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### The Relationship between Workload and Teachers Effectiveness in Secondary Schools: A Case of Uganda

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**Keywords:**

*Teachers' workload,  
Effectiveness,  
Secondary Schools.*

The study assessed the relationship between teachers' workload and their effectiveness in secondary schools. A descriptive survey design was adopted for this study to determine the frequency of occurrences of the phenomenon and discover whether or not there is a relationship that exists between the variables. The target population of this study comprised Headteachers, Deputy Headteachers, Directors of Studies, and class teachers in the selected Secondary Schools in Sheema Municipality, Sheema Municipality. The study employed a questionnaire and interviews. The study used Pearson correlation to determine the level of statistical relationship between workload and teachers' effectiveness. Results indicate that there is a weak but significant positive correlation between teachers' workload and their effectiveness in secondary schools ( $r=0.012$ ,  $p<0.045$ ). It was found that teachers are always prepared when holding classes. It was concluded that teachers in secondary schools of Sheema Municipality are given other responsibilities apart from teaching. These include; duty supervision, monitoring, some co-curricular activities like drama, football guidance, and counselling. It was also concluded that teachers in secondary schools of Sheema Municipality are effective in terms of students' improvement in discipline and good performance registered in terms of academics. It was also concluded that more workload for teachers affects their effectiveness negatively, that is, failure to prepare schemes of work, and lesson plans, assess learners, maintain discipline, and participate in co-curricular activities. The study recommends that the government should set more innovative guidelines for teacher workload in schools to enable school administrators not to overload the teachers, which may result in ineffectiveness.

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## INTRODUCTION

Teachers' workload is the roles and duties assigned to the teachers (Farrant, 2005). Teachers' workload affects their effectiveness in the education progress. The teachers' effectiveness primarily depends on their capacity to improve the teaching and learning process (Lassa, 2009; Mosh, 2004). Workload identifies the different activities undertaken by members of academic staff and allocates an agreed time 'budget' to each one. This allows academics, their departments, and their institutions to construct a clear and comprehensive picture of who is doing what and how much time they are dedicating to it. It covers all members of the academic staff, all activities, and all work-related time (Perks, 2015). In this study, teachers' workload was conceptualised as duty supervision in the form of supervising, early morning studies and meals, co-curricular activities, community outreach, teaching load, guidance and counselling, attending meetings like PTA meetings, and sensitising learners on their careers (Bryant et al., 2019).

Aloisi et al. (2014) define teachers' effectiveness as the act which leads to improved student achievement using outcomes that matter to their future success, including good lesson delivery and students' ability to explain the taught lesson. In this study, teachers' effectiveness was looked at through: - subject matter expertise, relational competence with students, professional

competence, teaching style, and classroom management style. Subject matter expertise refers to exhibiting the highest level of knowledge in performing a specialised job, task, or skill within the school. The problem of workload greatly affects the efficiency and effectiveness of teaching. As much as possible, teachers must be assigned to teach subject areas in line with their field of specialisation and with minimum teaching load for them to have time to prepare for effective teaching (Orais, 2012).

Teachers' effectiveness is pivotal to the learner and school outcomes (Akram, 2011). Effective teachers should have the ability to establish rapport, be sensitive, open-minded, dedicated to working, be ethical, passionate about work, positive role models, be student-centred, have instructional clarity, give homework, reward positive behaviours, give importance to discipline in class (Tahfir, 2010).

The rapid expansion of secondary schools in Uganda has not been matched by proper mechanisms to ensure that reasonable teachers' workload is provided and maintained (Chapman et al., 2010). The Ministry of Education and Sports has made considerable efforts to expand secondary education since 2004 by training many teachers (MoES, 2015). It has been revealed that there is an outcry all over the country regarding heavy teachers' workloads.

However, if the problem of ineffectiveness was not addressed, learner-school achievement would be affected; there would be a high dropout rate, low student enrolment, unemployment, and low technical skills. Studies by Alao (2015), Ayuman (2015) and Dibbon (2014) have analysed workload and teacher effectiveness. However, these studies were done outside the context of Uganda, which created a contextual gap. The researcher therefore, sought to assess the factors affecting the effectiveness of teachers, specifically looking at the workload.

### **Purpose of the Study**

The purpose of the study is to assess the relationship between workload and teachers' effectiveness in secondary schools with a special focus on Sheema Municipality, Southwestern Uganda.

### **THEORETICAL REVIEW**

In this study, the Education Production Function (EPF) theory adopted by Dreeben and Thomas (2010) was adopted. The EPF theory suggests that a variation in schools' teacher workload is most likely to have an effect on the outputs. In secondary schools, the theory gives us an understanding that the things we consider unimportant or trivial in our daily lives have equal weight in terms of affecting the results of the things we consider important. Education Production Function (EPF) theory also assumes that too much workload in terms of duty supervision (meals, general cleaning, preps), co-curricular activities, community outreach, teaching load, guidance and counselling, attending meetings like PTA meetings, and sensitising learners on their careers have a negative effect on teachers' effectiveness; - subject matter expertise, relational competence with students, professional competence, teaching style, classroom management style.

### **METHODOLOGY**

The study adopted a descriptive survey design with a quantitative approach to data collection and analysis. A sample size of 130 respondents (that is, 20 headteachers, 20 Deputy headteachers, 20 Directors of studies, and 70 class teachers) from 20 secondary schools in Sheema Municipality was selected to participate in this study. These were subjected to a questionnaire survey method of data collection. Data collected was analysed with the help of SPSS version 20, and the results obtained were presented using both descriptive and inferential statistics.

### **RESULTS**

#### **Teachers' Workload**

The results in *Table 1* regarding whether teachers are given moderate teaching load, cumulatively majority of the respondents 76 (58.8%) mentioned agree, followed by 19 (14.7%) who mentioned undecided, then 13 (9.8%) mentioned strongly disagree. The mean score of 3.45 was close to code three which on the five-point Likert scale was used to measure the items that corresponded to undecided. This suggested that teachers were not given a moderate teaching load. Therefore, the results meant that the teachers were not given a moderate teaching load. As regards whether teachers carry out duty supervision (meals, general cleaning, early morning studies), 76 (58.8%) of the respondents agreed, 27 (19.9%) strongly agreed, 18 (14%) were undecided, and 6 (4.99%) disagreed. The mean score of 3.91 was close to code four on a five-point Likert scale which meant to agree. Therefore, teachers carry out duty supervision like supervising meals, general cleaning, early morning studies and extra teaching.

**Table 1: Descriptive statistics on teachers' workload**

Statements	SD	D	U	A	SA	Mean
I am given a moderate teaching load	13 (9.8%)	12 (8.8%)	19 (14.7%)	76 (58.8%)	10 (7.9%)	3.45
I carry out duty supervision (meals, general cleaning, early morning studies)	3 (1.9%)	6 (4.9%)	18 (14.5%)	76 (58.8%)	27 (19.9%)	3.91
I always participate in co-curricular Activities	0 (0.0%)	20 (14.8%)	15 (11.8%)	76 (58.8%)	19 (14.6%)	3.72
I always participate in community outreaches	2 (1.5%)	8 (5.8%)	38 (29.4%)	79 (60.8%)	3 (2.5%)	3.56
I always participate in guidance and counselling sessions at school	0 (0.0%)	10 (6.8%)	16 (12.6%)	89 (68.8%)	15 (11.8%)	3.84
I attend meetings like PTA Meetings	8 (5.9%)	25 (19.6%)	13 (9.8%)	76 (58.8%)	8 (5.9%)	3.39
I Sensitise learners on their careers	25 (19.6%)	18 (13.8%)	13 (9.8%)	10 (7.8%)	64 (49%)	3.54
I participate in voluntary teaching like early morning lessons, evening lessons and extra teaching	13 (9.8%)	25 (19.6%)	6 (4.9%)	48 (36.6%)	38 (29.1%)	3.56
I always participate in promoting the discipline of learners in school.	0 (0.0%)	26 (19.4%)	27 (21%)	1 (1%)	76 (58.6%)	3.98
I organise and participate in school functions such as speech day, farewell parties, and celebrations.	0 (0.0%)	3 (2%)	0 (0.0%)	25 (19.6%)	102 (78.4%)	4.74

*Key: SA = Strongly disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly agree*

As regards to whether teachers participate in co-curricular activities, 76 (58.8%) of the respondents agreed, 20 (14.8%) disagreed, 19 (14.6%) strongly agreed, 15 (11.8%) were undecided; the mean score of 3.72 was close to code four which on five-point Likert scale used to measure items corresponding agree. Therefore, teachers participate in co-curricular activities. With respect to whether teachers participate in community outreaches, 79 (60.8%) of the respondents agreed, 38 (29.4%) were undecided, and 8 (5.8%) disagreed. The mean score of 3.56 was close to code four which on a five-point Likert scale used to measure items corresponding agree. Therefore, teachers participate in community outreaches.

With respect to whether teachers participate in guidance and counselling sessions at school, 89 (68.8%) of the respondents agreed, 15 (11.8%) strongly agreed, and 16 (12.6%) were undecided. The mean score of 3.84 was close to code four which on a five-point Likert scale is used to measure items corresponding to agreeing. Therefore, teachers participate in guidance and counselling sessions at school. With regard to whether teachers attend meetings like PTA Meetings, 76 (58.8%) agreed, 25 (19.6%) disagreed, 8 (5.9%) strongly agreed, and 8 (5.9%) strongly disagreed. The mean score of 3.39 was close to code three which on a five-point Likert scale is used to measure items corresponding to undecided. Therefore, teachers rarely attend a meeting like PTA meetings.

With respect to whether teachers sensitise learners on their careers, 64 (49%) of the respondents strongly agreed, 25 (19.6%) strongly disagreed, 18 (13.8%) disagreed, 13 (9.8%) were undecided; the mean score of 3.54 was close to code four which on five-point Likert scale used to measure items corresponding agree. Therefore, teachers sensitise learners on their careers. With respect to whether teachers participate in voluntary teaching like early morning lessons, evening lessons, and during extra teaching, 48 (36.6%) of the respondents agreed, 38 (29.1%) agreed, and 25 (19.6%) disagreed. The mean score of 3.56 was close to code four which on a five-point Likert scale is used to measure items corresponding to agree. Therefore, teachers participate in voluntary teaching like early morning lessons, evening lessons and extra teaching.

With regard to whether teachers participate in promoting the discipline of learners in school, 76 (58.6%) of the respondents strongly agreed, 27 (21%) were undecided, and 26 (19.4%) disagreed. The mean score of 3.98 was close to code four which on a five-point Likert scale used to measure items corresponding agree. Therefore, teachers participate in promoting the discipline of learners in school. With respect to whether teachers organise and participate in school functions such as speech day, farewell parties, and celebrations, 102 (78.4%) of the respondents strongly agreed, 25 (19.6%) agreed, and 3 (2%) disagreed. The mean score of 4.74 was close to code five, which on a five-point

Likert scale is used to measure items corresponding to strongly agreed. Therefore, teachers strongly organise and participate in school functions such as speech day, farewell parties, and other celebrations.

### Teachers' Effectiveness in Secondary Schools

Table 2 below indicates that responses regarding whether teachers are always prepared when holding classes; 75 (57.7%) agreed, 25 (19.2%) were undecided, 13 (10%) strongly disagreed, 12 (9.2%) disagreed; the mean score of 3.36 was close to code three which on five-point Likert scale used to measure items corresponding to undecided. Therefore, teachers are rarely prepared when holding classes. With regard to whether teachers show mastery of lessons taught, 65 (50%) of the respondents agreed, 20 (15.4%) were undecided, and 15 (11.5%) disagreed. The mean score of 3.54 was close to code four which on a five-point Likert scale is used to measure items corresponding to agree. Therefore, teachers have mastery of the lessons taught. With regard to whether teachers display authority when teaching, 70 (53.8%) of the respondents agreed, 34 (26.2%) strongly agreed, and 12 (9.2%) were undecided; the mean score of 3.92 was close to code four which on five-point Likert scale is used to measure items corresponding to agree. The above findings imply that teachers; show mastery of lessons taught and display authority when teaching.

**Table 2: Teachers' effectiveness in secondary schools**

Statements	SD	D	U	A	SA	Mean
Always prepared when holding classes.	13 (10%)	12 (9.2%)	25 (19.2%)	75 (57.7%)	5 (3.8%)	3.36
Shows mastery of content taught.	10 (7.7%)	15 (11.5%)	20 (15.4%)	65 (50.0%)	20 (15.4%)	3.54
Displays authority when teaching.	5 (3.8%)	9 (6.9%)	12 (9.2%)	70 (53.8%)	34 (26.2%)	3.92
Shows approachability with students.	15 (11.5%)	10 (7.7%)	20 (15.4%)	70 (53.8%)	10 (7.7%)	3.27

Statements	SD	D	U	A	SA	Mean
Exhibits fair treatment of students.	10 (7.7%)	18 (13.8%)	20 (15.4%)	60 (46.2%)	22 (16.9%)	3.51
Welcomes comments from students.	14 (10.8%)	16 (12.3%)	15 (11.5%)	60 (46.2%)	25 (19.2%)	3.51
Observes the proper dress code.	6 (4.6%)	10 (7.7%)	15 (11.5%)	89 (68.5%)	10 (7.7%)	3.67
Reports to work on time.	12 (9.2%)	15 (11.5%)	56 (43.1%)	25 (19.2%)	22 (16.9%)	3.23
Observes norms of conduct in the teaching profession.	12 (9.2%)	16 (12.3%)	20 (15.4%)	55 (42.3%)	27 (20.8%)	3.53
Shows love for teaching while discussing.	11 (8.5%)	17 (13.1%)	21 (16.2%)	54 (41.5%)	27 (20.8%)	3.53
Gives instructions clearly.	6 (4.6%)	10 (7.7%)	13 (10.0%)	65 (50.0%)	36 (27.7%)	3.88
Rewards positive behaviours.	12 (9.2%)	11 (8.5%)	15 (11.5%)	80 (61.5%)	12 (9.2%)	3.53
Acknowledges positive behaviours.	14 (10.8%)	15 (11.5%)	50 (38.5%)	25 (19.2%)	26 (20.0%)	3.26
Corrects inappropriate behaviour.	12 (9.2%)	18 (13.8%)	20 (15.4%)	50 (38.5%)	30 (23.1%)	3.52
Gives importance to discipline in the classroom	7 (5.4%)	13 (10.0%)	20 (15.4%)	50 (38.5%)	40 (30.8%)	3.79

*Key: SA = Strongly disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly agree*

Results show that 70 (53.8%) agreed that teachers show approachability with students, 20 (15.4%) of the respondents were undecided, and 15 (11.5%) strongly disagreed; the mean score of 3.27 was close to code three which on five-point Likert scale used to measure items corresponding to undecided, which meant that teachers don't show approachability with students. With respect to whether teachers exhibit fair treatment of students, 60 (46.2%) agreed, 22 (16.9%) strongly agreed, 20 (15.4%) were undecided, and 18 (13.8%) disagreed. The mean score of 3.51 was close to code four which on a five-point Likert scale is used to measure items corresponding to agreed, which meant that teachers exhibit fair treatment of students. With regards to whether teachers welcome comments from students, 60 (46.2%) agreed, 25 (19.2%) strongly agreed, 16 (12.3%) disagreed, and 15 (11.5%) were undecided. The mean score of 3.51

was close to code four which on a five-point Likert scale is used to measure items corresponding to agree, which meant that teachers welcome comments from students.

In responses regarding whether teachers observe proper dress codes, 89 (68.5%) of the respondents agreed, 15 (11.5%) were undecided, 10 (7.7%) strongly agreed, and 10 (7.7%) disagreed. The mean score of 3.67 was close to code four, which on a 5-point Likert scale used to measure items corresponding to agree, which meant that teachers observe proper dress code. With regard to whether teachers report to work on time, the mean score of 3.23 was close to code three which on a 5-point Likert scale is used to measure items corresponding to undecided, which meant that teachers always do not report to work on time. With respect to whether teachers observe norms of conduct in the teaching

profession, 55 (42.3%) of the respondents agreed, 27 (20.8%) of the respondents strongly agreed, 16 (12.3%) disagreed, 12 (9.2%) strongly disagreed; the mean score of 3.53 was close to code four which on 5-point Likert scale used is to measure items corresponding to agree, which meant that teachers observe norms of conduct in the teaching profession. This implies that teachers observe proper dress codes and norms of conduct in the teaching profession in secondary schools of Sheema Municipality.

With respect to whether teachers show love for teaching while discussing, 54 (41.5%) of the respondents agreed, 27 (20.8%) strongly agreed, and 17 (16.2%) were undecided; the mean score of 3.53 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers show love for teaching while discussing. With regard to whether teachers give instructions clearly, 65 (50%) of the respondents agreed, 36 (27.7%) strongly agreed, 13 (10%) were undecided, the mean score of 3.88 was close to code four which on 5-point Likert scale used to measure items corresponding to agree, which meant that teachers give instructions clearly. This implies that teachers make learners the centre of learning, show love for teaching while discussing, and give instructions clearly.

Results show that in responses regarding whether teachers reward positive behaviours, 80 (61.5%) agreed, 15 (11.5%) disagreed, and 12 (9.2%) strongly agreed. The mean score of 3.53 was close to code four which on a 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers reward positive behaviours.

With respect to whether teachers acknowledge positive behaviours, 50 (11.5%) of the respondents were undecided, 26 (20%) strongly agreed, 25 (19.2%) agreed, the mean score of 3.26 was close to code three which on 5-point Likert scale used to measure items corresponding to undecided, which meant that teachers don't acknowledge positive behaviours. With respect to whether teachers correct inappropriate behaviour, 50 (38.5%) of the respondents agreed, 30 (23.1%) strongly agreed, 20 (15.4%) were undecided, 18 (13.8%) disagreed, the mean score of 3.52 was close to code four which on 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers correct inappropriate behaviour. With respect to whether teachers give importance to discipline in the classroom, 50 (38.5%) of the respondents agreed, 40 (30.8%) strongly agreed, 20 (15.4%) were undecided, and 13 (10%) disagreed. The mean score of 3.79 was close to code four which on a 5-point Likert scale is used to measure items corresponding to agree, which meant that teachers give importance to discipline in the classroom. This implies that teachers reward positive behaviours, correct inappropriate behaviour, and give importance to discipline in the classroom.

### **Relationship between Teachers' Workload and their Effectiveness in Secondary Schools**

The results indicate that there is a weak but significant positive relationship between teachers' workload and their effectiveness in secondary schools ( $r=0.012$ ,  $p<0.045$ ). This is an indication that for any positive improvement in teachers' workload, there will always be an improvement in teachers' effectiveness by 1.2%.

**Table 3: Correlation between Teachers' Workload and their Effectiveness**

		Teachers' workload	Teachers' effectiveness
Teachers' workload	Pearson Correlation	1	0.012
	Sig. (2-tailed)		0.045
	N	130	130
Teachers' effectiveness	Pearson Correlation	0.012	1
	Sig. (2-tailed)	0.045	
	N	130	130

*\*\*.* Correlation is significant at the 0.05 level (2-tailed).

## DISCUSSION

The study findings indicate that there is a weak but significant correlation between teachers' workload and their effectiveness in secondary schools in Sheema Municipality. This implies that any positive improvement towards teachers' workload predicts a positive improvement towards their effectiveness in secondary schools. This points to the fact that when the workload among teachers is fair, there will always be the effectiveness and the reverse is true. So, for any school to attain the effectiveness of teachers, their workload must also be put into consideration. In the event that their workload is not considered, their effectiveness can as well be compromised.

These findings are in agreement with Thompson (2015) that heavy workload can negatively affect the psychological well-being of teachers, and this has a bearing on how they will perform in the teaching process as well as other activities outside the classroom, mainly co-curricular activities and student mentorship. In the same vein, Carter and Nicho (2012) confirmed that there is a relationship between class size and teacher workload, which affects the learning process and therefore leads to poor performance as the measure of teacher effectiveness. The large class size affects the understanding of students hence failing to perform academically. All these scholars were inclined to the fact that when teachers' workload is not properly managed, their effectiveness is affected. However, in the event, their workload is properly managed,

and they happen to be intrinsically in agreement with the workload assigned to them, their effectiveness is properly realised.

Also, Yang and Heh (2007) pointed out that a feeling of work overload is a function of the intercourse between a person's work environment and psychological satisfaction. The mode focuses on the structural characteristics of the person's interaction with their work environment, on the premise that the effect of workload is felt as a result of a mismatch between an individual ability, needs, motives, goals, and behaviour patterns and a given job's demands, resources, opportunities, and rewards. In this regard, if the teachers feel that their workload is directly proportional to their earnings, they will perform to the expectation.

The findings also agree with Mabula (2011) that equally stressing was overloading, specifically, work overload. Teachers are burdened with excessive testing paper works, preparation of visual aids, and lesson plans and are expected to come up with meaningful research, extension services, counselling students, and attending to curricular activities. They discovered that one common complaint made by teachers is the fact that they bring home their paper works which consequently deprives their time and attention. The perception of stress arising from competence occurs when a teacher cannot cope with the work standard because he/she lacks the preparation, experience, and capacity.



## CONCLUSION

The study found that there is a weak but significant relationship between teachers' workload and their performance in secondary schools. It was found that more workload for teachers affects their effectiveness negatively, that is, failure to prepare schemes of work, and lesson plans, assess learners, maintain discipline, and participate in co-curricular activities.

## Recommendations

The government and the Ministry of Education and Sports should provide workshops and refresher courses on teachers' workload to increase their effectiveness. Administrators should design flexible schedules to allow teachers to perform other duties alongside teaching within the stipulated time.

Teachers should budget their time and handle all the workload assigned to them to improve their effectiveness in school, and the government should set more innovative guidelines for teacher workload in schools to enable school administrators not to overload the teachers who may result in ineffectiveness.

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