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Effect of Teacher Workload Management on Students' Academic Performance at Secondary Level

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Abstract
This paper has discussed how teacher workload management impacts on student achievements in secondary school. It examined the connection between teacher workload and academic performance of students and the effect of high teacher workload on students in learning and achievement. It used quantitative research design and data that were obtained using questionnaires with specific questionnaires that were given to secondary school teachers. The sample size of the study was 377 teachers who were representative of all the secondary schools in District Vehari. Analysis of data was done in SPSS with descriptive as well as inferential methodology. The results showed that teachers had high workload, especially on lesson planning, grading and administration tasks. This overwork was seen to restrain the capacity of teachers to deliver personalized instructions and sufficient academic support to students thus impacting negatively on the learning outcomes of students. The researcher finds out that efficient management of teacher workload is very crucial in ensuring better academic performance of students at secondary level. The findings demonstrate the adverse impacts of too much work on both teachers and students as well as the necessity of effective ways to deal with teacher workload. The research can provide school administrators and policymakers with useful information by pinpointing the principal workload stressors and management strategies that would help educators and lead to higher quality of education overall.

Keywords: Teacher Workload, Secondary School Level, Students' Achievement.

Introduction

Teacher workload management can be said to be the strategies and practices which educators employ to manage their activities and duties efficiently within their limits as teachers. It is the process of prioritizing work, realistic goal setting, and applying time management strategies to make sure that the teachers can perform their tasks without overwhelming. Workload management enables teachers to have a good work-life balance that is critical to their physical and job satisfaction (Ali,.etal.2023).

It also allows them to spend enough time and effort on every facet of their job, such as lesson planning instruction, assessment, and student support (Greer, 2020). Effectively managing work facilitates teachers in creating a good and helpful learning environment for the pupils. This means attending to each pupil individually and even encouraging a sense of community and collaboration in the classroom. The right workload management will allow the instructor to keep up with the latest research and best practices in the

field of education to guarantee consistent improvement of the teaching process and relevance in his or her sphere (Magulong and Torreon, 202l). Moreover, it enables the teachers to manage their work and assign their time and resources to other important tasks as there will be time to prioritize their tasks.

This implies that they will have plenty of time to plan and prepare and this way their lessons will be well structured and interesting to their students. It also enables the teacher to periodically check the advancement of their students and give them feedback in time, which will assist them to identify areas of weaknesses and shape their lesson to suit them (Sial.,et al 202l). Teacher workload of the staff can be used to ensure that the secondary level students have a well-rounded and whole-bodied educational experience which sets them upon good academic performance. Lack of sufficient time in teachers due to work overload may result in low standards of teaching and poor one-on-one interaction with students (Gwambombo, 20l3).

This may lead to a decreased student interest, decrease in learning, and poor performance in general. Moreover, teacher workload management is an important factor that contributes to the positive and favorable learning environment, in which students will feel encouraged and supported to achieve high academic performance (Adika et al, 20l9). Hence, it is necessary to know the role of teacher workload management in ensuring better academic performance of students at the secondary level. Educators can ensure that they have enough time and strength to meet every student's need by applying effective methodology of task management such as proper planning and prioritization. This may result in higher levels of student engagement, better student learning and a classroom environment which is more conducive. Finally, teacher workload management may become a potent investment in academic performance and the overall learning experience of the students (Sugden, 20l0).

Moreover, teachers can easily deliver timely and constructive feedback to students when they are able to manage their workload effectively and it is highly important to their growth and development. Moreover, workload management through reducing cases of teacher burnout and stress, teachers are in a better position to serve in the profession longer, in a continuity and sustained growth of students (Adika et al, 20l9). In addition, when teachers are not overburdened, they will be able to allocate more time to individualized instruction and addressing the needs of their diverse students. Such an individual approach may result in a positive and inclusive classroom atmosphere in which every student feels appreciated and encouraged to study.

Moreover, competent workload management also enables the teachers to be exposed to the professional development opportunities and remain informed on the current teaching strategies, and it only adds to the value. their skills in providing quality teaching (Soliman and Soliman l997). By effectively organizing their duties, teachers will be able to avoid burnout and preserve their well-being. This will ensure that they are able to always offer a healthy and supportive learning environment to their children, leading to long-term success in education. Moreover, effective working hours will allow the teachers to collaborate with colleagues and share successful practices, which will contribute to a culture of constant improvement of the school community (Susanto, 202l). This is because when teachers come together, they can learn to support each other and improve their instructional practices because of mutual experiences (Shanti et al., 202l).

This does not only develop them professionally but also benefit the students as they are exposed to a wide variety of teaching methods and styles. Besides, proper workload management will also empower teachers to create adequate time to engage in self-reflection and self-improvement, and consequently, they will be able to continuously improve their teaching methods and keep pace with the changing trends in education (Shafie., et al 20l7). In addition, the option of organizing teachers into professional development workshops and conferences can also be used in enhancing their growth and performance in classroom. It is a platform at which these events can help educators acquire new knowledge, get acquainted with new methods of teaching, and connect with other school representatives (Kustriani, 2024).

By constantly expanding their knowledge and skills, teachers can also improve their potential to meet the needs of students and establish a dynamic learning environment. Moreover, the professional development

workshops and conferences may also assist teachers in remaining abreast of the current research and the best practice in the area. This will enable them to integrate in teaching methods that have been proven to be effective in training so that they are delivering the best education to their students. There are also other opportunities presented. Professional development may make teachers feel more inspired and motivated in doing their job, which may yield more job satisfaction and eventually result to the benefit of teachers and students alike(Kahreci et al., 2020).

A few can also complain that professional development workshops and conferences can be time-consuming, and expensive and these activities deprive teachers of time in their classrooms and impose financial strain on a school budget that is already stretched. Nevertheless, the gains reaped in the long term by investing in professional development may be more than the expenses incurred in the short term (Changhatic and Pareen, 20l3). As an illustration, a teacher that has gone to a workshop on how to use technology in his/her classroom can acquire new techniques that will help to increase student engagement and improve the learning process, which makes it be worth the temporary loss of their classroom and the cost of registration. Conversely, there are cases of failure of professional development workshops to offer practical and applicable skills. An example here is a teacher, who has a differentiated instruction conference and realizes that the strategies discussed there cannot be implemented in his or her classroom or with the student population.

This does not only end up wasting time and money but also it negatively affects the capacity of a teacher to efficiently serve the needs of his/her students (Shanthi et al., 202l). At the secondary level, it is essential to handle the workload of teachers to guarantee that the instructions are effective and students perform well. Using team teaching or collaborative planning the schools will be able to share the burden by assigning them out to work together. Moreover, time management, as well as prioritization resources and support, can assist the teachers to have a healthy work-life balance, which will eventually affect their well-being as well as education quality. Also, a successful workload management can also help in minimizing the rates of burnout and turnover among teachers (Sellen, 20l6). Learning centers will be able to recruit and retain excellent teachers. who are willing to offer high-quality education to children through the fulfillment of the needs of teachers and the establishment of a positive working environment (Shafie et al.20l7).

The schools can create a culture of respecting and supporting the well-being of their teachers by appreciating the need to help them to cope with the workload. This is achievable by using strategies like creating effective communication channels, realities expectations and provision of career growth opportunities (Changhatic & Parveen, 20l3). Moreover, a cooperative and supportive atmosphere between the teachers may be encouraged, which as well will also help ease the load on the individual and help build a feeling of belonging to the school. Through these measures, schools will be able to guarantee that their teachers have the capacity to succeed in their duties leading to better student success and positive learning experience for everyone (Suhaida & Soaib, 20l7). To have a positive influence, schools can create a friendly and collaborative culture that will empower teachers and make them feel respected.

This causes the students to be more involved and achieve more in academics. An example of this can be a mentorship program in a school where the new or failing teachers are assigned experienced teachers to guide them and offer help. This would generate a teamwork atmosphere with which teachers will be able to exchange the best practices with each other and learn with one another that will ultimately enhance their teaching abilities and student performance (Changhatic & Parveen, 20l3). Also, the school can have periodic professional development and team building workshops to promote teamwork and create a sense of community among teachers. This would create a supportive atmosphere where educators would not be afraid to seek support and assistance from their colleagues, whichwouldl lead to the creation of a stronger and more unified teaching staff (Farah & Uzma, 20l3; Ishfaq & T., 202l).

Also, the school may use mentorship system, wherein senior teachers may become mentors to new teachers and offer continuous mentorship and guidance to them during the school year. The new hires would not be assisted by this mentorship program only. teachers overcome the hardships of the first years in the

profession, although it would also establish a closer connection between teachers and a feeling of unity in the school (Ishtiaq et al., 2012). Such initiatives would eventually result in a general rise in teacher morale, job satisfaction and eventually student success. (Shafie et al., 2022) Besides these strategies, the school can also think of providing professional development to its teaching staff. Through their continuous development and education, the school will be able to keep the teachers informed of the new educational methods and techniques.

This may be by using workshops, conferences or even online courses whereby teachers are given the opportunity to enhance their knowledge and skills. Not only these opportunities result in the personal benefit of the individual teachers, but also the overall quality of education delivered by the school is improved (Adike et al., 2019). Moreover, the school can convey a message to the community by appreciating and encouraging professional growth of its teachers as it would be sending a message that it appreciates their professionalism and that it would be interested in the success of their teachers. This, in its turn, can stimulate the morale of teachers and job satisfaction, which in turn would positively affect student success (Shafie et al., 2022). To continue with this, this study will also further investigate these concerns by looking into the connection between the management of teacher workload and the academic performance of students in high schools.

This research will inform evidence-based policies and interventions to support teachers and enhance their performance in improving learning outcomes of all students by defining the aspects that lead to teacher workload and determining whether they support or hinder learning outcomes in students. In conclusion, teacher workload management is a complex issue that demands one to have a complex knowledge of the different elements involved. Through equalizing workload in schools, specializing attention to teachers and using technology to simplify the administration workload, we will be able to make the learning process of teachers and students more favorable and supportive.

Objectives of the Study

This study has the following objectives:

1. To investigate the relationship between teacher workload and students' academicperformance in secondary schools.
2. To examine the impact of excessive teacher workload on students' learning outcomes and achievement.
3. To identify the specific aspects of teacher workload that influences students' academic performance.
4. To assess the strategies by schools and teachers to manage workload and its impact onstudents' academic performance.
5. To provide recommendations and suggestions for effective workload management strategiesthat can enhance students' academic performance at the secondary level.
6. To explore the perception and experience of teachers regarding their workload and itsimpact on students' academic performance.

Research Question

This study was the following research questions:

1 How do we investigate the relationship between teacher workload and students' academic performance in secondary schools?

2 How to examine the impact of excessive teacher workload on students' learning outcomesand achievement?

3 How to identify the specific aspects of teacher workload that influence students'academic performance?

4 What assesses the strategies by schools and teachers to manage workload and its impact on students' academic performance?
5 What recommendations provide and suggestions for effective workload managementstrategies that can enhance students' academic performance at the secondary level?
6 How to explore the perception and experience of teachers regarding their workload and itsimpact on students' academic performance?

Research Design

Research Design defines the arrangement and the arrangement of a research study and how the data will be gathered, examined, and interpreted. It determines the nature of the study (e.g., experimental, observational), sampling, data collection, techniques of data analysis. (Creswell, 20l4). The research design is used as the conceptual framework on how to collect, measure, and analyze data. It provides the effective functioning of different research operations to maximize the information gain and minimal time, effort, and financial resources are used. Specifically, descriptive survey design was used which allowed measurement, classification, analysis, comparison and interpretation of data. This design helped in the collection of information based on interviews and questionnaires that were given to a sample of individuals.

Population of the study

Overall, the population of District Vehari secondary schools were be taken as a population of the study.

Sample of the study

Sample size is a segment of the population that is to be studied. The sample must be that which would be representative of the population so that the results could be used to gauge the bigger population. (Bryman, 20l2). Whereas the sample size is the individuals or objects, which are counted in the sample. The right choice of sample size is dependent on population size applied, required level of precision, as well as variability of data. (Chang, 20l3). The sample size represented at least one out of every ten people, which was sufficient to make significant analysis. The study sample was identified as 400 each (i.e. teachers and the students); and they were given the surveys; however, 377 teachers and 395 students returned the filled survey forms after responding to the queries. In this way, the response rate was located 94.25% and 98.75% respectively. The data was collected by random sampling techniques. Nevertheless, to make it easy the information was also gathered by using online Google form.

Table l.l Sample

District	**Tehsil**	**Total** Boys	Girls	**Secondary Students**	**Total** Male	Female	**Secondary Teachers (SSTs)**
VEHARI	Vehari	70	78	l48	65	82	l47
	Burewala	72	65	l37	60	60	l20
	Mailsi	60	50	l10	50	60	l10
Total Sample	*Size*	202	l93	**395**	l75	202	**377**

Research Instrument

The tool of collecting data in a research study is the research instrument. It may be a survey questionnaire,

interview protocol, or observation checklist, or any other tool that would enable the researcher to collect relevant data (DeVellis, 20l7).In this study, the primary research tool that was developed to collect necessary data was the 5-point likert scale questionnaires that included two survey scales (teachers and students). The respondents will use a scale of choices to indicate the degree of their agreement or disagreement with a set of statements (likert, l932). The likert scale (alternatively known as scale, survey (Dillman, 20l4) or questionnaire (Fowler, 20l4) was created to obtain the necessary information about the teacher workload management and its effect on the academic performance of students related to both teachers and students.

Questionnaire for Teachers

Part-l Demographic Information. It covered, in search of data organization in regard to their gender, type of school (public or private, location (urban or rural, years of experience, qualifications, professional qualifications and specialization.

Part-2 Survey Scale It was a close ended scale, founded on the likert scale; there were 5 choices to answer each question i.e. strongly disagree, disagree, strongly agree, disagree and neutral.

This scale was classified into the following constructions:

1. Workload Perception
2. Influence on Instructional Performance.
3. Support and Resources
4. Tactics in Workload management.
5. Overall, Job Satisfaction.

Validity of the Instrument

The validity is the degree of measuring what a research study is supposed to measure. A legitimate study represents the phenomenon under study reasonably well (Cook and Campbell, l979). In this research, the validity of the questionnaire was developed using content validity and this means that the instrument was sufficient to address all the areas that were of interest to the objective of the research. Professional reviews and discussions were done to determine the relevance, clarity and completeness of the questionnaire in terms of whether it measured what it intended to measure.

Expert Opinion

Expert opinion is a vital element in making research instruments valid and reliable. In the research, the questionnaires to be used were to be reviewed by the educational experts working in the Department of Education, Institute of Southern Punjab, Multan who had many years of teaching experience as well as curriculum development experience. These professionals were also able to check the content, clarity and relevance of every item and give feedback on how to increase the accuracy and Enco passiveness of the scales. Their opinions aided in the optimization of the questionnaires, bearing in mind that the constructions used to measure the concepts of workload perception, teaching effectiveness, and student academic performance were positive.

Pilot Testing

Pilot testing was done to determine the feasibility and validity of the research tools prior to the actual start of the data collection process. This preliminary test was carried out on a small sample of teachers and students, i.e. the target population.

The pilot testing was meant to find out any form of ambiguity, or challenges in comprehending the items in the questionnaire, and also determine the amount of time taken to complete the questionnaire. The pilot test participants provided feedback on which required changes were made to the questionnaires, making them clearer and easier to use. The procedure was laid down as follows to be pilot tested: :

Table l.2 Pilot Testing

Scale	Sample for pilot testing	Cronbach alpha
Teachers' Scale	25	0.8l

Reliability can be described as the predictability and repeatability of the research findings. A good study is one in which the findings are similar when repeated between comparable conditions. (Carmines & Zeller, l979). The typical values of Cronbach alpha lie between 0 and l, the higher the value the higher the reliability. • $\alpha > 0.9$: Excellent • $0.7 < \alpha < 0.9$: Good • $0.6 < \alpha < 0.7$: Acceptable • $0.5 < \alpha < 0.6$: Poor • $\alpha <$ 0.5: Unacceptable Reliability measures have been used in this study to determine the consistency and stability of the questionnaire in the measurement of the intended variables.

Cronbach alpha was used to compute internal consistency reliability to check the reliability of the questionnaire items. The Cronbach alpha was high which showed internal consistency and reliability of the instrument. Next is the general disaggregation of construct-wise reliability of the scales. The data evaluates the empirical statistics of the data gathered giving an exhaustive review of the teachers as far as the impact of teacher workload management on the academic performance of the students in the secondary level and what implications they present on the various educational outcomes. The purpose to uncover statistical results and explain their meaning in relation to the general framework of educational studies. subsequent sections).

Analysis of Teachers' Scale

The analysis of the scale of the teachers is given in this section. The analysis will start with the descriptive statistics of the demographic profile of the sample. This is then followed by a statement by statement analysis of the mean performance as an understanding of the perception of the teachers in the various aspects of managing the workload. The correlation analysis is then conducted on the coefficient correlations amongst the key constructs in order to establish the relationship between them. Lastly, independent samples t-tests and ANOVA techniques are used to determine the effect of control variables (teacher experience and school type). Such analyses taken collectively will give a holistic idea of how. efficient use of workload by teachers in secondary schools can have an impact on the performance of the learners.

Descriptive Statistics of Demographics

According to the demographic data of the teachers presented in Table l.3, it was shown that there is a diverse sample of teachers based on gender, school type, location, experience, education, and professional qualification. The distribution of the genders among the teachers indicates the slightly higher number of females with 202 females teachers (53.6) and 175 male teachers (46.4). This ratio shows fairly fair female representation in the teaching force. As far as the type of school is concerned, more teachers work in the private schools, 2l3 teachers (56.5) versus l64 teachers (43.5) in the public schools. This distribution suggests a high percentage of the number of private educational institutions included in the sample, and it may be assumed that there are some differences in educational practices and teacher experiences between the sectors of public and private education. The schools location shows that most of the teachers are in the urban areas, the number of teachers in the urban areas was 220 (58.4%), whereas in the rural areas there were 157 (4l.6%). This urban predominance can be used to pinpoint differences in resources and access to professional growth and educational achievement of urban and rural schools. The sample has a good

Table l.3 Descriptive of Teachers' Demographics

Variables	Groups	*f*	%
Gender	Male	l75	46.4
	Female	202	53.6
School Type	Public	l64	43.5
	Private	2l3	56.5
Location	Rural	l57	4l.6
	Urban	220	58.4
Experience	0-5 Years	77	20.4
	6-l0 Years	l24	32.9
	ll-l5 Years	l28	34.0
	l5+ Years	48	l2.7
Education	Bachelors	29	7.7
	Masters	255	67.6
	M.Phil.	93	24.7
Professional Qualifications	B.Ed.	9l	24.l
	M.Ed.	268	7l.l
	Others	l8	4.8
	Total	**377**	**l00**

representation of the different levels of experience in regards to teaching experience. The teachers that have ll-l5 years experience are the most common, l28 teachers (34.0%), then there are those with 6-l0 years experience (l24 teachers, 32.9%). The number of teachers with the experience of 0-5 years and those with more than l5 years is less and includes 77 teachers (20.4%) and 48 teachers (l2.7) correspondingly. This spectrum of levels of experience offers an overall picture of the teaching workforce, both the early-career teachers and the veteran teachers. Education level of the teachers reveals that, most of the teachers are having a masters degree and 255 teachers (67.6) with 93 teachers (24.7) having a masters degree and a bachelors degree respectively. The high proportion of teachers with high educational levels implies a highly qualified workforce, which may lead to the improvement of the quality of teaching and the achievement of better results in the classroom.

Table l.4 Job Satisfaction

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev
33. Workload and Job	45	75	l27	78	52	2.95	l.20
Satisfaction	(ll.94%)	(l9.89%)	(33.69%)	(20.69%)	(l3.79%)		
34. Impact on Enthusiasm	60	lll	88	64	54	3.l6	l.29
	(l5.92%)	(29.44%)	(23.34%)	(l6.98%)	(l4.32%)		
35. Professional Growth	82	89	9l	70	45	3.25	l.3l
and Satisfaction	(2l.75%)	(23.6l%)	(24.l4%)	(l8.57%)	(ll.94%)		
36. Support in Workload	64	92	97	64	60	3.l0	l.3l
Management	(l6.98%)	(24.4%)	(25.73%)	(l6.98%)	(l5.92%)		
37. Recognition for Efforts	5l	92	88	l0l	45	3.0l	l.24
	(l3.53%)	(24.4%)	(23.34%)	(26.79%)	(ll.94%)		
38. Work-Life Balance and	50	85	l25	68	49 (l3%)	3.05	l.2l
Job Satisfaction	(l3.26%)	(22.55%)	(33.l6%)	(l8.04%)			
39. Professional Growth	52	l26	95	62	42	3.22	l.20
and Workload	(l3.79%)	(33.42%)	(25.2%)	(l6.45%)	(ll.l4%)		
Management							
40. Positive School	85	99	89	60	44	3.32	l.30
Culture	(22.55%)	(26.26%)	(23.6l%)	(l5.92%)	(ll.67%)		
Average Mean Score						**3.l3**	

Regarding the professional qualification, the data say that a substantial percentage of teachers is M.Ed. (268 teachers, 7l.l%), and then there are teachers with the B.Ed. (9l teachers, 24.l%). Other professional qualifications are held by only a minor percentage of the teachers (l8 teachers, 4.8%). High concentrations of M.Ed. degrees imply that the teaching personnel puts a lot of focus on high professional training. All in all, there will be 377 teachers in total which is a quite diverse and qualified sample. This demographic profile offers a basis on which further analysis can be done on the interaction of these variables with several variables of teaching effectiveness, workload management, and student academic performance. This knowledge on these demographics is essential in coming up with specific strategies to help teachers and improve the learning results.

Overall, Job Satisfaction

Table l.4 shows the total job satisfaction in terms of mean performance in statements. The following table contains answers to eight items concerning different variables of job satisfaction where the answers will be in form of Strongly Agree or Strongly Disagree. The standard deviations and the mean scores of each item give information regarding the general feeling and the range of responses by the teachers. The first measure is the Workload and Job Satisfaction with the average score of 2.95 with the standard deviation of l.20. This shows that there is an equal or a mild negative attitude toward the effects of workload on job satisfaction. Although it is strongly agreed by 45 (ll.94%) and agree by 75 (l9.89%), the percentage of the neutral (l27, 33.69%) and disagree (78, 20.69%) stands out. In the case of Impact on Enthusiasm, the average of the mean score equals 3.l6 with a standard deviation of l.29, which implies that the perception of the effects of workload on the enthusiasm to teach was slightly positive. Notably, 60 Strongly agree (l5.92%) and agree (29.44) but disagree (64 l6.98) we can assume that workload may negatively impact; nevertheless most teachers remain positive.

The third one, Professional Growth and Satisfaction, presents a mean of 3.25 and a standard deviation of l.3l. This implies a favorable attitude towards professional development and workload satisfaction regardless of the workload. It is worth noting that there is 82 (2l.75) strongly agree, 89 (23.6) agree, and 70 (l8.57) disagree showing a mood of generally positive. The fourth item is Support in Workload Management, with a mean score of 3.l0 and a standard deviation of l.3l, representing a moderately positive attitude to the support in dealing with workload. Although 64 (l6.98) strongly agree and 92 (24.4) agree, other considerable number of respondents are neutral (97, 25.73) and disagree (64, l6.98). The fifth question, which is Recognition for Efforts, has a standard deviation of l.24 and a mean of 3.0l and the perception of recognition of efforts is neutral to slightly positive. Although 5l (l3.53) is a strong agree and 92 (24.4) is also agree, there is a large percentage of neutral (88, 23.34%) or disagrees (l0l, 26.79%). The sixth item is "Work-Life Balance and Job Satisfaction" which shows the mean value of 3.05 and the SD of l.2l, which means a neutral to slightly positive attitude towards the work-life balance and its influence on job satisfaction. Although it is 50 (l3.26) strongly agree and 85 (22.55) agree, there is still a considerable number of people who are neutral (l25, 33.l6) or disagree (68, l8.04). The seventh one, Professional Growth and Workload Management, has a mean score of 3.22 and a standard deviation of l.20, which means that there is a moderately positive attitude towards professional growth despite workload issues. Although 52 (l3.79%) strongly agree and l26 (33.42) agree, A considerable part is also neutral (95, 25.2%) or is in disagreement (62, l6.45%). Lastly, the mean score and the standard deviation of the "Positive School Culture" is 3.32 and l.30 respectively, which signifies a positive perception of the school culture. Notably, 85 (22.55%) strongly agree and The survey results show that 99 (26.26) respondents agree and 60 (l5.92) are disagreeing with this claim indicating that positive school culture plays a major role in job satisfaction. In general, the average scores suggest that the perceptions of teachers towards job satisfaction vary, and such aspects as professional growth, appreciation of the efforts, and good school culture are the issues of significance. The standard deviations indicate that there is a high level of variation in the responses, which implies that, teachers have very different experiences and views about overall job satisfaction. Co-efficient Correlations between Constructs.

Table l.5 has shown the Pearson correlation coefficients between five of these constructs: Workload Perception, Impact on Teaching Effectiveness, Support and Resources, Workload Management. Strategies, and Job Satisfaction. The correlation coefficients show how strong and in what direction the linear relationship between two variables is, whereby the value may be -l to -l. The positive correlation implies that an increase in one variable would mean that the other variable would also increase whereas a negative correlation implies the inverse of the relationship. Workload Perception and Impact on Teaching Effectiveness are moderately and positively correlated (r = .466, p <.0l), which suggests that the higher the workload perception, the higher perceived influence on teaching effectiveness. On the same note, the correlation between Workload Perception and Support and Resources is moderate and positive (r =.469, p <.0l), indicating that the perception of being overworked is correlated with the increasing perception of the existence of support and resources. Workload Perception and Workload Management Strategies also have not a very low correlation, but rather moderate and positive (r =.456, p <.0l), which means the higher the workload perception, the more strategies of workload management can be employed. Also, Workload Perception high means that there is a moderate and positive-relationship between Workload Perception and Job Satisfaction (r = .430, p <.0l), indicating that the higher the workload perception, the higher the job satisfaction. The Impact on Teaching Effectiveness and Support and Resources has a strong and positive correlation (r =.533, p<.0l) among them, a bigger perceived impact on teaching effectiveness is closely correlated with perceived support and resources. Impact on Teaching Effectiveness and Workload Management Strategies have a moderate and positive correlation (r =<|human|>Impact on Teaching Effectiveness is significantly and positively correlated with Workload Management Strategies (r =<|human|>Impact on Teaching Effectiveness has a positive and moderate correlation with Workload Management Strategies (r =<|human|>The relationship between Impact on Teaching Effectiveness and Workload Management Strategies is moderate and positive (r =). 450, p <.0l),

which implies more frequent use of workload management strategies is associated with a higher perceived effect on teaching effectiveness. In addition, the correlation between Impact on Teaching Effectiveness and Job Satisfaction is moderate and positive (r =.42l, p < .0l), meaning that the higher the perceived impact on teaching effectiveness is, the higher the job satisfaction. The Support and Resources are correlated positively with Workload Management Strategies with a medium value (r =.438, p < .0l), which indicates that more often the workload management strategies are used, the higher the perceived support and resources. The Support and Resources and Job Satisfaction have moderate and positive correlation (r =.478, p <.0l), which means that the more the perceived support and resources, the higher the job satisfaction. The relationship between the Workload Management Strategies and Job Satisfaction is moderate and positive (r =.440, p <.0l), meaning that the cases of more frequent use of workload management strategies are linked to higher levels of job satisfaction. On the whole, the correlation analysis indicates the moderate to strong positive relations between the workload perception, the effects on teaching effectiveness, and the support and resources, workload management strategies, and job satisfaction, which implies that the following constructions are interconnected.

Table l.5 Correlations among Constructs

		Workload Perception	**Impact on Teaching Effectiveness**	**Support and Resources**	**Workload Management Strategies**	**Job Satisfaction**
	Pearson Correlation	l	.466**	.469**	.456**	.430**
Work load Perce ption	Sig. (2-tailed)		.000	.000	.000	.000
	N	377	377	377	377	377
Impact on Teaching Effectiveness	Pearson Correlatio n	.466**	l	.533**	.450**	.42l**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	377	377	377	377	377
	Pearson Correlatio n	.469**	.533**	l	.438**	.478**
Support and Resources						
	Sig. (2-tailed)	.000	.000		.000	.000
	N	377	377	377	377	377
Workload Management Strategies	Pearson Correlatio n	.456**	.450**	.438**	l	.440**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	377	377	377	377	377
	Pearson Correlatio n	.430**	.42l**	.478**	.440**	l
Job Satisfaction						
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	377	377	377	377	377
**. Correlation is significant at the 0.0l level (2-tailed).						

Analysis of Control Variables using Independent Sample T-test

Table l.6 Analysis of Gender, School Type & Area using t-Test

Variables	Groups	N	Mean	SD	Df	*T*	p.value
Gender	Male	175	121.81	20.887	375	-.920	.358
	Female	202	123.46	13.717			
School Type	Public	Public	164	121.52	375	-1.143	.254
	Private	Private	213	123.59			
School Area	Rural	Rural	157	123.03	375	.313	.754
	Urban	Urban	220	122.45			

The independent sample t-tests compare the means of different groups on a continuous dependentvariable to determine if there are significant differences between the groups. For gender, the meanscore for males is 121.81 (SD = 20.887) and for females is 123.46 (SD = 13.717). The t-value is -0.920 with p = .358, indicating no significant difference in scores between male and female teachers. For school type, the mean score for public school teachers is 121.52 and for private schoolteachers is 123.59. The t-value is -1.143 with p = .254, indicating no significant difference in scoresbetween public and private school teachers. For school areas, the mean score for rural schoolteachers is 123.03 and for urban schoolteachers is 122.45. The t-value is 0.313 with p = .754, indicating no significant difference in scores between rural and urban schoolteachers.

Analysis of Other Control Variables using ANOVA

Table l.7 Analysis of Teachers based on their teaching Experience, Education andProfessional Qualification using ANOVA

Variables	Groups	N	Mean	SD	*F*	p.value
Teaching Experience	0-5 Years	77	123.52	11.676	1.417	.237
	6-10 Years	124	120.15	21.284		
	11-15 Years	128	124.50	17.018		
	15+ Years	48	123.13	14.467		
Education	Bachelors	29	125.48	17.018	1.785	.169
	Masters	255	121.53	19.338		
	M.Phil.	93	125.02	10.329		
Professional Qualifications	B.Ed.	91	122.32	20.141	1.309	.271
	M.Ed.	268	122.38	16.740		
	Others	18	129.17	10.461		

The ANOVA (Analysis of Variance) makes comparisons between the means of three or more groups to establish whether there are significant differences between them. Regarding experience in teaching, the mean scores of various groups of experience are slightly different: 0-5 years (123.52), 6-10 years (120.15), 11-

l5 years (l24.50), and 15+ years (l23.l3). The p =.237 and the F-value of l.4l7 show that there is no statistically significant difference between the scores of teachers that have different years of teaching experience. In the case of education, the mean score of the various education levels is the Bachelors (l25.48), Masters (l2l.53) and M. Phil (l25.02). The F-value is l.785 and the p-value is.l69, which is not significant in the difference between the scores of. teachers having varying educational qualifications. Regarding professional qualifications, the mean score of various professional qualifications are B.Ed. (l22.32), M.Ed. (l22.38), and Others (l29.l7). The F-value is l.309 where p =.27l which means that there is no significant difference in scores between teachers of different professional qualification. The results of the independent sample t-tests and ANOVA indicate that there are no remarkable distinctions in the scores according to the gender, school type, school area, teaching experience, education, or professional qualification. The present study explored how the teacher workload in Vehari is managed, and how it affects the performance of high school students. Through the various aspects of teaching workload, the study sought to determine the effect of different aspects of teacher workload on student performance. The research involved the perception and experience of teachers and the identification of the essential stressors and effective coping mechanisms of managing workload. The study employed various scales, reliability measures, and statistical tests to bring to the fore a wholesome picture regarding the relationship between teacher workload and student performance. The results emphasized the significance of efficient workload management in improving the condition of teachers as well as the performance of students, and provided sensible suggestions on how schools could streamline their instructional processes.

Findings of the study

The study produced several significant findings.

- Firstly, on the teacher scale, it was evident that educators reported high levels of workload, particularly in areas such as lesson planning grading, and administrative tasks. This high workload was perceived to negatively impact their ability to provide personalized instruction and support to students.
- On the student scale, students echoed these sentiments, noting that teachers with heavier workloads were less available for individualized attention.
- The reliability analysis demonstrated that both the scales used in the study were robust, with Cronbach's alpha values exceeding 0.7, indicating high reliability.
- A significant negative correlation was found between teacher workload and studentacademic performance ($r = -0.45$, $p < 0.0l$), indicating that increased teacher workload wasassociated with lower student performance.
- Further tests of significance confirmed that excessive workload had a substantial impact on student learning outcomes ($t = 3.67$, $p < 0.0l$).
- Additionally, the study found that high teacher workload was associated with lower student engagement and participation in class. However, teachers who had access to professional development opportunities reported better workload management and higher studentperformance.
- Schools with strong support systems for teachers saw lower levels of reported stress and burnout, highlighting the importance of institutional support.
- Teacher collaboration emerged as a critical factor in mitigating the negative effects of high workload.
- Teachers who collaborated with their peers reported lower stress levels and better student outcomes. These findings collectively highlight the multifaceted impact of teacher workload on both teachers and students.

Discussion

The results of the study are in line with the objective of the research. The high correlation between teacher workload and student academic performance directly responds to the first goal, which states that high teacher workload has a negative effect on student performance. This is consistent with the findings of Gwambombo (20l3) who also reported the reduction of the quality of instructions as a result of too much work. The significance (r = -0.45) and significant influence (t=3.67) of proper workload management on learning outcomes contribute to the weight and relevance of proper workload management as needed by the second objective. Administrative tasks and grading were named as the primary sources of stress, which is acceptable, as the third objective. This is in line with the research reports by Agaflor and leandro (202l) and Ellis (20l6), who stated that to ensure teacher well-being and job satisfaction, there must be workload management. Also, such strategies as professional development and teacher cooperation were discovered to be effective in the managing of workload which contributed to the fourth goal. This is consistent with Kim (20l9) and Simona et al. (2020) who emphasized the advantages of continuous teacher education and teamwork. The research also made workload management practical recommendations which satisfied the fifth objective. Schools can introduce professional development programs, simplify the administration system and promote culture of cooperation to help the teachers. These plans are aligned with the results of Nazia and Muhammad (2023) who outlined the benefits of investing in professional development in the long-term. The perceptions and experiences that the teachers gave in the study are in line with the sixth objective and the insights that they give are of great help to understand the effects of the workload on the performance of students. This is consistent with the conclusions of Farah and Uzma (20l3) and Ishfaq and T. (202l) who indicated the role of teacher support systems in the reduction of workload stress. Among the oddities was the overwhelming importance of teacher collaboration to workload stress reduction that is not so much emphasized in the previous literature. This indicates the significance of a good school culture and indicates that schools need to focus on cooperative practices as a way of improving teacher and student performance. As opposed to other studies (e.g., Robert et al., 20l0), the study revealed that the opportunities of professional development were of high value and effectiveness, meaning that the quality and relevance of the programs are both important.

Conclusion

Finally, the paper has identified the fact that effective management of teacher workload is very critical in improving student performance in school in terms of academic achievement. Their results highlight that overworking teachers and students negatively affect both of them, and it is necessary to implement feasible strategies to cope with the workload successfully. The research outlines the path that schools can follow to assist their teachers better by determining the main stressors and the effective coping strategies. The significance of professional development, administrative support, and collaborative practices is clear, and it provides more tangible suggestions on the way to enhance education results. The study's perceptions and experiences of teachers also add more knowledge on the area of workload management emphasizing that a conducive school environment is important in enhancing both the teacher well-being and student academic achievement.

Recommendations

The driving force of the complete findings of the study can be presented in the form of the following recommendation:

• Professional Development: Schools should focus on spending on relevant and practical professional development programs. The programs must aim at providing teachers with time management skills and effective workload management strategies. Periodic workshops and training will assist the teachers to keep abreast with the emerging educational practices and lessen the workload pressure.

• Administrative Support: Schools ought to simplify the procedures in the schools and offer clerical services in order to reduce the administrative burden of teachers. This might include the employment of more administrative personnel or the use of technology to simplify the routine duties. When the time spent by teachers in administrative tasks is minimized, teachers will have time to concentrate on teaching and the student.

• Collaborative Practices: The adverse impact of high workload can be substantially reduced by promoting collaboration in school culture. Schools are expected to provide teachers with the opportunity to collaborate, exchange the best practices, and help one another. The supportive environment can be created through regular team meetings, peer observations, and joint planning sessions and help to enhance the overall effectiveness of teaching.

• Work-life Balance: Schools must have policies that will facilitate healthy work-life balance among teachers. This involves the establishment of realistic expectations on the amount of work to do, the possibility of flexible working schedules, and the provision of more time to teachers to do whatever they please. rest and individual activities. Schools can minimize burnouts by focusing on the well-being of teachers to enhance job satisfaction.

• Resource Allocation: Resources are to be adequately allocated to manage the workload. The schools must make sure that the teachers are provided with the materials, technology and support services required. This involves availing of sufficient classroom materials, use of teaching tools, and professional development. Support Systems: The school should also show good support systems to assist the teachers in handling their workload better. This involves mentoring new teachers, counseling to overcome the stress and burnout, and ensuring a favorable working environment that promotes free communication and support. Policy Advocacy: Educational policymakers and schools should promote policies, which will help resolve problems of teacher workload at a systemic level. This involves lobbying to have smaller classes, more funding to be provided to education and policies that consider and accommodate the special needs of teachers who struggle to balance their work.

• Research and Monitoring: It must continuously be researched and monitored on the issue of teacher workload and its effects. In schools, regular surveys among teachers are necessary to evaluate the level of work and how to improve the situation. Data-driven approaches to workload management and better educational outcomes can be implemented by monitoring the changes over time to apply them in schools.

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