



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

OCTOBER 2014, VOLUME 2, ISSUE 4, 21 - 35

E-ISSN NO: 2289 – 4489

## WORKLOAD OF TECHNICAL SECONDARY SCHOOL TEACHERS: MANAGEMENT AND ADMINISTRATION'S PERCEPTIONS

Sharifah Shafie<sup>1</sup>, Suhaida Abdul Kadir<sup>2</sup> & Soaib Asimiran<sup>2</sup>

### ABSTRACT

The Malaysian education system constantly undergoes changes. These changes have created an impact on teachers' workload. A study was conducted to identify the workload of technical secondary school teachers focusing on the management and administration of those teaching Integrated Living Skills (KHB). The respondents consisted of 284 KHB teachers in the state of Kedah. The contents of the questionnaire encompassed the amount of time allocated to perform tasks related to administration and management. The findings indicated that the average teacher workload in KHB management and administration is 8.76 hours per week. The implication of this study is that KHB teacher's workload in management and administration should be reduced to ensure that they can focus on innovation in teaching and learning. It is proposed to create the post of workshop assistants similar to the laboratory assistants who assist the Science teacher.

**Keywords:** Workload; Living Skills Teachers; Integrated Living Skills workshop, Technical Secondary Schools

[1] Ministry of Education, Malaysia  
[2] Faculty of Educational Studies,  
Universiti Putra Malaysia

*Corresponding Author:*  
*Email: sha\_fasya@yahoo.com*



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## INTRODUCTION

Developments in the education system in Malaysia have stimulated changes in the role, duty and responsibility of teachers. The effect not only pertains to classroom teaching, but also to various duties and responsibilities with regard to these changes. The workload refers to all activities taking up the teacher's time directly and indirectly with professional duties, responsibilities and interests (Harold, 1984). According to Mohd Saudi (1998), workload means the amount of time performed by a teacher on the academic and non-academic duties in or outside the classroom. In addition, workload refers to a formal responsibility entrusted by the school and that must be performed by the teacher.

Teachers have to perform various tasks namely as class teacher, duty as head of subject panel, secretary of sports and several other tasks. As a class teacher, in particular Form One, one is required to fill the report form card in full and in detail (Rohani, 1991). At times, teachers are also required to work during holidays, to ensure that the education department plan proceeds smoothly as planned (Adam, 2002). The KHB subject emphasizes on hands-on concepts, and the processes of teaching and learning is conducted in the workshop. Therefore, KHB teachers need to do a variety of tasks to provide students with the needed skills. In the absence of workshop assistants, all the tasks related to preparing materials and equipment in practical work including sanitary arrangements are being performed by the teachers. Hence, teachers need to be at the KHB workshop at least 20 minutes before starting the learning process (Rohani, 1991). With various tasks to perform, teachers not only serve as educators to disseminate information, but also as managers, planners, facilitators and role models to the community. In addition, various composite tasks to be performed by the teachers may lead them to lose focus on classroom teaching and learning (Ministry of Education, 2007).

Workload will affect morale, job satisfaction and the quality of one's personal life (Bridges & Searle, 2011). Workload shouldered by KHB teachers should be studied in-depth because excessive workload may have negative impacts on students and schools. The quality of teacher's teaching in particular, the quality of education in general may normally be affected. According to Azizi, Jamaludin, and Mazeni (2010); Bubb and Earley (2004); Chan, Chen, and Chong (2010); Gilbeth (2002); and Lukman (2008); one of the causes of occupational stress among teachers is the heavy workload. Teachers who are under pressure score low in terms of quality of work, dedication, motivation, creativity, commitment to tasks, skills and moral ethics. All these will affect school excellence and effectiveness (Azman, 2006).

Generally, this study was to examine the KHB teacher's workload in terms of management and administration. The specific objectives of this study are to:

- i) Identify the roles and responsibilities of KHB teachers.
- ii) Identify the amount of workload of KHB teachers in school in terms of management and administration
- iii) Compare KHB teacher's workload in the management and administrative aspects of demographic factors (age, gender, academic qualifications and options).



## **LITERATURE REVIEW**

Various definitions of the workload have been submitted by previous researchers. According to Harold (1984), workload refers to all activities that involved teachers' time either directly or indirectly with professional duties, responsibilities and interests. While according to Muhammad Shukri (1998) workload refers to responsibilities assigned to teachers whether in the classrooms or out of the classrooms. Workload also refers to the total time a teacher teaches in class, the time allocated to accomplish the school work or or official duties as a teacher in school and also after school hours. Workload is also a form of responsibilities expected to be performed by teachers although not favorable. These responsibilities include teaching and learning, co curricular activities, file management, meetings and anything related to the official duties as a teacher (Azita, 2012).

Referring to the many definitions of workload, we could conclude that workload is the total time taken for teachers to accomplish their official duties in or out of the school hours. Workload could be measured by the total time taken to accomplish a particular task. However, several models are used in studies regarding teacher workload and one of them is the Priority Model (Cooper, 2013).

With reference to Figure 1, Cooper (2013) has discussed how to manage the workload and to assign work and responsibility effectively. He stated that an obstacle typically encountered by many leaders in today's modern environment is the lack of time to do several tasks that can help them build, develop and lead a high performing team. He introduced the Priority Model, a two-dimensional model based on importance and urgency.

The first thing to consider is what makes the task more important or less important as well as more urgent or less urgent. The main cause that makes the task important can be seen as a result of the negative impact of incomplete tasks. The second is the benefit of positive effects of completed tasks. The third is the interdependence; the extent to which others or other functions depend on the tasks. The last is a performance metric that is directly related to the job performance metrics on any team or individual that will be measured.

Secondly, a key dimension in this model is the urgency factor. Urgency is associated with deadlines and interdependence. The deadline of a task is more of when a task needs to be completed. Interdependence involves the extent of others or other functions depending on the tasks to be performed. Based on an overview of this model, the dimension of interest encompasses the importance of the factors. In addition, the dimension of urgency is a timeline, when a task must be completed by either a separate specific deadline or date created through interdependence. Figure 1 shows the flow of the regular work for almost every type of task. Some tasks require immediate attention and others arrive at the lower level of urgency and can be more demanding if not resolved. This seems to show that some priority tasks either as A or B, while C as priority tasks that are not completed will be a priority of A; and D priority tasks that are not completed will usually be a priority of B. In normal condition, these tasks are less important and will only become more urgent.

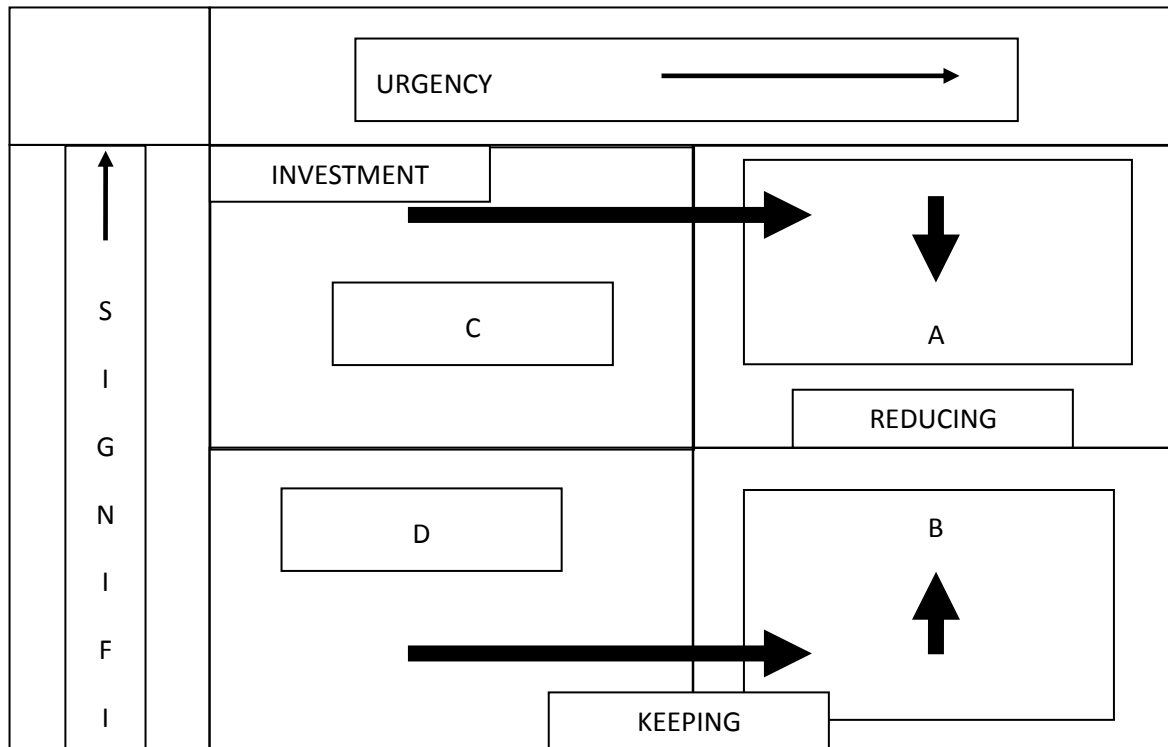


Figure 1. Priority Model [Source : Cooper, 2013]

The work flow in Figure 1 also describes how to reduce the amount of time spent on a prioritized task. A place which is not conducive is not suitable for work as it contributes to high stress. In addition, inconducive work environment includes working in haste that causes the production of low-quality work. Hence, it is recommended that the task to be prepared in advance is to invest the time to work on the priority at C. An excellent leader will spend most of the time working in Zone C.

Many previous studies in and outside the country have studied teacher workload in general. However, less relevant studies focused on the workload of KHB teachers. Some related studies on teacher's workload in Malaysia included research by Abdull Sukor Abd. Rahim and Mohamad Yazid (2006); Adam (2002); Azita (2012); Ministry of Education (2007); Mohamad Yazid (2005); Mohd Fitri (2006); Mohd Saudi (1998); Muhammad Shukri (1998); and Rohani (1991). Meanwhile, from other countries, such related studies included those by Angle et al. (2008); Ballet and Kelchtermans (2009); Bridges and Searle (2011); Bubb and Earley (2004); Galton and MacBeath (2010); and Ingvarson et al. (2005). All these studies examine the general workload of teachers in performing their duties and responsibilities in the school.

A study by Angle et al. (2008) involved 1903 teachers from primary, secondary and special schools in England and Wales. This research was devoted to working hours and patterns of work done. The results showed that most teachers work 50 hours a week. The total number of hours increased between 2007 and 2008, from 53.6 hours per week to 58 hours per week, respectively. The average number of working hours was 52.2 hours a week for primary school teachers and 49.9 hours per week for secondary school



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

teachers. Similarly, a study by Ingvarson et al. (2005) found that the number of hours teachers worked in New Zealand is 47 hours per week.

In 2010 a study was held in England and Wales by Deakin, James, Tickner, and Tidswell (2010). The study on primary and secondary school teachers' workload showed that the total hours of workload for a secondary school teacher is 49.9 hours a week while that of primary school teachers was 50.2 hours a week. This indicated that the workload for primary school teachers in England and Wales had decreased but in secondary schools it still remained at 49.9 hours per week.

As reported by Ingvarson et al. (2005) based on a case study and survey on 1150 teachers, 936 middle managers and 235 principals of secondary schools in New Zealand, the total of actual workload for principals was 59 hours per week, middle managers at 52 hours a week and teachers at 47 hours a week. The respondents in this study reported that the number of hours spent in school is a significant cause of stress. Some 75% of teachers said that their current workload is too heavy. They also complained of too much paper work that needs to be completed and done outside of the school hours. The total hours of clerical work is 7.7 hours a week. They also supported the stand to reduce the workload by hiring additional staff and also giving additional allocations for professional work outside the classroom. The teachers also suggested the government provide additional staff and also institute smaller classes to reduce teacher workload.

Another study by The School Teachers' Review Body (STRB) reported in March 2003 that 2694 primary school teachers have a total workload average of 51.8 hours a week. Out of the total respondents, 16% worked 60 hours per week while only 6% worked less than 40 hours a week. Secondary school teachers, however, used a total of 50.8 hours per week. The findings also showed that teacher workload increased rapidly from 1994 to 2003 from 48.8 hours per week to 51.8 hours per week for primary school teachers and 48.9 hours per week to 50.8 hours per week for secondary school teachers (Bubb & Earley, 2004). Thus, it could be concluded that the total workload of teachers overseas is not more than 51 hours for secondary school teachers while for primary school teachers it is not more than 53 hours a week.

Many studies on teacher workload have been done in Malaysia. Research by the Ministry of Education (2007) on the duties and responsibilities of teachers was conducted in a form of surveys, benchmarking visits to other countries as well as discussions with a number of academicians. The largest study by the Ministry of Education (MOE) involved 16 699 teachers from primary and secondary schools throughout Malaysia. This study found that primary school teachers used an average of 65.46 hours per week, while secondary school teachers used 67.01 hours per week to perform their duties and responsibilities. The total number of hours obtained in this study included nine aspects of duty and responsibility in terms of curriculum, co-curriculum, student affairs, financial management, office management and administration, management of physical development, staff development, community relations and management of the hostel.

Meanwhile, Mohd Saudi (1998) did a study on on teachers' workload in terms of total time taken for academic and non-academic tasks in school and also determined the best total of effective workload for a teacher without causing stress, work dissatisfaction and disturbing mental and physical health. Respondents were 120 teachers who were teaching form 1 to form 6 from two schools in Kota Baharu, Kelantan.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

The study used a questionnaire by Salwa (1996) who studied teachers' actual workload in terms of type of tasks, job delegation and total time taken to accomplish the tasks. It is found that the average total workload was 64.21 hours a week. Out of this total, 39.59 hours a week (61.7%) was taken up by academic tasks and 24.62 hours a week (38.3%) for non-academic tasks in school. Most of the teachers also held five posts which include form teacher, special tasks and co-curricular tasks. Hence, the total working hours for a teacher is 64.21 hours per week.

Mohamad Yazi (2005) who investigated teacher workload and teaching behavior in primary schools carried out a study on 274 primary school teachers in Kedah. He found that teachers used up 52.40 hours (62.19%) for academic tasks in a week and 31.86 hours (37.82%) a week for non-academic tasks. He also found that primary school teachers on average held not less than seven posts in all three fields, which are curriculum, student affairs and co-curriculum. Generally, total teacher workload is 84.26 hours per week and it will be heavier depending to the number of posts held by the teacher.

Another study on workload was done by Norlida, Fatimah, and Mohd. Nasrudin (2011) from Bahagian Pendidikan Guru or Teacher Education Division. This is a quasi-experimental study aimed at determining the effectiveness of the placement of pembantu tadbir PT(P/O) grade N17 (administrative assistants grade N17) in reducing the clerical workload of teachers in schools. This study involved 2490 teachers where 50.1% of them are from the treatment school with two pembantu tadbir while 49.1% are from schools without pembantu tadbir. These Pembantu Tadbir are placed in 50 schools starting January 2011 until 31 December 2011. Findings of the study showed that the placement of PT(P/O) grade N17 effectively helped reduce teachers' clerical workload in school. The average of teachers' clerical tasks were found reduced weekly, monthly and also annually. It was also found that the average time taken by teachers to accomplish their main tasks on curriculum and co-curriculum also improved with the presence of administrative assistants helping them with the clerical tasks.

In comparing local and overseas studies, teachers in Malaysia were found to be more overloaded with the number of hours they worked than the teachers abroad. The difference is up to 15.19 hours per week. Meanwhile, in comparing the number of working hours for civil servants in Malaysia, they work only 40 hours a week. Therefore, the teacher's workload recorded significantly higher with a difference of 26.24 hours per week. It indicates clearly that the workload of teachers in Malaysia is high. The relevant authority should look into the number of hours of workload in detail and depth, and to act upon this matter to ease the workload of teachers.

According to Azita (2012) teachers' increasingly complex and challenging duties causes stress. A task which was before a mere responsibility now becomes a workload. This surely is a discomfort for teachers and being forced to accomplish the task will result in dissatisfaction. Other than the increasing workload, teachers also lack sufficient rest. According to Azita's study, most of the schools hold activities on Saturdays such as extra classes, sports practice, class cleanliness, club and society activities. These include activities with the administrator such as the Latihan Dalam Perkhidmatan (LDP) where the school counseling service invites speakers to talk about various issues which are usually done on Saturdays too. This resulted in teachers feeling that the side duties contributed to the increasing workload. The findings showed that workload on side duties has the highest mean of 3.91 compared to the administration and teaching and class management aspects.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

The Chartered Institute of Personnel and Development (CIPD, 2001) has reported on the effect of working long hours among individuals. Findings showed that one of three couples working more than 48 hours a week have found their relationships negatively affected. Some 70% of the couples interviewed by CIPD reported that working long hours caused fatigue and reduced their interaction with each other. Another 40% said they felt bored when loaded with heavy responsibilities. Almost all respondents who are working long hours reported that they have lost their work-life balance. More than half of the respondents (56%) said that they have spent most of their life on working while 25% of those working more than 48 hours a week negatively reacted to their spouse. While more than a quarter of the respondents with small and schoolgoing children said that the long work hours has had negative effect on their relationship with their children (Bubb & Earley, 2004).

According to Lukman (2008), one of the main sources of stress among teachers is the workload factor. This statement is supported by the study by Teachers' Health and Wellness in Northern Ireland in 2001. It was found that the main cause of work pressure and workload is too much paper work and administrative work that needs to be done. In a report by The Health and Safety Executive (HSE), nearly 40 million days of work was lost in the United Kingdom (UK) because of stress-related illness and 60% of absence from work was due to stress (HSE, 1995). Then, in 2000, HSE reported that the highest numbers of people facing stress are teachers. It was found that out of 17000, 41.5% of teachers were highly stressed followed by nurses (32%) and managers at 28% (Bubb & Earley, 2004).

### **METHOD**

The method used to study the workload of KHB teachers is quantitative research method through a survey using a questionnaire. Quantitative approach is said to be more structured, with a minimal degree of ambiguity, clear meaning, having linear pattern, a clear schedule and focus on results. In terms of scope, it can involve large numbers of respondents. Survey is one method of non-experimental research which is more popularly used in many fields, in particular in the social sciences. The survey is conducted on a sample of the population. The sample selected must have the attributes of the population to be studied. This is to ensure that the information obtained through the survey can give an overview of the entire population studied.

### ***Participants***

Before conducting the sample selection and data collection process, researchers have to first identify the study population. According to Ary, Jacobs, Sorensen, and Razavieh (2010), the population is the larger group characterizing a generalization. This includes members that are defined as a class of persons, events or objects. The population comprised 1087 KHB teachers in secondary schools across Kedah. The determination was according to the Cochran formulae (1977). Hence, 284 KHB teachers in Kedah were involved as the respondents of the study. The sampling technique used is cluster and purposive sampling. Purposive sampling was used as only KHB subject teachers were involved. The respondents consisted of 85 male teachers (29.9%) and 199 (70.1%) female teachers; 113 teachers (39.8%) aged less than 40 years and 171 teachers (60.2%) more than 40 years old; 213 (75.0%) were graduates, while 71 (25.0%) were non-graduates; 212 (74.6%) were teachers of KHB-option, while 72 (25.4%) were not KHB-option.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## ***Data collection***

The management and administrative aspects of the KHB teacher workload are measured using a modified questionnaire on Teacher Duties and Responsibilities (MOE, 2007). In the questionnaire, the respondents were asked to state the frequency of the task performed and the amount of time spent to complete the task. The respondents should take note that the '0' (zero) indicates that a task is not related to the respondent. The total workload of teachers is calculated by summing the teacher's involvement in the execution of the duties and responsibilities, as well as reported in terms of hours per week.

## **RESULTS AND DISCUSSION**

In addition to the demographic variables, this study has also identified the details of the duties and responsibilities of teachers. These details are shown in Table 1. The sample for this study consisted of teachers from the lower secondary level. Hence, by the process of teaching and learning, it involved students from Form 1, Form 2 and Form 3. The number of teachers who teach all these three levels was only 53 people (18.7%). A total of 117 teachers (41.2%) were teaching two levels and a total of 114 teachers were teaching one type of form only (40.1%). With regard to the number of subjects taught, teachers of two subjects formed the largest number of respondents (45.4%), followed by teachers who only teach one subject (32%), and only 64 teachers (22.5%) who teach more than two subjects.

Next, with regard to the number of teaching hours per week, a total of 37 teachers (13.0%) were teaching between 13 to 20 hours a week, while a total of 247 (87.0%) were teaching between 21 to 26 hours a week. For the number of classes taught, teachers with less than or equal to four classes, constituted the largest number of respondents, 141 people (49.6%). A total of 109 teachers (38.4%) were only teaching five classes and only a total of 34 teachers (12%) were teaching more than six classes.

With regard to duties and responsibilities, the findings showed that, overall, teachers do not teach only one level, but also teach until three levels. Teachers are certainly loaded with different syllabus of varying levels. Preparation that teachers undertake to teach will also increase as they have to provide materials for three different levels. The load was added with 64 teachers teaching more than two subjects. Teacher preparation load will definitely get heavier. In terms of teaching hours, it also shows the KHB teachers have a heavy load, because the majority of them teach between 21 to 26 hours per week. In addition, the teachers have big number of classes to teach. In this workload situation, the teachers are unable to develop materials for teaching and, hence, there is no innovation in teaching and learning.





# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 1  
*Respondent Distribution of Duties and Responsibilities (N = 284)*

Demographic Factor	Frequency(f)	Percentage (%)
<b>Number of level taught</b>		
1 Level	114	40.1
2 Levels	117	41.2
3 Levels	53	18.7
<b>Number of subjects taught</b>		
1 subject	91	32.0
2 subjects	129	45.4
> 2 subjects	64	22.5
<b>Number of teaching periods of teaching per week</b>		
13 teaching periods to 20 teaching periods	37	13.0
21 teaching periods to 26 teaching periods	247	87.0
<b>Number of classes taught</b>		
≤ 4 classes	141	49.6
5 classes	109	38.4
≥ 6 classes	34	12.0

The detailed amount of time spent on management and administrative duties is shown in Table 2. Overall, the amount of time spent by the teachers in management and administration tasks was 8.76 hours per week. In carrying out management and administration-related tasks, the time most spent by teachers in preparation was provided in the form or in PBS evidence and course work; which students registered at 1.38 hours per week, followed by managing files and files of course work of PBS students at 1.25 hours per week; on work of tidying and cleaning after students' organized practical activities at 1.11 hours per week and filling in PBS student scores at 0.98 hours per week.

Table 2  
*Details on Total Number of Hours in Management and Administration Task (N = 284)*

No.	Related Tasks on Management and Administration	Average Per Week (hour)	SD
1	Involve in student's enrollment	0.06	.088
2	Manage student's attendance record books	0.60	1.132
3	Involve in the management of EMIS data	0.05	.234
4	Engage in the scheduling of substitute teachers	0.14	.524
5	Preparation of form/evidence on student's PBS coursework	1.38	2.288
6	Manage the course work files and PBS files of students	1.25	1.658



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

7	Preparing materials for students' practical activities in the workshop	0.93	.994
8	Providing equipment for students' practical activities in the workshop	0.91	.983
9	Tidying, cleaning and organizing after the practical activity	1.11	1.089
10	Involve in workshop ambience cheerfulness activity	0.14	.178
11	Manage the arrangement of parts and materials in the workshop	0.82	1.029
12	Manage the storage of materials and equipment in the workshop	0.13	.284
13	Involved in maintenance of hand tools and machines in the workshop	0.08	.118
14	Fill in student test and examination scores (including record books, record progress, online system)	0.18	.230
15	Fill in student PBS scores	0.98	1.204
<b>TOTAL</b>		<b>8.76</b>	<b>6.668</b>

On the whole, the results of the study indicated that the amount of time spent by the KHB teachers in terms of duties and responsibilities is 8.76 hours per week. This amount is more than that found by the study conducted by the Ministry of Education (2007), which was only 2.3 hours a week. This latter finding is appropriate as the KHB teachers certainly provide a lot of tasks related to the management and administration of the work load in the workshop as part of their duties and responsibilities.

A study by Norlida, Fatima, and Mohd Nasrudin (2011) proved that the presence of administrative assistants at the school can reduce the average time teachers spent on clerical tasks. The study also found that the average teacher's main tasks related to curriculum and co-curriculum increased when the administrative assistants are available to help with clerical duties. The science laboratory was equipped with five to six lab assistants to help science teachers' workshop, hence, KHB office assistants are also needed in the workshop.

In the workshop management activities, KHB teachers are involved in the work of basic laboratory preparation such as installing equipment, sharpening chisels and saws, providing practical materials such as wood cutting to appropriate sizes and also to cut sheet metal. However, the machines available at the workshop do also need to be maintained from time to time, while shelves and panel equipment need to be installed. The KHB teachers also need to repair small defects in workshop machines. All assignments are as mentioned in the circular of Time Allocation Maintenance Laboratory (Ministry of Education, 1982). Therefore, the time is allotted by KHB teachers to conduct the affairs of management and administration. The summary of work performed by KHB teachers in school management and administration is shown in Figure 2

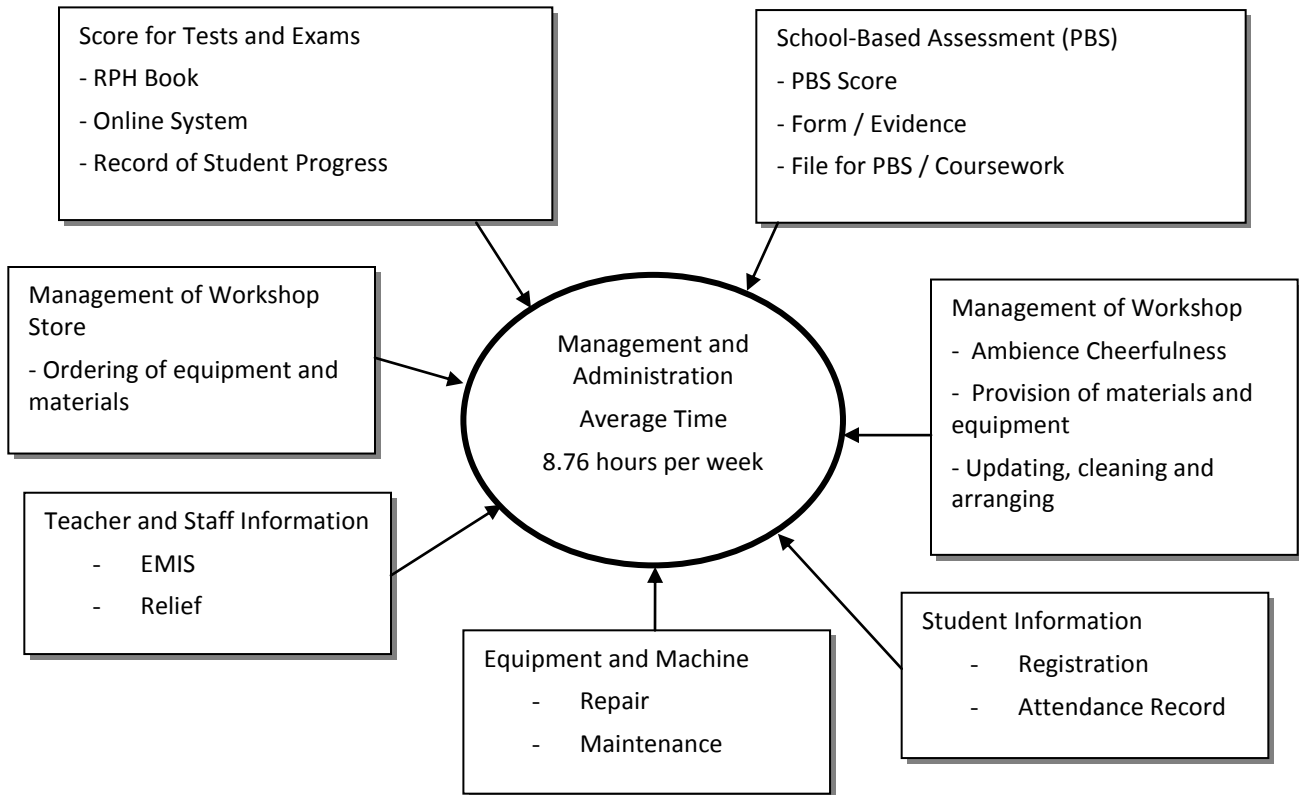


Figure 2. Summary of Workload Management and Administration

This study focuses on the differences of workload based on the demographic factors of age, gender, academic qualifications and options. In order to determine the differences, free samples *t*-test was conducted. To show the difference in workload according to age, two age-categories of teachers were used, that is, with less than 40 years and more than 40 years. The findings of the analysis of independent samples *t*-test in Table 3 shows no significant differences were recorded ( $t(282) = -0.225, p = .822$ ). This indicates that the heavy workload of teachers is not influenced by age; there was no difference in workload, whether among younger teachers or the elderly ones.

As for the workload based on the gender, the findings of the analysis of independent samples *t*-test in Table 3 shows no significant difference ( $t(282) = -1.087, p = .278$ ). This shows that there is no difference in workload between female teachers and male teachers. Next, the difference in workload based on academic qualifications, ranging from postgraduate teachers to non-graduate teachers. The findings of the analysis of independent samples *t*-test showed no significant difference ( $t(282) = 0.041, p = .967$ ). This showed no difference in workload based on based on teachers' academic qualification. Next is workload differences based on whether the teacher is a teacher of option KHB or not.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

The findings of the analysis of independent samples *t*-test showed no significant difference ( $t(282) = 0.948, p = .344$ ). This shows that although teacher of KHB-option or non-option, the burden is borne equally. Table 3 shows an analysis of the difference of management and administrative workload based on demographic factors.

Table 3

*Difference of Analysis on Workload Management and Administration Based on Demographic Factors (N = 284)*

Variable	M	SD	Mean difference	dk	t-value	p
<b>Age</b>						
≤ 40 years old	34.61	27.15	-.73	282	-.225	0.822
> 40 years old	35.33	26.43				
<b>Gender</b>						
Male	32.41	29.04	-3.76	282	-1.087	0.278
Female	36.17	25.58				
<b>Academic Qualification</b>						
Degree Holder	35.08	26.46	.15	282	.041	0.967
Non-degree Holder	34.93	27.47				
<b>Option</b>						
KHB Option	35.92	27.42	3.45	282	.948	0.344
Non KHB Option	32.47	24.31				

Each of the four independent *t*-tests showed no significant difference in the amount of management and administration workload based on age, gender, academic qualifications and options. This indicated that all teachers accept the burden of KHB as almost the same, regardless of whether the teacher is male or female, young or old, is a postgraduate or non-postgraduate degree holder, or if the teacher is from the non-KHB option or KHB option category. Therefore, the workload incurred by them is heavy, in terms of management and administration.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## CONCLUSION AND RECOMMENDATION

The results of the study showed that the workload of a KHB teacher is heavy. The researchers deliberated that the MOE should consider this finding and act accordingly. Workload within the management of the workshop alone is enough burden and this is further added with composite tasks as the other teachers.

Based on the findings of this study, several suggestions are proposed to improve the tasks and responsibilities of teachers, in particular the KHB teachers. Among others they include creating a position of workshop assistant in the KHB workshop to help teachers manage the KHB subject. This can lighten the workload of KHB teachers in preparing the workshop for teaching. In addition, the tasks include maintaining the workshop after KHB practical activity. If helped by workshop assistants, teachers are able to focus more on teaching and also on the students.

To conclude, the duties and responsibilities as educators are very heavy, especially for KHB teachers who emphasize on achievement of practical skills, besides knowledge. These KHB teachers have the added responsibility to manage the workshop without the workshop assistant. In Malaysia, the teacher's working hours are not explicitly stated as compared to that of other civil servants. Generally, it is stated that teachers only work five to six hours a day. In fact, the job of a teacher, especially KHB teacher, goes beyond the teaching hours and school hours. The number of teaching hours for teachers can have a huge impact on the quality of teaching and learning. The increase in the number of teaching hours and other tasks will create difficulty for teachers who must focus on effective teaching and student learning. For KHB teachers in particular this workload problem can be solved by introducing workshop assistants.

## REFERENCES

- Abdull Sukor, S., Abd. Rahim, R., & Mohamad Yazi, K. (2006). Primary School Teachers' Workload. *National School Leadership and Management Seminar, Alson Klana Resort, Seremban.*
- Adam, B. (2002). *Primary School Teacher's Workload of Malay Language Stream in Sibul Division, Sarawak.* Master's Thesis, University Putra Malaysia, Serdang.
- Angle, H., Gilby, N., Fearn, A., Bassett, C., Elston, D., & Mcginigal, S. (2008). *Teachers' Workloads Diary Survey.*
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (Eight Edit.). Wadsworth Cengage Learning.
- Azita, A. R. (2012). *Secondary School Teachers' Workload in Batu Pahat, Johor Darul Takzim.* Master's Thesis, Universiti Teknologi Malaysia, Skudai Johor.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Azizi, Y., Jamaludin, R., & Mazeni, I. (2010). Factors That Contributed Stress Among Secondary School Teachers In Four States In Malaysia. *Asia Pacific Journal of Educators and Education*, 25, 103–136.
- Azman, Y. (2006). *Stress among Living Skills Teachers in Selected Secondary School in Bentong District, Pahang Darul Makmur*. Principalship Thesis, Universiti Malaya, Kuala Lumpur.
- Ballet, K., & Kelchtermans, G. (2009). Struggling with workload: Primary teachers' experience of intensification. *Teaching and Teacher Education*, 25(8), 1150–1157. doi:10.1016/j.tate.2009.02.012
- Bridges, S., & Searle, A. (2011). Changing workloads of primary school teachers : " I seem to live on the edge of chaos ." *School Leadership & Management*, 31(5), 413–433.
- Bubb, S., & Earley, P. (2004). *Managing Teacher Workload Work-Life Balance and Wellbeing* (First Edit.). Paul Chapman Publishing A SAGE Publications Company.
- Chan, A. H. S., Chen, K., & Chong, E. Y. L. (2010). Work Stress of Teachers from Primary and Secondary Schools in Hong Kong. In *Proceeding of the International MultiConference of Engineers and Computer Scientists* (Vol. III, pp. 17–20).
- Cooper, S. (2013). *Leader*. Pearson Education Limited.
- Galton, M., & MacBeath, J. (2010). Balancing the workload equation in English primary schools: a continuing story? *Asia-Pacific Journal of Teacher Education*, 38(4), 301–315. doi:10.1080/1359866X.2010.515940
- Gilbeth, A. J. (2002). *Intrinsic and Extrinsic Factors of Educational Organization and its' relationship with work stress : A study in selected secondary school*. Master's Thesis, Universiti Utara Malaysia, Sintok Kedah.
- Harold, E. Y. (1984). *Faculty Workload: Research, Theory and Interpretation*.
- Ingvarson, L., Kleinbenz, E., Adrian, B., Barwick, H., Carthy, I., & Wilkinson, J. (2005). *Secondary Teacher Workload Study Report* (pp. 1–192).
- Ministry of Education (1982). Time Allocation for Commerce Workshop.
- Kementerian Pelajaran Malaysia. (2007). *Teachers' Duties and Responsibilities Study*.
- Lukman, M. (2008). *Work Stress Among Secondary School Teachers in Two District in Kedah*. Master's Thesis Universiti Malaya, Kuala Lumpur.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Mohamad Yazi, K. (2005). *Secondary School Teachers' Workload and Teaching Behavior*. Master's Thesis, Universiti Utara Malaysia, Sintok Kedah.
- Mohd Fitri, S. (2006). *Secondary School Teachers' Workload Level in Skudai District: A case study*. Master's Thesis Universiti Teknologi Malaysia, Skudai Johor.
- Mohd Saudi, A. R. (1998). *Secondary School Teachers' Workload*. Master's Thesis, Universiti Utara Malaysia, Sintok Kedah.
- Muhammad Shukri, S. (1998). *Primary School Teachers' Workload*. Master's Thesis, Universiti Utara Malaysia, Sintok Kedah.
- Norlida, A. W., Fatimah, T., & Mohd. Nasrudin, B. (2011). Experimental Study on Handling Teachers' Clerical Workload. *Teacher Educational Research Journal*.
- Rohani, C. (1991). *Teachers' Workload in KBSM Implementation*. Master's Thesis Universiti Malaya, Kuala Lumpur.