THE IMPACTS OF TEACHERS' WORKLOAD ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN IGUNGA DISTRICT

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION ADMINISTRATION, PLANNING AND POLICY STUDIES (MED-APPS) DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TAZANIA

2024

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation entitled, "*The Impacts of Teachers' workload on Pupils Academic Performance in Public Primary Schools in Igunga District*" In partial fulfilment of the requirements for the award of Degree of Masters of Education in Administration, Planning and Policy Studies

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DECLARATION

I, Elizabeth Kisaka, declare that, the work presented in this dissertation is original. It has not been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Masters of Education Administration, Planning and Policy Studies.

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Signature

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Date

DEDICATION

I dedicate this dissertation to my beloved mother for her support throughout my studies. My dedication also goes to my husband and my little son Samuel Marko John who experienced a lot of displeasure and discomfort when I was busy with research.

ACKNOWLEDGEMENT

First and above all, I praise God for providing me this opportunity and aptitude to proceed successful. In the process of writing this dissertation, he has provided me with all that was needed to accomplish it. I could never have done this without the faith I have in him. The almighty God has been my strength and guide in my research journey, without him I would not have the wisdom and physical ability to do so.

To the highest degree I am grateful to many people in completing this dissertation. Since is not possible to mention them all, I will mention only a few. I first, extend my gratitude to Dr. Flora Kiwonde for her endless support and encouragement. Without her time, her expertise and feedback for my proposal and research report, I would not have been able to complete my work. God bless the works of her hands.

Secondly, I extend my recognition to the District Executive Director for the approval to collect data from primary schools available in Igunga district. I also acknowledge greatly all WEOs, primary school head teachers and teachers in Igunga district who participated in this research.

ABSTRACT

The purpose of this research was to investigate the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga district. The study was guided by four objectives.This study employed convergent parallel mixed-methods design. Questionnaires, face-to-face interviews, documentary review and observation schedules were the tools used to collect data from head teachers, teachers, Ward Education Officers and the District Primary Education Officer who were 94 in total. Quantitative data were analysed using descriptive methods with the help of SPSS. Thematic analysis and Content analysis method were employed for qualitative data, documents and observation schedules respectively. Research findings revealed that majority of teachers had huge workload. Furthermore, research results indicated that, many pupils did not perform well in their national examinations because teachers did not teach satisfactorily due to huge teaching load, large class size and many non-teaching responsibilities assigned to them. Furthermore, research results revealed challenges which emerged from huge work load including poor preparation of lessons, teachers failed to make follow-ups of pupils who had difficulties in learning, and inadequate assessment of pupils. Respondents suggested strategies to minimize huge workload namely: to employ additional full time teachers, and/ or part time teachers, the government to distribute teachers according to the demand in each school, and to employ school bursars. Therefore the researcher recommends that the government to construct additional classrooms to reduce class size and employ more teachers in each school to reduce a heavy teaching load and the further study to be done on the extent of the impact resulting from the huge workload in the whole district of Igunga.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

DPEO   District Primary Education Officer

PCR   Pupils Class Ratio

PO-RALG   President's Office, Regional Administration and Local Government

PQTR   Pupils Qualified Teacher Ratio

PSLE   Primary School Leaving Examination

PTR   Pupils Teacher Ratio

SFNA   Standard Four National Assessments

SPSS   Statistical Package for Social Science

TPR   Teacher Pupil Ratio

UNICEF   United Nations International Children's Emergency Fund

URT   United Republic of Tanzania

WEO   Ward Education Officer

CHAPTER ONE

INTRODUCTION

1.1   Overview of the Study

This study attempted to investigate the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga district. In order to provide in depth information about the impacts of teachers' workload on pupils' performance, the background discusses in details about teachers' role in enhancing performance in schools in relation to workload carried out during instruction.

1.2   Background to the Study

Teachers' workload in relation to children performance in schools has been an issue of great concern not only to educators but also to researchers in education. Scholars have investigated the extent to teachers' workload affects students' performance in schools (Ruffina, Esther & Anastecia, 2018). Available studies reveal that teachers' workload and student size have significant impact on students' outcomes (Ruffina, Esther & Anastecia, 2018). While some studies indicated that teachers' workload had negative effect on students' academic performance (Ruffina, Esther & Anastecia, 2018); other studies showed that teachers' workload does not affect student achievement (James, 2012). Hence, in research, teachers' workload and class size in relation to students' performance has been an issue of controversy which require careful scrutiny depending to the teaching and learning environment of the school.

Marina, (2012) describes workload as a role overload/personal work extended from single item to multiple duties, and the risk of overload resulted in emotional

exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on the overall organization performance. In education system context, it includes a number of periods taught by one teacher per week as well as construction and marking of internal tests and executing administrative roles. Workload of an employee may be considered as overload or under load. It can be an overload when an employee is likely to perform more than a designated time to accomplish the duties. Consequently, the situation can be stressful as an employee may be needed to work more before the deadline (Amalu, 2013).

On the other hand, academic performance means the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah, 2016). Teachers and education officers quantify achievement by deploying classroom performance and results from standardized tests. There is a relationship between teachers' workload and pupils' academic performance. However, overworked teachers are less likely to bring the energy, insights and resilience, positive and caring relationships that effective teaching requirement in the classroom (Grenata, 2014 in Ayeni & Amanekwe, 2018). These prevailing conditions would definitely show a negative influence on the instructional quality in schools, which may translate into poor attitudes and values, and low academic performance of pupils in primary schools.

Boit et al., (2012) states that, the purpose of education is to equip and help the society in shaping their daily activities. Education is an important sector in national

and individual development. It plays a vital role in creating a country's human resource with high capacity of understanding (Gerald et al., 2013).

In 2014, the Government of Tanzania through the Ministry of Education, Science and Technology introduced a fee-free education policy that pre-primary and primary education free of charge (UNICEF, 2014). The policy resulted to drastic increase in the enrolment in pre- primary and early primary education. The influx of pupils came up with a challenge including a teacher--pupil ratio that was an underlying reason for pupils' poor academic performance (UNICEF, 2014). The rapid increase of the number of primary schools from 16,899 in 2015 to 17,804 in year 2020 and increase of has not been matched by proper mechanisms to ensure that reasonable teachers' workload is provided and maintained the data. For instance, there was an increased enrolment of 8.5% from 9,317,791 pupils in 2017 to 10,111,255 pupils in 2018 (URT, 2018).

Teachers are among the key agents for enhancing high students' academic performance (Mosha, 2006). URT (2004) maintains that the teachers' teaching load per week should be thirty periods and the number of students should be forty per stream (URT, 2018). This enables teachers to perform their roles and duties effectively and efficiently. Tanzania national Pupil Teacher Ratio (PTR) and Pupil Qualified Teacher Ratio (PQTR) for primary education in 2018 were 1:51 and 1:52 respectively. Thus, there is a weakening from 2017 when the PTR was 1:47 and PQTR was 1:48 (URT, 2018). The increase of enrolment also results to the increase of class size which adds workload to teachers. According to URT (2018) curriculum,

PCR should not exceed 40 using pervious norm of class size, and 60 pupils using the new interim class size. In Sub Saharan Africa country like Tanzania, the pupil-classroom ratio (PCR) has risen from 66:1 in 2010 to 77:1, and is especially high in urban areas (92 pupils per class, against 70 pupils per class in rural areas). Only one region (Kilimanjaro) meets the stipulated norm of 40:1, or indeed even comes close. Only one other region (Njombe) has a PCR of less than 50:1 while Geita, Katavi and Mwanza have PCRs of over 100:1 (URT, 2018).

In order to improve pupils' academic performance in public primary schools there was a need to investigate teachers' workload so as to determine the degree of success or failure in teaching and learning process. The current study therefore intended to investigate the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga District, Tabora Region.

1.3   Statement of the Problem

Teaching workload among teachers has been an area of concern in several primary schools in Tanzania. The dispute has been attributed to introduction of a number of primary schools by the Ministry of Education Science and Technology to ensure extensive provision of primary education to reduce the level of illiteracy among the citizens of Tanzania. Consequently, the drastic increase in the enrolment of pupils in primary education has resulted to teachers' work overload and it has been highlighted as one of the underlying reason for pupils' poor academic performance (UNICEF, 2014).

The increase of enrolments and temporary freezing of civil servant recruitment in 2017, there led to the increase of PTR (BEST, 2018). This situation adds workload to teachers. Also there was the decline in PSLE results from 2020 to 2022. Data obtained from the NECTA report available in DPEO office shows that in 2020(81.2%) of pupils in Igunga District passed, in 2021(65.86%) and 2022(64.28%) respectively.Regardless of several outcries all over the country concerning teachers' workload there is limited literature available on the impacts of teachers' workload on pupils' academic performance in government primary schools. The available studies such as Chirimi, (2016), Tarimo, Bahati and Labito, (2020) based on the relationship of teachers' workload and students academic performance in secondary schools. Therefore, in response to this gap, the current study aimed at investigating the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga District, Tabora Region.

1.4 Research Objectives

1.4.1 General Objective

To investigates the impacts of teachers' workload on pupils' academic performance in primary schools in Igunga District Tabora Region.

1.4.2 Specific Objectives

i. To find out the amount of teachers' workload attended per week in primary schools in Igunga District

ii. To determine the relationship between teachers' workload and pupils' academic performance in primary schools in Igunga District

iii. To examine emerging challenges from teachers' workload in pupils in primary schools

iv. To find out strategies to be adopted to solve challenges facing teachers in relation to workload in pupils in public primary schools

1.5   Research Questions

i.   What is the amount of teachers' workload attended per week in primary schools in Igunga District in public primary schools?

ii.   What is the relationship between teachers' workload and pupils' academic performance in public primary schools?

iii.   What are the emerging challenges from teachers' workload in pupils in primary schools?

iv.   What are the strategies to be adopted to solve challenges facing teachers in relation to workload in pupils in public primary schools?

1.6   Scope and Delimitation of the Study

The study investigated the Impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga District. The sample size of this study included 80 teachers, 10 school heads from 10 primary schools, 3 Ward Education Coordinators and the District Primary Education Officer which formed 93 respondents. The study used mixed method approach whereby convergent parallel mixed-methods design was employed. It is common for a research study to have its own limitations thus in this study researcher awaited the difficult to get back all the questionnaires from the respondents and facing uncooperative interviewee.

Nevertheless, this was not as expected   because the researcher made frequent follow-ups with the head of the primary schools, teachers and the WEOs to make it possible.

1.7   Significance of the Study

The study intends to address constrain that affect teachers' workload and subsequently pupils' academic performance. The work will give a road map to the education stakeholders to come up with proper assessment tool to evaluate teachers' workload and pupils' academic performance in primary schools. Besides, the results of the study will assist education policy makers to come up with exceptional and comprehensive solutions to improve pupils' teaching and learning processes as well as their academic performance. The approach will ensure periodic reassessment of teachers' workload and to improve the provision of primary education in public based schools.

1.8   Definitions of Key Terms

1.8.1   Teachers Workload

Teachers' workload describes the amount of time spent teaching and interacting with pupils in and outside the classroom, the time left for preparation and time spent in other co-curricular and the management activities (David, Situma and Natade, 2017). In the context of this study, teacher's workload means the amount of all school related works that have to be done by a particular teacher in public primary schools.

1.8.2 Academic Performance

According to Narad and Abdullah, (2016) academic performance means the accomplishment of a given task measured against present known standards of accuracy, completeness, cost, and speed. In this study, academic performance means noticeable and assessable scores of pupils from the given tasks, tests or examinations both internal and external like Primary School Leaving Examination against the recognized norms.

1.8.3 Public Primary Schools

These are schools that are highly owned and supported by the government in terms of salary of the teachers and supplying teaching-learning facilities like books (URT, 2010). In this study, public mean primary schools which are owned by the government.

1.9 Organization of the Study

The study is organized in six chapters; chapter one draws the introduction of the study, background to the study, statement of the research problem, research objectives, research questions, limitation of the study, significance of the study, definition of terms and organization of the study. The literature review is presented in chapter two which comprises theoretical literature review and empirical literature review, conceptual framework and research gap. Chapter three presents research methodology which concerns study design, research philosophy, research approach, study area, target population, sample size, sampling procedures, data collection methods and instruments, data analysis methods and procedures, reliability and

validity and ethical issues. Chapter four present findings of the study whereas the discussion of the findings is presented in chapter five and conclusions and recommendations are presented in chapter six.

CHAPTER TWO

LITERATURE REVIEW

2.1   Overview of the Chapter

In this chapter, reviewed literature on the impacts of teachers' workload on pupils' academic performance in primary schools is presented. The researcher presented theoretical review which focused on the concept of teachers' workload. Also, it reviewed teachers' workload and pupils' academic performance and theory related to the study.   Moreover, the researcher presented the empirical review followed by research gap and conceptual framework.

2.2   Theoretical Review

2.2.1   The Concept of Teachers' Workload

The teacher is a trained professional with knowledge and skill, as well as a level of competence in the task of teaching and remoulding the children under his care. S/ he is expected to motivate the students to learn and help them mature into responsible adults (Amalu, 2013). On the other hand, the workload is described as tasks performed in the working environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness, anxiety, frustration, pressing, or annoyance. Such reactions would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization (Ayeni and Amanekwe, 2018).

Gwambombo (2013) explained two categories of teachers' workload which are heavy and light workload. Heavy workload is a condition when the teachers work

above their normal working load. Teachers' heavy workload can be contributed by various factors like teaching many periods, class size, lack of teaching facilities, doing administrative and non-administrative stuff. This condition can bring negative effect, such as ineffectiveness and inefficiency during the teaching and learning process. This condition can also bring stress, burnout and poor work-life balance. Teachers who are exhausted by heavy workload are not effective and creative in the classroom as a result teaching and learning processes are affected of which can affect performance of pupils.

Light workload is a condition when teachers work under their normal working load. In this condition, the teachers do not have too many things to do. They do not have many periods to teach and they do not need to do such administrative stuff. This condition may increase the effectiveness and efficiency of teachers during the learning and teaching process (Gwambombo, 2013),.

The levels of teachers' workload have increased in recent years and they are found to be higher compared to other professions (Peters, 2012). Nkweke and Dollah (2011) observed that teachers' workload as the works of academic teachings and administration delegated to teachers to achieve the goals and objectives outlined by the schools. Teachers are always faced with various tasks, roles and responsibilities that must be performed every day. A study conducted by Butt and Lance (2005) on the secondary school teachers found that the burden of non-academic tasks like filling the data, collecting fees and clerical works are the works that are most frequently performed. This shows that although the primary task of the teachers is to

teach, but a lot of their time is allocated to non-academic tasks. The differences in teachers' workload are important in order to understand the impact of the workload on the performance of pupils.

Class size is one among the factors that contributes to teachers' workload. Large class size poses serious challenge to the teaching-learning process as teachers sometimes have real difficulty in dealing with pupils on individual bases. Good class size with enough space gives a room for the teacher to attend to individual pupil (URT, 2018).

Spear et al. (2000) provided the factors that result to teachers' job satisfaction which may be caused by workload in schools. The main factor is working with children whereas job dissatisfaction was primarily attributed to work overload and poor pay. Moreover, the study revealed key factors for workload which are number of pupils and working hours, general classroom conditions, collegial and management support, location, living arrangements and distance to work.

2.2.2   Teachers Workload and Pupils' Academic Performance

Academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. These goals are measured by using continuous assessment or examinations results. Performance can be in percentage of scores, grades or division (Narad & Abdullah, 2016). Literally, there is a correlation between teachers' workload and pupils' academic performance. The literature shows that if the workload is high, the performance of students will automatically be poor (David et

al., 2017). When a teacher has many periods and has to teach the class of over 60 pupils they are faced with the challenges of class control, fail to assess pupils as well as evaluating them. This made difficult to monitor pupils and identify their learning difficulties. The situation discourage teachers hence affects the performance of the pupils in the particular subject.

An increased workload is a problem for today's educators Wakoli, (2013) citing Scotland (2003). Teachers have to deal with large amount of papers like curriculum reorganization, records keeping, developing materials and form filling in which affect the classroom teaching.

2.3   Theory Related to the Study

2.3.1   Social Cultural Theory

Social cultural theory was developed by Vygotsky (1896-1934). Vygotsky's social cultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society.

According to Vygotsky child development is the result of interactions between children and their social environment. For him, there is connection between social interaction and changes in children's behaviour. Basically, a development of students is much depending on interactions amongst children with the help of adults in order to understand the world (Tomasello, et al., 1993 in Ashcraft, 2007).

2.3.1.1 Relevance of Social Cultural Theory in School Setting

The theory is relevant to school setting with regard to teachers' role to pupils. Cultural and social context have great influence in learning through close interactions of peers and adults. In school context, teachers should devote enough time for fostering children cognitive development. This can be done through devoting time in teaching, guidance and counselling, and involving with children in extra curriculum activities such as sports and games. This situation demands reasonable teachers' workload. Hence, when the class is overwhelmed with workloads, teachers cannot be able to interact with pupils and share knowledge; this will eventually lead to pupils' poor academic performance.

Social cultural theory combines the social environment and cognition. It is believed that children acquire the ways of thinking and behaving that make up a culture by interacting with a more knowledgeable person. Vygotsky believed that social interaction will lead to unending changes in a child's thought and behaviour.

2.3.2   Multiple Resource Theory

This theory explains how difficult single-tasks can run into processing difficulties and how dual-task performance is more likely to be hampered by performing similar tasks than dissimilar tasks (Wickens and Holland 2000; Lang, 2000).

In this theory, human beings are   considered with multiple information processors whereby each channel has its own capacities and resources which can be distributed to different tasks and do not interfere with each other. The theory describes that, cognitive workload increases when the same resources need to be utilized for two

tasks to be performed in parallel. Thus, there will be the interference of the tasks hence low performance (Wickens and Holland 2000).

2.3.2.1 Relevance of Multiple Resource Theory in School Setting

The Multiple Resource Theory emphasises that when a person is faced with a multi tasks resources must be added to enable the person to perform those assigned tasks (Wickens, 2002). In case resources are scarce when a person is performing multi tasks, the result will be interference of tasks which will eventually lead to underperformance. In the context of this study, the theory is related to teachers' workload. When a teacher is assigned many tasks to perform such as teaching many periods, marking exercises and tests, having large class size and performing other roles like administrative duties, enough resources are required to enable the person to do them satisfactory.

2.4   Empirical Review

This section review empirical studies related to this study. It enables to examine empirical work related to teachers' workload and pupils' academic performance and establish the knowledge gap that the study seeks to bridge.

2.4.1   Studies Done Outside of Africa

The report of an online survey by Higton et al. (2017) which focused on the workload challenges performed by the England Department of Education in 2016, using a sampling approach based on probability propositional to size, showed that class teachers and middle school administration in elementary and secondary schools spent an average of 33 hours per week on non-teaching activities. Also, they spent

about half of this time on planning and preparing classes individually either at school or outside the school. The report shows that, teachers use most of their time on non-teaching activities which caused negative impacts on them and their teaching activities hence poor performance of pupils.

Also, a study by Thompson (2015) showed that heavy workloads have negative effects to the psychological well-being of teachers. Also, it is confirmed that there is a relationship between class size and teacher workload which affects learning process. Large class size affects understanding of students hence fail to perform well academically (Carter and Nicho, 2012).

Suswati et al, (2022) conducted study on female teacher workload, problem, and social competence. The sample size involved 78 female secondary school teachers in Tanah Datar Regency. Data were collected through Google- form and analysed through descriptive statistic. The results indicated that female teachers faced a number of challenges as a result of the enormous burden they carried both at school and at home.

The study by Rahman and Avan (2016) was carried out to examine the relationship between workload and performance of university teachers of Bangladesh. 423 teachers from different categories of fifteen university were choosen through convenience sampling.The results of this study showed that there was a correlation between workload and teachers performance. Also the study indicated that to perform better, workload management should be appropriate and adjusted. The study is necessary to this as it dealt with workload. As it was conducted at university level it is difficult to apply the findings in primary schools. Also the study correlated

teaching workload and teachers' performance while this study focused on the impacts of teachers' workload on pupils' academic performance

2.4.2 Studies Done in Africa

In the study carried out to examine teachers' workload and its implication on students' academic performance in secondary schools in Akoko North East Local Government of Ondo State, Nigeria, Ayeni and Amanekwe (2018) adopted a descriptive design of the survey whereby 12 schools were selected through stratified random sampling. The study involved 120 teachers and 12 principals whereby self-constructed questionnaire were used to collect information. The finding indicated that teachers' workload is high in teaching. The investigation is necessary to this study as it was conducted in Nigeria; the findings cannot be applied because the environment of Tanzania and that of Nigeria are not the same. Also the study was done in secondary schools and employed descriptive design while the present study was done in primary schools and employed convergent parallel mixed-methods design.

On the other hand, Mohamed and Nkomo (2023) carried out the study to discuss the influence of teachers' workload on the effective delivery in teaching content in Mogadishu secondary schools, Somalia. The findings indicate that the amount of time teachers have to prepare lessons is a key obstacle to teaching efficiency. The findings also identified many factors that contribute to teachers' excessive workloads, including the volume of paperwork they deal with, the length of time it takes to complete records forms, and teachers' participation in extracurricular activities.

2.4.3 Studies Done in East Africa

David, Situma and Natade (2017) conducted research on influence of teachers' work load on pupils' academic performance in public primary schools in Nandi north sub County, Kenya. The study adopted descriptive survey research design. The target population was 172 head teachers and 1302 teachers. The sample size was 17 Head teachers and 93 teachers. The investigation was necessary for this study as it dealt with teachers' workload and pupils' academic performance. The findings revealed that there was high teaching workload which led to tiresome preparation of teachers in discharging their teaching duties hence lower performance in National examinations. The study also indicated that teachers had no enough time for professional development and workload condition were not favourable hence pupils' academic performance was affected.

A study by Mang'uu, Paul and Kimani (2021) was carried to determine the effects of teaching work load on teacher performance in public secondary schools in Kitui County in Kenya. This study employed mixed methods approach and descriptive survey research design. The sample size for this study involved a total of 428 respondents. Data was collected using questionnaires for teachers, interview schedules for principals and document analysis. The study established that there is statistical significant relationship between teaching workload and teacher performance. The study concluded that teachers felt they had a high teaching workload thus lacking sufficient time for lesson preparation. The study is necessary to this as it dealt with workload. As it was conducted at secondary schools and based on teaching load it is difficult to apply the findings in primary schools. Also the

study correlated teaching workload and teachers' performance while this study focused on the impacts of teachers' workload on pupils' academic performance. Also the study was carried out in Kenya and employed descriptive survey research design while this study was carried out in Igunga District in Tanzania and employed convergent parallel mixed-methods design.

On the other hand, Wakoli (2013) carried out research on the effects of workload on the teachers' performance in Kanduyi Division, Bungoma District. The study adopted descriptive research method. The sample involved 24 head teachers, deputy head teachers, senior teachers 76 teachers and three education officers. The finding revealed that the problem of teachers' workload is real. The study is significant related to the present exploration research as it also focused on workload and it was conducted in primary schools. However it leaves several gaps unaddressed. It is difficult to apply the finding of this work as the environment of Kenya is different to that of Tanzania. Also, the study carried based on the effects of workload on the teachers' performance while this study focused on the impacts of teachers' workload on pupils' academic performance.

Moreover, Rose and Sika, (2019) conducted the study to determine the influence of teachers' workload on student's academic performance in secondary schools in Suba Sub-County. The study used descriptive and correlation survey design. The Study population comprised 33 secondary schools with 33 Head teachers, 164 teachers and 1,035 form four students. Stratified sampling was used to determine sample size which comprised of 311 Form Four students, 49 teachers and 30 head teachers. The

study revealed that for every one unit increase teacher workload, there was a decrease in pupils' academic performance. The study is necessary to this study as it dealt with teachers' workload and students' performance. As it was conducted in secondary schools in Kenya the findings cannot be applied in primary schools in Tanzania. Also the study employed descriptive and correlation design while the current study employed convergent parallel mixed-methods design.

2.4.4   Studies Done in Tanzania

A study by Chirimi (2016) was carried out to examine the impacts of teachers' workload allocation on teaching and learning effectiveness of science subjects in secondary schools. The study employed case study design. The sample size involved 101 respondents. The report showed the increase crisis in teachers' workload allocation to science teachers and has been identified as consequences to the poor academic results among students in secondary schools in Tanzania. This investigation was important to this study but since it was conducted in secondary schools and based specifically in science subjects it was necessary to be done in primary schools as there is no subjects' specialization and also administrative duties varies.

Another study by Tarimo, Bahati and Labito (2020) was carried to establish the relationship between teachers' workload and class size and students academic performance in selected secondary schools in Singida Urban. The study was guided by three objectives and hypothesis and employed correlational cross-sectional design. The study sample size involved 294 who were randomly selected. The study

indicated that class size was positive correlated with students academic performance and there was no significant relationship between teachers workload and students' academic performance. This study was necessary to this investigation as it was conducted in Tanzania and Singida Urban is nearby Igunga District. As it was conducted in secondary schools the findings cannot be applied in Primary schools. Also the study was guided by hypothesis and employed co-relational cross-sectional design while the current study was guided by objectives and employed convergent parallel mixed-methods design.

2.5   Research Gap

The implementation of fee free education policy in 2016 resulted to the increase of enrolment in primary schools. The increased enrolment does not match with the quantity of teachers as the number of teachers' recruited decreases. Most of the studies done on teachers' workload in Africa were from Nigeria and Kenya and very few were done in Tanzania such as Gwambombo (2013), Chirimi (2016) and Tarimo et al. (2020). Also, most of the studies were done in secondary schools. There is limited literature and information on the relationship between teachers' workload and pupils' academic performance in public primary school in Tanzania. The methodological approaches used, study areas and scope did not offer generalization of the results. This existing gap inspires this research to be carried out.

2.5   Conceptual Framework

The framework below brings clearly researcher's composition on demonstrating a problem on the impacts of teachers' workload on pupils' academic performance. It shows the relationship between independent and dependent variable. Independent

variable is workload of teachers and dependent variable is pupils' academic performance. The academic performances of pupils depend on the workload amount of a teacher, how heavy or light the workload is, the challenges emerged from it and strategies used to solve the emerged challenges. If the workload is heavy the performance will be poor and if it is light performance will be high because teachers will have enough time to help pupils in their learning.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE
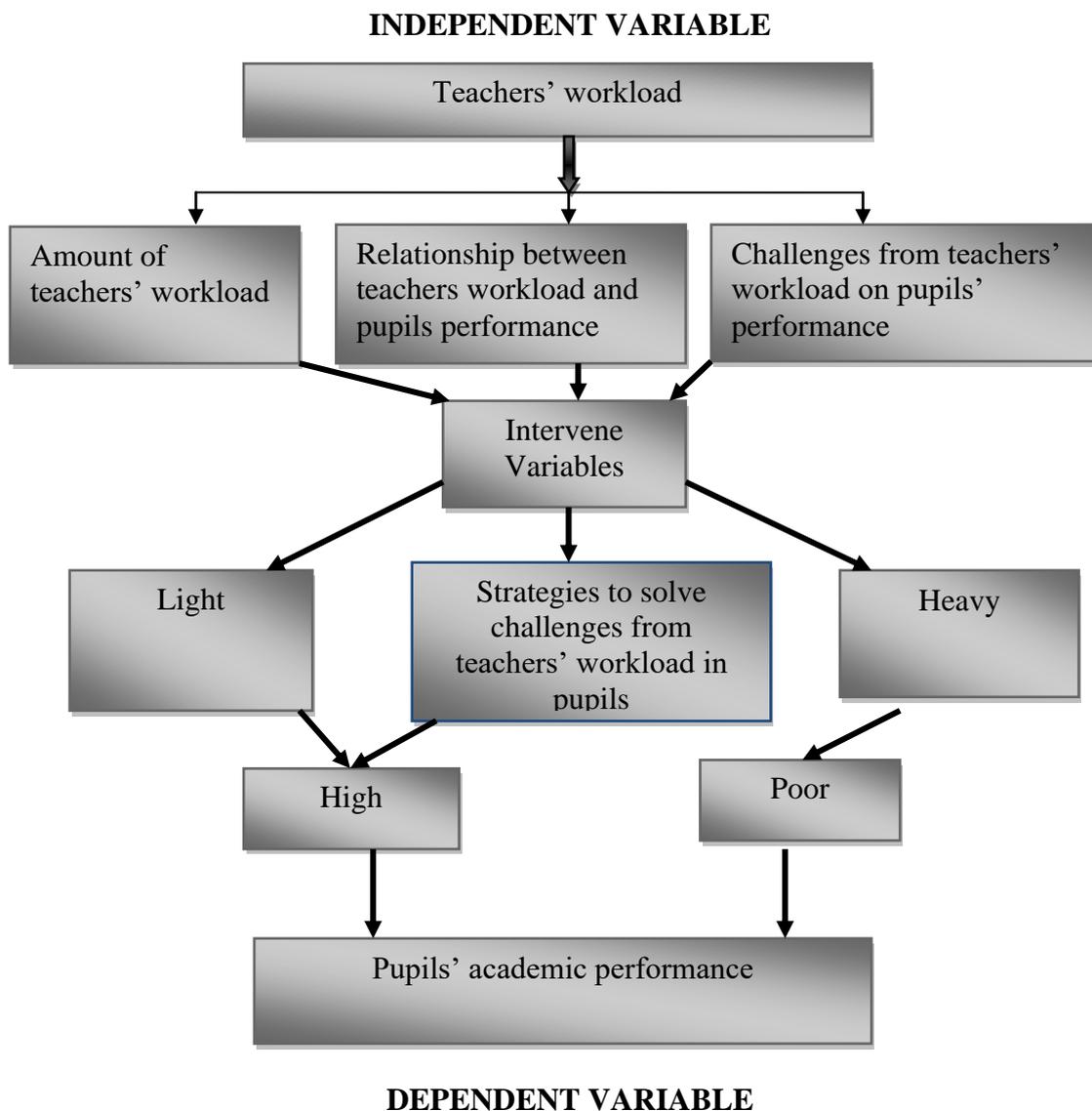
Figure 2.1   Conceptual Framework

Researchers' Own construct

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

In investigating the impact of teachers' workload to primary school carefully selected systematic research methods were employed to meet the research objectives. The section begins by describing the philosophical underpinnings which informed the study, followed by the research approach and design. The chapter also describes the study location, population, sample and the procedures used to obtain the area and participants of the study. Further, the chapter ends with the description of data collection methods and research instruments, data analysis plan and consideration of ethical issues.

3.2   Philosophical Underpinnings of the Study

Philosophical paradigms guide the alignment of the research with regard to the paradigm, such as positivism, constructivism, or pragmatism in which it belongs to (Jennings, 2009). In this regard, this study employed pragmatist research paradigm. The pragmatist paradigm mixes the tenets of both constructivism and positivism. The positivists believe in objectivism in which reality is that obtained through experimentation. In respect to this study, the positivism paradigm sought to find quantitative data on the amount of teachers' workload per week and compared the prescribed number of workload by the Ministry of Education, Science and Technology. Conversely, The constructivism paradigm attempts to understand a phenomenon from an individual perspective, investigating interaction among individuals and people's life experiences (Creswell, 2014). In the context of this

study, the researcher examined the relationship between teachers' workload with pupils' academic performance. Correspondingly, the constructivism paradigm examined teachers' challenges in managing teaching workload in school. The use of both the positivism and constructivism in pragmatism enabled the researcher to uncover, addressed and answered the research problems derived from qualitative and quantitative data.

3.3   Research Approach

This study employed a mixed methods research approach to examine the impacts of teachers' workload to pupils' academic performance. The approach was adopted because neither the quantitative nor the qualitative method alone was sufficient enough to capture both the qualitative and quantitative data. In the context of this study, the quantitative data was used to gather information about the amount of teachers' workloads in primary schools.   Conversely, the qualitative data were gathered   about the relationship between teachers' workload and pupils' academic performance; and challenges teachers face in managing workload assigned.

3.4   Research Design

This study employed convergent parallel mixed-methods design. The study collected both quantitative and qualitative data. After data collection, the two sets of data were analysed separately, combined them subsequently and then interpreted sensibly (Creswell, 2014). In the context of this study, quantitative data concerning the amount of teachers' workload was analysed in quantitative terms and interpreted separately then merged, combined with qualitative data for interpretation. Correspondingly, qualitative data about perceived relationship between teachers'

workload and academic performance and emerging challenges about teachers' workload was coded, put into themes, interpreted, then results were merged with quantitative data as aforementioned.

3.5 Study Area

The study was conducted in Igunga District, Tabora Region. It involved all public primary schools. Three reasons justified the selection of Igunga District as the study area. First, remote districts are faced with scarcity of teachers due to unwillingness of recruited staff to report to working station (Boniface, 2016). Hence, it was anticipated that the areas face serious shortage of number of staff due to geographical position. Secondly, according to standard seven National Examinations Council results, Igunga district did not perform well in NECTA 2019 and 2021. Thirdly, the researcher resided in Igunga District hence familiarity of the environment that makes data collection to be easily conducted and monitored throughout the study.

3.6 The target population of the study

The study population comprised of 1312 public primary school teachers in Igunga District including Heads of schools from 139 schools, 35 ward education coordinators from 35 wards and District Primary Education Officer. The groups were selected because they are the key stakeholders of pupils' academic performance in public primary schools.

3.6 Sample of the Study

This study used sample size of 94 respondents which included 80 teachers from public primary schools, 10 heads of schools, 3 ward education coordinators and 1 District Primary Education Officer. The study obtained a sample size of teachers,

heads of schools and Ward Education Coordinators from 1311 entire population. The
sample size was derived by using Slovin's formula extracted from Das et.al (2016)

$$n = \frac{N}{1+N(e)^2}$$

Whereby n = sample size, N = total population, $(e)^2$ = marginal error (e = 0.1
constant) and 1 = constant.

Therefore, in this study N = 1311 which is the sum of 139 head teachers, 35 ward
education coordinators and 1137 teachers.

n = (N) / [1+N ($_e^2$)]

n = (1311/ [1+1311(0.1²)]

n = (1311)/ [1+13.11]

n = 1311/14.11

n = 92.91

n $\approx$ 93

3.7 Sampling Procedures

This study involved both probability and non-probability whereby in probability
sampling, simple random sampling technique was used while in non-probability
sampling, purposive sampling technique was employed to obtain a sample of the
study.

3.7.1 Purposive Sampling Technique

Purposive sampling is the sampling technique in which the primary consideration is
the researcher's judgment as to who can provide the best information to achieve the
objectives of the study (Kumar, 2011).Selection of purposive sampling technique
enabled the research to get rich informed cases by targeting ingividuals who are

particularly knowledgeable and experienced about this study. In this study, this sampling technique was used to select sample of District Primary Education Officer, Ward Education Coordinators and heads of schools.

3.7.2 Simple Random Sampling Technique

The researcher employed simple random sampling technique to select 10 schools from 139. The researchers wrote the names of all schools from Igunga District in pieces of papers and fold them. The researcher put the pieces of paper within the container and mixing them properly. The researcher picked 10 pieces of papers randomly from the container. The 10-pointed schools were used by the researcher to collect data from their teachers. The technique also used to select 80 teachers from the selected public primary schools where lottery method was used. Teachers were required to pick a piece of paper from the mixed paper written number 1 or 2. Those who picked paper written number 1 were included as the sample of the study. The researcher used this technique because every teacher had an even chance of being selected in the sample.

3.8 Data Collection Methods and Procedures

Four main techniques of data collection were used to collect both primary and secondary data on teachers' work load in primary schools. They included documentary review, interview, questionnaire and observation.

3.8.1 Documentary Review

This method was used in   data collection from carefully written official school records on documents for the purpose of enabling researcher to cross-check the

consistency of information collected through questionnaires and interviews (Borg & Gall, 2007).

In this study, the researcher collected school documents including staff meeting minutes, appointment files, and weekly duty tasks and teaching allocation documents. The researcher also sought data from continuous assessments which was obtained from academic office. Other documents were Standard Four and Seven National Examination results from 2020 to 2022 from NECTA reports available in the respective schools. The reviewed documents provided insights about workload assigned to teachers in respective primary schools.

3.8.2 Interviews

The researcher used interview schedules to collect information from ward education coordinators to collect information about the impacts of teachers' work load on students' academic performance. Both structured and unstructured questions were used to guide the interview. These helped to clarify some issues that are observed in this study. Kothari (2014) argues that interviews entail collection of data from careful discussion between the researcher and respondents. This method was used to collect data from DPEO, head of schools and ward education coordinators. During interview schedules, the researcher recorded the respondents through sound recorder and by taking notes for further reviewing. The method was employed as it enabled researcher to get a deeper understanding of the study.

3.8.3 Questionnaires

In this study questionnaires were employed to collect data from primary school teachers from the selected public primary schools. Questionnaires consisted of both

open and closed ended items. Standardized questionnaires were administered to primary school teachers. This method helps to gather important information required in the field but it should be handled with care (Debois, 2019). The researcher used this method as it provided respondents with more time to give well the required information for this study.

3.8.4 Direct Observation

Direct observation method was used to validate some information collected through questionnaire and interviews. The study used a checklist to observe the whole situation of teachers work load in primary schools. This method was intended to give the researcher first-hand information.

3.9 Validity of the instruments

Validity of research instruments deals with the accuracy of the instruments to measure what is supposed to be measured (Creswell, 2014). This study used face and content validity in which the judgment that an instrument is measuring what it is supposed to measure was primarily based upon the logical link between the questions and the objectives of the study. This helped researcher to ensure trustworthiness of the instruments.

3.10 Reliability of the instruments

Reliability in research is concerned with the consistency of instruments in measuring what they are supposed to measure (Creswell, 2014; Gay et al., 2012). Keeping in view to this rationality, the researcher conducted pilot study to test instruments which were used in the study, and triangulation of research instruments.

3.9.1 Pilot Study

It is important to pre-test the research instrument so as to identify questions that do not give useful answers related to research problem (Nashwa et al., 2018)**.** Before actual field work, a pilot study was conducted to test the quality of the research instruments which were used to see if the research questions met objectives of the study.

3.11 Data Analysis and Presentation

In this study the analysis of data based on the type of data collected and the nature of the study objectives. Both quantitative and qualitative methods of data analysis were employed. Quantitative data was coded, entered into the computer and analyzed using IBM SPSS Version 20. Furthermore, both descriptive and inferential statistics were used. Under the descriptive statistics, the Mean, Standard Deviation (SD), tables and graphs were generated.

Qualitative data were organized in broad themes, labelled, summarized and analyzed qualitatively in accordance with the purpose of investigation by using Thematic Analysis (TA) method of analysis. Themes in qualitative data were coded and processed. Thematic analysis enabled the researcher to group respondents' responses into different themes according to the meaning they convey which reduced data into manageable summary for analysis. A Content Analysis (CA) method was employed for the analysis of documents reviewed.

3.11 Ethical Considerations

The permission to conduct this study was obtained from the Director of Postgraduate Studies of the Open University of Tanzania and District Executive Director (DED) of

Igunga district. The researcher also sought a permit letter from the authorities for introduction to the respondents of the study. During data collection process, the participants were informed the purpose of the study. Similarly, the researcher ensured confidentiality by maintaining the anonymity of the respondents. In this regard, the respondents' names, as well as school names, was not mentioned anywhere in the result and report.

CHAPTER FOUR

FINDINGS

4.1   Introduction

Chapter four is made up of the following subsections: Bio-data, data analysis and presentation of data gathered from the field to be able to answer the research questions raised in chapter one. The chapter four as well attempts to fill in the gaps identified in the review of the related literature.

4.2   Bio-data Information

This part thought to find out the characteristics of the respondents. Bio-data information came from administered questionnaires to respondents who participated on filling in them, whereby 80 questionnaires were filled in. The variables in the bio-data of respondents included sex, age, academic qualifications and experience in teaching. Table 4.1 indicates the summary of bio- data information of the respondents.

Table 4.1: Bio-data information

Respondents characteristicc		Frequency	Percentage
Sex	Male	39	48.8
	Female	37	46.3
Age	26-30 years	10	12.5
	30-36 years	32	40
	36+ years	36	45
Academic qualifications	Certificate	38	47.5
	Diploma	20	25
	Degree	5	6.3
Experience in teaching	0-4 years	3	3.8
	5-9 years	14	17.5
	10-14 years	30	37.5
	14+ years	21	26.3

Table 4. 1 indicates that male respondents were almost the same in proportion with female respondents, 51. 3 percent (n = 80) of them, that is, 39 were male respondents and 37 which is 48.7 percent (n = 80) were female respondents.

The table also shows that, a big number of respondents, which amounted to 36 teachers who participated in the present study had more than 36 years old, that is, 45 percent (n= 80) of teachers were above 36 years old and the minority, who were 10 teachers, which is 12.5 percent (n = 80) were in between 26-30 years old. This implies that teachers were young adults who were more energetic and could commit

themselves in teaching thus they were able to provide information on the impacts of teachers' workload on pupils' academic performance in public primary schools.

Research results further revealed that majority of teachers were certificate holders that is, 60.3 percent (n = 80) of teachers were certificate holders, while a few were degree holders, that is, 7.9 percent (n = 80). This reveals that teachers were qualified for teaching thus they were able to give out necessary information about the impacts of teachers' workload on pupils' academic performance in public primary schools. The finding also implied that professional development programs should be held to teachers in public primary schools in order to provide them with new skills and knowledge toward their carrier.

Lastly on bio-data, research results indicated that, majority of teachers who participated in this study, that is, 30 teachers who comprised 44.1 percent (n = 80) had between 10-14 years of experience, while only three (3) teachers who made 4.4 percent (n= 80) had between 0-4 years old experience in the teaching profession. This implies that teachers had enough experience in teaching in such a way that they were capable of providing information about the impacts of teachers' workload on pupils' academic performance in public primary schools.

4.2   Amount of teachers' workload per week

Research findings about teachers' workload given in Figure 4.1 indicated that 44 out of 80 teachers, who constituted 55 percent, stated that they had more than 30 periods per week, 21(26.25%) said they had between 26 – 30 periods, 9 (11.25%) said they had between 20 – 25 periods while just 6 out of 80 teachers, which is 7.5 percent said

they had below 20 periods per week. These research findings imply that teaching was hectic in these primary schools.

Figure 4. 1: Number of periods per week
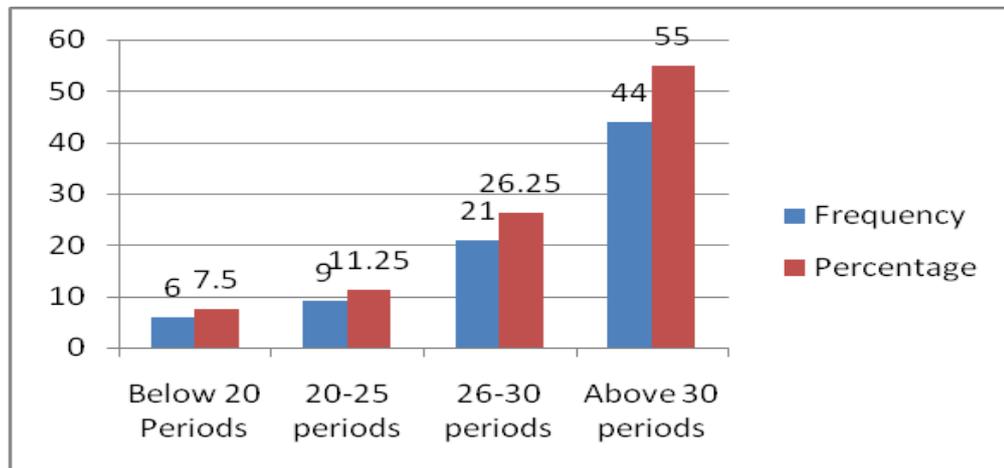
Source: Research data, 2023

The researcher also used documentary schedule to determine the average number of periods taught by each teacher. Table 4.4 indicates average number of periods each teacher taught per week in every school participated in the present research. Data were obtained from the teaching allocation files available at each school.

Table 4. 2 Average teaching load from allocation files

School	Average periods per week
SI	30-32
S2	42
S3	35-40
S4	32-36
S5	28-32
S6	Above 30
S7	30-40
S8	15-20
S9	15+
S10	18-24

Source: Research data, 2023

4.2.2   Number of Pupils Taught per Class

In this sub-section the respondents were asked to point out the number of pupils taught per class. As shown in table 4.3, the research findings indicated that majority of classrooms had large number of pupils as 65 respondents equivalent to 64.8 percent (n= 80), said that most of the classrooms they were teaching had more than 100 pupils. This implies that number of pupils taught per class was beyond stipulated number thus added workload to teachers.

Table 4.3 : Number of pupils taught per class

Class size	Frequency	Percent
45-60 pupils	6	7.5
61-100 pupils	19	23.8
100+ pupils	46	57.5
Total	71	88.8

Source: Research data, 2023

Strangely, when teachers were asked about the frequency of testing their learners, about half of them respondents, that is, 44.3 percent responded that they commonly offered weekly tests despite the big number of pupils per class. These findings are indicated in Table 4.4, whereby 31 teachers said they offered weekly test.

Table 4.4 :Testing frequency

Testing frequency	Frequency	Percent
Weekly	31	38.8
Monthly	31	38.8
End of the term	7	8.8
Not at all	1	1.3
Total	70	87.5

Source: Research data, 2023

It can be simply deduced that teachers had heavy teaching load per week, because some had 40 periods a week, which is big teaching load. The standard teaching load stipulated by the Ministry of Education is 30 periods per week for each teacher. Research findings from administered interviews to head teachers still indicated mixed findings about teaching loads in their various schools. For instance, some of the head teachers said:

> *"...teachers provide weekly tests to standard IV and VII and monthly tests for the rest of the class but, the load is high because teachers have a lot to perform and the number of pupils in each class is too large". (Head teachers, school 1, 3, 9)*

Other school head went further complaining about teachers' huge workload, S4 interviewee had this to say

> "*The workload is high because teachers in this school have many subjects to teach so they use a lot of their time and most of the time use on marking assignments at home*". (*Filled Data, 2023*)

Commenting the effect of high work load, one head teacher complained that, heavy workload affected the overall teaching and learning process, as indicated in the below responses from a number of head teachers:

> "*The workload is very high…it is not easy for a teacher, for example some carry four (4) teaching subjects, and you might find a class having 190 pupils…it is also difficulty for each teacher to be able to mark all pupils' exercises in a day or marking given tests within a week*". (Head teacher, school 6)

In addition to the teaching and marking responsibilities, teachers are assigned various non-teaching responsibilities including administrative duties, guidance and counselling, acting as heads of the class/class teachers, and sports masters/mistresses. These various additional responsibilities add to the workload of the teachers. For example, a head teacher from school 5 said about other non-teaching responsibilities assigned to teachers:

> "*Yes, teachers are assigned responsibilities in addition to teaching which include being a school accountant/bursar, guidance and counselling, sports and games teacher, scout teacher, school quality assurance teacher, and meeting secretary teacher*". (Head teacher, school 5)

Another school head teacher as regards to teaching load mentioned the following responsibilities in addition to teaching, some of the responsibilities were similar to that mentioned by the head teacher from school 5.

> "*Yes, in addition to teaching, a teacher may be assigned these non-teaching responsibilities: store keeping, school bursar, guidance coordinator, quality assurance, statistician, pupils' ambassador, guidance and counselling*". (Head teacher, school 5)

Research findings from questionnaires administered to teachers indicated that majority of teachers, 79 teachers, supported positively the argument that they had a huge teaching load.

Additionally, from questionnaires administered to teachers, 79 out of 80 teachers, which is 98.8 percent supported confidently that teachers had a responsibility of supervising various pupils' assignments including exercises, tests and examinations in addition to teaching as indicated in Table 4. 5.

Table 4. 5 : Supervision of pupils' assignments

	Frequency	Percent
Strongly Agree	71	88.8
Agree	8	10.0
Total	79	98.8

Source: Research data, 2023

Research results from interviews administered to Ward Executive Officers (WEOs) as well indicated that teachers in their respective wards carried big working load caused by many periods assigned to the teachers and classrooms had a large number of pupils. For instance WEO III said:

> "*The workload is very high because teachers have many periods and the classrooms are too large for them as they comprise many pupils*". (WEO III, Igunga district)

Another WEO also supported the argument that teachers carried heavy teaching workload due to a number of responsibilities assigned to them. The WEO said:

> "*Teachers have a lot of non-teaching responsibilities to perform, in addition they have many periods and the classes are very large*". (WEO I)

When the same question was raised to the District Primary Education Officer (DPEO) in an interview, the DPEO also supported the arguments raised by WEOs that, teachers carried heavy workload because they have to teach in addition to performing other non-teaching responsibilities which included supervising pupils discipline, cleanliness, supervision of construction of toilets, and supervising examinations and tests assigned to them. This is what the DPEO stated:

"The workload is very heavy because teachers have many subjects and many periods to teach including other responsibilities to perform plus supervising pupils discipline, cleanliness, supervision of construction of toilets, supervising examinations and tests to mention a few". (DPEO, Igunga District)

One of the responsibilities in addition to teaching that emerged strongly from questionnaires that were administered to teachers is administration duty as given in Table 4.6. Majority of teachers, that is, 78.8 percent of the teachers (n= 80) who filled in questionnaires supported the argument that administrative responsibility added a heavy workload to the teaching load that teachers carried.

Table 4. 6 : Administrative duties

	Frequency	Percent
Strongly Agree	46	57.5
Agree	17	21.3
Disagree	13	16.3
Strongly Disagree	4	5.0
Total	80	100.0

Source: Research data, 2023

In general, research results from questionnaires administered to teachers, the interviews carried out with head teaches, Ward Executive Officers and the District Primary Education Officer revealed that teachers carried a heavy workload including teaching large classes, supervising pupils discipline, cleanliness, supervising examinations and tests. These research findings imply that, heavy workload constituted by teaching and non-teaching responsibilities to the large extent limited teachers to perform the teaching process effectively and efficiently.

4.3.2 Relationship between teachers' workload and pupils' academic performances

Table 4. 7 and 4.8 are research results from documents extracted from the National Examination Council of Tanzania, which were available in the DPEO 'office for three years consecutively, that is, year 2020, 2021 and 2022 and summarised in form of Table 4.7 and 4.8. To start with, examining the Standard Four National Assessment (SFNA) results for three years consecutively, that is, 2020, 2021 and 2022; pupils' performance gives a dull picture. The examination results for the year 2020 were somehow satisfactory because a good number of pupils scored grade A, B and C. In the year 2021 SFNA was a bit not as good as in 2021, because very few pupils scored grade A and B and the majority scored C, D, E grades. The year 2022 was a bit similar to that of 2021, whereby majority of pupils scored grades C, D and E.

The big question which can be posed as to why many pupils in did not score grade A and B in their SFNA is this, does big teaching load to teachers contribute to low performance of pupils in their SFNA? The most likely reasons might be those given above which include: large number of pupils per class, heavy workload to teachers and few exercises offered to pupils.

Table 4.7 : **Standard Four National Assessment Results (SFNA)**

SCHOOLS	2020					TOTAL	2021					TOTAL	2022					TOTAL
	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E	
S1	5	50	70	5	0	130	0	16	68	42	15	141	4	50	66	48	16	184
S2	6	53	31	8	0	98	1	12	34	41	7	95	0	5	16	42	44	107
S3	0	21	69	40	13	143	0	6	23	40	41	110	0	3	15	42	70	130
S4	3	15	36	29	7	90	0	4	13	32	31	80	0	0	4	30	58	92
S5	12	6	101	49	7	175	2	69	146	49	16	282	3	41	181	90	44	359
S6	4	86	109	71	8	278	1	52	86	35	13	187	0	18	67	66	27	178
S7	0	5	32	60	12	109	0	4	29	43	26	102	0	3	22	33	10	68
S8	25	23	12	0	0	60	0	0	5	34	23	62	6	29	6	5	15	61
S9	3	44	18	11	0	76	0	8	17	36	51	112	0	3	34	55	43	135
S10	24	15	8	3	0	50	0	8	15	9	10	42	0	14	16	16	4	50

Source: Research data from DPEO' office, 2023

Despite the fluctuation of performances in National assessments, schools tried their best to correct the situation. In the documentary schedules, several minutes agenda were on improving the Reading, Writing and Arithmetic skills; the 3Rs for the lower classes, particularly, standard I, II and III. Additionally, minute's agenda focused on improving learning performance in the PSLE particularly to make each learner at least score grade C and for the SFNA, each learner to score least D grade.

Coming to Primary School Leaving Examination results (PSLE) for the three consecutive years shown in Table 4.8, offered mixed characteristics. In 2020, a good number of pupils scored grade B and C, these are good results. In 2021 a good number of pupils scored grade C and D, these are somehow less satisfactory results. In 2022 many pupils scored grade B, C and D, which are bit satisfactory results.

Table 4. 8 : Primary School Leaving Examination Results

SCHOOLS	2020					TOTAL	2021					TOTAL	2022					TOTAL
	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E	
S1	0	49	20	0	0	69	1	20	39	1	0	61	2	46	57	5	0	110
S2	5	22	5	2	0	34	0	11	29	7	0	47	0	5	35	16	0	56
S3	0	10	17	2	2	31	0	4	34	38	0	76	0	5	29	69	0	103
S4	0	28	16	5	0	49	0	1	8	33	3	45	0	0	3	84	10	97
S5	0	55	97	10	0	162	3	73	102	3	0	181	3	148	181	17	0	349
S6	0	21	73	13	2	109	0	14	110	19	1	144	3	37	96	26	0	162
S7	0	15	13	7	0	35	0	6	42	14	0	62	0	3	33	34	1	71
S8	0	19	1	0	0	20	0	0	8	18	1	27	0	7	19	16	4	46
S9	1	24	12	8	1	46	0	1	34	16	1	52	0	3	19	35	6	63
S10	0	23	4	1	1	29	0	0	12	11	0	23	0	19	16	10	0	45

Source: Research data from DPEO' office, 2023

Generally, only pupils who score grade A, B and C are admitted in public owned secondary schools. Therefore, it could be expected that there is a good number of pupils who did not make it to secondary education, unless their parents sent them to privately owned secondary schools. The same question could also be asked here, is the low pupils' academic performance caused by huge workloads teachers bear?

Research findings from interviews and administered questionnaires attempted to give evidence about pupils' performance in visited schools for research.

Research results from school head teachers in school 1, 2, 3 revealed that too much workload of teachers could have a direct negative impact on pupils' performance. The head teachers stated as follows:

> "*Yes, when teachers have a lot of work to perform, they lack time to assist pupils to learn…the only solution is to reduce the number of pupils per class, employment of part time teachers and motivate pupils*". (Head teacher, school 1)

The head teacher from school 6 said that heavy workload reduce time to assist pupils with specific challenges and needs. He said that:

> "*When teachers have lot of responsibilities to perform, they do fail to engage well in teaching activities, this condition affects learning of pupils, hence the overall performance of pupils will not be good*". (Head teacher, school 6)

Similarly, research findings from head teachers in school 7, 8, 9 indicated that heavy workload had negative impact on the pupils' performance because teachers did not make good lesson preparation, mark pupils' work, provide enough exercises and assist pupils with specific challenges.

Research findings about pupils' performance versus teachers' workload were also indicated by the filled in questionnaires. Research findings given in Figure 4.2 indicated that 89.9 percent (n = 79) supported that, many non-teaching responsibilities given to teachers impacted negatively their teaching process.

Figure 4. 2 : Teachers having many responsibilities
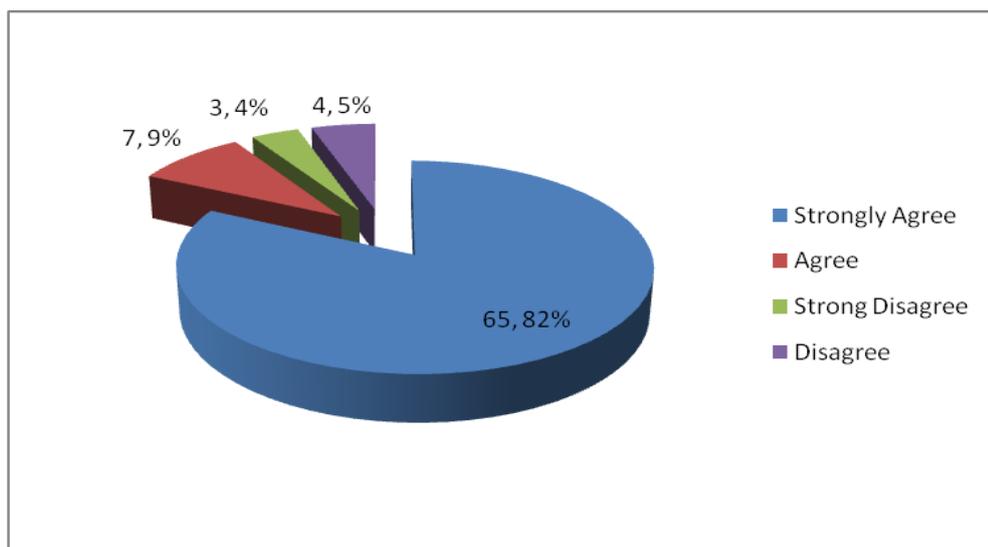
Source: Research results, 2023

Poor lesson preparation was also mentioned as one of the reasons contributing to poor academic performance of pupils. Research findings given in Figure 4.4 indicate that 73 teachers that is, 91 percent supported that poor lesson preparation contributed to poor pupils' performance. Due to many non-teaching responsibilities assigned to teachers; many periods assigned to teachers; large classes; heavy load on marking many pupils' exercises; teachers did not have enough time to prepare lesson(s) per each subjects per class.

Interviews were also carried out with WEOs, one of the question sought was to understand the reason for poor academic performance among pupils. Research findings indicated that large classes were one of the contributing factors to poor performance among many pupils.

The DPEO has the following to say as regards to factors contributing to poor academic performance:

> "*When teachers are having many periods to teach per day, and are assigned other non-teaching responsibilities besides to teaching, they will not teach their pupils effectively; therefore pupils will not learn well, consequently pupils' academic performances will not be good*". (DPEO, Igunga District)

The researcher also used observation schedules to observe several factors which contributed to teaching and learning process, which could result into good learning achievement and 10 schools were visited for observation purposes. The factors observed included the time table, teaching and learning environment, pupils' exercise books, and teachers' lesson planning as given in Table 4.9. In general, observation schedules indicated inadequacy in the teaching and learning process as shown in

Table 4.9. Therefore, the poor learning performance shown in Table 4.7, 4.8 could

due to what was vividly observed and as indicated in Table 4.9.

Table 4.9 : Observation Schedule

Item	Observed	Frequency	Percent
Time table	Poor time table arrangement	7	70
Teaching & learning environment	Not welcoming	10	100
Pupils' exercise books	Not all marked	9	90
Teachers' lesson plans	Not all prepared	10	100

Source: Research data, 2023

4.3.3   The Emerged Challenges from teachers' Workload

The present research also looked at emerged challenges associated to teachers'

workload. A number of factors were looked at including: poor lesson planning,

failure to make follow-ups of their pupils, and poor learning assessments.

4.3.3.1 Poor Lesson Preparation and Presentation

This is one of the themes added by the researcher under the third objectives with the

aim of examining whether teachers workload resulted to poor lesson preparation.

Research findings about lesson planning are given in Table 4.10.   From the

questionnaires administered to teachers, findings indicated that 73 respondents which

is 81.25 percent (n = 80) of respondents supported the raised question that

preparation of lessons were inadequately done because of heavy workload teachers'

had.

Table 4. 10 : Lesson preparation

	Frequency	Percent
Strongly Agree	57	71.25
Agree	16	20.00
Strongly Disagree	4	5.00
Disagree	7	8.75
Total	80	100.0

Source: Research data, 2023

4.3.3.2 Failure to Make Follow-ups of the Pupils

A different risen challenge because of big workload was failure to make follow-ups of their pupils, in particular pupils who have specific learning challenges. For example, research findings from head teachers' interviews from school I, II, VII, and IX indicated that due to heavy workload, a good number of teachers failed to attend individual pupil's specific learning problems. From questionnaires administered to teachers, research findings were similar to what head teachers said about. Findings indicated that 75 respondents which is 93.75 percent (n = 80) of teachers said they could not make follow-ups of the specific challenges facing their individual pupils' learning problems (see Figure 4.3).
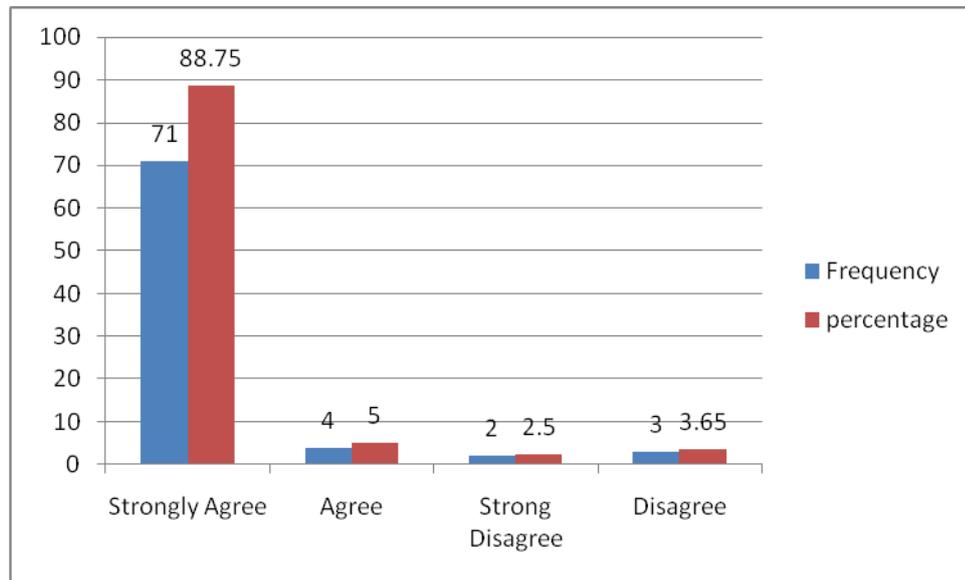
Figure 4. 3 : Lack of follow-ups Source: Research data, 2023

4.3.3.3 Poor Learning Assessment

A poor learning assessment was another   challenge which emerged from heavy workload. Table 4.9 from observation schedules indicated that a good number of teachers did not mark all learners' exercises because of big workload they had. Besides, research results from administered questionnaires also indicated that a good number of teachers faced the challenge of assessing pupils'' work due to big workload. That is, 75 out of 80 supported that heavy workload lead to a challenge of assessing pupils' work as shown in Figure 4.4.

Figure 4. 4 : Poor assessment of pupils' work

2, 2% 2, 3% 3, 4%

73, 91%

- ■ Strongly Agree
- ■ Agree
- ■ Strong Disagree
- ■ Disagree
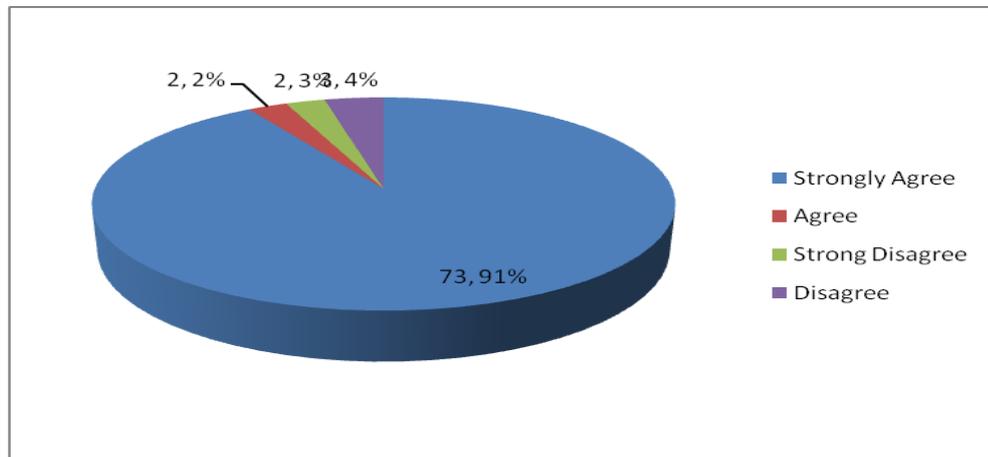
Source: Research data, 2023

4.3.3.4 Lack of Pupils Motivation to learn

Another risen challenge because of big workload was lack of pupils' motivation to learn. For example, research findings from head teachers' interviews from school I, III, VIII, and X indicated that due to heavy workload, a good number of teachers failed to prepare and present well their lesson, marking pupils' assignments and attend individual pupil's specific learning problems the situation which brought up another challenge to pupils to lack motivation of learning . From questionnaires administered to teachers, research findings were similar to what head teachers said about. Findings indicated that 69 respondents which is 86.25 percent (n = 80) of teachers said pupils lack learning motivation due to the challenges emerged from teachers heavy workload

It can be deduced that a number of challenges which emerged from big workload (teaching and non-teaching responsibilities) contributed greatly the poor performance

in National assessments revealed in the present research as shown in Table 4.7 and 4.8.

4.3.4 The strategies to be adopted to solve challenges facing teachers in relation to workload

A variety of strategies were revealed from interviews and/ or questionnaires administered to teachers, head teachers and other educational leaders in order to reduce or remove challenges facing teachers resulting from big workload.

Several head teachers suggested the President's Office, Regional Administration and Local Government (PO-RALG) to employ additional full time teachers, and/ or employment of part time teachers (head teacher I, II, III, IV, VII, VIII, IX).

Other head teachers advised that the government should distribute teachers according to the demand in various schools (head teacher, III, VIII, and IX). One head teacher advised schools to reduce the frequency of staff meetings conducted in schools because this will put more time for teaching. He also advised employment of school bursars instead of giving the accounting responsibility on dealing with school money to teachers, because this will reduce the non-teaching responsibilities assigned to teachers (head teacher, V).

The research findings from the WEO indicated that to a great extent, they had the similar views to suggestions made by head teachers. For instance, WEO I and WEO II had the following to say as strategies to reduce challenges facing teachers:

> "*More teachers need to be employed, additionally, teachers should be distributed equally and teaching responsibilities should be redistributed*

equally among teachers available at a particular school".   (WEO I, II,
Igunga District)

Research findings from the District Primary Educational Officer (DPEO) regarding
strategies on reducing challenges facing teachers because of big workload indicated
that employment of additional full time teachers and employment of teachers who
have to work on part time basis might reduce the heavy workload facing teachers in
various schools.

The researcher also administered questionnaires to seek ways to reduce heavy
workload. Research findings given in Table 4.11 indicated that distributing equally
various responsibilities is one of the solutions to minimise heavy workload. That is,
98. 8 percent (n= 79) of respondents supported the argument that distribution of
teachers equally in various school might reduce the challenges resulting from heavy
workload. These research findings are similar to that given by WEOs in the above
interviews as they stated that "teachers should be distributed equally and teaching
responsibilities should be redistributed equally among teachers available at a
particular school" (WEO I, II, Igunga District).

Table 4. 11 : Distribute responsibilities to teachers equally

	Frequency	Percent
Strongly Agree	66	82.5
Agree	13	16.3
Total	79	98.8

Source: Research data, 2023

Teachers also suggested that challenges emanating from big workload could be removed through allocating the number of pupils a teacher should teach basing on the number of pupils available in each class. Research findings given in Figure 8 indicated that 79 out of 80 supported the need to allocate teachers according to the number of pupils.

Table 4. 12 : **Teachers' ratio according to pupils**

	Frequency	Percent
Strongly Agree	73	91.25
Agree	3	3.75
Strongly Disagree	2	2.5
Disagree	2	2.5
Total	80	100

Therefore, it can simply be seen that allocating of teachers basing on the number of pupils per class, employ additional full time teachers, distribute responsibilities to teachers equally, and employment of school bursars, could lessen the large workload facing teachers.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1   Chapter Overview

The aim of the present research was to investigate the impacts of teachers' workload on pupils' academic performance in primary schools in Igunga district, Tabora Region. This discussion chapter is put under the subsequent themes: amount of teachers' workload per week; the relationship between teachers' workload and pupils' academic performance; the emerged challenges from teachers' workload; and strategies to solve challenges facing teachers' workload.

5.2   Amount of teachers' workload per Week

The research findings given under the theme about the amount of teachers' workload per week indicated that majority of teachers had many periods per week, that is, each teacher taught more than 30 periods per week, and some teachers taught 42 periods per week. But, the standard teaching load stipulated by the Ministry of Education is 30 periods per week for each teacher. This implies that majority of teachers carried heavy teaching load, which most likely limited their teaching efficiency, consequently pupils' good achievement.   In addition, research findings indicated that each classroom had many pupils, around 100 pupils per classroom. Strangely, teachers said that they used to offer weekly test despite the huge workload. Nonetheless, the head teachers   made a clarification by saying that, in most cases, teachers offered weekly tests to standard IV and VII. Therefore, non-examination classes had limited number of assignments and assessments in general.

Furthermore research findings showed that in addition to the teaching and marking responsibilities, teachers were assigned several non-teaching responsibilities namely administrative duties, guidance and counselling, acting as heads of the class/class teachers, and sports masters or mistresses. These additional non-teaching responsibilities most likely added to their workload and took some of their time that could be used by teachers on teaching their pupils and solving other challenges facing pupils.

Research findings from interviews administered to Ward Executive Officers (WEOs) and the District Primary Educational Officer (DPEO) as also showed that teachers in their respective wards in Igunga district carried big working load caused by many periods assigned to the teachers because classrooms had a large number of pupils.

The research findings of the present research are similar to that of Wakoli (2013), who carried out research on the effects of workload on the teachers' performance in Kanduyi Division, Bungoma District in Kenya. The research findings of Wakoli (2013) revealed that the problem of teachers' workload was real the same as it is in primary schools available in Igunga district.

The research findings on the amount of teaching and other non- teaching responsibilities workload per week are similar to the Social Cultural Theory by Vygotsky (1896-1934), which emphasis that, teachers should devote enough time for fostering children cognitive development, that is, teachers need to devote time in teaching, guidance and counselling, and through involving children in extra curriculum activities such as sports and games. However, Vygotsky emphasises that, to bring good results reasonable teachers' workload is required. Therefore, it is

obvious that the heavy workload experienced by teachers in visited schools of Igunga district limits their efficiency to bring good academic results to their pupils.

5.3   Relationship between teachers' workload and pupils' academic performance

A variety of findings was revealed under this theme: Relationship between teachers' workload and pupils' academic performance. Research findings from documents (one of the tools for data collection) from the National Examination Council of Tanzania for the Standard Four National Assessment (SFNA) results for three years, 2020, 2021 and 2022 pupils' performance were as follows: Examination results for the year 2020 were a bit satisfactory as many pupils scored grade A, B and C. In the year 2021, SFNA results were not as good as those of 2020, very few pupils scored grade A and B and the majority scored C, D, E grades. The year 2022 was a bit similar to that of 2021, whereby majority of pupils scored grades C, D and E. The result implications from these documents are as follows: unsatisfactory pupils' academic performance indicated in year 2021 and year 2022 might be largely linked to heavy work load teachers are experiencing in their respective schools. This is because, heavy workload which is associated with teaching of large classes in addition to many assigned non-teaching activities responsibilities to teachers obviously limited their time on dealing per se with pupils.

Examination results for the PSLE were revealed as follows: In 2020 many of pupils scored grade B and C. In 2021 a good number of pupils scored grade C and D. In 2022 many pupils scored grade B, C and D. Normally, pupils who score grade A, B

and C are admitted in public owned secondary schools. Thus, it could be expected that a good number of pupils did not go to secondary schools owned by the government, maybe some of pupils unless were sent to privately owned secondary schools. The question which can be raised is to why be the performance of many pupils poor to the extent of failing to join secondary education in public schools? The answer could be: Unsatisfactory pupils' academic performance indicated in year 2020 and year 2022 might be mainly   linked to heavy work load (teaching and non-teaching responsibilities) teachers are assigned in their respective schools. The reason is that, heavy workload associated with teaching of large classes in addition to many assigned non-teaching activities responsibilities limited teachers' time on dealing per se with their pupils.

Earlier researchers have found the main reasons for poor learning performances, for instance, Rose and Sika (2019), in their research found that "for every one unit increase teacher's workload, there was a decrease in pupils' academic performance". Another research by David, Situma and Natade (2017) also revealed that a big teaching workload leads to teachers' tiresome in preparation and in discharging their teaching duties consequently lower performance in National examinations.

The big work load as a cause of poor performance was also revealed in the present research whereby the DPEO said that when teachers have many periods to teach, and are assigned other non-teaching responsibilities besides to teaching, they will not teach effectively. In the interviews administered to WEOs and head teachers,

majority of them also acknowledged that big workload could be one of the contributing factors to poor performance of many pupils.

Furthermore a study done in Tanzania by Chirimi (2016) on the impacts of teachers' workload on teaching and learning effectiveness of science subjects in secondary schools showed that the increase crisis in teachers' workload to science teachers had negative consequences to the poor academic results among students in secondary schools in Tanzania. Despite the fact that the study was done in secondary schools, still it offers similar research findings to the present research on big workload and its impact of learners' performances.

5.4   The emerged challenges from teachers' workload

Research findings about emerged challenges from teachers' workload came from interviews, questionnaires and observation carried out by the researcher. Several research findings showed that lessons were inadequately prepared due to many responsibilities given to teachers because time was not enough for a teach to fulfil both major responsibilities which included teaching and other office duties.

Another challenge which emerged due to big workload is that teachers failed to make follow-ups to their pupils, particularly those who had specific learning challenges. That is, due to heavy workload, majority of teachers could not attend properly individual pupil's specific learning difficulties. Moreover, research findings revealed that majority teachers did not properly assess their learners because of heavy workload. Research findings from observation schedules as well revealed that many teachers did not mark all learners' work because of big number of pupils each class

possessed. Besides, research findings from administered questionnaires also indicated that a good number of teachers faced the challenge of assessing pupils' work due to huge workload.

These emerged challenges imply that the teaching and learning process in the 10 visited schools for data collection was not effective because the teaching and non-teaching responsibilities were too large to be effectively managed by teachers who were available in those schools. Moreover, many responsibilities (teaching and non-teaching) attached to teachers limited them to deal with their pupils solving some academic difficulties learners faced in those schools.

The research findings on challenges emerged from teachers' heavy workload research are similar and add to the research findings obtained by Higton et al. (2017), who did a research to the class teachers and middle school administration in elementary and secondary schools. These teachers used roughly 33 hours per week on non-teaching activities and spent about half of this time on planning and preparing classes. The research findings in Higton et al. (2017) research indicated that teachers used most of their time on non-teaching activities which caused negative impact on their teaching activities, as a results their pupils performed poorly.

5.5   The strategies to solve challenges facing teachers' workload

The present research also investigated strategies were put in place to solve challenges facing teachers due to huge workload. Research findings revealed a variety suggested strategies. One of the strategies suggested by the respondents was that the President's Office, Regional Administration and Local Government (PO-RALG) to employ additional full time teachers, and/ or employment of part time teachers. Other

respondents suggested that, challenges emanating from big workload could be removed by allocating the number of pupils a teacher has to teach basing on the number of pupils per class stipulated by the Ministry of Education Science and Technology. Likewise, some head teachers who participated in the present research suggested schools to reduce the frequency of staff meetings so as to provide ample time for teaching and schools to employ trained school bursars instead of giving the responsibility of dealing with school finance to teachers.

The Multiple Resource Theory which emphasises that when a person is faced with multi tasks resources must be added to enable the person to perform those assigned tasks (Wickens, 2002) to a large extent aligns with suggested strategies on combating challenges emanating from huge workload. Therefore, when teachers are   allocated many tasks to perform such as teaching many periods, marking exercises and tests, having large class size and performing other non-teaching duties, are required to be offered additional resources including   I-Pads/computers, projectors, photocopy machines, nearby living houses, motor-bikes and many more to be able to accommodate challenges brought by huge workloads.

 In general the research findings revealed that majority of teachers had huge workload. Also, many pupils did not perform well in their national examinations because teachers did not teach satisfactorily due to huge teaching load, large class size and many non teaching responsibilities assigned to them. Furthermore, research results revealed challenges which emerged from huge work load including poor preparation of lessons, teachers failed to make follow-ups of pupils who had difficulties in learning, and inadequate assessment of pupils. Respondents suggested

strategies to minimize huge workload namely: to employ additional full time teachers, and/ or part time teachers and the government to employ school bursars. For them, minimizing the teaching load and no-teaching responsibilities might offer ample time for teachers to engage with pupils.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1   Conclusions

The purpose of the present research was to investigate the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga district, Tabora region in Tanzania. This dissertation clearly identified that teachers carried heavy workload resulting from huge number of pupils per classroom and many assigned non-teaching responsibilities.

As regards to the amount of teachers' workload per week, research findings indicated   that majority of teachers were assigned many periods per week. Additionally, research findings indicated that, each classroom had many pupils, around 100 pupils per classroom. Teaching more than 30 periods per week was a huge teaching load and was beyond the National standard which requires a primary school teacher to teach a maximum of 30 periods a week. These research findings generally imply that each teacher carried a big teaching load to be able to manage efficiently and successively pupils' learning needs.

The research results further indicated that the relationship between teachers' workload and pupils' academic performance was negatively linked. That is, many pupils did not perform well in their Standard Four National Assessments and in their Primary School Leaving Examinations because teachers carried huge teaching load in addition to other assigned non-teaching responsibilities. In general, heavy teaching

load together with additional non-teaching responsibilities affected pupils' academic achievement.

The present research also sought challenges emanating from huge workload. Research findings indicated that lessons were inadequately prepared due to many teaching periods per day and many non-teaching responsibilities assigned to teachers which lead to shortage of time to deal with pupils. Another challenge was that, teachers failed to make follow-ups to their pupils, particularly pupils who had specific learning challenges. Furthermore, research findings revealed that majority teachers did not properly assess their learners due to heavy workload. From observation schedules, research findings showed that many teachers did not mark all learners' work because of big number of pupils per class. It can be concluded that heavy workload affected negatively the teaching and learning process.

A number of strategies were suggested by the respondents to remove or minimise the challenge caused by huge workload to teachers. These included: first, the President's Office, Regional Administration and Local Government (PO-RALG) to employ additional full time teachers, and/ or employment of part time teachers. Second, the local government to employ trained school bursars instead of giving the responsibility of dealing with school finance to teachers and third, to allocate number of teachers basing on the number of pupils available in each class. It could be mostly likely assumed that adopting the suggested strategies could have enhanced teaching and learning process consequently good pupils' academic achievement.

Generally, this study intended to investigate the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga district. Basing on the findings of the four objectives, it can be concluded that, many teaching responsibilities and other non-teaching responsibilities given to teachers as well as large class size impacted negatively the teaching and learning process consequently pupils' academic achievement in the public primary schools which were visited for the study in Igunga district.

6.2 Study Contributions

Two types of contributions are discussed in the present research, namely knowledge and practical contributions.

6.2.1 Knowledge Contributions

The present research findings on the impacts of teachers' workload on pupils' academic performance in public primary schools in Igunga district add new knowledge to the existing theories about the impact of workload on teachers' day-to-day performance in primary schools. That is, the new knowledge generated informs educationists how assigning more responsibilities to teachers could be a hindering factor to the teaching and learning process consequently to good learners' academic achievement.

6.2.2 Practical contributions

Research findings of the present research will help the primary school leadership, the primary school educators, policy makers and other education stakeholders in general to be informed about the current state of art facing primary schools in Tanzania. In particular, matters to do with huge workload emanating from heavy teaching load

and other assigned non-teaching responsibilities will be known and their likely consequences on pupils' academic achievement will be recognized.

6.3   Recommendations

6.3.1   Recommendations for the practice

Basing on the findings and conclusion of this study, the following recommendations were made to improve the current practice:

- The government need to build more classrooms and employ more teachers in each school to reduce a huge teaching load per teacher and class size.

- The local government authorities need to distribute teachers according to the demand of each school, that is, according to the number of pupils at each school.

- The government also needs to employ accountants who will work in schools instead using teachers as accountants in schools.

- Moreover, head teachers need to distribute evenly other school responsibilities, for instance sports and games, class teachers, pupils' counselling and the like to each teacher available at his/her school.

6.3.2   Recommendations for further study

This part suggests the areas for further studies which were not covered by the present study as well as the areas that require more investigation to address the existing problem. Therefore, the study recommends research to be carried on the following areas:

- Further study to be done on the extent of the impact resulting from the huge workload in the whole district of Igunga.

- The comparative study on the impacts of teachers' workload on pupils' academic performance in public and private primary schools should conducted on the whole district of Igunga. The suggested research might to large extent expose the real state of art in public and private primary schools available in Igunga.

- The study to be conducted on the influence of class size on pupils' academic performance in public and private primary schools in the whole district of Igunga.

6.3.3 Recommendations for Policy Makers

The researcher as well recommends to policy makers to make sure that all schools are offered essential services namely water, electricity and health services. Also teachers need to be offered computers/I-Pads, photocopy and printing machines so as to facilitate the whole exercise of teaching and learning process. Additionally, teachers need to be given competence on the use of computers. Furthermore, teachers need seminars and / workshops so as to update their knowledge and skills.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR TEACHERS

PART ONE: Respondents Profile

1. Age: 20 – 25years [ ] 26 – 30years [ ] 30 - 36 years [ ] over 36 years [ ]

2. Sex: Male [ ] Female [ ]

3. Academic qualification: Certificate [ ] Diploma [ ] Degree [ ] Masters [ ]

4. Experience in teaching:0 – 4 years [   ] 5 – 9 years [   ] 10 - 14 years [ ]

    Above 14

PART TWO

A. The amount of workload attended per week in primary schools

1. How many periods are you teaching per week?

    i. Below 20   [ ] ii. 20 - 25 [ ] iii. 26-30   [ ] iv. Above 30   [ ]

2. How many pupils are you teaching per class?

    i. Below 45 [ ] ii. 45 -60 [ ] iii. 61 – 100 [ ] iv. Above 100

3. How often do you test your pupils?   weekly [ ] , monthly [ ], at the end of

    the term [ ]

B. The relationship between teachers' workload and pupils' academic performance in primary schools

1. Does teachers' workload affect pupils' academic performance in your school?
    Yes ( ) No ( )
    If yes how?..

2. How do you rate the performance of pupils in your subjects?
    Very good [ ], good [ ], average [ ], poor [ ], very poor [ ]

C. Challenges from teachers' workload in pupils in primary school

    1. Do you get enough time to prepare your lessons? Yes ( ) No ( )

    2.   Do you get ample time to mark pupils exercise? Yes ( ) No ( )

PART THREE

Indicate your level of agreement by put a tick

SA=Strongly Agree A = Agree, Ud = Undecided, D=Disagree SD=Strongly

Disagree

Statement	SA	A	UD	D	SD
1.The amount of workload attended per week in primary schools					
Teaching load					
Marking load					
Administrative duties					
Guidance Coordinator					
Class Teacher					
Sports coordinator					
Preparation and Supervision of quizzes, tests and examinations					
2.The relationship between teachers' workload and pupils' academic performance in primary schools					
Many responsibilities assigned to teachers affect pupils performance					
Teachers having many periods per week leads to pupils' poor academic performance					
Teaching a large class affects pupils' academic performance.					

3. Challenges from teachers' workload in pupils in primary schools.					
Poor lesson planning, preparation and presentation					
Lack of proper follow up of teachers to individual pupils					
Poor assessment of pupils' academic progress.					
Lack of pupils' motivation to learn.					
Poor performance of pupils					
4.Strategies to be adopted to solve challenges facing teachers in relation to workload in pupils in primary schools					
The school ought to distribute responsibilities to teachers equally.					
The council is supposed to deploy teachers according to number of pupils per schools.					
The government ought to employ as many teachers as possible.					

THANK YOU FOR YOUR COOPERATION

APPENDIX II: INTERVIEW GUIDES FOR THE HEAD OF THE SCHOOL

1. Does the school have required number of teachers?..

2. Do teachers provide quizzes and internal tests to their pupils?.........................
   ....

3. What do you say about the marking load of those tests…………..
   ……………………………………...

4. How do you talk on the performance of pupils in those tests?..

5. Are there any other responsibilities performed by teachers apart from teaching activities? (If yes mention them..
   ....

6. What do you say about the overall workload of teachers in your school? Please explain……………………………………………………………………

7. Do you think that overcrowded classes add workload to teachers? Please explain…………………………………………………………………………….

8. What are the strategies to be taken to reduce the problem of teacher's workload...

9. Does teachers' workload affect pupils' academic performance in your school? If yes how?..
   ……………………………………………………………………………………

10. How do you talk about pupils' academic performance in your school?...

11. What do you say about pupils' academic performance in your school in SFNA and PSLE?..
    ....

12. What are the measures to be used to improve pupils' academic performance in your school?..

APPENDIX III: INTERVIEW GUIDES FOR DPEO

1. Do you have required number of teachers in all public primary schools in your District? ....

2. Are there any other responsibilities performed by teachers apart from teaching activities? (If yes mention them).......... ....

3. What do you say about the workload of teachers in your District? Please give reasons...

4. Do you think that overcrowded classes add workload to teachers? Please explain.. ....

5. How do you categorize the overall teachers' workload in your District? ....

6. What are the strategies to be taken to reduce the problem of teacher's workload in your District?...

7. Does teachers' workload affect pupils' academic performance in public primary schools? If yes how?... ....

8. How do you talk about the pupils' academic performance in all public primary schools in your District? Provide reasons for you answer... …...

9. What do you say about pupils academic performance of all public primary schools in your District in SFNA and PSLE?............ ....

10. What are the measures to be used to to improve pupils' academic Performance in public primary schools in your District?... ....

APPENDIX IV: INTERVIEW GUIDES FOR WEOs

1. Do you have required number of teachers in all public primary schools in your Ward? ....

2. Are there any other responsibilities performed by teachers apart from teaching activities? (If yes what are they) ....…

3. What do you say about the workload of teachers in public schools in your Ward.. ....

4. How do you categorize the overall teachers' workload in your ward?...

5. What are the strategies to be taken to reduce the problem of teacher's workload in your ward?... ....

6. Does teachers' workload affect pupils' academic performance in your schools? If yes how?.. ....

7. How do you rate the overall pupils' academic performance in your ward?...

8. What do you say about pupils academic performance of all public primary schools in your District in SFNA and PSLE?.. ....

9. What are the measures to be used to improve pupils' academic Performance in public primary schools in your Ward?...

APPENDIX V: DOCUMENTARY REVIEW

    i.   Staff meeting minutes

   ii.   Appointment files

  iii.   Weekly duty tasks

  iv.   Teaching allocation files

   v.   Continuous assessment

  vi.   SFNA and PSLE Results 2020 to 2022

APPENDIX VI: OBSERVATION

i. Time table

ii. Teaching and learning environment

iii. Pupils exercise books

iv. Teachers lesson plans

APPENDIX VII: PERMISSION FOR DATA COLLECTION

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE
REGIONAL ADIMINISTRATION AND LOCAL GOVERNMENT

IGUNGA DISTRICT COUNCIL

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Email: ded@igungadc.go.tz
website: http://www.igungadc.go.tz

Igunga District Council,
P. O. BOX19,
IGUNGA.

Ref. No. AB.280/377/01/145   24th April, 2023

Open University of Tanzania,
P. O. BOX 23409,
DAR ES SALAAM

RE: PERMISSION FOR DATA COLLECTION IN RESPECT OF RESEARCH WITH THE
TITLED THE IMAPACT OF TEACHER'S WORKLOAD ON PUPILS ACADEMIC
PERFORMANCE IN PUBLIC SCHOOLS IN IGUNGA DISTRICT.

Please kindly refer to your letter dated **21th April, 2023**. With Ref No. **OUT/PG202085653**

2. With this letter I would like to inform you that, your request has been accepted for **Elizabeth Kisaka** Undertaking **Master of education in Administration Planning and Policy Studies** to collect data pertaining to her Research/project at Azinio, Ganyana, Mangungu, Chipukizi, Ntobo and Mwamilu Primary School in Igunga Distract.

3. Remember that, there will be no financial implication in our side by accepting her and during her arrival, she is supposed to report to the District Primary Education Officer for more clarification.

Wilbert W. Matoke
For: DISTRICT EXECUTIVE DIRECTOR
IGUNGA

DISTRICT EXECUTIVE DIRECTOR
IGUNGA DISTRICT COUNCIL

Copy to;-   District Primary Education Officer
P. O. Box 19,
IGUNGA.

Elizabeth Kisaka
P. O. BOX 23409,
DAR ES SALAAM

HalmashauriyaWiaya, S.L.P 19, Igunga.Simu: +255 (026)-2650019.+255(026) 2650021.
Nukushi +255 (026)2650242.Baruapepe:ded@igungadc.go.tz.Tovuti: http://www.igungadc.go.tz

APPENDIX VIII: RESEARCH CLEARANCE LETTER FROM OUT

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/ PG202085653   **21st April, 2023**

District Executive Director,
Igunga District Council,
P.O Box 25,
TABORA.

Dear District Executive Director,

RE: <u>RESEARCH CLEARANCE FOR MS. ELIZABETH KISAKA</u>, <u>REG NO:</u>
<u>PG202085653</u>

2.   The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3.   To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Elizabeth Kisaka, Reg. No: PG202085653) pursuing Master of Education in Administration Planning and**

Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled **"The Impact of Teacher's Workload on Pupils Academic Performance in Public Schools in Igunga District".** She will collect her data at Azimio, Ganyana, Mangungu, Chipukizi, Ntobo, and Mwamilu Primary Schools in Igunga District Tabora Region from 24th April to 24th May 2023.

4.   In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha
For: VICE CHANCELLOR