

**TEACHER'S JOB DEMANDS AND QUALITY OF TEACHING IN SELECTED  
GOVERNMENT-AIDED SECONDARY SCHOOLS IN BUIKWE DISTRICT,  
CENTRAL UGANDA**

**BY**

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## **DECLARATION**

I, Ibrahim Ziraba-Muzaale, hereby declare that this dissertation titled: “Teacher’s Job Demands and Quality of Teaching in Selected Government-Aided Secondary Schools in Buikwe District, Central Uganda”, is my own original work, and that, to the best of my knowledge, it has never been submitted to any institution of higher learning for any award.

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**APPROVAL**

This is to confirm that this dissertation titled: “Teacher’s Job Demands and Quality of Teaching in Selected Government-Aided Secondary Schools in Buikwe District, Central Uganda”, has been written under our guidance and supervision.

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Signature:.....

Date:.....

Dr. Michael Mark Waiswa

## **DEDICATION**

I dedicate this work to my dear wife Racheal Namutebi, my daughters Rahmah Nankwanga Mayinunah, Latifah Nabulya Nabakiibi and my son Uthman Kkeeya Bbosa as a means of inspiring each one of them for greater academic and professional attainments.

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## OPERATIONAL DEFINITIONS OF TERMS

**Academic achievements:** refers to the outcomes for the students in their education.

**Classroom environment:** refers to the setting in which student learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere and norms and values

**Classroom management:** refers to the actions teachers take to create a supportive environment for academic and emotional learning of students.

**Large student diversity:** refers to a range of differences among students that is, students having a range of countries of origin, cultural and ethnic identities, religious beliefs, income levels, political affiliations, sexual preferences, gender identities, age and abilities.

**Quality teaching:** refers to the best practices of a teacher (as the set standards) that promote learning outcomes that is, what a teacher does in classroom or outside classroom to foster learner's learning.

**Student misbehaviour:** refers to the student's conduct in classroom or outside classroom which is irrelevant to the intended learning outcomes.

**Teacher's job demands:** are aspects of the teaching profession that require both physical and mental effort of a teacher.

**Teacher's work overload:** refers to the teacher's time pressure that is, a teacher having much work to attend to like, teaching, administration, extracurricular (additional) and co-curricular within a nonadjustable time zone of 24hours.

## **ABBREVIATIONS**

CVI:	Content Validity Index
DEO:	District Education Officer
DV:	Dependent Variable
EFL:	English as a Foreign Language
EPF:	Education Production Function theory
EPM:	Education, Policy, Planning and Management
ESA:	Education Standards Agency
IPCRF:	Individual Performance Commitment and Review Form
IV:	Independent Variable
JDCM:	Job Demand Control Model
N:	Total Number
NCDC:	National Curriculum Development Centre
SAQ:	Self-Administered Questionnaire
SPSS:	Statistical Package for Social Sciences
UACE:	Uganda Advanced Certificate of Education
UK:	United Kingdom

## ABSTRACT

The study surveyed the relationship between teacher's job demands and quality of teaching in government-aided secondary schools in Buikwe district guided by the following specific objectives; (i) to examine the relationship between teacher's work overload and quality of teaching in selected government-aided secondary schools in Buikwe district, (ii) to establish the relationship between students' misbehaviour and quality of teaching in selected government-aided secondary schools in Buikwe district, and (iii) to assess the relationship between large student diversity and quality of teaching in selected government-aided secondary schools in Buikwe district. The study captured both qualitative and quantitative data using a cross-sectional survey design because data was drawn from a cross-section of respondents. A sample size of 8 head teachers and 176 teachers of government aided secondary schools was sampled by means of purposive and simple random sampling techniques respectively. Semi-structured questionnaires, interviews plus observation guide were used for data collection. The study adopted demographic statistics (of; age, gender, education level and teaching experience) and Pearson correlation (of the mean indices of each construct of the IV and those of the DV) to measure the degree of association between teacher's job demands and quality of teaching. The study found out that; (i) teachers were overwhelmed by work overloads in many school departments due to inadequate modern and relevant instructional materials, (ii) there were several common disruptive behaviour that students often do in the classroom and that those behavior give a significant impact on the whole classroom learning process, either for the teacher or the students and (iii) for the case of a large student diversity, religion was a means of instilling discipline in the learners; socio-economic status had a significant impact on the quality of teaching and that for all lessons, learners equally achieved irrespective of their gender. The researcher concluded that; (i) engaging teachers in a range of tasks and responsibilities can prevent monotony and enhance their problem-solving skills, creativity and overall job satisfaction, which in turn can positively impact quality of teaching, (ii) failure to apply effective teaching practices such as clear communication, engaging instructional methods and creating a positive and supportive learning environment can negatively affect student behaviour and, (iii) quality of teaching is closely linked to how well educators embrace and accommodate large student diversity and that embracing student diversity enriches the learning experience, promotes inclusivity, and prepare students for a globalized world. The researcher recommended that; (i) administrators in government-aided secondary schools should provide teachers with a certain degree of autonomy on their job by granting them the flexibility and freedom to make decisions regarding instructional methods, classroom management and curriculum adaptation, (ii) teachers should adopt effective communication skills during and outside class by clearly explaining concepts during lessons, actively listening to students, and encouraging teacher-student open dialogue so as to better classroom management and improved student behaviour and, (iii) teachers should be vigilant about addressing stereotypes and biases in the classroom by promoting an atmosphere of respect and tolerance, where all students feel valued and safe to express their opinions.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The study investigated the relationship between teachers' job demands and quality of teaching in selected government-aided secondary schools of Buikwe district. Chapter one presents the background of the study, statement of the problem, purpose, objectives, hypotheses, scope of the study, significance of the study, justification of the study and the conceptual framework.

### 1.2 Background of the Study

#### *1.2.1 Historical Perspective*

Having high-performing teachers in every classroom is the key to raising the quality of teaching in government aided schools (Skibar et al., 2019). Concerns about teacher's job demands and their effect on the quality of teaching have existed throughout history. For instance, the first school inspectors were hired by the British government in 1870 to oversee teachers' performance (Zikanga et al., 2021). The Foster Education Act of 1870 in UK established School Boards for efficient oversight of teachers' performance (Zikanga et al., 2021). Du Plessis and Mestry (2019) posit that the problem of declining quality of teaching is more severe in African countries. For example;

Vermooten et al (2020) posit that as per its Ministry of Education, South Africa had the greatest percentage of both instructors' and students' absenteeism in the Southern African Development Community. Quality of teaching is also a concern in the East African Community. For instance, there are reports of widespread absenteeism of both teachers and

students, late assessments of learners' work, use of teacher centered methodologies of teaching and examination malpractice in Kenya (Maina, 2021).

In an effort to raise the quality of teaching, government of Uganda instituted Education Standards Agency (ESA) to monitor & promote the quality of teaching and National Curriculum Development Centre (NCDC) to always review the curriculum for quality teaching (Bagaya et al., 2020 and Mulunda, 2019). For purposes of assessing the quality of teaching, the Ministry of Education and Sports introduced performance appraisal system for teachers and it's done annually with performance being measured against features of quality teaching like appropriate; scheming and lesson planning, pedagogy among others (Mugizi et al., 2019).

Bwenvu et al., (2020) posit that despite attempts by government to promote the quality of teaching, its quality in a number of secondary schools of Buikwe district was still low. This formed the basis for this proposed study of assessing the relationship between teachers' job demands (among other factors) and the quality of teaching in selected government aided secondary schools in Buikwe district.

### *1.2.2 Theoretical perspective*

This study was informed by the Job Demand-Control Model (JDCM) by Karasek and Theorell (1998). The Model emphasizes the need for control of employee's job demands at workplace so as to take care of his or her health and decision latitude. According to this paradigm, active activity and learning are key factors in defining one's health on the one hand and his or her level of decision latitude over the work environment on the other hand (Karasek et al., 1998). Job Demand Control Model provides; time (work overload), peer conflict, students' indiscipline, administrative responsibilities, large student diversity, roles

ambiguity and conflict of values as key indicators of teacher's job demands at their workplace (Skaalvik et al., 2015).

The model also posits that jobs with high expectations and low decision latitude, or high-stress jobs are generally the worst for a worker's health (Bernadeta, 2022). As an alternative, jobs that combine high decision latitude and high job demands also known as "active jobs" allow workers to make decisions about how and when to address both the ongoing and emerging difficulties thus enabling such workers to participate actively in their working environment, learn new things, face challenges, feel more in control of their situation, and feel more capable (Karasek and Theorell, 1998). The JDCM suggests that by enhancing employee's; decision latitude, regulating employee's workload and effective management of other job demands, problems with employee's health and well-being can be avoided (Berndt, 2020).

The Job Demand Control Model also posits that the primary sources of employee's good health and well-being lies within two basic job characteristics that is, psychological job demands and employment decision flexibility (Karasek and Theorell, 1998). The model constructs psychological job demands in terms of cognitive, emotional and interpersonal (Bhardwaj, 2019). Dawabsheh et al., (2020) posits that the quality of teaching among other factors is a significant predictor of high job demands and limited job decision-making authority for teachers. The Model also emphasizes that in complex situations of job demands at the workplace; selection of working methods that are appropriate for one's capabilities and allocation of one's workload appropriately over time are all possible solutions of employee's good health and wellbeing at workplace. This study therefore investigated how specific teacher's job demands (e.g. work overload, student misbehaviour and the large student diversity) affect the teacher's quality of teaching in selected government-aided secondary schools of Buikwe district (Heale & Twycross, 2015).

### *1.2.3 Conceptual Perspective*

For this research, teacher's job demand is the independent variable and quality of teaching is the dependent variable. Job demands are "those physical, social, or organizational characteristics of the job that require sustained physical or mental effort" (Bauer et al., 2014). Time (work overload), student misbehavior, poor student motivation, a large student diversity, disagreements with coworkers, lack of administrative support, value conflicts and position ambiguity are among the demands placed a teacher (Skaalvik and Skaalvik, 2015).

Work overload (Time pressure), student misbehaviour and the large student diversity were considered as the potential teacher's job demands in the present study. Jomuad et al., (2021) posits that teaching involves being subjected to various job demands like; teacher's work overload due to several meetings that interfere with preparation time, administrative paperwork put in place by the management, and being subjected to constant reforms and changes that demand re-organization of work and work tasks (Jomuad et al., 2021).

Bernadeta and Ladhena (2022) define student misbehaviour as actions that involve breaching the rules, transgressing implicit norms, acting inappropriately in the classroom, and disrupting teaching and learning. The study therefore took; students' apathy, aggression & fighting and defiance of authority as constructs of students' misbehaviour. The term "student diversity" describes the range of differences among students, including those related to their race, language, religion, sexual orientation, gender identity, and socioeconomic background among others (Pollock *et al.*, 2019).

Religion, sexual orientation and gender identity and socio-economic status are considered as the constructs of large student diversity in the present study. An effective curriculum and course design are the key essential aspects for the quality of teaching (Anthony, 2019). Quality of teaching involves how well a teacher makes use of varying

learning contexts like; guided independent study, project-based learning, collaborative learning and experimentation among others so as to solicit feedback for efficient evaluation of outcomes in a well-adapted learning environment (Ramdani & Susilo, 2022). For this study, quality of teaching was conceptualized in terms of appropriate teaching practices during; pre-lesson execution, lesson execution and post lesson execution.

#### *12.4 Contextual Perspective*

The suggested research was conducted in selected government-aided secondary schools of Buikwe district which do still face problems such as; work overload (in form of responsibilities from academics, administration and co-curricular), student misbehaviour (in form of apathy, aggression and defiance of authority) and student diversity (in terms of religion, social-economic status, ethnicity and gender identity) among others (Bwenvu et al., 2020). Buikwe district is one of the 28 districts established in Uganda as a result of the Local Government Act of 1997. The District was initially one of the Counties of the Mukono District as per the Act of Parliament, but in July 2009, it was officially constituted an independent district. Buikwe district consists of three constituencies namely; Lugazi municipality, Buikwe South (Buikwe rural) and Njeru municipality. The district has several villages and several landing sites since it borders the shores of Lake Victoria (Musenyente et al., 2022).

Despite efforts by the government to make education more accessible, many children in rural Uganda for example Buikwe district still face significant challenges with appropriate quality of teaching (Bwenvu et al., 2020). The proposed study therefore, intended to investigate how teacher's job demands is related to the quality of teaching in the government aided secondary schools of Buikwe District.

### **1.3 Statement of the Problem**

Quality of teaching is the use of appropriate pedagogical strategies to produce learning outcomes for learners (Arifin et al., 2021). Quality teaching is evidenced through; appropriate scheming and lesson planning, use of appropriate pedagogy and good class organization and control among other indicators (Malunda, 2019). The quality of teaching in the government aided secondary schools of Uganda has remained poor for a number of decades as demonstrated by teacher's poor lesson planning and use of mainly teacher-centered teaching strategies (Bagaya et al., 2020). Government regularly; inspects secondary schools, reviews curriculum content and formulates educational policies in its bid to promote the quality of teaching (Frank et al., 2011). Practices of low-quality teaching in government aided secondary schools would cause an increase in the dropout rate and failure rate and results into wasteful use of educational resources (Tumwesigye et al., 2022). Whereas there are many causes for the low quality of teaching, little was known regarding the relationship between teacher's job demands and the quality of teaching. Accordingly, this study set out to examine the relationship between teacher's job demands and the quality of teaching in the selected government-aided secondary schools of Buikwe district.

### **1.4 The Purpose of the Study**

The study surveyed the relationship between teacher's job demands and the quality of teaching in selected government-aided secondary schools in Buikwe district.

### **1.5 Specific Objectives**

The following specific objectives served as the study's direction:

- i. To examine the relationship between work overload and the quality of teaching in selected government-aided secondary schools in Buikwe district.

- ii. To establish the relationship between student misbehaviour and the quality of teaching in selected government-aided secondary schools in Buikwe district.
- iii. To assess the relationship between large student diversity and the quality of teaching in selected government-aided secondary schools in Buikwe district.

### **1.6 Research Questions**

The study was also guided by the following research questions;

1. How does work overload undermine the quality of teaching in the government aided secondary school you head?
2. How does student misbehavior affect the quality of teaching in the government aided secondary school you head?
3. How does large student diversity hinder the quality of teaching in the government aided secondary school you head?

### **1.7 Research Hypotheses**

The study tested the following null hypotheses

**H<sub>0</sub>1:** Work overload has no significant relationship with the quality of teaching in the selected government-aided secondary schools in Buikwe district.

**H<sub>0</sub>2:** Student misbehaviour has no significant relationship with the quality of teaching in the selected government-aided secondary schools in Buikwe district.

**H<sub>0</sub>3:** Large student diversity has no significant relationship with the quality of teaching in the selected government-aided secondary schools in Buikwe district.

### **1.8 Scope of the Study**

The content, geographic, time and sample scopes were the sub-themes of the scope for the study.

### *1.8.1 Content Scope*

The study focused on teacher's job demands as the independent variable (IV) and Quality of teaching as the dependent variable (DV). The IV was conceptualized in terms of; teacher's work overload, student misbehaviour and large student diversity and the DV was conceptualized in terms appropriate practices of teaching during; pre-lesson execution, lesson execution and post lesson execution and it was anticipated that the IV significantly affected the DV.

### *1.8.2 Geographical Scope*

The study occurred in Buikwe District which currently comprises three constituencies; Njeru Municipality, Buikwe South and Lugazi Municipality. The district has eleven government-aided secondary schools (Bwenvu et al..., 2020). The district is located in central Uganda approximately 45km from Kampala city on Kampala-Jinja road, sharing its boundaries with other four districts; Mukono, Buvuma, Jinja and Kayunga.

### *1.8.3 Time Scope*

The research proposal of the study was submitted on 24<sup>th</sup>-January 2023, sent to the field for data collection on 07<sup>th</sup> –March 2023, collected data (both quantitative and qualitative) in April, 2023, processed data in May-2023, wrote the dissertation from June, 2023 to August, 2023 and submitted the dissertation for marking on 5<sup>th</sup> September 2023..

## **1.9 Justification of the Study**

There was little information about the teacher's job demands and the quality of teaching in Uganda in the literature that existed at the time of this study, particularly when it came to government aided secondary schools. Some of the studies that existed relating to the study, had been carried outside Uganda and indicated that secondary school teachers were usually

depressed because of their excessive job demands (Jomuad et al., 2021). The study therefore investigated how the perceived job demands in the teaching profession relate to the quality of teaching in the selected government-aided secondary schools of Buikwe District.

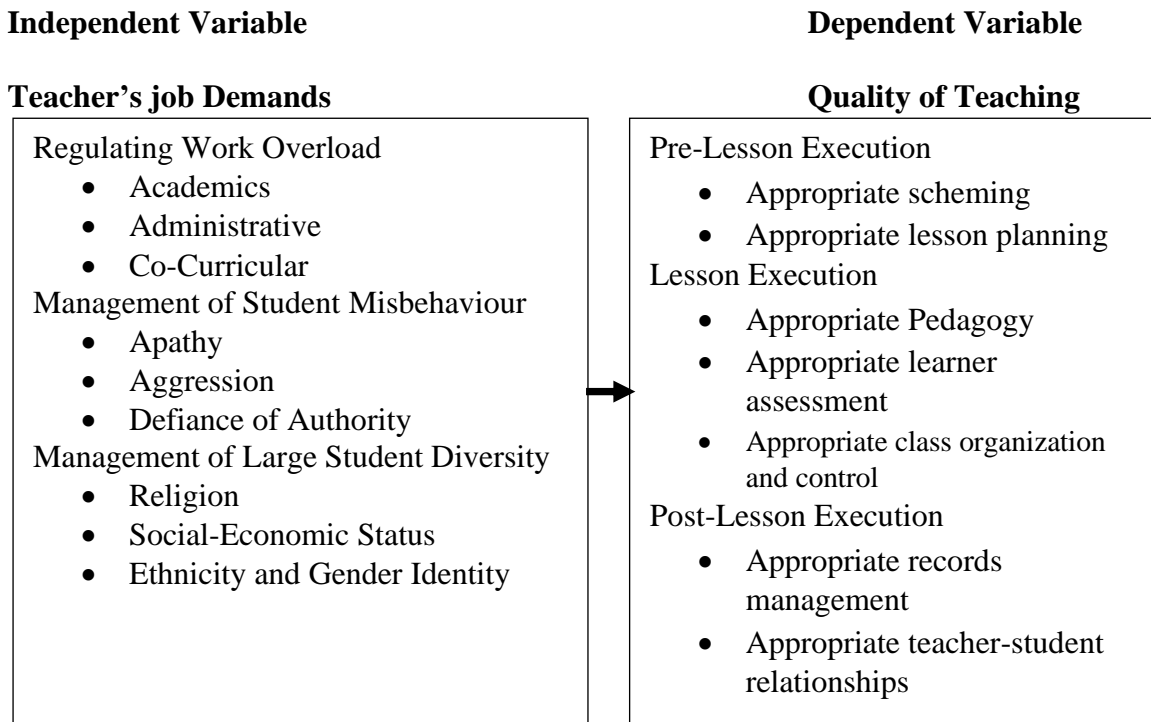
### **1.10 Significance of the Study**

The study is to inform teachers and school administrators on how to regulate their job demands so as to improve the quality of teaching. To policy makers, findings of the study are to serve as a foundation for effective policy formulation on school administration and teacher's management of job demands so as to achieve appropriate quality of teaching. To the researchers, the disseminated information by the researcher through publications and making presentations will be used to address relevant contentious areas in line with teachers' job demands that will be studied in the future to perfect the quality of teaching in government aided secondary schools.

### 1.11 Conceptual Framework

The study was guided by the following conceptual framework.

**Figure 1. 1: Conceptual framework demonstrating the relationship between teacher’s job demands and quality of teaching in government-aided secondary schools**



*Source: Adopted and modified from Einar, Skaalvik and Sidsel Skaalvik (2015)*

Figure 1.1 shows the conceptualization of teacher’s job demands (IV) and the quality of teaching (DV). Teacher’s job demands was conceptualized in terms of; teacher’s work overload, student misbehaviour and large student diversity. The quality of teaching was conceptualized in form of appropriate teachers’ practices of teaching during; Pre-Lesson Execution, Lesson Execution and Post- Lesson Execution.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provided a theoretical analysis and a review of the literature that was pertinent to the objectives of the study.

#### **2.1 Theoretical Review**

In this study, the Education Production Function (EPF) theory by Dreeben & Thomas (2010) and the JDC-model by Karasek et al., (1998) were adopted. The EPF theory suggests that a variation of school's teacher workload is most likely to have an effect on the outputs. In secondary schools, the theory gives an understanding that the things considered unimportant or trivial in our daily lives have an equal weight in terms of affecting the results as the things we consider important (Hosain, 2016).

Education Production Function (EPF) theory also assumes that too much workload in terms of duty supervision (meals, general cleaning, preps), co-curricular activities, community outreach, teaching load, guidance and counselling, attending meetings like PTA meetings and sensitizing learners on their careers have negative effect on teacher's effectiveness;- subject matter expertise, relational competence with students, professional competence and teaching and classroom management style (Hurst et al., 2015).

On the other hand, JDC-model posits that by enhancing employee decision latitude and effective management of the job demands, problems with employee's health and well-being would be avoided (Maina, 2021). It also puts it that the primary sources of employee's good health and well-being lie within two basic job characteristics that is; psychological job demands and job decision latitude. The model constructs psychological

job demands in term of; cognitive, emotional and interpersonal conflict dimensions and decision latitude in terms of decision authority and skills discretion (Johnson et al., 2020).

## **2.2 Review of Related Literature**

The research hypothesized that there is no statistical meaningful relationship between teacher's job demands and quality of teaching in the selected government-aided secondary schools in Buikwe district. The researcher defined teacher's job demands using their examples identified by Skaalvik and Skaalvik (2015) that is; work overload, discipline problem, low student enthusiasm, a large student diversity, disputes with coworkers, lack of administrative support, conflicts of values, and position ambiguity among others. The study in particular examined how; teacher's work overload, student misbehaviour and the large student diversity affected the quality of teaching.

### *2.2.1 Teacher's work overload and quality of teaching*

Teacher's work overload is defined as the time pressure on a teacher due to; administrative or other extracurricular tasks, teaching, and fulfilling co-curricular obligations (Hosain, 2016). Hosain (2016) also postulates that the principle of workload is for it to be compatible with reasonable expectations of work-life balance with equality and inclusion principle to facilitate a healthy working environment.

Okiridu and Godpower (2021) examined the relationship between teacher's workload and successful delivery of business education courses by use of a survey research design on 87 Business teachers from Rivers States Universities. The study findings showed that there was a significant relationship between teachers' workload and instructional delivery and the study recommended for more teachers to be employed, higher institutions to always review teachers' workload policies to enable them work better and achieve organizational goals and

for government to make instructional materials available in the universities (Malunda, 2019).

Hennessy et al. (2010) examined teachers' views of sub-Saharan countries on their working conditions and how they affect their teaching and learning process. The study found out that on average, teachers spend only 16 hours of their time each week in classroom teaching, compared with the average of 26.3 hours for other activities which immerse in teaching environment such as extracurricular activities and administrative activities thus increased teachers' workload and with not enough time left to prepare for the next lessons. The study recommended for teachers to be present at school all time during working hours.

Pacaol (2021) assessed the magnitude of teacher's workload intensification and its underlying effect on the teaching quality by use of a qualitative instrumental case study research design on females in public elementary master teacher of Samar Division. A thematic analysis and data interpretation of the teachers' responses revealed that most of the loads or duties designated to her were teaching-related and that her work intensification was due to duplications of tasks and parents who consider teachers to fully take the parenting duties. The study also found that this workload had a direct effect on the teachers' quality of instruction. The study recommended for moderate work for individual teachers and recruitment of sufficient number of teachers for all schools (Munna & Kalam, 2021).

Work overload can lead to insufficient time for teachers to adequately plan and prepare lessons. This can result in less engagement in the most effective teaching strategies (Chaplain, 2018). High levels of workload can contribute to stress and burnout among teachers. This can negatively impact their emotional well-being and enthusiasm in the classroom, affecting the quality of teachers' interaction with learners (Hakanen et al., 2016). When teachers are overloaded, they might struggle to provide individualized attention to

students with diverse learning needs, resulting in a one-size-fits-all approach that may not cater to all students (Kyriacou, 2019). Teachers might struggle to provide timely and constructive feedback on assignments and assessments, reducing the opportunity for students to learn from their mistakes and improve (Natriello et al., 2017).

Work overload can leave little room for teachers to explore and implement innovative teaching methods that promote active learning and student engagement (Dawabsheh et al., 2020). An excessive workload can spill into a teacher's personal life, leading to lack of a work-life balance. This can have negative effects on both their personal well-being and their effectiveness in the classroom (Natriello et al., 2017). Teachers experiencing work overload are more likely to report lower job satisfaction, which can impact their motivation to deliver quality teaching (Kyriacou, 2019).

Kyriacou (2019) argued that there is a clear connection between teachers' work overload and the quality of teaching. Reducing work overload and supporting teachers' well-being can lead to improved teaching quality, increased student engagement, and better learning outcomes. It is important for educational institutions to prioritize these aspects so as to create a favourable environment for both teachers and learners. Regularly evaluating teachers' workloads and making adjustments based on their input minimises excessive burdens. Adequate staffing, classroom support, and administrative assistance can help reduce teachers' workload and allow them to focus more on teaching.

Chaplain (2018) noted that teachers often have a wide range of responsibilities beyond classroom instruction. These can include lesson planning, grading, attending meetings, professional development, administrative tasks, and more. When teachers are burdened with an excessive workload, it can lead to feelings of stress, burnout, and reduced job satisfaction. Overloaded teachers may have limited time for ongoing professional development, which

is crucial for staying up-to-date with new teaching methods and approaches (Kyriacou, 2019).

The quality of teaching encompasses various aspects such as student engagement, learning outcomes, classroom management, and the overall learning experience. Effective teaching involves creating a positive and conducive learning environment where students are motivated to learn and achieve their potential. Timely and meaningful feedback is essential for learner growth. Work overload might result in delayed grading and feedback, hindering learners' progress (Kyriacou, 2019).

### *2.2.2 Student misbehaviour and the quality of teaching*

Salaudeen et al., (2021) examined the impact of student misbehaviour on secondary school learners' mathematics academic performance, by compiling information from 100 respondents chosen at random from three public secondary schools and two private secondary schools in Oyo East Local Government, Oyo State. The Chi-Square analysis of the academic performance of secondary school learners in mathematics in both public and private schools was found to be negatively impacted by indiscipline, and it was advised that actions be taken to reduce indiscipline in the educational system to improve learners' performance (Pacaol, 2021).

Amaewhule and Nukan-Adebayo (2019) used a descriptive survey research approach to examine the perceived impact of learners' disobedience on academic performance in senior secondary schools. The study used five research questions and five hypotheses and data were collected from 336 teachers of the 33 senior secondary schools in Port Harcourt Metropolis, Rivers State. The results showed that truancy and examination malpractice affect learners' academic performance, and it was advised that school administrators and teachers need to curb bullying by punishing any learners who intentionally or

unintentionally commit these heinous crimes. It was also suggested that the law against examination malpractice be strictly enforced.

Studies by Xu et al., (2011) indicate that for a meaningful enriching learning experience to take place, teachers are supposed to create learning environments where disruptions to teaching-learning process are minimized. Disruptive behaviour becomes one of the barriers that both teachers and learners have to deal with in the classroom at every level of the educational system. The study recommended the need for teachers to understand more about learners' disruptive behaviour as supported by other researchers like; Munna and Kalam (2021) who stated that the ultimate purpose of studying disruptive behavior is to provide a comprehensive point of view about the appearance of the behavior, so that a wise and appropriate decision or treatment be given in a way to reduce it.

Cabaroglu and Altinel (2010) assessed teachers' and learners' perspectives of misbehaviour in EFL classes using an interview guide and found out that learners defined disruptive behaviour as "bad behaviours that are done consciously or unconsciously", "not obeying the ground rules in the classroom and that disruptive behaviour happens due to: learners' family background, lack of classroom management, lack of motivation, and teachers' lack of strategies to prevent and correct disruptive behaviour. On the other hand teachers reported that disruptive students disturb the teacher's ability to teach effectively because of the teacher's attention required by such students. The study recommended teachers to always vary their teaching methods so as to engage students in the learning process.

Persistent student misbehaviour can disrupt the learning environment, making it challenging for both the teacher and well-behaved learners to focus on the lesson (Emmer & Stough, 2018). Dealing with continuous student misbehavior can lead to increased stress and burnout among teachers, negatively affecting their overall job satisfaction and well-

being (Brouwers & Tomic, 2019). Addressing misbehavior can consume a significant amount of instructional time, reducing the time available for effective teaching and learning (Skiba et al., 2019).

When learners are consistently disruptive, it can lead to a lack of engagement with the lesson content and a decrease in motivation to teach (Reinke et al., 2016). Chronic misbehaviour can strain the teacher-learner relationship, affecting communication, trust, and the overall classroom atmosphere (Brouwers & Tomic, 2019). Student misbehaviour, especially when unaddressed, can model inappropriate behaviour for other learners and hinder the development of positive social norms within the classroom (Reinke et al., 2016). Teachers might resort to more traditional, teacher-centered instructional methods to maintain control, reducing opportunities for active and collaborative learning (Baker-Henningham & Lopez Boo, 2019). Constant misbehaviour can lower a teacher's belief in their ability to effectively manage the classroom and teach effectively, affecting their self-efficacy (Reinke et al., 2016).

### *2.2.3 Large student diversity and the quality of teaching*

Rahimi & Karkami (2015) reviewed the literature of 42 relevant studies to assess how adolescent learners' religious background and devotion relate to their short and long-term academic results. The review's key findings demonstrated that religion has a causal relationship to academic achievement and that teenagers with higher levels of religiosity will achieve better grades and complete longer years of higher education. The findings pointed to the necessity for, among other things, identifying the link between religious tradition and religiosity, differentiating between subjective and objective academic outcomes, and looking at heterogeneity among teenagers who aren't religious (Rahimi & Karkami, 2015).

Ramdani and Susilo (2022) studied the fourth-grade pupils in public primary schools in southeast North Carolina to examine if certain school, teacher, and family demographic variables were important in explaining improvements in reading and mathematics achievement results. The Pearson Product-Moment Correlation analysis showed that there is a significant relationship between a particular school, a teacher, certain student demographics, and academic achievement. The study suggested that additional financing for educational and remediation services be given to institutions that serve students from lower socio-economic backgrounds, as well as funding patterns that promote children's access to institutions with smaller class sizes and qualified teachers (Skaalvik & Skaalvik, 2018).

Bagaya (2020) investigated consequences of a stereotype-threatened condition in middle school girls' math classes, both regular and honours, with gender identity acting as a moderator. Analyses of the data from 498 participants indicated the necessity of examining the protective and risk aspects of gender identity for adolescent females as well as the threat of stereotypes in educational contexts.

Teachers who embrace learner diversity and cultivate cultural competence can create a more inclusive classroom environment, leading to better rapport with students and improved learning outcomes (Gay, 2022). Exposure to diverse viewpoints encourages students to approach problems from different angles, fostering creativity and innovative problem-solving skills (Gurin et al., 2022). Teachers may need ongoing professional development to effectively address the needs of diverse learners, such as understanding cultural differences, supporting English language learners, and adapting curriculum (Gay, 2022).

A diverse classroom provides opportunities for learners to gain insights into different cultures, languages, and worldviews, promoting global awareness and preparing them for a

multicultural society (Johnson, 2016). Interacting with peers from diverse backgrounds can enhance learners' social skills, empathy, and ability to collaborate with people from various walks of life (Johnson, 2016). Managing a diverse classroom can be challenging due to differing behavioural norms and communication styles.

### **2.3 Gaps in the literature review that underpinned the study**

The reviewed studies had been conducted in foreign contexts unlike this study that was carried out in Uganda. The reviewed studies focused on a cross-section of school types that is; elementary schools, universities, and with little focus to both public & nonpublic secondary schools unlike this study which focused on selected government aided secondary schools where government is expected to ensure value for revenue spent on such institutions. The study used a cross-section survey design to gather both qualitative and quantitative data for reasons of neutralizing the weaknesses of each data type unlike the reviewed studies that analyzed either qualitative or quantitative data only. Further still, all the reviewed studies never investigated how teacher's job demands are related to the quality of teaching which this study centered on.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents a detailed description of the methodology that was used in the study. It focused on the adopted research design, the study population, sample size and sampling strategies, data collection methods and instruments, validity and reliability of research instruments, research procedure, means of data analysis and research ethical considerations.

#### **3.1 Research Design**

The study captured both qualitative and quantitative data using a cross-sectional survey design. A cross-sectional survey design is an observational study method in which data are gathered from a large number of participants at one time without changing the investigation's variables (Wang and Cheng, 2020). Wang & Cheng (2020) also posits that cross-sectional survey research design enables the researcher to compare many different variables at the same time with minimal costs and efficiently. Qualitative data allows the researcher to uncover patterns, themes and relationships within the data that can provide insights into the research questions or problem being studied (Johnson et al., 2020).

Apuke (2017) describe quantitative data as one which is analyzed using statistical methods; provide the researcher with precise and objective information about a phenomenon being studied, generalizable and easy to correct from large sample sizes. The researcher used the sample survey design because it was also a less expensive way of gathering data from the large number of respondents who were involved in this study. In this study, both quantitative and qualitative techniques were employed in data collection process, analysis, presentation and discussion of findings. Quantitative methods were used in order to establish

the extent and rate of the problem while qualitative data filled the gaps that were left by quantitative data.

### **3.2 Study Population**

The study collected data from teachers of the selected government aided secondary schools and each of the selected, school had an average of 40 teachers (excluding the head teacher) giving a total target population of 320 teachers and eight (8) headteachers (Buikwe District Development Plan II, 2015). Teaching staff were considered in the study because they are involved in running of a school thus being in position to provide quantitative data on the topic studied. Qualitatively, the researcher interviewed the headteacher of each selected school to ensure a thorough comprehension of the study findings. Headteachers were considered because they are the closest supervisors of the teachers and are usually senior teachers with wider understanding of teacher's job demands.

### **3.3 Sample size and Sampling Techniques**

Each sampled school formed a cluster and teachers from each cluster were selected by use of a simple random sampling technique because; it provides each participant an equal opportunity of being selected thus being unbiased, provides a representative sample of the population, allows precise estimates of the sample size and it is easy to implement (Berndt, 2020). The headteachers were selected by purposive sampling technique that is, a non-probability sampling technique for selecting participants who can offer precise data pertinent to the study questions for a thorough understanding of the issue being examined (Bhardwaj, 2019).

### 3.4 Target Population, Sample size and Sampling Technique

The researcher used the Krejcie and Morgan (1970), table for determining sample size to come up with the sample size of the study because of its being an effective method for coming up with a representative sample size in empirical research for population ranging between N=10 to N=100,000. The researcher collected qualitative data from each head teacher of the selected school so as to achieve data saturation.

**Table 3. 1**

**Target population, sample size and sample technique**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Sampling technique</b>
Head teachers	8	8	Purposive
Teachers	320	176	Simple random
<b>Total</b>	<b>328</b>	<b>184</b>	

*Source:* Buikwe District Education Office (2023).

### 3.5 Data Collection Methods

The study employed semi-structured questionnaires and interviews for data collection.

#### 3.5.1 Questionnaire

Self-Administered Questionnaires (SAQ) were used as a data collection instruments. These included semi-structured questionnaires that were administered to 176 teachers to collect quantitative data. These questionnaires had several closed-ended questions of predetermined multiple responses to be measured against a five Likert Point scale. The questionnaire method was used to collect quantitative data because; it enabled the researcher

to swiftly and cost-effectively gather a vast volume of data from a large number of respondents in a relatively short time (Epel et al., 2018).

### *3.5.2 Interview Guide*

The researcher used oral interviews to collect qualitative data from the eight (8) headteachers of the sampled schools because such data improves the understanding and the credibility of the study with deeper understanding of the topic (Roulston et al., 2018). Interviews fetch a wide variety of ideas needed for the study. The responses were provided in written format with some records taken by the researcher during interview meeting. Turner III and Hagstrom-Schmidt (2022) also describe the interview method as one which allows; the researcher to obtain the in-depth and detailed information about participants' experiences, perspectives and behaviours. It also promotes trust and openness and flexibility to adapt the approach based on the participant's responses.

### *3.5.3 Observation*

The researcher sought permission from the headteachers of the sampled schools and particular teachers to observe some lessons and he observed lessons in Mathematic, Biology, Chemistry and Physics. The researcher also got a chance to look at some key school records like; the teaching load timetable, teachers' attendance book, school term program, minutes of disciplinary committee meetings held and minutes of meetings held by some subject departments. This was done for purposes of ascertaining facts in line with the research topic. Tracy (2019) describes observational research as one which allows the researcher to observe what happens in a natural setting so as to discover the insights that the researcher couldn't glean from other research methods such as the focus groups discussions.

### 3.6 Data Quality Control

#### 3.6.1 Validity of Research Instrument

Zohrabi (2013) defines validity as the veracity and accuracy of the research's findings. Validity of research ensures that the study conducted accurately represents the phenomenon being studied so as to draw meaningful conclusions from the study and for making informed decisions of the study findings (Zohrabi, 2013). Validity refers to the accuracy of the instrument used in research to collect meaningful and right data (Mohajan, 2017). Content validity literally means the amount of substance in the study (Taherdoost, 2016).

The content validity index for this study was established through using two lecturers in education management at Kyambogo University. The CVI for the research tools was computed by use of the formula “ $CVI = \frac{a}{b}$ ”, where **a** = number of items rated as relevant and **b** = total number of items in the instrument. That is;  $CVI = \frac{\text{Number of questions declared relevant}}{\text{Total number of questions in the questionnaire}}$ . In the questionnaire, only 35 out of 44 items on it were declared relevant thus providing a  $CVI = \frac{35}{44} = 0.80$

A minimum CVI of 0.70 was used to test validity as the acceptable CVI in social sciences (Amin, 2005). The questionnaire was considered valid for use in the field for data collection because it's CVI (that is; 0.80) was greater than the minimum acceptable CVI in social science.

#### 3.6.2 Reliability

Reliability refers to how consistent a research procedure or instrument is (Heale & Twycross, 2015). The strategies that were used to obtain reliability of qualitative data were, peer debriefing and prolonged engagement and pilot study was used for quantitative data. Peer debriefing involved the researcher working with colleagues to examine the instruments

and giving their views about their correctness. With prolonged engagement, the researcher spent sufficient time in the field to learn or understand the social setting of the schools from which data was collected.

A pilot study was done by pretesting 20 questionnaires on 20 teachers from two government-aided secondary schools in Wakiso district to establish the consistence in their responses on the questionnaire items so as to ensure establishment of accurate data as recommended by (Hurst et al., 2015). The Cronbach alpha values of the data collected from the pre-test study were obtained by use of SPSS-20 and results were as shown in the table 3.2 below.

**Table 3. 2**

**Cronbach alpha values for reliability test**

<b>Items</b>	<b>Cronbach alpha values</b>
Quality of teaching	0.792
Work overload	0.755
large student diversity	0.751
Student misbehavior	0.791

The questionnaire was found reliable since the alpha value for each of its constructs that is; work overload, student misbehaviour, large student diversity and quality of teaching was found to be >0.70 (the minimum alpha value) for reliable instruments as per (Taber, 2018).

**3.7 Research Procedure**

The researcher received approval and a letter of introduction from the Kyambogo University Directorate of Research and Graduate Training before meeting with the Buikwe District Education Department from which he obtained permission to move to the target schools.

The researcher requested authorization from the headteachers of the target schools to gather information from teachers and also had a moment of interaction with the teachers explaining to them the purpose of the research and assurance of confidentiality. After gathering quantitative information, the researcher conducted an observational research in the sampled schools and spoke to the headteachers of the same schools as well, to gather qualitative information. This was followed with data presentation, analysis and interpretation, discussion, conclusions, and recommendations to complete the data life cycle.

### **3.8 Data Processing and Levels of Data Analysis**

Before data being analyzed, the researcher processed it through; coding, cleaning and editing it to check for its completeness. The researcher then entered the quantitative data into SPSS statistic 20 to analyze it at two levels, that is; at univariate level, the researcher generated tables of demographic statistics of the data set (from all teachers with teaching load and other school tasks except the head teachers) like; the frequencies, and percentages so as to gain the quantitative understanding of the data set. At bivariate level, the researcher performed Pearson correlation to establish relationships between each construct of the IV (teacher's job demands) and the DV (quality of teaching) so as to put the study's hypotheses ( $H_01$ ,  $H_02$  and  $H_03$ ) to the test. To fully understand the relationship between the IV and DV, the researcher examined the qualitative data through coding, becoming familiarized with data, and finding patterns in the data that were consistent with the study's objectives.

### **3.9 Data Presentation and Analysis**

The collected data on SAQs was edited, coded and entered into the computer using the Statistical Package for Social Sciences (SPSS statistics 20) to generate a summary in form of frequencies, percentages, means and standard deviations for the case of quantitative data. Descriptive statistical methods of tables were used to present the analyzed quantitative

data. Data collected from the interviews conducted by taking field notes and observational research were coded and categorized according to themes in line with the study's objectives. Content analysis in form of informal analysis and interpretation was done concurrently with data collection to analyze qualitative data, and the findings were presented to the intended audience by use clear and concise texts.

### **3.10 Ethical considerations**

To be ethical, is to conform to accepted professional practices (Portaluppi et al., 2010). Before interviews and administration of questionnaires the researcher fully explained the objectives of the study to all the respondents. In addition, respondents' consent was sought and their right to confidentiality assured before interviewing and distributing questionnaires. Furthermore, the researcher fully observed respondents' right to privacy and anonymity by not asking them to write or mention their names. The researcher also thanked the respondents for their participation in the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter, presented analyzed and interpreted data collected from the field. Data analysis and interpretation was based on the questionnaire and research objectives. Below are the data presentations and analysis of research findings;

#### 4.1 Demographic characteristics of the Respondents

This section showed the profile information of respondents as to section of work, gender, age, teaching experience and education level.

**Table 4. 1**

#### Demographic characteristics of the Respondents

Category	Frequency	Percent
<b>Gender</b>		
Male	107	60.8
Female	69	39.2
<b>Total</b>	<b>176</b>	<b>100</b>
<b>Age</b>		
20-29 years	40	22.7
30-39 years	90	51.1
40-49 years	32	18.2
50 years and above	14	8.0
<b>Total</b>	<b>176</b>	<b>100</b>
<b>Teaching experience</b>		
Less than 3 years	14	8.0
3-6 years	85	48.3

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
7-10 years	57	32.4
11 years and above	20	11.3
<b>Total</b>	<b>176</b>	<b>100</b>
<b>Level of education</b>		
Certificate	17	9.7
Diploma	80	45.5
Bachelors	70	39.8
Masters	9	5.0
<b>Total</b>	<b>176</b>	<b>100</b>

**Sources: Primary Data, 2023**

Table 4.1 results indicated that upon gender, results showed that 60.8% were male and 39.2% of the respondents were female. The dominance of the males in the study could be attributed to the fact that they are the ones that make up the high percentage of the work force in government-aided secondary schools in Buikwe district. However, both gender categories were represented in the study. As far as age is concerned, majority of respondents in this study were aged between 30-39 years (51.1%), followed by respondents' aged between 20-29years (22.7%), 18.2% were aged between 40-49 years and 8.0% of respondents were aged 50 years and above.

The teaching experience information obtained indicated that majority of respondents (48.3%) had worked for between 3-6 years in the schools sampled. Whilst 8.0% had been on the job for less than 3 years, 32.4% had worked for 7-10 years and finally 11.4% had worked for more than 11 years. This indicated that majority of these respondents had enough experience in teaching, and therefore, they could provide the researcher with adequate information as required by the study. With respect to education qualification; the study showed that Diploma holders (45.5%) dominated the study, bachelor's degree holders were 39.8%, followed by certificate holders (9.7%) and master's degree holders (5.0%) thus

observing that majority of teachers in government-aided secondary schools in Buikwe district were qualifying to teach.

#### 4.2 Descriptive statistics regarding Quality of Teaching

Quality of teaching is the dependent variable in this study and was measured using eighteen items in the questionnaire. Each of these questions was based on a five point Likert scale and respondents were asked to rate Quality of teaching by indicating the extent to which they agree or disagree with each question, their responses were analyzed using SPSS and summarized using means and standard deviations as indicated in tables 4.2;

**Table 4. 2**

#### **Means and standard deviations for quality of teaching**

<b>Items on pre-lesson execution</b>	<b>Mean</b>	<b>Std.</b>	<b>Interpretation</b>
I identify the lesson objectives before drawing a lesson plan for each lesson.	4.77	.723	Very high
I do joint-scheming with members of my department.	4.21	.936	Very high
I review the course materials (e.g. syllabus & recommended textbooks) before drawing schemes of work.	4.20	1.138	High
I refer to my termly scheme of work and records work book before planning for any lesson.	4.19	.774	High
The school has a standard template for scheme of work and is availed to teachers for use	4.18	1.070	High
I select the teaching aids and instructional materials based on learners' age group and their abilities to learn	3.96	1.049	High
<b>Average mean</b>	<b>4.25</b>	<b>.948</b>	
<b>Items on Lesson execution</b>			
I get to class for lesson on time and leave at the end of lesson time	4.68	.726	Very high
For my lessons, I engage learners to set ground rules	4.04	.696	High

For each lesson, I review the previous lesson	3.97	.997	High
I clearly explain the lesson objectives to the learners at the start of each lesson	3.55	1.009	High
I build each of my lessons on the learners' pre-requisite knowledge and skills	3.52	1.219	High
<b>Average mean</b>	<b>3.95</b>	<b>0.929</b>	
<b>Items on Post-lesson execution</b>			
I balance the use of both formative and summative assessments	4.14	.690	High
I use both reliable and valid items for each assessment	3.97	.997	High
I provide timely feedback for each assessment	4.70	0.747	High
At the end of a lesson, I evaluate it to determine its success and areas that need improvement	3.65	1.100	High
I always stay at school after class for students to consult me	4.32	0.722	High
I accurately keep every record related to my work as a teacher	3.19	1.180	Not sure
<b>Average mean</b>	<b>4.00</b>	<b>.906</b>	
<b>Overall mean</b>	<b>4.07</b>		

Sources: Primary Data, 2023

Table 4. 3

**Key for interpretation of means**

Mean Range	Response Mode	Interpretation
4.21-5.00	Strongly agree	Very high
3.41-4.20	Agree	High
2.61-3.40	Neutral	Not sure
1.81-2.60	Disagree	Low
1.00-1.80	Strongly disagree	Very low

Basing on the results in table 4.2, quality of teaching was broken into three aspects which included pre-lesson execution, lesson execution and lastly, post-lesson execution. Out of the three, pre-lesson execution was ranked highest with (mean=4.25) interpreted as high meaning that the respondents agreed to the response according to the response mode, this was followed by post- lesson execution with (mean=4.00) which was interpreted as high meaning that the respondents agreed to the response according to the response mode and lesson execution came last with (mean=3.95) interpreted as high meaning that the respondents agreed to the response according to the response mode.

To get a final picture on extent of the quality of teaching, the researcher computed an overall average mean for all the three categories in table 4.2, which came out to be (mean=4.07), which confirms that the quality of teaching was interpreted as high meaning that generally, respondents agreed to the responses according to the response mode. These findings showed that the government-aided secondary schools in Buikwe district have always employed teachers who are effective and have a deep understanding of the content they teach and stay updated with the latest developments in their field.

### **4.3 Relationship between teacher's work overload and the quality of teaching in government-aided secondary schools in Buikwe district**

The first independent variable in this study was work overload; this was measured using six items in the questionnaire. Each of these questions was based on a five-point Likert scale whereby respondents were asked to rate the work overload by indicating the extent to which they agree or disagree with each question.

**Table 4. 4**

**Means and standard deviations of work overload**

<b>Items on work overload</b>	<b>Mean</b>	<b>Std.</b>	<b>Interpretation</b>
I get family support when performing school work.	4.40	.786	Very high
I adhere to management policies of our school	4.27	0.670	Very high
I understand that I am a person who works better under pressure	4.23	.688	Very high
I refer to my work schedule before committing to give a helping hand to any colleague	4.20	1.101	High
I attend to my entire teaching load in a week and on time	4.19	1.204	High
I never stay behind in school to finish up work once its home time	3.93	.655	High
<b>Average mean</b>	<b>4.20</b>	<b>.850</b>	

**Sources: Primary Data, 2023**

**Table 4. 5**

**Key for interpretation of means**

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
4.21-5.00	Strongly agree	Very high
3.41-4.20	Agree	High
2.61-3.40	Neutral	Not sure
1.81-2.60	Disagree	Low
1.00-1.80	Strongly disagree	Very low

Results in table 4.4 indicated that work overload in selected government-aided secondary schools in Buikwe district was rated high and this was indicated by the average mean of 4.20, implying that in the selected government-aided secondary schools in Buikwe district, there exist excessive amount of tasks, responsibilities and demands placed on teachers' time and energy, often beyond what they can reasonably manage with ease. For example, teachers with large classes may struggle to provide individualized attention to each student, leading to more time spent on classroom management.

In order to test H1 i.e. Work overload has no significant relationship with the quality of teaching in government-aided secondary schools in Buikwe district, the researcher correlated the mean indices on work overload and those on quality of teaching using Pearson's Linear Correlation Coefficient (PLCC) and results are indicated in Table 4.6 below.

**Table 4. 6**

**Pearson correlation between work overload and quality of teaching**

<b>Correlations</b>			
		Work overload	Quality of teaching
Work overload	Pearson Correlation	1	.962**
	Sig. (2-tailed)		.000
	N	176	176
Quality of teaching	Pearson Correlation	.962**	1
	Sig. (2-tailed)	.000	
	N	176	176
**. Correlation is significant at the 0.01 level (2-tailed).			

**Source: Primary Data, 2023**

The Pearson's Linear Correlation Coefficient (PLCC) results in table 4.6 indicated that work overload has a significant correlation on quality of teaching in the selected government-aided secondary schools in Buikwe district, as indicated by the r-value (0.962) and the sig. value (0.000) which is far less than 0.05, the maximum level of significance required to declare a positive significant relationship between IV and DV. Therefore, this implies that when teachers are overwhelmed with excessive tasks such as; administrative tasks, grading, lesson planning, and extracurricular responsibilities, their overall well-being and job satisfaction is negatively affected. For instance; burnt-out teachers always find it challenging to maintain high-quality teaching standards in and out of class.

Basing on these results, the stated null hypothesis **H<sub>1</sub>** was rejected, hence implying that quality teaching often requires adequate time and moderate workload. This also implied that teachers with heavy workloads always have little time to plan and review their lessons thus quality of teaching being negatively affected as evidenced in the government-aided secondary schools in Buikwe district.

#### **4.4 Qualitative findings regarding the role of teacher's work overload on quality of teaching in the selected government-aided secondary schools in Buikwe district**

In the interviews with headteachers, they reported that their teachers were involved in day-to-day effective management of their job demands through a number of ways like, having effective time management strategies, prioritizing tasks, communicating with colleagues and administrators to ensure that their workload is manageable and reasonable, having daily work schedule, following their schemes of work, guiding learners and following the professional code of conduct. One of the headteachers said, he always held meetings to remind teachers of their daily duties to help each one of them effectively manage their workload.

They also mentioned, their teachers were at times let down by inadequate instructional materials and too much workload on each one of them. *“A number of teachers have difficulties with management of their workload because; they have limited control over their workload due to external factors like, mandated curricular and standardized requirements,”* reported one specific headteacher. Three of the interviewed headteachers also agreed, the extent to which teachers manage their workload vary depending on, school environment, external demands, available resources and administration support. The headteachers were in agreement with the findings of quantitative data that is; teachers’ work overload significantly affects their quality of teaching. For instance;

*“My teachers generally have much teaching load and difficulties of lesson preparation due to inadequate staffing and funding and inadequate instructional materials respectively,”* said one of the headteachers. The same head teacher reported, a teacher overwhelmed with teaching load and with inadequate resources, usually has less time for lesson preparation, inadequately assesses the learners and provides less attention to individual learner’s weaknesses. Another head teacher said, her teachers who have access to the necessary resources for their work, support and autonomy are able to manage their work overload thus stay motivated and engaged in meaningful teaching unlike those with no access to the required resources, support and autonomy.

#### **4.5 Relationship between student misbehaviour and the quality of teaching in government-aided secondary schools in Buikwe district**

The second independent variable in this study was student misbehaviour; this was measured using six items in the questionnaire. Each of these questions was based on a five point Likert scale where by respondents were asked to rate student misbehaviour by indicating the extent to which they agree or disagree with each question.

**Table 4. 7**

**Means and standard deviations of student misbehaviour**

<b>Items on students' misbehaviour</b>	<b>Mean</b>	<b>Std.</b>	<b>Interpretation</b>
Learners use sarcastic verbal statements before their fellow students	4.78	.770	Very high
Learners usually damage school facilities through misuse and vandalism	4.32	.750	Very high
Learners rarely ensure safety of their fellow learners' assets	4.25	.619	Very high
Learners use abusive language in class during their interaction	4.14	1.038	High
I find learners hesitant to complete assigned academic work	3.91	.375	High
Learners often care to improve their academic performance	3.86	.961	High
<b>Average mean</b>	<b>4.21</b>	<b>.836</b>	

**Sources: Primary Data, 2023**

**Table 4. 8**

**Key for interpretation of means**

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
4.21-5.00	Strongly agree	Very high
3.41-4.20	Agree	High
2.61-3.40	Neutral	Not sure
1.81-2.60	Disagree	Low
1.00-1.80	Strongly disagree	Very low

Results in table 4.7 indicated that student misbehaviour in the selected government-aided secondary schools in Buikwe district was rated high with an average mean of 4.21, implying that students' misbehaviour is a significant concern in any educational setting, including government-aided secondary schools in Buikwe District. Misbehaviour encompasses a wide range of disruptive actions and attitudes that interfere with the learning environment and the overall functioning of a school.

In order to test H2 i.e. Student misbehavior has no significant relationship with the quality of teaching in government-aided secondary schools in Buikwe district, the researcher correlated the mean indices on student misbehavior and those on quality of teaching using Pearson's Linear Correlation Coefficient (PLCC) and results are indicated in Table 4.9 below.

**Table 4. 9**

**Pearson correlation between student misbehavior and quality of teaching**

<b>Correlations</b>			
		Students' misbehavior	Quality of teaching
Students' misbehavior	Pearson Correlation	1	.970**
	Sig. (2-tailed)		.000
	N	176	176
Quality of teaching	Pearson Correlation	.970**	1
	Sig. (2-tailed)	.000	
	N	176	176
**. Correlation is significant at the 0.01 level (2-tailed).			

**Source: Primary Data, 2023**

The Pearson's Linear Correlation Coefficient (PLCC) results in table 4.9 indicated that student misbehavior has a significant correlation on quality of teaching in the selected government-aided secondary schools in Buikwe district, as indicated by the r-value (0.970) and the sig. value (0.000) which is far less than 0.05, the maximum level of significance required to declare a positive significant relationship between IV and DV. This therefore implies; as student misbehavior increases, quality of teaching tends to dissolve hence making the null hypothesis **H2** to be rejected, indicating that creating a positive and conducive learning environment requires collaboration between teachers, students and administrators so as to ensure that the needs of each of them are met so as to establish a positive feedback loop.

#### **4.6 Qualitative findings regarding the role of student misbehaviour on quality of teaching in the selected government-aided secondary schools in Buikwe district**

During interviews with the headteachers, the study established that there were factors responsible for student disruptive behaviour. One of the headteachers reported that some of these factors are "student factors" that is; a disruptive behaviour as a result of the individual student's behaviour due to his/her personality like; a student disrupts the learning and the teaching process of the classroom because of the feelings of boredom. *"In my school, some student disruptive behavior happen because of management gaps from us the teachers though some are due the learner's personality,"* reported the second headteacher.

The third headteacher reported that student misbehavior is related to emotional problems, for instance, *"for the time I have been a headteacher, I have noted with concern that students with temperament problems, frustration and anxiety need more teacher's attention compared to a normal student,"* mentioned the third headteacher. The same headteacher also reported that physiological factors like a student feeling; tired, hungry or not feeling well (unhealthy), sometimes misbehave in and out of school. The researcher also

observed that in many of the schools from which the study was done students' lunch was served to only those that had paid for it an indication that some learners would go hungry.

Generally, all interviewed headteachers were in agreement that student misbehaviour significantly affects the quality of teaching for example; one of them stated, *"In my school, teachers rarely miss lessons for classes of disciplined learners as compared to classes with learners that misbehave"*. She further noted that in her school, learners that misbehave are usually given punishments to serve during class time and usually perform far below the expected standards thus affecting the teacher's planning for the lesson and assessment.

Another headteacher also stated, *"In my school, learners are coerced by teachers to do assignments given and majority of the students are not interested in self-study"*. The researcher also observed that teachers in that school frequently missed lessons and UCE academic grades were so weak over a period of the recent 4years. The other headteacher reported, *"as I make lesson observation of my teachers, I usually find my teachers in classes with students that misbehave behind schedule as per the schemed work of the term unlike for classes with no or minimal disruptive behaviour with all lessons attended too"*. The headteacher attributed this largely to the student misbehaviour.

The same headteacher also noted that while making lesson observation for his teachers, he observed that whenever a disruptive behaviour occurred during the lesson, such as making noise or a student coming late for a lesson, the learners temporarily shift their focus/attention to those misbehaving students other than the teacher's instructions.

#### **4.7 Relationship between large student diversity and the quality of teaching in government-aided secondary schools in Buikwe district**

The third independent variable in this study was large student diversity; this was measured using six items in the questionnaire. Each of these questions was based on a five point Likert

scale where by respondents were asked to rate large student diversity by indicating the extent to which they agree or disagree with each question.

**Table 4. 10**

**Means and standard deviations of large student diversity**

<b>Items on large student diversity</b>	<b>Mean</b>	<b>Std.</b>	<b>Interpretation</b>
Learners of parents with high income have no respect for teachers and other students	4.63	.852	Very high
Learners with poor language development usually dislike learning	4.14	.782	High
Learners say players each day in the morning and at the end of the day with ease	3.95	.873	High
Learners with common language or origin usually sit together in class and love being in the same group always	3.90	.639	High
Learners learn actively in lessons whose medium of instruction respect their cultural differences	3.82	.726	High
Learners freely interact with learners from other religions	3.82	.801	High
<b>Average mean</b>	<b>4.03</b>	<b>.779</b>	

**Sources: Primary Data, 2023**

**Table 4. 11**

**Key for interpretation of means**

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
4.21-5.00	Strongly agree	Very high
3.41-4.20	Agree	High
2.61-3.40	Neutral	Not sure
1.81-2.60	Disagree	Low
1.00-1.80	Strongly disagree	Very low

Results in table 4.10 indicated that large student diversity in the selected government-aided secondary schools in Buikwe district was rated high with the average mean of 4.03, implying that in the selected government-aided secondary schools in Buikwe district admitted learners from different geographical regions, offering a broader perspective on cultural, social and environmental issues. This diversity is manifested in various ways, including differences in cultural backgrounds, socio-economic status, academic abilities, learning styles, languages spoken, and special educational needs. Embracing and effectively managing student diversity is essential for creating inclusive and equitable learning environments that support the success of all learners.

In order to test H3 i.e. large student diversity has no significant relationship with the quality of teaching in government-aided secondary schools in Buikwe district, the researcher correlated the mean indices on large student diversity and those on quality of teaching using Pearson’s Linear Correlation Coefficient (PLCC) and results are indicated in Table 4.11 below

**Table 4. 12**

**Pearson correlation between large student diversity and quality of teaching**

<b>Correlations</b>			
		Students diversity	Quality of teaching
Students diversity	Pearson Correlation	1	.976**
	Sig. (2-tailed)		.000
	N	176	176
Quality of teaching	Pearson Correlation	.976**	1
	Sig. (2-tailed)	.000	
	N	176	176
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson's Linear Correlation Coefficient (PLCC) results in table 4.11 indicated that large student diversity has a significant correlation on quality of teaching in the selected government-aided secondary schools in Buikwe district, as indicated by the r-value (0.976) and the sig. value (0.000) which is far less than 0.05, the maximum level of significance required to declare a positive significant relationship of IV and DV. The findings implied that in the selected government-aided secondary schools in Buikwe district, there learners with different levels of language proficiency in the classrooms thus requiring provision of language support and encouraging multilingualism to ensure that language barriers do not hinder learning.

This also indicates that embracing and effectively managing large student diversity is a key aspect of providing high-quality teaching. By recognizing and valuing the unique strengths and backgrounds of each learner, teachers can create an inclusive and engaging learning environment that fosters academic excellence and personal growth for all learners.

#### **4.8 Qualitative findings regarding the role of large student diversity on quality of teaching in the selected government-aided secondary schools in Buikwe district**

From the interviews the researcher held with the headteachers of the sampled schools, it was established that large student diversity significantly affected the quality of teaching in the selected government-aided secondary schools in Buikwe district. For instance; one head teacher reported *"In my school, learners receive weekly spiritual guidance from the school chaplain and in addition, learners pray together in the morning and in the evening, daily"*. He also emphasized that this practice has helped so much to create order in class and make learners easily trainable thus easing the teacher's work at school. The same head teacher also stated *"Before this spiritual nourishment schedule of the learners, there was no order in school as the case now"*.

The researcher observed that in this school, joint prayers are held every Wednesday from 8:00am to 9:20am before start of normal lessons and each class had a weekly period on the teaching load allocation/timetable attended to by the school chaplain paid using PTA (Parents-Teachers Association) collections at school. *“In my school, learners of parents with very low education levels are usually with low self-esteem and poor language development,”* reported another headteacher. The same headteacher also noted, such learners usually have learning difficulties and hardly interact freely with other learners or teachers at school. He further reported that in his school, the same parents hardly follow-up on their learners’ academic progress at school and always do not provide them with adequate scholastic materials in time.

The researcher also got a chance to attend one mathematics lesson of senior one in this school and observed that majority of the learners did not have geometrical sets yet the lesson was on construction of regular figures. The researcher went ahead to establish the cause of this and was informed by the subject teacher and affirmed by the headteacher that most of these learners were for parents of very low education levels who hardly see value in educating a child and that some of these parents’ income level is so low to afford some of these school requirements. Another headteacher reported that during his lesson observation of his teachers at school, whenever teachers would translate some concepts into native language, learners would respond more actively compared to when the teacher used English language only.

The same headteacher also stated, *“In my school, learners that share a language always sit in the same group (during lesson time) unless regrouped by the teachers”*. The researcher also interviewed some learners to ascertain if indeed the language used in class affects the quality of teaching and affirmed that learning in native language is easier than when only English is used.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter focuses on discussion of the study findings, conclusions; recommendations based on the conclusions of this study and suggested areas that need further research following the study objectives and study hypothesis.

#### 5.1 Discussion of findings

This study aimed at surveying the relationship between teacher's job demands and quality of teaching in selected government-aided secondary schools in Buikwe district, three specific objectives guided this study and these were; (i) to examine the relationship between teacher's work overload and quality of teaching in selected government-aided secondary schools in Buikwe district, (ii) to establish the relationship between student misbehavior and quality of teaching in selected government-aided secondary schools in Buikwe district, and (iii) to assess the relationship between large student diversity and quality of teaching in selected government-aided secondary schools in Buikwe district.

##### *5.1.1 Relationship between work overload and quality of teaching in the selected government-aided secondary schools in Buikwe district*

The study findings indicated that work overload is significantly related with quality of teaching in selected government-aided secondary schools in Buikwe district. For instance; the study established that although most of the teachers attended to their entire teaching load in a week, some also missed lessons. The findings also show that missed lessons were sometimes be caused by the much workload from none academic aspects like administration and co-curricular tasks and some due to teacher factors. The researcher also observed that all the selected schools hard majority of their teachers with lessons exceeding the minimum

teaching load per week of; 16 periods for lower secondary curriculum for both arts and sciences and 16 periods or 18 periods for sciences and arts respectively at A-level (MOES circular, 6<sup>th</sup>, December, 2022). This was common with teachers teaching from senior one to six.

It was discovered that some teachers with much teaching load had their worst moments during evaluation of students where they were supposed to mark all students in a specific time limit thus creating pressure on them. This finding is in line with teacher's work overload defined as the time pressure due to, administrative or other extracurricular tasks like; teaching, and fulfilling co-curricular obligations (Hosain, 2016). Hosain (2016) also posited that the principle of workload is for it to be compatible with reasonable expectations of work-life balance with equality and inclusion principle to facilitate a healthy working environment.

The study also established that majority of the teachers in the selected schools used teacher-centered methods of delivery an indication of no adequate preparation by such teachers for their lessons. When some teachers were asked for the cause of this, they attributed it to the congested timetable and that learner-centered approach required much advanced preparation by them and that it needed a lot of time to develop a lesson which is learner-centered. This was not far from the headteachers who reported that majority of the teachers are still using teacher-centered though the ministry was emphasizing learner-centered methods thus negatively affecting learning.

The study also found out that assessment of learners' work was a big challenge to especially teachers who teach from senior one to senior six. This finding was in line with Okiridu and God power (2021) who examined the relationship between teacher's workload and successful delivery of business education courses by use of a survey research design 87 Business teachers from Rivers States Universities. The Ho tested showed that there was a

significant relationship between teacher's workload and instructional delivery and recommended for more teachers to be employed, higher institutions to always review teachers' workload policies to enable them work better and achieve organizational goals and for government to make instructional materials available in the universities.

The study established that some teachers experienced difficulties with management of their workload due to a congested timetable with new changes in curriculum especially from the time of Covid-19. The headteachers however, asserted that their teachers' difficulties in management of their workload depended on; school environment, external demands, available instructional materials and administration support rendered to the individual teachers.

This was in line with (Pacaol, 2021) who assessed the magnitude of teachers' workload intensification and its underlying effect on the teaching quality by use of a qualitative instrumental case study research design on females in public elementary master teacher of Samar Division. A thematic analysis and data interpretation of the teachers' responses revealed that most of the loads or duties designated to her were teaching-related and that her work intensification was due to duplications of tasks and parents who considered teachers to fully-up take their parenting duties thus recommending moderate work for individual teachers and recruitment of sufficient number of teachers for all schools.

#### *5.1.2 Relationship between student misbehaviour and quality of teaching in the selected government-aided secondary schools in Buikwe district*

The study findings indicated that student misbehaviour has a significant meaningful relationship on quality of teaching in the selected government-aided secondary schools in Buikwe district. This implied that unhealthy teacher-learner relationships in the sampled schools, contribute to poor quality of teaching. When teachers establish a supportive and

respectful environment in the classroom, learners tend to be more engaged, motivated, and exhibit better behaviour and vice versa. Still, effective classroom management techniques by teachers, significantly affected learner behaviour. For example, the study discovered that; teachers, who implement consistent and fair discipline practices, establish clear expectations and provide a structured learning environment and always have learners who display more positive behavior.

This finding is in line with Amaewhule and Nukan-Adebayo (2019) who used a descriptive survey research approach to examine the perceived impact of students' disobedience on academic performance in senior secondary schools. The results showed that truancy and examination malpractice affect students' academic performance, and it was advised that school administrators and teachers need to curb bullying by punishing any pupils who intentionally or unintentionally commit these heinous crimes. It was also suggested that the law against examination malpractice be strictly enforced. Students' behavior can be influenced by their peers. A positive and supportive peer group can encourage good behavior, while negative peer influences can lead to disruptive behavior.

The study also established that student misbehavior had a negative influence on learners' academic performance and rate of coverage as per the schemed work of a term. Some of the student disruptive behaviours included, aggressive behaviour, use of violence, vulgar language, indecent dress code, disruption of school/class activity, smoking, vandalism, theft, extortion, arson, use/possession/sale of alcohol/drug, fighting/assault, weapon possession, insubordination and others. Regarding disciplinary decisions, school administrators used "Out-of- school suspension", "In-school restriction" and use of referrals to other schools.

This was in line with the study of (Salaudeen, Gbolagade and Sangoniya, 2021) who examined the impact of student misbehaviour on secondary school students' mathematics

academic performance, by compiling information from 100 respondents chosen at random from three public secondary schools and two private secondary schools in Oyo East Local Government, Oyo State and found out that academic performance of secondary school students in mathematics in both public and private schools was negatively impacted by students' indiscipline and advised that actions be taken to reduce indiscipline in the educational system to improve students' performance.

During the study, it was established learners of the selected schools were coerced by teachers to do assignments given and majority of the students were not interested in self-study. The researcher also observed that teachers in these schools frequently missed lessons and UCE academic grades were so weak over a period of the recent 4years. During the study, it was discovered that classes with students that misbehave had low subject coverage as compared to the schemed work of the term and it was not the same case for classes with no or minimal disruptive behavior were most of the lessons had been attended to.

The findings were in line with those for Cabaroglu & Altinel (2010) who assessed teachers' and students' perspectives of misbehaviour in EFL classes using an interview guide and found out that disruptive students disturb the teacher's ability to teach effectively because of the required teacher's attention by such students and recommended teachers to always vary their teaching methods so as to engage students in the learning process.

### *5.1.3 Relationship between large student diversity and quality of teaching in the selected government-aided secondary schools in Buikwe district*

The study finding indicated that schools that don't adopt inclusive teaching practices, which consider the diverse needs and backgrounds of learners, have negative impact on the quality of teaching and learner outcomes. Inclusive teaching should involve adapting instructional

strategies, materials and assessments to accommodate various learning styles, abilities and cultural backgrounds. The study also established that teachers who are culturally responsive can better engage and support students from diverse backgrounds. The findings also showed that culturally responsive teaching acknowledges and values the cultural identities and experiences of students, making the learning environment more inclusive and relevant.

The above findings were in line with those of (Horwitz, 2021) that assessed how adolescent students' religious background and devotion relate to their short and long-term academic results. The key findings demonstrated that religion has a causal relationship to academic achievement and that teenagers with higher levels of religiosity will achieve better grades and complete longer years of higher education. The findings pointed to the necessity for among other things, identifying the link between religious tradition and religiosity, differentiating between subjective and objective academic outcomes, and looking at heterogeneity among teenagers who aren't religious.

The study also established that whenever teachers translated some concepts into native language, learners responded more actively compared to when teachers used English language only and that learners that who share a language always sit in the same group during lesson time unless regrouped by the teachers. The learners also affirmed that learning in native language is easier than when English is used. It was further established that for all lessons, learners equally achieved irrespective of their gender and the learners were proud of their gender identities.

The findings are in line with (Casad, Hale and Wachs, 2017) who investigated consequences of a stereotype-threatened condition in middle school girls' mathematics classes, both regular and honours, with gender identity acting as a moderator. Analyses of the data from 498 participants indicated the necessity of examining the protective and risk

aspects of gender identity for adolescent females as well as the threat of stereotypes in educational contexts.

## **5.2 Conclusions**

### *5.2.1 Relationship between Work Overload and Quality of Teaching in Selected Government-Aided Secondary Schools in Buikwe District*

From the findings of the study, it was concluded that quality of teaching is influenced by factors such as class sizes, teaching materials, access to technology and administrative support and that providing appropriate resources and managing teacher's workload effectively can contribute to better performance outcomes from the teacher as evidenced in the selected schools for the study. The study further concluded that engaging teachers in a range of tasks and responsibilities can prevent monotony and enhance their problem-solving skills, creativity and overall job satisfaction, which in turn positively impact the quality of teaching as evidenced in the selected schools for the study.

### *5.2.2 Relationship between Student Misbehaviour and Quality of Teaching in Selected Government-Aided Secondary Schools in Buikwe District*

The study concluded that failure to apply effective teaching practices such as clear communication, engaging instructional methods and creating a positive and supportive learning environment negatively affect student behaviour as evidenced in the selected schools for the study. The further concluded that skilled teachers; establish strong relationships with learners, provide constructive feedback and set clear expectations, all of which contribute to a more conducive learning atmosphere. High-quality of teaching often leads to increased learner engagement and interest in the subject matter for instance; when learners find the subject content compelling and relevant, they are more likely to be actively

involved in class and display positive behaviour. Teachers with strong classroom management skills effectively address behavioural issues and maintain a well-organized learning environment. This, in turn prevent disruptive behaviours and foster a positive learning atmosphere.

#### *5.2.2 Relationship between Large Student Diversity and Quality of Teaching in Selected Government-Aided Secondary Schools in Buikwe District*

The study concluded that ineffective teachers scarcely consider that learners have diverse learning styles, abilities and needs. They fail to employ differentiated instructional strategies to cater for individual differences to ensure that all learners have the opportunity to succeed. In diverse classrooms, students are exposed to a variety of perspectives and ideas. This diversity enriches class discussions and fosters a more profound understanding of different cultures. Therefore, the quality of teaching is closely linked to how well educators embrace large student diversity and embracing diversity enriches the learning experience, promotes inclusivity, and prepares a learner for a globalized world. Teachers, who are culturally sensitive, employ differentiated instruction, and foster an inclusive environment which provides a positive and supportive learning atmosphere that benefits all students, regardless of their background or identity.

#### **5.4 Recommendation**

The researcher recommended that; School managers should;

1. Always ensure effective and efficient planning, supervision & communication so as to put in place a positive culture that fosters work-life balance in school.
2. Adopt a Bottom-Top approach of formulating new policies to curb student misbehaviour and ensure that such policies are effectively and efficiently put to use.

3. Embrace the principle of unity in diversity in their schools by promoting an atmosphere of respect for all school employees and learners, irrespective of their; ethnicity, gender, religion. Social-economic status and learning abilities or difficulties.

### **5.5 Areas for further research**

Prospective researchers are encouraged to research on;

- a) The same topic in privately owned secondary schools so as to compare the findings.  
This is to guide effective formulation of national policies on regulation of teacher's job demands
- b) Working environment and quality of teaching in government-aided secondary schools in Buikwe district
- c) Job design and quality of teaching in government-aided secondary schools in Buikwe district.

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## APPENDICES

### Appendix I: Informed Consent Form

Dear Respondent,

My name is Ibrahim Ziraba-Muzaale. I am a student at Kyambogo University, pursuing a Master's Degree in Educational Policy, Planning and Management. I am conducting research on the topic *Teacher's job demands and quality of teaching in selected government-aided secondary schools in Buikwe district*. The purpose of this study is purely academic and I'm only interested in hearing your thoughts on the aforementioned topic. You will be required to respond to several questions, and the researcher will only use the information you provide for further analysis. I do not anticipate any inconveniences or risks resulting from this study. You are free to decline answering any questions asked of you during the study if doing so makes you feel uncomfortable, embarrassed, or violates your privacy.

There will be no fines or advantages lost if you decline to take part, withdraw your consent, or stop taking part in the study. Your identity won't be revealed, and the study's findings will remain anonymous. Information provided will only be used for academic purposes; nothing else. Consent of the respondent;

I am willing to take part in this study since I am aware of its purpose.

.....

Respondent's Signature

Date

## Appendix II: Questionnaire for Secondary School Teachers

Dear Respondent,

I am Ibrahim Ziraba-Muzaale, a student at Kyambogo University pursuing a master's degree of Education in Policy, Planning and Management. I am currently doing research on the topic *“Teachers’ Job Demands and Quality Teaching in Selected Government Aided Secondary Schools in Buikwe District”*. I sincerely ask you to take part in the study by completing this questionnaire to the best of your knowledge. The information provided will be kept private and used only for academic purposes. I appreciate your participation.

### Part1: Bio-Data (B): *(Please tick the most appropriate)*

BI.	Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>				
B2.	Age (in years):	20-29	<input type="checkbox"/>	30-39	<input type="checkbox"/>	40-49	<input type="checkbox"/>	50 and above	<input type="checkbox"/>
B3.	Teaching Experience:	<3years	<input type="checkbox"/>	3-6years	<input type="checkbox"/>	7-10years	<input type="checkbox"/>	>10years	<input type="checkbox"/>
B4.	Highest level of education:	Masters	<input type="checkbox"/>	Degree	<input type="checkbox"/>	Diploma	<input type="checkbox"/>		<input type="checkbox"/>

### Part II: Teachers’ Job Demands

*Part II provides items on Teachers’ Job Demands; you are kindly requested to rate yourself by **ticking the most appropriate** based on the 5 Likert-scale below.*

Strongly Dis agree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

No	Teachers' Work Load (WL)					
1	I attend to my entire teaching load in a week and on time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2	I refer to my work schedule before committing to give a helping hand to any colleague					
3	I adhere to management policies of our school					
4	I understand that I am a person who works better under pressure					
5	I never stay behind in school to finish up work once its home time					
6	I get family support when performing school work.					
	<b>Student behavior</b>					
1	I find learners hesitant to complete assigned academic work					
2	Learners often care to improve their academic performance					
3	Learners use sarcastic verbal statements before their fellow students					
4	Learners use abusive language in class during their interaction					
5	Learners usually damage school facilities through misuse and vandalism					
6	Learners ensure safety of their fellow learners' assets					

<b>Student diversity</b>						
1	Learners freely interact with learners from other religions					
2	Learners say prayers each day in the morning and at the end of the day with ease					
3	Learners of parents with high income have no respect for teachers and other students					
4	Learners with poor language development usually dislike learning					
5	Learners learn actively in lessons whose medium of instruction respect their cultural differences					
6	Learners with common language or origin usually sit together in class and love being in the same group always					

### **Part III: Quality of Teaching**

*Part III provides items on **Quality of Teaching**; you are kindly requested to rate yourself by **ticking the most appropriate** based on the 5 Likert-scale below.*

Strongly Dis agree (SD)	disagree (D)	Not Sure(NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

No	Pre-lesson execution	1	2	3	4	5
1	I review the course materials (e.g. syllabus & recommended textbooks) before drawing schemes of work.					
2	I do joint-scheming with members of my department.					
3	I refer to my termly scheme of work and records work book before planning for any lesson.					
4	I identify the lesson objectives before drawing a lesson plan for each lesson.					
5	The school has a standard template for scheme of work and is availed to teachers for use					
6	I select the teaching aids and instructional materials based on learners' age group and their abilities to learn					
	<b>Lesson execution</b>					
1	I get to class for lesson on time and leave at the end of lesson time					
2	For my lessons, I engage learners to set ground rules.					
3	For each lesson, I review the previous lesson					
4	I clearly explain the lesson objectives to the learners at the start of each lesson					
5	I build each of my lessons on the learners' pre-requisite knowledge and skills					
	<b>Post lesson execution</b>					
1	I balance the use of both formative and summative assessments					
2	I use both reliable and valid items for each assessment					
3	I provide timely feedback for each assessment					

4	I accurately keep every record related to my work as a teacher					
5	At the end of a lesson, I evaluate it to determine its success and areas that need improvement					
6	I always stay at school after class for students to consult me					

**I appreciate your participation**

### **Appendix III: Interview Guide for Secondary school Head teachers**

1. How does work overload undermine the quality of teaching in the government aided secondary school you head?
2. How does student misbehavior affect the quality of teaching in the government aided secondary school you head?
3. How does large student diversity hinder the quality of teaching in the government aided secondary school you head?

**Appendix VI: Krejcie & Morgan's Table for Determining Sample Size**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	120	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100,000	384

N stands for population and S for sample size.

**Source: Krejcie & Morgan Krejcie (1970)**

## Appendix V: Research Introductory Letter



Date: 27<sup>th</sup> March 2023

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: IBRAHIM ZIRABA-MUZAALE- 21/U/GMED/14703/PE**

This is to attest that Ibrahim Ziraba-Muzaale- 21/U/GMED/14703/PE is a student of the Department of Educational Planning and Management, School of Education, Kyambogo University. He is carrying out research as one of the requirements for the award of the Master of Education in Policy Planning and Management. Accordingly, he needs data and any other information on the topic titled:

**“Teacher’s Job Demands and Quality of Teaching in Selected Government Aided Secondary Schools in Buikwe District, Central Uganda”**

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

Thank you.

  
Assoc. Prof. George Wilson Kasule  
**HEAD OF DEPARTMENT**  
**EDUCATION PLANNING & MANAGEMENT**

**KYAMBOGO UNIVERSITY**  
P. O. BOX 1, KYAMBOGO  
07 MAR 2023