

# LECTURERS' WORKLOAD AS A CORRELATE OF ACADEMIC ACHIEVEMENT OF STUDENTS IN HISTORY AND POLICY OF EDUCATION IN KWARA STATE COLLEGES OF EDUCATION

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## ***Abstract***

*Reports have shown that lecturers are burdened with both academic and non-academic works in College of education without commensurate welfare packages. In view of this the current research work investigated lecturers' workload as correlate academic achievement of students in History and Policy of Education in Kwara State Colleges of Education. The study adopted the descriptive survey research design. The instrument used for the study was titled Lecturers' as correlate of Academic Achievement of students Rating Scale (LWOAASRS). The population of the study was all the lecturers teaching History and Policy of Education in all the Colleges of education in Kwara State. The simple random sampling technique was used to select ten lecturers from public Colleges of Education in Kwara State and five lecturers from private Colleges of Education respectively. The total number of respondents for the study was forty. Three research questions were raised and answered. The percentage was used to analyze the data collected from the respondents. The findings revealed that lecturer's excessive workload affect academic achievement of students, that lecture's less workload affect academic achievement of students in History and Policy of Education and that lecturers' workload affect the effectiveness of lecturer in history and policy of education in Kwara State Colleges of Education. The study concluded that lecturer's workload has a great role in determining academic achievement of students. The study recommended that College management should not allocate more than four units course in a week to a lecturer among others.*

## **Introduction**

It is generally accepted that no educational system can rise about the quality of its teacher. That is the quality of education depends on the quality of teachers and teaching. In essence, the teachers and the roles, they play in the education industry are central to the improvement of student's academic achievement. It is established that the work of teachers determine the degree of success or failure of students at any level of educational system. Adodo (2007) argues that there is a distinction between the actual amount of work and the individual perception of the load. Workload can be classified as quantitative (the amount of work to be done). Work load is the amount of work that has to be done by a particular person or organization, (Bannel and Mkyanuzi, 2005). Teacher's workload can be considered as quantitatively and qualitatively roles and duties. The concept of workload has been used in research to describe a situation in which factors related to the job are perceived to cause poor health and wellbeing of the employee (Cooper, 2008).

Bercher (2005) notes that workload in the workplace may be caused by situational demand made on the members of the organization. This may originate from the work environment itself and its related characteristics or it may emanate from within the individual, (Adam, 2009). Afolabi, (2017) sources of occupational or work related stress reside within work environment. These sources, he posits exist within an organizational members in ways that can induce one's occupational stress in the work. The feeling of workload is a function of the intercourse between a person and work environment. This model focuses on the structural characteristics of the persons interaction with their work environment, on the premise that the effect of workload is felt as a result of a mismatch between an individual's abilities, needs, motives, goals and behavioural patterns and given job's demands, resources opportunities and rewards. (Afolabi 2017), suggests that the goodness or fit between the person and the work environment frequently offered a better explanation of stress than individual or situational differences. Several studies have been undertaken to explore the concept of workload and the strain it causes among teachers, (Cohen, Manion and Marrison 2004).

In an attempt to conceptualized workload in teaching, many concepts have been advanced for teacher's workload. Okebukola (2002) observed that it is a situation in which teachers experience unpleasant demands and negative emotions resulting from the appraisal of some aspects of their teaching work and its conditions as a being threat to their personal wellbeing. Cooper (2002) maintains that occupational strain among teachers arises from a discrepancy between the teacher's work needs, values and expectations and the failure of the work environment to provide occupational rewards, job demands and his capacity to meet the requirement. In an attempt to synthesize the various definitions of teacher's workload. Delors, (2008) cited in Afolabi (2017) discusses three major

approaches in occupational stress in teaching. The first approach based on engineering model of stress is concerned with the demands exerted on teachers in the teaching/ learning environment and the education context. The second approach is based on the physiological model and focuses on the individual relations of teachers to this pressure. The third approach based on the interactional model of stress is concerned with the demand and pressure experienced by the teachers and coping resources with which the teachers use in their attempts to cope with stress. The interactional approach provides a more all-encompassing approach for understanding teacher's stress.

According to a study published in the Adams (2009) employers who were overworked reported feelings of psychological and emotional distress and a reduction in their overall levels of well-being. The effects were found to be less severe when employers felt the organization placed high level of value on their work and gave them a sense of control over their circumstances. However, negative effects were more severe when employees felt not only over worked but also powerless and not valued by the organization. Carter (2004) indicates that stress as a result of heavy workload was one of the leading factors in their decision to leave the profession. In view of this, the study intends to investigate lecturers' workload as a correlate of academic achievement of students in Kwara State Colleges of Education.

According to Masha (2004). Efficiency of teachers can make or mar students learning environment. He stated extensively the prime importance of teacher to the educational development of any nation. Saliu and Agbonlahor (2016) have observed that no matter the instructional facilities, the context of the subject matter, the environment of the school and the categories of students to be taught, the importance and vital role of the teacher cannot be over emphasized. They added further that the transition power of an effective teacher is what almost everyone has experienced on personal basis, particularly some students who were fortunate to have had numerous talented and exceptional teachers that made school an interesting place. These talented teachers possess a passion for the subject that they taught and genuinely care for their students whom they perceive as their by-products. According to Saliu and Agbolahorr (2016), Effectiveness and efficient teachers can have every enriching effects on daily lives of students and their life-long educational career operations. However, Robert (2000) maintain that teaching workload of the lecturers' on students determines the level of academic performance of the lecturers. This means that lecturers participation not only on teaching have impact on outcome of the students in their performance such as extra-curricular activities.

### **Statement of the problem**

Reports have shown that lecturers are given excessive role to perform in the school without commensurate emolument and other welfare benefit. Earlier researchers such as Adam (2009), Fimiham and Blanton (2007), Cooper (2002) have carried out research works on teacher's workload and occupational stress. In view of this, the current research work intends to investigate lecturers' workload as a correlate of academic achievement of students in History and Policy of education in Kwara State Colleges of Education.

### **Research Question**

1. Is there any significant relationship between excess workload and academic achievement of students in History and Policy of Education in Kwara State College of Education?
2. Is there any significant relationship between less workload and academic achievement of students in History and Policy of Education in Kwara State Colleges of Education?
3. Is there any significant relationship between workload and lectures' effectiveness in classroom in History and Policy of Education in Kwara State Colleges of Education?

### **Significance of the study**

This study attempt to provide useful information about the identified variables that can generalized in the academic achievement of students. The findings of this study will also be helpful to the lecturers and teachers as they will have good knowledge and cautious of the challenges posed by the variables and subsequently braze up for such challenges. The findings of this study will serve as eye openers to educational planners and administrators. Finally, it will serve as basis to further research.

### **Method**

The study adopted the descriptive survey design; this was to determine the effect of lecturer's workload on academic achievement of students. The population of the study comprises all lecturers that teach history and policy of education in Kwara State Colleges of Education of the existing five (5) Colleges of Education, in Kwara State, there are three (3) public Colleges of Education while the remaining two (2) are private. Ten lectures' who have been teaching the course, History and Policy of Education (EDU 111) for at least three (3) years were purposively selected as respondents from each of the public Colleges of Education while five lecturers were also randomly chosen from each of the private colleges of education. The total number of respondents for the study was forty. The research instrument for the study was adopted from earlier research

with little adjustment and titled lecturer's workload and student Academic Achievement Rating Scale (TWSAARS). The instrument is divided into section A and section B. the section A contains bio-data information about the respondents such as name of college, sex, qualification Area of Specialization among others while section B contains questions that measure the variables. The instrument used was structured questionnaire made of fifteen (15) items on lecturer's workload and Academic Achievement of student rating scale. This will be rated Yes or No. The validity of the instrument was achieved through constructive criticism by two lecturers who are in the department of measurement and evaluation in the University of Ilorin. The instrument was administered to the respondents with the help of a pre-service teacher who was in year two in the Kwara State College of education, Ilorin. The simple percentage method was used to analyze the data collected from the respondents.

## Results

**Research question 1:** Is there any significant relationship between excess workload and academic achievement of students in History and Policy of Education in Kwara State Colleges of Education?

**Table 1: Relationship between excess workload academic achievements of students**

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r cal</i>	<i>r-crit.</i>	<i>Remark</i>
Excess workload	50	15.10	3.558	0.513	0.163	Sig.
Academic Achievement	50	41.58	9.837			

Table 1 revealed that a calculated r-value of 0.513 is greater than the critical r-value of 0.163 given 148 degrees of freedom at 0.05 level of significance. This implies that there is a significant relationship between excess workload and academic achievement of students in History and policy of education.

**Research Question 2:** Is there any significant relationship between less workload and academic achievement of students in History and Policy of Education in Kwara State Colleges of Education?

**Table 2: Relationship between less workload academic achievements of students**

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r cal</i>	<i>r-crit.</i>	<i>Remark</i>
Less workload	50	17.43	5.467	0.511	0.241	Sig.
Academic achievement	50	41.58	9.837			

Table 2 revealed that a calculated r-value of 0.511 is greater than the critical r-value of 0.241 given 148 degrees of freedom at 0.05 level of significance. This implies that there is a significant relationship between less workload and academic achievement of students in History and Policy.

**Research question 3:** Is there any significant relationship between workload and lectures' effectiveness in classroom in History and Policy of Education in Kwara State Colleges of Education?

**Table 3: Relationship between workload and lectures' academic achievements of students**

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r cal</i>	<i>r-crit.</i>	<i>Remark</i>
Workload	50	17.43	5.467	0.621	0.241	Sig.
Lectures effectiveness	50	41.58	9.837			

Table 3 revealed that a calculated r-value of 0.621 is greater than the critical r-value of 0.321 given 148 degrees of freedom at 0.05 level of significance. Therefore, this showed that there is a significant relationship between workload and lectures' effectiveness.

## **Discussion**

The finding in table 1 revealed that there is significant relationship between excess workload and academic achievement of students in History and Policy of Education in Kwara State Colleges of Education. This implies that the excess workload of the lecturers' is a serious factor that affects outcome of learners in History and policy. This corroborated the views expressed by Cartex (2004) who indicated that the heavy workload was one of the leading factors that make teachers to leave the profession. Afolabi (2017) established that the sources and nature of overload/occupational stress among teachers are teaching and learning related task, factors like excessive marking, overcrowded class and lack of teaching materials.

Table 2 found that there is significant relationship that exists between less workload and academic achievement of students in History and Policy of Education in Kwara State Colleges of Education. The findings is in line with the research study of Becher (2005) who asserted that workload in the school may be caused by situational demands made by the members of the organization. French et al (2006) established that a feeling of workload is a function of the intercourse between a person and his/her work environment

Table 3 established that there is significant relationship between workload and lectures' effectiveness in classroom of History and Policy of Education in Kwara State Colleges of Education. The findings is in line with Saliu and Agbonlahor (2016) who revealed that no matter the instructional facilities the content of the subject matter, the environment of the school, the categories of students to be taught, the important and vital role of teacher cannot be over emphasized. Obinna (2007) was of the opinion that efficiency of teachers can make or mar student's learning achievement.

## **Conclusion**

In line with the findings as discussed above and as reflected in the data collected, it is evident that lecturers' workload either in excess or less has a great role in determining the effectiveness of lecturers, hence the academic achievement of students in History and Policy of Education in Kwara State Colleges of Education. That no matter the instructional facilities the content of the subject matter, the environment of the school, the categories of students to be taught, the important and vital role of teacher cannot be over emphasized.

## **Recommendations**

For the purpose of the study, the researcher proffered the following as recommendation

1. College management and school administrators should consider areas of specialization while allocating courses to lecturers.
2. No lecturer should be allocated more than four units course in a week should and adhere strictly to class size of 1:40
3. Government and school administrators should employ more lecturers in different fields especially the experts in History and Policy of Education
4. The general public should not see lecturing job as alternative or stepping stone.
5. The college management should endeavour to provide required and adequate instructional materials and facilities.

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