

**WORKLOAD OF FORM TEACHERS
IN SECONDARY SCHOOLS IN BAU DISTRICT**

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ABSTRACT

WORKLOAD OF FORM TEACHERS IN SECONDARY SCHOOLS IN BAU DISTRICT

STEPHANIE AK MISOI

The increasing of form teacher's workload is undesirable in the secondary school. Currently, form teacher getting more overloaded job to be fulfilled as compared to other teachers. This purpose of this study was to identify the types of workload faced by the form teacher, reasons that increased the workload as well as recommend ways to improve workload manageability in secondary schools in Bau District. The data for this study was collected by using a self report questionnaire and semi-structured interviewed which only involved twelve form teacher from the three school whereby 164 questionnaires was distributed to all form teachers in that schools. The results indicates that form teacher receive excessive which cause a burdensome to them. However, the main reasons that increased workload are the disciplinary problem due to the overlarge classes. The findings suggested that decreasing overlarge classes and remove excessive workload can help to improve workload manageability.

ABSTRAK

BEBANAN KERJA GURU TINGKATAN DI SEKOLAH MENENGAH DI DAERAH BAU

STEPHANIE AK MISOI

Peningkatan bebanan kerja guru tingkatan di sekolah menengah adalah di luar jangkaan. Kini, guru tingkatan lebih banyak menerima bebanan kerja yang perlu diselesaikan. Oleh itu, kajian ini bertujuan untuk mengenalpasti jenis bebanan kerja yang dihadapi oleh guru tingkatan, faktor yang menyebabkan peningkatan bebanan kerja serta cara penyelesaian dalam mengatasi masalah bebanan kerja di sekolah menengah di daerah Bau. Data kajian dikumpul dengan menggunakan soal selidik sendiri dan temuduga berstruktur yang hanya membabitkan dua belas guru tingkatan yang dipilih secara rawak dari tiga sekolah yang terlibat. Manakala, 164 soal selidik sendiri telah diedarkan kepada semua guru tingkatan di sekolah menengah yang terlibat. Hasil kajian menunjukkan bahawa guru tingkatan menerima bebanan kerja tambahan yang sesetengahnya membebaskan mereka. Walau bagaimanapun, faktor utama yang meningkatkan bebanan kerja adalah disebabkan oleh masalah disiplin ekoran daripada kelas yang melebihi bilangan pelajar. Hasil kajian ini mencadangkan pengurangan bilangan pelajar di dalam sesebuah kelas dan mengeneipkan bebanan kerja tambahan yang boleh mengatasi masalah bebanan kerja guru tingkatan.

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CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter introduces the workload problems faced by the form teachers in secondary schools. In order to reveal in-depth information about workload issues faced by the form teachers, this section provides the background, statement of problem, the objective as well as the definition of key terms used related to this research.

1.1 Introduction

The education system in Malaysia is undergoing structural transformation in response to the changes taking place in the global environment as a result of increasing globalization and liberalization as well as rapid advancement in information and communication technology (Minister of Education, 2002). The system has also been challenged by the policies to be a united and fully developed nation by the year 2002. The Malaysian school system should be modified and developed to achieve the planned objectives of promoting national unity, reducing economic imbalances and providing educational opportunities for all regardless of race, colour and belief. In response to these challenges, there was an urgent need to create an adequate supply of manpower that is highly skilled and knowledgeable. This is to support the development of teacher education in providing efficient professionals.

Teacher should have the knowledge that they will be required to teach. In addition, teachers should also be capable of imparting and transmitting such knowledge along the pedagogical lines. Their professional training must enable them to participate in extra manual activities as well as to achieve the aspiration, creating a major challenge for education system today which would cause an increase in teacher's workload.

The significance of the revolutionary changes to education system was introduced to develop an efficient and responsive education and also the training system. Schlechty (Hoy and Miskel, 1991) stated that fundamental changes must be made in the teaching occupation particularly in the educational organization. In order to increase efficacy and global competitiveness teachers, the educational organizations that are attractive, motivated and capable to retain teacher's performance will enable them to prepare for the new environmental challenges for educational excellence.

Through these challenges in the education system, this research intends to find out form teacher's workload. Form teacher would face overloaded work that requires them in improving their skills besides being more knowledgeable to support the development in the education system.

1.2 Background of the Study

With the recent education reform and restructuring, more emphasis would have to be placed on commitment on the teaching workforce. This is because in the line with the educational restructuring to counteract the increasing external pressures that are acting on the work environment today. Darling-Hammond (1995) emphasized that traditional rigid bureaucratically administered system has not succeeded in implementing changes, such as

change in education reforms which focus on upgrading the knowledge and skills of teachers. Therefore, Hoy and Miskel (1991) supported that educational bureaucracies are controlling the standardized mandates of instruction to be delivered by all teachers in a way designing a central authority. Mandates practice and standard threatened the professional status which promotes conflict between bureaucracies and professional. Hence, the emphasis now is more focused on reducing bureaucracy and formalities in order to implement changes. The bureaucratic system that persisted in the last decade has been criticized as less flexible and slow in adapting to change (Lowerberg & Conrad, 1998). Therefore, instead of relying on formal rules and procedures to attain goals and mission, more emphasis is placed on attracting, building and maintaining a committed workforce (Bergmann,et.al.,2000; Carlson,et.al,1999; Darling-Hammond,1995). This allows teachers to display increasingly expected effort, motivation and initiative. Apart from that, by reducing bureaucracy and formalities, the generation and management of data could be better organized and particular ICT could be better used to store, prevent replication and enable easier access to data.

Like any other professional bodies, highly qualified and committed teaching workforce is needed in the field of education. A committed teaching workforce is also particularly crucial as it determines the extent to which teachers identify themselves with the goals of the teaching profession and their willingness to work hard to attain overall educational mission (Raju & Srivastava, 1994) Hence, committed teachers has to be closely monitored to find out if teachers are committed to the teaching profession or feel that they are being burdened with excessive workload which is the non-teaching tasks they face in the school. If they feel they are being burdened, their willingness to exert extra effort can be questioned whether to contribute to the well-being

of the entity of interest or being forced to fulfil the extra tasks as form teachers which is regarded as increased workload in their job. This issue lead to successful solution to reduce form teacher's workload by recommending ways to manage and improve workload in the secondary schools.

1.3 Problem Statement

Workload issues have been a concern of all teachers and teachers' unions during the last decade and likely to produce negative outcomes. Past studies have reported that teachers felt frustrated, mentally exhausted, excessively worried, depressed, anxious and at times defensive towards others because of being burdened with workload (Weisberg and Sagie, 1999). An increase in teacher's workload has also been identified as an undesirable consequence of site-based school management.

According to the Minister of Education (MOE, 2002), teachers only plan and prepare lesson including assessing students to check their understanding. However, at present day, form teachers are getting more overloaded job to be fulfilled as compared to the other teachers which affects the teaching and learning process. Thus, this study is to find out the workload of form teachers and recommend ways to improve workload manageability in secondary schools in Bau only.

1.4 Objectives of the study

The major concern here is to find out the form teachers' workload. Hence, the purpose of this study is:

- i) to find out types of workload
- ii) to identify factors that affect increase of workload among the form teachers in secondary schools

- iii) to find out ways to improve workload manageability in secondary schools

1.5 Research Questions

The research questions are:-

- i) What are the types of workload faced by the form teachers?
- ii) What are the factors that affect the increase of form teacher's workload?
- iii) What are ways to improve form teacher workload to be more manageable in school?

1.6 Significance of the study

This research hopes to raise better understanding for the pre-service and in-service teachers in workload management in school. Apart from that, this study hopes to create awareness among the schools' management and the education department to reduce amount of excessive workload for form teachers because teachers should focus on imparting knowledge and skills in the teaching process to students. Besides, this research expects to assist the society to recognize teachers' time commitment in teaching and consider the effect of workload. As a result, the study will provide insight on the teachers' workload, implication and difficulties (stress) and how to manage the stress and workload.

1.7 Operational Definition of Terms

1.7.1 Workload

Bailey (Bennard, 1990) defined teacher's workload (w) as the number of times the task has to be completed multiplied by the amount of time taken to complete the task. Total teacher's workload can be defined as the sum of all workloads for the individual task. For simplicity, teacher's workload can be summarized the relationship as follows:

$$\begin{array}{l} \text{Teacher's} \\ \text{workload} \\ (w) \end{array} = \begin{array}{l} \text{Number/range of} \\ \text{task to complete} \\ (n) \end{array} \times \begin{array}{l} \text{Amount of time a} \\ \text{teacher takes to} \\ \text{complete task } (t) \end{array}$$

According to Wilkinson et.al (2005), workload is terms of overloaded, under loaded or routine work. He stated that workload consistently came top as the most frequent problem which are anxiety and fatiguing problem.

In this study, workload is discussed as a product of number or range of tasks that need to be completed and the amount of time needed to complete each of them. Under this terms, in order to address the teachers' workload and release more time to teach or take additional activities, either the number of range of tasks to be completed needs to be reduced or rebalanced, or the amount of time spent to complete the tasks needs to be reduced, or both.

1.7.2 Teaching Workload

The Minister of Education (2002) stated that teacher only plans and prepares lesson including assessing students either using formal or informal assessment strategies to evaluate and ensure student's continuous intellectual, social and physical development, whereby, the planning is based on knowledge of

subject matter, student's ability, the community and curriculum goal (Eggen and Kauchak, 2003) Thus, teacher's job in school should focus on teaching only. According to Moore (2001), teaching is defined as an action of a person who imparts skill, knowledge and gives instruction. Clark and Starr (Moore, *ibid*) mentioned that teaching is an attempt to assist student's in acquiring and changing some skills, knowledge, ideas and attitude.

Hoyle (1982) on the other hand described some of the teacher's sub-roles in classroom as (a) representative of society, (b) judge to give marks and ratings, (c) resource who provides knowledge and skills, (d) helper that provides guidance for pupils difficulties, (e) referee who settles disputes among students, (f) limiter of anxiety who helps children to control impulses, (g) ego-supporter who helps children to build confidence in themselves, (h) group leader who establishes the climate of the group, (i) parent surrogate who acts to attract attention from younger children, (j) friend and confidante who establishes warm relationship with children and shares confidences, and (k) affection to meet the psychological needs of children. These roles refer to the teacher's roles within the teaching process.

In this research, the teacher's role in classroom is described further to indicate that teacher's responsibilities and duties faced are over-burdened where they need to focus on the students as well as teaching them which refers to transmitting knowledge and skill to train students for future purposes.

1.7.3 Excessive workload

Butt and Lace (2005) identified that excessive workload was the extent of non-teaching tasks regularly done by the form teacher such as photocopying,

filling, money collection, acting as a social worker, preparing paperwork, filling forms and typing letters.

According to Torrington and Weightman (1990), excessive workload can be categorized into three parts which are technical work, administrative work and managerial work. Technical work is a work that a person does because of his profession, experience and qualification. In school this means preparing lesson, teaching, and marking student's work. Administrative work is related to the organizational maintenance and it is usually clerical in nature. In school, this includes teacher's job such as filling forms, making lists, preparing student's background information, preparing paperwork, collecting money and typing letters. Apart from that, managerial work is a work for a person to set the standard for the organisation. In school, this involves discussing timetable for social activities, co-curricular activities, grouping students based on their ability, deciding agenda for meeting which are a part of the teacher's responsibilities in the school that needs to be done.

In this study, this issue is concerning the time that the form teacher spends to complete the task whereas these tasks can be delegated to other teachers or support staffs. Bailey (Bennard, 1990) mentioned that teacher's job in monitoring; preparing assessment, assessing, recording, reporting and accountability are considered as teacher's workload because they are being overburdened by the volume of unnecessary works to be completed despite the lack of time to do such jobs.

1.7.4 Workload manageability

Ingvarson et.al (2005) defined workload manageability as a set of hours spent at school including the amount of non-contact time, the amount of preparing

paperwork required, level of resources supplied, time spent in relation with other teachers' and parents.

Ingvarson et. al (2005) stated that workload manageability was not related to number of hours worked per week but was perceived when the actual workload measured as the number of hours worked uses in a week that associated with the satisfaction of work teachers spent in school .

In this study, workload manageability is related with the teacher's ability to complete the tasks given or assigned during the school hours. This can be achieved with the helps of other teachers and support staffs or other solution suggested by other researchers' to fulfil the works to be done.

1.8 Scope of the study

This study is conducted in three secondary schools in Bau; that is in SMK LAKE, SMK BAU, and SMK PAKU only. This study generally covers factual information based on the past studies done by other researchers in identifying the types of workload faced by the form teacher particularly focuses into two types of workload which are teaching workload and excessive workload that cause burden for the form teacher. Besides that, this study contains some important factors that increased the workload and suggested solution or ways to improve workload manageability in schools.

1.9.1 Conclusion

To conclude, workload issues cannot be separated from the form teachers because apart from their teaching, they have extra responsibilities as a form teacher, that is, to manage the class, collecting fees, enter students' marks and filling in forms, which may affect his or her teaching process.

Regardless of the increasing workload faced by the form teachers, this study aims to find out the workload of form teachers and recommend ways to improve workload manageability in secondary schools in Bau only. Thus, in-depth information about workload issues faced by the form teacher had been discussed in the background of this study. In this research, it includes statement of problem, the objectives including the significance of this study as well as the definition of key terms used related to this research which further discussed in the literature review.

With this study, it is hoped to identify the form teachers' workload and finally suggest ways to improve their workload manageability in schools although this research is only limited to three secondary schools in Bau and may not be representative to all form teachers in Malaysia.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the burden and workload problems the teachers face in their daily task. Workload faced by school teachers are commonly known as problems which refer to stress, intention to quit and question regardless of job satisfaction in past studies. Yet, a teacher is expected to play a greater role rather than merely transmitting knowledge and values only to the children especially by the secondary school teacher (Kamarudin, 1989) Teachers are also expected to implement the philosophy of secondary education which is intrinsically embedded in the new curriculum introduced in early 1988.

Kamarudin (1989) stated that the new secondary curriculum educates students to instil the qualities such as faith in God, knowledgeable, morally strong, and responsible to himself, the society, religion and nation as well as well balanced with integrated personality. However, the teacher's responsibilities and duties differ from one school to another. Thus, the form teacher's responsibilities in the secondary school which is heavier than other teacher's duties should be taken as a serious matter because it is becoming a growing concern in the teaching profession. Apart from teaching in the classroom, teachers need to have other knowledge in order to survive in the teaching profession.

2.1 The role of the teacher in the classroom

This part revealed different types of teacher's roles in the classroom. Hoyle (1982) identified two basic sets of teacher's role in the teaching process. Whereas, based on the dimension "Development of Professional Expertise" by Leithwood et.al (1992), teachers role in the classroom are divided into four stages as part of teacher's responsibilities during teaching. Whereby Kamarudin (1989) described teacher's role as a socializing function, social selector, an advisor and counsellor so as an identifier of student's interest which are apart from teacher's responsibility in the teaching process.

2.1.1 Teacher's roles in the teaching process

Hoyle (1982) stated that the teacher in the classroom has two basic sets of roles to be fulfilled. The first set is related with the major functions of instruction, socialization and evaluation of the students that includes planning. According to McNergney (1988), planning should reflect teacher's knowledge that learning activities should match with the instructional objective, facilitate ideas to communicate in more than one ways, learner's scores on standardized tests that contain important and useful information about the class as a group and about individual learners as well as the current literature on the teaching profession should be consulted regularly. Planning helps to organise instruction, keep records of events and guide others who might observe the teaching process. McCutcheon (McNergney,1988) supported that planning means organising instruction in the sense of security and direction it provides for teachers. However, Taylor (Hoyle,1982) believed that planning indicated teacher's first concern is about students, second about the subject matter, third about the goals and finally about the method of teaching. However, planning can reduce teacher's own uncertainty and anxiety (Hoyle, 1982)

The second set of roles to be fulfilled based on Hoyle (1982) is related to motivating learners, maintaining and control learner's behaviour so as creating an environment for the learning process. Besides fulfilling these two sets, Wattenberg (Hoyle,ibid) added that teacher must perform sub-roles to be sufficient in the classroom. The teacher's sub-roles in classroom are as (a) representative of society inculcates moral precepts, (b) judge who gives marks and ratings, (c) resource who provides knowledge and skills, (d) helper that provides guidance for pupils difficulties, (e) referee who settles disagreement among students, (f) limiter of anxiety who helps children to control impulses, (g) ego-supporter who helps children to build confidence in themselves, (h) group leader which establishes the climate of the group, (i) parent surrogate who acts to attract attention from younger children, (j) friend and confidante who establishes warm relationship with children and shares confidences, (k) affection to meets the psychological needs of children, (l) detective to discovers rule-breakers, and (m) identifier who possess traits that children imitate. These sub-roles are referring to the teacher's roles within the teaching process.

These two different set of teacher's role indicated that form teacher responsibilities consisted of multiple task apart from teaching in the classroom only. By referring to the description above, form teacher is a facilitator who gives instruction as well as a guidance to control student's behaviour so as motivating students to learn in the classroom.

2.1.2 Teacher's roles in classroom

Based on the 'Development of Professional Expertise' by Leithwood et.al (1992), this dimension identified four stages concerning teacher's classroom responsibilities during teaching.

2.1.2.1 Teacher as a survival develop skill

A teacher needs to develop survival skill partially in developing classroom management. Leithwood et.al (1992) stated that a teacher must have knowledge about and limited skill in the use of several teaching models. In preparing students assessment, it is primarily summative and carried out using limited techniques in response to external demands.

2.1.2.2 Teacher must be competent in basic skills of instruction

Besides developing survival skill, a teacher needs to become competent in the basic skills of instruction apart from teaching. According to Leithwood et.al (1992) a teacher need to have well developed classroom management skills by applying habitual application through trial and error. As for the student's assessment, it must reflects the formative purposes that focuses assessment linked to instructional goals to be measured.

2.1.2.3 Teacher as one's instructional flexibility

Furthermore, expanding one's instructional flexibility is important to atomize classroom management skill. Based on Leithwood et.al (1992), this stage is a growing process of awareness of need for other teaching models and an initial effort to expand as well as experiment the new teaching models.

2.1.2.4 Teacher as an instructional expertise

Teachers are also to acquire an instructional expertise whereby classroom management are integrated with other program such as little attention that required classroom management as an independent issue. Leithwood et.al (1992) defined expertise as increases teachers to acquire greater skill in application of a given model and able to increase such models to be mastered. The instructional goals, students learning styles, content to be covered so as to