

# **The Relationship between Workload and Teachers Effectiveness in Secondary Schools: A Case of Uganda**

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## **Abstract**

The study assessed the relationship between teachers' workload and their effectiveness in secondary schools. A descriptive survey design was adopted for this study to determine the frequency of occurrences of the phenomenon and discover whether or not if there is a relationship that exists between the variables. The target population of this study comprised Head teachers, Deputy Head teachers, Directors of Studies and Teachers in the selected Secondary Schools in Sheema Municipality, Sheema Municipality. The study employed questionnaire, and interviewing. The study used Pearson correlation to determine the level of statistical relationship between workload and teachers' effectiveness. Results indicate that there is a weak but significant positive correlation between teachers' workload and their effectiveness in secondary schools ( $r=0.012$ ,  $p<0.045$ ). It was found that teachers are always prepared when holding classes. It was concluded that teachers in secondary schools of Sheema Municipality, Sheema Municipality are given other responsibilities apart from teaching. These include; duty supervision, monitoring, some co-curricular activities like drama, football guidance and counseling. It was also concluded that teachers in secondary schools of Sheema Municipality, Sheema Municipality are effective in terms of students' improvement in discipline, good performance registered in terms of academics. It was also concluded that more workload for teachers affects their effectiveness negatively that is; failure to prepare schemes of work, lesson plans, assess learners, maintain discipline and participate in co-curricular activities. The study recommends that the government should set more innovative guidelines for teacher workload in schools to enable school administrators not to overload the teachers that may result into ineffectiveness.

**Key words:** Teachers' workload, Effectiveness, Secondary Schools

## **Background**

Teachers' workload is the roles and duties assigned to the teachers (Farrant, 2005). Workload identifies the different activities undertaken by members of academic staff and allocates an agreed time 'budget' to each one. This allows academics, their departments and their institutions to construct a clear and comprehensive picture of who is doing what and how much time they are dedicating to it. It covers all members of academic staff, all activities and all work-related time (Perks, 2015). In this study teachers' workload was conceptualized as duty supervision in form of supervising, early morning studies and meals, co-curricular activities, community outreach, teaching load, guidance and counseling, attending meetings like PTA meetings and sensitizing learners on their careers. On duty supervision refers to a teacher given a responsibility to take reasonable steps to protect students from risks of injury, including those that may be encountered within the learning environment (Bryant, Bryant & Smith, 2019).

Aloisi, Higgins and Major, (2014) define teachers' effectiveness as the act which leads to improved student achievement using outcomes that matter to their future success including good lesson delivery, students ability to explain the taught lesson. In this study Teachers' effectiveness was looked at through: - subject matter expertise, relational competence with students, professional competence, teaching style and classroom management style. Subject matter expertise refers to exhibiting the highest level of knowledge in performing a specialized job, task, or skill within the school.

There is growing global concern over the effectiveness of secondary school teachers. Whereas the secondary school stakeholders inject a lot of money to pay teachers and finance other school programs, teachers' effectiveness is still characterized by high rates of absenteeism, poor time management, no participation in co-curricular activities, poor preparation of schemes of work and lesson plans, poor instructional practices, and limited assessment of learners (Chapman, Burton & Werner, 2010).

Teachers' effectiveness is pivotal to the learner and school outcomes (Akram, 2011). Effective teachers should have the ability to establish rapport, being sensitive, open-minded, being dedicated to work, ethical, passionate about work, positive role model, being student-centered, having instructional clarity, giving homework, reward positive behaviours, give importance to discipline in class (Tahfir , 2010).

The rapid expansion of secondary schools in Uganda has not been matched by proper mechanisms to ensure that reasonable teachers' workload is provided and maintained (Chapman, Burton & Werner, 2010). The Ministry of Education and Sports has made considerable effort to expand secondary education since 2004, by training many teachers (MoES, 2004). It has been revealed that there is an outcry all over the country regarding heavy teachers' workload.

However, if the problem of ineffectiveness was not addressed, learner-school achievement would be affected, there would be high dropout rate, low student enrollment, unemployment and low technical skills. Studies by Alao (2015); Ayuman, Bernardita (2015) and Dibbon (2014) have analysed workload and teacher effectiveness. However, these studies were done outside the

context of Uganda which created a contextual gap. The researcher therefore, sought to assess the factors affecting the effectiveness of teachers specifically looking at workload.

### **Purpose of the Study**

The purpose of the study is to assess the relationship between workload and teachers effectiveness in secondary schools with special focus on Sheema Municipality, Southwestern Uganda.

### **Theoretical Review**

In this study, the Education Production Function (EPF) theory adopted from Dreeben and Thomas (2010) was adopted. The EPF theory suggest that a variation of schools' teacher workload is most likely to have an effect on the outputs. In secondary schools, the theory gives us an understanding that the things we consider unimportant or trivial in our daily lives have an equal weight in terms of affecting the results as the things we consider important. Education Production Function (EPF) theory also assumes that too much workload in terms of duty supervision (meals, general cleaning, preps), co-curricular activities, community outreach, teaching load, guidance and counseling, attending meetings like PTA meetings and sensitising learners on their careers have negative effect on teachers' effectiveness;- subject matter expertise, relational competence with students, professional competence, teaching style, classroom management style.

### **Literature Review**

In many African countries, the distribution of teachers is uneven, with surpluses in certain areas coexisting with shortages (Lewin, 2012). Typically, the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or in the poorest urban areas. Teachers found in these areas tend to be untrained or under-qualified. The difficulties of teacher deployment are a major cause of inefficiency in the education system and run counter to the aim of equitable education. In Tanzania, student teachers expressed concern about poor classrooms and accommodation, school resources, leisure opportunity and medical facilities which led to poor performance in secondary schools (Towse *et al*, 2012). In the above study targeted population was student teachers while in the present study targeted population are teachers, head teachers, deputy head teachers and Directors of Studies.

In sub-Saharan countries, Studies have shown that on average teachers spend only sixteen hours of their time each week in classroom teaching, compared with an average of 26.3 hours for teachers while doing other activities which immerge in teaching environment such as extracurricular activities and administrative activities (Towse *et al*, 2012). These indicators are aimed at looking on teachers views on their working conditions and how it affects their teaching and learning process. These activities have increased teachers workload and left no time to prepare for the next lessons and this has resulted into lack of schemes and lesson plans among teachers which affects the teaching process. Teachers should be present at school all time during working hours.

According to Thompson, (2015) revealed that heavy workloads can negatively affect the psychological well-being of teachers. Carter and Nicho, (2012) confirmed that there is a relationship between class size and teacher workload which affects learning process and

therefore lead to poor performance as the measure to teacher effectiveness. The large class size affects understanding of students hence fail to perform academically. Teachers therefore should be given moderate workload that can positively affect their psychological well-being.

French et al. (2013) revealed that a feeling of work overload is a function of the intercourse between a person's and his/her work environment. The mode focuses on the structural characteristics of the person interaction with their work environment, on the premise that the effect of workload is felt as a result of a mismatch between an individual ability, needs, motives, goals and behaviour patterns and a given job's demands, resources, opportunities and rewards. The above study related work overload with work environment, however the current study related workload and teachers' effectiveness.

Cole and Walkers (2009), have categorized factors related to workload into primary and secondary factors. Primary factors are those that have a direct effect on the teacher in the classroom and which result into tension hence affecting his performance. Secondary factors are environment that affect the situation in which teaching takes place. Recent research has unanimously emphasised the importance of the secondary factors given that the problems which exist in the classroom are considered to be both "nominal" and the responsibility of the teacher. Both primary and secondary factors have a profound effect on the teacher's self- image and view that he/she may have on the profession, bringing about an identity crisis which may eventually lead to self- depreciation. Secondary factors can be looked at under the following headings. The above study categorised factors related to workload into primary and secondary factors; however the present study determined the indicators of teachers' effectiveness in general.

Simpson and Romulo (2011) made a study and found out that equally stressing was overloading specifically work overload. Teachers are burdened with excessive testing paper works, preparation of visual aids, lesson plans and expected to come up with meaningful research, extension services, counseling students, serving to committee and attending to curricular activities. They discovered that one common complaint made by teachers is the fact that they bring home their paper works that consequently deprived their time and attention. The perception of stress arising from competence occurs when a teacher cannot cope with the work standard because he lacks the preparations, experience and capacity. When teachers' workload is more than the maximum numbers of hours, they are deprived of their time to do important things related to teaching. However, overloading may also mean additional income on the part of the teachers, which is of course welcome. The practice of supplementing teachers' income is prevalent. The above study was about stressing as overloading specifically work overload; however, the present study determined workload and teachers' effectiveness in secondary schools of Sheema Municipality, Sheema Municipality.

On the other hand, overloading has an advance effect. The practice of augmenting the income by overloading decreases the effectiveness of the teachers. It implies then that even if teachers receive additional salary due to overload, their teaching capacity is at risk (Ordonez, 2015). The assignment of teachers' workload has direct effect on the quality of instruction and other related activities. If teachers are loaded with extra load, their overall efficiency decreases, and teachers who are given appropriate loads are likely to attain a better level of teaching performance. The

above study indicated that the assignment of teachers' workload has direct effect on the quality of instruction and other related activities; however, the current study suggests that workload affects teachers' effectiveness in secondary schools of Sheema Municipality, Sheema Municipality.

The amount of classroom work assigned to an average teacher should be limited because when more is expected of him, either the quality of work or the health of the teacher is impaired (Orais, 2012). Nevertheless, to play safe, Bernardo (2010) recommended that, as much as possible, teaching load should be equally distributed among teachers. Although this may not be possible because the senior staff members usually conduct research or have administrative responsibilities and therefore cannot have as much assignments as those without research and administrative duties. The problem of workload greatly affected efficiency and effectiveness of teaching. As much as possible, teacher must be assigned to teach subject areas in line with their field of specialisation and with minimum teaching load for them to have time to prepare for effective teaching. The above study conceptualised teaching load as distribution of class work; however, the current study conceptualised workload in different aspects including teaching Load, duty Supervision (meals, general Cleaning, early morning studies), co-curricular activities, community outreach, guidance and counseling, attending meetings like PTA Meetings and sensitizing learners on their careers.

In addition, Orata (2010) revealed that overload is a nightmare because as teacher is, so is the school, the teachers work, duties, and responsibility are insurmountable and beyond compare. It is a very sad fact that in spite of so many sacrifices that teachers do carry, they are still overburdened which may add another weight in their shoulders. For teachers to renew active interest in the exercise of their school's responsibilities, the school should offer less teaching load to teachers. This would provide more opportunities for teachers to assist students to develop course content, plan effective teaching methods and improve instructional techniques to interact with their colleagues and to emotionally and academically support one another. Hence, there would be more opportunities for teachers to assist students in accomplishing something worthwhile. It is undeniable that most of the schools especially those that are small and in the rural areas have this common problem – teachers' overload. The schools specifically in State Universities of Eastern Visayas face the same predicament. Teachers themselves accept and teach more than the minimum load. Oftentimes they say that they could hardly budget their time in school because every minute is almost occupied. Some teachers made a comment that their time is not only meant for teaching, but also for other related activities. They have many things to accomplish and attend to, which are tantamount to the depletion of their energy. The above study findings indicate that work load provide opportunities for teachers to assist students to develop course content, plan effective teaching methods and improve instructional techniques to interact with their colleagues and to emotionally and academically support one another; however, the current study suggests that teachers' work enable subject matter expertise (Always prepare when handling lessons, shows mastery of lessons taught, displays authority when teaching, knowledgeable of subject matter/ content) relational competence with students (having the ability to establish rapport, being sensitive, open-minded, initiating teacher-student relationships), professional competence (being dedicated to work, ethical, passionate about work,

fair, positive role model), teaching style (explaining complicated material well, being student-centered, having instructional clarity, giving homework), classroom management style (maintaining students' on task behavior, always maintaining discipline, rewarding good behaviors).

The quality of education primarily depends on teachers and their capacity to improve the teaching and learning process. It is recognised that the quality of teachers and teaching lies at the heart of all school systems intending to improve students' academic performance (Lassa, 2009 and Mosha, 2004). 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. The above study indicate that the quality of education primarily depends on teachers and their capacity to improve the teaching and learning process; however, the current study suggests that teachers' effectiveness depends on teaching workload.

Likewise, teachers in isolated schools often feel excluded from opportunities for participating in consultations or professional development. They may also find it difficult to secure their entitlements, such as salaries, benefits and professional development opportunities from regional education administration, often due to corrupt officials. The problem is further exacerbated where the majority of student teachers come from urban backgrounds. Rural postings appear even less attractive, as healthcare is less accessible (Smith, *et al*, 2013). Rural postings may present particular problems for female teachers. Single female teachers may feel unsafe in rural areas or believe that they have better marriage prospects in urban areas (Hedges, 2012). Married female teachers may be reluctant to accept a post where there is a shortage of teachers in rural areas, sometimes because of the greater workload, further increasing the disincentive to accept a rural posting (Fry, 2013), or if it involves a move away from their husbands. The above study focused on professional development; however the current study focused on teachers' effectiveness.

## **Methodology**

The study adopted a descriptive survey design with a quantitative approach of data collection and analysis. A sample size of 130 teachers from 20 secondary schools in Sheema Municipality were selected to participate in this study. These were subjected to questionnaire survey method of data collection. Data collected was analysed with the help SPSS version 20, results obtained were presented using both descriptive and inferential statistics.

## Results

### Teachers' workload

**Table 1: Descriptive statistics on teachers' workload**

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
I am given moderate teaching load	13 (9.8%)	12 (8.8%)	19 (14.7%)	76 (58.8%)	10 (7.9%)	3.45
I carry out duty supervision (meals, general Cleaning, early morning studies)	3 (1.9%)	6 (4.9%)	18 (14.5%)	76 (58.8%)	27 (19.9%)	3.91
I always participate in co-curricular Activities	0 (0.0%)	20 (14.8%)	15 (11.8%)	76 (58.8%)	19 (14.6%)	3.72
I always participate in community outreaches	2 (1.5%)	8 (5.8%)	38 (29.4%)	79 (60.8%)	3 (2.5%)	3.56
I always participate in guidance and counseling sessions at school	0 (0.0%)	10 (6.8%)	16 (12.6%)	89 (68.8%)	15 (11.8%)	3.84
I attend meetings like PTA Meetings	8 (5.9%)	25 (19.6%)	13 (9.8%)	76 (58.8%)	8 (5.9%)	3.39
I Sensitize learners on their careers	25 (19.6%)	18 (13.8%)	13 (9.8%)	10 (7.8%)	64 (49%)	3.54
I participate in voluntary teaching like early morning lessons, evening lesson and extra teaching	13(9.8%)	25 (19.6%)	6 (4.9%)	48 (36.6%)	38 (29.1%)	3.56
I always participate in promoting discipline of learners in school.	0 (0.0%)	26 (19.4%)	27 (21%)	1(1%)	76 (58.6%)	3.98
I organize and participate in school functions such as speech day, farewell parties, and celebrations.	0 (0.0%)	3 (2%)	0 (0.0%)	25 (19.6%)	102 (78.4%)	4.74

The results in Table 1 regarding whether teachers are given moderate teaching load, cumulatively majority of the respondents 76 (58.8%) mentioned agree, followed by 19 (14.7%) who mentioned undecided, then 13 (9.8%) mentioned strongly disagree. The mean score of 3.45 was close to code three which on the five-point Likert scale was used to measure the items that corresponded to undecided. This suggested that teachers were not given moderate teaching load. Therefore, the results meant that the teachers were not given moderate teaching load. As regards to whether teachers carry out duty supervision (meals, general Cleaning, early morning studies), 76 (58.8%) of the respondents agreed, 27 (19.9%) strongly agreed, 18 (14%) were undecided, 6 (4.99%) disagreed. The mean score of 3.91 was close to code four on five-point Likert scale which meant to agree. Therefore, teachers carry out duty supervision like supervising meals, general cleaning, early morning studies and extra teaching.

As regards to whether teachers participate in co-curricular Activities; 76 (58.8%) of the respondents agreed, 20 (14.8%) disagreed, 19 (14.6%) strongly agreed, 15 (11.8%) undecided; the mean score of 3.72 was close to code four which on five-point Likert scale used to measure items corresponding agree. Therefore teachers participate in co-curricular activities. In respect to whether teachers participate in community outreaches; 79 (60.8%) of the respondents agreed, 38 (29.4%) undecided, 8 (5.8%) disagreed. The mean score of 3.56 was close to code four which on five-point Likert scale used to measure items corresponding agree. Therefore teachers participate in community outreaches.

In respect to whether teachers participate in guidance and counseling sessions at school; 89 (68.8%) of the respondents agreed, 15 (11.8%) strongly agreed, 16 (12.6%) undecided. The mean score of 3.84 was close to code four which on five-point Likert scale is used to measure items corresponding to agree. Therefore teachers participate in guidance and counseling sessions at school. With regard to whether teachers attend meetings like PTA Meetings; 76 (58.8%) agreed, 25 (19.6%) disagreed, 8 (5.9%) strongly agreed, 8 (5.9%) strongly disagreed. The mean score of 3.39 was close to code three which on five-point Likert scale is used to measure items corresponding to undecided. Therefore, teachers rarely attend meeting like PTA meetings.

In respect to whether teachers sensitise learners on their careers; 64 (49%) of the respondents strongly agreed, 25 (19.6%) strongly disagreed, 18 (13.8%) disagreed, 13 (9.8%) undecided; the mean score of 3.54 was close to code four which on five-point Likert scale used to measure items corresponding agree. Therefore teachers sensitise learners on their careers. With respect to whether teachers participate in voluntary teaching like early morning lessons, evening lesson and during extra teaching; 48 (36.6%) of the respondents agreed, 38 (29.1%) agreed, 25 (19.6%) disagreed. The mean score of 3.56 was close to code four which on five-point Likert scale is used to measure items corresponding to agree. Therefore, teachers participate in voluntary teaching like early morning lessons, evening lesson and extra teaching.

With regard to whether teachers participate in promoting discipline of learners in school; 76 (58.6%) of the respondents strongly agreed, 27 (21%) undecided, 26 (19.4%) disagreed. The mean score of 3.98 was close to code four which on five-point Likert scale used to measure items corresponding agree. Therefore, teachers participate in promoting discipline of learners in school. With respect to whether teachers organize and participate in school functions such as speech day, farewell parties and celebrations; 102 (78.4%) of the respondents strongly agreed, 25 (19.6%) agreed, 3 (2%) disagreed. The mean score of 4.74 was close to code five which on five-point Likert scale is used to measure items corresponding to strongly agreed. Therefore, teachers strongly organize and participate in school functions such as speech day, farewell parties, and other cerebrations.



## Teachers' effectiveness in secondary schools

**Table 4.2: Teachers' effectiveness in secondary schools**

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
Always prepared when holding classes.	13 (10%)	12 (9.2%)	25 (19.2%)	75 (57.7%)	5 (3.8%)	3.36
Shows mastery of content taught.	10 (7.7%)	15 (11.5%)	20 (15.4%)	65 (50.0%)	20 (15.4%)	3.54
Displays authority when teaching.	5 (3.8%)	9 (6.9%)	12 (9.2%)	70 (53.8%)	34 (26.2%)	3.92
Shows approachability with students.	15 (11.5%)	10 (7.7%)	20 (15.4%)	70 (53.8%)	10 (7.7%)	3.27
Exhibits fair treatment of students.	10 (7.7%)	18 (13.8%)	20 (15.4%)	60 (46.2%)	22 (16.9%)	3.51
Welcomes comments from students.	14 (10.8%)	16 (12.3%)	15 (11.5%)	60 (46.2%)	25 (19.2%)	3.51
Observes proper dress code.	6 (4.6%)	10 (7.7%)	15 (11.5%)	89 (68.5%)	10 (7.7%)	3.67
Reports to work on time.	12 (9.2%)	15 (11.5%)	56 (43.1%)	25 (19.2%)	22 (16.9%)	3.23
Observes norms of conduct in the teaching profession.	12 (9.2%)	16 (12.3%)	20 (15.4%)	55 (42.3%)	27 (20.8%)	3.53
Makes learners the center of learning.	10 (7.7%)	12 (9.2%)	14 (10.8%)	85 (65.4%)	9 (6.9%)	3.55
Shows love for teaching while discussing.	11 (8.5%)	17 (13.1%)	21 (16.2%)	54 (41.5%)	27 (20.8%)	3.53
Gives instructions clearly.	6 (4.6%)	10 (7.7%)	13 (10.0%)	65 (50.0%)	36 (27.7%)	3.88
Rewards positive behaviors.	12 (9.2%)	11 (8.5%)	15 (11.5%)	80 (61.5%)	12 (9.2%)	3.53
Acknowledges positive behaviors.	14 (10.8%)	15 (11.5%)	50 (38.5%)	25 (19.2%)	26 (20.0%)	3.26
Corrects inappropriate behavior.	12 (9.2%)	18 (13.8%)	20 (15.4%)	50 (38.5%)	30 (23.1%)	3.52
Gives importance to discipline in the classroom	7 (5.4%)	13 (10.0%)	20 (15.4%)	50 (38.5%)	40 (30.8%)	3.79

Table 2 above indicates that responses regarding to whether teachers are always prepared when holding classes; 75 (57.7%) agreed, 25 (19.2%) undecided, 13 (10%) strongly disagreed, 12 (9.2%) disagreed; the mean score of 3.36 was close to code three which on five-point Likert scale used to measure items corresponding to undecided. Therefore teachers are rarely prepared when holding classes. With regard to whether teachers show mastery of lessons taught; 65 (50%) of the respondents agreed, 20 (15.4%) undecided, 15 (11.5%) disagreed. The mean score of 3.54 was close to code four which on five-point Likert scale is used to measure items corresponding

to agree. Therefore teachers have mastery of lessons taught. With regard to whether teachers display authority when teaching; 70 (53.8%) of the respondents agreed, 34 (26.2%) strongly agreed, 12 (9.2%) undecided; the mean score of 3.92 was close to code four which on five-point Likert scale is used to measure items corresponding to agree. The above findings imply that teachers display authority when teaching; show mastery of lessons taught and display authority when teaching.

Results shows that 70 (53.8%) agreed that teachers show approachability with students, 20 (15.4%) of the respondents were undecided, 15 (11.5%) strongly disagreed; the mean score of 3.27 was close to code three which on five-point Likert scale used to measure items corresponding to undecided, which meant that teachers don't show approachability with students. With respect to whether teachers exhibit fair treatment of students; 60 (46.2%) agreed, 22 (16.9%) strongly agreed, 20 (15.4%) undecided, 18 (13.8%) disagreed. The mean score of 3.51 was close to code four which on five-point Likert scale is used to measure items corresponding to agreed, which meant that teachers exhibit fair treatment of students. With regards to whether teachers welcome comments from students, 60 (46.2%) agreed, 25 (19.2%) strongly agreed, 16 (12.3%) disagreed, 15 (11.5%) undecided. The mean score of 3.51 was close to code four which on five-point Likert scale is used to measure items corresponding to agree, which meant that teachers welcome comments from students.

Responses regarding to whether teachers observe proper dress code, 89 (68.5%) of the respondents agreed, 15 (11.5%) undecided, 10 (7.7%) strongly agreed, 10 (7.7%) disagreed. The mean score of 3.67 was close to code four which on 5-point Likert scale used to measure items corresponding to agree, which meant that teachers observe proper dress code. With regard to whether teachers report to work on time, the mean score of 3.23 was close to code three which on 5-point Likert scale is used to measure items corresponding to undecided, which meant that teachers always not report to work on time. With respect to whether teachers observe norms of conduct in the teaching profession, 55 (42.3%) of the respondents agreed, 27 (20.8%) of the respondents strongly agreed, 16 (12.3%) disagreed, 12 (9.2%) strongly disagreed; the mean score of 3.53 was close to code four which on 5-point Likert scale used is to measure items corresponding to agree, which meant that teachers observe norms of conduct in the teaching profession. This implies that teachers observe proper dress code and norms of conduct in the teaching profession in secondary schools of Sheema Municipality, Sheema Municipality.

Responses regarding to whether teacher makes learners the center of learning, 85 (65.4%) agreed, 14 (10.8%) undecided, 12 (9.2%) disagreed, 10 (7.7%) strongly disagreed. The mean score of 3.55 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers use learner centred approach in teaching and learning. With respect to whether teachers show love for teaching while discussing, 54 (41.5%) of the respondents agreed, 27 (20.8%) strongly agreed, 17 (16.2%) were undecided; the mean score of 3.53 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers show love for teaching while discussing. With regard to whether teachers give instructions clearly, 65 (50%) of the respondents agreed, 36 (27.7%) strongly agreed, 13 (10%) were undecided, the mean score of 3.88 was close to code

four which on 5-point Likert scale used to measure items corresponding to agree, which meant that teachers give instructions clearly. This implies that teachers make learners the centre of learning, show love for teaching while discussing and give instructions clearly.

Results shows that responses regarding to whether teachers reward positive behaviors, 80 (61.5%) agreed, 15 (11.5%) disagreed, 12 (9.2%) strongly agreed, 12 (9.2%) strongly disagreed, the mean score of 3.53 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers reward positive behaviors. With respect to whether teachers acknowledge positive behaviours, 50 (11.5%) of the respondents were undecided, 26 (20%) strongly agreed, 25 (19.2%) agreed, the mean score of 3.26 was close to code three which on 5-point Likert scale used to measure items corresponding to undecided, which meant that teachers don't acknowledge positive behaviours. With respect to whether teachers correct inappropriate behaviour, 50 (38.5%) of the respondents agreed, 30 (23.1%) strongly agreed, 20 (15.4%) were undecided, 18 (13.8%) disagreed, the mean score of 3.52 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers correct inappropriate behavior. With respect to whether teachers give importance to discipline in the classroom, 50 (38.5%) of the respondents agreed, 40 (30.8%) strongly agreed, 20 (15.4%) were undecided, 13 (10%) were disagreed. The mean score of 3.79 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers give importance to discipline in the classroom. This implies that teachers reward positive behaviours, correct inappropriate behaviour and give importance to discipline in the classroom.

#### **The relationship between teachers' workload and their effectiveness in secondary schools**

**Table 3: Correlation between Teachers' Workload and their Effectiveness**

		Teachers' workload	Teachers effectiveness
Teachers' workload	Pearson Correlation	1	0.012
	Sig. (2-tailed)		0.045
	N	130	130
Teachers' effectiveness	Pearson Correlation	0.012	1
	Sig. (2-tailed)	0.045	
	N	130	130

\*\*. Correlation is significant at the 0.05 level (2-tailed).

The results indicate that there is weak but significant positive relationship between teachers' workload and their effectiveness in secondary schools ( $r=0.012$ ,  $p<0.045$ ). This is an indication that any positive improvement in teachers' workload, there will always be improvement in teachers' effectiveness by 1.2%.

## **Discussion**

The study findings indicate that there is a weak but significant correlation between teachers' workload and their effectiveness in secondary schools in Sheema Municipality. This implies that any positive improvement towards teachers' workload, it predicts positive improvement towards their effectiveness in secondary schools. This points to the fact that when workload among teachers is fair, there will always be effectiveness and the reverse is true. So, for any school to attain effectiveness of teachers, their workload must also be put in consideration. In an event that their workload is not considered, their effectiveness can as well be compromised.

These findings are in agreement with Thompson, (2015), that heavy workload can negatively affect the psychological well-being of teachers and this has a bearing on how they will perform in the teaching process as well as other activities outside classroom mainly co-curricular activities and student mentorship. In the same vain, Carter and Nicho, (2012) confirmed that there is a relationship between class size and teacher workload which affects learning process and therefore led to poor performance as the measure to teacher effectiveness. The large class size affects understanding of students hence fail to perform academically. All these scholars were inclined to the fact that when teachers' workload is not properly managed, their effectiveness is affected. However, in an event their workload is properly managed and they happen to be intrinsically in agreement with the workload assigned to them, their effectiveness is properly realized.

Also, French et al. (2013) pointed out that a feeling of work overload is a function of the intercourse between a person's work environment and their psychological satisfaction. The mode focuses on the structural characteristics of the person's interaction with their work environment, on the premise that the effect of workload is felt as a result of a mismatch between an individual ability, needs, motives, goals and behaviour patterns and a given job's demands, resources, opportunities and rewards. In this regard, if the teachers' feel that their workload is directly proportional with their earnings, they will perform to the expectation.

The findings also agree with Simpson and Romulo (2011) that equally stressing was overloading specifically work overload. Teachers are burdened with excessive testing paper works, preparation of visual aids, lesson plans and expected to come up with meaningful research, extension services, counseling students and attending to curricular activities. They discovered that one common complaint made by teachers is the fact that they bring home their paper works that consequently deprived their time and attention. The perception of stress arising from competence occurs when a teacher cannot cope with the work standard because he/she lacks the preparations, experience and capacity.

## **Conclusion**

The study found out that there is a weak but significant relationship between teachers' workload and their performance in secondary schools. It was found out that more workload for teachers affects their effectiveness negatively that is; failure to prepare schemes of work, lesson plans, assess learners, maintain discipline and participate in co-curricular activities.

**Recommendations**

The government and the Ministry of Education and Sports should provide workshops and refresher courses on teachers' workload to increase their effectiveness. Administrators should design flexible schedules to allow teachers perform other duties alongside teaching within stipulated time.

Teachers should budget their time and handle all the workload assigned to them to improve their effectiveness in school and the government should set more innovative guidelines for teacher workload in schools to enable school administrators not to overload the teachers that may result into ineffectiveness.

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