

TEACHING WORKLOAD MANAGEMENT: ITS IMPACT TO TEACHERS' WELLBEING AND EFFECTIVENESS

Agafior A. Magalong¹, Leandro C. Torreon²

¹Department of Education- San Francisco, Ubay, Bohol, Philippines

²Bohol Island State University, Cogtong, Candijay, Bohol, Philippines

ABSTRACT: *The study aimed to evaluate the teaching workload management and its impact to the teachers' well-being and effectiveness in all public schools. This study primarily focuses on describing the nature of a demographic segment. The researchers used the descriptive-documentary survey design to describe the characteristics of the subject that is being studied. There were 75 grade one teachers from Ubay, Bohol, Philippines, selected in this study. A standardized questionnaire adapted from Norma A. Sugden and John Higon, et., al was used in data gathering. The results revealed that there is no significant relationship between the extent of management of teachers' teaching workload, wellbeing and their profile in terms of age, highest educational attainment, and years of teaching experience. Moreover, there is no significant relation between the extent of management of teachers' teaching workload and their overall wellbeing; and between the extent of management of teachers' teaching workload and their teaching effectiveness thus, the researcher failed to reject the null hypothesis. Therefore, it was concluded that teaching effectiveness does not depend on the tasks and functions given to the teachers, hence, they are still achieve satisfactory rating despite the fact that they are bombarded with designation and responsibility.*

Keywords: Management, performance, teachers, teaching effectiveness, teaching workload; well-being

I. INTRODUCTION

Education is an essential factor in economic growth, educational planning should form an integral part of total economic and social planning undertaken to improve living condition. It is a continuous process the various branches of the teaching service should be coordinated as both to improve the quality of education for all pupils and to enhance the status of teachers. Teachers play the major part in molding learner's minds. They are the ones who mold youngsters to enrich their intelligence and potentials.

Each and every profession occupies a specific place and respect in the society. Doctors heal patient by suggesting medicine. Engineers design and bankers handle money. The role of teachers is above from all. It has an impact on the growth and well-being of the nation. Teaching is nothing without the pure dedication of teachers (Ayas, 2009).

Teacher wellness has been linked not only to teachers' physical health, but also to stability in schools and to teaching effectiveness and student achievement. Teacher well-being is a critical and often overlooked part of the school. Their emotions and stress levels have been found to influence those students.

According to a recent study sponsored by the University of Missouri, 93 percent of teachers surveyed said that they experience high levels of stress. Even more significantly, the pupils of teachers with the highest stress levels had the lowest grades as well as the most disruptive behaviors (Cooper & Travers, 2012).

In 2018, two cases of suicide in just two months purportedly due to work-related issues should alarm the DepEd to take necessary steps. Group of teachers appeals to the proper authority to put a halt of the required non-teaching related tasks, class observations and much paper works. Teacher well-being is both an individual and a collective responsibility. It is a holistic – and focuses on the spiritual, physical, mental and social wellness of teachers as professionals.

The above aforementioned scenario, prompted the researcher to evaluate the teaching workload management and its impact to teachers' well-being and effectiveness of the Grade I teachers in all public elementary school in the Municipality of Ubay, Bohol.

II. THE THEORY OF CONCEPTUAL FIELDS (TCF)

Most people are aware that a public school teacher is an all-around worker, often called “Jack of all trades”. In rural areas, teachers do everything they can due to lack of manpower. They can be teaching this second, running for medication the next second when one pupil feels sick. In the middle of the rainy season, they can also provide the maintenance of the school room as they are concerned about the welfare of their pupils as they come to class. Apart from the tasks mentioned they also can extend to be a gardener, cleaner, security guard depending on the degree of financial insufficiency of the rural areas.

Teacher well-being and motivation play important roles in teacher and pupil experience at school. When teachers are faring well and feeling motivated to teach, they are more effective in their teaching, leave the profession less often, and promote motivation and achievement among their pupils.

However, it is generally agreed that teaching in grade one is becoming a more difficult job year on year. Problems of pupil behavior, rising expectations by parents and increased class sizes because of budget cuts, have all combined to produce a marked deterioration in teacher’s working life experience. Teaching is a highly demanding job and challenging job. Grade one teachers need working conditions and working and working practices to support them in providing the best education they can for the pupils they teach (Into & Gempes, 2018).

According to Mundia (2010), stress is related to different work outcomes like workplace engagement, job satisfaction, and attrition. Most of the teachers that do not feel engaged in work affects their teaching, their ability to be responsive and successfully perform their role, and their relationships with students and parents. The personal consequences of too much workload are stress that can include absence, burnout, physical and emotional distress, reduced self-confidence and self-esteem, damaged personal relationship and the worst is suicide.

Research indicates that low-level employees tend to experience high levels of stress mainly because teachers lack any sense of control over their work and life circumstances. These stresses can and do accumulate overtime, and such chronic forms of stress can negatively impact one’s mental health, both physically and psychologically, which can then spiral downwards to worse conditions to a point where someone may feel helpless and hopeless that could lead them to decide to end their lives from such a deep and dark place where they may believe that they cannot get out (Day & Gu, 2010).

Consequently, Langan-Fox and Cooper (2011) revealed in their study that teaching can be a rewarding profession involving meaningful, influential, and important work. However, teaching can also be challenging due to the complex nature of the job. Indeed, many of the teachers are stressed. As a result of these concerning trends, researchers, administrators, and policy makers have become more interested in the wellbeing of teachers. Investigations that develop understanding of wellbeing among teachers are important not only for teachers, but also for pupils and schools given links with effective teaching and pupils’ motivation for learning. One potential avenue for advancing knowledge of teachers’ wellbeing is to assess teachers’ work-related experiences and investigate how these impact their wellbeing.

Jennings (2015) studied the teachers’ wellbeing is described as open, engaged, and healthy functioning. This is also known as human flourishing and involves a global assessment of wellbeing across the different domains, including the domain of work. The work-related wellbeing of teachers refers to the positive evaluation and the healthy functioning of their work environment like stress and burnout. Wellbeing constructs are multifaceted. In investigations of teachers’ stress, for example, three examined factors are work stress. Work stress is work-related, organizational-related, and pupil-related. Number one in the bucket list is the workload of teachers.

Workload is a huge concern for teachers. Workload and teachers’ wellbeing should go together to make teaching and learning work with harmony. Hence, this study is anchored on learning theories prevalent to the well-being of teachers in the teaching and learning process.

Behaviorism assumes a learner is essentially passive, and will be shaped through positive or negative reinforcement. Learning is therefore defined as a change in behavior. Skinner (1974) believed that behavior is a function of its consequences.

This theory views learning as change in rate or frequency of occurrence, or form of behavior or response which occurs primarily as a function of environmental factors. In this view, teacher’s wellbeing has something to do with his or her behavior. The behavior in the teaching and learning process involves the formation of associations between stimuli and responses. In the real teaching scenario, teachers’ behavior and upliftment is very necessary. Behaviorists explain learning in terms of observable phenomena, and reinforcing consequences make the response more likely to occur whereas punishing consequences make it less likely. The roles of teachers’ workload specifically how responses are reinforced are of most important. Motivation is the process whereby goal-directed activities are instigated and sustained. Motivation like salary, bonuses, incentives, and additional allowances can make teachers’ behavior well and good.

As environment properly arranged help learning to occur, teachers should prepare environment that will help learners to learn such as arranging activities that suit the environment. Teachers also need to help learners make practice of what they have learned. This is important as learning is subject to the rate of occurrence of behavior. The practicing is important for strengthening the response.

Learning should be reinforced. Teachers should therefore be given rewards. DepEd are to reward the teachers. In developing the profession of teaching, teachers have to note that developing personally has some benefits such as being able to help learners learn. Increasing the knowledge base, being rewarded economically and developing or improving their personal lives. Too much workload for teachers greatly affects their performance inside the classroom.

III. METHODOLOGY

The study made use of the descriptive-documentary design with the use of questionnaire in gathering the data. This design describes the characteristics of the subject that is being studied. This methodology primarily focuses on describing the nature of a demographic segment.

Ubay, Bohol, Philippines is the locale of the study. The town of Ubay is a first class municipality in the province of Bohol. It is about 124 kilometers northeast from the lone and capital of the province, Tagbilaran City. There are 44 public elementary schools in the municipality-one each barangay and another one in Tres Reyes Island. The municipality has three educational districts, namely: Ubay I - North District, Ubay II – East District, and Ubay III – Southwest District. The municipality of Ubay was chosen as the environment and the grade one public elementary school teachers were the participants. This study, purposively selected seventy-five (75) public elementary school grade one teachers in the municipality of Ubay, Bohol.

The instrument was composed of demographic profile of grade one teachers, workload and well-being of grade one teachers. The research study used two standard tools in gathering the necessary data. The Workload of Grade One Teachers which was adopted from Norma A. Sugden (2010) of Walden University Scholar Works and Higton, Richards and Choudhoury (2017). It sought to answer the workload of grade one teachers. The questionnaire was in a checklist form wherein the respondents were made to reflect their perception of the different items included in each aspect using the corresponding weight equivalent of 1, 2, 3, and 4 to the different description used.

IV. OBJECTIVES OF THE STUDY

Specifically, study aimed to determine the following:

1. What is the profile of the teachers in terms of age; highest educational attainment; years of teaching experience; designation; and number of coordinatorship?
2. What is the extent of management of the teachers' teaching workload in terms of lesson planning and lesson preparation; classroom management; class schedule and teaching hours; making of instructional materials and pupils' assessment; making of reports and other paper works; subject Coordinatorship, committee chairmanship, and ancillary subject Coordinatorship?
3. What is the perception of the respondents on the well-being and effectiveness of teachers in terms of attitude towards teaching; job satisfaction as a teacher; self-efficacy in teaching; flourishing, autonomy support, and commitment; motivation of work; personal welfare of teachers?
4. What is the teachers' teaching effectiveness?
5. Is there a significant degree of relationship between the profile of the teacher- respondents and the extent of management of teachers' teaching workload; and teachers' well-being and effectiveness?
6. Is there a significant degree of correlation between the extent of management of teachers' teaching workload and the teachers' well-being; and effectiveness?

V. RESULTS AND DISCUSSION

The gathered data were tallied and carried in tabulated and textual form. The data were anatomized through the use of statistical formula and interpreted in conformity to the problems of the study.

1. Teachers' Profile. The profile of the teachers was determined in terms of age, highest educational attainment, teaching experience, designation, Coordinatorship, and teaching effectiveness.
 - 1.1 Age of Teachers. In terms of age, most of the grade one teachers belong to age bracket of 36-40 that is belonged to the middle ages. Nobody are in the age bracket of below 20, 21-25 years old, and 61 years old and above.
 - 1.2 Highest Educational Attainment. Most of the teacher-respondents have units in Master's Degree (52 or 69%). Neither of the grade one teachers have doctoral units nor graduated Ph. D. or Ed. D.

- 1.3 Teaching Experience. Most of the teacher-respondents have teaching experience of 6-10 years. Sixteen (16) of them have teaching experience of 11-15 years old. Three (3) of them belong to 21-25 years while only one has a teaching experience of 31 years and above.
- 1.4 Designation. Forty-five (45) or 60% of the teacher-respondents are Teacher 3, fifteen (15) or 20% are Teacher 1, twelve (12) or 16% Master Teacher I, and three (3) or 4% belong to Master Teacher II.
- 1.5 Number of Coordinatorship. Thirty-six (36) or 48% have 1-2 coordinatorship, twenty-one (21) or 28% are having 3-4 coordinatorship, and eighteen (18) or 24% are having 5 and above coordinatorship.
2. Extent of management of the Teachers' Teaching Workload
 - 2.1. Extent of Management of the Teachers' Teaching Workload in terms of Lesson Planning and Preparation. Item number 8 "Selecting the appropriate visual aid" came out to have the highest weighted mean interpreted as Moderately Manageable. In contrast, item number 2 "Downloading lesson plan from the internet" got the lowest mean of 2.52 described as Slightly Manageable.
 - 2.2. Extent of Management of the Teachers' Workload in terms of Classroom Management. Item number 3 "developing procedures in attendance checking" got the highest weighted mean of 2.79 with the descriptive interpretation of Moderately Manageable. Item number 5 "dealing pupils with unpleasant behavior" turned out to be the lowest weighted mean of 2.39 interpreted as Slightly Manageable.
 - 2.3. Extent of Management of the teachers' workload in terms of class schedule and teaching hours. Items 4 and 5 came out to have the highest weighted mean of 2.72 with the descriptive interpretation of Moderately Manageable while Item 2 "Departmental classes" has a weighted mean of 2.36 bringing the interpretation of Slightly Manageable.
 - 2.4. Extent of Management of the teachers' workload in terms of providing instructional materials and development of pupils' assessment. Item number 7 "Selecting textbook for the subject" got the highest weighted mean of 2.65 with the descriptive interpretation of Moderately Manageable. On the other hand, item number 10 "using of differentiated instruction" came out to have the lowest weighted mean of 2.19 interpreted as Slightly Manageable.
 - 2.5. Extent of management of the teachers' workload in terms of making reports and other paper works. Results have shown that item number 2 and 3 "accomplishing reports not related to teaching" and "accomplishing the PPST" got the weighted mean of 2.68 with the descriptive interpretation of Moderately Manageable while items number 8 and 9 "delegated MOOE liquidation" and "paper works diminishes my time for spiritual growth" got the lowest weighted mean of 2.33 interpreted as Slightly Manageable.
 - 2.6. Extent of Management of the teachers' workload in terms of subject coordinatorship, committee chairmanship, and ancillary subject coordinatorship. Items numbers 7 and 9 got the highest weighted mean of 2.48 interpreted as Slightly Manageable while item number 1 "I have at least one subject coordinatorship which is outside the classroom teaching" came out to have the lowest weighted mean of 2.24 with the descriptive interpretation of Slightly Manageable.
3. Perception of the respondents on the well-being.
 - 3.1 Perception of the respondents on the teachers' well-being in terms of attitude towards teaching. Item number 4 "Good relationship between the teacher and pupils is essential in teaching" came out to have the highest weighted mean of 3.79 with the descriptive interpretation of Strongly Agree. On the other hand, item number 9 "teaching should be mixed with humor to make learning more interesting" got the lowest weighted mean of 3.56 described as Strongly Agree. The descriptive interpretation of the overall weighted mean of 3.67 is Strongly Agree.
 - 3.2. Perception of the teacher-respondents on the well-being in terms of Job Satisfaction as a Teacher. Item number 4 "I am satisfied with my workload" came out to have the highest weighted mean of 3.76 with the descriptive interpretation of Strongly Agree while item number 1 "I am satisfied with my job as a teacher" got the lowest weighted mean of 3.64 interpreted as Strongly Agree. The average weighted mean of 3.70 with the descriptive interpretation of Strongly Agree.
 - 3.3 Perception of the teacher-respondents on the well-being in terms of self-efficacy in teaching. Item number 5 "I can use a variety of assessment strategies" ranks first having the weighted mean of 3.80 described as Strongly Agree while items number 1, 3, and 10 having the weighted mean of 3.67 rank 8.5 respectively with the descriptive interpretation of Strongly Agree. The average weighted of 3.70 with descriptive interpretation of Strongly Agree.
 - 3.4. Perception of the teacher-respondents on the well-being in terms of flourishing, autonomy support, and commitment. Item numbers 4 and 8 got tied in the highest weighted mean of 3.72 were "my principal conveys confidence in my ability to do well at my job" and my social relationships are supportive and rewarding"

interpreted as Strongly Agree. The lowest weighted mean of 3.65 was “I lead as a purposeful and meaningful life” with the descriptive interpretation of Strongly Agree. The average weighted mean of 3.69 was described as Strongly agree.

- 3.5. Perception of the teacher-respondents on the well-being and effectiveness of teachers in terms of Motivation at work. Item numbers 2 and 3 “I have fun doing my job” and “I have moments of pleasure that being a teacher brings me” got the highest weighted mean of 3.79 described as Strongly Agree. On the other hand, the weighted mean of 3.64 with the descriptive interpretation of Strongly Agree was “My work as a teacher is my life and I do not want to fall”. The overall weighted mean was 3.72 described as Strongly agree.
- 3.6. Perception of the teacher-respondents on the well-being and effectiveness of teachers in terms of personal welfare of teachers. Item number 6 with 3.83 weighted mean “I have a good relationship with my pupils’ parents” with the descriptive interpretation of Strongly Agree. “I have a good relationship with my school head” got the lowest weighted mean of 3.64 described as Strongly agree. The average weighted mean of 3.72 was described as Strongly Agree.
4. Teaching Effectiveness. Fifty-two (52) are Very Satisfactory, twenty (20) are Outstanding and three (3) are Satisfactory. Nobody belongs to Unsatisfactory and Poor.
5. Relationship between the profile of the teacher- respondents and the:
 - 5.1 Relationship Between the Profile of the Teacher-respondents and the Extent of Management of Teachers’ Teaching Workload. The test of relationship between the teacher-respondents profile and the extent of their management in their teaching workload. The result revealed that there is no significant relationship between the extent of management of teachers’ teaching workload and their profile in terms of age, highest educational attainment, and years of teaching experience since the computed corresponding significant values of 0.766, 0.998, and 0.198 are greater than 0.05 level of significance thus, the study failed to reject the null hypothesis.
 - 5.2 Relationship Between the Profile of the Teacher-respondents and the Teachers’ Wellbeing. In terms on the test of relationship between the teacher-respondents’ wellbeing and their profile in terms of age, highest educational attainment, and the years of teaching experience, the result revealed that there is no significant relationship between the teacher-respondents’ wellbeing and their profile in terms of age, highest educational attainment, and years of teaching experience since the computed corresponding significant values of 0.555, 0.989, and 0.573 are greater than 0.05 level of significance thus, the study failed to reject the null hypothesis.
6. Correlation between the extent of management of teachers’ teaching workload and the:
 - 6.1 Relationship Between the Extent of Management of Teachers’ Teaching Workload and the Their Wellbeing. On the test of relationship between the extent of management of teachers’ teaching workload and their wellbeing, the result depicted that there is no significant relationship between the extent of management of teachers’ teaching workload and their wellbeing along attitude towards teaching, job satisfaction, self-efficacy, flourishing, autonomy support and commitment, motivation of work, and personal welfare of teachers since the corresponding significant values of 0.256, 0.394, 0.277, 0.425, 0.989, and 0.844 are greater than the preset level of significance 0.05. Likewise, the result of the study also revealed that there is no significant relation between the extent of management of teachers’ teaching workload and their overall wellbeing since the computed significant value of 0.108 is greater than 0.05 level of significance thus, the study failed to reject the null hypothesis.
 - 6.2 Relationship Between the Extent of Management of Teachers’ Teaching Workload and Their Teaching Effectiveness. The test of relationship between the extent of management of teachers’ teaching workload and their teaching effectiveness. The result revealed that there is no significant relationship between the extent of management of teachers’ teaching workload and their teaching effectiveness since the computed correlation value of 0.182 with a significant value of 0.119 which is greater than 0.05 level of significance thus, the study failed to reject the null hypothesis.

VI. CONCLUSIONS

Based on the findings of the study, the researchers draw the following conclusion. The teachers can still effectively perform their duty and responsibility as professional even in the presence of workload. Furthermore, the teacher-respondents’ age, educational attainment, and years of teaching experience have no direct influence to workload given to the grade one teachers as well as their own well-being.

REFERENCES

- [1] Ayas, A. (2009). The importance of teaching profession and current problems in teacher training. Inonu University Journal of the Faculty of Education.(INUJFE),10(3). <https://bit.ly/2TA6qdO>
- [2] Cooper, C. & Travers, C. (2012). Teachers under pressure: Stress in teaching profession. Routledge. <https://bit.ly/2J2mIat>
- [3] Dy, C., &Gu, Q., (2010). The new lives of teachers. Routledge. <https://bit.ly/2BZqH1M>
- [4] Higon, J., Leonardi, S., Richards, N., &Choudhoury, A. (2017). Teacher workload survey 2016. Institute for Employment Research. University of Warwick <https://bit.ly/2J3Y0GS>
- [5] Into, C.A. D., &Gempes, G. P. (2018). Untold stories of teachers with multiple ancillary functions. A phenomenology of fortitude. <https://bit.ly/2LvXAXe>
- [6] Jennings, P. A. (2015). Early childhood teachers' wellbeing, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students. Mindfulness, 6(4), 732-743 <https://bit.ly/2VXqR1d>
- [7] Langan-Fox, J., & Cooper, C. L. (Eds.). (2011). Handbook of stress in the Occupations. Edward Elgar Publishing. <https://bit.ly/2XPJpC5>
- [8] Mundia, L. (2010). The prevalence of depression, anxiety and stress in Brunei preservice student teachers. The internet Journal of Mental Health, 6(2), 711-726. <https://bit.ly/2NAf99J>
- [9] Skinner, B. F.(1988). The selection of behavior: The operant behaviorism of BF Skinner: Comments and Consequences. CUP Archive.<https://bit.ly/2EXPgwt>
- [10] Sugden, N. A. (2010). A formula for maximizing teacher performance and wellbeing. Walden University. <https://bit.ly/2H45ff8>