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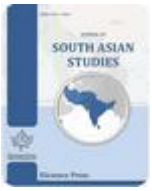

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Analyzing the Workload and Its Effects on Teachers' Motivation in the City of Faisalabad, Pakistan

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ABSTRACT

We conducted this study to analyzed the current workload of secondary school teachers in the city of Faisalabad and the effects of workload on the motivation among teachers. A total of 112 randomly selected secondary school teachers participated in the data collection process on a structured and validated questionnaire. Collected data were analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistical techniques were applied to the data. The results indicated that an average of 65.8 students were in the class and teachers had an average of 6.02 periods in a day. The average number of courses taught was 4.24 and the average number of classes managed by each teacher was 4.32. Extensive documentary work, managing extra time for co-curricular activities and curriculum activities and involvement in irrelevant activities were the leading activities exacerbating the workload. The workload of teachers had adverse effects on class performance, teaching quality, teaching skills and health, as perceived by the respondents. Teachers suggested a collaborative working environment, discouraging irrelevant assignments, incentives for the teachers for performing extra duties, and management of workload to improve the motivation level of teachers. This study suggested a teacher-friendly policy which could keep teachers easy to boost their level of motivation for a more conducive learning environment Teachers should be imparted with bimonthly training, especially on workload management and stress management.

INTRODUCTION

Education is indispensable for economic acceleration and social and moral development. Educational planning is regarded as of great worth especially being the part of entire economic and social planning ensured to uplift the living conditions. Education boosts the productivity of individuals and promotes entrepreneurship and technological advancements (Ozturk, 2008). Education is a continuous process; the numerous branches of teaching services are coordinated both to enhance the quality of the education for students and upgrade the status of teachers. Therefore, education is augmented to bring positive changes to human behaviour. Arlinghaus and Johnston (2018) advocated that education is an important component of behaviour change. In the educational system, the teacher is witnessed as the integral pillar having a profound role in amending the mind of learners. Teachers mould young minds to enrich their unexplored potential and intelligence. Teachers have a large effect on the student's skills, attitudes and behaviour (Blazer and Kraft, 2017). However, the abilities of those teachers are associated with the physical health of teachers, stability in the schools, teaching effectiveness and students' academic performance and achievements. Teacher sustainability is critical and perhaps the most overlooked part of the school. Teachers' emotions and stress levels influence the students and their learning aptitude. Cooper and Travers (2012) found that 93% of the teachers had a high level of stress and the students of those teachers

experiencing a high level of stress had the lowest grades and also disruptive behaviours. Langan-Fox and Cooper (2011) thought that teaching is a rewarding profession, but indeed most teachers are stressed due to different challenges. Workplace engagement, attrition and job satisfaction were the outcomes pushing the stress among teachers as explored by Mundia (2010).

Teachers are asked to perform multifarious duties at the school level, which has made them overburdened. The involvement of teachers in irrelevant duties is associated with decreasing motivation among teachers. If teachers are not properly compensated when working for multiple duties that can decrease their motivation (Ramachandran and Pal, 2005). A low level of motivation among teachers portrays the low quality of education (Colthan, 2002), therefore workload management and compensation are deemed important to keep teachers motivated. Self-respect, sense of accomplishment, participatory school environment, staff development, supportive evaluation, and handy workload had greater chances of increasing professional motivation among teachers (lliya and Ifeoma, 2015).

Headteachers of schools must pay attention and focus on teachers' skills and assign them the responsibilities of their interest, improving their working approach as well as keeping them motivated (Cave and Mulloy, 2010). Highly motivated teachers are more likely to engage students and implement innovative programs to increase student learning opportunities (Assor and Kaplan, 2009). Teachers' motivation has become a critical factor. Teachers' motivation is supported by a long list of variables, such as the supportive environment and the tools that help teachers to carry out their roles (Davidson, 2007).

The importance of supporting teachers' self-efficacy, reducing stress levels and increasing job satisfaction cannot be undermined in achieving quality education (Nathaniel et al., 2016). Teachers' motivation and management of workload can promote effective implementation of teaching policies leading towards the quality outcome (Kealey et al., 2000). Teachers working in the educational system of Pakistan are often reported under huge stress due to inadequate administrative support, high levels of workload and job insecurity at the workplace (Au and Ahmed, 2016; Khan et al., 2014). With the high workload, the stress level among teachers increases and also creates hurdles that are mostly hard to meet for the teachers to showcase their productivity (Zulkarnain et al., 2018). Rashid et al. (2022) endorsed that workload has a significant effect on teachers' performance. Unless the teachers are not motivated their performance weaknesses with time. Teachers in public sector schools were reported as flexible and satisfied with their working conditions by Chughtai and Perveen (2013). However, the performance of schoolteachers is criticized for its ineffectiveness. Therefore, this study was planned to explore the workload impacts on the job satisfaction of teachers. We hypothesized that teachers in the schools are overburdened, and job satisfaction is considerably lower due to increasing workload.

METHODOLOGY

In Pakistan, Punjab is the largest province in terms of population Faisalabad is one of the thirty-six districts where this study was conducted. District Faisalabad was selected purposively for this study. All the teachers of public secondary schools from Faisalabad city were considered as the population of the study. According to the data, there were a total of 522 secondary schools in the study area and the total number of teachers in these schools were 18570 including 9820 male and 8750 female teachers. The list of secondary level schools (male and female) was collected from the office of the District Education Officer, Faisalabad. Two male and six female secondary schools were selected randomly using a simple random sampling technique This list served as the sampling frame for this study enabling the researcher to select respondents through a simple random sampling technique. From the total 8 selected secondary schools, 28 male and 75 female were chosen at random thereby making a sample size of 112 respondents. The questionnaire was used as a tool for data collection. The questionnaire has closed-ended questions. The questionnaire was constructed by the researcher and its validity was ensured by the two experts from the Institute of Agricultural Extension, Education and Rural Development, University of Agriculture Faisalabad, Pakistan. As for as the reliability of the instrument was concerned, Cronbach alpha values were generated. The alpha value of 0.72 ensured that the questionnaire was reliable. Collected data were analyzed with the help of the Statistical Package for Social Sciences (SPSS). Descriptive statistics were applied for the analysis of quantitative data whereas the content analysis technique was sued for the analysis of qualitative data.

RESULTS AND DISCUSSION

Table 1 is the illustration of workload that the teachers at secondary schools of city Faisalabad. Results of this study showed that each teacher was teaching an average of 4.24 courses in a single day followed by 4.32 classes. Other assignments in a day were reported as 1.21 in a single day.

Teachers were not only involved in teaching classes, but they were also performing other assignments like administration-related duties. Around 65.8 students were reported in each class followed by an average of 6.02 periods that were taught to the students in different classes. Gul and Akhtar (2019) have reported that secondary school teachers in Lahore Cantt had to face a heavy workload, which not only adversely impacted their performance but also, they were vulnerable to stress and anxiety.

Table 1. Workload as perceived by the teachers.

Workload	Mean ± Std. Dev
Number of courses taught per day	4.24±1.53
Number of classes per day	4.32±1.85
Other assignments per day	1.21±.818
Number of students in class	65.8±28.0
Number of periods per day	6.02±1.23

Nature of workload

Table 2 indicates the different aspects of workload as perceived by the teachers at secondary schools. Around one-fifth of respondents (18.8%) perceived always an extensive documentary work followed by 64.3% of respondents who felt the same sometimes. Practical work for each topic takes additional time was perceived sometimes by 69.6% of respondents. Whereas 12.5% of respondents felt practical work always took extra time than usual lectures. For 44.6% of the respondent, notebook checking was manageable and for 17.9% of respondents, it was never manageable perhaps due to involvement in other duties. Almost 64.3 and 57.1% of respondents perceived that they had to manage extra time for extracurricular and curriculum activities respectively. Of the total respondents, 44.6% perceived that sometimes it is also a heavy burden to prepare students for the board exams and 29.5% of respondents perceived that it is always an additional effort and time taking activity to prepare students for the board examination. Teachers were involved in many other activities, thus 67.9% of respondents found it sometimes a burden and 11.6% of respondents perceived that it was always an extra burden. Out of the total respondents, more than one-fourth (28.6%) of respondents perceived they had to manage extra time for the test checking and 53.6% of respondents felt it sometimes a burden. Arranging school tours for the students was sometimes a burden for 26.8% of respondents followed by 72.3% of respondents who never felt arranging school tours was a burden. In the context of workload, the daily routines were always disturbed for 17.9% of respondents. For 62.5% of respondents, their daily routine was sometimes disturbed. Whereas around one-fifth (19.6%) of respondents didn't feel a disturbance in their routines due to workload. Perhaps, these teachers had good management skills.

Effects of workload on teachers' motivation

Table 3 refers to the effects of workload on the motivation and performance of teachers. The respondents agreed that heavy workload had adverse effects on class performance ($\bar{x}$=4.18 SD=0.997). The perceived adverse effect on the class performance was of a high level. This implies that due to the workload the performance of the class was likely to decrease. An increase in workload was directly associated with the decrease in class performance which could affect the student's motivation for high studies and careers adversely. Findings are endorsed by those of D'Eon and Yasinian (2022) as they found that workload had negative impacts on the students and their performance. The hefty workload was the cause of diminished performance and subdued motivation to study, anxiety, stress and depression (Bachman & Bachman, 2006). Teachers further perceived that due to workload their work had become less enjoyable ($\bar{x}$ =4.04 SD=0.597). This is a notion that teachers may have lost the level of motivation necessary for effective teaching. The effect of

workload on quality teaching was approaching towards high level. This can be deduced that with the increase in workload there were more chances of low-quality of education. The heavy workload also had negative effects on the teaching skills and abilities of the teacher ($\bar{x}$ =3.70 SD=1.09), which was another element contributing to lessening educational quality. Respondents perceived that the workload harms their health (($\bar{x}$ =3.49). Respondents believed they have become vulnerable to stress, anxiety and depression due to heavy workloads and engagements in irrelevant tasks. Due to workload, the working hours were increased (($\bar{x}$ =3.27) for the teachers to meet the deadlines of assignments. Enlargement in working hours, time-exhaustive assignments, deadlines, and not sparing time for rehabilitation and relaxation had adverse impacts on the teacher's health.

Pertinent to workload and increasing health issues teachers had a second thoughts about leaving teaching professions ($\bar{x}$ =3.03 SD=1.30). This can be concluded that teachers have become victims of heavy workloads and the consequences of workload were negative for sure. These adverse impacts had made the teachers less productive, dissatisfied, demotivated and surrounded by some health issues including stress, anxiety and depression. Among different factors of stress among teachers, the workload was the foremost as reported by Faisal et al. (2019)

Table 2. Distribution of the Respondents According to the nature of the workload

Identify workload	Always		Sometime		Never	
	f	%	*f*	%	*f*	%
Too much documentary work	21	18.8	72	64.3	19	17.0
Practical work on each topic takes too much time	14	12.5	78	69.6	20	17.9
Notebook-checking work is manageable	50	44.6	48	42.9	14	12.5
Managing extra time for co-curricular activities	16	14.3	72	64.3	24	21.4
Managing extra time for curriculum activities	25	22.3	64	57.1	23	20.5
The burden of board preparation in secondary classes	33	29.5	50	44.6	29	25.9
Other assignments take too much time	13	11.6	76	67.9	23	20.5
Disturb house routine due to the workload of school	20	17.9	70	62.5	22	19.6
Give extra time for test checking	32	28.6	60	53.6	20	17.9
Arrange school tour	1	.9	30	26.8	81	72.3

1= Always, 2= Sometime, 3= Never

Table 3. Perceived effects of workload on the motivation of teachers.

Effects	Mean± S. D
Adverse effect on class performance	4.18±0.997
Work becomes less enjoyable	4.04±0.597
Negative effect on the quality of teaching	3.70±1.16
Extra workload harms my teaching skills	3.70±1.09
workload harms health	3.49±1.28
working hours are long	3.27±1.08
leaving the teaching profession	3.03±1.30

Table 4. Respondents' suggestions for the motivation of teachers

Suggestions for workload management	Mean	Std. Dev
Collaborative working environment	4.19	0.704
Relevant assignments	3.92	0.829
Good balance between home and job	3.78	0.937
The workload should be manageable	3.66	1.02
Allowed to work independently	3.63	1.21

Enough time to make lessons planned	3.59	1.21
No break during working hours	3.35	1.23
Incentives for the additional work	3.15	1.30
ICTs for reducing workload	3.10	1.36

Scale: 1=Strongly Disagree 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Table 4 indicates that respondents suggested a collaborative working environment (($\bar{x}$ = 4.19 SD 0.704). this suggestion was rated slightly higher than high indicating the importance of a collaborative working environment for the motivation of teachers. Respondents further perceived those irrelevant assignments should be discouraged and teachers should be involved only in relevant assignments (($\bar{x}$ =3.92 SD 0.829) that could help in accelerating the graph of teaching quality. Many of the respondents opined that teachers should create a balance in their personal and professional life (($\bar{x}$ =3.78 SD 0.937) to justify teaching and improve their academic contribution. In other cases, anxiety, depression and many other health issues may arise. Teachers should be able to work independently ($\bar{x}$ =3.63; SD 1.21) without any pressure, bias and enforcement. The agenda should be to improve academic performance which cannot be achieved unless the teachers are motivated. Teachers should be given time to prepare lessons (($\bar{x}$ = 3.59 SD=1.21) and there should be a break during working hours (($\bar{x}$ = 3.35 SD 1.23) to keep teachers afresh and motivated. Teachers agreed that there should be incentives and remuneration for the teachers while performing extra duties and showing positive academic performance. This acknowledgement could be a key source of motivation among teachers and could be an enabler for a conducive working environment. Similarly, a conducive environment and teachers' facilitation could be achieved by integrating Information Communication Technologies (ICTs) in the teaching services at secondary schools.

CONCLUSION AND RECOMMENDATIONS

This study explored the effect of workload on the motivation of teachers at the secondary school level. This study found that teachers had a heavy workload including working in and out of classrooms. In addition, performing some irrelevant and time taking assignments contributes to making teachers demotivated. The workload of teachers has adverse effects on their performance and motivation of teachers. The workload had an inverse influence on teachers' skills, education quality and health. This is concluded that teachers are victims of heavy workloads, and the consequences of workload are negative for sure. These negative impacts had made the teachers less productive, dissatisfied, demotivated and surrounded by some health issues including stress, anxiety and depression. Teachers suggested a collaborative working environment, discouraging irrelevant assignments, and incentives for the teachers for performing extra duties, and by integration, a conducive environment and teachers' facilitation could be achieved by integrating Information Communication Technologies (ICTs) in the teaching services at secondary schools. This study suggested a teacher-friendly educational policy which could keep teachers easy to boost their level of motivation for a more conducive environment in and out of classrooms. Teachers should be imparted with bimonthly training, especially on workload management and stress management.

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