

**RELATIONSHIP BETWEEN TEACHER'S
WORKLOADS AND STUDENT PERFORMANCE IN
KELANTAN ISLAMIC FOUNDATION SCHOOL IN
PENGKALAN CHEPA**

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Relationship between Teacher's Workloads and Student Performance in Kelantan Islamic Foundation School in PengkalanChepa

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LIST OF ABBREVIATIONS

- YIK** - Kelantan Islamic Foundation
- P d P** - Pengajaran Dan Pembelajaran (Teaching and Learning)
- HEM** - Management of Student Affairs
- MUET**- Malaysian University English Test
- SPM** - Sijil Pelajaran Malaysia
- WHO** - World Health Organization
- PIBG** - Parent Teacher Association

Hubungan Diantara Bebanan Kerja Guru Dan Prestasi Akademik Pelajar
Disekolah Yayasan Islam Kelantan Dipengkalan Chepa

ABSTRAK

Tujuan kajian ini adalah untuk mengenalpasti kesan beban kerja guru terhadap pencapaian akademik pelajar di Sekolah Yayasan Islam Kelantan di sekitar Pengkalan Chepa. Tiga objektif penyelidikan berdasarkan kajian ini ialah; untuk mengkaji kesesuaian beban kerja semasa di kalangan guru bahasa yang mengajar pelajar tahun akhir, untuk mengkaji prestasi pelajar dalam kelas bagi mata pelajaran bahasa, kesesuaian beban kerja semasa guru untuk meningkatkan kualiti pengajaran (P d P proses) dalam konteks beban kerja guru. Kajian ini telah dijalankan di Sekolah Yayasan Islam Kelantan di sekitar Pengkalan Chepa. Untuk kajian ini penyelidik memilih pendekatan kualitatif. Di bawah penyelidikan kualitatif tumpuan penyelidik adalah melalui dokumentari dan temu bual. Penyelidikan menunjukkan beban kerja guru akan memberikan kesan negatif terhadap prestasi akademik pelajar di Sekolah Yayasan Islam Kelantan di sekitar Pengkalan Chepa. Dari dapatan kajian yang dilakukan, dicadangkan bahawa pelbagai pihak perlu bertanggungjawab untuk membantu guru menangani masalah yang dihadapi. Antara pihak yang perlu memainkan peranan dalam mengurangkan beban kerja guru adalah Kementerian Pendidikan. Di samping itu, peranan Jabatan Pendidikan, Yayasan Islam Kelantan dan pentadbir sekolah juga diperlukan untuk memastikan kebajikan guru dipertahankan.

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Relationship between Teacher's Workloads and Student Performance in Kelantan Islamic Foundation School in Pengkalan Chepa

ABSTRACT

The purpose of the study was to find the effect of teachers' workload on students' academic performance in Kelantan Islamic Foundation School around Pengkalan Chepa. Three specific research objectives which guided the study were; to study suitable the current workload among the linguistic teacher that teach final year students, to study on performance of student in the class for linguistic subject, to study suitable the current workload on improving the quality of the teaching (p&p process) in the context of heavy teachers' workload. The study was conducted in Kelantan Islamic Foundation School around Pengkalan Chepa. For this study the researcher choose qualitative approach. Under the qualitative research approach the researcher focus on documentary review and interviews The research show that teacher heavy workload will give negative effect on student academic performance in Kelantan Islamic Foundation School around Pengkalan Chepa. From the finding, it is recommended that various parties responsible for helping teachers address the problems faced. Among those helping to reduce the workload of teachers is the Ministry of Education. In addition, the role of education departments, Kelantan Islamic Foundation and school administrators are also needed to ensure the welfare of teachers defended.

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CHAPTER 1:

INTRODUCTION

1.1 Introduction

The task of teacher is increasing and challenging. The importance task of the teacher is to produce a good quality human. Beside that the role of teacher is to establish a young generation that is competitive and able to serve the country in the political, economic and social. The responsibilities of this variety also indirectly put pressure on the teacher. If the first possibility is certain that some teacher will be burdened with the teacher task as the main examination subject teachers, teacher who hold important posts in the school and teacher who have to work after hours classes such as sports coaches. The reality now, the situation has changed with development of the globalization or education.

Development in the Malaysian education system has led a change in the role, duties, and responsibilities of teachers. This impact is not just identified with classroom educating but also for a variety of tasks and responsibilities with regard of these changes.

According to Rohani, 1991, is mention that:

“Teacher have to perform various tasks namely as a duty as head of subject panel, secretary of sport, class teacher and several of task. In instance, as a class teacher, in particular form one, one is required to fill report form card in full and detail.”

1.2 Organization Overview

Kelantan Islamic Foundation (YIK) is more of a religion agencies of the Kelantan State Government, which entrusted to carry out the activities of Islamic Education and Learning of Arabic Language among the people of this state. Islamic education as explained means in terms of ta'dib, irsyad dan tadrīs is a continuous effort towards developing individual potential Muslim as a servant of God and His caliphs on Earth as a whole and integrated to produce a balanced human in terms of spiritual, aqliyah, emotions, beliefs and physical fitness based on the teachings of Islam. (History YIK)

The establishment was originally on 1st January 1974 which is under Enactment Kelantan 9/1968. Under the administration Kelantan Islamic Foundation (YIK) there were 89 schools. The school consists of Maahad, Religious School (Arabic) help the state government of Kelantan and Maahad Tahfiz. Educational Goals of Kelantan Islamic Foundation (YIK) is producing a Muslim believer, virtuous, knowledgeable, do good deeds, and are eligible to serve in developing family, society, country and the Ummah. Management in Kelantan Islamic Foundation monitored by the state government. (History YIK)

1.3 Background of study

Traditionally we know that a teacher's responsibility is to teach and educate students to achieve learning objectives that are designed based on the syllabus specified. Instead the teacher's task is even more challenging nowadays. Besides teaching, teachers are also burdened with extra multitasking job such as, clerical work, becoming facilitators in a workshop or camping, curriculum advisors, and leaders of clubs, associations,

uniformed units, coaches, teachers, data and others. According to Che Yaakob (1991), teachers are now burdened with multiple sides of tasks and that will reduce their focus to the main task of teaching. This causes the quality of teaching and learning will be affected.

If this scenario continues to happen without the attention of the school management, students will undoubtedly be affected. Students become victims because they always expect something good in every classroom, while teachers do not have time sufficiently to carry out of tasks of teaching. In addition to academic work, teachers also have to hold a variety of other positions in the academic field as chairman of the committee and student affairs such as in disciplinary, welfare, health, and so on. In addition, teachers are also involved with tasks in the field of curriculum i.e. as home teacher, sports adviser, sports coaches and so on. Academic tasks are divided into two categories: routine (daily) and seasonal tasks (periodic). Among such routine tasks (daily) is teaching.

1.4 Problem statement

Today, education is often shocked by a variety of issues especially related to teachers. Issues involving teachers seems to be a hot topic in the media. Professionalism of teachers according to Hoyle (1980) in the primer leadership and professional development of teachers is the attitude and actions affecting aspects related to employment such as working conditions, terms of salaries and wages, work schedule and other matters connected therewith.

One of the important issues related to the field of teaching is the teachers' workload issues that is affecting the performance of students in the class. Performance meant the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed. In this study, final year student's performance in Kelantan

Islamic Foundation School was examined to see how the final year student performance is affected by teacher's workload. In education sector there is relationship between teachers workload and students performance.

This is not new and until today this issue is still a topic that is often discussed among teachers and educators. The proof can be seen on the basis of the examination results of mid-year final year student in Kelantan Islamic Foundation School. Moreover, this statement is also supported through newspaper articles, blogs and so on.

As we know, teachers can be defined as a teacher, caregivers and educators. Similarly, tasks can be defined as an obligation or responsibility that must be implemented. While, burden can also be translated as the number of tasks that must be done by a process or system that must be implemented. (Hall dictionary).

Based on the definition that has been declared, it can be concluded that the main task of a teacher is to teach and educate throughout teaching and learning environment based on their duties as teachers. However their task as teachers is increasing every day and this will affect the performance of their students in the class and indirectly the school performance will also be affected. Moreover, performance can be defined as the results that have been obtained or made by a person or an organization. (Hall dictionary).

The duties and responsibilities of teachers in schools not only academic but also includes non-academic assignments. The academic tasks associate with the job of teaching and learning formally whether inside or outside the classroom. Academic task is carried out by teachers who are qualified in certain fields. They are divided into two, academic routine and seasonal academic tasks.

Non-academic tasks are tasks performed by teachers in schools and these tasks can also be done by those who are not teachers. Non-academic tasks are tasks that do not

involve formal instruction. Duties include clerical tasks, special tasks and duties curriculum.

Such tasks would be a serious burden to the teachers because it has disrupted the main task which is to educate the students. If this problem continues to happen, it will affect the quality performance of students and also affect the image of the school. The quality of education primarily depends on teachers but nowadays most of the teachers face by workload and these problem also affect the school image.

1.5 Research question

- a) How suitable the current workload among the linguistic teachers that teach final year students?
- b) How did the students perform in the class for linguistic subjects?
- c) How suitable the current workload on improving the quality of the teaching (p d p process)?

1.6 Research objective

The general objective of this research was to study the impact of teacher's workload on quality student academic performance on final year student in Kelantan Islamic Foundation School around Pengkalan Chepa.

The objective of this study were to:

- a) To study suitable the current workload among the linguistic teacher that teach final year students.

- b) To study on performance of student in the class for linguistic subject
- c) To study suitable the current workload on improving the quality of the teaching (P d P Process).

1.7 Significance of the Study

This study is potential in addressing the relationship between teacher workload and the quality of student academic performance. As noted already, among others factor, the problem is contributed greatly by teacher workload. Therefore, the findings of this study provide the suggestions and recommendations for solving the problem.

Similarly, the theoretical basis of a balanced and explanation to the workload of teachers and the academic performance of students are collected in this study is to assist in completing the stakeholders (Heads of Schools, Members of School board and others) Moreover, the results of the study will help education planners to come up with good plans which realistically gear up for attaining high students' academic performance in education. The findings also will help teachers to reassess their workload in providing education in Kelantan Islamic Foundation School around Pengkalan Chepa. Finally, the study may be used by educational policy makers in improving efficiency in solving the problem of the workload of teachers in schools.

1.8 Conceptual Framework

Guba,et al, (1989) also had been explained of conceptual framework as follow:

“Conceptual frame work is a research tool intended to assist a researcher develop awareness and understanding of the situation research and to communicate.”

In the event that calculated structure is plainly explained, it bears potential helpfulness as an apparatus for empowering that analyst to make significance of sub succession discoveries.

In this way, it is called attention to that theoretical system is a dynamic sign of how the essential ideas and develops are relied upon in the real setting and the encounter that shape establishment of the examination ponder.

This review required a modal concentrated on the basic parts on which information accumulation and examination would be based. In this manner, the blend of value determinants which are gathered into inputs, process and output components, constitutes the real components that guided this review.

Inputs: the research assumed that there are various aspects in teacher’s workload. These include suitable the current workloads among linguistic teacher in Kelantan Islamic Foundation School around Pengkalan Chepa, performance of student in class during P d P process and suitable the current workload on improving the quality of teaching.

Process: this is the action of effect the quality of teaching in classes affected because of workload. The process takes place in school in which poor performance in P d P process, quality in score performance and quality of school excellence and effectiveness.

Outputs: these are the effect to be achieve. The effect were base obtaining, affect the quality student academic performance, teacher had a score low in term of quality and effect of school excellence and effectiveness.

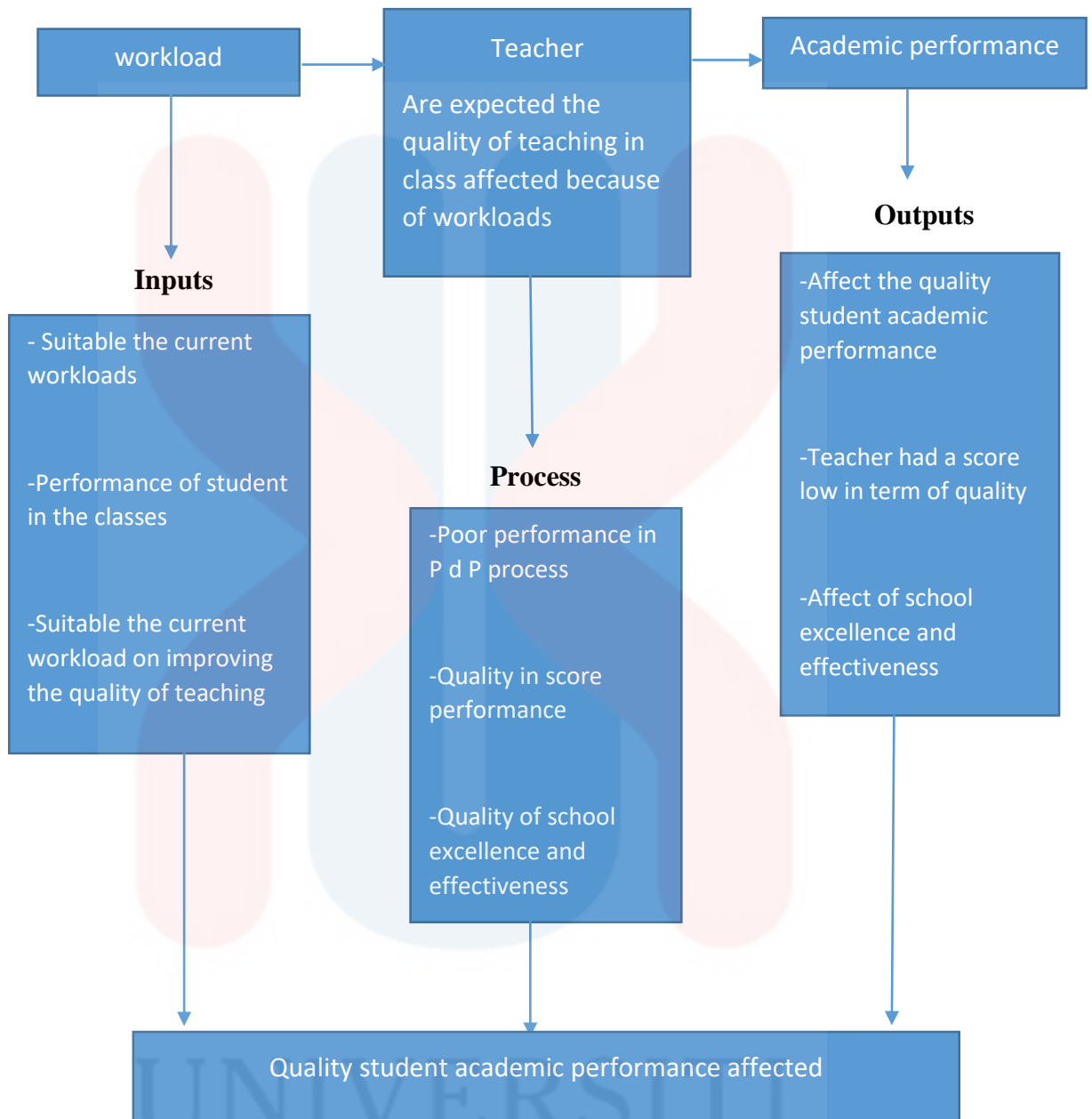


Figure 1: A Conceptual Framework Showing Effect of Workload among Teacher on Student's Academic Performance.

1.9 Scope

This study aims to identify is the quality of teaching in class will be affected as workloads increase. The study involve teachers who teach linguistic subjects at Kelantan Islamic Foundation School around Pengkalan Chepa. They are teachers who teach linguistics subjects final year students. This study involves 20 teachers in Kelantan Islamic Foundation School around Pengkalan Chepa.

1.10 Limitation

Kombo, et al, (2006) on limitation for research, mention as:

“Limitation of the study are those factor or condition which hinder the researcher from smooth access to the required data or respondent or place restrictions on the conclusion of the study.”

The research was limited by a number of factors including:

1. During sampling, the teachers who teach linguistic subjects final year student involved in the sample study were selected randomly by picking the numbers of teachers at Kelantan Islamic Foundation School around Pengkalan Chepa. During focused group discussion with teachers it was found that only fifteen teachers which answer the question because they do not have time to answer the question.
2. The time for which the permission for data collection granted was three months not enough because the research was conducted with other school in Kelantan

Islamic Foundation School around Pengkalan Chepa. More time was needed by researcher in order to obtain better research findings.

1.11 Definitions of key term

Some terms have been often used in this research. The following are the definitions for the terms:

Teacher: he or she is a person who can facilitate learning or continue to provide knowledge, skill or required information to student. In this study, teacher are regarded as the main agent for success or failure of student. In the context of this study, according to Mbunda, (2003) mention that:

“Teacher mean a professional educator who undergone teacher education whose job is teaching especially in secondary school.”

Therefore, the workload of teacher was examined in this study together with their impact on academic performance of student in Kelantan Islamic Foundation School around Pengkalan Chepa.

Qualified teachers: qualified of teacher play a greater role in teaching and learning process to achieve the intended objectives in the education system. In the context of this study, according to Bennaars, et,al (1994), qualified teacher meant the persons who receive teacher formal training in a diploma college or university and have attained the requisite academic and professional qualification to teach in school. Therefore, in this study the researcher examined suitable the current workload among the linguistic teacher,

performance of student in the class and the suitable the current workload on improving the quality of the teaching (P d P process).

Workload: Mbunda, (2006) provide the definition of workload as the:

“A significant amount of work to be done by a particular person or organization.”

In this study, a factors which increase the workload of teachers was examined. It includes a number of periods teach by a teacher a week, internal testing, load and create administrative roles.

Student: In the context of this study means the person to whom knowledge and facilitated through the process of learning skills (Mbunda, 2006) and teaching. In this study, the academic performance of students in Kelantan Islamic Foundation School is inspected. Also examined students' academic achievement and the students in the class also studied.

Performance: In the context, the aims of this study is to achieve a given assigned task with a standards as known as cost, speed, accuracy and completeness. In this study, the academic performance of students in Kelantan Islamic Foundation School community are examined to see how students are affected by the workload of teachers.

1.12 Conclusion

This chapter explain the details about the introduction of the research. It is about concentration subject that researcher will profoundly study and discover the arrangement of the issue emerge. The research objective and question is a rule to ensure the exploration paper not in the wrong way. It additionally concentrates on the limited subject to make it simple.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This chapter contain a review of literature relevant to the study specifically on the effects of teacher's workload on quality students' academic performance on upper secondary students from grade four and five in Kelantan Islamic Foundation School around Pengkalan Chepa. Besides that, this chapter review focus on the factor that contribute to teacher workload. For instance number of period teach by teacher every week, internal tests, making load and administrative roles. Similarly, the effect of teacher workload of a student performance is reviewed.

2.2 Who is a teacher?

According to Bennaars,et al, (1994), a teacher is a person who job is teaching usually in school. Teacher is an individual whose can facilitate learning or directly provide information, skill required or knowledge. Teachers need to be committed to bring the desire changes. He or she compiled all curricular activities in the classroom and he or she expected to provide an atmosphere for learning. Teacher skill and attitudes play an important role for the implementation of changes in curriculum, increasing the added workload of teacher.

Beside, according to Benner, et al, (1994), as a teacher the local dynamics and the local communities. All this put teacher in a better position to act agents. Also, according to Mwanahewa (1999), the school is an idealism places teacher above anything else in a school. In this respect teacher are not only as a source of inspiration but also as a source of motivation to student. A teacher must show that he has the ability to discover the intellectual needs of student and help them to achieve this requirement. Likewise, a teacher is likely to see the creativity of the student. Thus, teacher are professional educator who have been through teacher education. He or she is a person trained in the art of teaching. As a professional educators, teacher wages or salaries are paid for services provided to their students.

2.3 Duties and responsibilities of teacher

Lesson planning is an important aspect to ensure the teaching process run smoothly and effectively. Teacher form the teaching role through planning and appropriate methods.

According to Stenhouse, (1984) in Stoll & Fink, (1986):

“A good teacher is a teacher who can create their own professional judgment. They do not need to be told what to do. They do not rely on the researchers, the superintendent of schools or the innovators. This does not mean that they do not accept the idea of someone else, in another place, at another time. They did not reject the advice, support or consultancy. They know that anyone's idea and not very useful until this idea into consideration absorb and teachers themselves. In

other words, the task of educators outside the classroom to serve the teachers, but in the classroom only the teacher can determine and establish good teaching.”

The high level of teaching effectiveness can be achieved through robust planning and tidy. Teacher need adequate time to plan lessons. Teacher plan carefully all aspects will be delivering knowledge or content effectively within the prescribed time (Rashid and Abdul Razak, 1995). It is clear goals, knowledge and strategies in the teaching of teachers is an important aspect to optimize the use of instructional time in the school. National Education curriculum supports the noble desire of countries to provide world-class education to generations present and future.

The addition of the subject and changes in educational curriculum is often carried out to establish the suitability of education and the needs of the country. Harmond et al. (1998) pointed out, due to the demands of current responsibilities in education, the emphasis on finance and management has been transferred to the awareness of the quality of teaching in the classroom and teacher quality. The question arises about why students need tuition centres to excel in exams. It can be assumed that this problem also illustrates that school education does not meet the expectations of students and parents who expect quality education. According to Marimuthu (1991), a good student achievement in public examinations is not necessarily any correlation with the performance of teachers in schools as tuition is a huge industry that contributed positively to student achievement.

2.4 Current Scenario about Time Teaching

Teachers at the school are always racing against time to maximize instructional time and finish the syllabus on time (Mahzan, 2004). Teachers must ensure that students get the 'input' or preparation for the examination. The education system is based on the examination requires the efforts of teachers to ensure student success in the exam because of excellence and teacher effectiveness is closely related to the progress and achievement. This phenomenon shows that the optimum instructional time needed by teachers to ensure that the syllabus is completed with the best achievement of the objectives for each lesson. The situation of teachers who pursue future should not occur in the context of ensuring the quality of education is guaranteed. Time constraints and pressure on teachers in context of time will lead to a drop goal in the educational curriculum.

Optimum instructional time needed by teachers as by Owen (1992), teachers are directly contributing to providing an educational experience for the students to achieve the ultimate goal of education. However, the phenomenon of an education system that crowded and more trouble in school has affected the teaching time allocated to teaching. Therefore, teachers are often complaints about insufficient time to finish the course. Failure to finish the course and 'input' lack of teachers to lead students feel teachers are not enough students preparing for the examination. This phenomenon teacher had to hold additional classes either on time after school, on weekends or holidays term to solve the problem. In fact, most students have to find a centre of learning and tuition to ensure adequate preparation for exams, despite the fact that some tuition only help students manage their time more effectively.

Teachers are not able to perform the optimum time for the task of teaching teachers to engage in academic and non-academic. Issues relating to the space allotted time and distribution (quantity) of jobs to teachers who are disproportionately frequently discussed. Campbell (1990) in his study found that teachers suffer from sudden pressure to meet the productivity and efficiency which in turn lead to estrangement between colleagues, less time off and eventually lead to a decline in the quality of work. Teachers are charged with various academic and non-academic responsibilities that need to be completed within a limited time.

2.5 Teacher workload

According to Bennaars, et al. (1994), workload is an amount of work that has to be done by particular organization or person. In addition, according to Farrant, (2005) teacher workload can be considered qualitatively and quantitatively. When duties or roles of a teacher are listed down as many teacher job description do, only quantity is projected. But when one consider the spent time by a teacher in his or her duties, the impact of teacher work to be measured. It is likely to evaluate teacher working as a light or heavy. Number of period taught by a teacher a week, internal testing, training of student, and the role of administrative and non-administrative roles performed by teacher. This workload give effect to teacher and student academic performance at Kelantan Islamic Foundation School around Pengkalan Chepa.

According to Mbunda, (2006), the administrative roles performed by teacher in school includes head of department, head of school, academic masters and member of school board, dean of student and others. Non-administrative roles include, laboratory technician, librarian subject club masters, school driver, and teacher on duty, class

teacher, store keeper, student project supervisor, and social affair coordinator. All these situation will give an effect for teacher and student academic performance. Teacher are exhausted by workload will be less motivated and will become less creative in teaching and learning process. This problem will affect teacher and academic performance student. Besides that, this situation will lead to impaired learning process. In education field according Naylor and Schaefer (2001), mention as:

“Reported that levels of teachers’ workload have increased in recent years and they are found to be higher compare to other professions”

The increase in workload has effected and put the pressure on job satisfaction of the teachers. 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 Nkweke & Dollah (2011) mention that, observed that teachers’ workload as the works of academic teachings and administration delegated to teachers to achieve the goals and objective outlined by the school.

Other than that, workload is determined by the relationship between the demands of the tasks, the perception towards the situation of the implementers of the task, action, skill and knowledge of the individuals in performing the task. These task demand include physical action, cognitive task and other factor. Teachers are always faced with various task, role and responsibilities that must be perform every day. (Torres, Umar and Aschenbrener, 2008). A study conducted by Butt and Lance (2005) on the secondary school mention as:

“Teacher found that the burden of non-academic task like filling the data, collecting fees and clerical works are the work that are most frequently performed.”

That apart from teaching, teacher are also burdened with clerical duties and work related to the co-curricular such as the advisor or coach of the co-curricular.

Abdull mention that this shows as:

“Although the primary task of teacher is to teach, but a lot of their time is allocated to non-academic tasks. “

Teacher are also often taking home their task to be complete and faced with high expectation by school. This means that the teachers’ workload is seen as a number of task that require the more time allocated to finish off their work.

According to Ballet& Kelctermans (2008) , explain on the effect workload as:

“The increase in work load is giving significant impact to the job as teachers. In addition, this increase does not affect the teachers’ behaviour during P&P process but it is feared that it would affect for the quality of teaching and learnings, and the quality of educational services provided would decline. (Shaari Et al, 2006).

The difference in teacher workload are important in order to understand the impact of the workload on the satisfaction, performance and commitment. Nevertheless, teacher perception toward fairness plays critical role in assessing the concept of workload. According to Reyes & Imber, (1992) , mention that, teacher who assess their workload as

unjust are less motivated at work, in which they are more often absent from school, less active in their work and unproductive in contributing to the effectiveness of the school.

Other than that, high workload will be reduce satisfaction and its will be increase pressure on them and this situation will affect the effectiveness of P n P process. Apart from that, some of teacher are found to adjust the workload by reducing their commitment to teaching and learning through reducing their inputs into task of teaching. In fact, there are teacher who quit the teachings profession as the effect of pressure of work load that they cannot handle well (Smith & Bourke, 1992)

However, based on study by Shah, Jaffari, Aziz, Ejaz and Reza (2011) mention as follow:

“The workload of these task is opportunities for the employee’s to learn and succeed more quickly. As an employees, they will be given expose to the task that are able to give them more experience”.

The pressure of workload can become a positive influence to increase productivity. The increase in workload does not necessarily have negative effects, on contrary it is the lack of the ability to adapt to the increase in works that can hinder performance.

Workload among teacher can be reduced by increasing the level of resources, the number of teacher and more work environment that can contributed to increase in job satisfaction (Butt and Lance 2005). According to Reyes & Imber (1992), mention that:

“Though if the work assignment are delegated in a fair manner, teacher will able to improve morale, commitment and satisfaction on their work.”

This is because the employees who are committed to the organization are more likely to do their best and exhibit high involvement in the organizations. Besides that, the improvement and enhancements of administrative supports, as well as time allocate to the planning and preparation are among factor with the potential to reduce workload.

This is a challenge to the school administration to facilitate the realization of the goals of the school without increasing workload to a level that cannot be accepted by the teacher. According to Timperley & Robinson, (2000) mention on the reactivity as, the school administration who reduce teacher workload need to be proactive in order to avoid the uncontrolled use of the teacher in achieving the organizational goals.

2.6 Teacher's Heavy Workload

In school where teacher work beyond their normal work, it is consider the heavy workload. Teacher face an excessive workload would be inefficient in the teaching process and this situation can bring various negative effect including poor student academic performance. Teacher heavy workload can be contribute by the following teaching many period per weeks, lack of non-teaching staff, performing administrative and non-administrative roles, lack of teaching facilities and aid. Moreover substantial educator workload can bring the accompanying negative impact to instructors, stretch, botches in work, poor work-life adjust, mental effect and physical effect.

2.7 Student 'Academic Performance

Execution are parameters around which qualitative information on individual, school or instructive framework can be gathered with a specific and goal to evaluate the

quality and accomplishments in the instructive framework. A thing under examination needs to perform well on every parameter or on a few or all parameters so as to accomplish all merits. Performance can be in percentage of score, grade or division. Execution principle are levels of greatness built up by agreement. Guidelines are reference purpose of judgment on the level of the perfection in light of data gathered on every marker or numerous of pointer worked intuitively and all in all.

2.8 Factor Affecting Students' Academic Performance

2.8.1 Book and Material

Babyegeya (2002) mention that:

“The research finding have shown that where there is a shortage of books and materials performance of students is relatively lower if compare with where books and materials are sufficient.”

2.8.2 Teaching And Teacher Education

The sort instructors the school has the experience, proficient capability, their dedication to work all add to accomplishments of under studies scholastically. The school must to be furnished with great blend of instructor, not just basing on capabilities additionally in experience.

2.8.3 Curriculum

The school education modules is partitioned into three division: first proposed, second executed and third is learnt. The expected educational modules is the official archives which incorporated distinctive subject syllabus and arrangements of authority learning goals that engraved in syllabus.

A few section of the educational programs are never instructed on the grounds that there is no vital hardware and with respect to a few points instructors are not familiar with them. A portion of the parts are forgotten in light of the fact that the syllabus is too long to cover. A portion of the parts may not be implementable specifically social natural circumstances. Consequently the expected educational modules is never full instructed.

The second part is the actualized educational module, is the thing that really instructors show some piece of executed educational modules is forgotten because of different reasons talked about above.

Abandoning a few section of educational programs untaught upset the coherence of the learning procedure and this outcomes on showing parts which are not composed make the accomplishment of instructive points troublesome. The third piece of educational modules is the one that is accomplished.

Babyegeye, (2000) mention that,

“Planning should aim at facilitating learning that will make student achieve the objective of intended curriculum.”

2.8.4 The Instructional Time

Additional time the understudies spend in real learning exercise, the more they comprehend and perform better.

2.8.5 School organization

Under school association, the issues of school size and class size is considered. It is contended that, educator can show better and help moderated learner on the off change that they have few understudies to instruct. Additionally in little size school instructors can comprehend their understudies and guardians and therefore help with building the self-teach relationship that encourage educating and learning.

2.9 Teachers Workload and its effect on student academic performance.

They are numerous parts and obligations assign to teacher according to Farrant (2005), justifies this by pointing out that teacher are also leader, tutor, counsellor and manager. There are incidents where teacher's soccer or netball coach, cashier or head of department. This situation show that, teacher have a bear large workload and its will be impact on student academic performance.

There are incidents where teachers soccer or netball coach, cashier or department head. This shows that teachers have to bear large workload and the impact on students' academic performance.

Besides that, other duties of teacher including of correction assessment, meeting, students' supervision, operation of lesson and organizational duties are also tiresome. Moreover, such role perform by teacher like head of department, class teacher, academic masters or mistress and also discipline master or mistress add more workload among teacher and its will give effect on student academic performance.

Other factors include the size of classes, extracurricular activities, various capabilities and age of student, availability of resources and facilities, volunteer efforts, including school camps, concert, and tour and school sport. All these factor will cause increase workload among teacher and these will be effect student academic performance.

Aside from that, another factor cause increment workload among teacher are absence of essential offices, for example, classrooms, libraries, research facilities, books, chemicals and contraption for science subject and absence of appropriate convenience for both instructor and understudy. These affect both teacher workloads and student academic performance in Kelantan Islamic Foundation School around Pengkalan Chepa.

In looking at neighbourhood and abroad review, teacher in Malaysia were observed to be more over-burden with the quantity of hour they worked than the instructors abroad. Meanwhile, in looking at the quantity of working hours for government employees in Malaysia, they work just 40 hour for each week. Therefore, the result from interview among teacher in Kelantan Islamic Foundation School around Pengkalan Chepa found that the teacher workload significantly higher between 24 until 27 hours per week. It showed clearly that the work load among teacher in Malaysia is high. The relevant authority to investigate the quantity of hour of workload in detail and profundity, and to follow up on this matter to facilitate the workload among teacher.

According to Azita (2012) mention that, teachers' increasingly complex and challenging duties causes stress. An assignment which was before a simple duty now turns into a workload. This clearly is an inconvenience for teacher and being forced to accomplish the task will bring about disappointment. Other than the expanding workload, teacher likewise need adequate rest. Most of the school hold activities on Saturdays such as sports practice, class cleanliness, extra class, and society activities. Azita (2012). This includes activities with administrator such as the Latihan Dalam Perkhidmatan (LDP) where the school counselling services invite people to talk about the issues that are usually done on Saturdays as well. This causes the teacher feel that the side duty contribute to the increasing workload. The findings indicate that the workload on the job have highest, compare with the administration and teaching and class management aspect.

2.10 Conclusion

This Chapter has surveyed in details on different literature regarding the teachers' workload on students' academic performance. Evidence from the literature has shown that teachers bear workload which affect students' academic performance. The next Chapter presents the methodology employed in this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

Two chapter before this in this research provide the introduction and ideas development for the research. This Chapter presents several aspects of methodology, the approaches adapted for interpretation and data collection, the selection of data methods for the research and others. Under this chapter will discuss how the research will be conducted in order to fulfil the objective of the research as discusses in the earlier chapter.

3.2 Research Paradigm

Paradigm define by Webster Dictionary as follow:

"An example or pattern: small, self-contained, simplified examples that we use to illustrate procedures, processes, and theoretical points."

Thomas Kuhn's (1962, 1970) mention definition of paradigm as follow:

"Concept in The Nature of Science Revolution, i.e. paradigm as the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based."

The reasonableness of research approaches adjusted will guarantee the importance of the study directed. With different encompassing impacts consider affecting the research, the right technique or approach received will give the important necessities in confronting the research condition's encompassing component. For the most part the research directed at three sorts of methodologies, to be specific the qualitative, quantitative and mixed method approach. Each of these approaches possesses individual quality and shortcoming relying upon which approaches are investigated amongst qualitative and quantitative research, there are a couple of to a great degree specific differences that have drawn a detaching line between them, in term of pertinence onto look into directed.

Qualitative research is basically exploratory research. It used to take the comprehension of the concealed reasons, conclusions, and motivation. It gives bits of information into the issue or make an idea or hypothesis for quantitative research potential. Qualitative research is additionally used to uncover the arrangement in thought and assumption, and bounce facilitate into the issue. Subjective data gathering system changes utilizing unstructured or semi-sorted out. Some fundamental strategies join group focus (moving section), a solitary meeting, and venture/observation. Test sizes are typically little, and respondents were chosen to meet the given sum.

Based on Burnard et al., (2008) mention the differences of data analysis as follow:

“In quantitative research, data analysis often only occurs after all or much of data have been collected. However, in qualitative research, data analysis often begins during, or immediately after, the first data are collected although this process *continues and is modified throughout the study*”.

By quantitative research technique we see such information accumulation, which is aimed for the substantial number of respondents. By and large these respondents record their answers in surveys, which are then prepared and statistically assessed.

As for this study, it is important to understand the relationship between teacher workload and student academic performance. Understanding on the current workload among teacher is crucial ensuring the framework constructed could suit the need of teacher individually and collectively. Thus, for this study the researcher choose qualitative approach. Qualitative approach was also employed in this study. Kothari, (2004) mention that:

“Since qualitative is concerned with subjective assessment of altitude, opinions and behaviour.”

The qualitative approach was utilized on the grounds that it empowered the researcher to get direct clarifications or encounters and perspectives of respondents. Interview and focused group discussion were utilized for this reason. These strategies were discovered valuable since they empowered the researcher to acquire top to bottom data by going into respondents' close to home world. Additionally qualitative research approach empowered respondents to give data relatedly, and analyst recorded precisely what was being said.

Furthermore qualitative research approach allowed the researcher to understand participants' settings by gathering wide narrations describing on the effect of teachers' workload on students' academic performance in Islamic Foundation School around Pengkalan Chepa. For these study, the researcher choosing Islamic foundation school because most of Islamic Foundation School do not have many employees. So the teacher

need to make multiple tasks in one time. That why the researcher choose Islamic foundation school because most of the teacher work under pressure. This is because they had to work outside the field of official duties as a teacher. Qualitative approach was employed to 20 teachers Islamic Foundation School around Pengkalan Chepa. In order to gather information about the effect of teachers' workload on students' academic performance. The researcher choosing 20 teacher because these research involve linguistic teacher who teaching final year student. Beside, one of the school in Pengkalan Chepa did not have form five student because this school is the new school and from this situation cause this school did not have final year student.

3.3 Data

Data-collection techniques enable us to efficiently gather data about our objects of study (individuals, articles, wonders) and about the settings in which they happen. Under the qualitative research approach, it has been focused on that the researcher is the instrument of the investigation. The system used for the information gathering procedure will course around the scientist itself. Regularly the type of information expects to be picked up is as story information. The narrative data as indicated by the classifications as take after:

- i. Individual interview
- ii. Discussion group or focus group interview
- iii. Document
- iv. Stories
- v. Case study
- vi. Open-ended question

- vii. Journals ,logs and diaries
- viii. Observation

In view of the classes, more often than not, the determination is made to suit the need of the exploration and the capacity of the researcher to search for the data in light of the constraint connected and encompassing the research itself. For example, the most appropriate classifications of account data for this study, for example, individual interview, document and focus group interview.

3.3.1 Data Collection

This study collected two types of data: primary data and secondary data.

3.3.1.1 Primary Data

In primary data collection, the data is gathered utilizing techniques, for example, interviews and questionnaire. It is important to set up an arrangement arrange and in light of it plan the survey to ensure that no table will be forgotten. There are situations when tables can't be delivered in light of the fact that questionnaires were planned without having a classification arrange set up.

There are numerous strategies for gathering primary data (watched or gathered straightforwardly from direct understanding).

The main methods of primary data:

- Focus group interview
- Case study
- Critical incidents
- Diaries
- Interview

- Questionnaires
- Observation

The primary data, which is produced by the above techniques, might be qualitative in nature (more often than not as words). Primary data also had been explained and define by Kothari, 2004 follow as:

“Primary data are those data which are collected afresh and for first time and those happen to be original in character”

In this study the primary data included data about suitable the current workload among the linguistic teacher that teach final year students, performance of student in the class for linguistic subject, suitable the current workload on improving the quality of the teaching (P&P process) and these data were collected mainly through interview.

3.3.1.2 Secondary Data

Secondary data are information which have starting at now been accumulated for purposes other than the present issue. These information can be found rapidly and modestly. Cnossen 1997 define Secondary data analysis as follow:

“Second-hand” analysis. It is the analysis of data or information that was either gathered by someone else (e.g., researchers, institutions, other NGOs, etc.) or for some other purpose than the one currently being considered, or often a combination of the two”

Kothari, 2004 explain on the secondary data as follow:

“Secondary data include data which have already been collected and analysed by someone else “

This study employed continuous assessments were obtain from Internal tests reports in Kelantan Islamic Foundation schools around Pengkalan Chepa were obtained from academic files of the students in schools. Generally, secondary data were collected through documentary review.

3.3.1.3 Sampling

Sampling is the way toward choosing units (e.g., individuals, and associations) from a populace of intrigue so that by concentrate the specimen we may reasonably sum up our outcome back to the populace from which they were picked. Cohen et al (2000) provide the definition of sampling as the:

“Sampling is a process of selecting a given number of representatives of the target population or the universe in such a way that they represent all attributes of the population”

Accordingly, there are two kind of sampling accessible for research, namely probability and non-probability.

3.3.2 Probability

Probability sampling is any procedure of sampling that uses some sort of arbitrary choice. Remembering the true objective to have a self-assertive assurance technique, you ought to set up some strategy or technique that ensures diverse units in your populace have measure up to probabilities of being picked. Probability sampling is mostly utilized by the quantitative research. Blackstone (2012) define the probability sampling as follow:

“Probability sampling refer to sampling techniques for which a person’s (event’s) like hood of being selected for membership in the sample is known. In most cases, researchers who use probability sampling techniques are aiming to identify a representative sample from which to collect data. A representative sample is one that resembles the population from which it was drawn in all the ways that are important for the research being conducted.”

3.3.3 Non-Probability

Non-probability testing is a looking at framework where the illustrations are collected in a technique that does not give each one of the general population in the people square with chances of being picked. Blackstone 2012 on the non-probability for research, mention as follow:

“...sampling techniques for which a person’s like hood of being selected for membership in the sample is unknown. Because we don’t know the like hood of selection, we don’t know with non-probability samples whether a sample represents

a larger population or not. But that's ok, because representing the population is not the goal with non- probability samples.”

With respect the research, which adjusted the qualitative of research, such component is redundant and will be avoided. In this manner, the research will utilize the non-probability testing for the research, which is in accordance with reason for the non-probability inspecting itself that is to help the qualitative research specific kind of respondent.

There are three noteworthy sorts of inspecting required in qualitative research, to be specific purposive, portion and snowball examining. The purposive sampling is among the acclaimed kind of testing utilized for the exploration.

For this research the sampling involved are purposive and convenience. Purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique and Convenience sampling is a type of non-probability sampling in which people are sampled simply because they are "convenient" sources of data for researchers. In probability sampling, each element in the population has a known nonzero chance of being selected through the use of a random selection procedure. In this research, the specimen will be choose from a teacher who teach the linguistic subject at Islamic Foundation School around Pengkalan Chepa. Thus, the purposive and convenience sampling is the best interest to apply for this study because adequate scope of respondents could be made.

3.4 Data Analysis

Data Analysis is the procedure of methodically applying measurable as well as intelligent systems to depict and delineate, consolidate and recap, and assess information Kothari, (2004) provide the definition of data analysis as the:

“Process that involves editing, coding, classifying tabulating the collected data”

In this review, the analyst utilized qualitative data analysis strategies. Qualitative data, especially reactions from interviews and focus group discussion were dissected after the substance investigation. This approach basically includes an intensive and repeat reading of all the written reactions of every respondent, underlying the fundamental thoughts and after that extracting the core meaning. Additionally permitted the investigation of qualitative likenesses and contrasts of respondents' thoughts, reactions were sorted on the premise of similitudes and centre implications. Every classification spoke to an interesting method for comprehension in connection to the study objective.

3.4.1 The Two approach

The description of two approaches followed by discuss how component of the two distinctive approach. According to Yin (2003), mention the Qualitative research as follow:

“A relative flexible approach which aims to attain a better insight into the phenomena being considered Qualitative studies are based on the researcher own description, emotion, and reactions”

On qualitative research also had been explain and define by Holme and Slovang, (1997), as follow:

“When the researcher collects, interprets and analyses detailed data pertaining to idea, feelings and attitudes. Moreover, this approach includes a great degree of closeness to the respondent or the source from which the data is being collected”

The definition of qualitative research by Holme and Solvang, (1997) as follow:

“Gathering of abundant information as well as investigation of several variable from a few entities are some characteristics of qualitative approach. The most common way to gather high quality data is the use of case studies and interview where no set answering alternatives are being offered”.

According to Holme and Slavang, (1997) define on the quantitative research as a follow:

“Approach uses generalization, based on the process-based result of the investigation. Here, the research problem is describe with the help of the situation as a whole, without basing it on generalization. This approach is also characteristic by the study of a few variable and large number entities. Generally, this is done in a broad sense, so as to find answer to research problem using survey which have pre-set answering alternatives. Furthermore, this approach is considered especially useful when conducting a wide investigation that contain many units”.

By quantitative research technique we see such information accumulation, which is aimed for the substantial number of respondents. By and large these respondents record their answers in surveys, which are then prepared and statistically assessed.

Quantitative research is the method used for data collection, both scientific and non-scientific survey, which aims to describe the area of the study. This study can be done in many ways, such as face to face interview, online survey phone interview, online study and others. However (online) survey is the most commonly used, because of its simplicity and low demand.

Qualitative research is basically exploratory research. It used to take the comprehension of the hidden reasons, conclusions, and inspiration. It gives bits of learning into the issue or make an idea or theory for quantitative research potential. Qualitative research is additionally used to uncover the plan in thought and sentiment, and jump further into the issue. Qualitative data collection strategy fluctuations utilizing unstructured or semi-sorted out. Some essential procedures consolidate cluster fixation (rolling passage), a single meeting, and investment / perception. Sample sizes are usually small, and respondents were selected to meet the given amount.

Based on Burnard et al., (2008) mention the differences of data analysis as follow:

“In quantitative research, data analysis often only occurs after all or much of data have been collected. However, in qualitative research, data analysis often begins during, or immediately after, the first data are collected although this process continues and is modified throughout the study”.

These two approach that could be used to analyse data, as purpose by Spencer, Ritchie and O'Connor (2003).

“Inductive processes involve using evidence as the genesis of a conclusion, deductive processes use evidence in support the conclusion.”

Meanwhile, as discussed earlier, the qualitative research uses the inductive research approach. Inductive approach, also known as inductive reasoning, starting with observation and theory a suggested at the end of the research process resulting from observation inductive research "involving the search pattern of observation and explanation of development - theory - for those patterns through a series of hypotheses". No hypothesis or theory will be connected in the inductive study toward the start of the study and a researcher is free in term of changing the course of the research after the study was begun.

This approach intends to create implication from informational or data set collection to identify relationship and pattern to fabricate theory. In any case, inductive approach does not keep the researcher from utilizing existing hypothesis figure the research question to be investigated. Inductive thinking starts with detailed observation, which moves towards more conceptual speculation and ideas. When following the inductive approach, starting with topic, and the researcher has a tendency to create observational speculation and identify preliminary connection as researcher advances through this research, no hypothesis can be found at the hidden period of the research and the researcher doesn't about the sort and nature of the examination discoveries until the research is finished.

As it is represented in Figure 2, inductive thinking is regularly refer to as a “bottom-up” approach to deal with knowing, in which the researcher utilize perception to build a deliberation or to describe a photo of phenomena that is being considered.

Illustrated the flow of inductive research approach as follow:

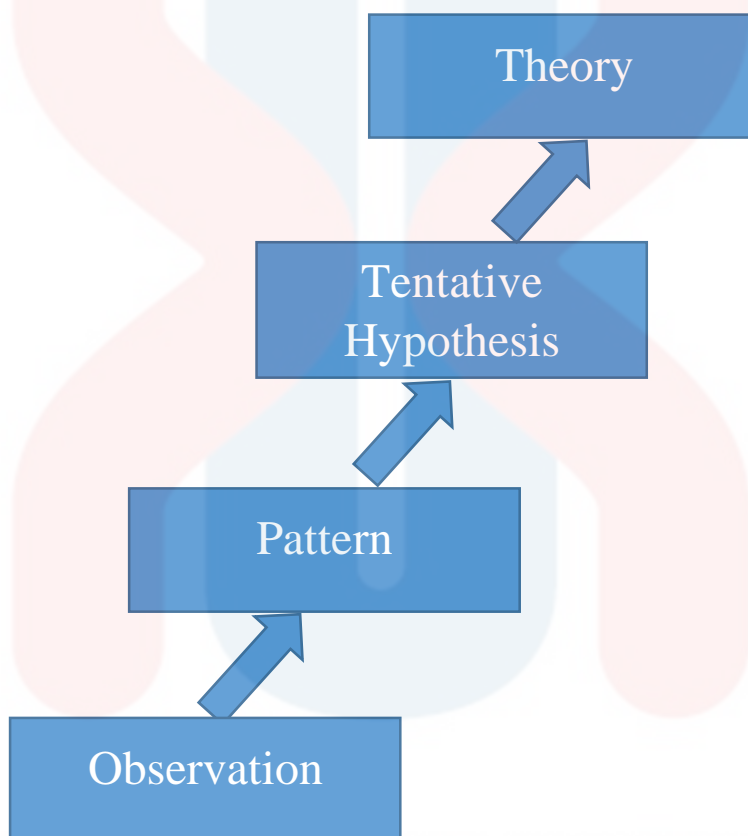


Figure 2: Inductive research approach (Burney, 2008)

For the most part, the utilization of inductive approach is related with qualitative methods of data collection and data analysis, though deductive approach is supposedly is connected with quantitative methods. For this study the researcher used the qualitative methods. Regularly, for the qualitative types of research, the data consists of interview and observations. For this research the researcher was interview, the teacher at Kelantan

Islamic Foundation School around Pengkalan Chepa. The information examined should be acquainted by the researcher to guarantee comprehension of view and point of view of the information gained.

3.4.2 Data validation and verification

It is critical for the research to have its substance approved and checked to guarantee the importance and precision of the research toward the point of study. In this way, the scope and importance of the instruments to the issue under the review are liable to substance legitimacy.

Frankael, et al, (2000) on validity:

“Validity refers to the degree to which any reference the researcher makes, based on the data he/she collects using a particular instrument, is supported by evidence”

Validity involves the degree to which question in the instrument make the progress to be investigated and pass on the planned intending to the respondents.

3.4.2.1 Validating the data

With of the significant number of threat encompassing the qualitative research, it is an unquestionable requirement for qualitative research to adjust the necessary step validate and verified the research directed.

Creswell (2010) mention that there are three sorts of strategy that could be utilized to validate the research led by qualitative researcher such as member checking, auditing and triangulation. For this research the researcher used the triangulation method to validate the research.

3.4.2.1.1 Triangulation

Denzin,(1970,1978,1989,) defined the triangulation as follow :

“Credited by some with initiating the move toward integrated research that mixes methods.”

Hussein (2009) mention about the triangulation as follow:

“Data triangulation also referred as data sources triangulation depicts the use of multiple data sources in the same study for validation purpose.”

For all intents and purpose, the triangulation of data is an idea whereby the subsidiary or ensuing data support the weakness of the primary data. In this study, the researcher choose to use the triangulation data for validation. Researcher used same of the questions and some of the same interview respondent give the same answer and this indicates of the validity of the work conducted by researcher.

3.5 Conclusion

This chapter has described the methodology used in this study. The study area involved Kelantan Islamic Foundation School around Pengkalan Chepa. The process of data collection involved interviews, focused group discussion and documentary reviews. The target population included teachers that teach linguistic subject final year Student at Kelantan Islamic Foundation School around Pengkalan Chepa. The study employed qualitative approaches to collect and analyse the data. Instruments were validated through triangulation done at Kelantan Islamic Foundation School around Pengkalan Chepa before embarking at actual data collection.



CHAPTER 4

FINDING

4.1 Introduction

All information obtained from the interviews about the duties and responsibilities of teachers have been formulated either in the form of regular, periodic, academic or non-academic. Other information obtained from interviews helped me categorize and analyse the aspects of the process of teaching time, the factors that influence their teaching time and student academic performance around Kelantan Islamic Foundation around Pengkalan Chepa.

The study found that the time teachers are not only used to carry out academic work and teaching, but many academic duties is to be implemented such as clerical work, task management students in extra-curricular activities and other duties as directed by the school administration, and administration at the district level and the state. The tasks of teachers have been summarized in Tables 1 and Table 2. Among the routine tasks performed by teachers only half of it is academic tasks, while the teacher's task list only two can be categorized as academic tasks. However this does not mean that non-academic tasks is not important, just such tasks are not necessarily the responsibility of the teacher that their expertise is needed in teaching.

Table 1: Routine Tasks of Teachers

List of Task	Classification of Task
Record attendance	Non-academic

Updating student information	Non-academic
Lesson plan	Academic
Reviewing the work of students	Academic
Discussion with students	Academic
Provide guidance and advise students	Academic
Advisor clubs and associations	Non-academic
Extra-curricular activities	Non-academic

Table 2: the Periodic Task of Teachers

List of Task	Classification of Task
money collection	Non-academic
Preparing the annual plan	Academic
Monitoring of colleagues	Academic
Management / sports training	Non-academic
Preparations as a host	Non-academic
Accompany Students	Non-academic
Judge competitions in and outside school	Non-academic
School and district meetings	Non-academic
service courses	Non-academic
Cheerful involvement in school	Non-academic
Public invigilators	Non-academic

4.2 Finding analysis

Every teacher should carry out a variety of tasks in school. According to Circular No. 11 of 2007, among other teacher duties is teaching and learning or P d P (curriculum), Co-curricular activities (sports / clubs / associations / bodies in uniform), Management of Student Affairs (HEM), Office Management and Administration as well as financial, Physical Development, staff Development and Community Relations. The part of each task that make it more and at the same this situation will increase the workload among teachers. For example, in P d P process, a teacher must teach at least 22 period a week, but there are also teachers who have to teach 30 period a week it might be because shortage of teachers who taught the subject, for example a language subject.

Besides that, the role of teachers also include updating the record books teach, prepare lesson plans for the subject that they teach, provide exercises for their students, making the students' exercise books, prepare questions for monthly tests, identify weaknesses of the students and make remedial class for student. Teacher also needs to attend meetings. In addition teacher also involve in co-curricular activities, student affairs management (HEM) and other ancillary tasks such as set up the programs to increase students' achievement and others.

The first answer of the question, what are scopes of the non-academic teachers should be implemented in schools, the findings through interviews with respondent A found that the workload affects the P d P process where usually the first period for P d P process will *burn* or will cause class delay entering if having a discipline problems among students. Teachers will be involved in discussions with parents, teachers, school's management and discipline.

If student be sentenced disciplinary actions, teachers need to make warning letter. In addition, teachers also need to list procedures and penalties and should refer to the YIK. In addition, if a student is involved in truancy, teachers have to visit students' family situations and these cause teachers have to leave class for a specified period and this will substantially affect the P d P process. This situation will usually causes for teachers delay enter the classroom and affected the process of P d P. This problem will cause increased teacher workloads and the problem will be one of the factors of stress among teachers and this will also affect the process of P d P in school.

Other than that, through interviews with respondent B, have found apart from duties as a teacher, he was appointed as secretary of the teachers' council level unit under Student Affairs (HEM). As secretary of the Council of Higher Teacher, the task must ensure that all the teachers perform tasks such as ensuring a perfect attendance record book. In addition, he also need to ensure that the class equipment's such as whiteboards, tables, chairs and others sufficient in order to ensure the comfort for students. In addition, he also should provide a uniform to the head and assistant students. At the same time the teachers also need to prepare and distribute a form to record student's attendance each month. Besides that, the teacher should make student attendance analysis and report each month. The report should be submitted to the Senior Assistant of Student Affairs (HEM). Apart from that, the job as secretary of the Council of Teachers, he needs to identify students who are absent from school for more than four days and the teacher must give first warning letter to the student.

Apart from holding office as secretary of the teachers' council levels, the interviews found that respondent B is also the secretary to form one academic planner. The job as a secretary form one academic planner, the teacher must prepare for the next schedule extra classes along the year. In order to plan an extra class schedule, he needs to think about

the availability time and subject of the teacher. These tasks require careful work and focus in order to avoid overlapping schedules. This issue will interfere with concentration and mood of teacher when they enter the classroom. Apart from that, the results of interviews with respondent B have found that the scope of planning secretaries of academics is not easy as it requires a two-way relationship between students and teachers where teachers should provide a letter of notification to parents of students. So that, if the case of truancy happened among students the discipline action will be enforcement because the school had issued a letter of information related to additional classes.

In addition, the results of the interviews have found that the secretary of excellent teacher planner is not given an assistant to help in the collection of fees from students. This will to make the collection of fees causes the teachers need to allocate time and them also always need to be ready to accept payments from students. This will make the workload of teachers and did not have enough time to make plans for the P d P process and these issue teachers will lose focus due to the workload the P d P process become not attractive.

As a result of joint respondent C interview, she stated that her main task in schools is a responsibility that should be implemented with dedication and responsibility. She was the secretary of the Malaysian University English Test (MUET), English teacher form levels 5 and 6 and as well as senior teacher language subjects. As secretary MUET she has to manage MUET student registration normally involves about 200 students. To complete the registration, she must collect student's identification card for the registration. This will cause time had to be extended for registration and this situation will affect the quality of P&P process. The results of the interview with respondent C found that the duty as secretary MUET not only manages the registration but also distribute MUET result slips to students. These other tasks makes the teacher had to leave the

classroom for manage their tasks and this affect learning time. In addition, this situation affects student and school performance as well.

At the same time, she also as senior teacher language subjects, she has to attend all meetings of the management. Beside from being involved in school management, she also has to attend subject's committee meetings such as Malay, English and Arabic. In addition, to enhance the excellence of the language subject in school the teachers are need to figure out a strategic plan. Besides that, the teachers need to create reports and analysis for each of the examination results and this causes the teacher had to leave the classroom and leave self-exercise to students without guidance and explanation. This will affect the academic performance of students in grades 5, especially for students who will be sitting for the Sijil Pelajaran Malaysia (SPM).

To answer the question of the state of readiness of teachers to begin the process of P d P respondents A state:

"Sometimes we only make the preparations, but we do not have time"

Respondents stated that he did not have time to prepare lessons plan for the P d P process. He also states that only once in a while make it.

While respondents B and D stated that they do not have any problems with the preparation for the P d P process because they said they managed the free time between P d P with other P d P is use for the preparation of the P d P process. As expressed by respondent B:

"No problem, I usually managed the available time while waiting for the next class.

I usually will make gradual"

As highlighted by respondent G:

“Not purposely did not make the preparation, I understand it is responsibility and trust, but sometimes due to work outside the major course are cause why the mind cannot focus”

The respondent explained that he could not focus entirely on the P d P process because he has other tasks that should be completed within a specified time .This make the lack of focus in preparation for P d P process. Respondent J explained that he completed non-academic tasks in accordance with existing capabilities. As expressed by the respondent J:

“I did just as I was able”

Related to non-academic routine tasks such as clerical duties and student management, respondents M said that, the task will not affect teaching time if they can manage their time and can do so 'flexible', when they have free time. The study found that teachers teach between 4 to 6 hours a day. In the day time there are nine teachers teaching and free time to perform clerical duties and management between three to five hours a day. Although teachers have flexible time to perform clerical duties and management, however, this work adds to the bustle and the workload of teachers. Asked whether the interrupt load time grade teacher taught, the teacher answers:

“When you have free time, this work you can do, because for a day there are only 4 to 6 hours. So when there is no class, you can do this, but you will be little busy and there is no time to rest. ”

In conclusion, the result of the interview obtained from the language subject teacher in Kelantan Islamic Foundation School around Pengkalan Chepa found that most of teachers are not satisfied with the workload. Most of the teachers in this area said they are burdened with increasing duties. Many respondents stated that they spent more time in solving non-academic task rather than academic; to complete the non- academic task they cannot focus and take the easy way to solve it. Consequently, the quality time to provide planning for P d P process had to be sacrificed and cause teachers provide unprepared guidance for students and this situation affect the students and the school performance. In addition, the students and schools academic performance declined because lack of concentration of teachers in the classroom caused by workloads that need to be resolved quickly.

The results were obtained through interviews; the researchers found that most respondent forced to work over time. As the voiced by respondent F:

“Because have a lot of work to do, I always have going home late”

Respondent F explained that she often going home late because have to solve the non-academic tasks given by the administrator. In addition, she said that to complete urgently work needed by the administrator she would often goes home around 5:30 pm.

Some of respondent said, on weekends they had to come to school for complete the undone tasks on weekdays. This situation makes the teachers were force to sacrifice their time with families. This makes teachers suffered from over stress.

Stress disease that related with mental health and often attack people nowadays. Mental health defined by the World Health Organization (WHO) is the ability to maintain harmonious relationships with community, 'ability to participate in community activities and contribution to society' (Healthy Lifestyle Campaign, Ministry of Malaysia, 2000). When some people are faced with stress, they will fail to build improperly relationship with society. According to study conducted by the Institute of Stress in New York, there are 90 percent of adult men suffered from over stress at least twice a week, while 25 per cent suffered stress every day.

Is major factor that affecting the health among teachers in Islamic Foundation schools at Pengkalan Chepa especially those aged 45 years and above. As expressed by respondents K:

“Lot of work to do, and always going home late, beside that have to settle up tasks at home until late night, don't have enough sleep can cause to high blood pressure”

Respondent K stated that he must complete the tasks and had bring to home and this situation forced him to sleep late and due to this situation will lead to high blood pressure and this issue will interfere with the process of learning.

The results of the interviews most of the teachers in the Islamic Foundation School around Pengkalan Chepa agreed that workloads overcome the real task which is teaching because the teacher had to carry out variety tasks at schools. This result was supported by Sufean (1996) in Nortini (2002), administration becomes more complex when there is

progress in educations. For example, teachers are forced to do clerk duty in school. This causes the teachers had to leave the classroom to complete the task and this will interfere with their official duties as a teacher and indirectly affects a student's academic.

The major duty of teachers are teaching and educating, but they also burdened with lot of other tasks. Teachers' duties, especially class teachers are required to process the collection of fees, handling application borrowing textbook scheme, scholarships, association activities, co-curricular activities, sports, parents and teachers associations and busy attending meetings. Teachers are also sometimes forced to doing clerk duty in their works.

In addition, there are teachers who said that work is trust and these obligations must be carried out with responsibility. There are also teachers said everything that was done sincerity will be rewarded accordingly.

Answering to a question workload of teachers cause the decline and affect the students' academic, especially for students who will be sitting for the SPM examination, the results of interviews with respondents D found the workload is greatly influence decline students' academic due to lack of time, teachers lead students do not acquire the input completely out of teacher. In addition, during the absence and self-tasks assigned by the teacher for the student in the classroom does not help them in improving their academic. This is because the students are not taking seriously finishing the self-tasks that are given.

However, there are a minor of respondent state that the workload does not affect student's academic because he used the services of young teachers for brilliant student in their studies. The young teacher is defined as a student selected by teachers to help classmates to solve the question or related topics. Besides that, by using the young teachers' services teachers are also supply a set of questions to the students and the

students have to finish the task during the teacher absence. This will make the P&P process become easier among teacher because when students did not understand the question, they will ask teachers directly.

Meanwhile, according to the respondents G, he is teaching the last class, as expressed by respondent G:

“Concept of learning and teaching for the first and second grade are not the same, because students IQ and how they accept the learning process are different.”

This clearly shows that among second grade students the concept of a young teacher cannot be carried out.

According to respondent E, kinaesthetic and visual concept is suitable learning styles for the student in last class because they need more attention and teacher guidance. According to Dr.Ragbir Joginder Singh Kaur (2012), learning style approach is a way how person getting learn new knowledge. Learning is a person's ability to take information, encode and file the information so that when needed it become easier. Besides that, learning style is the way how individual reacts to the world surrounding and environment. Stewart and Felicetti (1992) define that learning styles as a suitable education in which students can learn.

Thus, the learning style does not define on what you learn but how styles of you learn. Kinaesthetic learning style is movement learning, students can learn to remember the information into their brain. By practice this type of learning students are required learning materials concrete to help them remembering learning. In addition, students in this type of learning like to touch their favourite objects because will be able face the realities experience to them.

Visual learning style student likes to learn with letters, pictures or diagrams, text, real objects and etc. In addition, students are more to learn something by looking at the existing text and prefer to sight learning. Students who have this learning style required write notes when remembering something and do not need oral descriptions.

Therefore it clear showed that in the process of learning students need teachers as their mentors and moderators, especially for the last classes. Nowadays, although the 21st century learning style does not need teachers entirely involve, but interviewed by the respondents said in the process of learning that weak students need fully guidance from teachers.

The results of interviews conducted with the teachers of the Kelantan Islamic Foundation School around schools Pengkalan Chepa related about the reactions of students in the classroom during the P d P process. Some of teacher explains that students show their bored reaction and not interested in the subject then will ignore the presence of teacher in class. It caused by several factors, among these the students are less understands the topic being taught by the teacher and makes them less interested.

Through the interviews, the study found that the cause of these problems because the teacher had to leave the classroom because they must to prepare other works to be completed immediately. Consequently the main tasks of teaching and learning (P d P) finally neglected. The big impact is to students. Teachers are not affordable to give full attention to the students. Each student weaknesses cannot be corrected because the teachers are more focus on finishing the syllabus. When syllabus and clerical work has been finished then teachers had the opportunity to review the students' weaknesses. In addition, the subject teachers were forced to supervise the examination while the students at the time especially who will be sitting for the SPM examination need teachers to do exercises and attend classes provided by the school. Acknowledge of the non-academic

work interfere official duties of teachers in the Kelantan Islamic Foundation around Pengkalan Chepa.

While according to respondents A, he teaching at first class, he said vary initiatives and ways for students to acquire knowledge even without the presence teacher in class. His expressed as stated:

“There is no issue if teacher did not came in the classroom and if the students show that they are really want to learn, they will come and find their teacher”

Respondent explained that if students really want to study, they will try to find teacher to ask about the issues or questions in their learning. Respondent also explain some of the students will come together to discuss with their teachers related weak topics.

In conclusions, to overcome the boredom of the students during P d P process in the classroom teacher preparations are very important role. It is very important to ensure the academic performance of students and schools can become excellent, especially for students who will face the SPM.

Answer the question workload among teacher will be affected student academic performance, according to respondent K, he said that:

“The class last students usually do not answer the exam questions. Usually they just wrote the name only”

Respondent is explaining that most of the students in the last class slept during examination and did not answer the questions, they only wrote their name and class.

When asked by the invigilators, students said the topics in the examination questions are not taught by teachers' addition teachers did not finish the syllabus.

In addition, some of respondent stated that they had not enough time to finish the syllabus set by the Kelantan Islamic Foundation (YIK) has assigned time. For examples of the mid-year examination, exam questions are usually issued by YIK is 50 per cent of the syllabus. However, because of non-academic works exceeded their official duties of a teacher, this situation caused respondent not finished the prescribed syllabus.

This problem will affect the students' academic performance because they do not answer the questions given.

The results of interviews related to the involvement of students in activities made by teachers during the process of learning as expressed by respondent M:

“Some student if he understands he will be active and interested in doing activities, but if he did not understand he will follow his friends and sit quietly”

Respondent explains that students will be actively involved in activities made by teachers during the process of learning if they understand the topic presented. Otherwise students will be passive and follow of his friends traits. The activities become bored and uninteresting. The objective of the teachers was not reached. This situation occurs due to the busyness of teachers, where teachers do not have the opportunity to enter classmates and give effective learning for students.

When students are bored in class, indirectly they are not interested to learn and concentrate on their teacher. Where her research found that one of the reasons students are not interested in come to the classroom is because the bored pattern of teaching. Many of the students who will be skipping class when they are no longer interested in the

subject, because in their minds despite being in the classroom, they still did not understand what has being taught by their teachers, the better by skipping class. Long term effects, if this problem is not resolved, the student's academic performance will decline as recognized this research found that the approach of the teachers are the biggest factors why students' performance decline.

The results of the interview with respondent A, he said that usually clever students, they loved the activities performed by the teacher in the classroom where they prefer activities that required creative thinking. This is because the activities carried out by teachers allow them to share ideas with friends and teachers for the good quality of teaching. Respondent A also explained that the usual activity during the P d P process is a group activity.

Teaching in groups consists of several individuals who have the same goals, mutual respect, and exchange ideas and amongst each other or cooperate in any activity to achieve their objectives.

The advantage of teaching and learning in a group which cultivate high achievement, not competitive and individualistic learning patterns, regardless of age, education, and jobs. This situation can help the poor student to get the information that teaches by teacher.

Overall, the survey found that the activity performed in the classroom requires teachers as mentors or moderator. Only the difference between first and last grade students, for first grade student teacher as a reference when they need opinion but for last grade they requires full guidance from teachers. Therefore, teachers need to find time to spend with students even though busy with other workload.

Overall, respondent said that learning without teachers can not improve the academic performance for each learning requires of teachers as counsellors. This is because students can only read as a whole, but students need a clearer explanation from the teacher to understand the topic. The academic improvement cannot be achieved without an effective P d P process.

The high level of teaching effectiveness can be achieved through strong planning and systematic. Teachers need adequate time to made lessons plan for process P d P. Teachers plan carefully all aspects will be delivering knowledge or content effectively within the prescribed time.

It is clear that the goals, knowledge and strategies in the teaching of teachers an important aspect to optimize the use of instructional time in the school.

Recommendations given by respondents they need teaching assistants to complete the workload entrusted with the responsibility so they do not interfere with teaching and learning time in the classroom and at the same time can increase a student's academic performance. In addition respondent's also state management Kelantan Islamic Foundation (YIK) need to analyse their management to enhance the quality of teacher achieve their objective, beside to produce school excellent in academic and non-academic.

4.3 Conclusions

This chapter has presented and discussed research findings of in this study. Teachers' workload and its effects on students' academic performance were presented and discussed. The findings revealed that the teachers' workload in Kelantan Islamic Foundation in Pengkalan Chepa was heavy and affect students' academic performance

negatively. From the findings the teachers' workload is due to variety of tasks and responsibilities. Likewise, duties as head of subject panel, secretary of sport, class teacher and several tasks. Due to increased teachers' workload Kelantan Islamic Foundation in Pengkalan Chepa, students performed poorly in their continuous assessments, mid-year examination results. From the findings, this study concluded that teachers' workload in Kelantan Islamic Foundation in Pengkalan Chepa is heavy and greatly affect students' academic performance negatively.



CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter will discuss further about the proposal and a summary of findings that have been obtained on the basis of interviews and discussions that have in chapter 4. The question of the study will be discussed based on the objectives contained in chapter 1. The objectives discussed through by the researchers in this study refers to suitable the current workload among the linguistic teacher, performance of student in the class for linguistic subject and suitable the current workload on improving the quality of the teaching (P d P process). Extensive discussions and clearly will be discussed by researchers with more clearly. Researchers also will present effective proposals based on the findings that have been discussed so that subsequent studies can be carried out with better quality. Qualitative methods was done by conducting interviews with 20 teachers at the Kelantan Islamic Foundation School around Pengkalan Chepa.

5.2 Discussion of Findings

Subtopic will discuss the objective of the study contained in chapter 1.

5.2.1 Suitable the current workload among the linguistic teacher

This section discusses suitable the current workload among the linguistic teacher. Some questions have been submitted to the respondents during the interviews conducted with teachers in Kelantan Islamic Foundation School around the Pengkalan Chepa. Based on the findings in chapter 4 found that, the he average teacher in this area said they are burdened with duties that tough. Many respondents also said that they are spent more time in completing a task rather than academic, they do not focus and take the easy way to complete not-academic task. Consequently of quality time to prepare lesson plan had to be sacrificed and these problems will cause teachers feel unprepared to give lessons to students and this situation will affect the students and the school performance. In addition, the academic performance of students and schools has also declined due to lack of concentration of teachers in the classroom caused by workloads that need to be resolved quickly.

The results showed that teachers' duties are diverse and should be carried out within a limited schooling. The teacher is no longer totally are closely related to the classroom and is responsible for student achievement. Teachers now have a variety of responsibilities including administrative tasks to take care of the organization of the school, curriculum activities and others.

5.2.2 Performance of student in the class for linguistic subject

This part discusses about the performance of student in the class for linguistic subject. The results of the interviews were conducted found many workloads affected student academic performance. Time constrain among teacher causing students do not

acquire the full input during the P d P process. In addition, the tasks assigned by the teacher to the student during the absence of the teacher in the classroom does not help in improving student academic. This is because the student is doing work that is supplied by the teacher only perfunctory.

In addition, the researchers found that students showed their reaction boredom and shows disinterest the subject and not ignore the presence of a teacher. It is caused by several factors. Among these students do not understand the topic being taught by the teacher and make them less interested and reacted boredom of subjects taught. In addition, the study also found that the cause of these problems occur because the teacher had to leave the classroom to prepare ancillary works required to be completed immediately. Consequently of her main tasks of teaching and learning finally neglected. The most significant impact is on students because the teachers are not able to give full attention to the students.

The results also showed that when students are bored in class, Ng (2004) mention on the reactively as:

“So indirectly they are not interested to learn and concentrate on their teacher. Where her study found that one of the reasons students are not interested in pursuing studies in the classroom is because the pattern of teaching them tedious.”

According to Cheng (1994), in his study has explained that teachers need a quantity sufficient time to ensure the quality of teaching. Directly, non-quality of teaching can also affect the level of professionalism in the view of the public. Other than that, the results of the study found that there are a small number of respondent stating that the workload does

not affect a student's academic because he used the services of young teachers for brilliant student and potential in their studies.

However, the studies found that there are also teachers who teach the last class and they stated that the concept of a young teacher cannot be carried out among the students who were in last class. According Ragbir (2012), as follow:

“Is an approach to learning style or manner in which a person learns in acquiring knowledge? Learning is a person's ability to take information, encode and file the information so that it becomes easy to use when needed. Kinaesthetic learning style is learning that students can learn through movement to remember the information into his brain. Students who practice this type of learning requires learning materials concrete to help them remember things.”

In addition, the research also showed that students need teachers as mentors and moderators in the process of learning, especially for last class. Nowadays, although the 21st century learning style does not involve entirely teachers, but the results of this study found that poor students need the fully guidance of teachers in the process of learning. The research showed that the activities performed in the classroom are requires teachers as a mentors or moderator.

The research also showed the activities that performed in the classroom requires teachers as a mentors or moderator. The difference between first and last grade students, teacher just as references when they needs opinion. Therefore, teachers should spend time with students even though he busy with other workload.

5.2.3 Suitable the current workload on improving the quality of the teaching (P d P process)

This chapter will discuss about the suitable the current workload on improving the quality of the teaching (P d P process). In this discussion, learning without teacher cannot improve the academic performance because the step of learning, need teachers as a counsellors. In addition, the students can read the whole of learning but they still need the explanation from the teacher to understand clearly the topics. Furthermore, the objective of learning cannot be achieved without efficient P d P learning process. In long term, if we are not overcome this problem, the academic performance of students will decline as said by Abu Hassan (2000) where is from his studies that, the teachers approach are the major factor why the students academics performance decline.

Besides that, in this chapter also discussing about The Effectiveness of High Level Teaching can be achieved through the solid planning. Teachers need really quality time to planning their teaching plan. The teachers who carefully planning each aspect detail, will be delivering the knowledge or content effectively based on predicted time (Rashidi & Abdul Razak, 1995). Based on research, misused time by the teacher can cause 2 major effects to the process learning. First, lack of learning time give more effect to the students, that can cause lack of learning process because the teacher have to rush in delivering learning process to make sure they can finish the syllabus. Second, the learning processes are disturbing by another task cause affect to learning process. The teacher cannot establish an effectiveness learning process. This problem can distract teachers focus during process learning. These phenomena affect to the quality of teachers. Furthermore, teachers' knowledge and strategies are important major aspect in learning process to optimize time using at school.

5.3 Recommendation

In the light of the study findings, analysis, discussion and conclusion drawn, the following recommendations are made.

5.3.1 Recommendation an action

This researches' are focusing about the relationship between teacher's workload and student performance in Kelantan Islamic foundation school at Pengkalan Chepa.

The problem that are discussing can be solve or optimize if the learning process time quality or quantity are given serious concern from the department responsible for education. The learning process P d P should going in a way that is without difficulties. The administration of school should make sure that teacher and student are not disturbed by others activities during learning process. Students have the right to the learning time in school as provided in the curriculum to avoid the reputation of YIK and system educations are not affected. The important and should be stressed is that all teaching process should be carried out as specified in schedule without neglecting other activities that are required. Mortimore (1995), explained in his studies that to be an effective school should focus on teaching and learning process.

On average, in this study the teachers are appointed to at least two positions in every part of the curriculum, co-curricular and students' affairs. This means that, teacher are appointed more to the others task than teaching duties. Therefore, there are complaints from teachers about their problems to prepare for the process of learning. The teachers also speak out the student reaction during learning process in classroom and the

frustration when some students are not answer the question given during examination and put the blame on teachers do not teach the topic that bring out in the examination.

The department responsible for education such as Kelantan Islamic Foundation, District Education Department, Department of State Education and the Ministry of Education should also be concerned about the quality of time. Each programs that are planned have to study first in order not to affect the learning process in schools. Programs related to teacher professionalism such as courses and services can be implemented during the school holidays. In fact the students had never represented by any parties to clarify their needs and rights as a 'client' in school. The teacher is their closet counselor and protector apart than Parent Teacher Association (PIBG).

Following to the increasing workload, Kelantan Islamic Foundation and the Ministry of Education are should provide new employment for curricular duties such as sports coaches, associations, clubs and uniforms units. This idea founded very reasonable for curricular affair can be administrated separately by the assistant co-curricular responsibilities. This can help reduce the task of teachers and allow them to focus more on academics. Kelantan Islamic Foundation and the Ministry of Education are able to see an example of the central administration that public higher education separates the curriculum units and educational affairs with education (curriculum).

The part held by new employment rather than teacher. In case for establishing new employment cause burden to government and Kelantan Islamic Foundation (YIK), sufficient the existing teachers held this duties beside give an additional allowance for them. For example, the allowance may be considered to teachers, such as teacher trainers who work in sports, activities associations, clubs and uniformed units. It is appropriate that the teachers are also given consideration for overtime allowance for service because

the teacher is not just teaching in the classroom, but also had to carry out outdoor activities such as camping outside the school that take about a day or during non-working days.

The School administrators are hoped to be more careful and sensitive to the distribution of duties that every teacher gets balanced of job, without neglecting the main task, which is teaching. Furthermore, the management of the school, especially assistant principals should guide and assist teachers so that they can perform their duties properly and effectively.

The leader and management of schools, Kelantan Islamic Foundation, District Education Department, and Department of State Education should make detailed planning to avoid duplication of learning calendar of student activities. This is important because any program that involves students in, the teachers also involved in it. Principals and assistant principals are need more often follow and with teachers in every activities rather than teaching and learning activities. This method can give confidence to the teachers mind that the school managements are also constantly concerned about them.

5.3.2 Recommendations for further study

This study confined itself only on examining the relationship between teacher's workload and student performance in Kelantan Islamic foundation school in Pengkalan Chepa. The findings of this study provide only a representative picture within the area of confinement. The findings thus cannot be used to make perfect generalizations over large areas in Kelantan on the same theme of teachers' workload and students' academic performance. Therefore, this study makes the following recommendations for on different area that call for thorough researcher.

Studies on similar theme of teachers' workload and students' academic performance in Kelantan Islamic schools should be carried out over vast area in the state to reveal actual image of such academic phenomenon.

It is also recommended that longitudinal research should be carried out to examine the consequence of students' poor academic performance resulting from teachers' heavy workload.

5.4 Conclusion

In conclusion, this study showed that the majority of teachers in Kelantan Islamic Foundation School around Pengkalan Chepa assume the workload of teachers either routinely or seasonal are loaded. Teachers have to prepare a lot of working time to perform their duties. In fact, to get complete some of the tasks they had to be brought back home. This shows that the workload exceeds the duty of civil servants in another profession. Due to this workload, are found that teachers' acts are not reach the good well level of teaching as expected by the YIK and the Ministry of Education.

In addition, the issue of teaching learning session are affected because of the side others task, this issue can be overcome if all parties concerned about the quality of teaching time and focus to the original objective of student attendance in school. All sides should be aware that planning is the root of all success or failure of a policy. Accordingly, in order to support and ensure the success of the national education policy, planning and implementation be on the foundation that has been outlined. In order to ensure the quality of education in our country is not affected, further studies should be done so that teachers can focus on their main job, which is teaching. Further research needs to be made more carefully and deeply make its findings a more qualified to the teaching profession.

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