WORK LOAD ALLOCATION AND TEACHER PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN NAKAWA DIVISION KAMPALA CAPITAL CITY AUTHORITY

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A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

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DECLARATION

I, Lukaye Apollo Mandu, hereby declare that this dissertation titled ***"Workload Allocation and Teacher Performance in Selected Secondary Schools in Nakawa Division- Kampala Capital City Authority"*** is my original work and has never been submitted nor published in any other institution for any award.

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APPROVAL

This is to certify that this dissertation titled "**Workload Allocation and Teacher Performance in Selected Secondary School in Nakawa Division Kampala Capital City Authority**" by LUKAYE Apollo Mandu has been written under our tutelage.

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DEDICATION

I dedicate this work to my late grandfather, Semu Lukaye for the turning point he instituted, my father the late Sam Mandu Lukaye for keeping the candle burning. These two men keep me challenged.

May God bless their souls.

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I wish to extend my sincere appreciation to everyone who facilitated the completion of my dissertation without whom this work would not be in its present form.

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LIST OF ACRONYMS

CBO	:	Community Based Organization
KCCA	:	Kampala Capital City Authority
MDD	:	Music Dance and Drama
MoEs	:	Ministry of Education and Sports
OECD	:	Organisation for Economic Cooperation and Development
SPSS	:	Statistical Package for Social Scientists

ABSTRACT

The research aimed at examining the effect of workload allocation on teacher performance in selected secondary schools in Nakawa Division- Kampala Capital City Authority. A cross-sectional survey research design involving both qualitative and quantitative approaches was used. Both simple random and purposive sampling techniques were used to select respondents. Primary and secondary data were collected by using interview, documentary review and analyzed qualitatively using content analysis. The data were collected from teachers, directors of studies, heads of subjects, deputy headteachers and head teachers from four selected secondary schools (N=92). Content analysis was used for the qualitative responses, while descriptive statistics such as correlations and regressions were used for quantitative data.

The study results revealed that there existed heavy academic workload allocation in Nakawa secondary schools which ruined teacher performance in terms of teaching-learning effectiveness and educational quality. Results indicated teachers did not play a very important role in the development of students' attitude, morale and interest in co-curricular activities in secondary schools of Nankwa division. Administrative workload allocation has a significant effect on teacher performance (β=0.282, t=2.202, significant at 0.000 being less than 0.05).

The study concluded that, Academic Workload Allocation had an insignificant effect on teachers performance in secondary schools in Nakawa Division-KCCA (r^2 =.017). There existed a weak positive relationship between the role played by the teachers and students'' involvement in co-curricular activities (adjusted r^2= .572). The results indicated that Administrative workload allocation has a significant effect on teacher performance (r^2 =0.07).

The study recommended that; Headteachers and other stakeholders in education need to enforce use of workload allocation standards in secondary schools in bid to enable teachers improve their performance. The curriculum for teacher training should include professionalism in co-curricular activities. Teachers should be re-trained in best mechanisms of handling administrative tasks such as guidance and counselling, discipline actions for different crimes among others.

The suggested that further research in the following areas: The transition of talented learners from formal schools to professional co-curricular clubs. To examine the effect of Innovative time-tabling of academic workload allocation on teachers performance in secondary schools in Uganda.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study was intended to investigate the effect of work load allocation on teacher performance in selected secondary schools in Nakawa Division-Kampala Capital City Authority. Work load allocation is a major contributing factor to the teaching quality and school performance. Therefore, this chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, significance of the study, the conceptual framework and definition of key terms used in the study.

1.1 Background to the Study

This section explains the historical, theoretical, conceptual and contextual perspectives of the study.

1.1.1 Historical Perspective

Workload intensification with regard to education is not a new phenomenon. It started way back in the 18thcentury in countries like Canada, the United States and the United Kingdom (Canadian Teachers Federation, 2007).Teachers were becoming preoccupied with administrative work, assessment of learners and other types of duties, which were detracting from quality teaching time (Norma, 2010). This made teachers to entirely rely more upon prepackaged curricula materials because of their preoccupation with these duties and the lack of time to create materials relevant to the local context. Hence, work intensification became self-imposed to meet the standards set by the policy makers and to retain, in teachers' minds, the status of "effective teacher" (Norma, 2010 p. 45).These phenomena, together with interference upon instructional time, unmanageable class

size/class composition, inadequate preparation time, multiple meetings with parents, and increasing "administrative tasks" have continued to erode teacher performance (preparation time, collaborative activities, professional development, nonteaching duties, out-of-field teaching assignments), and personal wellbeing (stress, free time) in the 21st century.

In African countries such as Nigeria, the growth of the work load has been phenomenal since 1960 when primary school enrolment increased from 2,912,619 to 17,942,000 or 516 percent rate increase. Whereas in the same period, secondary school enrolment increased from 55,235 to 6,056,700 or 10,865 percent rate increase and University enrolment increased from 71,095 to 249,287 or 250.64 percent rate increase between 1980 and 1999 (Okobiah, 2002 in Ibadin, 2010). In Uganda teachers' workload escalated after the introduction of UPE in 1997, USE in 2007 when enrollment rapidly hiked. Primary school enrolment increased from about 8.3 million in 2012 to about 8.7 million pupils causing secondary school enrolment increased by 14 percent in 2016 (UBOS, 2017).

Nakawa Division has over 36 secondary schools whose enrolment stands at 114,396 students. The teacher-student ratio is at 1:84 instead of 1:53, making it difficult for a teacher to plan well for curriculum implementation and evaluation (KCCA, 2018). Hence heavily loaded teachers in Nakawa Division did not to conduct timely scheming of work, timely lesson planning, have adequate time to involve in co-curricular activities, participate in discipline management, conduct counseling and guidance, participate in staff meetings, deliver lessons/actually teach well, maintain updated records of work, routinely assess the learners and as well Manage learners' records.

1.1.2 Theoretical Perspective

This study shall best reside on motivational theory of human needs coined by psychologist Abraham Maslow in in 1943, two-factor advanced by the psychologist Frederick Herzberg in 1953 (Herzberg, 2008) and burn out theory advanced by Freudenberger in 1960(Montero, García, Domingo & Yolanda 2009).

Human relations in schools perceive motivation as one of the major factors for task performance and the ability to perform the assigned duty or responsibility (Tancinco, 2016). Motivation is the ability applied to perform a given workload. Performance in teaching is a function of ability in interaction with motivation. Herzberg (1953) acknowledged motivational factors in his two-factor theory which identifies two groups of factors that influence action, behaviour or performance. These motivational factors are both hygiene and maintenance factors. Motivational factors, also known as intrinsic factors, refer to the internal rewards that a person feels when Zwalchir performing the teaching job, so there is a direct connection between workload and rewards. A teacher in this situation is self-motivated. Hygiene also known as extrinsic refers to the external rewards that occur apart from the work, providing no direct satisfaction at the time the work is performed. Examples are retirement plans, health insurance, and vacations (Tancinco, 2016).

According to Farber's theory of Burn out, as the ratio of clients and practitioners increase, it results in higher and higher emotional work load until the teacher burns out and disconnects. Teachers who are emotionally and physically exhausted are often irritable, anxious, and angry. He said, being burnt out may mean planning classes less enthusiastically, feeling less symphathetic towards students. When a teacher is sacrificed, the class too is sacrificed because of mental work. No

instruction can be efficiently carried on over a long period of time if teachers carry on usually heavy teaching load (Tancinco, 2016).

Teacher burnout is often used to describe and often excuse the inability of many teachers to pursue effectively in the classroom due to excessive workload. Burn out with all its symptoms will not quickly or easily diminish or erase since it is in the profound and complicated psychological conclusion that his or her work is not efficacious (Tancinco, 2016). As such, burn out will itself be a substantial obstacle to educational reform and improvement at least for sensually affected individuals and groups in schools. Hence, this pursued by determining the status of workload and ascertain the level of teachers' attitude towards overload.

1.1.3 Conceptual Perspective

According to Nkweke and Dollah (2011), teacher's workload is the sum of academic teaching work and committee assignment to a teacher for the attainment of the general educational objectives in the school. This is in terms of lesson note preparation, test and assignment, examination, house mastership and any other routine work that may be assigned to a teaching staff by the headteacher (Zwalchir & Buenyen, 2009). A teacher therefore can be overloaded, that is, much task in terms of teaching units and committee assignment or under-loaded with work, that is, less teaching unit assigned or provided with regular load which refers to the normal prescribed number of units assigned to each staff member per term (Nkweke &Dollah, 2011; Goldring, Taie & Riddles, (2014).

As a whole, a teacher normally spends 40 to 48 hours in his/her workplace depending on the responsibilities he holds. Yet other scholars like Omondi (2011) defined it in terms of the measured total number of lessons for class 1 to 8 in a week as indicated in the timetable. This definition however leaves out non-teaching activities. Where are Norma, (2010) defined workload as an energetic practice categorized by the increase of various and miscellaneous responsibilities that teachers need to accomplish, which leads to reduced time for relaxation, a lack of time tore tool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages.

Marina (2012) considered workload as role overload/personal work extended from single item to multiple duties, and the risk of overload resulted in emotional exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on the overall school performance. The various ways of measuring teachers' workload among others include; class size, subject areas, condition of service, school policy, teaching staff strength and teachers' abilities. The effect of over workload and under-workload are asserted by Zwalchir and Buenyen (2009). The major effect is stress (Zwalchir & Buenyen, 2009). Stress here is the experience by the teacher of unpleasant emotions such as frustration, anxiety, anger and depression resulting from aspects of the work teachers do. Furthermore, stress always manifests in poor concentration, exhaustion and difficulty in decision-making. And if these situations continue, one can collapse. On the other side, the teachers with little workload are likely to have a lot of time for fomenting trouble, entertaining gossips, discussing politics, forming cliques and informal groups. They will

also involve themselves in some social vices such as drinking, smoking, womanizing and so on (Ost & Schiman, 2017).

Allocation of teaching loads refers to the task of allotting teaching hours amongst academic staff in a teaching unit. Teaching load allocation refers to which teaching staff teaches which subject. Teaching load allocation has been well recognized as a major contributing factor to the teaching quality. The teaching load must be reallocated for changes of staff, class and subject. Ksenia, (2012) notes that most ideal outcome would be to assign the best person to teach the right subject based on his/her expertise and experience. The number of teaching hours depends on the subjects offered and the number of students. Not only that, the availability of teachers in a given term is another factor to consider. Thus, making it a requirement for the headteacher or head of the course unit to perform this task routinely at the beginning of every term is very significant (Tancinco, 2016).

The core elements embedded in work load in this study have been isolated to include, academic workload allocation, co-curricular workload allocation and administrative workload. Academic workload has been defined by Nkweke and Dollah (2011) as the totality of academic teaching work assigned to a teacher for the attainment of the educational objectives in the school.
Co-curricular workload means extra-curricular activities such as sports and cultural activities that are assigned to teachers on top of academic workload (University of Sydney, 2018). In this study, the meaning of co-curricular workload is adapted from University of Sydney (2018) and it thus refers to more extra-curricular activities such as sports and cultural activities that are assigned to teachers on top of academic workload. Administrative workload means the additional managerial

tasks like keeping order, administrative registers, statistical databases, among others (OECD, 2014).

Xiaobo, Shuaian, Said and Liu, (2014) believe that the teaching loads of different subjects are different. A teaching staff has a maximum number of teaching periods each week. Different teaching staff have different maximum number of teaching periods because (i) some staff may not work full time; (ii) some staff is new to school; and (iii) some staff has other time commitment such as administrative tasks (Xiaobo, *et.al.*,2014).Xiaobo, *et.al*, (2014) noted that as different teaching staff has different expertise: "The teaching staff cannot teach French and Advanced Russian Literature; a teacher can teach history of Europe but not History of Asia"; a teaching staff with expertise in quantum physics should teach the subject "Modern Quantum Physics" if possible and the teaching staff must teach that subject.

Performance is an act of accomplishing or executing a given task (Adeyemi & Adu 2013) and the ability to combine skillfully the desired behaviors towards the achievement of organizational goals and objectives. Einar & Sidsel, (2015) noted that teacher performance refers to the willingness and commitment of teachers to carry out their roles and responsibilities as implied in the guidelines, roles and responsibilities of stakeholders. Teacher performance is manifested in the form of preparing schemes of work and lesson plans for approval by the head teacher, teaching both curricular and co-curricular programmes, providing appropriate guidance and counseling and providing all-round education and exemplary leadership to the students (Bimanywarugaba, 2013). Birabwa (2010) states teacher performance is the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the

organization's goals and objectives. Therefore, teacher performance as a worker could be described as low, moderate and high, depending on the extent of his commitment to work in order to achieve set objectives and goals (Abdulkadir, 2015).

Teacher performance is measured in terms of effective teaching, effective use of scheme of work, lesson note preparation, effective supervision, monitoring of students' work and disciplinary ability. In this regard, the teachers' performance could be measured through annual reports of their activities in terms of performance in teaching, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities (Adeyemi, 2013).

Norma, (2010) defined it as how a teacher carries out his/her daily diverse tasks, (including teaching and nonteaching responsibilities), whether they be assigned or self-imposed, to do the job well. These performance standards include "data-driven planning, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement" this definition is adopted to operationally be used in this study since it emphasizes performance standard. Some teachers thrive under high task load while others fail under periods of low task load and vice versa.

1.1.4 Contextual perspective

Teacher performance often lacks a strong, long term commitment to teaching as a vocation possibly due to overload, underload or regular workload. This could have resulted from Teaching load allocation yielding unfavourable results whereby some teachers have much more teaching load while others have much less teaching load; and some teachers teach subjects that they are not

proficient with due to lack of adequate knowledge on work load allocation. The Divisional Education Officer of Nakawa, during Educational Week Sensitization programme, (2018) revealed that teachers were devoting less and less time to: teaching preparation, assessing learners' and co-curricular activities.

Poor teacher performance seems to stem from difficulties in the management of Teachers' workload in terms of allocating subjects, periods and other administrative duties on curriculum planning, implementation and reviews to teachers depending on their area of specializations, professional knowledge, skills and experiences which determine the quality of instructional tasks performance (Einar & Sidsel,2015).

Poor teacher performance in facilitating teaching and learning ruins the quality of education system (Yariv, 2010). Poor teacher performance may result from excessive workload, the ever-increasing students' population, expansion of subjects in the curriculum, which are placed with other responsibilities on teachers and makes them over-stretch their carrying capacity. Consequently, in Nakawa Urban Council, poor teacher performance is likely to be among the issues retarding the educational standards, attributing to high dropout and crime rates, unemployment and high illiteracy rate. Hence there was need for the researcher to conduct an investigation into the effect of workload allocation on teacher performance in Nakawa division.

1.2 Statement of the Problem

Rationally, teacher performance constitutes effective teaching and learning through regular assessment, feedback and developing teaching strategies that enable students master content. These teachers make students enjoy learning, develop skills and abilities in areas of academics, games and sports, discipline and career growth (Tancinco, 2016).

Teachers in Nakawa Division secondary schools rarely conduct lesson planning and preparations, irregularly assess learners, do not participate in co-curricular activities and fail to enforce school rules and regulations (Directorate of Education KCCA- Nakawa division educational review report, 2018). Teachers no longer conduct real teaching and learning but instead leave handouts to students to copy notes on their own with no proper guidance and teaching. Above all teachers coach learners to cram content rather than master it (KCCA Directorate of Education, 2018)

The discrepancy between what teachers sought to do and what they actually do has resulted into high failure rate in national examinations, poor curriculum implementation, poor syllabus coverage, high level of immorality/indiscipline, limited talents and skills among learners, specifically in Nakawa secondary schools. It was not clear as to whether Workload allocation could explain teacher performance among Nakawa selected secondary schools and scanty literature provided vivid evidence on the effect of workload allocation and teacher performance. Hence there was need to conduct further research.

1.3 Purpose of the Study

The purpose of the study was to establish the effect of workload allocation on teacher performance in selected secondary schools in Nakawa Division- Kampala Capital City Authority.

1.4 Objectives of the Study

The study was guided by the following specific objectives;

i) To establish the effect of academic workload allocation on teacher performance in selected secondary schools in Nakawa Division-KCCA

ii) To examine the extent to which co-curricular workload allocation affects teacher performance in selected secondary schools in Nakawa Division-KCCA

iii) To examine the influence of administrative workload allocation on teacher performance in selected secondary schools in Nakawa Division-KCCA

1.5 Research Questions

The following research questions directed the study findings;

i) What is the effect of academic workload allocation on teacher performance in selected secondary schools in Nakawa Division-KCCA?

ii) To what extent does co-curricular workload allocation affect teacher performance in selected secondary schools in Nakawa Division-KCCA?

iii) What is the influence of administrative workload allocation on teacher performance in selected secondary schools in Nakawa Division-KCCA?

1.6 Hypotheses

H_a: There is a statistically significant relationship between academic workload allocation and teacher performance in Nakawa Division-KCCA

H_a: There is a statistically significant relationship between co-curricular workload allocation and teacher performance in selected secondary schools in Nakawa Division-KCCA

H_o: There is no statistically significant relationship between administrative workload allocation and teacher performance in selected secondary schools in Nakawa Division-KCCA

1.7 Scope of the Study

The study scope covered; subject scope, geographical scope and time scope as well;

1.7.1 Subject Scope

The study focused on examining the effect of workload allocation on teacher performance in Nakawa Division. The independent variable which workload allocation was measured by examining how academic workload allocation, co-curricular workload allocation and administrative workload allocation affect teacher performance.

On the other hand the dependent variable, teacher performance was examined by looking at how often teachers make schemes of work, quality of lesson plans, participation in students co-curricular activities, involvement in student's discipline management, ability to counsel and guidance learners, attending staff meetings, actual teaching, record of work covered, being present in school, attending to the learners' needs, assessment of the academic progress of the learners, management of students' registers and time management.

1.7.2 Geographical Scope

The study was carried in particular Secondary Schools in Nakawa Division of Kampala Capital City Authority. The schools were selected for study because of the decline in teachers' performance as reported by Kampala Capital City Authority, Nakawa Division Education Inspection Report (2016).

1.7.3 Time Scope

The study examined teachers' performance variations for the past 3 years (2016 to 2018) because this is the period when many complaints about teacher performance especially in secondary schools in Nakawa division of Kampala Capital City Authority were rampant in the social media being on the increase. The data was collected between October 2018 and October 2019. While literature for the past 10years was utilised.

1.8 Significance of the Study

It is hoped that the study will be of significance to:

Directorate of Education Standards: The results of the study will be shared with the stakeholders in education in charge of quality assurance in an effort to encourage the policy makers to effect positive changes that will improve not only secondary school teachers' work lives but ultimately student achievement in the country. To improve student achievement, it is vital in that it recognizes and comprehends the direct relationship between the quality of teacher performance, student achievement and education quality.

Management and staff: The results of the study may benefit management and staff of Nakawa division by providing information on how to improve their methods of applicability of manpower planning, in order to achieve effective academic staff performance. It will bring to their understanding as to why they are failing to utilize the manpower planning availed to them more effectively.

Teachers: This research sought to contribute valuable information to that study, particularly as it elucidated the effects of teacher workload upon teacher performance and personal well-being. The results of the research are important to the teachers' association as it adds to their knowledge of the perceived workload issues in Nakawa Division, among which are professional development concerns. The study may also help employers draw up proper performance rewards systems or mechanisms to increase on the teachers' performance. It would also help policy makers to come up with informed policies/decisions on how rewards should be awarded.

Directorate of Education Kampala Capital: Public officers in charge of education at the directorate of Education Kampala Capital City Authority level will find this information useful in carrying out their supervisory and inspection role in schools. The study will also help them to evaluate and enhance their training and development programs to ensure they remain competitive in offering quality education.

Educational planners at Nakawa Division-KCCA: may use the results of the study as an eye-opener to see what is done in secondary schools then the results will help them to find solution to the existing problem. Since this study will provide a clear picture of how workload intensification is

affecting performance and personal well-being of the secondary school teachers and what school leaders can do to balance the workload. Moreover, the results of the study will help education planners to come up with good plans which realistically gear up for attaining high teacher performance.

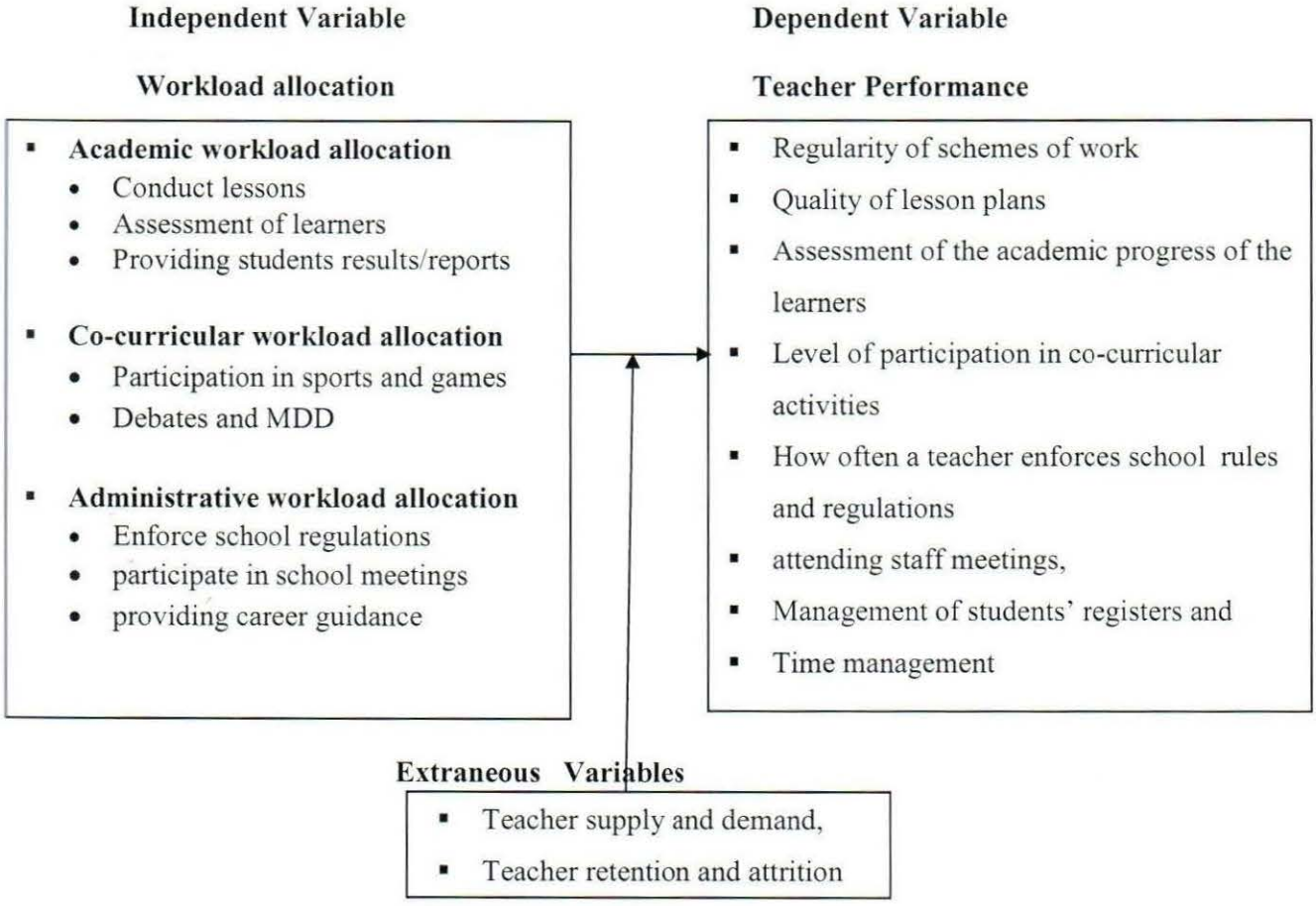
Ministry of Education and Sports: MOES will be able to better identify the constraints in the teachers performance. The study results may also be used by Ministry when designing future staff Human Resource Practice strategies that enhance productivity. Therefore, the findings of this study will provide suggestions and recommendations for solving the problem.

Government: The government being an employer will use the findings to enhance recruitment ensuring that the manpower hired possess the required skills and competencies for maximum productivity.

Scholars: They will use the study findings about workload and teacher performance as a source of reference for other related fields and identify areas which have not been comprehensively covered hence stimulating interests for further research in this area.

1.9 The Constructed Conceptual framework

Conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate it (Regoniel, 2015). If conceptual framework is clearly articulated, it bears potential usefulness as a tool for enabling the study to make meaning out of the findings. Therefore, the conceptual framework is an abstract indication of how the basic concepts and constructs are expected to interact in the actual setting and the experiences that form foundation of the research study.



Source: *Adapted from Armstrong (2011) and Modified by the Researcher.*

Figure 1: Conceptual Framework illustrating the Relationship between workload allocation and teacher Performance

Figure 1 indicates that the Independent Variable which is workload allocation directly affects the Dependent Variable which is teacher performance. It indicates that workload allocation such as;

Academic workload allocation, Co-curricular workload allocation and Administrative workload allocation affect teacher performance, measured in terms of; how often teachers make schemes of work, quality of lesson plans, participation in students co-curricular activities, involvement in student's discipline management, ability to counsel and guidance learners, attending staff meetings, actual teaching, record of work covered, being present in school, attending to the learners' needs, assessment of the academic progress of the learners, management of students' registers and time management.

Figure 1 also shows that extraneous variables which affect both the dependent and independent variable are teacher supply and demand and teacher retention and attrition. However, there are extraneous variables not incorporated in the study which may influence teacher performance negatively or positively other than welfare. These include teachers' qualifications, attitude, and leadership of the head teacher and school management committees. Teacher performance also depends on their ability, skills, attitude and competence which are influenced by the teachers' academic qualifications. This were controlled by using an appropriate research design and restricting our tools to within the scope of the specific objectives of the study.

1.10 Definition of Key Terms and Concepts

Allocation of teaching loads in a teaching unit refers to the apportionment of teaching hours among teaching staff.

Overload refers to the load of the teacher over and above the prescribed number of workload units

Regular load refers to the prescribed number of units assigned to each departmental member per term.

Teacher performance, job related activities expected of a worker and how well those activities were executed. Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement (Bimanywarugaba, 2013).

Under load refers to the load of the teacher below the prescribed number of workload units. In this study, a departmental member is not considered if the workload is below 18 units.

Workload intensification: a dynamic process characterized by the escalation of multiple and diverse tasks that teachers must perform, which leads to reduced time for relaxation, a lack of time to retool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages (Yariv, 2010).

Workload: In the context of this study meant the amount of work that has to be done by a particular person or organization (Gwambombo, 2013). In this study, the factors that add teachers' workload were examined. They include number of periods taught by one teacher per week, internal tests, making load and administrative roles.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature advanced by different scholars available on the work load allocation and teacher performance in selected secondary schools. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to work load allocation and teacher performance. The review of literature covers theoretical review and the study objectives.

2.1 Theoretical Review

The study was guided by motivational theory of human needs coined by psychologist Abraham Maslow in 1943, two-factor advanced by the psychologist Frederick Herzberg in 1953. (Herzberg, 2008) and burn out theory advanced by Freudenberger in 1960 (Montero, García, Domingo & Yolanda 2009). Motivation is derived from a Latin word movere which means (to move) and it is a critical determinant of performance in organizations and in fact school administrators widely agree to that, but there is a less agreement on the definition itself. Motivation is generally known as the desire of doing things. It also refers to the desire to perform an action in various contexts. Adeolu and Arinze (2018) stressed that human relations in school perceives motivation as one of the major factors that accounts for the tasks performance and the ability to perform the task. Performance in teaching is viewed as a function of ability in interaction with motivation (Tancinco, 2016).

Amoako and Dartey-Baah, (2011) acknowledged motivational factors in his two-factor theory which identifies two groups of factors that influence action, behaviour or performance. These are motivational factors; hygiene and maintenance factors. The implication of motivation theory to the study is that it improves the performance of teachers in the context of education quality. Maslow's motivation theory and the two factor theory are quite related to this study as they address the five basic group of human needs that emerges in a specific sequence and represent the order of importance to the individuals, which are physiological, safety, social, esteem, and self-cultivation to influence performance (Aruma & Enwuvesi, 2017). Physiology needs suggest human basic needs which are indispensable for human living in various participating societies' activities (Aruma & Enwuvesi, 2017). Safety needs or security needs concerns with protection and survival from chaotic situations, social disorder, social disturbance and physical dangers in human environment (Aruma &Enwuvesi, 2017).Love and Belonging Needs or Social Needs meant the tendency to feel the need to identify and belong to a social organization of family, community, community based organization (CBO) among others in the society. Esteem and Prestige Needs or Ego Needs referred to the ego needs in human environment. Self-actualization implied the desire of people to develop their talents and potential that is hidden in them in the society (Aruma & Enwuvesi, 2017).

This study was further bolstered by the two-factor theory promoted by Herzberg in1953. The two-factor theory categorizes two clusters of issues that affect performance which involves motivational factors; hygiene and maintenance factors. Motivational factors denote to the internal rewards that an individual feels when performing the job, so there is a direct connection between work and rewards. An educator is self-motivated (Tancinco, 2016). According to Tancinco (2016),

hygiene refers to the external rewards that occur apart from the work, providing no direct satisfaction at the time the work is performed. Examples are retirement plans, health insurance, and vacations. The extents to which these two tenets existed in schools were investigated.

The study hoped that the motivational theory of human needs would aid to meet the workload requirement of the needs of the teacher hence increasing performance. However, although the motivational theory of human needs was chosen in this study, it also has some weaknesses. Aruma &Enwuvesi, (2017) for instance did not objectively carryout the study to find out the extent to which they influence performance but only subjectively handled it. The study was also not specific on teacher performance. This creates a need to carry out this study at a precise level of in depth investigation and hypothesis testing. Although the motivational theory of human needs is exposed to censure, it was preferred so as to offer an in-depth thoughtful perspective that exists as the teachers interpret the work load to lead to teacher performance. The study hoped that the two theories could aid to meet the requirement of the needs of the teachers.

The study was also bolstered by the Burn out theory coined by Herbert Freudenberger in 1974. The theory postulates that teachers who are emotionally and physically exhausted are often short-tempered, nervous, and annoyed. According to Tancinco (2016), burn out may mean being less willing to plan for classes and as well as, feeling less concerned to learners. According to Farber's theory of Burn out, as the ratio of clients and practitioners increase, it results in higher and higher emotional work load until the teacher burns out and disconnects. Teachers who are emotionally and physically exhausted are often irritable, anxious, and angry. Grenata (2014) said, being burnt

out may mean planning classes less enthusiastically, feeling less symphathetic towards students. When a teacher is sacrificed, the class too is sacrificed because of mental work (Tancinco, 2016).

Teacher burnout is often used to describe and often excuse the inability of many teachers to pursue effectively in the classroom due to excessive workload (Tancinco, 2016). As such, burn out will itself be a substantial obstacle to educational reform and improvement at least for sensually affected individuals and groups in schools (Halim, Diane, Catherine & Shrout, 2012). The relevance of burnout theory to the study is to help teachers improve the teaching -learning instruction efficiently even when load allocation is heavy.

When an educator is sacrificed, the class too is sacrificed because of mental work (Tancinco, 2016). In this study, it is presumed that teachers experience the burnout characteristics such as having moods overtiredness; increased emotional detachment from job, or feelings of skepticism related their job; and a decrease in professional efficiency and effectiveness. The existences of these elements were investigated to establish the extent to which they influence teacher performance. The weakness associated with Tancinco (2016) who used theory was that contextually the researcher used it in university setting, yet this study is concerned with secondary schools. Even though the burn out theoretical model was had some drawbacks, it was selected to support this study since it sought to ascertain workload and overload as an essential feature linked to performance of the teachers. Hence, the theory was further pursued to determine the status of workload and to ascertain the level of attitude of the teachers towards their overload

2.2 Review of Related Literature

This covers the critical review, analysis and evaluation of the earlier scholarly findings on the specific objectives spelt out in chapter one as explained below;

2.2.1 Academic Workload Allocation and Teacher Performance

Workload is the amount of work that has to be done by a particular person in a school. Teachers' workload can be considered quantitatively and qualitatively. When roles and duties of a teacher are listed down, as many teachers' job descriptions do, only quantity is projected (Chirimi, 2016). The process of allocating subjects, periods and other administrative duties on curriculum planning, implementation and reviews to teachers depending on their area of specializations, professional knowledge, skills and experiences determines the quality of teaching and learning (Perks, 2015). This determines the overall level of both teachers and students' academic performance and the overall achievement of educational objectives in the school system (Chirimi, 2016). It was not clear whether academic workload allocation determined the overall teachers and students' academic performance and the overall achievement of educational objectives in the secondary schools of Nakawa Division.

Several researchers such as Omondi (2011) and Sajjad (2016) have carried out studies which isolated that academic workload was an antecedent of teacher performance. For instance Sajjad (2016) carried out a study to establish the relationship between teaching workload and performance for Bangladeshi university teachers and found out that time spent in teaching positively and strongly correlated with the quality of teaching delivery, quality & quantity of research & training and implementation of new technology in teaching. The study indicated that to perform better,

workload management ought to be appropriate and adjusted. Sajjad (2016)'s study just like Tancinco (2016) were however carried out in university setting but not in a secondary school which is the focal point of this study. This made this study highly relevant to be carried out since there is a great deal of difference in perception of workload between a university and secondary school context.

Similarly, Omondi (2011) also found out that teaching work load was a precursor of teacher performance. In a research project carried out by Omondi (2011) to find out the influence of workload on the performance of teachers in public primary schools in Kombewa Division, Kisumu West District, Kenya, that researcher established that the job overload negatively influenced performance of teachers as majority of the teachers in the division disclosed that their job overload contributed to their low performance. This research was carried out in Kenya but not in Uganda. The sample population was further of primary teacher other than secondary sector which is the essence of this study.

Teachers' academic workload has direct impact on students' academic achievement. The assignment of teachers' academic 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. However, overworked teachers are less likely to bring the energy, insights and resilience, positive and caring relationships in the teaching and learning process (Grenata, 2014). These prevailing conditions can definitely show a negative influence on the instructional quality in schools, which may translate into poor attitudes and values, and low academic performance of students in

secondary schools (Morphosho, 2014). The study was intended to establish if secondary schools in Nakawa division appropriately allocated academic workload to attain a better level of teaching performance.

Ayeni and Afolabi (2012), stated that the teacher's role in the instructional process is sine qua non, the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools, all of which forms part of teachers' workloads on a daily basis (Nyawara, 2011). This study was pursued to establish how teachers conduct lesson planning and delivery based on the academic workload of assignments provided to them by headteachers.

Teachers' academic workload is also expressed in terms of curriculum utlisation, lesson note preparation, learners' engagement in curriculum instructions, continuous assessment and class management. This is directly measured by the total number of teachers that are available in the system against the number of students that are taught, the number of scripts that are marked, and other responsibilities considered worthwhile by the school head that are regularly or occasionally assigned to teachers (Sugden, 2010). The extent to which students achieve educational goals in terms of academic performance depends largely on how well teachers discharge their instructional tasks. It was not certain as to whether Teachers in Nakawa secondary schools had moderate

instructional workloads to enable them more effective and efficient than teachers with heavy workload.

A period is a particular length of time for accomplishing a particular task (Bennaars, *et al.*, 1994). The number of periods to be taught by one teacher per week depending on the subject mastered by the teacher. Mbugua, *et.al*, (2012) maintains that the teaching load per week for ordinary level is thirty periods. The more time spent by students in actual learning activities, the more they understand and perform better. This has an implication on determining school days per year and the number of instructional hours per day. Basing on what is required for students to achieve, the actual teaching load for teachers should be within the teachers' ability and not above (Wang, 2016). The situation is even worse in secondary schools where one teacher can teach from senior one to senior six especially for science subjects, this is due to shortage of teachers as many teachers escape from teaching career. The study examined whether shortage of teachers attributed to high academic workload in Nakawa secondary schools.

Furthermore heavy teacher workload can bring the following negative effect to teachers; stress, burnout, mistakes in work, poor work-life balance, physical and mental effects. Secondary school teachers are in the arms of heavy workload which makes them fail to deliver and make learners understand/master the content (Perks, 2015). The study was intended to establish whether the same situation applied in Nakawa secondary schools.

When teachers perform their responsibilities according to teaching policy, forexample teaching thirty periods per week and having a reasonable number of students in a class and teachers not

involved in non-administrative role is regarded as light workload. Light workload increases efficiency and effectiveness of teachers in teaching process and leads to positive students' academic performance. Moreover, the Victorian Government School Agreement (2008) points out four multifaceted sources which add to teachers' workload to great level. These are face-to-face teaching, including restored classes, assemblies and extras. Other duties of teaching including correction, preparation of lesson, assessment, meetings, students' supervision, and organizational duties are also tiresome. This study sought to examine whether teachers in Nakawa secondary schools performed their duties and responsibilities according to Ministry of education and sports teaching policy.

Some teachers do teach more than 40 periods per week while the maximum teaching load per week is 30 periods (URT, 2004). Despite the great importance of continuous assessments to both teachers and students, the assessments affect teachers' workload. Continuous assessments involve; planning, constructing, administering tests, scoring and analysis, in the highest number of students crowded in the classroom affects teachers' performance (Gwambombo, 2013). It was not clear of the number of periods taught by secondary school teachers in Nakawa secondary schools and the extent to which this affected discharge of academic workload.

As aptly noted by Akinsolu (2011) overpopulated classrooms are considered to be un-conducive for both teachers and students alike as the burden on teachers with respect to implementing, marking of scripts and other continuous assessments as well as the ability to give individualized attention to students needing extra help may appear to increase teacher workload in schools. On the part of the students, it has resulted into poor learning and high drop out from

schools. Meanwhile, teacher workload is viewed as the totality of academic teaching work and committee workload assigned to a teacher for the attainment of the overall educational objectives in the school (Adu, Oshati & Ifeoma, 2013). The study was intended to establish the extent to which demands of academic workload were overwhelming for teachers or had no well-defined limits in Nakawa secondary schools.

Teachers are also often seen taking home their tasks to be completed and faced with high expectations by the schools (Butt & Lance, 2005). This means that the teachers' workload is seen as the number of tasks that require more time allocated to finish off their work (Ekanem, 2012). The increase in workload is giving much significant impact to the jobs as teachers (Ballet & Kelchtermans, 2008). Although this increase does not affect the teachers' behavior during teaching, it is feared that it would affect the quality of teachings and learnings, and the quality of educational services provided would decline (Shaari *et al.*, 2006). The study was pursued to establish how academic workload allocation affected the quality of teachings and learnings.
The differences in teachers' workload are important in order to understand the impact of the workload on the commitment, satisfaction and performance. However, teachers' perception towards fairness plays a critical role in assessing the concept of workload (Reyes &Imber, 1992).

Teachers who assess their workload as unjust are seen less motivated at work, in which they are more often absent from school, less active in their work and unproductive in contributing to the effectiveness of the schools (Reyes &Imber, 1992). Smith and Bourke (1992) argued that teachers' high workload would reduce satisfaction and thus increased pressure on them, which would affect the effectiveness of teachings. Apart from that, some teachers are found to adjust the workload by

reducing their commitment to teachings and learnings through reducing their input into the task of teachings (Shah, Jaffari, Aziz, Ejaz, Ul-Haq& Raza, 2011). The study was intended to find out how teachers' academic workload reduced satisfaction and thus increased pressure on them.

Reyes and Imber (1992) found that employees who are committed to the organizations are more likely to do their best and exhibit high involvement in the organizations. Therefore, the improvements and enhancements of administrative supports, as well as time allocated to the planning and preparation are among factors with the potential to reduce the workload (Butt & Lance, 2005). This is a challenge to the school administration to facilitate the realization of the goals of the school without increasing workload to a level that cannot be accepted by the teachers (Timperley & Robinson, 2000). The school administrators who reduce teachers' workload need to be proactive in order to avoid the uncontrolled use of teachers in achieving the organizational goals. This study sought to ascertain the level of teacher commitment to delivering the best of the academic workload and exhibit high involvement in the educational quality.

2.2.2 Co-curricular workload allocation and Teacher Performance

According to a study carried out by the OECD (2014), it was found out that in Japan, Korea and Malaysia, teachers were reported to spending 8 hours on extracurricular activities, far above the average of 2 hours spent by other countries that participated in the study. Although this study was concerned with secondary education which is the population scope of this study it was also carried out in advanced countries but not in low developed countries like Uganda? The relationship between co-curricular workload allocation and teacher performance has also been emphasized by University of Sydney (2018) who highlighted that extra-curricular work done in own lunch/recess

times even make the teachers to miss out often on 30 minute break. University of Sydney (2018)'s report further reveals that teachers were expected to take on more extra-curricular activities but not being given time off for administrative duties. This study was also carried out in Australia but not in Uganda which is the study context of this study.

A study conducted by Abdull*et al.* (2006) also found that apart from teaching, teachers are also burdened with clerical duties and works related to the co-curricular such as the advisor or coach of the co-curricular. This shows that although the primary task of the teachers is to teach, a lot of their time is allocated to non-academic tasks (Abdull*et al.,* 2006). It was not clear as to whether teachers in Nakawa secondary schools advised students or coached learners in co-curricular activities.

Further still, there are incidences where teachers are football or netball coaches, cashiers or head of departments. This indicates that teachers bear great workload and which affects their performance abilities. Other factors including class size, extra curriculum activities, range of ability and age of students, resources availability and facility, voluntary effort, including school camps, concerts, excursions and school sports increases teachers' workload and hence affects their performance. The study was carried out to find out how teachers co-curriculum activities are apportion among staff to enhance their performance abilities in Nakawa secondary schools.

A successful career needs students that are used to keep a balance between studies and extracurricular activities (Nkweke & Dollah, 2011). Extra-curricular activities are the only thing, which makes the qualities of leadership in the students. The students also make their career, when

they participate in extracurricular activities while keeping in mind his usual interest in the study. Students should balance between extra-curricular activities and their academic interest, which would help in their development in learning and future career. The study was intended to establish how teachers in Nakawa secondary schools enabled students to balance academics and curricular activities.

Some teachers hardly help in supervising co-curricular activities in schools. Bisong (1996) noted that some teachers in secondary schools spend little or no time to prepare their improvisation is something nobody wants to talk about. Co-curricular programs also develop in students' lifelong interests or hobbies in cultural and artistic activities. In connection to this, Tan and Pope (2007) suggested that implementing co-curricular activities in school enables students to use their spare time effectively. In light with this, this study was intended to ascertain widely how co-curricular activities hold a place of great importance in the field of education for the all-round development among students in Nakawa secondary school.

Setotaw (1998) noted that moreover, the provision and implementation of co-curricular program have been recognized as the most essential mechanisms for psychological and intellectual development of students. In addition, as suggested by many researchers, unless balancing both the curricular and co- curricular activities is done, the very purpose of education would be left unrealized. Therefore, the researcher initiated the study to assess the status of implementation of co-curricular activities in secondary schools.

Hence, in this way, co-curricular activities refer to the activities related to formal classroom program but delivered outside the normal school day and participation is on voluntary basis while extracurricular activities for them refers to the activities that fall outside the formal curriculum provided in the class, examples of such activities are Sport team, Art club, Students newspaper etc. However, the privilege of students to participate in both programs is the same (Wikipedia, 2005). In line to this, according to MoE, (1997) and Setotaw, (1998) even though different researchers used different terms like extracurricular, extra class, out-of-class, co-curricular, allied activities, inter curricular for the activities given outside the classroom, due to an increasing acceptance of the wide functions of the school and broad definition of curriculum, the term co-curriculum become more useful than the term extracurricular. The study was intended to ascertain whether teachers in Nakawa division aided the provision and implementation of co-curricular program as the most essential mechanisms for psychological and intellectual development of students. And above all, this was intended to assess whether it agrees with many researchers who provided that, unless one balances both curricular and co- curricular activities, the very purpose of education would be left unrealized.

In another study by Nkweke &Dollah (2011), the education system of most countries of the world incorporate both curriculum and co-curriculum objectives, which would enable them to shape all rounded citizens. Through co-curricular activities, students will get chance of fulfilling their aroused interests and feelings in the classroom. The study was conducted to examine whether this was done in Nakawa division secondary schools to pave way for a prevailing and harmonious interaction between teachers and students.

2.2.3 Administrative Workload Allocation and Teacher Performance

Several researchers (University of Sydney, 2018; and Sajjad, 2016) have also isolated administrative workload as being determinants of teacher performance. For instance the University of Sydney (2018)' report also revealed that it was evident that vastly increased administrative tasks, were having a 'blanketing' effect across all types of schools, locations, levels of socio-economic advantage and staff teaching roles within schools, and severely threatened to overwhelm teachers' professional focus on teaching and student learning. According to that report, teachers identified administrative types of activities, that often involved documentation, working with data and accreditation requirements, as the cumbersome, time consuming and not worthy of additional time or resources. It was also found that all staff groups reported increase in administrative work, however Head Teachers were the most likely to report on this and Principals and Deputies were also likely to report increases here. Similarly, Deputies and Head Teachers were all more likely to report changes in data collection, analysis and reporting.

Sajjad (2016) also found out that there was too much administrative workload which was not favorable for the teachers' overall teaching performance though they were willing to or have to take them with or without payment. The target population used by Sajjad (2016) was however composed of university academic teaching staffs ranging from lecturers to professors but not secondary school teachers and administrator who are the focal point of this study.

Teachers are the key agents in organizing different works in their schools. Ksenia (2012) points out that administration means all acts and procedures essential to make policies and procedures essential for the organization's effectiveness. This means that administration is composed of

activities which make the organization to thrive. Such activities include the co-ordination of resources so as to obtain the ends of the objectives for which the school is established. In education for example, administration is the process of establishing structures, policies and procedures that will effectively accomplish various educational objectives. The extent in teachers in Nakawa secondary schools participated in implementation of school policies and procedures required investigation.

Teacher's job descriptions is categorized under five areas that constitute a basis upon which teachers' duties and responsibilities designate: to the child, to the profession, to the employer, to the community and to the nation. These have effects on students' academic performance. Education service commission is not alone in establishing an elaborate basis upon which teachers' job description is made (Ksenia, 2012). Hence this study was intended to assess the levels of teachers' discharge of administrative responsibilities.

According to Torres, Ulmer and Aschenbrener (2008) teachers are always faced with various tasks, roles and responsibilities that must be performed every day. Nkweke and Dollah (2011) stated that workload is determined by the relationship between the demands of the tasks, the perception towards the situation of the implementers of the tasks, actions, skills and knowledge of the individuals in performing the tasks. These task demands include physical actions, cognitive tasks and other factors. A study conducted by Butt and Lance (2005) on the secondary school teachers found that the burden of non-academic tasks like filling the data, collecting fees and clerical works are the works that are most frequently performed. This study was intended to investigate whether teachers in Nakawa Division performed clerical works.

Tancinco (2016) noted that the administrative roles performed by teachers affects teacher performance. The administrative roles performed by teachers in school includes; head of school(headmaster/mistress), head of department, second master/mistresses, discipline masters/mistress, dean of students, academic masters and member of school board. Non administrative roles include; store keeper, cashier, patron and matron, laboratory technicians, librarian, councilors, school driver, subject club master, class teacher, teacher on duty, social affairs coordinator and student's project supervisor (Vardi, 2009). All these affect both teachers' workload and teacher performance. Teachers who are exhausted, frazzled and demoralized by heavy workload are not effective and creative in the classroom hence teaching and learning processes are affected. The study was pursued to examine the extent to which teachers participation in administrative work such as head of department, second master/mistresses, discipline masters/mistress, dean of students, academic masters and member of school board affected their performance abilities in secondary schools of Nakawa division.

Teachers are committed to their duties by enforcing rules and regulations put in place to ensure the right climate for effective learning and teaching. He argued that where commitment is lacking, the productivity of the individual is lowered (Tancinco, 2016). It was not clear as whether teachers in Nakawa secondary schools enforced rules and regulations in discharge of their duties.

The teacher is expected to teach his students, evaluate them, maintain discipline, counsel and advise them. He is expected to motivate the students to learn and students sparingly, rarely conduct tests and when tests are given, some take too long a time to do the marking(Wang, Brcka & Laird,

2016). The researcher was interested in assessing how teachers disciplined and counselled learners in Nakawa secondary schools.

Teachers follow professional practices consistently with school and educational system policies in working with students, student's records, parents and colleagues (Marina, 2012). They have to demonstrate communication and interpersonal skills as they relate to students, parents, other teachers, administrators and other school personnel (Mbugua, Muthaa, Kibet, &Nkonke, 2012). The study needed to establish whether teachers were available to students and parents facilitating home-school communication to all those people to whom their service is rendered.

Teachers administer board policies to adhere to school system procedures and rules. They conduct assigned classes at the times scheduled, enforce regulations concerning student conduct and discipline. In addition, teachers demonstrate timelines and attendance for assigned responsibilities, provide adequate information, maintain accuracy, complete appropriate records, files and reports, attend and participate in departmental meetings and other meetings (Vardi, 2009). There was need to conduct a study to assess whether teachers in Nakawa secondary schools acted in a professional manner and assumed responsibilities for the total school program, its safety and good order.

Teachers take precautions to protect records, equipments, materials, and facilities. They assume responsibility for supervising students in and out of class settings and demonstrate appropriate personal contact while performing other school duties. Lastly, the teachers assume a role in school meetings, students' academic achievement goals including academic gains that students assigned to the teachers (Tancinco, 2016). These contribute to teachers' workload and affect students' level

of performance. Teachers perform different roles and duties in a school. Farrant (2005) justifies this by pointing out that teachers are also leaders, counselors, tutors, and managers. It was not clear whether teachers performed more administrative workload that affected their output level in Nakawa Divsion.

2.3 Literature Summary

From the proceeding literature it is revealed that heavy teachers' workload affects teacher performance abilities in secondary schools. Teachers handling academic work and non-academic work that include administrative and co-curricular activities influences teacher performance. The reviewed literature presented how teachers' workload affects teacher performance. Yet, the literature has failed to show how teachers' workload affects their performance specifically in Nakawa Secondary schools. The information provided is scanty and applies to developed countries rather than Uganda and perhaps put emphasis on universities but not secondary schools (OECD, 2014; Omondi, 2011; and Sajjad, 2016). A great deal of difference in perception of workload thus exists between other countries and Uganda, as well also between secondary and other levels or departments of teaching, which called for further research to be conducted to bridge this gap. Therefore, this study aimed at assessing the effect of academic workload allocation on, co-curricular workload allocation and administrative workload allocation on teachers' performance in selected secondary schools in Nakawa Division-KCCA. In a nutshell this chapter surveyed in details on different literature regarding the teachers' workload on teachers' performance. Evidence from the literature showed that teachers bear heavy workload which affect their performance levels in secondary schools. The next Chapter presents the methodology employed in this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study about "Workload Allocation and Teacher Performance in Selected Secondary Schools in Nakawa Division- Kampala Capital City Authority". It covers a description of the research design, population and sampling techniques, data collection, quality control, data collection analysis, study limitations and delimitation.

3.1 Research Design

The study adopted a cross-sectional survey research design. This design is considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). Both qualitative and quantitative techniques were used for the mutual validation of findings for the production of more coherent and complete picture of the investigation domain than a one method research can yield (Cooper& Schindler, 2008). Using a combination of qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This ensured that understanding is improved by integrating different ways of knowing.

3.2 Population and Sampling Techniques

3.2.1 Target Population

The target population of 332 teachers and 04 Headteachers, from four schools. The study was carried out among teachers in 4 selected secondary schools in Nakawa Division of Kampala Capital City Authority. The teachers that were considered are graduates and holders of diplomas since these were considered qualified teachers. The aforementioned categories of participants were considered appropriate for this study because they have firsthand opinions, views and ideas regarding workload allocation and teacher performance. This was based on the fact that they were key actors in the instructional process in secondary schools in Nakawa Division of Kampala Capital City Authority.

3.2.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population. The formula for selecting the sample size for teachers was determined using Krejcie and Morgan (1970) sampling table (shown in the appendix III).

Table 3. 1: Sample size description

School	Target Population of Teachers	Sample size for teachers	Actual/Target Population of Headteachers	Sample size for headteachers
A	80	28	1	1
B	75	24	1	1
C	87	28	1	1
D	90	32	1	1
Total	**332**	**112**	**4**	**4**

Source: School Teachers Staffing Records (2018)

From the above target population, the selected four secondary schools in Nakawa Division have a staffing capacity of 80 teachers and above. However, the each school teaching time table allocated a standard teaching staff capacity per day. Therefore, in any single day, the researcher interfaced

with 30 staff from school A, 25 teachers from school B, 30 teachers from school C and 35 from school D per day, which formed the daily population from which morgans table was applied to determine the appropriate sample size. Using Krejcie and Morgans' (1970) [appendix III], sample size determination table, from a population of 336 teachers, a sample of 116 was used for the study. The research chose homogeneous schools with similar characteristics and status for validated and comparative results.

3.2.3 Sampling Technique

Both purposive and simple random sampling techniques was used in the study. Purposive sampling was used to select headteachers because of their extensive knowledge about the variables under study and have wider exposure as well as experience about the relationship between workload allocation and teacher performance in secondary schools of Nakawa Division. In principle they also had willingness to provide the information. Simple random sampling was used to select teachers. This is because it provides equal chance of participation for all teachers and hence avoid biasness in selection and provision of informationKothari,2010).

3.3 Data Collection

A number of tools were used during the collection of data. Both primary and secondary data was collected and the major tools used include:

3.3.1 Instrumentation

(A) Self-administered questionnaire

A semi-structured questionnaire was the major instrument that was used in data collection. Questionnaires were administered to 112 school teachers. This helped to gather qualitative data regarding workload allocation and teacher performance in secondary schools in Nakawa Division of Kampala Capital City Authority. Rensis Likert's scale statement having five category response continuums of 5-1 was used, strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree(5).

(B) Interview guide

The researcher conducted face to face interviews with four head teachers. This was purposely intended to get detailed in-depth information about the effect of teachers' workload allocation and teacher performance. Interviewing helped to gather qualitative data to supplement quantitative data obtained from questionnaires.

3.3.2 Research Procedure

The researcher obtained an introductory letter from the Head of Department, Education Planning and management, Kyambogo University seeking permission to carry out the study in their respective schools. The researcher personally administered the questionnaires in the selected secondary schools. The researcher analyzed the available documents concerning workload allocation and teacher performance in Nakawa Secondary schools.

3.4 Quality Control

Validity and reliability of the research instrument were measured as follows:

3.4.1 Validity of Instruments

Validity refers to the extent to which research results can be accurately interpreted and generalised to other populations. Research tools were first prepared, presented to the supervisors who checked

on their correctness. The supervisors' comments were used to improve the questionnaire by eliminating all errors. Pretesting of questionnaires also was done by administering questionnaires to 10 respondents within the target population but outside the sample, this helped to identify the gaps and make modifications accordingly. The researcher ensured that questions are relevant in order to have meaningful and reliable results represented by variables in the study, (Mugenda & Mugenda 2005).

The researcher used the formula below to establish validity of the research tool;

$$\text{Content validity index (CVI)} = \frac{\text{agreed items by all judges as suitable}}{\text{Total number of the items judged}}$$

the overall content validity Index of the instrument was found to be equal 0.90 which is above the average acceptable index of 0.7 or above for the instrument to be accepted as valid (Amin, 2005).

3.4.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeating. Cronbach's Alpha coefficient was used to measure reliability of the instrument. According to Amin (2005) an alpha of 0.5 or higher is sufficient to show reliability. The closer it is to 1 the higher the internal consistency in reliability (Sekaran, 2003).The questionnaire was pretested using respondents within Nakawa Division secondary schools and reliability was computed using statistical Package for Social Scientists (SPSS) and scores were evaluated.

To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was performed. In statistics, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Bryman (2013) some professionals as a rule of thumb,

require a reliability of 0.70 or higher (obtained on a substantial sample) before they use an instrument. Upon performing the test, the results that are above 0.7 will be considered reliable.

3.5 Data Analysis

3.5.1 Quantitative data Analysis

The quantitative data involves data from the structured items of the questionnaires only. The data was put in order and structured to obtain meaning from data. The raw data was cleaned, sorted and coded. The data coded was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive and inferential Statistics (Kothari, 2010). Descriptive analysis was applied to describe the primary variables and associated indicator item related to the study objectives by generating percentages, mean and standard deviation. The results were presented in form of tables and charts then discussed in relation to existing literature, conclusions and recommendations were drawn in relation to the set objectives of the study. Regression analysis as a statistical tools was used because to determine the effect of workload allocation on teacher performance. Both descriptive and inferential statistics were used to collect and analyse data. Descriptive statistics was used to describe the relationship between variables in a sample or population. Descriptive statistics provided a summary of data in the form of mean and standard deviation. Inferential statistics were used a random sample of data taken from a population to describe and make inferences about the whole population. Correlations will be used to test the hypothesis.

Statistical analysis were used to make decisions about whether to accept the null hypothesis and reject the alternate hypothesis or vice versa. In Hypothesis testing, if the significance value of the

test is greater than the predetermined significance level (0.05), then we accept the null hypothesis. If the significance value is less than the predetermined value, then we reject the null hypothesis. For example, to see the degree of relationship between academic workload allocation and teacher performance the significance value of the correlation coefficient if greater than the predetermined significance level, then was accept the null hypothesis and conclude that there was no relationship between the academic workload allocation and teacher performance.

3.5.2 Qualitative Data Analysis

Qualitative data was collected using interview guide during the discussion with the administrators and documentary review. Descriptive statistics was categorized and organized based on patterns, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated using quotations, (Zucker,2009). This kind of data was interpreted by explanations and substantiated using open responses from the field. The data was analyzed based on study variables and information was recorded and summarised.

3.5.3 Ethical Considerations

The researcher obtained a recommendation/introductory letter from the head of department, educational planning and management, faculty of education introducing him to the field where data was obtained. The letter was presented to head teachers of selected secondary schools who in turn granted permission for data collection.

The researcher further asked the respondents to consent orally to their participation. This was done after explaining to the staff about the relevancy of the study being for academic purposes and that the study results would be kept with utmost confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter covers the statistical results that were generated from secondary schools in Nakawa Division. The data was carefully presented, interpreted and analysed in accordance with the research objectives in bid to answer the research questions in chapter one.

4.1 Response Rate

This section provides the deviations between the planned and actual sample obtained during data collection. The information is tabulated in table 4.1 as below;

Table 4.1: Rate Responses

Tools Administered	**Distribution/returns**	**Frequency**	**Percentage (%)**
Questionnaires	i) Distributed	112	100
	ii) Returned	**88**	**78.6**
Interviews	iii) Planned	4	100
	iv) Interviewees who turned up	**4**	**100**
Total responses	**(ii) + (iv)**	**92**	**79.3**
Targeted Sample	**(i) + (iii)**	**116**	**100**

Source: *Primary Data (2019)*

Table 4.1above, illustrates that the researcher administered 112 questionnaire forms out of which 88 were fully answered and returned. Unstructured interviews targeted 4 key informants' from which all the 04 responded positively. This indicates that the overall response rate was 92 (79.3%).

This finding concurs with Mugenda and Mugenda (2003), a response rate above 70% is very good and sufficient for the study results to be valid and reliable.

4.2 Demographic Information

In order to elicit data about the demographic information, questions (a) to (h) in the questionnaire were administered to the respondents. These constituted data about; Position held by teacher in the school and department he/she belonged to, gender, age bracket, period for which the teachers had taught in Nakawa Division secondary schools, highest education level attained, teaching period per week, non-teaching activities teachers participate in regularly, number of subjects taught and the following was revealed:

4.2 Bio-data of the Respondents

The results in the table 4.1 below show characteristics of respondents in the study.

Table 4.2: Bio- Characteristics of the Respondents

Bio-data		*Frequency*	*Valid Percent*	*Cumulative Percent*
Position held	Classroom teacher	42	45.7	45.7
	Director of studies	04	4.30	50
	Heads of subjects	38	41.3	91.3
	Deputy H/M	04	4.30	94.7
	Headteachers	04	4.30	100
	Total	**92**	**100.0**	
Gender	Male	41	44.6	44.6
	Female	51	55.4	100.0
	Total	**92**	**100.0**	
		Frequency	*Valid Percent*	*Cumulative Percent*
Age Bracket	25-29	7	7.6	7.6
	30-35years	20	21.7	29.3
	40 -45years	40	43.5	72.8
	46years and above	25	27.2	100.0
	Total	**92**	**100.0**	
Period of service	1-5years	29	31.5	31.5
	6-9years	38	41.3	72.8
	10-14years	16	17.4	90.2
	15 years and above	9	9.8	100.0
Education level		*Frequency*	*Valid Percent*	*Cumulative Percent*
	Diploma	45	48.9	48.9
	Degree	37	40.2	89.1
	Masters	10	10.9	100
	PHD	0	0	0
	Total	**92**	**100.0**	
Teaching periods per week		*Frequency*	*Valid Percent*	*Cumulative Percent*
	Less than 24 periods	15	16.3	16.3
	24 periods per week	20	21.7	38
	Between 24 and 30 periods	22	23.9	61.9
	More than 30 periods	35	38.1	100
	Total	**92**	**100.0**	
		Frequency	Valid Percent	Cumulative Percent
Non-teaching activities	co-curricular activities	36	39.1	39.1
	Administrative activities	56	60.9	100
	Total	**92**	**100.0**	
Subjects Taught	Two teaching subjects	39	42.4	42.4
	More than two teaching subjects	53	57.6	100
	Total	**94**	**100.0**	

Source: Primary data (2019)

Results in table 4.2 above indicate that the respondents held different responsibilities of authority in secondary schools of Nakawa Division. Among which included, 45.7% who were classroom teachers, teachers who acted as directors of studies were 4.3%, teachers who headed subjects were 41.3% while deputy headteachers and headteachers constituted 4.3% each respectively. This meant that holding other responsibilities besides teaching, teachers taught in more than one school which affected their performance levels.

The data in table 4.2 above reveals that majority of the respondents were female (55.4%) while 44.6% were male. The above results imply that more female teachers were involved in the study than their male counterparts in secondary schools of Nakawa division.

The sample was dominantly composed of persons aged between 40-45years (43.5%) while only 7.6% were aged between 25-29years. The respondents in the 30-35 age bracket comprised 21.7%; and 46 years and above comprised 27.2%. This means that workload was more accorded to the middle aged staff than the young and the old.

The results in table 4.2 above show that most of the respondents (41.3%) had worked between 6-9years while 31.5% had worked less than 1-5years, 17.4% had worked for a period between 10-14years and only 9.8% had worked for more than 15 years. This means that the majority of the teachers had worked between 5-10 years. The above results imply all respondents were ably experienced and therefore provided valid data.

In regard to education level, 48.9% of the respondents were diploma holders, 40.2% had degrees, 10.9% held masters degree qualification while none had a PHD. This means majority of the teachers would understand and interpret questions rightly which helped to obtain valid results.

Table 4.2 further revealed that majority of the teachers (38.1%) performed school responsibilities for periods exceeding 30 per week, 23.9% of the teachers had workloads that they discharged between 24 and 30 periods per week, 21.7% of the teachers performed school duties for 24 period per week while 16.3% of the teachers worked for less than 24 periods per week in Nakawa Secondary schools. The implication of this finding is that teacher performance was affected by the degree or amount of workload assigned per week.

The findings in table 4.2 above also indicated that teachers in Nakawa division participated in performing non-teaching activities regularly at school where co-curricular activities took 39.1% while Administrative activities took 60.9%.This meant that besides teaching, teachers were assigned other school duties and responsibilities which made their workload rather heavy to handle and hence declining teacher performance.

Finally the table revealed that teachers who taught two subjects comprised of 42.4% while those who taught more than two subjects constituted57.6%. This implied that most teachers had excessive workload which compromised their performance abilities.

4.3 Academic workload allocation and teacher performance

The first objective of the study was to establish the effect of academic workload allocation on teacher performance in selected secondary schools in Nakawa Division-KCCA. Respondents were asked to indicate the extent to which they strongly agreed (5), agreed (4), not sure (3) disagreed (2), strongly disagreed (1). The findings are presented and analysed as follows;

Table 4.3: Academic Workload Allocation and teacher performance

No	Items	Descriptive Statistics			
		Min	Max	Mean	SD
B1	I conduct lessons in assigned classes in accordance to the time table	1	5	2.89	0.043
B2	I mark students exercises, homes work, tests and examination scripts within the periods allocated to my teaching subject	1	5	2.91	0.668
B3	I invigilate examinations and adequately keep records	1	5	3.07	0.769
B4	Iam provided extra periods for effective delivery of remedial lessons and continuous assessment	1	5	3.86	0.739
B5	I continuously monitor and evaluate learners performance	1	5	2.31	0.837
B6	I apportion my workload in lesson plans and schemes of work for every topic and subtopic	1	5	3.98	1.214
B7	My workload enables me to demonstrate appropriate personal contact and supervision of learners in and out of classroom settings	1	5	1.54	0.141
B8	Iam loaded with many periods to teach per week which lowers my teaching abilities	1	5	4.31	0.161
B9	Am assigned teaching load duties depending on my experience	1	5	2.98	1.214
B10	The headteacher allocates me the subject to teach based on specialisation	1	5	4.25	1.231
B11	Iam able to accomplish the syllabus in time due to proper workload distribution	1	5	2.45	0.041
B12	My school assigns me only the standard 24hours per week for teaching	1	5	1.98	0.36
B13	I teacher more than two subjects spread on the time table throughout a week	1	5	4.57	0.052
B14	Teaching for long hours makes me not to accurately deliver the subject matter	1	5	3.99	0.02
	Overall Average			3.22	0.535

Source: Primary Data (2019)

Table 4.3 shows responses on Academic Workload Allocation and teacher performance in Selected Secondary Schools in Nakawa Division. The overall mean (μ) is 3.22 at $\sigma = 0.535$. This implies that there was heavy academic Workload Allocation which caused teacher performance to decline among Secondary Schools in Nakawa Division.

Results showed that teachers conducted lessons in assigned classes in accordance to the time table (mean=2.89 and $\sigma = 0.043$).Respondents agreed that teachers marked students exercises, homes work, tests and examination scripts within the periods allocated to their teaching subject (mean=2.91 and $\sigma = 0.668$). Respondents further agreed that the teachers invigilated examinations and adequately kept records (mean= 3.07 and $\sigma = 0.739$).The findings also indicated that with the statement that they were provided extra periods for effective delivery of remedial lessons and continuous assessment (mean=3.86 and $\sigma = 0.739$). The table further shows that the headteacher prepares project budget like constructions of class rooms, or building of perimeter wall (mean=3.98 and $\sigma = 1.214$). Furthermore, the item that the teachers continuously monitored and evaluated learners had a (mean=1.54 and $\sigma = 0.141$).

Respondents generally agreed that they apportioned workload in lesson plans and schemes of work for every topic and subtopic (mean=3.31 and $\sigma = 0.161$). The study shows teachers workload enabled them to demonstrate appropriate personal contact and supervision of learners in and out of classroom settings (mean=3.98 and$\sigma = 1.214$). It was further found out that teachers were loaded with many periods to teach per week which lowered their teaching abilities (Mean = 3.98,$\sigma = 1.161$), table 4.2 further revealed that teachers were assigned teaching load duties depending on their experience (Mean = 3.98, $\sigma = 1.214$). Respondents further agreed that the

headteachers allocated them the subject to teach based on specialisation(Mean = 4.25, σ = 1.231).The study results also indicated that teachers were able to accomplish the syllabus in time due to proper workload distribution (Mean = 2.45, σ = 0.041).The finding also showed that in Nakawa Secondary schools, few teachers were assigned only the standard 24hours per week for teaching (Mean = 1.98, σ = 0.36).Results also indicated that teachers taught more than two subjects spread on the time table throughout a week (Mean = 4.57, σ = 0.052).Respondents further revealed that teaching for long hours made them not to accurately deliver the subject matter (Mean = 3.99, σ = 0.02)

In an interview with the headteacher of school C held on 15th August 2019, in regard to how academic workloads are distributed to teachers in his school, he said that:

> *Teachers teach on average one hundred students per class of four to six streams. This makes them to have extensive workload even when a teacher has only one subject to teach from senior one to senior six.*
> *This creates extra work in terms of classroom management, marking exercises, tests and examinations. Teachers find it difficult provide extra support to individual students especially those who need special attention to grasp content.*

When the headteacher of school D was interviewed on16thAugust 2019 in respect of how many subjects are taught by a teacher in his school, he explained that;

> *The number of students taught by one teacher per stream differs in lower secondary i.e. senior one to senior three where the student population is high, a teacher attends to ninety students plus per stream and over four hundred per class for only one subject. This makes it hard for the directors of studies to allocate teachers two teaching subjects.*

The higher the number of students in a classroom, the lower the grades. With so many students packed into one classroom, a teacher in Nakawa secondary schools were not able to have one-on-one interaction with students that need assistance which compromised their performance abilities.

High student classroom ratio is a greater problem in Nakawa secondary schools, especially in USE schools attended by most students; Nakawa Secondary schools have more than 100 students per classroom whereas private schools have less than 50 students per classroom. These have an STR of average 45:1 and a SCR of 100. This is an indication of an inefficient workload system in secondary schools. Generally, staff utilization and teaching loads in Uganda secondary schools are very low, which means more resources are not going to solve this problem.

> *In regard to the number of subjects taught by one teacher in Nakawa secondary schools, the head teachers unanimously stated that every teacher must teach atmost two subjects. However, they added that teachers handling administrative responsibilities like the director of studies, heads of subject, the deputy headteacher as well as headteachers teach only one subject. Additionally a few teachers approximately 10% in every school teach three subjects that is the two teaching subject and one of the subsidiaries such as general paper, sub math and computer.*

It was hard for teachers to dedicate enough time to the students that have problems with particular subjects since they are quite a big number of students that need extra attention. This therefore led to poor scores in class work. Due to having many teaching subjects, teaching preparations, methodologies and materials were not adequately planned for which attributed to low teacher performance.

During interviews with headteachers on how workloads are distributed to teachers in secondary schools which they head, the following was revealed;

> *The headteacher of school A confirmed that workload was distributed in accordance to the workload policy standard approved by ministry of education and sports.*

This implies that there exists no efficient teacher workload system required for secondary schools to maximise the use of teachers' time. Hence this has increased the costs due to excess teacher requirement.

> *Another headteacher of school B revealed that workload was distributed in accordance to the number of teachers available in the school and the periods allocated to a subject for instance English language and mathematics were allocated three doubles a week.*

The headteacher of school C agreed with the one of school B when he was asked to explain load allocation at departmental level, he revealed that workload is allocated depending on the number of staff available in the department
According to the headteacher of school D, interviewed on 13th August 2019, workload allocation was based on special needs such as core subjects which were given a smaller load because he/she deals with students of disabilities especially during examinations. Additionally, School population too determined the work load allocation.

The ability of schools to make resources, teacher management and curriculum decisions that suit their context and circumstances is important, as is their ability to attract and retain qualified teachers. How schools optimise teacher workloads, utilise non-teaching staff, provide or support access to professional development activities for teachers are important vectors for achieving quality secondary education.

When headteachers were interviewed on the number of assignments teachers provide in their respective subjects. They had this to say;

Science and mathematics teachers including English language and literature, are supposed to offer assignments per lesson taught. But seldom do they do it. They tend to test students at the end of every topic which ruins their performance abilities.

Arts teachers tend to offer only beginning of term test, mid-term tests and end of term examinations. These rarely give exercises to students. Hence teachers reduce their workload neglecting to perform all their duties assigned to them.

4.3.2 Linear regression analysis for Academic Workload Allocation and teacher performance

Table 4. 4: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.132[a]	.017	.002	1.190

a. Predictors: (Constant), **Academic Workload Allocation**

The results in Table 4.4, shows a regression analysis model summary. It shows that Academic Workload Allocation has an r^2 value of .017, meaning that they contribute to about 1.7% on the teacher performance. However, in order to arrive at an accurate interpretation, due to small sample size, it is advisable to use the adjusted r^2. Therefore, Academic Workload Allocation contributes to about 0.2% of variation on teacher performance. This means that a unit change in Academic Workload Allocation attributed to 0.2% change in teacher performance in Nakawa Secondary Schools. While the remaining 99.8% is explained by other factors such as teacher motivation, changes in scope of work and changes in design that influence Academic Workload Allocation not incorporated in the model.

Table 4. 5: The Analysis of Variance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.598	1	1.598	1.128	.292[b]
	Residual	90.660	64	1.417		
	Total	92.258	65			

a. Dependent Variable: **Teacher performance**

b. Predictors: (Constant), **Academic Workload Allocation**

Table 4.5 above presents the analysis of variance of the current study. The result reveals that a Academic Workload Allocation had an insignificant effect on teacher performance with a P value of .292 being greater than 0.05 significant level. Similarly, table 4.6 below presents the regression model summary for the significant association exits between Academic Workload Allocation and teacher performance in Nakawa Secondary schools.

Table 4. 6: The regression model summary for the significant association that exits between Academic Workload Allocation and teacher performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.461	.434		7.981	.000
	Academic Workload Allocation	.120	.113	.132	1.062	.292

a. Dependent Variable: Teacher Performance

From the model summary table 4.6, Academic Workload Allocation has a beta (β) value of 0.120, which indicates 12% of the variability in the teacher performance is well explained by the changes in the independent variable (Academic Workload Allocation) used in the model. However, the remaining 88 percent change in the teacher performance is caused by other factors that are not included in the models. Moreover, the overall significance of the model, when measured by F statistics of 1.128 with P-values of 0.000 on the ANOVA table, indicate that the model is well fitted at 5 percent significance level. The result of the regression analysis in the above table indicates that Academic Workload Allocation has a significant positive effect on teacher performance. The t-significant value of 1.062 and 0.000 indicates that the impact of Academic Workload Allocation on teacher performance is strong and significant.

The result on table 4.6 showed that the calculated r-value (.292) is greater than t-critical value (0.05) at $p<0.05$ is significant. Hence, the null hypothesis (Ho) is rejected while the alternate hypothesis (H_a) is accepted. This implied that there is significant relationship between Academic Workload Allocation and teacher performance.

4.4 Co-curricular workload allocation and teacher performance

In bid to establish the findings on the second objective, which was to examine the extent to which co-curricular workload allocation affects teacher performance in selected secondary schools in Nakawa Division-KCCA; Respondents provided their view in relation to the extent to which they; strongly agreed (5), agree d(4), not sure (3) disagreed (2), strongly disagreed (1). This was presented and analysed in the table below: The interpretation of the results is based on the mean and the standard deviation (S.D).

Table 4.7: Co-curricular workload allocation and teacher performance

Co-curricular workload allocation and teacher performance		Descriptive Statistics			
		Min	Max	Mean	SD
C1	Iam assigned co-curricular activities to develop responsibility and self-direction of students	1	2	2.26	0.661
C2	I participate in co-curricular activities to allow students realize effective utilization of leisure -time	1	3	3.83	0.026
C3	My involvement in culture gala activities enables students to develop social skills	1	4	2.48	0.751
C4	Music dance and drama workload assists learners to enhance their learning abilities and mental wellness	1	4	1.89	0.043
C5	Workload allocation has facilitated effective implementation of sports programs	1	5	2.91	0.668
C6	Proper workload allocation for co-curricular activities has strengthened the relation between teachers and students	1	5	1.07	0.769
C7	My school workload allocation for co-curricular activities gives an opportunity for students to lead in sports activities	1	5	2.46	0.139
C8	My time allocation for co-curricular activities aids me to coordinate time and resources to realize students career objectives	1	5	1.31	0.837
C9	Workload allocation allows me to voluntarily participate in school clubs	1	5	2.48	0.759
C10	Indoor activities consume a lot of time for academic activities	1	5	4.12	0.014
C11	Workload allocation allows me to conduct planning and management of co-curricular activities and competitions	1	5	3.01	0.052
	Overall average			**2.53**	**0.429**

Source: Field Data (2019)

Table 4.7 provides a summary of the extent to which co-curricular workload allocation affects teacher performance in selected secondary schools in Nakawa Division-KCCA. Since co-

curricular workload allocation covers teachers roles in organizing students in music, dance and drama, culture gala activities, athletics, indoor activities, sports and games, clubs among others; to develop responsibility and self-direction of students which in turn positively influence not only teacher but also students' performance within secondary schools in Nakawa division. The overall mean was 2.53and the corresponding standard deviation of 0.429. This implies that majority of the respondents unanimously disagreed that co-curricular workload allocation positively influenced teachers performance in public secondary schools in Nakawa division- KCCA.

The quantitative information above is supported by interview results as presented below.

Interviews with the headteacher of school A held on 8th August 2019,in regard to the co-curricular activities that prevail in Nakawa secondary schools, he had this to say:

> *Co-curricular activities include; Sports (Soccer, Cricket, Basketball, Athletics, Tennis), Clubs/House activities, Debates and students' Council. Some of the indoor games includes; annual play or musical, Cultural Day, Careers Day, Dance and drama.*

In another interviews with the headteacher of school D held on 8th August 2019 revealed that,

> *Sports activities prevail among Nakawa secondary schools. Teachers are required to provide physical education and fitness as part of the education curriculum. Nakawa schools participate in Inter-School competitions such as: Soccer, Basketball, Cricket, Lawn Tennis, Volleyball, Athletics, Swimming and Table Tennis.*

Similarly another interviewee said that,

> *Every Friday students compulsorily participate in any of the clubs including: Music, Dance and Drama; Art; Aerobics; Chess and Scrabble; Table Tennis; Hockey; Swimming; Scouting; First Aid; Environment; Computing; Library; Badminton; and Lawn Tennis.*

Another question was administered to find out how many teachers participate in co-curricular activities in Nakawa Secondary schools. One of the interviewees stated that,

Majority (71.8%) of the teachers did not take part in co-curriculum activities in school A, 66.9% in school B, 88.5% in school C and 90.1% of the teachers in school D. Most teachers hardly help in supervising co-curricular activities in schools. Supervision of co-curricular activities because it takes over 12 working hour.

Such poor teacher performance has compromised the fundamental aim of education being to produce holistic development in a child which encompasses intellectual, physical, social and moral development. However, evidence from school schedules indicate that school administrators do not put emphasis on the co-curricular activities as the lessons are taken over by examinable subjects.

Another headteacher revealed that,

Teachers too act as patrons to debating clubs, scripture unions, prefect and council students' bodies, MDD, games and sports among others.

Acting only as a patron without support of the majority of the teachers is insufficient to boost the students talents in co-curricular activities and hence retards teachers performance.

Another question was administered to establish the extent to which co-curricular workload allocation affected teacher performance in secondary school of Nakawa Division-KCCA. The results are presented as follow;

During interviews with headteachers, it was unanimously revealed that

Due to poor teacher involvement in co-curricular activities, Nakawa secondary schools present ill prepared activities that lack teamwork and cohesion due to hurried preparations. Therefore very few activities competitively compete at the school and divisional stages of either football, athletics, Drama or Music Festivals and debates. All the four secondary schools studied in Nakawa division have continually posted very poor results in the co-curricular activities as presented by 100% of the interviewees.

There is therefore need to assess the factors that influence teachers participation in co-curricular activities in secondary schools in the subcounty.

The key informants further revealed that the number of teachers who participate in the co-curriculum activities has been continuously declining and majority of the teachers seem to be discouraging the co-curriculum activities participation by learners.

The role of teachers' in co-curricular activities in Nakawa secondary schools ruined learners success in shaping them and killing their skills as well as talent development. Lack of participation of teachers in co-curricular activities leaves the learners to develop their own systems of engagement which might not necessarily lead to success in learning required skills. This negligence of duty tantamount to failure of teachers to discharge their roles.

> *Interviewees also lamented that co-curricular activities require extending working hours to 12 and above and this makes teachers to dodge and leave the work to the patron. Interviewees argued that teachers developed a negative attitude towards co-curriculum activities when they feel that such activities consume their academic time and affects their academic schedules within and outside school.*

During interviews with the headteacher of school A held on 8th August 2019, he had this to say:

> *Majority of the teachers are assigned roles to play under houses but normally left all activities to patrons and heads of each game and sport activity. On the other hand some teachers prefer part-timing in other private secondary schools, leaving co-curricular workload unattended to in the fully employed government school.*

Another headteacher of school B interviewed on 9thAugust 2019 explained that;

> *Teachers' actual workloads are consistent with workload policy standard but secondary school teachers are demotivated by low motivation for co-curricular activities and thus end up abandoning it in bid to manage academic workload allocations and run to other employment centers for additional academic workload allocations.*

The headteacher of school D interviewed on 13thAugust 2019 revealed that,

> *Most teachers teach 24 periods per week and each teacher has a minimum of two teaching subjects in a particular secondary schools. This allows them not to only participate in academic workload allocation but to get involved in co-curricular activities as well as administrative works such as training students in school choir,*

debates, MDD, athletics, clubs, disciplinary committee and attending school meetings.

Table 4.8:Co-curricular workload allocation and teacher performance

***Model* Summary**

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780[a]	.608	.574	.340

a. Predictors: (Constant), ***Co-curricular workload allocation***

The table above shows that predictor variables of co-curricular workload allocation explain 57.4percent of variations in teacher performance in Nakawa Secondary schools.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.164	1	185.164	859.528	.000b
	Residual	15.941	91	.175		
	Total	201.105	92			

a. Dependent Variable, **Teacher performance**

b. Predictors: (Constant), **Co-curricular workload allocation**

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.148	.101		1.463	.148
a. Predictors ***Co-curricular workload allocation***	1.043	.036	.960	29.318	.000

a. Dependent Variable: teacher performance

Co-curricular workload allocation (independent variable) has a significant effect on teacher performance. According to the table above the effect of co-curricular workload allocation was established that (β= .148, t=1.463, P<0.000) teacher performance. This implies that effective implementation of co-curricular workload allocation will enhance teacher performance in Nakawa secondary schools.

The result on table 4.8 indicated that there was a significant difference (t-cal= 29.318 > t-crit= 1.463) at 92 degree of freedom and at 0.05 level of significance. Hence, the null hypothesis (Ho) is rejected while the alternate hypothesis (Ha) is accepted. This implied that there is significant difference between co-curricular workload allocation and teacher performance.

4.5 Administrative workload allocation and teacher performance

In bid to elicit data about the third objective of the study which was to examine the influence of administrative workload allocation on teachers' performance in selected secondary schools in Nakawa Division-KCCA. The objective was achieved through administering a questionnaire and an interview with the key stakeholders in the selected secondary schools. The statements were put on a five point Likert scale with 5 indicating strong agreement and 1, indicating strong disagreement. The interpretation of the results is based on the mean and the S.D whose responses were computed and summarized in Table 4.9. The researcher administered research tools whose findings were presented and analysed in table 4.9 below:

Table 4. 9: Administrative workload allocation and teacher performance

Statements on Administrative workload allocation and teacher performance		Descriptive Statistics			
		Min	Max	Mean	SD
D1	I participate in disciplinary matters for both staff and students	1	5	2.21	0.47
D2	I provide feedback to parents, headteacher and students whenever there is need	1	5	1.98	1.24
D3	I attend regular staff meetings provided for in the periods I serve the school	1	5	2.54	0.62
D4	The workload allocation permits me to do proper curriculum planning and implementation	1	5	1.21	0.34
D5	Workload allocation allows me to enforces, school rules and regulations concerning student conduct and discipline	1	5	2.45	1.24
D6	My school allocates me workload for maintaining accurate and complete appropriate records	1	5	1.14	0.42
D7	Our school allocates workload to teachers to take precautions to protect records, equipments, materials and facilities	1	5	1.11	0.47
D8	Preparing paperwork, minutes of meetings, reports and documentation.	1	5	2.31	0.50
D9	Establishing collaboration with external parties like District Education Office	1	5	2.04	0.20
D10	Workload distribution aid on weekly routine general school cleanliness allows me to perform my work well	1	5	1.89	0.06
	Overall average			**1.89**	**0.56**

Source: *Field Data(2019)*

The result as presented in Table 4.9 clearly shows results about administrative workload allocation and teacher performance in Nakawa Division secondary schools. Based on the overall mean of 1.85 and SD being 0.56, respondents disagree that participation in administrative workload allocation influenced teacher performance in Nakawa division. The result also shows that most

teachers were unable to participate fully in grooming learners through in disciplinary matters and providing career guidance, teachers did not provide adequate feedback to parents, teachers rarely attended staff meetings and above all did not conduct proper curriculum planning and implementation in secondary schools of Nakawa Division. The detailed results are as follows; I participate in disciplinary matters for both staff and students (Mean = 2.21, SD = 0.47). This means that staff in secondary schools of Nakawa division rarely spared their time to participate in disciplinary actions of learners.

Teachers provide feedback to parents, headteacher and students whenever there is need (Mean =1.9, SD = 1.24). The low mean value indicates that there was low contact between teachers and parents for consistent feedback.

The table further shows that teachers attend regular staff meetings provided for in the periods served in the school (Mean =2.54, SD = 0.64). The low mean signifies that teachers rarely attended school meetings due to heavy workload with and outside school.

The results also revealed that the workload allocation permits teachers to do proper curriculum planning and implementation (Mean =1.21, SD = 0.34). The very low mean value implies that teachers did not accomplish the requirements of curriculum implementation as well as syllabus due to excessive work load.

Workload allocation allows teachers to enforce, school rules and regulations concerning student conduct and discipline (Mean =2.45, SD = 1.24). The implication of this is that teachers were not instilling discipline among learners besides teaching.

Our school allocates teachers workload for maintaining accurate and complete appropriate records (Mean =1.14, SD = 0.42). The low mean value meant that teachers hardly kept students' performance records for follow up.

Our school allocates workload to teachers for take precautions to protect records, equipments, materials and facilities (Mean =1.11, SD = 0.47). This means that teachers did not have to protect records, equipments, materials and facilities as an extra duty in a school.

Table 4.10 results indicated that preparing paperwork, minutes of meetings, reports and documentation (Mean =2.31, SD = 0.50). This means that teachers spent less time in preparing reports for learners for school use.

Establishing collaboration with external parties like District Education Office (Mean = 2.04, SD = 0.20). This means that secondary school teachers hardly linked with DEO's office in regard to their performance requirements. Workload distribution aid on weekly routine general school cleanliness allows me to perform my work well (Mean = 1.89, SD = 0.06). The implication of this finding is that teachers did not like being placed on duty rosta and committees to perform extra duties besides the academic workload.

Head teachers were interviewed on the administrative roles discharged by teachers in their respective schools. The following information was provided;

> *"The administrative roles of teachers involve teachers accepting to head departments such as sports departments, procurement department, contracts committee, disciplinary committee head. However these administrative roles are entirely influenced by the teachers' attitude and performance abilities",* said the headteachers.

Although teachers are assigned duty rota to ensure students general school cleanliness, discipline management and continued guidance and Counseling to learners. Majority of the teachers failed to enforce compliance with the duty roast.

A teacher being a trained professional with knowledge and skill, as well as a level of competence in the task of teaching and remolding students under his care should not be found to be negligent. The teacher is expected to teach his students, evaluate them, maintain discipline, counsel and advise them. He is expected to motivate the students to learn and help them mature into responsible adults. Evidently, majority of the teachers in Nakawa secondary schools are non-challant and less committed in the discharge of their duties and thus contravene the role of the teacher in society.

> *Another headteacher revealed that teachers conduct guidance and counselling of learners which entails the psycho-social wellbeing and management, ethical issues which require upbringing of morally upright citizens through ensuring stringent disciplinary measures/actions; providing career guidance; participation on duty Rota's mainly for general cleanliness, hygiene and school orderliness.*

The school hygiene in Nakawa secondary schools is poor and students are indisciplined which is a clear indicator of teachers underperformance.

4.5.2 Linear regression analysis for Administrative workload allocation and teacher performance

Table 4. 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.265[a]	.070	.056	1.158

a. Predictors: (Constant), **Administrative workload allocation**

From table 4.13 above the predictor variable of Administrative workload allocation explains 7% of variations in teacher performance in Nakawa Secondary schools. The remaining 93% is

explained by other factors not incorporated in the model. These include technical expertise, insufficient funding and motivation in form of allowances.

Table 4. 11: Model Summary

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.495	1	6.495	4.847	.031[b]
	Residual	85.763	91	0.943		
	Total	92.258	92			

a. Dependent Variable: **Teacher Performance**
b. Predictors: (Constant), **Administrative workload allocation**

Table 4. 12: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.805	.515		5.450	.000
	Administrative workload	.282	.128	.265	2.202	.031

a. Dependent Variable: Teacher performance

Source: Primary data (2019)

Administrative workload allocation (independent variable) has a significant effect on teacher performance. According to the table above the effect of Administrative workload allocation was established that (β=0.282, t=2.202, significant at 0.000 being less than 0.05) teacher performance. This implies that provision of Administrative workload allocation will enhance teacher performance. This is illustrated in the model below; teacher performance (Y) = 0.282 (Administrative workload allocation) + error

At $p<0.05$ alpha level Therefore the null hypothesis that there is no significant relationship between teachers' academic workload and teachers performance is accepted.

4.6 Teacher performance

The researcher further administered research tools to ascertain the dependent variable i.e. teacher performance in selected secondary schools in Nakawa Division-KCCA is rated. Respondents indicated the extent to which they strongly agree (5), agree (4), not sure (3) disagree (2), strongly disagree (1). The results were tabulated as below;

Table 4. 13:Teacher Performance

Statements on Teacher Performance		**Descriptive Statistics**			
		Min	**Max**	**Mean**	**SD**
E1	I regularly make schemes of work to enhance the quality of lessons	1	5	2.47	1.61
E2	I aid students' participation in co-curricular activities	1	5	2.44	1.56
E3	Iam often involved in student's discipline management	1	5	2.49	1.49
E4	I have the ability to counsel and guide learners	1	5	2.62	1.64
E5	Iam good at attending staff meetings	1	5	2.68	1.67
E6	I often conduct actual teaching to enhance good learning	1	5	2.54	1.48
E7	I spend time regularly attending to learners' needs	1	5	2.71	0.43
E8	I always assess the academic progress of the learners	1	5	3.01	1.02
	Overall Average			**2.62**	**1.36**

Source: *Analysis of Field Data, (2019)*

The overall mean was 2.62 and SD =1.36 on the Likert scale as indicated in table 4.13 which implies that majority of the respondents rejected the view that teacher Performance in Nakawa secondary school was good.

Interview results on how to rate the performance of teachers, the intervention strategies that can be adopted toimprove teachers' workload allocation as well as the steps that can betaken to alleviate the problem of poor teacher performance, key informants had this to say,

Headteachers indicated that additional staff and guaranteed planning time along with reduced compliance requirements would assist in making the workload of managers more manageable in schools.

Headteachers felt that, on average, additional staff, guaranteed planning time, more support and more specialists were among the highest rated supports that would assist in making teachers' workload more manageable.
Headteachers saw additional staff, guaranteed planning time, reduced compliance requirements and the capacity to attract good teachers as most likely to assist in improving their workload. They also believed that these factors would be most likely assist the workload of teachers in schools.
Teachers saw additional staff, smaller classes, guaranteed planning time and more specialists as among the most important factors for assisting with their workload.

Typically, Headteachers, managers and teachers saw increased support to reduce workload coming from the provision of additional staffing and additional provision for time to do professional work outside of the classroom

4.7 Multi Regression Analysis between the Variables

Multiple Regression Analysis

The multiple regression analysis was utilized to test the effect of work load allocation on teacher performance of in Nakawa urban council-Kampala Capital city authority. The models are presented below in equation form:

$Y= b_0 + b_1A + b_2B+ b_3C + e$

Where:

Y = Teacher performance;

A = Academic workload allocation

B = Co-curricular workload allocation

C = Administrative workload allocation

e = Error term.

b_0 = gradient

In the model, in accordance to this, regressions result of interaction term is presented in Table 6.

Table 4. 14: Overall model summary Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.815[a]	.664	.595	.537	.576	1.669	3	42	.000

a. Predictors: (Constant), Academic workload allocation, Co-curricular workload allocation and Administrative workload allocation

The table 4.14 above represents the overall regression results between the independent and the dependent variables. The model summary reveals that correlation coefficient (R) using the predicators Table 4.14: is 0.815 and adjusted R *square* is .664.

This implies that only .595 (59.5percent) variations in teacher performance can be explained by the three factors Academic workload allocation, Co-curricular workload allocation and Administrative workload allocation while the remaining of the variations of 40.5 percent can be explained by other factors such as the teacher motivation, in-service training and increase in pay rise among others.

Table 4. 15: Illustrating the Multi Regression Analysis between the Variables

Predictor Variables	Nonstandard beta	Standard beta	t - value	P
(Constant)	5.452	5.154	20.712	.000
Academic workload allocation	.388	.320	4.152	.000
Co-curricular workload allocation	.114	.495	6.836	.000
Administrative workload allocation	.540	.295	3.824	.000
F=1.669; p=.000; R=.923; R^2= .815				

Dependent Variable: *Teacher Performance*

The result presented in table 4.15 showed that the standardised beta coefficient for the association between workload allocation and teacher performance of secondary schools in Nakawa Division is positive and significant (beta = 5.452; *t*= 20.712, *p*=.000). The direct effects of academic workload allocation on teacher performance were positive significant (beta = .388; t = 4.152, p =.000), Co-curricular workload allocation had a direct effect on teacher performance (beta = .114 *t*= 6.836, *p*=.000), while Administrative workload allocation had a significant effect on teacher performance (beta = .540 *t* = 3.824, *p* = .000); respectively. Workload allocation enhance teacher performance when the coefficients of Academic workload allocation, Co-curricular workload allocation and administrative workload allocation increase.

Hence the linear regression model is: **Y = 5.452 + 0.388A + 0.114B + 0.540C**+*e* Where:

Y = Teacher performance;

A = Academic workload allocation

B = Co-curricular workload allocation

C = Administrative workload allocation

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers discussion, summary, conclusions, recommendations and areas of further research drawn based on the findings from chapter four. These were based on Academic workload allocation, Co-curricular workload allocation and administrative workload allocation and how the variables influence teacher performance in Selected Secondary Schools in Nakawa Division.

5.1 *Discussion of the Major findings*

5.1.1 Academic Workload allocation and teacher performance

Based on the findings presented in Table 4.2,16.3% of the teachers in Nakawa Division had lower teaching workload while majority (83.7%) performed school responsibilities for periods exceeding 24 periods per week in Nakawa Secondary schools. This meant that teachers had heavy academic workload to handle per week. This on average meant that a teacher participated in teaching and related activities for over 10 hours per day averaging to 52 hours per week in comparison to actual work load of 47hours per week. However, headteachers interviewed reported that teachers worked for an average of 43 hours per week while administrators had an average of 51 hours. This workload was found to exhaust teachers hence underperformance. The finding is in agreement with earlier studies by Ksenia (2012) who described workload as tasks performed in the working environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness, anxiety, frustration, pressing, or annoyance. In support of the above, Norma, (2010) who defined workload as an energetic practice categorized by the increase of various and

miscellaneous responsibilities that teachers need to accomplish, which leads to reduced time for relaxation, a lack of time to retool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages. Such reactions would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization.

Results indicated that academic workload was expressed in terms of teachers' instructional abilities to handle curriculum organization, lesson note preparation, learners' engagement in curriculum instructions, continuous assessment and class management. Teachers' academic workload was measured by the total number of teachers that were available in the school/department against the number of students taught and the number of scripts marked. The school headteacher and director of studies regularly assigned workload to teachers and assessed how well teacher carried out their instructional tasks which influenced the degree of effectiveness and efficiency. Heavy workload in Nakawa secondary school system deterred teacher performance potential. Teachers actual workload in the area of study was significantly different from the workload standards due to poor systems of teacher recruitment by education service commission. This is corroborated by the findings of Ayeni and Afolabi (2012) who found that the disparity in workload standards affected the teacher performance. This is corroborated by the findings of Omondi (2011) who discovered that the job overload negatively influenced performance of teachers as majority of the teachers in the division disclosed that their job overload contributed to their low performance.

The study further found out that academic workload was time tabled and teachers conducted lessons from one class having over five streams to another class from 7:00am to 6pm every day (Asiyai & Ajudeonu,2010). Teachers spent more time in classroom teaching duties where morning lessons were conducted well and students could understand but midday and late evening lessons, students grasped less of the content taught because of teachers' exhaustion and fatigue. The finding is synonymous to Amalu (2013) who mentioned that some teachers hardly evaluate their lessons or encourage students to participate in classroom learning. Such teachers never entertain questions in class nor praise students who answer questions rightly. In some schools students are hardly ever given enough attention, individual differences are neglected, while continuous assessment suffers (Amalu, Ajake & Ihejiamaizu, 2012). In their role performance, some teachers do not seem to exert themselves adequately, so it is also common to see student loitering about inside their school compounds and even nearby streets when they are supposed to be in their classes for lessons. The finding is synonymous to Sajjad (2016) also found out that time spent in teaching positively and strongly correlated with the quality of teaching delivery, quality & quantity of research & training and implementation of new technology in teaching. The study indicated that to perform better, workload management ought to be appropriate and adjusted. The findings and literature also are un agreement with the Burn out theory coined by Herbert Freudenberger in 1974 that advanced that teachers who are emotionally and physically exhausted are often short-tempered, nervous, and annoyed (Tancinco, 2016).

Professional activities inside in the classroom entailed; actual teaching, discussion, group assignment, question and answer, marking exercises. It took a teacher a lot of time to plan for the

lesson and make preparations. This required teacher to make schemes of work, prepare instructional materials which is outside the time allocated on the academic workload time table. This work was done after and before school, in non-contact periods during the day, at weekends and in holiday periods. This finding is supported by earlier scholars findings such as Marina (2012) who considered workload as role overload/personal work extended from single item to multiple duties, and the risk of overload resulted in emotional exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on the overall employee and organization performance. The above finding is also synonymous to Amalu, (2013) who provided that workload increased as a result of longer working hours and teaching more students

The study findings also revealed that teachers marked students' exercises, homes work, tests and examination scripts outside the periods allocated to the teaching load. This required high levels of personal commitment. The main workload problem identified was that of finding longer, uninterrupted periods of time to complete lesson duties outside the classroom. Most teachers believed strongly that they themselves were the 'managers' of their work. Classes were over populated with high enrollment and this exerted significant influence on teachers' instructional workload in terms of lesson planning, teaching, classroom management, and assessment of students' academic performance. The teachers in Nakawa division secondary schools sometimes found teaching-learning process for large class sizes real difficulty to deal with. This finding is in line with Adeolu & Arinze (2018) who established that high academic workload can lead to burnout if not properly managed; consequently leading to the failure in the completion of academic curriculum and poor teacher and students performance. Similarly, Adeolu (2018) also adds that teachers often find it difficult to recognize their students by name and teachers have limited space

for instructional task performance in congested classes. This situation limits teacher-learner interaction, learner-learner interaction, and impedes academic, psychological, guidance or counseling services for students on individual bases where necessary. This finding is in line with Tancinco (2016), who found out that burning out may mean teachers being less willing to plan for classes and as well as, feeling less concerned to learners. As a result educator is sacrificed; the class too is sacrificed because of mental work (Tancinco, 2016).

The results too revealed that headteachers assigned teaching load duties depending on teachers experience and expertise. Teacher effectiveness in Nakawa Secondary schools was also determined by leadership, shared vision and a positive school ethos. Teachers also complained of excessive workload but headteachers and deputies in charges of administration would not mind. This perhaps was caused by the ever-increasing student population and expansion of subjects in the curriculum, which placed more responsibilities on teachers and over-stretched them beyond their manpower carrying capacity thus resulting in overbearing workloads. Compulsory as well as the core subjects in the secondary schools such as Mathematics, English, and science subjects which require high level cognition and/or effort to comprehend and interpret were also causing increase in teacher workload. The finding is in agreement with earlier findings by Mbugua, Kibet, Muthaa & Nkonke (2012) who established that 66.7% of Mathematics teachers teach between 16 to 30 lessons, while 27.8% teach more than 30 lessons in a week. This indicates that 27.8% of mathematics teachers were overloaded. In order to help students, teachers had to go an extra mile in the preparation of lessons, marking, testing learners and most times organized remedial and after-school lessons for students who could not catch up with the formal class instruction.

The results also revealed that teachers were unable to accomplish the syllabus in time due to improper workload distribution. Teachers without management responsibilities were found to work an average of 52 hours per week. Teachers in Nakawa secondary school taught on average one hundred students per class of four to six streams. This made them to have extensive workload even when a teacher had only one subject to teach from senior one to senior six. Teacher productivity is directly related to the workload assigned to them. The number of teachers in majority of the secondary schools in Nakawa Division is inadequate, thus creating excessive workload. The finding is in line with Catherine, and Shrout (2012) who found out that teachers' workload continues to increase in the face of emergent demand for education for all. The equilibrium which is based on students-teaching staff strength ratio is required in the supply of teaching manpower. The distribution of workload by the headteacher is dependent on the available manpower.

The study results also revealed that Teachers' academic workload in Nakawa secondary schools was faced with severe challenges among which included; shortage of teachers, lack of enough instructional materials, students' over-enrolment, high number of teaching periods per week, lack of well-equipped laboratories, low salary which made teachers to part-time in private secondary schools and large class size without instructional standards.

The study results also established that the relationship between academic workload allocation and teacher performance indicated a negative coefficient of r= -0.235. The contrast was attributed to teachers' inability to cover the school syllabus and improper teaching due to the myriad of responsibilities assigned to teachers. The implication is that high student enrollment created

additional tasks for teachers. Ineffective implementation of academic workload affects teachers instructional task performance. Also, supervisory pressure, large class size supervision and management and unstable workload distribution policy increase teachers' workloads.

5.1.2 Co-curricular workload allocation and teacher performance

The study results in Table 4.5 indicated the extent to which co-curricular workload allocation affected teacher performance in selected secondary schools in Nakawa Division-KCCA. The overall mean was 2.53 and the corresponding standard deviation of 0.426. This implies that majority of the respondents unanimously disagreed that co-curricular workload allocation positively influenced teachers performance in public secondary schools in Nakawa division-KCCA. Since co-curricular workload allocation covers teachers role in organizing students in music, dance and drama, cultural gala activities, athletics, indoor activities, sports and games, clubs among others; to develop responsibility and self-direction of students which in turn positively influences not only teachers but also students' performance within secondary schools in Nakawa division. The finding is supported by Kisango, (2016) who revealed that competency building in co-curricular activities begins at school level and therefore emphasized that the contents of competency building will finally ensure that the workforce produced will possess the proficiency and literacy that is required for a good performance. The finding is supported by OECD (2014), which found out that in Japan, Korea and Malaysia, teachers were reported to spending 8 hours on extracurricular activities, far above the average of 2 hours spent by other countries that participated in the study.

The study results further indicated that teachers in Nakawa secondary schools were assigned roles to play under houses but normally left all activities to patrons and heads of each game and sport activity. In addition public school teachers in Nakawa preferred part-timing in private secondary schools, leaving co-curricular workload unattended to in government school. The study results also indicated that co-curricular activities were not adequately developed in Nakawa secondary schools due to inadequate facilities, equipment, and supplies. The finding is in line with Winston et al (2008) who states that schools lack facilities such as play area, space or teaching station, which may be located either out-of-doors or inside a building, such as classroom, play field, laboratory, gymnasium, auditorium; Similarly equipment like backboard of basketball, goal post in football or hockey ground are absent in schools whereas supplies such as balls, bats, net, book, paper, paint, brushes are also missing in most schools to enhance teachers participation in co-curricular activities. The finding is in line with University of Sydney (2018) who highlighted that extra-curricular work done would be done in own lunch/recess times even make the teachers to miss out often on 30 minute break. University of Sydney (2018)'s report further reveals that teachers were expected to take on more extra-curricular activities but not being given time off for administrative duties.

The study results revealed that teachers in Nakawa secondary schools had limited time for co-curricular activities due to increased academic workload. Fewer teachers organized students to participate in co-curricular activities such as training students in school choir, debates, MDD, athletics, clubs, disciplinary committee and attending school meetings. This increased academic workload had had a detrimental effect on extra-curricular activities. Teachers also revealed that co-curricular activities were an integral part of their school educational program. They added that

teachers' participation in many of these activities was 'voluntary' in that they more often than not chose to contribute in an area in which they themselves had a particular interest, such as cricket or football, music/drama performances or debating. Among the many advantages of these programs were the enjoyment experienced by both teachers and students and the positive relationships they were able to establish away from the more constrained atmosphere of the classroom. The finding contravenes Kisango's (2016) finding who indicated that many teachers were coaches in the schools co-curricular activities and interacted with students not only in the classroom but in after school programs as well. Some teachers could become biased toward students who participate outside the classroom, forming bonds that could affect the grades of the individual students.

The study results also indicated that secondary school teachers in Nakawa division were too demotivated for co-curricular activities and thus end up abandoning it in bid to manage academic workload allocations and run to other employment centers for additional academic workload allocations. The result is in disagreement with Kisango's (2016) who revealed that students have multiple teachers who provide moral support, mentor, train, supervise and monitor so that often there is a clear point of contact if parents wanted to discuss either their children's co-curricular talent progress or how they could help build their skills. The results also agree with Acquah &Anti Partey, (2014) who noted that some teachers hardly help in supervising co-curricular activities in schools.

The study results also revealed that teachers were assigned co-curricular activities to develop responsibility and self-direction of students. However, they had intentionally reduced the amount

of time given to co-curricular activities. Most teachers described such actions as 'managing' their own duties and responsibilities, but said that they only took such decisions as giving up on-curricular activities as a last resort and because they felt that they were overworked and this was threatening their capacity to teach effectively and complete the syllabus in time. This hindered the development of students personal and social development, academic achievement, and participation in co-curricular activities as core roles in the lives of students. The finding is in disagreement with Bashir (2012) who reported that participation in co-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants. Similarly, the result also disassociates itself from Kisango (2016) who stated that Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and internal sports teams have traditionally enhanced students' sense of school membership by providing them with a special position in the school community.

5.1.3 Administrative workload allocation and teacher performance

Based on the findings in Table 4.9 administrative workload allocation affected teacher performance in Nakawa Division secondary schools (mean of 1.85 and SD being 0.56).Teachers although not many participate in disciplinary matters for students. This was done during classroom management at the time of teaching and in disciplinary committees. With administrative duties, teachers workload was 'moderate'. This is synonymous to Amalu (2013) who revealed that, teachers are trained professionally with knowledge and skills, as well as a level of competence in the task of teaching and remolding the children under their care. The teacher is expected to teach his students, evaluate them, maintain discipline, counsel and advise them. He is expected to motivate the students to learn and help them mature into responsible adults. Additionally, on the

contrary, Amalu (2013) further supports the finding evidently by revealing that some teachers are non-challant and less committed in the discharge of their duties. Workload was seen to have increased because of the additional administrative duties that were due, in particular, to new developments and changed practices in curriculum and assessment making teachers not to perform to the expectations. Research conducted by Sajjad (2016) also found out that there was too much administrative workload which was not favorable for the teachers' overall teaching performance though they were willing to or have to take them with or without payment.

The study results in chapter four indicated that teachers rarely provided feedback to parents, headteacher and students. This was because more time spent on administration and curriculum implementation had adversely affected the quality of their classroom teaching and lesson preparation. Both administrative and co-curricular activities had also suffered because there was less available time. Teaching load is excessively heavy to teachers and hence affected both teachers and students' academic performance negatively. This is supported by Tancinco (2016) who stated that most teachers in secondary schools fail to attend all periods allocated in the time table and their teaching was inefficient due to lots of classes to attend and have periods administrative work as well. For example, one of the teachers complained:

> *"secondary teachers to be extremely demanding, requiring more time commitment than is recognised and increased involvement in administrative work improvements with insufficient accommodation of existing role requirements and responsibilities".*
> *"Inadequacy of the participants, lack of interest towards the problem, unfair and unsuitable participation of some individuals, and lack of incentives provided by the superiors" for administrative works.*

Hence ineffective participation of teachers in school administration affects optimum achievement of educational goals and objectives.

The study results further indicated that secondary school teachers in Nakawa division did not participate in Record keeping as a very important component of school administration which affects other aspects of school administration such as planning, budgeting, staffing, facilities, discipline etc. This contravenes Tancinco, 2016) earlier finding who revealed that whether the school is primary, secondary or tertiary institution, keeping of records cannot be ignored for record keeping boosts the administrative effectiveness of such school and so, record keeping is not an exclusive of any level of education and for teachers not to be part of.

The teachers also revealed that administrative workload allocation hindered their proper curriculum planning and implementation. This was because headteachers had assigned teachers weekly routine general school cleanliness duties on the school roaster.

Few teachers conducted guidance and counselling of learners which entails the psycho-social wellbeing and management, ethical issues which requires upbringing of morally upright citizens through ensuring stringent disciplinary measures; providing career guidance; participation on duty Rota's mainly for general cleanliness, hygiene and school orderliness. This was the case because like any business or activity to be carried out, it starts with the attitude which is from the decision of someone to accept or reject an idea. Attitude generally refers to the feelings of liking or disliking something or some situation without any strong reason to justify the liking or disliking. It is actually a combination of things such as personality, beliefs, values, behaviors, and motivation of an individual toward something and or some situation at their disposal. These different attributes will in one way or the other force individuals to act in a certain way towards a circumstance exposed to them all. This could be influenced by the cultural background (beliefs and values) and probably what motivates the particular individual(s). The finding is in agreement with Nyan(2014)

who indicates that teachers tend to teach in the same way they were taught with some slight modifications where need be. Nyan further suggests that if guidance and counseling is to be advocated in secondary schools then it should start with the teachers.

The study result also revealed that Nakawa division secondary school Teachers took on administrative responsibilities in such areas as; patrons to debating clubs, scripture unions, prefect and council students' bodies, MDD, games and sports among others. However in addition to teaching, co-curricular activities, task demands became extremely high, workload levels exceeded the worker's ability or willingness to commit oneself at no extra payment to exert more effort. Hence at this level of workload, teachers' performance continued to decline, perhaps at some point or after some extended period, catastrophically. The finding is in line with Wang, Brcka & Laird, 2016) who revealed that teachers performance may remain at an acceptable level over a considerable range of workload variation and in general, however, workload extremes are related to poor teacher performance.

5.2 Summary of the major findings

5.2.1 Academic workload allocation and teacher performance

Results indicated that teachers had heavy academic workload in Nakawa secondary schools which made them fail to conduct lesson preparation, organize scheme of work, make lesson notes, adopt appropriate and desirable teachings methodologies. Hence teaching-learning effectiveness was compromised, the syllabus were not completed and hence poor curriculum implementation acknowledged among secondary schools in Nakawa Division-KCCA.

Teachers taught at least two teaching subjects in addition to general paper, sub math and computer. Some departments had heavy workloads up to over 30 lessons per week (52 hours a week, averaging to 13 working hours per day) due to high enrollment, many streams. This compromised teachers performance of academic workload in terms of low discharge of professional duties and responsibilities that included but not limited to; teaching, classroom management, teacher task responsiveness, feedback to students, and respect for students, behavior management skills, and student development.

Based on the discussion of results above a regression analysis model, Academic Workload Allocation has a significant effect on teacher performance in secondary schools in Nakawa Division-KCCA (r^2 =.017).Academic Workload Allocation contributes to about 0.2% of variation on teacher performance. The remaining 99.8% is explained by other factors such as teacher motivation, changes in scope of work and changes in design that influence Academic Workload Allocation not incorporated in the model.

5.2.2 co-curricular workload allocation and teacher performance

The study aimed at determining the extent to which co-curricular workload allocation affects teachers' performance in selected secondary schools in Nakawa Division-KCCA. The results implied that though teachers have a role in developing students' attitude in co-curricular activities, this was not the case. This is because not all teachers had the competency, skill, talent in enhancing learners' interest in co-curricular activities.

Teachers did not play a very important role in the development of students' attitude, morale and interest in co-curricular activities in secondary schools of Nankwa division. They instead spared time to conduct extra academic lesson in private schools in bid to raise more income. Hence developing all-rounded students as a teachers role in a school was difficult to achieve. Few students excelled in co-curricular activities.

The findings reveal that the predictor variables of co-curricular workload allocation explain 57.4percent of variations in teacher performance in Nakawa Secondary schools. Co-curricular workload allocation (independent variable) has a significant effect on teacher performance. According to the table above the effect of co-curricular workload allocation was established that (β= .148, t=1.463, P<0.000) teacher performance. From regression analysis, there existed a weak positive relationship between the role played by the teachers and students" involvement in co-curricular activities, implying that there is a very small influence on co-curricular workload allocation and teachers' performance in selected secondary schools in Nakawa Division-KCCA.

5.2.3 Administrative workload allocation on teacher performance

From chapter four results in Table 4.13 above the predictor variable of Administrative workload allocation explains 7% of variations in teacher performance in Nakawa Secondary schools. The remaining 93% is explained by other factors not incorporated in the model. These include technical expertise, insufficient funding and motivation in form of allowances.

Administrative workload allocation (independent variable) has a significant effect on teacher performance. According to the table above the effect of Administrative workload allocation was established that (β=0.282, t=2.202, significant at 0.000 being less than 0.05) teacher performance.

This implies that provision of Administrative workload allocation will enhance teacher performance. This is illustrated in the model below; teacher performance (Y) = 0.282 (Administrative workload allocation) + error

Teachers in Nakawa secondary schools spend more time teaching students, evaluating them but less and minimal time on maintaining discipline, providing counselling and guidance to students. This was due to increase in workload due to new developments and practices in curriculum and assessment required of a teacher. Teachers in secondary school teachers in Nakawa division did not participate in record keeping which affects other aspects of school administration such as planning, budgeting, staffing, facilities, discipline etc.

Few secondary school teachers in Nakawa Division conducted guidance and counselling of learners which entails the psycho-social wellbeing and management, ethical issues which requires upbringing of morally upright citizens through ensuring stringent disciplinary measures; providing career guidance; participation on duty Rota's mainly for general cleanliness, hygiene and school orderliness. Further still negligible number of teachers in Nakawa division secondary schools took on administrative responsibilities in such areas as; patrons to debating clubs, scripture unions, prefect and council students' bodies, MDD, games and sports among others. However in addition to teaching, co-curricular activities, task demands became extremely high, workload levels exceeded the worker's ability or willingness to commit oneself at no extra payment to exert more effort. Hence at this level of workload, teachers' performance continued to decline, perhaps at some point or after some extended period, catastrophically.

5.3 Conclusions

5.3.1 Academic workload allocation on teacher performance

Teachers taught at most two teaching subjects in addition to general paper, sub math and computer. Some departments had heavy workloads up to over 30 lessons per week (52 hours a week, averaging to 13 working hours per day) due to high enrollment and many streams. This retarded teachers performance of academic workload in terms of low discharge of professional duties and responsibilities that include but not limited to; teaching, classroom management, teacher task responsiveness, feedback to students, and respect for students, behavior management skills, and student development.

From the regression analysis model, Academic Workload Allocation had an insignificant effect on teachers performance in secondary schools in Nakawa Division-KCCA (r^2 =.017).

5.3.2 Co-curricular workload allocation and teacher performance

Teachers in Nakawa secondary schools did not play a very important role in the development of students' attitude, morale and interest in co-curricular activities. They instead spared time to conduct extra academic lesson in private schools in bid to raise more income. Hence developing all-rounded students as a teacher's role in a school was difficult to achieve. Few students excelled in co-curricular activities. Hence teachers over reliance on academic workload at the expense of co-co-curricular activities was detrimental to the quality of their teaching, students care and their health. Therefore this low participation in co-curricular activities negatively affected both teachers and students physical and emotional health.

The study results revealed that there existed a weak positive relationship between the role played by the teachers and students" involvement in co-curricular activities, implying that there is a very small influence on co-curricular workload allocation and teachers' performance in selected secondary schools in Nakawa Division-KCCA.

5.3.3 Administrative workload allocation and teacher performance

The results indicated that Administrative workload allocation has a significant effect on teacher performance (r =0.07, β=0.282, t=2.202, significant at 0.000 being less than 0.05))

Secondary school teachers in Nakawa division did not participate in record keeping, maintaining discipline, providing counselling and guidance to students which affects other aspects of school administration such as planning, budgeting, staffing, facilities, discipline among others.

Teachers' workload was not well management in terms of; the process of allocating subjects, periods and other administrative duties on curriculum planning, implementation and reviews to teachers depending on their area of specializations, professional knowledge, skills and experiences which determined the quality of teachers instructional tasks performance among secondary schools in Nakawa division.

5.4 Recommendations

5.4.1 Academic workload allocation on teacher performance

Headteachers and other stakeholders in education need to enforce use of workload allocation standards in secondary schools in a bid to enable teacher improve on their performance. This will help the headteachers; to consider variables such as teachers area of specializations, professional

competence and class size, and the recommended teacher-student ratio which should range between 35 and 40 students per class. It is necessary therefore for the school headteacher to work out the most efficient method in assigning workloads that will enable the teachers put in their best towards achieving the desired output/ result.

The government should employ adequate number of qualified teachers to improve the quality of teaching-learning process in secondary schools and to ensure proper recruitment of teachers and transfers without creating staffing gaps in departments. This will reduce excessive workload allocations and improve teaching-learning quality to realise educational goals and meet standards There is need for the ministry of education and sports to recognise and reward effective teaching among teachers. This can be done by improving rewards for teachers with heavy workloads and enable compliance with school regulations to overcome part-timing in private school to improve teachers' effectiveness.

5.4.2 Co-curricular workload allocation and teacher performance

The government should train more co-curricular teachers to ensure students get the best training and career guidance on the same.

Headteachers should build a professional culture in schools through conducting professional development, professional community and leadership.

Students should be encouraged to engage in various co-curricular activities such as joining social clubs, religious clubs and sporting groups to develop their total personality for the outside world.

This can be done by incorporating such activities into the school time table by the school authorities. Students participation in co-curricular activities requires funding that will enable schools attend competitions at all levels.

The government and other stakeholders should increase school funding and allocate a specific amount for each co-curricular activity in the schools and in the districts. This will ensure that resources necessary for students to participate are put in place to increase their participation and consequently develop students' activities.

The government and the relevant stakeholders; teachers, parents and education officials should cooperate and put the relevant infrastructure in place to encourage students' participation in co-curricular activities and this will ensure that all activities are tapped and students guided to make informed career paths.

Parents should be positive about co-curricular activities in schools and encourage their children to participate in them as some may make a career out of them. They should shun away from the popular believe that they can only succeed in life if they only excel in academics.

Schools and relevant authorities should hold seminars and training sessions for students in co-curricular activities to broaden their career choices. This will ensure that students make informed choices and have right attitudes towards co-curricular activities.

Schools should re-evaluate the role of co-curricular activities as a tool to connect students to the secondary schools.

5.4.3 Administrative workload allocation and teacher performance

Teachers who teach core subjects such as sciences, Mathematics and English Language should be relieved of administrative tasks. In addition, the coverage of topics may be shared among the available teachers in related subjects so that no teacher is overloaded unnecessarily.

Teachers should be re-trained in best mechanisms of handling administrative tasks such as guidance and counselling, discipline actions for different crimes among others. This will help to build staff capacity in and curb variation in individuals' capacity to manage administrative workloads efficiently and effectively

There is need to recognise what motivates teachers to unrealistic expectations and burnout.

5.5 Areas of further Research

The study suggests that further research should be conducted in the following areas;

To examine the effect of Innovative time-tabling of academic workload allocation on teacher performance in secondary schools in Uganda.

To assess the extent to which use of technology affects teachers work load and performance in secondary schools in Uganda.

To determine how teacher transfers and teacher recruitment affect departmental staffing, workload and teachers performance in secondary schools in Uganda.

There is need to conduct a study to examine the transition of talented learners from formal schools to professional co-curricular clubs

A study should be conducted to look into the long term effects of athletic participation and the relationship to academic success.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am Lukaye Apollo Mandua student of Kyambogo University pursuing a study on; ***"Work Load Allocation and Teacher Performance in Nakawa Division- Uganda".*** You are among the chosen ones to participate in the study by providing information. This study is a requirement for partial fulfillment for the award of the degree of degree of Masters of Education in Policy, Planning and Managementof Kyambogo University and is purely for academic purposes. Therefore, the information given will be treated with utmost confidentiality. I therefore request you to spare some time and help me to fill in these questionnaires.

I shall be grateful for your cooperation in his regard.

Thank you.

Section A: Background Information

A. Position held by teacher/ department.....

B. Gender: a) Male ☐ b) Female ☐

C. Age group a)25-29 ☐ b) 30-35 ☐ c) 40-45 ☐

d) 46 and above ☐

D. No. of years Taught in Nakawa Division secondary schools

a) 1-5 years ☐ b) 6-9 years c) 10-14 ☐

d) 15 years and above ☐

E. Level of Education

a) Diploma ☐ b) Degree ☐ c) Masters ☐

d) PHD ☐

F. How many periods are you teaching per week?

Less than 24 periods	24 periods per week	More than 30 periods

G. What non-teaching activities do you participate in regularly at your school?

.....

H. How many subjects you are supposed to teach?

.....

Section B: The effect of academic workload allocation on teachers' performance in selected secondary schools in Nakawa Division-KCCA

B. Which of the following statements explain the effect of academic workload allocation on teachers' performance in selected secondary schools in Nakawa Division-KCCA? Please indicate the extent to which you strongly agree (5), agree (4), not sure (3) disagree (2), strongly disagree (1)

	Academic Workload Allocation and teacher performance	**5**	**4**	**3**	**2**	**1**
B1	I conduct lessons in assigned classes in accordance to the time table	5	4	3	2	1
B2	I mark students exercises, homes work, tests and examination scripts within the periods allocated to my teaching subject	5	4	3	2	1
B3	I invigilate examinations and adequately keep records	5	4	3	2	1
B4	Am provided extra periods for effective delivery of remedial lessons and continuous assessment	5	4	3	2	1
B5	I continuously monitor and evaluate learners performance	5	4	3	2	1
B6	I apportion my workload in lesson plans and schemes of work for every topic and subtopic	5	4	3	2	1
B7	My workload enables me to demonstrate appropriate personal contact and supervision of learners in and out of classroom settings	5	4	3	2	1
B8	Am loaded with may periods to teach per week which lowers my teaching abilities	5	4	3	2	1
B9	Am assigned teaching load duties depending on my experience	5	4	3	2	1
B10	The headteacher allocates me the subject to teach based on specialisation	5	4	3	2	1
B11	Am able to accomplish the syllabus in time due to proper workload distribution	5	4	3	2	1
B12	My school assigns me only the standard 24hours per week for teaching	5	4	3	2	1
B13	I teacher more than two subjects spread on the time table throughout a week	5	4	3	2	1
B14	Teaching for long hours makes me not to accurately deliver the subject matter	5	4	3	2	1

Section C: The extent to which co-curricular workload allocation affects teachers' performance in selected secondary schools in Nakawa Division-KCCA.

C. Which of the following statements explain the extent to which co-curricular workload allocation affects teachers' performance in selected secondary schools in Nakawa Division-KCCA? Please indicate the extent to which you strongly agree (5), agree (4), not sure (3) disagree (2), strongly disagree (1)

	Co-curricular workload allocation and teacher performance	5	4	3	2	1
C1	Am assigned co-curricular activities to develop responsibility and self-direction of students	5	4	3	2	1
C2	I participate in co-curricular activities to allow students realize effective utilization of leisure -time	5	4	3	2	1
C3	My involvement in culture gala activities enables students to develop social skills	5	4	3	2	1
C4	Music dance and drummer workload assists learners to enhance their learning abilities and mental wellness	5	4	3	2	1
C5	Workload allocation has facilitated effective implementation of sports programs	5	4	3	2	1
C6	Proper workload allocation for co-curricular activities has strengthened the relation between teachers and students	5	4	3	2	1
C7	My school workload allocation for co-curricular activities gives an opportunity for students to lead in sports activities	5	4	3	2	1
C8	My time allocation for co-curricular activities aids me to coordinate time and resources to realize students career objectives	5	4	3	2	1
C9	Workload allocation allows me to voluntarily participate in school clubs	5	4	3	2	1
C10	Indoor activities consume a lot of time for academic activities	5	4	3	2	1
C11	Workload allocation allows me to conduct planning and management of co-curricular activities and competitions	5	4	3	2	1

Section D: The influence of administrative workload allocation on teachers' performance in selected secondary schools in Nakawa Division-KCCA

D. Which of the following statements explain the influence of administrative workload allocation on teachers' performance in selected secondary schools in Nakawa Division-KCCA?

Please indicate the extent to which you strongly agree (5), agree (4), not sure (3) disagree (2), strongly disagree (1).

	Administrative workload allocation and teacher performance	**5**	**4**	**3**	**2**	**1**
D1	I participate in disciplinary matters for both staff and students	5	4	3	2	1
D2	I provide feedback to parents, headteacher and students whenever there is need	5	4	3	2	1
D3	I attend regular staff meetings provided for in the periods I serve the school	5	4	3	2	1
D4	The workload allocation permits me to proper curriculum planning and implementation	5	4	3	2	1
D5	Workload allocation allows me to enforces, school rules and regulations concerning student conduct and discipline	5	4	3	2	1
D6	My school allocates me workload for maintaining accurate and complete appropriate records	5	4	3	2	1
D7	Our school allocates workload to teachers for take precautions to protect records, equipments, materials and facilities	5	4	3	2	1
D8	Preparing paperwork, minutes of meetings, reports and documentation.	5	4	3	2	1
D9	Establishing collaboration with external parties like District Education Office					
D10	Workload distribution aid on weekly routine general school cleanliness allows me to perform my work well					

Section E: Teacher performance

E. Which of the following statements explain how teacher performance in selected secondary schools in Nakawa Division-KCCA? Please indicate the extent to which you strongly agree (5), agree (4), not sure (3) disagree (2), strongly disagree (1)

	Teacher Performance	5	4	3	2	1
E1	I regularly make schemes of work to enhance the quality of lesson	5	4	3	2	1
E2	I aid students' participation in co-curricular activities	5	4	3	2	1
E3	Am often involvement in student's discipline management	5	4	3	2	1
E4	I have the ability to counsel and guidance learners	5	4	3	2	1
E5	Am good at attending staff meetings	5	4	3	2	1
E6	I often conduct actual teaching to enhance good learning	5	4	3	2	1
E7	I spend time regularly attending to learners' needs	5	4	3	2	1
E8	I always assess the academic progress of the learners	5	4	3	2	1

Thanks for your Cooperation

APPENDIX II: INTERVIEW GUIDE HEADTEACHERS

1) How are academic workloads distributed to teachers in your schools?

2) How many subjects are taught by a teacher in your school?

3) In your own opinion, what is the effect of academic workload allocation on teacher performance?

4) What co-curricular activities prevail in your school?

5) How many teachers in your school participate in co-curricular activities?

6) To what extent does co-curricular workload allocation affect teacher performance in your secondary school in Nakawa Division-KCCA?

7) What administrative roles do most teachers in your school perform?

8) How are administrative roles assigned to different teachers in your school?

9) What influence does administrative workload allocation have on teacher performance in your school in Nakawa Division-KCCA?

10) What intervention strategies are provided to improve teacher workload allocation in your school?

11) What strategies are taken to alleviate the problem poor teacher performance in your school?

Thanks for your Cooperation

APPENDIX III:KREJCIE AND MORGAN SAMPLE DETERMINATION TABLE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

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TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
Department of Educational Planning and Management

Date: 08th August 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: LUKAYE APOLLO MANDU, REG. NO. 16/U/13405/GMED/PE

This is to certify that **Lukaye Apollo Mandu - 16/U/13405/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

"WORK LOAD ALLOCATION AND TEACHER PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN NAKAWA DIVISION KAMPALA CAPITAL CITY AUTHORITY"

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Dr. George Wilson Kasule

HEAD OF DEPARTMENT

16/8/19.
Rose Nakiwugo
D.O.S
KALINABIRI S.S.

KALINABIRI SECONDARY SCHOOL
16 AUG 2019
P O. BOX 5061 KAMPALA
DIRECTOR OF STUDIES

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Dr. George Wilson Kasule

HEAD OF DEPARTMENT

OKECH RICHARD
DOS
KYAMWOKYA COLLEGE SCHOOL
13/8/19

13 AUG 2019

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FACULTY OF EDUCATION

Department of Educational Planning and Management

LUZIRA SECONDARY SCHOOL
P. O. BOX 22346, KAMPALA
15 AUG 2019
DEPUTY HEADTEACHER ACADEMICS
TEL: 0756 816 823

Date: 08th August 2019

TO WHOM IT MAY CONCERN

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