



Teachers' Workload and Academic Performance of Upper Basic Social Studies Students in Delta State

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ABSTRACT

The study investigated teachers' workload and student academic performance of Social Studies students in Delta State. Seven research questions were raised and seven hypotheses were formulated and tested. An *ex-post facto* research design was used for this study. The sample of this study consists of 200 Social Studies teachers drawn from 100 secondary schools across the three Senatorial District in Delta State. Multi-stage sampling procedures were used with a simple sampling technique in composing the sample for the study. Teachers workload Questionnaire (TWQ) was used for data collection in the study. A reliability coefficient of 0.82 was obtained for the "Teachers Workload Questionnaire (TWQ). Data was analysed using Pearson Product Moment Correlation Coefficient and independent t-test at 0.05 level of significance. The major findings of the study showed that there is a significant relationship between teacher workload and academic performance of upper basic Social Studies students in Delta State; that there is a significant relationship between teachers instructional periods and academic performance of upper basic Social Studies student in Delta State; that there is no significant relationship between teachers class tests and academic performance of upper basic Social Studies student in Delta State; that there is a significant relationship between teachers administrative roles and students' academic performance of upper basic Social Studies students in Delta State; that there is a significant relationship between teachers' supply and academic performance of upper basic Social Studies students in Delta State that there is a significant difference between academic performance of male and female of upper basic Social Studies students based on teachers workload in Delta State and there is a significant difference between urban and rural upper basic Social Studies students in regard to

teachers workload in Delta State. Based on the findings recommendations were made among others that the government and school administrators should allocate the stated instructional time for teachers and avoid overwork by the teachers so that they can work effectively towards a better academic performance for the students.

KEYWORDS: Teachers' Workload, Academic Performance, Social Studies.

I. INTRODUCTION

Education is for life and for the living. It is an investment in people who could contribute positively to society. It is important to note that when that investment is done improperly or not at all, the society involved loses tremendously (Choyee, 2018). In many developing countries, secondary education is a weak link in student's progress from primary to higher educational level. Over the last two decades, governments in different nations have invested heavily in improving access to quality secondary education among students and in developing strong networks of colleges and universities (Chiuri, 2019). However, secondary education level has been forgotten and given lower priority. At the same time, international organizations have largely neglected secondary education favouring other levels of education (UNESCO, 2017).

In Nigeria, it has been found that all changes in education since independence to date have been geared towards improving the quality of education provided at all levels (Bennell (2005). For example, there has been remarkable increase in students' enrolment in secondary schools since 2004 through the introduction of Universal Basic Education (UBE). Also population growth and technology development resulted in many children joining enrollment in secondary in order to enhance their social mobility. This has resulted in over enrolment and increased teachers' workload in these



secondary schools. However, the country has begun to experience challenges in education sector which need to be seriously addressed by educational planners and policy makers. These challenges include shortage of teachers, lack of teaching and learning materials, lack of non-teaching staff, over enrolment, teaching of many periods per week, lack of laboratories and class rooms, among others, all these affect students' academic performance. Due to population growth and technology development, a deliberate effort to expand education opportunities is important (Chiuri, 2015). This situation causes the present teachers to bear heavy teaching load and perform various administrative and non-administrative roles which in turn increase teachers' workload and affect students' academic performance.

Attention is increasingly given to secondary schools' education, with particular focus on lower level of secondary education for several reasons (FRN, 2014). The demand for increased secondary education provision has grown as a consequence of the increased secondary education enrolment rates, from 7,541,208 students in 2015 to 10,815,359 in 2019, making the increase of 30.2%. As a result of over enrolment, there is great increase of teachers' workload which automatically affect students' academic performance (Ministry of Education 2020). Best (2018) reveals how students' academic performance decreases each year. This also is contributed by several factors including; heavy teaching load, lack of enough exercises, internal tests, administrative and none administrative roles done by teachers which also increase teachers' workload. The Basic Education Certificate Examination results obtained from the Ministry of Education Delta State indicates that the performance is always declining. For example, BECE results of 2020 revealed that in 2017, 92% passed while 08% failed. In 2018, 79% passed while 21% failed. In 2019, 64% passed while 36% failed. In 2020, only 51% passed while 49% failed. This indicates that the academic performance of students in secondary schools has been falling every following year, implying that serious measures should be taken to alleviate the problem (Best, 2019). As school participation rises and retention rates improved, Delta Sate educational system is now facing enormous social demand for wider access to quality and more relevant secondary education. In order to cope with the consequences of increasing primary schools, the Department of Basic and Secondary Education was launched. This plan outlines the framework for achieving greater access to secondary education while simultaneously

tackling equity, quality, retention, and management issues.

The Ministry of Basic and Secondary Education was a visionary plan with projections in 2013, which was expected to achieve a 50% transition rate from primary to secondary education. The plan translates into having over 500,000 pupils joining from secondary schools annually that was about five times. (Marford 2016). This dramatically changed the outlook of secondary education in the country with forms 1 – 6 enrollment in secondary schools reaching above 2,000,000 by 2010 compared to 345,000 in 2013 (FRN, 2014), which led to an increased enrolment in secondary education by 96.9% from 524,325 in 2015 to 17,098,991 students in 2017. As a result of the growth in secondary education, there has been a sharply increased demand for high quality secondary teachers. The projected demand for secondary school teachers exceeds the projected supply. The projection combined severe budget constraints that put pressure on the government to seek for effective teachers and efficient approaches for recruiting and retaining qualified secondary school teachers (UNESCO, 2017). The Ministry of Education in Delta State has managed to introduce a number of public secondary schools aiming at ensuring that more students attain secondary education. Teachers in those public secondary schools have been one of the key stakeholders in ensuring good and progressive performance of students in their respective schools. Experience shows that students' academic performance in public secondary schools is influenced by a number of factors, such as teaching and learning environment, shortage of teaching and learning materials, and lack of teachers, experience and competence of teachers, community awareness and understanding about education. The quality of education primarily depends on teachers and their capacity to improve the teaching and learning process. It is recognized that the quality of teachers and teaching lies at the heart of all school systems intending to improve students' academic performance (Lassa & Mosha, 2017). The teaching force is the foundation to improve students' academic performance in all levels of education. The importance of teachers and the roles they play in education process are central to the improvement of students' academic performance. Precisely, in any education level, it is largely the work of teachers that determines the degree of success or failure in the whole process of teaching and learning.



Teachers' workload is often measured by number of lessons taught by every teacher or the teacher contact hours in a week or the class size in terms of the actual and recommended workload. In public secondary schools teachers have higher workloads. A study by Siniscalco (2018) on comparison of Nigeria school and European countries showed that the actual and recommended teaching load for Teachers is 28 hours comprising 48 periods each of 40 minutes. The lower workload contradicts the teacher shortage experienced in some schools due to structural imbalance in the demand and supply of school teachers. The World Bank suggests that existing teachers could be utilized more efficiently by having teachers teach multiple subjects and sharing teachers across the schools. The Ministry of Education stipulates that average teacher students contact hours per week be 28 hours comprising 48 periods each of 40 minutes long (Abagi, 2017).

When a teacher teaches a class of over 70 students, the teacher is faced with the challenges of class control, assessing and evaluating students in class. This difficulty arises because too many students in the same class reduces a teacher's ability to access each of the students individually and also monitor the student to identify the student's area of weakness and strength. This leads to demotivation of the subject teacher hence affecting the students' performance. Usman (2013) asserted that inadequate teachers supply is responsible for the poor academic performance observable among students while research findings have shown that teachers' turnover (leaving for other professions) is always high because many teachers tend to leave the teaching profession if and when more attractive jobs become available in government, politics or private enterprise (Adeyemi 2011). Thus, teacher's turnover is capable of leading to serious teachers' short supply in schools.

A close observation at the demand and supply situations of teachers in Nigerian schools tends to reveal a disparity in the distribution of teachers to schools. The addition of new subjects into the curricula of many schools and the introduction of the continuous assessment as a means of evaluating students' performance and retirement of teachers without employment of new teachers as replacement for the retired teachers have led to high rate of teachers workload at the secondary school level. Hence this study therefore investigated the influence of teachers workload on the academic performance of Social Studies students in Delta State.

Statement to the Problem

The desire to provide quality education for all students was one of the major objectives of the struggle for independence. As such, the government is currently implementing measures to improve the quality of education in secondary schools. Despite government measures like teacher salary increase to boost performance, performance in public secondary schools in Delta State has been persistently low, this may be as a result of excess teachers' workload. Teacher have focus in instructional activities in order for them to pay more attention to the teaching and learning. With persistent low academic performance in the district, there is need to investigate why academic performance has remained low.

Academic performance of students has been a recurring concern for secondary school education worldwide for various reasons, including the assumption that an improvement in achievement implies a higher graduation rate and the financial implications of students' academic performance, that is, the academic dismissal of students due to poor academic performance can have negative effect on the budget of education.

Over the years it has been recorded that student academic performance of secondary school students in Delta State is below average and therefore it shows that the school factors may be influencing the academic performance of the students. The record shows the number of students who passes their Basic Education Certificate Examination (BECE) at credit level is far below 40%. These results created a worry as the number of students who passed at credit level is far below 40%. Besides, the number of students who failed the subject rose to 55.74% in 2019. Parents, educators and even the students themselves are desirous of better academic performance.

Hence the problem of this study posed a question on: What is the influence of teachers' workload on academic performance of upper basic Social Studies students in Delta State?

Purpose of the Study

The purpose of this study was to examine teachers' workload and academic performance of upper basic Social Studies students in Delta State. Specifically, the study was design to

- i) examine teachers' workload and academic performance of upper basic Social Studies students in Delta State.
- ii) assess teachers' instructional periods on academic performance of upper basic Social Studies students in Delta State.



- iii) investigate the extent to which teachers class tests influence student academic performance of upper basic Social Studies students in Delta State.
- iv) find out how teachers administrative roles influence students' academic performance of upper basic Social Studies student in Delta State.
- v) ascertain the relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State.
- vi) determine the difference between academic performance of urban and rural upper basic Social Studies students in Delta State based on teachers' workload?
- vii) find out the difference between the academic performance of male and female upper basic Social Studies students in Delta State based on teachers' workload

Research Questions

This study was guided by the following research questions:

- i) What is the relationship between teachers' workload and academic performance of upper basic Social Studies students in Delta State?
- ii) What is the relationship between teachers' instructional workload and academic performance of upper basic Social Studies student in delta state?
- iii) What is the relationship between teachers' class tests and academic performance of upper basic Social Studies student in Delta State?
- iv) What is the relationship between teachers' administrative roles and students' academic performance of upper basic Social Studies student in Delta State?
- v) What is the relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State?
- vi) What is the difference between academic performance of urban and rural upper basic Social Studies students in Delta State based on teachers' workload?
- vii) What is the difference between the academic performance of male and female upper basic Social Studies students in Delta State based on teachers' workload?

Hypotheses

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

- i) There is no significant relationship between teacher workload and academic performance of upper basic Social Studies students in Delta State
- ii) There is no significant relationship between teachers' instructional periods and academic performance of upper basic Social Studies student in delta state?

- iii) There is no significant relationship between teacher's class tests and academic performance of upper basic Social Studies student in Delta State
- iv) There is no significant relationship between teacher's administrative roles and students' academic performance of upper basic Social Studies student in delta state?
- v) There is no significant relationship between teacher's supply and academic performance of upper basic Social Studies student in Delta State
- vi) There is no significant difference between academic performance of urban and rural upper basic Social Studies students in Delta State based on teachers' workload?
- vii) There is no significant difference between the academic performance of male and female upper basic Social Studies students in Delta State based on teachers' workload

Significance of the Study

This outcome of this study would be of a great benefit to teachers, school administration, policy maker, ministry of education, curriculum planner and researchers.

Ministry of Education: The findings of the study would be of importance to the Ministry of Education as they will get to know how teachers' workload affect student academic performance which finally affects teachers' performance in their teaching processes. By this, the Ministry will use the information to come up with the ways of accessing teachers' workload towards enhancing academic performance of student.

Teachers: The findings will also be of importance to teachers as they will get to know how to manage their time and strategize their work to perform more effectively. This will help them in deciding to adjust to the prevailing situations to improve the performance of students.

Policy Makers: it will be of a benefit to policy maker on the fact that education with practical tools with which to evaluate students' academic performance and ascertain teachers' workload.

Educational planners: The outcome of the study will be of a benefit to educational planners and can use the results of the study as an eye-opener to see what is done in secondary schools and it will help them to find solution to the existing problem. Moreover, the results of the study will help education planners to come up with good plans on how to reduce teachers' workload most especially by employing more teachers which will realistically gear up for attaining high students' academic performance in education.



Researcher: it will be of benefit to follow researcher of which this study will serve as the basis for future studies for those that want to carry out a research on the related topic.

Scope and Delimitation of the Study

The study aimed to examine the teachers' workload and academic performance of upper basic Social Studies students of Delta State. The study will cover the entire secondary schools in the three senatorial district of Delta State. This study will however, be delimited to upper basic 9 public secondary students across the three senatorial district of Delta State.

II. METHOD AND PROCEDURE

Research Design

The design employed for this study is *ex-post facto* research design. In *ex-post facto* research design, the researcher usually has no control over the variables of interest and therefore cannot manipulate them. Thus, the researcher deemed it wise to use this design because only the relationship between one variable and the other was ascertained and no variable was manipulated.

Population of the Study

The population of this study consists of 750 Basic 8 Social Studies teachers in all the public secondary schools in Delta State during the 2019/2020

academic session. The 750 population consists of male and female drawn from all the 471 public secondary schools as obtained from the Ministry of Basic and Secondary Education, Delta State. The Population distribution of schools and students in all the local government area in Delta State.

Sample and Sampling Technique

The sample of this study consists 200 Social Studies teachers drawn from 100 secondary schools across the three Senatorial District in Delta State. The sample teachers represent 40% of the entire Social Studies teachers across the three Senatorial District in Delta State. Multi-stage sampling procedures was used which comprise of purposive sampling technique and simple sampling technique in composing the sample for the study.

At the first stage, 10 local government areas were selected using random sampling technique. At the second stage 10 secondary schools from each of the selected local government area were selected making a total of 100 secondary schools out of the 471 secondary schools in Delta State. At the third stage, simple random sampling technique was also used to select two teachers from each selected secondary schools making a total of 200 Social Studies teachers. The sample distribution of the number of Social Studies teachers selected from each of the schools is represented in Table 1 below.

Table 1: The sample distribution of the number of Social Studies teachers in selected schools

S/N.	Local Government Area	No of Sample schools	No. of sampled Social Studies Teachers
1.	Aniocha North	10	20
2.	Ika North East	10	25
3.	Ndokwa East	10	19
4.	Ethiophe East	10	24
5.	Okpe	10	20
6.	Ughelli North	10	25
7.	Bomadi	10	15
8.	Burutu	10	10
9.	Isoko North	10	22
10.	Warri South	10	20
	Total	100	200

Source: Researcher's Sample Size Calculation

Research Instruments

Two research instruments used for this study, includes the "Teachers workload Questionnaire (TWQ) and students' terminal examination scores. The instruments were designed by the researcher. The questionnaire was subdivided into three sections; Section A contain the respondents' biodata such as; the name of school

and gender. Section B consists of statements that measured teacher workload. While the section C Students examination score and grades in Social Studies for the last three terms in of 2019/2020 academic session was also used for the study in measuring student academic performance.

The respondents were asked to indicate their opinion on modified four points Likert scale with close



ended items as Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) points (as shown in Appendix A).

Validity of the Instruments

To ascertain the validity of the research instruments, the initial drafts was given to experts in educational research, Measurement and Evaluation and the research supervisor for proper validation. The experts were requested to review and critique the various items on the instruments in terms of relevance, clarity, and appropriateness of language and response patterns as they relate to the study. The instruments were then modified based on the criticisms and suggestions given by experts. The modified copy was submitted to the research supervisor who then confirmed both face and content validity of the instrument.

Reliability of the Instruments

To test for the reliability of the instruments, the questionnaire was administered to 40 Upper Basic III Social Studies teachers selected from randomly selected four secondary schools in Delta South Senatorial District of Delta State. The results obtained after trial testing of the questionnaire were subjected to test of internal consistency using Cronbach Alpha procedure to measure their reliability before they were used for the study. The tests yielded a coefficient of 0.82 indicating that instrument was quite reliable for the study.

Method of Data Collection

The researcher personally visited the various sampled schools to distribute the questionnaire among the participants (Social Studies teachers) with the help of six research assistants to ensure hitch free administration. The questionnaire will be administered to the respondents on a hand to hand basis. The completed copies of the instrument were retrieved on the spot from the respondents on each day of visit.

Methods of Data Analysis

In order to answer the research questions raised for the study, Pearson Product Moment Correlation will be used while hypotheses will be tested using Pearson Product Moment Correlation and independent t-test. For the research questions a Pearson Product Moment correlation coefficient that is closed to $r = +1.00$ or greater than $r = +.50$ means a strong positive relationship and a Pearson Product Moment correlation coefficient that is closed to $r = -1.00$ or greater than $r = -.50$ means a strong negative relationship. All hypotheses were tested at 0.05 level of significant.

III. RESULT AND DISCUSSION OF FINDINGS

Answering of Research Question

Research Question One

What is the relationship between teachers' workload and academic performance of upper basic Social Studies students in Delta State?

Table 2: Pearson Product Moment Correlation of the Relationship Between teachers' workload and academic performance of upper basic Social Studies students in Delta State.

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Teachers workload	200	2.65	.54	0.51	0.260	2.60%	Positive relationship
Academic Performance	200	5.90	2.01				

Table 2 showed the Pearson Product Moment Correlation of the relationship between teachers' workload and academic performance of upper basic Social Studies students in Delta State. The correlation value of 0.51 showed that there is a positive relationship between teachers' workload and academic performance of upper basic Social Studies students in Delta State. The positive correlation is an indication that as teachers overwork academic performance of student decline. The r^2 value of .260 is an indication that teachers'

workload contributes to the variation in academic performance of students. However, it can be concluded that the relationship between teachers' workload and academic performance of upper basic Social Studies students in Delta State is a positive relationship.

Research Question Two

What is the relationship between teachers' instructional workload and academic performance of upper basic Social Studies student in Delta State?



Table 3: Pearson Product Moment Correlation of the Relationship Between Teachers' Instructional Workload and Academic Performance of Upper Basic Social Studies Student in Delta State.

Variables	N	Mean	Sd	r	r ²	r ² %	Remark
Teachers Instructional workload	200	101.80	20.67	-.724	0.524	52.4%	Negative relationship
Academic Performance	200	5.90	2.01				

Table 3 showed the Pearson Product Moment Correlation of the relationship between teachers' instructional workload and academic performance of upper basic Social Studies student in Delta State. The correlation value of -.724 showed that there is a positive relationship between teachers' instructional workload and academic performance of upper basic Social Studies student in Delta State. The positive correlation is an indication teachers' instructional workload and academic performance of upper basic Social Studies student in Delta State. The r² value of 0.524 is an indication

that teachers' instructional workload does not contribute to the variation in academic performance of students. However, it can be concluded that the relationship between teachers' instructional workload and academic performance of upper basic Social Studies student in Delta State has no relationship.

Research Question Three

What is the relationship between teachers' class tests and academic performance of upper basic Social Studies student in Delta State?

Table 4: Pearson Product Moment Correlation of the Relationship Between Teachers' Class Tests and Academic Performance of Upper Basic Social Studies Student in Delta State.

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Teachers class test	200	2.87	.56	.212	0.0449	4.9%	Positive relationship
Academic Performance	200	5.90	2.01				

Table 4 showed the Pearson Product Moment Correlation of the relationship between teachers' class tests and academic performance of upper basic Social Studies student in Delta State. The correlation value of .212 showed that there is a positive relationship between teachers' class tests and academic performance of upper basic Social Studies student in Delta State. The positive correlation is an indication that teachers class tests decreases academic performance. The r² value of 0.0449 is an indication that teachers class test

contributes to the variation in academic performance of students. However, it can be concluded that the relationship between teachers' class tests and academic performance of upper basic Social Studies student in Delta State is a positive relationship.

Research Question Four

What is the relationship between teachers' administrative roles and students' academic performance of upper basic Social Studies student in Delta State?

Table 5: Pearson Product Moment Correlation of the Relationship between teachers' administrative roles and students' academic performance of upper basic Social Studies student in Delta State.

Variables	N	Mean	Sd	r	r ²	r ² %	Remark
Teachers' administrative roles	200	2.55	0.44	.313	0.098	9.8%	Positive relationship
Academic Performance	200	5.90	2.01				

Table 5 showed the Pearson Product Moment Correlation of the relationship between teachers' administrative roles and students' academic performance of upper basic Social Studies student in Delta State. The correlation value of .313

showed that there is a strong positive relationship between teachers' administrative roles and students' academic performance of upper basic Social Studies student in Delta State. The positive correlation is an indication that as teachers' administrative roles has



an influence on student academic performance. The r^2 value of 0.098 is an indication that teachers' administrative roles contribute significantly to the academic performance of students. However, it can be concluded that the relationship between teachers' administrative roles and students' academic

performance of upper basic Social Studies student in Delta State is a positive relationship.

Research Question Five

What is the relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State?

Table 6: Pearson Product Moment Correlation of the Relationship Between teachers' supply and academic performance of upper basic Social Studies student in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	Remark
Teachers supply	200	10.76	20.59	0.468	0.219	21.9%	Positive relationship
AcademicPerformance	200	5.90	2.01				

Table 6 showed the Pearson Product Moment Correlation of the relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State. The correlation value of 0.468 showed that there is a positive relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State. The positive correlation shows that as teachers' supply has a significant influence on academic performance of upper basic social studies student in Delta State. The r^2 value of

0.219 is an indication that teachers supply contributes to the variation in academic performance of students. However, it can be concluded that the relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State has a positive relationship.

Research Question Six

What is the difference between academic performance of urban and rural upper basic Social Studies students in Delta State based on teachers' workload?

Table 7: Mean and Standard Deviation Analysis of Teachers' Workload of Male and Female of Public Secondary School Students in Delta State

	Sex	N	Mean	Std. Deviation	Mean Difference
Teachers workload	Males	95	101.80	19.78	0.09
	Females	105	101.80	21.83	

From Table 7, it can be seen that the mean teachers' workload of males is 101.80 with a standard deviation of 19.78 and that of their female counterpart is 101.80 with a standard deviation of 21.83. This shows that the mean score of the males is slightly higher than that of the female with a mean difference of 0.09.

Research Question Seven

What is the difference between the academic performance of male and female upper basic Social Studies students in Delta State based on teachers' workload?

Table 8: Mean and Standard Deviation Analysis of Teachers' Workload of Urban and Rural of Public Secondary School Students in Delta State

	Location	N	Mean	Std. Deviation	Mean Difference
Teachers workload e	Urban	91	100.03	19.02	-2.991
	Rural	109	103.02	21.68	

From Table 9, it can be seen that the mean teachers' workload of urban is 100.03 with a standard deviation of 19.02 and that of their rural counterpart is 103.02 with a standard deviation of 21.68. This shows that the mean score of the urban is slightly higher than that of the rural with a mean difference of -2.991.



Testing of Hypotheses

Hypothesis One

There is no significant relationship between teacher workload and academic performance of upper basic Social Studies students in Delta State

Table 9: Pearson Product Moment Correlation of The Relationship Between Teacher Workload and Academic Performance Of Upper Basic Social Studies Students in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	P-value	Remark
Teachers workload	200	2.65	.54	0.51	0.260	2.60%	0.478	Null hypothesis rejected
Academic Performance	200	5.90	2.01					

α=0.05

Table 9 showed the Pearson Product Moment Correlation of the relationship between teacher workload and academic performance of upper basic Social Studies students in Delta State (0.51, α=0.05). Testing the hypothesis, the p-value of 0.478 is greater than the alpha value of 0.05. Thus the null hypothesis was rejected. This implies that there is a significant

relationship between teacher workload and academic performance of upper basic Social Studies students in Delta State.

Hypothesis Two

There is no significant relationship between teachers' instructional periods and academic performance of upper basic Social Studies student in Delta State

Table 10: Pearson Product Moment Correlation of the Relationship Between Teachers Instructional Periods and Academic Performance of Upper Basic Social Studies Student in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	P-value	Remark
Teachers Instructional workload	200	101.80	20.67	-0.724	0.524	52.4%	.072	Null hypothesis rejected
Academic Performance	200	5.90	2.01					

α=0.05

Table 10 showed the Pearson Product Moment Correlation of the relationship between teachers' instructional periods and academic performance of upper basic Social Studies student in Delta State (-0.724, α=0.05). Testing the hypothesis, the p-value of .072 is greater than the alpha value of 0.05. Thus the null hypothesis which states that there is no significant relationship between teachers' instructional periods and academic performance of upper basic Social Studies student in Delta State

was rejected. This implies that there is a significant relationship between teachers' instructional periods and academic performance of upper basic Social Studies student in Delta State.

Hypothesis Three

There is no significant relationship between teachers' class tests and academic performance of upper basic Social Studies student in Delta State

Table 11: Pearson Product Moment Correlation of the Relationship Between Teachers Class Tests and Academic Performance of Upper Basic Social Studies Student in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	p-value	Remark
Teachers class test	200	2.87	.56	.212	0.0449	4.9%	.000	Null hypothesis accepted
Academic Performance	200	5.90	2.01					

α=0.05

Table 11 showed the Pearson Product Moment Correlation of the relationship between teachers'

class tests and academic performance of upper basic Social Studies student in Delta State (.212, α=0.05).



Testing the hypothesis, the p-value of 000 is leaser than the alpha value of 0.05. Thus the null hypothesis accepted. This implies that there is no significant relationship between teachers class tests and academic performance of upper basic Social Studies student in Delta State.

Hypothesis Four

There is no significant relationship between teachers administrative roles and students’ academic performance of upper basic social studies student in delta state?

Table 12: Pearson Product Moment Correlation of the Relationship Between teachers administrative roles and students’ academic performance of upper basic social studies student in delta state.

Variables	N	Mean	SD	r	r ²	r ² %\	P-value	Remark
Teachers’ administrative roles	200	2.55	0.44	.313	0.098	9.8%	.510	Null hypothesis rejected
Academic Performance	200	5.90	2.01					

α=0.05

Table 12 showed the PearsonProduct Moment Correlation of the relationship between School Mapping, school attendance and Academic Performance of students in secondary schools in Delta State (.313, α=0.05). Testing the hypothesis, the p-value of .510 is greater than the alpha value of 0.05. Thus the null hypothesis which states that there is no significant relationship between teachers administrative roles and students’ academic performance of upper basic social studies student in

Delta State was rejected. This implies that there is a significant relationship between teachers administrative roles and students’ academic performance of upper basic social studies student in delta state.

Hypothesis Five

There is no significant relationship between teachers’ supply and academic performance of upper basic Social Studies student in Delta State

Table 13: Pearson Product Moment Correlation of the Relationship Between teachers’ supply and academic performance of upper basic Social Studies student in Delta State

Variables	N	Mean	SD	R	r ²	r ² %	P-value	Remark
Teachers supply	200	10.76	20.59	0.468	0.219	21.9%	.070	Null hypothesis rejected
AcademicPerformance	200	5.90	2.01					

α=0.05

Table 13 showed the PearsonProduct Moment Correlation of the relationship between teachers’ supply and academic performance of upper basic Social Studies student in Delta State (0.468, α=0.05). Testing the hypothesis, the p-value of 0.70 is greater than the alpha value of 0.05. Thus the null hypothesis which states that there is no significant relationship between teachers’ supply and academic performance of upper basic Social Studies student in Delta State was rejected. This implies that there is a

significant relationship between teachers’ supply and academic performance of upper basic Social Studies student in Delta State.

Hypothesis Six

There is no significant difference between academic performance of urban and rural upper basic Social Studies students in Delta State based on teachers workload?

Table 14: Summary of independent t-test statistics Comparing the difference between academic performance of male and female of public secondary school students in Delta State based on Teachers workload

Variables	Sex	N	Mean	Std. Deviation	Df	t-cal.	t-crit.	Sign (2-tail).	Remark
Teachers workload	Males	95	101.80	19.78	298	.009 ^{ns}	1.96	0.05	Ho ₄ rejected



Females 105 101.80 21.83

ns = not significance

Table 14 shows the students independent sample t-test statistics difference between teachers workload of male and female upper basic Social Studies students in Delta State. It shows that the difference in mean scores between these sets of students as observed in Table above was not significant. This is because the t-value (0.9) obtained is greater than the critical t-value (1.96) at 0.05 level of significance. With this, the null hypothesis which stated that there is no significant difference between teachers workload of male and female of upper basic Social Studies students in

Delta State was rejected. This implies that there is a significant difference between academic performance of male and female of upper basic Social Studies students based on teachers workload in Delta State.

Hypothesis Seven

There is no significant difference between the academic performance of urban and rural upper basic Social Studies students in Delta State based on teachers workload

Table 15: Summary of Independent T-test Statistics Comparing the Difference Between urban and rural upper basic Social Studies students in Delta State based on teachers workload

Variables	Location	N	Mean	Std. Deviation	Df	t-cal.	t-crit.	Sign (2-tail).	Remark
Teachers workload e	Urban	91	100.03	19.02	298	2.99	1.96	0.05	Ho ₈ rejected
	Rural	109	103.02	21.68					

ns = not significance

Table 15 shows the students independent sample t-test statistics difference between urban and rural upper basic Social Studies students in Delta State based on teachers workload. It shows that the difference in mean scores between these sets of students as observed in Table was not significant. This is because the t-value (2.99) obtained is greater than the critical t-value (1.96) at 0.05 level of significance. With this, the null hypothesis which states that there is no significant difference between urban and rural upper basic Social Studies students in Delta State based on teachers workload was rejected. This implies that there is a significant difference between urban and rural upper basic Social Studies students in regard to teachers workload in Delta State.

IV. Discussion of Findings

The study investigate teachers workload and academic of upper basic Social Studies students in Delta State. Analysis of the first research question and hypothesis formulated to guide the study revealed that that there is a significant relationship between teacher workload and academic performance of upper basic Social Studies students in Delta State. The analysis indicated that teacher workload contribute to the variation of student academic performance. This means that when teacher are not over worked they will have

more time for their instructional activities and this have a significant influence on student academic performance. This is in line with the study conducted by Mbunda (2016). Who stated that all these affect both teachers’ workload and students’ academic performance. Teachers who are exhausted, frazzled and demoralized by heavy workload are not effective and creative in the classroom hence teaching and learning processes are affected. This finding also agrees with the studies by Farrant, (2015) describe teachers workload as the number of periods taught by one teacher per week, internal tests, exercises, marking load, administrative roles as well as non administrative roles performed by teachers affects both teachers’ workload and students’ academic performance.

Analysis of research two and its hypothesis revealed that there is a significant relationship between teachers instructional periods and academic performance of upper basic Social Studies student in Delta State. The analysis there show there is a positive relationship that exist between teachers instructional period and student academic performance this mean that when teachers are over work or have too long instructional period their work may not be effective and this has effect on student performance. This finding agrees with Babygeya, (2012) who views Teachers’ instructional workload as the process of allocating



subjects, periods and other administrative duties on curriculum planning, implementation and reviews to teachers depending on their area of specializations, professional knowledge, skills and experiences which determine the quality of instructional tasks performance. This also has significant impact on the level of students' academic performance and the overall achievement of educational objectives in the school system.

Analysis of research three and its corresponding hypothesis revealed that there is no significant relationship between teachers class tests and academic performance of upper basic Social Studies student in Delta State. The result from the analysis shows that teachers class tests does not effect the academic performance of social studies students in Delta State. This finding agrees with Bennaars, (2019) who stated Conducting tests in classes with high number of students increases the teachers' workload which in turn affects students' academic performance. This finding also agrees with the study of Mbunda, (2016) who stated that continuous assessments is for both teachers and students, the assessments affect teachers' workload. Continuous assessments involve; planning, constructing, administering the test, scoring and analysis, in the highest number of students in the classroom it increase workload of teacher which in turn affects students' academic performance.

Analysis of research four and its corresponding hypothesis revealed that there that there is a significant relationship between teachers administrative roles and students' academic performance of upper basic social studies student in delta state. Gitau, (2013). Posited that administrative roles done by the teachers in secondary schools increase teachers' workload and affect students' academic performance as teachers spent most of their time performing those responsibilities instead of teaching.

Analysis of research five and its corresponding hypothesis revealed that there is a significant relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State. The analysis shows that there is a positive relationship between teachers' supply and academic performance of Social Studies student. This finding agrees with that of According to Tyke and O'Brien (2012) the shortage of teachers has forced many education systems to lower education standards through the employment of unqualified teachers to fill the gap, thus lowering the school's academic performance. This finding also agrees with Klaus and Dolton (2018) who argue that the nation need to hire at least

one million teacher over the next ten years because inadequacy can influence students' academic performance.

Analysis of research six and its corresponding hypothesis revealed that there is a significant difference between academic performance of male and female of upper basic Social Studies students based on teachers workload in Delta State. The analysis revealed that there is a variation in the performance of male and female student due to influence of teachers workload. This finding agrees with that Aremu (2019) who stated that males are superior to females in arithmetic and other science subjects, it also with the study of Ton (2013) who found that females out performed males in some other school subjects. Youthful and Fisher (2017) inspected scores of high senior school students and discovered males to be better scholastically than females. It also agree with that of Ifeakor (2015) who indicated a critical sex-related contrast in students' intellectual accomplishment for male students over their female partners

Analysis of research seven and its corresponding hypothesis revealed that that there is a significant difference between urban and rural upper basic Social Studies students in regard to teachers workload in Delta State. The analysis also revealed that there is a difference in teachers workload of teachers in urban to their teachers counterpart in rural area with a mean difference of 2.991. This finding agrees with that of Ayodele, (2017) investigated the impact of teacher workload on academic performance of university students in an Organic Chemistry course. It also looked into the moderating effect of location academic performance. This finding also agrees with Lassa and Mosha (2017) investigated on teachers workload and student academic achievement in urban and rural areas of Lagos State. However, the study therefore revealed that teachers work load influence student academic achievement of secondary school students in Lagos State. It also with that of Obe (2014) observed a significant difference in rural-urban academic performance of 480 primary six school finalist on the aptitude subtests of the National Common Entrance Examination into Secondary Schools. He concluded that children from urban schools were superior to their rural counterparts.

V. Conclusion

In line with the findings of this study, it could be concluded that:



1 Lesser workload for teacher will contribute positively to the academic performance of upper basic Social Studies students in Delta State.

2 an appropriate teachers' instructional periods will enhance student academic performance of upper basic Social Studies student in Delta State.

3 the relationship that exist between teachers' class tests and academic performance of upper basic Social Studies student in Delta State is positive.

4 that teachers' administrative roles should be reduced and be assigned to administrative to enable teachers concentrate on their instructional activities so that upper basic social studies student in Delta State will perform better in their academic performance of.

5 the relationship between teachers' supply and academic performance of upper basic Social Studies student in Delta State is positive.

6 That there is a difference in academic performance of male and female of upper basic Social Studies students based on teacher's workload in Delta State.

7 That difference in the academic performance urban and rural upper basic Social Studies students in regard to teachers' workload in Delta State.

Contributions to knowledge

This study has contributed to knowledge in the following ways:

(i) The study has validated the assertion in existing literature that shows that workload influences teachers' activities, which in turn affect the academic performance of social studies students in basic classes.

(ii) The study established that teachers' workloads should be reduced, and new teachers should be hired to meet the student population and reduce teachers' workloads in order to promote effective teaching and learning.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Teachers should intensify effective work toward the academic performance of students
2. The government and school administrators should allocate the stated instructional time for teachers and avoid overwork by the teachers so that they can work effectively towards a better academic performance for the students.
3. Teachers should always pay more attention to their students so as to bring about effective

teaching that can affect students' academic performance positively.

Suggestions for Further Studies

This study examined teachers' work and the academic performance of upper-basic Social Studies students in Delta State. Other researchers who wish to conduct similar studies should focus on primary schools or other states of the federation for holistic generalization.

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