

*African Journal of Educational Management – Vol. 25, No. 1, 2024.*

**AFRICAN JOURNAL OF  
EDUCATIONAL MANAGEMENT**

**ISSN 0795 – 0063**

**Volume 25, No. 1, June 2024  
&  
Volume 25, No. 2, December 2024**

**A JOURNAL OF THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT,  
UNIVERSITY OF IBADAN**

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**INFLUENCE OF TEACHER UTILISATION ON STUDENT ACADEMIC  
ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN SOUTHWESTERN  
NIGERIA**

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**Abstract**

*This study investigated the influence of Teacher Utilisation - TU (Teacher Workload - TW, Class Size - CS) on Student Academic Achievement (SAA) in Public Senior Secondary Schools (PSSS) in Southwestern Nigeria. The study adopted the descriptive survey research design of correlational type. The multi-stage sampling procedure and simple random sampling technique were used to select three (Oyo, Ogun, and Ekiti) States out of the six in Southwestern Nigeria and one Senatorial District (SD) from each State. The proportionate-to-size sampling technique was used to select 40% of the Local Government Areas (LGAs) in each of the SDs, and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers while 101 school administrators were enumerated. The instruments were TW Questionnaire ( $\alpha=0.78$ ); CS Inventory ( $\alpha=0.75$ ); English Language Achievement Test-ELAT (KR-20=7.47) and Mathematics Achievement Test-MAT (KR-20=7.46). Data were analysed using descriptive statistics and multiple regression at a 0.05 level of significance. Respondents' ages were  $46.5\pm 5.20$  years (teachers) and  $17.60\pm 1.60$  years (students). There were 59.0% male teachers and 57.0% female students. The TU was ( $\bar{x}=2.0$ ) against the threshold of 2.5. Also, teachers were overutilised (TU: 74.3% had more than 40 students/class and 57.4% taught more than 24 periods/week which is the maximum threshold). Therefore, TU ( $\beta=0.25$ ,  $t=3.13$ ) made a significant contribution to SAA. Hence, teacher utilisation influenced student academic achievement in public senior secondary schools in Southwestern Nigeria and it should be given attention by all the education stakeholders for improved student academic achievement.*



**Keywords:** Teacher utilisation, Teacher workload, Class size, Student academic achievement in English language and Mathematics

### **Introduction**

Students can aptly be regarded as one of the fulcrums of any educational institution as well as the centres of its process. Indeed, it is through students that teachers, work to achieve one of the educational institution's objectives - an appreciable Student Academic Achievement (SAA). Thus, all the activities that go on in the school or any educational institution are more often than not aimed at developing students' total personalities to the fullest. Academic Achievement (AA) represents the performance outcomes that indicate the extent to which a person (student) has accomplished specific goals, which essentially form the focus of activities in instructional environments, specifically in school (secondary school). Thus, AA can be defined as the knowledge obtained or skills developed in school subjects, usually measured by test scores or marks assigned by teachers. Although there is no general agreement on how it is best tested or which aspects are most important, SAA is largely identified by a range of statistical indicators, which can be referred to as the level of attainment (in terms of numerical value) of a student in an examination or test.

The broad goals of secondary education centre on the preparation of the individual: for useful living within the society and higher education {National Policy on Education (FRN, 2013)}. However, as laudable as the objectives of secondary education seem to be, there are indications that the achievements of these goals are being jeopardised due to the low AA of the students at this level of education (Jaiyeoba & Salami, 2021). Studies have shown that many senior secondary school products in Nigeria are poor in reading, writing, computational, and vocational skills. Hence, there is low AA on the part of students in both internal and external examinations (Oviawe, 2016; Adeyinka, 2017; Attah & Adebayo, 2018). It is, however, feared that if the problem is not properly addressed, it might limit students' chances of securing admission into institutions of higher learning, jeopardise their opportunities for job placements, and reduce their active participation in national growth and development.

Student academic achievement measurement has received considerable attention in previous studies (Ubah, 2019; Filgona & Sakiyo, 2020, Muhammad, 2021). It forms the most challenging aspect of academic literature. It is often viewed as a confluence of many factors. These factors could be put under the rubrics of social, psychological, economic, teacher, school or environmental, home as well as personal factors. These factors have a very strong influence on SAA, but they vary from person to person, community to community, and country to country. However, of all these factors, one of the most debated is the influence of teachers on students' overall AA.

Teachers, for many years, have been regarded as the essential catalysts for school improvement and SAA. They are the driving force and main resources in the development and academic growth of students as they are deemed veritable sources of knowledge and agents of change. The importance of teachers in the educational system cannot be overemphasised since the quality output of any operation is a function of the input that is processed. By implication, the quality output of secondary school students depends, to a large extent, on the quality of trained teachers who carry out the activities of imparting knowledge and values to the students.

Teachers use several techniques to assist students in improving their AA. They evaluate, assess, and make provisions for students with learning difficulties. They attend to students' work during lessons, provide tutorials, mark students' homework or assignments, and give feedback. These, by so doing, may aid the improvement of their AA. Moreover, teachers evaluate the curriculum, materials, education programmes, or initiatives that are in place for their suitability to students' learning. Therefore, there is a need to investigate the influence of Teacher Utilisation on the SAA in public senior secondary schools in Southwestern Nigeria.

The statement in the National Policy on Education (NPE) that no education system rises above the quality of its teachers (FRN, 2013) remains incontrovertible. Teachers play significant roles in the present and future development of any country by inculcating in young minds certain desirable values and developing in them certain skills and knowledge which are instrumental to their AA and personal development. While these statements are true, it is equally true that Teacher Utilisation – TU (in terms of teacher's workload – number of

teaching periods, and volume of non-teaching assignments as well as class size) could have a significant influence not only on the students and the entire education system but also on the overall effectiveness and productivity of the teachers themselves. The nature of a teacher's job (teaching, assessing, recording, and other non-teaching responsibilities), more often than not, exposes him/her to work overload, i.e. excessive workloads. Much of these workloads could unavoidably result in work pressure, boredom, stress, and overutilisation of teachers which could invariably influence the AA of students.

The utilisation of teachers in senior secondary schools involves issues relating but not limited to the assignment of workload (the amount of work that has to be done by a particular teacher), size of the class handled by a teacher as well as both teaching and non-teaching activities engaged in by a teacher. The workload approach in assessing the rate of utilisation could be translated to teaching periods of subjects to be taught per day and week. For example, the recommended periods for each subject according to the guidelines on minimum standards as contained in the Federal Ministry of Education (FME, 2002) is a minimum of 18 periods and a maximum of 24 periods per week per teacher. Thus, a teacher is said to be moderately utilised if he/she is assigned a maximum of 24 or a minimum of 18 periods a week in his/her area of specialisation. Also, a teacher assigned to teach, for instance, over 30 periods a week could be said to have been overutilised.

Therefore, many tasks in terms of several teaching periods and other assigned duties to teachers could negatively influence the AA of students in secondary schools. Put differently, the number of periods taught by a teacher per week, internal tests, exercises, marking load, administrative roles as well as non-administrative roles performed by a teacher may affect both his/her workload and SAA in secondary schools. One of the major concerns here is that inappropriate and poor utilisation of teachers in a state's public senior secondary schools could lead to low AA on the part of the students. Significantly, the over-utilisation of teachers in public secondary schools often depicts that the teachers are being saddled with greater responsibilities than required of them. This phenomenon may be due to the social demand for

education, which has resulted in an increased level of student enrolment in schools.

Teachers' workloads may have a direct influence on SAA. For instance, overworked teachers are less likely to bring the energy, insights, resilience as well as positive and caring relationships that effective teaching requires into the classroom (Obiakor and Oguejioffor, 2020). However, overpopulated or congested classrooms are considered to be un-conducive for both teachers and students alike as the burden on teachers for implementing marking of scripts and other continuous assessments, as well as the ability to give individualised attention to students that need extra help, may not be forthcoming. These prevailing conditions may pose a negative influence on the teaching-learning activities and the teacher's quality of instruction, while on the part of the students, they may result in poor learning, a tendency to exhibit unruly behaviour, poor AA and a high rate of student drop-out from schools. Thus, overcrowded classes could have a direct and serious influence on not only the students' learning outcome but also the teachers who will have to face different problems such as students' indiscipline, behavioural problems, poor health as well as stress.

The influence of class size on SAA has received considerable attention from several scholars and or researchers, and this may serve as an important indicator of TU. The findings from various studies concerning class size and SAA have been greeted with different outcomes, which make the issue controversial. In some studies, researchers found that there is a significant positive relationship between SAA and small or moderate class size (Olutayo & Ojoawo, 2017; Kanyamwenge, 2017; Adimonyemma, Akachukwu and Igboabuchi, 2018; Obiakor & Oguejioffor, 2020; Mokuolu & Fatoba, 2020), others deduced from their research findings that the so-called size of a class (whether large or small) does not matter in the issue of AA of students (Owoeye & Yara, 2011a; Egbedokun & Adeyanju, 2016; Zehra, 2019). In some other studies, Kornfeld (2010) and Babatunde (2015) observed a significant difference in the academic performance of secondary school students based on class size, with students in large classes performing better than their counterparts in smaller classes.

The size of a school could equally have a very important influence on SAA. A large student population tends to put more tasks

on the teachers, and consequently, this is likely to have a negative influence on the AA of the students. Lending plausibility to this line of argument, David (2014) stipulated that one of the factors that could negatively influence SAA is the low number of teachers to a high level of student ratio, especially in public schools. In the same vein, the STR, which stands for the ratio of students to teachers in a classroom, has an impact on costs because, in most circumstances, the number of teachers employed will depend on the number of students present in the classroom.

### **Statement of the problem**

Over the years, the issue of low SAA, both in school-based and external examinations, has been a concern to all stakeholders in the education industry. There are lots of complaints from the public about the quality of students produced in secondary schools, *vis a vis* their learning outcomes, most especially in the core subjects such as English Language and Mathematics. Informal discussions among people and related research findings suggested that low student academic achievement in these subjects could partly be the attendant effects of teacher-related variables – one of which is teacher utilisation. Significantly, the problem (low SAA) has given cause for apprehensiveness among the educational stakeholders. It is, therefore, feared that if the problem is not checked, it could make the issues of students dropping out of school and engaging in social vices such as street begging, petty stealing, acts of hooliganism, substance abuse, and robbery, among others continue unabated. This might subsequently limit the students' chances of securing admission into the institutions of higher learning, while the other broad goal of secondary education - useful living of students within the society - might be adversely affected. It is against this background that this study investigated the influence of TU on SAA in public senior secondary schools in Southwestern Nigeria.

### **Purpose of the Study**

The main purpose of this study was to investigate the influence of teacher utilisation on student academic achievement in public secondary schools in Southwestern Nigeria. Specifically, this study:

- i. examined the level of utilisation (teacher's workload and class size) of teachers in public secondary schools in Southwestern Nigeria and

ii. investigated the influence of teacher utilisation on student academic achievement in public secondary schools in Southwestern Nigeria.

### **Research Questions**

The following questions were raised and answered in the study:

- i. What is the level of student academic achievement (in English Language and Mathematics) in public secondary schools in Southwestern Nigeria?
- ii. What is the level of utilisation (teacher's workload and class size) of teachers in public secondary schools in Southwestern Nigeria?

### **Hypothesis**

This hypothesis was formulated and tested

**Ho<sub>1</sub>:** Teacher utilisation does not have a significant influence on student academic achievement in public secondary schools in Southwestern Nigeria.

### **Methodology**

The descriptive survey research design of correlational type was adopted. The multi-stage sampling procedure was used. The simple random sampling technique was used to select three (Oyo, Ogun, and Ekiti) states out of the six in Southwestern Nigeria and one Senatorial District (SD) from each state. The proportionate-to-size sampling technique was used to select 40% of the Local Government Areas (LGAs) in each of the SDs, and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers while 101 school administrators were enumerated. The instruments were TW Questionnaire ( $\alpha=0.78$ ); CS Inventory ( $\alpha=0.75$ ); English Language Achievement Test-ELAT (KR-20=7.47) and Mathematics Achievement Test-MAT (KR-20=7.46). Data were analysed using descriptive statistics and linear regression at a 0.05 level of significance.

**Results and Discussion**

**Research Questions**

**Research Question 1**

What is the level of student academic achievement (in English Language and Mathematics) in public secondary schools in Southwestern Nigeria?

**Table 1: Level of Student Academic Achievement in English Language**

Level	Range	Frequency	Percentage
High	14-20	911	30.1
Medium	8-13	1,006	33.2
Low	0-7	1,113	36.7
<b>Total</b>		3,030	100
Mean = 9.14			

Table 1 shows that most of the respondents 1,113 (36.7%) had low achievement scores in the English language, 1,006 (33.2%) of the respondents had medium achievement while the remaining 911 (30.1%) had high achievement scores. Therefore, it could be deduced from Table 1 (with a mean achievement score of 9.14) that the achievement of the students in the English language was low.

**Table 2: Level of Student Academic Achievement in Mathematics**

Level	Range	Frequency	Percentage
High	14-20	823	27.2
Medium	8-13	798	26.3
Low	0-7	1,409	46.5
<b>Total</b>		3,030	100
Mean = 7.68			

Table 2 reveals that the majority of the respondents 1,409 (46.5%) had low achievement scores in Mathematics; 798 (26.3%) had medium achievement while 823(27.2%) had high achievement. Therefore, an inference could be made from the analyses in Table 2 (with a mean achievement score of 7.68) that the achievement of the students in Mathematics was low.

**Table 3: Level of Student Academic Achievement in the Sampled Secondary Schools**

Level	Frequency	Percentage
High	867	28.61
Medium	902	29.77
Low	1,261	41.62
<b>Total</b>	<b>3,030</b>	<b>100</b>
Mean = 8.41		

Table 3 presents the results of student academic achievement (as measured by the outcomes of the Achievement Tests in English Language and Mathematics) converted into three levels using percentile rank. The results showed that 28.61% of the students scored above medium; 29.77% were on medium and 41.62% scored below medium. From the results, an inference could be made that the proportion of academically low students was higher than the proportion of higher achievers as well as academically medium students. Therefore, it could be deduced that most of the students in the sampled schools (with a mean achievement score of 8.41) were academically low, especially in English Language and Mathematics.

### Research Question 2

What is the level of utilisation (teacher's workload and class size) of teachers in public secondary schools in Southwestern Nigeria?

**Table 4: Teacher Utilisation Based on the Teachers' Workloads**

Workload Indicators	Level	Frequency	Percentage	Level of Utilisation
Range of Students in the Class	Below 30	29	14.4	Under-utilised
	31-40	23	11.4	
	41-50	36	17.8	Moderately Utilised
	51-60	29	14.4	
	Above 60	85	42.1	
Numbers of Periods in a Week	Below 18	32	15.8	Under-utilised



	18-24	54	26.7	Moderately Utilised
	25-30	104	51.5	
	31-40	12	5.9	Over-utilised
<hr/>				
<b>Benchmarks: -</b>	i. (Class):	<b>Mini = 40</b>	<b>Max = 50</b>	
	ii. (Periods):	<b>Mini = 18 (FME, 2002)</b>	<b>Max = 24 (FME, 2002)</b>	

Table 4 presents the results of the analysis on the level of teacher utilisation based on the number of students in a classroom. The results revealed that 14.4% of the teacher respondents agreed that they have below 30 students in a class; 11.4% agreed that they have 31- 40 students; 17.8% had 41-50 students in a class; 14.4% had between 51-60 students while 42.1% had more than 60 students in a class. The results in Table 4 also showed that 15.8% of the teachers had below 18 periods in a week; 26.7 % had between 18-24 periods; 51.5% had 25-30 periods and 5.9% had 31-40 periods. From the results, it could be deduced that only 25.8% (i.e., 14.4% +11.4%) of the teachers had at most 40 students in the class which is the benchmark above which the class could become difficult to manage. However, 74.3% of the teachers had more than 40 students in their classes. This implied a high workload for the majority of the teachers. It was observed that only 15.8% of the teachers had less than 18 periods in a week. This implied that 15.8% of the sampled teachers were underutilised. Meanwhile, 26.7% of the teachers had between 18 to 24 periods per week and this implied that the teachers in this category were moderately utilised. However, 57.4% (51.5% +5.9%) of the teachers taught more than 24 periods in a week. This implied that 57.4% of the teachers were over-utilised. Therefore, an inference was made that most of the teachers in the sampled schools in Southwestern Nigeria were over-utilised in their respective schools.

**Table 5: Level of Teacher Utilisation in the Sampled Secondary Schools Based on Teachers' Perspectives**

Teacher Utilisation	SA	A	D	SD	Mean	Std. Dev.
Bloated or very large class sizes do not affect my teaching.	23 (11.4%)	30 (14.9%)	45 (22.3%)	104 (51.5)	1.84	1.08
Large class size does not affect the pace of learning among my students	13 (6.4%)	24 (11.9%)	67 (33.2%)	98 (48.5%)	1.75	0.92
The small number of students in a class will not certainly enhance the level of student academic achievement	24 (11.9%)	35 (17.3%)	52 (25.7%)	91 (45.2%)	1.95	1.07
My engagement with other school activities will not affect my teaching activity	53 (26.2%)	76 (37.6%)	46 (22.8%)	27 (6.4%)	2.75	1.02
It is ideal to involve my students in marking or recording because of the volume of tasks I often engage in	17 (8.4%)	14 (6.9%)	31 (15.3%)	140 (69.3%)	1.70	2.15
<b>Weighted Mean</b>	= 2.0					
<b>Standard Mean</b>	= 2.5					

**Note:** - 0.00 - 1.49 = Highly Overutilised; 1.50 – 2.49 = Overutilised  
2.50 – 3.49 = Moderately Utilised; 3.50 – 4.00 = Underutilised

Table 5 presents the level of teachers' utilisation in the studied area. The results revealed that 26.3% of the respondents agreed that large class size does not affect their teaching while 73.7% disagreed (Mean=1.84, SD=1.08). Also, 18.3% of the respondents agreed that large class sizes do not affect the pace of learning among students

while 81.7% disagreed (Mean=1.95, SD=1.07). More so, 63.8% agreed that other school engagements do not affect their teaching activities while 36.2% disagreed (Mean=2.75, SD=1.02). Moreover, 15.3% of the respondents agreed that it is ideal to engage their students in marking and recording while 74.7% disagreed (Mean=1.70, SD=2.15). From the results of the analysis, it could be observed that the majority of the respondents agreed that heavy workloads (in terms of large class size) could affect their effectiveness and efficiency in teaching and learning of the students. The teachers' workloads were much and therefore, affected their effectiveness and efficiency. Also, it could be inferred that the majority of the respondents were not reluctant to exercise their duties and also obeyed the ethics that surrounded them by not allowing other school activities to affect their teaching engagement and by not delegating their assigned duties to the students.

To answer the research question on the level of utilisation of teachers in public senior secondary schools in Southwestern Nigeria in respect of teachers' perspectives, it was observed that the weighted mean value for teachers' utilisation was 2.0 which was less than the 2.5 standard or criterion mean. This implied that because of the gross inadequacy of teachers (English Language and Mathematics teachers) in most of the sampled schools in Southwestern Nigeria, the available teachers were over-utilised, while only a few of them were under- and or optimally utilised.

### Test of Hypothesis

#### Hypothesis

Ho<sub>1</sub>: Teacher utilisation does not have a significant influence on student academic achievement in public secondary schools in Southwestern Nigeria.

**Table 6: Linear Regression showing the influence of Teacher Utilisation on Student Academic Achievement**

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	1100.82	1	110.82	21.18	.001 <sup>b</sup>
	Residual	1573.87	100	5.198		
	Total	2674.69	101			
<b>Model Summary</b>						
Model			1			
R			.256 <sup>a</sup>			
R Square			.065			
Adjusted R Square			.065			
Std. Error of the Estimate			7.20953			

A simple linear regression analysis was computed to determine the influence of Teacher Utilisation on student academic achievement. The result revealed a *R Square* of 0.65. Further, the ANOVA summary revealed a p-value of 0.001. This implied that the influence of Teacher Utilisation on Student Academic Achievement was significant {F (1, 100 = 21.18, p<0.05)}. Thus, the hypothesis was not accepted, which implied that teacher utilisation had a significant influence on student academic achievement in public secondary schools in Southwestern Nigeria.

#### Discussion of Findings

The results on student academic achievement (as measured by the outcomes of the Achievement Tests in English Language and Mathematics) converted into three levels using percentile rank revealed that the proportion of students with low grades in the level of their achievement in the outcomes of the Achievement Tests in Southwestern Nigeria (41.46) was higher than the proportion of

students that scored above average (28.61%) and those that were on the average (29.77%). Based on the results, it was inferred that the level of academic achievement of secondary school students in Southwestern Nigeria was low as reflected in English Language and Mathematics achievement tests.

The findings of this study aligned with those of Adegbemile (2011), Pitan (2012), Ogundare (2019), and Olatunbosun (2023) who found that student academic performance or outcome was low. However, the finding in this study negated the findings of Weaver (2019) that the student's academic achievement was moderately high because it was above the average (i.e., most of the students scored above average). The finding equally negated that of Odunsi (2015) whose finding on student academic outcome was either low or high depending on a student's socio-economic background.

The findings on the level of teacher utilisation (TU) in the sampled public senior secondary schools in Southwestern Nigeria were based on the outcomes of the critical analyses of the teachers' workloads, class size, and teachers' perspectives on the management of the volume of tasks assigned to them. Analysis of the teachers' workloads was predicated on the range of students (in terms of their numerical strength) handled by each of the sampled teachers at a time and the number of periods of teaching that the teacher took per week. On the indicator of class size, the results of the analysis revealed that over 70% of the teachers had more than 40 students in their classes. Indeed, over 50% of the sampled teachers had at least 60 students in each of the classes they took. This connotes that bloated classes could inevitably increase the workloads of the teachers in terms of a large number of students to attend to, for instance, in the marking of scripts and assignments as well as ensuring class control and or management.

Similarly, the findings based on the number of periods assigned to each of the teachers per week indicated that about 60% of the total number of teachers sampled in the public senior secondary schools in Southwestern Nigeria had more than 24 periods per week. This equally implied that most of these teachers were overutilised and thereby could not perform their academic and non-academic responsibilities effectively and efficiently. However, only 26% of the teachers had between 18 to 24 periods per week and this implied that the teachers in this category were optimally utilised. Meanwhile, the issue of

underutilisation of teachers in the findings only involved about 16% of the total number of teachers sampled.

On the other hand, results from the teachers' perspectives showed that bloated class size affected not only their teaching and other student-teacher activities but also the pace of learning among the students taught thereby affecting their academic achievement negatively. Meanwhile, the findings also revealed that most of the sampled teachers still engaged in other school activities despite their large workloads and rarely delegated their academic duties to the students. From the results of the analysis, it could be observed that the majority of the respondents agreed that they are not reluctant to exercise their duties and also obey the ethics that surround them but were often bogged down with heavy workloads.

The results at this phase of the study were consonant with the findings of Attah and Adebayo (2018) as well as Ayeni and Amanekwe (2018) who revealed in their findings that effective utilisation of teachers rather than its mere availability impacts students' academic performance. For instance, the results of Ayeni and Amanekwe (2018) showed that teachers' workload was high in terms of teaching activities (75.8%), data imputation (62.5%), and marking of students' scripts (76.7%), which had a detrimental impact on the efficiency of their instructional tasks and the student academic achievement (SAA). A critical look at these results indicated that student academic achievement was significantly impacted by teachers' weekly teaching workload, the management of classroom assignments, evaluation of students' results on Continuous Assessment Tests, the provision of individualised attention to weak students, time frame for completing the syllabus, and the setting of performance goals for the students. (Lyimo, Jackson, and Kipng, 2017).

The findings of this study in terms of student-teacher ratio are equally consistent with the results of a series of studies carried out in Kenya between 2005 and 2012 by UNESCO. According to the findings, the average ratio in the 162 schools that were sampled was 58:1, when the required ratio is 40:1. Compared to their counterparts in some of the private schools that handled a lower number of students, secondary school teachers in public schools found it challenging to provide lessons effectively. This implied that in most of the sampled

public senior secondary schools in Southwestern Nigeria, there was poor utilisation of teachers due to their heavy workloads.

The findings on the influence of teacher utilisation on student academic achievement are consistent with the finding of Ogundare, Ambode and Babalola (2022) who found that teacher utilisation has a significant influence on the academic achievement of students. Meanwhile, the result contradicts the finding of Ayeni and Amanekwe (2018) which showed that there was a negative correlation between teachers' workload and students' academic performance.

### **Conclusion**

Teacher Utilisation could have a significant influence on the academic achievement of students in particular and the educational system as a whole. The utilisation of teachers in senior secondary schools involves issues relating but not limited to the assignment of workload (the amount of work that has to be done by a particular teacher), size of the class handled by a teacher as well as both teaching and non-teaching activities engaged in by a teacher. The influence of Teacher Utilisation (TU) on the academic achievement of students cannot be overemphasised as it was established in this study that the low academic achievement of students in secondary schools in Southwestern Nigeria (both English Language and Mathematics) was significantly influenced by the poor utilisation or overutilisation of the available teachers in most of the sampled secondary schools as a result of the teachers' heavy workloads. There is therefore a need for the education stakeholders to give adequate attention to this variable for improved student academic achievement.

### **Recommendations**

Based on the findings drawn from this study, the following recommendations are made:

- i. government and all other concerned educational stakeholders are to ensure that more classes are built so that the issue of over-population of students as a result of bloated classrooms in most of the public senior secondary schools in Southwestern Nigeria is tackled and resolved.
- ii. efforts must be intensified by the education stakeholders to ensure that all the necessary mechanisms are put in place to

optimise the workloads of teachers (English Language and Mathematics teachers) so that their teaching engagement per week will be streamlined to at most 24 periods per week. This will go a long way in increasing their level of effectiveness and efficiency.

- iii. adequate remunerations for the teachers should be taken as sacrosanct to the teaching profession. This will go a long way in motivating teachers to be up and doing in discharging both their academic and non-academic duties to students and this will also help in improving the SAA.

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