



Influence of Business Educators' Workload on Effective Instructional Delivery of Business Education Courses in Rivers State Universities

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ABSTRACT

The study examined the influence of Business Educators' workload on effective instructional delivery of Business Education courses in Rivers State. Two objectives, research questions and hypotheses guided this study. The study adopted a descriptive survey design with a population of 77 Business Educators in the two state universities offering Business Education programme in Rivers State. Due to the manageable population, there was no sample and no sampling technique was adopted. The instrument for data collection was a self-structured questionnaire validated by two research experts in Business Education and a measurement and evaluation expert. The internal consistency of the instrument was determined using the Pearson Product Moment Coefficient (r) formula and a reliability coefficient of 0.76 was obtained which showed that the instrument was reliable. 73 out of the 77 who returned their instrument were used for analysis. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. Findings from the study showed that teaching many allocated courses and administrative functions influence Business Educators instructional delivery of Business Education Courses in Rivers State Universities to a high extent. Based on the findings, discussions and conclusions drawn, recommendations made amongst others were that government should employ adequate number of qualified teachers to reduce the number of courses assigned to each lecturer in order to improve the quality of teaching process, some administrative tasks should be reassigned back to some non-academic staff.

Keywords: Business Educators' Workload, Effective Instructional Delivery, Business Education Courses

INTRODUCTION

Traditionally, universities have defined the role of academic staff to three (3) domains of teaching, research, and service with primary emphasis placed on teaching and research aspects while secondary aspect placed on service or administration (Houston, 2006). University academic staff does the complex work in an increasingly demanding environment. Universities are the only organizations that focused on dual core functions of knowledge creation and knowledge transmission through the processes of research and teaching (Romainville, 2016).

Workload according to Akob (2016), involved lecturers' time either directly or indirectly with professional duties, responsibilities and interests. Ksenia (2012) described workload as tasks performed in the working environment exceeding personal capabilities and resulting in threats, and

the reactions of nervousness, anxiety, frustration, pressing, or annoyance. Such reactions would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization.

This is paramount because a Business Educators has professional knowledge that is gained through formal preparation and experience. The process of lecturing includes teaching, examining student's performance, laboratory supervision of experiments carried out by students, and supervision of student's research. Participating in continuing education courses is also included when these are organized as part of the activities of the University. They are also required to be involved in lectures, research and community service. These processes must be free of discriminatory practices and should contribute to the holistic development of students.

Business Educators' workload is expressed in terms of curriculum organization, lesson note preparation, learners' engagement in curriculum instructions, continuous assessment and class management. Business Educators' instructional workload is directly measured by the total number of teachers that are available in the system against the number of students that are taught, the number of scripts that are marked, and other responsibilities considered worthwhile by the school principal that are regularly or occasionally assigned to teachers.

For effective educational goal attainment, Business Education needs to be taught with effective strategies in order to attain the required goals. Effective strategies are very crucial in teaching and learning Business Education at tertiary level. Effective instructional delivery refers to the interaction among students, the teacher, the content, and the knowledge, skills, dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world.

It is necessary therefore for the universities head to work out the most efficient method in assigning workloads that will enable the teachers put in their best towards achieving the desired output/ result. Effective management of teachers' workload is necessary because teachers, first and foremost must be seen from the angle of humans who have emotions and can be stressed, depressed, agitated and get bored if overworked.

Concept of Business Educator's Workload

A Business Educator is a person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. A business educator is someone who has undergone through the field of study at the college or University level. A business educator is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain.

Workload is referring to the amount of work that has to be done by a particular person or organization (Nwikina & Nwanekezi, 2010). Teachers' workload can be considered quantitatively and qualitatively. Ksenia (2012) described workload as tasks performed in the working environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness, anxiety, frustration, pressing, or annoyance. Such reactions would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization. Marina (2012) considered workload as role overload/personal work extended from single item to multiple duties, and the risk of overload resulted in emotional exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on the overall organization performance.

These prevailing conditions would definitely show a negative influence on the instructional quality in schools, which may translate into poor attitudes and values, and low performance of students in Business Education course in Rivers State Universities. Angela, Damian and Graham (2018) expressed worry over the high rate of poor academic Degrees obtained by students on graduation. Gallego, Geogantziz, Montaner and Amaral (2012) revealed that the quality of teaching of lecturers is negatively affected by administrative duties. This may arise because many of these duties do not entail a compensating reduction in teaching load.

Concept of Instructional Delivery

The term instructional is described by the Oxford Advanced Learner Dictionary 8th Edition by Hornby (2015) as an adjective derived from the concept of instruction and it connotes when someone teaches people something. An instruction has been defined as the last phase of curriculum

implementation. This means that when instruction is given in this way, it is meant towards curriculum showing that it is an act of implementation.

Jeremiah and Alamina (2017) described instruction as all activities engaged in by the teacher with the aim of facilitating change in learner behaviour using different kinds of delivery attempts. The ability of the teacher to transmit appropriate information, skills, values, belief and morals to his or her recipients (learner) is termed instructional delivery. Thus, the means of delivering valuable information that is lesson contents to learners is of great importance (Ndukwe, 2018). Amesi and Akpomi (2013) posited that the teacher (Business Educator) who is a distributor of knowledge is expected to know the process of designing and using teaching strategies and materials for instructional delivery of lesson contents. The need to adopt various instructional approaches is for effective instructional delivery of lesson contents in Business Education programme. Business Educators are required to focus on the curriculum content, the primary experience, knowledge of the students, learners' interest, students learning style, and the developmental level of the learners.

According to Martin (2012), the process of lecturing includes teaching, examining students' performance, laboratory supervision of experiments carried out by students, and supervision of student's research. Given all the activities involved in lecturing, one would expect that lecturers would be saddled with few courses to ensure efficiency in teaching. However, this is not the case as lecturers take several courses in programmes at a given time in the university. Participating in continuing education courses is also included when these are organized as part of the activities of the University.

Concept of Business Education Courses

Godpower (2017) in Okiridu & Godpower, (2020), assert that Business Education Courses help in building skills, knowledge, ethics, values and attitude that will help an individual to be able to face life challenges around them and function effectively as an entrepreneur, professional teachers and function as operators in organizations such as: Accountants, Managers, Marketers, Secretaries etc. Business Education courses teaches students how to be discipline, manage resources and maximize their potential, develop their skills, improve their performance and become abreast with modern technologies.

Ubulom and Dambo (2016) maintained that Business Education is an aspect of the education is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. Godfrey (2016) postulated that Business Education is a programme of instruction which consists of two parts; Office education, a vocational programme of office careers through initial, refresher and upgrading education and the other as General Business Education, a programme to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business. Business Education deals with empowerment necessary to meet business challenges in a dynamic business world or society. It offers recipients the ability to cope with emerging changes in education, and in business where the person is expected to manifest all the skills acquired while in training. Therefore, Business Education is planned for training and developing recipients to expose them in the field of business, and as a professional, consequently, expanding the way for imparting competences for economic development of the society (Henry, 2013).

Statement of Problem

There seems to be ineffectiveness in instructional delivery of Business Education courses. Students complain of lecturers' lateness, being absent in class, inability to finish course outline and also students' continuous failure of courses. What could be the problem? The researcher has observed overtime that Business Educator's academic project supervision of large number of both undergraduate and post graduate students, teaching many allocated courses in a semester, carrying out administrative functions, teaching practice supervision, attending several meetings, coordinating programmes and continuous research and writing of books could be attributed to too much workload on the part of Business Educators', That being so, the researchers felt that there is need to investigate the extent this workload influences effective instructional delivery of Business Education Courses in Rivers State Universities and empirically document the fact in order to profound solution to the problem.

Purpose of the Study

The aim of the study was to investigate the influence of Business Educators' workload on effective instructional delivery of Business Education courses in Rivers State universities. Specifically, the study seeks to determine:

1. The extent teaching many allocated courses in a semester influence Business Educators' instructional delivery of Business Education courses in Rivers State universities.
2. To what extent does administrative function influence Business Educators' instructional delivery of Business Education courses in Rivers State universities.

Research Questions

The following research questions guided the study.

1. To what extent do many allotted courses in a semester influence Business Educators' instructional delivery of Business Education courses in Rivers State universities?
2. To what extent does administrative function influence Business Educators' instructional delivery of Business Education courses in Rivers State universities?

Hypotheses

1. There is no significant difference in the mean ratings of Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which courses allocated to them in a semester influence instructional delivery of Business Education courses in Rivers State universities.
2. There is no significant difference in the mean ratings of Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which administrative functions influence instructional delivery of Business Education courses in Rivers State universities.

METHODS

The study area was in Rivers State owned Universities offering Business Education programme. Descriptive survey research design was adopted for this study. The population of the study comprised of 77 Business Educators from Rivers state owned Universities offering Business Education. Due to the fact that the population of the study is small, the researchers adopted a census technique to engage all the seventy-seven (77) Business Educators. However 73 made up of 18 from Rivers State University and 57 from Ignatius Ajuru University of Education responded to the instrument. The researchers developed 12 item structured questionnaires for data collection of the study. The study adopted a 4 point rating scale, with span options of High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). Pearson Product Moment Correlation coefficient (PPMCC) statistical tool was used to determine the reliability of the instrument and a coefficient of 0.76 was obtained. The research questions were answered using the weighted mean and standard deviation while the hypotheses were tested using z-test. The decision rule stands to accept the mean points up to 2.50 and above for the research questions, otherwise rejected, which the null hypotheses were accepted when the calculated r is lesser than the r -critical value, if otherwise rejected.

RESULTS

Research Question 1: *To what extent does teaching of many allocated courses in a semester influence Business Educators' instructional delivery of Business Education courses in Rivers State universities?*

Table 1: Mean and Standard Deviation of the Responses of Business Educators on the Extent to which Teaching of Many Allocated Courses in a Semester Influence Effective Delivery of Business Education Courses

(N73)

S/N	Item	RSU (N=18)			IAUE (N=55)			RSU & IAUE Combined		
		\bar{X}	S.D	Rmks	\bar{X}	S.D	Rmks	\bar{X}	S.D	Rmks
1	Instructional delivery for Business Educators is not effective due to much courses allocated for a session.	3.17	0.90	ME	2.73	1.10	ME	2.95	1.03	ME
2	Business educators have limited time for leisure hence negatively affects instructional delivery	2.78	1.08	ME	2.78	1.12	ME	2.78	1.1	ME
3	Most times, deadlines for academic activities are not met due to large course allocation.	3.10	1.05	ME	2.87	0.94	ME	2.99	0.99	ME
4	Teaching many number of courses can cause stress among Business Educators'	2.89	1.04	ME	2.93	0.87	ME	2.91	0.95	ME
5	Teaching many courses affects Business Educators' to cover up course outline before the end of the semester	2.72	1.10	ME	2.78	0.94	ME	2.75	1.02	ME
6	Teaching output is low when overloaded with courses	2.94	0.98	ME	2.75	1.09	ME	2.85	1.04	ME
Grand Mean& SD		2.93	1.03	ME	2.81	1.01	ME	2.87	1.03	ME

Source: Field Survey, 2021

Data contained in Table 1 shows the grand mean scores of RSU and IAUE Business Educators' on the extent to which teaching many allocated courses in a semester influences their instructional delivery of Business Education Courses and the scores were 2.93 and 2.81 respectively, while the corresponding standard deviation mean is 1.03 and 1.01. These scores were obviously above the decision mean of 2.50. This indicates that teaching many allocated courses in a semester influence their instructional delivery.

Research Question 2: To what extent does addition of administrative duties to teaching influence Business Educators' instructional delivery of Business Education courses in Rivers State universities?

Table 2: Mean and Standard Deviation of the Responses of Business Educators on the Extent to which Addition of Administrative Functions to Teaching Influence Effective Delivery of Business Education Courses

S/N	Item	(N=73)								
		RSU (N=18)			IAUE (N=55)			RSU & IAUE Combined		
		\bar{X}	S.D	Rmks	\bar{X}	S.D	Rmks	\bar{X}	S.D	Rmks
7	Sometimes, course works are not covered due to administrative work.	3.05	1.02	ME	2.76	0.99	ME	2.91	1.01	ME
8	Administrative duties leaves Business educators with little or no time for research and writing books useful for class instruction.	2.78	1.13	ME	2.78	1.12	ME	2.78	1.13	ME
9	Administrative duties affects Business Educator's rest time as they work during long breaks.	3.28	0.87	ME	2.75	1.09	ME	3.02	0.98	ME
10	Business Educator's with administrative duties are unable to carry out periodic continous assesment exercise and mark them.	2.67	1.10	ME	2.95	0.75	ME	3.02	0.93	ME
11	Due to administrative duties, lecturers are unavoidably absent for some classes	2.50	1.05	ME	2.78	0.96	ME	2.81	0.93	ME
12	Administrative duties reduce the duration of time a lecturer has to prepare for teaching .	3.11	0.93	ME	2.73	1.10	ME	2.64	1.01	ME
	Grand Mean SD	2.88	1.02	ME	2.79	1.00	ME	2.85	1.01	ME

Source: Field Survey, 2021

The grand mean scores of Business Educators of Rivers state University and Ignatius Ajuru University of Education on the extent to which administrative duties influences Business Educators instructional delivery were 2.88 and 2.79 respectively. These are above the decision mean of 2.50, an indication that Administrative work affects instructional delivery of Business Education courses.

Hypothesis 1: There is no significant difference in the mean ratings of Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which teaching many courses allocated to them in a semester influence instructional delivery of Business Education courses in Rivers State universities.

Table 3: Z-test Analysis of Mean Responses of Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on The Extent to which Teaching many Allocated Courses in a Semester Influence Effective Delivery of Business Education Courses

Respondents	N	\bar{X}	S.D	∞	Z-Cal	Z-Crit	Decision
RSU	18	2.93	1.03				
				0.05	0.86	1.96	Accepted
IAUE	55	2.81	1.01				

Source: Field Survey, 2021.

The information in Table 3 revealed that z-calculated value of 0.86 is less than z-critical value of 1.96. The null hypothesis is therefore accepted. This means that Business Educators in Rivers State University and Ignatius Ajuru University of Education do not differ significantly in their mean rating on how teaching many allocated courses in a semester influence their instructional delivery.

Hypothesis 2: There is no significant difference in the mean ratings of Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which addition of administrative functions to teaching influence instructional delivery of Business Education courses in Rivers State universities.

Table 4. Z-test Analysis of Mean Responses of Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which addition of administrative functions to Teaching influence Effective Delivery of Business Education Courses

Respondents	N	\bar{X}	S.D	∞	Z-Cal	Z-Crit	Decision
RSU	18	2.88	1.02				
				0.05	0.64	1.96	Accepted
IAUE	55	2.79	1.00				

Source: Field Survey, 2021.

The information in Table 4 revealed that z-calculated value of 0.64 is less than z-critical value of 1.96. The null hypothesis is therefore accepted. This means that Business Educators in Rivers State University and Ignatius Ajuru University of Education do not differ significantly in their mean rating on how administrative duties influence their instructional delivery.

DISCUSSION OF FINDINGS

Findings from this study revealed that both Business Educators in RSU and IAUE agreed that number of courses allocated to Business Educators affects their instructional delivery as they have limited time for leisure and stressed out which causes their teaching output to be low. They may even not be able to cover up course outline before the end of the semester. Angela, Damian and Graham (2018), supported the finding by stating; a system whereby courses can be allocated to lecturers based on their preferred courses with respect to their areas of specialization and not just allocating much courses to lecturers. This will facilitate efficient and effective course allocation and delivery. Also the finding corroborated with the findings of Martin (2012) who asserted that the process of lecturing to include teaching and examining of students. Given all the activities involved in lecturing, one would expect that lecturers would be saddled with few courses to ensure efficiency in teaching. However, this is not the case as lecturers take several courses in programmes at a given time in the university.

Analysis of data in Table 2 revealed that both Business Educators in RSU and IAUE agreed Administrative duties affects negatively instructional delivery from Business Educators in Rivers State Universities. This finding was in line with the findings of Gallego, Geogantziz, Montaner and Amaral (2012) which revealed that the quality of teaching of lecturers are negatively affected by Administrative duties. This may arise because many of these duties do not entail a compensating reduction in teaching load.

CONCLUSIONS

Based on the findings of this study, it was concluded in view of the results obtained from the study, that teaching of many courses and administrative functions negatively influences instructional delivery of Business Education Courses in Rivers State Universities. It is therefore important that more lecturers should be recruited particularly in faculties or departments with high student population, in order to reduce their workload.

RECOMMENDATIONS

Based on the findings the following recommendations were made.

1. The government and higher institutions should employ adequate number of qualified teachers to reduce the number of courses assigned to each lecturer in order to improve the quality of teaching process.
2. Administrative tasks should be reassigned back to some non-academic staff who were initially employed to carry out these tasks to enable them focus more on teaching and research.

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