



Relationship Between Teachers' Work Load and Students' Academic Performance in Senior Secondary Schools in Irepodun Local Government, Kwara State, Nigeria.

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Abstract

The study examined the relationship between workload of teachers and academic performance of students in some selected secondary schools in Irepodun Local Government. The study adopted correlational research design. One hundred and twenty respondents were picked at random from twelve secondary schools (six public schools and six private schools). The data was collected from respondents via questionnaire and Achievement Test in Biology. Statistical Package for Social Scientists (SPSS) was used to evaluate the data collected between private and public secondary schools; Pearson's Product Moment Correlation and t-test Analysis were used to determine the impact of instructors' workload on students' academic achievement. According to the findings, there was a strong negative relationship between teacher workload and student academic performance. It was further discovered that there was a considerable disparity between students' academic performance in public and private secondary schools. The findings also suggested that science teachers (Including biology) should only teach in accordance with the directive of 1:35 teacher-students ratio by National Policy of Education, as a result, teachers will be able to manage with the workload's stress. It was also recommended that government and other proprietors of Kwara state under the education ministry should employ teachers adequately as likely to conquer the problem in public schools and also to advance the value of teaching-learning development in secondary schools.

Keywords: Teachers, Workload, Academic performance, teaching.

Introduction

Student's educational performance can be viewed as the apparent and computable performance of a student in relations to the scores they obtained from a test made by teachers, and in both internal and external examinations such as the West African Senior School Certificate Examinations, National Examinations Council and so on.

Teachers' workloads establish to some extent the stage of academic performance of students and education value. However, there is a disagreement within the public about the declining stage in educational excellent as reviewed in the students' academic performance in WASSCE with the percentage in Nigeria is often below 50. The apparent disparity in the allotment of workload has the possibility to create judgment for teachers who have work overload and being treated unjustly. This can be partially accredited to non-conformity with guidelines on workload consequently ensuing in the overworked of the accessible staff power in erratic magnitude; virtually all administrators devoted their time to teaching

in the classroom. In realism; such state of mind obstructs and worse the benchmark of performances instructional tasks and performance students' academic (Achoka, et. al 2007).

Teachers, generally, are used to working hard for a good cause, but if their goodwill is exploited, the results can be counterproductive. Teacher's workload includes teaching subjects, administrative duties, supervision of students and other activities. The maximum teaching load is thirty periods per week while minimum is twenty-two periods per week, while others may have more than maximum particularly science subjects, however, this policy is not strictly adhered to (Valentine, et. al 2020).

Some teachers may be allocated less than maximum teaching periods, whereas others may have more than the maximum. This affects students' academic performance. Several studies prove this assertion, for example study conducted by Osagie and Okafor (2012) on the relationship between human resource management variables and students' academic performance in



secondary schools in Egor Local Government Area, Edo State in Nigeria found that teachers' workload had a negative relationship with students' academic performance. Hence the lower the workload of staff, the better is the students' performance. This finding agrees with those of Naylor and Malcomson (2001) who reported that teachers had to adjust their teaching methods to enable them cope with the pressure of the workload. The finding from this study also agrees with the work of Nwinka and Nwanekezi (2010) who found out that in the federal capital territory (Abuja), teachers' high workload hindered students' academic performance but when their workload was reduced, students' performance improved. Gerald et. al (2013), investigated teachers' factors influencing students' academic achievement in secondary schools. The study found that teachers' job group had significant and positive relationship with students' academic achievement in secondary schools

Successful teaching, according to Coe, et. al (2014), is the act that brings about the enhanced performance of student utilizing the results that is subject to their potential achievement as well as student's capability to explain lesson that was taught and to be able to relate, high-quality lesson delivery. In addition, they suggested that the improvement of a student is the degree by which excellence of teachers should be evaluated. Effective teaching denotes the amount to which the teacher accomplishes proficiently the activities that permit a student expand to the utmost from an educational system, (Alao, 2015).

The calculations were based on rating the performance of teachers in her duties of teaching profession, response to students, teacher task receptiveness, classroom managing and esteem for students, development of students and behaviour management skills. Effective administration of teachers' workload is essential since teachers originally needed to be considered with the approach of being a human with feelings and can also worried, miserable, nervous and get unresponsive if overworked. Ndioho and Chukwu (2017) worked on biology teachers' workload and academic performance of secondary school students in Abia state and the results affirmed that

teacher's workload has effect on their students' academic performance. Also Rose & Sika (2019) declared that negative impact of teachers' excessive workload is really needed to be addressed to improved students' academic performance. Sangay and Samten (2022) examined Teacher's Workload and its Efficacy in Classroom Teaching in Primary Schools, the study employed mixed-method design. Survey questionnaires and interview were used to collect data for the study while findings showed that teachers over workload have a negative impact on classroom teaching and learning due to limited time for lesson planning and tasks assessment

The Nigerian national education policy stated that "educational systems cannot rise beyond the excellence of its teachers," suggesting that teachers play a crucial role in facilitating learning and teaching in addition to defining the quality of education service delivery (Ogundare, et. al 2020). Nonetheless, all bad student performance is frequently blamed on the instructors by the administration, while teachers have also complained about being overworked. This could be responsible for the increase in the number of students and the growth of topics in the curriculum of the assigned subject, which has brought about more responsibility on instructors and strained them past the carrying capacity of their manpower, resulting in haughty workloads. (Adeolu and Arinze 2018)

Teachers' workload has straight impact on academic performance of students. Nevertheless, teachers that are overworked are more unlikely to carry the visions, energy, and flexibility, optimistic and caring interaction that an efficient classroom teaching required (Grenata, 2014). All these prevailing situations would absolutely reveal an adverse pressure on the instructional excellence in schools that might decipher into negative attitudes and principles, and low secondary school students' academic performance. Jelagat et al (2017) investigate the influence of teachers' workload on learners' academic performance in secondary schools and the result found out that reducing teachers' workload could enhance students' academic performance. Similarly, there was a statistically significant and negative relationship between teachers'



workload and students' academic performance in secondary schools. Ayeni and Amanekwa (2018), who examined teachers' workload and how workload affects students' academic performance in secondary schools in Akoko North-East Local Government Area of Ondo State in Nigeria. The findings indicated that teachers' workload is high in teaching activities, including marking of students' scripts by 76.7%. These percentages indicate an impact that is negative on supervising and consultation of students with needs. In that sense, therefore, it shows that heavy workload affects the performance of teachers at large.

The teacher's role in the instructional process is crucial, according to Ayeni and Afolabi (2012), because the instructor is likely to give essential inputs such as adequate lesson notes, efficient delivery of lesson, good monitoring and assessment of students' performance, regular comment on performance of students, inventiveness of instructional materials, proper record keeping, and appropriate command of students to produce and improve expected results. However, a shortage of instructional resources and a poor state of learning infrastructure hamper a good teaching-learning process.

The ideal of profit-making above the school benchmark among numerous private education investors with their wrong understanding of "that when the population of students grows, the higher the capital acquired" with slight consideration for instructional knowledge and sufficient figure of qualify teachers obstructs the value of education (Valentine, et al 2020). The recognized gaps signify severe risk for the education system and possibly been accountable for the shortfalls in performance of teachers in their instructional responsibilities and poor academic performance of students in secondary schools in Nigeria. While Valentine, et al. also agreed that there is no noteworthy connection between academic performance of students and workload of teachers. Ndioho and Chukwu (2017) examined teachers' instructional workload management a students' academic performance in public and private secondary schools in Ondo state; descriptive design of

the survey type was adopted and a stratified random sampling was used to select the sample schools and the result showed that the correlation between teachers' workload and performance of student's academically is negative. Who also supported that there is a substantial variance in teachers' workload of private schools and public schools.

Teachers' workload keeps enlarging notwithstanding the developing education demands by all and individual. The symmetry that is based on the ratio of students to teaching staff strength is necessary in the supply of teaching ability (Obilor 2019). The school management workload allocation is relatively reliant based on the availability of work force. Situation where this is small, the workload will be too much for teacher, some duties will be left undone or affected. Obilor (2019) investigated teachers' factors influencing students' academic performance in public schools in Rivers state using descriptive survey design and it was found that teachers with excess workload cannot effectively positively influence student's academic performance.

Workload, according to Ksenia (2012), is defined as duties that are performed in the workplace beyond individual capacities, resulting in bullying and feelings of unease, anxiousness, aggravation, anger, or frustration. Such reactions might alter a normal person's physical and mental state, as well as their behavior when doing the organizations' assigned tasks. Workload was described by Marina (2012) as task overload/personal work that ranged from a single item to several responsibilities, and overburdening workers resulted in emotional exhaustion, labour delays, low team spirit, and failure to follow procedures, all of which had a negative impact on overall organization performance.

Statement of the Problem

It became known that there are protests across the country against the heavy workload of teachers. Consequently, this situation should have a strong impact on the academic performance of the students. Unfortunately, little has been done to assess the impact of teacher workload on the academic achievement of students in public and private secondary schools. Teachers are



not willing to work in an environment where they would have to shoulder multiple responsibilities. It de-motivates teachers in the teaching profession and develops a feeling of low inspiration in their job. Teachers feel that teaching profession is a stressful job because of over workload and inadequate instructional time. Kimani, et al. (2017) studied the teaching factors affecting academic performance of students in secondary schools, and the result showed that teachers' weekly classroom workload, students' class assignment management, students' continuous assessment test (CAT) results, providing individualized attention to low-performing students, timeline for completing the Form Four curriculum, and setting student achievement goals significantly impacted students' academic performance.

While the studies by Valentino, et al. 2020, Kimani, et al. 2013) were consistent with the results of Ndioho and Chukwu (2017), whose result showed that teacher workload has an impact on student performance in biology. In addition, it was found that the availability of teachers has a major impact on the academic performance of students. The poor performance of the country's high schools undermines students' chances of entering higher educational institutions and jeopardizes job placement and, in most cases, reduces an individual's active participation in national development. Given that teachers play an important role in the teaching and learning process. Therefore, this study attempted to analyse the relationship between teachers' workload and academic performance in public and private secondary schools in Irepodun Local Government, Kwara State.

Objectives of the Study

1. To investigate the factors that influence teacher's workload in secondary schools
2. To examine the relationship between teachers' workload and students' academic performance in secondary school.
3. To determine the difference between teachers' workload in private secondary school and private secondary school.

Research Questions

1. What factors influence the workload of secondary school teachers?
2. What is the difference between teacher's workload in public and private secondary school?
3. What is the relationship between teachers' workload and students' academic performance?

Hypotheses

1. There is no significance difference between teachers' workload in public and private secondary school in Irepodun Local Government area of Kwara state
2. There is no significance relationship between teachers' workload and students' academic performance in Irepodun Local Government area of Kwara state.

Methodology

The study adopted a correlational survey design which aimed at examining independent variables (teacher's workload) on dependent variable (students' academic performance according to (Valentino, et al 2020; Kornfeld, 2010). The researcher chose 12 secondary schools (6 public and 6 private) from the Irepodun Local Government Area using stratified random sampling. A total of 120 respondents were chosen at random, with 10 instructors chosen at random from each of the 12 schools sampled for the study. The information was gathered via a self-created questionnaire titled: "Teachers' Workload and Students' Academic Performance Questionnaire (TWSAPQ).

A structured questionnaire was used as research instrument and Achievement Test in Biology ATB. ATB was self-developed instrument to assess the level of acquisition of ecological concepts of the students. It covers the main topics of ecology taught in SS2 up to the third term of the school year. It consists of 20-item multiple-choice questions with 4 options A to D. The questionnaire was structured using modified likert type four-point rating scale (4, 3, 2, 1) as of strongly agree, agree, disagree, strongly disagree respectively according to (Ndioho and Chukwu 2017, Adeolu and Arinze 2018). The questionnaire has sections



A-H which featured a profoma that was used to collect data on students' academic performance. The researchers administered the research instrument to teachers in the selected schools and conducted an achievement test for the students. The Research questions were presented using descriptive statistics, while the hypotheses 1 and hypothesis 2 were tested using Pearson Product Moment Correlation (PPMC) and T-test respectively at 0.05 level of significance.

science education department of Federal University, Oye-Ekiti, Ekiti State, Nigeria. Teachers' Workload and Students' Academic Performance Questionnaire (TWSAPQ) was subjected to Cronbach's alpha which was used in determining the internal consistency of the research instrument, which yielded a coefficient of $r = 0.84$.

Validity and Reliability of the Instrument

The face and content validity of the instrument were determined by experts in

Results

Research question 1: What factors influence the workload of secondary school teachers?

Table 1. Factors influence the workload of secondary school teachers

S/N	Items		SA	A	SD	D	\bar{x}	SD
1.	Understaffing	Frequency	54.0	36.0	19.0	11.0	30	16.54
		Percentage	45.0%	30.0%	15.8%	9.2%		
2.	Inadequate space in classroom	Frequency	44.0	29.0	25.0	22.0	30	8.45
		Percentage	36.6%	24.2%	20.8%	18.4%		
3.	working during unofficial hours	Frequency	59.0	32.0	17.0	12.0	30	18.29
		Percentage	49.1%	26.7%	15.8%	10%		
4.	being profit oriented	Frequency	75.0	20.0	12.0	13.0	30	26.16
		Percentage	62.5%	16.7%	1%0	10.8%		
5.	allocation of extra assignment	Frequency	40.0	24.0	31.0	25.0	30	6.36
		Percentage	33.3%	20.0%	25.8%	20.8%		
grand mean							30	

Source: Author's Field Survey, 2022.

Table 1 above presents the opinions of the respondents on the factors influencing teachers' workload in secondary schools. With the grand mean of 30; Majority of the respondents (45% strongly agreed that understaffing is one the factors that influences the workload of secondary school teachers while 11% disagreed with the motion , about 44% of the teachers strongly agreed that inadequate classroom space affect teachers workload, about 59%

strongly agreed with the unofficial hours work as a factors that influences teachers workload, 75% for being profit oriented by the school proprietors and about 40% for allocation of extra assignment). This result is a reflection that teachers' workloads are very high in secondary schools.

Research question 2: What is the difference between teacher's workload in public and private secondary school?

Table 2. The difference between teacher's workload in public and private secondary school.

S/N	Private Schools		Public Schools	
	\bar{x}	SD	\bar{x}	SD
1	2.04	0.75	2.48	1.18
2	1.88	0.73	1.48	0.73
3	2.26	1.35	1.58	0.85
4	3.18	1.08	1.62	0.81
5	2.44	0.65	1.73	1.09
6	2.34	0.57	1.50	0.83

Source: Author's Field Survey, 2022.



The above table reviewed the differences between teacher's workload in public and private secondary school. From their responses, it can be deduced that private schools have total means of 11.70 while public schools have the total means of 10.39. With this result, it can be concluded that

there is difference in the workloads of teachers in public and private secondary schools as it reflects in their mean scores.

Research question 3: What is the relationship between teachers' workload and students' academic performance?

Table 3: Relationship between Workload of Teachers and Students Academics Performance

N	Mean	SD	R	Sign.
120	29.49	7.35	.72	*

Sig. At $p < 0.05$

The table above reviewed that there is a good negative relationship teacher's workload and student academic performance in biology. This implies that high the teachers' workloads translate to ineffective teaching leading to poor academic performance of students. Because teachers would have been worn-out after spending quality time with their students and as a result of that could not or failed to perform

better when faced with other duties or extra curriculum activities. Which implies that the better the academic performance of students in biology the lesser the teacher's workload

Hypothesis 1: There is no significance relationship between teachers' workload and student's academics performance in Irepodun Local Government area of Kwara state.

Table 4: Pearson's Linear Correlation between Academic performance of students and Teacher's Workload

			Teacher's workload	Students' academic performance
Pearson Product Moment Correlation	Teacher's workload	Correlation Coefficient	1.000	.687**
		Sig. (2-tailed)	.	.000
		N	120	120
	Students' academic performance	Correlation Coefficient	.687**	1.000
		Sig. (2-tailed)	.000	.
		N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson product Moment Correlation value of 0.69 indicates a strong correlation and relationship between teacher's workload and academic performance of students. The Pearson product Moment Correlation value of 0.69 also shows a positive relationship between teacher's workload and academic performance of students. This suggests that teacher's workload and academic performance of

students were linearly correlated, which means that there is substantial correlation between teachers' workload and the academic performance of students.

Hypothesis 2: There is no difference between teachers' workload in public and private secondary school in Irepodun Local Government area of Kwara state

Table 5: t-test difference between teachers' workload in private and public schools

Type of School	N	Mean	SD	t-cal	t-crit.	P<0.05
Teacher's Workload Private	120	1.8600	.96699	.002	1.98	0.16
Teacher's Workload Public	120	1.2650	.57132			

P<0.05



The calculated value of 0.002 implies that the difference between the two variables (teacher's workload in public secondary school and teachers' workload in private secondary school) is statistically significant at 0.05 because the p-value of 0.002 is lesser compare to standard significant level of 0.05. Also, t-cal which is 0.002 is less than t-crit. at 119 degree of freedom, at 0.05 significant levels. So, the hypothesis; there is no substantial difference between teacher's workload in private secondary school and teachers' workload in public secondary school is accepted, and the alternative hypothesis that there is noteworthy difference between workload of teachers in public secondary school and teachers' workload in private school is rejected.

Discussion of the Findings

This study examined at factors influencing the workload of secondary school teachers and found that allocation of extra assignment, inadequate space in classroom, and working during unofficial hours were poor and therefore could not significantly affect students' academic performance. In addition, it was found that understaffing is another factor affecting students' academic performance, because teachers had an excessive workload that hampered their impact on students' academic performance. The study found that while some teachers gave very few assignments, others gave quite a lot without caring about whether or not students completed the assignments, but many others did not grade the assignments and therefore did not provide feedback to the students. Assignments are a fundamental part of teaching and learning as they serve as a diagnostic tool for teaching-learning. Molokomphale and Mavis (2014) support the findings of this study, stating that the lack of an evaluation of exercises given to students by teachers smells bad. Lack of sense of duty and makes it very difficult, if not impossible, for teachers to determine whether students are mastering the skills being taught or have achieved the stated instructional goals. Teachers' workload has been found to significantly affect students' academic performance. The finding is consistent with Nwikina and Nwanekezi (2010) who concluded that teachers' workload was one of the factors inhibiting

students' academic achievement. Rose and Sika (2019) continue to support the findings of this study, stating that the negative effects of excessive teacher workloads are real and need to be addressed to improve student outcomes. These results indicate the negative impact of excessive teacher workloads on teaching-learning.

There is strong connection between teachers' workload and academic performance secondary school students in Irepodun local Government of Kwara State. Pearson Product Moment Correlation (PPMC) was employed to establish the relationship between teachers' workload and students' academic performance. The findings backed up the notion from the study of Ndioho and Chukwu (2017), Yara (2019), Attah and Adebayo (2018) who agreed that there is negative correlation between workloads of teachers and academic performance of students also that teachers' workload has effect on academic performance of secondary school students. While Rose and Sika (2019) declared that the negative impact of teachers' excessive workload is real and need to be addressed to improved students' academic performance.

The hypothesis there is no significant difference in teacher's workload in private secondary school and teachers' workload in public secondary school is rejected which agreed with Adeolu and Arinze (2018), Kimeli, et al. (2017), and Etomes and Iyonga (2020) who found that there was significant difference in teachers' workload between public and private secondary schools, The reason why the workload of teachers in private schools exceeds that in public schools is due to the unavailability of capital or funds to provide the necessary learning and human resources (teachers, classrooms, etc. and team). This often leads to over-exploitation of the available resources in order to make a profit at any cost. The quality of education is in jeopardy; therefore, a higher workload is expected in private schools, as found in this study. Most of the time, a private school teacher teaches about four school subjects and looks after about six classes in addition to some administrative tasks. Against this background, the academic performance of private schools is also in doubt as the



excessive workload prevents the provision of quality services.

Conclusion

The study concluded that the poor academic performance of students' performance is caused by teachers' workload, teachers' weariness in accomplishing their lesson, failure to teach at the pace of slow learner, failure to mark exercises and assignments given to student on time, assess to reliable books, responsibility of teachers, good management and guidance, cordial relationships between students and teachers, team work amidst the students and obedience. There is discrepancy in the supply of teachers to public schools. Biology subjects should be prioritized when hiring instructors for public schools. This will allow teachers to cover the entire curriculum before the students take the exams. According to the study, teachers' workload in science subjects is one of the contributing factors to poor teaching and learning effectiveness, as well as poor academic performance among secondary school students in Irepodun Local Government. This implies that teacher's effort does have a direct impact on student teaching and learning and this has contributed to the pupils' poor academic performance.

Recommendations

Based on the findings of the research, the following recommendations were made.

To be able to decrease the effects of teachers' workload on academic performance of students, it is recommended that government and other proprietors in kwara state under the ministry of education to employ adequate number of teachers in a bid to resolve the teachers' overworked problem in public schools and also to improve the quality of teaching-learning process in secondary schools.

Effort should be made by school authority to protect teachers' teaching time and not to disrupt teaching, biology teachers should attend seminars, workshops and retraining in biology to enhance their performance so that they can use the robust experience in achievement of students in the subjects.

Biology teachers should teach only one section of class at a time, for example, if it is the whole SS3, only that class should be

taught by the teacher. As a result, the instructor will be able to deal with the student's specific differences, marking of students' class work and assignment, giving attention to individual students' needs and be saddled with less administrative duties

Reduction in workload of Biology teachers will help the teacher to teach in classrooms, hold practical classes and summarizing explanations of rudiments of concepts in Biology. This will help students to overcome examination anxiety and indecision in their exams.

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