during classes, interschool sports, assembly etc. in order not to truncate the conduct of curricular and extracurricular activities in secondary schools.

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