



Teachers Workload and Effective Teaching

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Abstract

This paper focused on teachers' workload and effective teaching. Teaching is the process of imparting knowledge, skills, and values to others. It involves the sharing of information and ideas to facilitate learning and understanding. It is done by skilled personnel called teachers whose functions include inspiring, educating, learning and changing. They are managed and evaluated through the workload assigned to them. The paper further described workload as the job responsibility assigned to a teacher as his/her job functions in the course of his/her teaching instruction delivery. Sometimes, the workload is in high volume, which affects the effectiveness of teaching. The teacher can managed his/her workload by assigning less work, automate grading using technological innovations, quiz results, planning lessons in units and delegating . As the teachers are managed by school leaders, they also have roles to play in order to help teachers manage their workload which include giving them opportunities to set priorities, organizing open and honest conversation with all staff, parents and children to find out issues that make the management of their workload not easy. Afterwards, the design plans that will show the things to remove and keep, implement the plans to create enabling environment for learning. Well-managed workload helps the teacher to be effective in delivering his/her teaching instruction. Effective teaching involves well-skilled leadership to put in place capacity and structures as their contribution to learning. The paper concluded that effective teaching can be achieved by being Intentional, having conducive learning environment and adequate preparation, and also when workload is not properly managed, it could lead to rise in the number of teachers leaving the profession, difficulty in hearing the teacher (in classroom with large number of learners), ineffective supervision and class management, mental health, and unpreparedness for lesson periods to be taught.

Keywords: Effectiveness, Workload, Teaching, Teachers, Mental Health, Education, Learning, Inspire, Accountability, Responsibility.

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INTRODUCTION

Every environment is made up of human beings that are endowed with various knowledge and skills that should be transferred from one generation to the other. Educational environment as of the environments that humans interact with also has people who dwell in it that possess different forms of knowledge and skills that can be transferred from one person to the other. These knowledge and skills which are sometimes hereditary or acquired are transferred through teaching and learning process. Teaching is the process of imparting knowledge, skills, and values to others. It involves the sharing of information and ideas to facilitate learning and understanding. Chauhan (2021) defined teaching as the act of transferring knowledge or one form of skill or the other from one person to the other. Proper teaching improves critical thinking, proactiveness, creativity, and improvements. This can be through a formal, informal or semi-formal way. It is usually done by anyone with specialty in that area who is referred to as a teacher.

Teachers are bone of the resources that are put to use in the process of teaching and learning. The teachers should be allowed to exhibit their skills by assigning to them subjects within their area of study. They also should be guided in the delivery of their teaching activities using time tables that specify time and period of study. Their workload in the academic environment should not exceed or be below the recommended workload for teachers in their academic environment. The class capacity should also be within the approved capacity. If these things are strictly adhered to and managed efficiently, there will not be inefficiency on the side of the teacher as a result of excess or less workload. Overload or under-load for teachers can lead to wastage in the educational system and ineffective teaching delivery.

Effective teaching is important for a desirable teaching and learning outcome and it can be achieved when the teacher is provided with what is required to deliver his or her teaching responsibilities. Chauhan (2021) defined effective teaching as the use of appropriate methods and strategies to engage learners, facilitate their learning, and help them achieve their learning goals. Killion and Hirsh (2011) stated that effective teaching impacts students' academic, physical, social, emotional, and behavioral well-being. Effective teaching occurs best when all education stakeholders, including parents, policymakers, community members, and educators, share responsibility for continuous improvement and student achievement. For teachers in classrooms, effective professional learning is the single most powerful pathway to promote continuous improvement in teaching.

CONCEPTUAL CLARIFICATIONS

Education

Aristotle defined education as the creation of sound mind in a sound body. Chauhan defined education as the process of bringing out hidden qualities or potentials of the child to make him a responsible and productive person of the society. It is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It is the key to solve the various problems of life. It transforms people to perfection civilized, refined, cultured and educated. John Dewey defined education as the process of living through a continuous reconstruction. It can be achieve through the process of teaching and learning.

Teaching

Munna and Kalam (2021) defined teaching and learning process as transformational process of knowledge from teachers to students. Rajagopalan (2019) distinct teaching as intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. Teaching is regarded as both an art or science. As an art, its emphases is on the imaginative and artistic abilities of the teacher in maintaining a conducive teaching and learning environment in the classroom to encourage learners to learn. It is an exhibition of talent and creativity. As a science, it deals with procedures and skills, with systematic approaches for study, description and improvement. It deals with the logical, mechanical, or laid down approved steps to be followed for goal attainment in teaching and learning. Teaching is an influence that is geared towards changing the behaviour of others. It is an interactive process between teacher and learner in a classroom environment with defined purpose and objectives. Teaching is the process of transferring knowledge, expertise, skills, and values from one person to others or from one generation to the other. Through teaching, information and ideas that helps to facilitate learning and understanding are acquired. Teaching can take place at different learning environment like primary and secondary schools, universities, offices, market places and other informal places. It is mostly carried out by an authority with high level of expertise and professionalism. It brings about interaction between the students using the instructional material as teaching tools. It can only take place at the availability of some key variable like:

Teacher: This is regarded as the most vital variable for teaching to take place. This variable is charged with the responsibility of arranging and delivering of the instruction. A teacher is the one who gives knowledge to the students. A can be viewed as a person who performs a specific education in places, not necessarily in a formal educational institution, but also in mosques, surau, at home, and so on. Thus, a teacher is an adult educator who is responsible to provide help to the students in the development of both physical and spiritual. Zamroni (2001) stated that a teacher is one who holds the role important in designing learning strategies that will be done.

A teacher is a trained personnel, who through a complete social process transfers ever-changing social ideas and information to students about the things they have to know and cannot possibly learn on their own. He/she interacts with the student using the teaching resources to guidance them in their progressive and developmental stages. The Teacher's main job is to deliver quality teaching instruction to the learners, which transforms them and produce effective learning outcome. This variable manages other variables and plays vital role in the determination of the quality of the teaching instructions delivered to the learners. It is necessary to provide them with the required resources and assign the standard approved workload for them to maintain efficient and effective teaching.

The Student: The student is the second vital variable in the teaching and learning process. They interact with the teacher directly and are refined and groomed by them through the impartation and transfer of knowledge. They are required to be attentive and their activeness in learning is as a result of what they initially have knowledge of, motivation from teachers and parents, and the method of learning. That is why it is very crucial that teachers get to know the needs of their students in order to apply the best teaching style that will suit the learners. The student's readiness to learn facilitates effective teaching and learning. Other variables include curriculum, classroom, technology, assessment and resources.

The curriculum: is a well-designed work-guide approved by the educational board as the detailed activities that guide teaching and learning activities in the educational system. It is managed by the school administrators to produce well functional system that represents approved learning outcome. It is the guide that helps teachers in planning and delivery of their teaching activities. It could be a set of learning objectives, standards, and materials officially approved by the authorities to serve as a guide to teachers in the delivery of their instructions. It can facilitate the speed at which learning takes place and also serve as motivation to students. The learning activities are anchored on the curriculum because it defines the scope and details of what is required by the teacher, students and the management. It is from the curriculum that the teacher's workload is drawn.

Classroom Environment is usually where the teaching and learning activities take place. This variable is also very important as it determines the conduciveness and the impact of teaching on the learners. The Conducive state of the classroom can be evaluated by the design, lighting, and temperature of the classroom. It is the duty of the teacher to create a conducive atmosphere for learning by his/her ability to manage the other variables. The level at which the teacher manages his/her classroom while the teaching and learning activities are going on defines his/her teaching skills and professionalism.

Technology: This is the use of modern facilities to deliver teaching and learning activities. It enhances teaching and makes learning very easy and modern. Through technology, learners can get access to learning resources globally. Technology breaks distance barrier in learning and has made it possible for both teachers and learners to discover alternative means of learning. It has unites the world of academics by offering different channels through which education can be acquired. Technological innovations have reduced the level of illiteracy and have helped many learners to exhibit their skills even without the teacher being present.

Assessment: Assessment is the evaluation process which aims at measuring student learning rate and outcome. It reveals to the teacher, the areas that require improvement to enable the learner assimilate very well. It is through assessment that the effectiveness in teaching is determined. It could be done through classroom written examination, oral quiz, and online assessment. It motivates the learners to put in their best and also helps the teacher to rate his/her skill and expertise from the outcome derived from the performance of the learners.

Resources: They are those materials used in the teaching and learning activities to effectively deliver the teaching instructions. These serve as aids that make learning easier and enjoyable. They should be provided for the learners to ensure smooth and easy learning process. These include textbooks, equipment, and materials that contribute to effectiveness of teaching and learning. Availability and accessibility of accurate and modern resources definitely contribute positively to teaching and learning outcome.

Who is a Teacher?

A teacher is someone that creates a positive and supportive learning environment, provide guidance and feedback, and helps learners develop the skills and knowledge they need to grow in

their academic pursuits. Teachers should have in-depth understanding of the subject matter, appropriate strategies to apply, and excellent communication skills. They are individuals that possess the skills and expertise to transform learners from their crude form to their professional stage. The teachers are supervised, controlled by their superiors and evaluated by the workload assigned to them in the course of their teaching activities. Teachers educate, inspire the learners, learn from both the learners and the environment and make the necessary change to transform the learners. Teachers enjoy direct impact on their students, see the outcome of their contributions and produce desired changes. The objectives of teaching are carried out by the teachers and these include the following as outlined by Teach.com (edx, 2020):

Educate: A great teacher should love educating students, and one of the principal goals many teachers set for themselves is to be the best educator they can be. It makes the teacher fulfilled when transferring knowledge to your students and working with them to ensure they understand, not only concepts, but practical applications as well. There are different methods you can use to teach, and while your teaching style is unique to you, the most important thing is that you engage, motivate and inspire students to learn. Some teachers have passion while others teach to proffer solution to issues, or, to share their knowledge with others, but passion drives the excellence in teaching.

Inspiring: Teachers seek to inspire students in all aspects of their lives, and for many teachers, their greatest goal is to be a role model. A role model is someone who inspires and encourages students to strive for greatness, and teaches them through experience and commitment how to realize their full potential to become the best they can be. Teachers can inspire an uninterested student to become engrossed in learning. They can motivate them to participate and focus, and even bring introverted students out of their shells. A great teacher can get students reading, inspire a passion for languages, make math or science fun, and turn history lessons into fun and exciting stories. For many teachers, one of their simplest goals is to inspire their students to love learning. But the inspirational power of a teacher can transcend the classroom. So often, we hear people say that they were inspired to pursue their careers because of their teachers. A great teacher can leave an indelible mark that lasts a lifetime, and for many of us, some of our most important decisions were inspired by our teachers.

Learn: Teaching is one of those careers where you learn something new every day, and many educators cite this as one of the main things they hope to get out of their career. On a strictly professional level, the education you attain to become a teacher opens your eyes to many things you may never have been exposed to before. Pursuing a degree in education teaches you so much about learning itself: pedagogy, methodology, etc. You learn how people learn and how best to teach students. Additionally, so many other elements go into teaching that the process of becoming an educator in itself teaches you a great deal. No matter what you teach, your knowledge in many fields will deepen and expand. Then there's the question of the teacher credentialing process which is also a learning experience.

Teachers also learn a great deal about themselves through teaching. Teaching requires you to step out of yourself in a way you may have never done before, and through this you learn about yourself as a teacher and as a person. You may learn more about how you work with others, particularly with children, and better understand how to communicate effectively and teach efficiently. You can learn how to better handle stress, and the organizational skills you'll

gain from planning lessons and grading assignments will be invaluable. Furthermore, many teachers say the lessons they learn from their own students are the ones that make the job so fulfilling. Students bring a lot of their own life experiences to the classroom, and some of the things they have to say will enlighten you in ways you might not expect. Hearing your students out when they want to voice their opinions can broaden your perspective.

Change: Ambitious teachers are the ones who enter this career to affect change. These are the ones who want to meet the demand for great teachers: They make it their goal to help improve the quality of education for everyone. These teachers are willing to work in high needs schools, where there is low teacher retention and impoverished communities desperate for committed, talented teachers.

Very ambitious teachers take it a step further. As described in our “Benefits of a Master’s” page, having a Master’s in Education or another advanced degree can help aid in career advancement. Teachers with advanced degrees (Master’s, Doctorate, etc.) are eligible for more promotions and many go into the field with the intention of becoming a principal or school administrator. You can even end up working for your district or state’s board of education. At this level, you can effect real change by helping shape the future of education in your area. When a teacher says their goal is to “make a difference”, this is what they mean. They not only want to change the lives of their students, they want to change the face of education.

For teachers to achieve all these, they are assigned workloads as their responsibilities for the effectiveness of their teaching and learning activities. These workloads are put in place and approved by the educational authorities regulating the school system. As these workloads are assigned to teachers, they are expected to cover and accomplished them in order to manage teaching and learning activities effectively and efficiently. Workloads for teachers give direction to them and provide a basis for their evaluation.

Teachers Workload

Workload can be defined as the intensity or the extent of work assigned to an employee in a specific time frame (Inegbedion et al., 2020). It is employees’ perceived pace, volume, and difficulty of work (Bowling & Kirkendall, 2012). Jalal and Zaheer (2017) stated that it is a number of activities that require expertise and must be done in a certain time in physical and psychological form. It is the amount of work performed by an individual in a given period of time, or the average amount of work handled by an individual at a particular instant of time. The amount of work handled by an individual in an institution gives an estimate of the efficiency and performance of that institution. This can be seen as the volume of work that are assigned to an individual as their job functions in the course of carrying out his/her duties.

Teacher workload is the totality of academic teaching work and committee workload assigned to a teacher for the attainment of the overall educational objectives in the school (Adu et al., 2013). It is the workload assigned to a teacher as his/her job functions in the course of his/herteaching instruction delivery. It ranges from lesson periods, population of students (classroom capacity), and the number of subjects to be taught by a teacher and the time assigned to each period, etc. The ability of teachers to manage these comprise of their effective teaching delivery. The workload for teachers should be properly designed as long as effective teaching outcome is expected. The average teacher’s works hours a week is 53 but some schools assign excess workload to teachers and these slow down their performances. The time given to teachers

to plan their lesson periods are not adequate. Sometimes, some teachers complain that they don't have enough planning time due to encumbered activities attached to them. Teachers are faced with a lot of stresses both academic, environmental, financial, psychological and mental stress. Large number of teachers are too stressed as a result of overload of work assigned to them, combined with both their own personal challenges and the challenges of the learners which they have to manage in order to produce effective teaching and learning outcome. These factors affect the way teacher manage their workload as it interfere with their health, their sleep, and the quality of their work.

Due to the special academic and social-emotional needs of the learners which the teachers are expected to meet, there are new innovations which were not in existence before but the teachers are expected to perform them in the course of their teaching activities to make learning exciting and interesting. Some of these include: Data analysis with the use of integrated technology, data presentation with modern technologies like electronic boards, projectors etc. These innovations and inventions contribute immensely in the management of workload by teachers. Teachers should always think out different ways of reducing their stress level as it makes them to be more creative in thinking and planning their lessons and makes the learning activity in the classroom lively and fun.

Management of Teacher Workload

Teachers' workload also includes addressing challenging standards, providing engaging instruction and meeting the needs of diverse learners and support students' social-emotional growth. The workload can be reduced through the following ways:

Assigning Less Work: Teachers can manage their workload by assigning less work that would produce valuable results from the learners. They can be in the form of classwork, take home assignments, projects, quizzes, tests etc.

Automate Grading using Technological Innovations: Most times, it is very difficult for humans to analyse large volume of information accurately. Using the right technology make the information collation and analysis easy and seamless especially information that involves graphs or other visualizations.

Quiz Results: Sometimes assessment can be done through quiz, it must not be written examination that needs to be marked and scored. The teacher can conduct quiz in the classroom as the teaching and learning activities are ongoing.

Plan Lessons in units: Teachers can manage their workload by planning their lessons in units based on where their students needed to "get to," instead of what they needed to "get through". By so doing, the workload are effectively managed and positive learning outcomes are achieved.

Delegate: Teachers can manage their workload by delegating responsibilities to the students which in-turn makes them to be more proactive, independent and creative. The notes can be given to the learners to copy, arranging of the table and desks, classroom management and student engagement.

The Role of School Leaders in Managing Teacher Workload

School leaders can help teachers to manage their workload by giving them opportunities to set priorities. They should be allowed to manage their time so that they can support the learners when the need arise. They can also reduce the teachers' workload by empowering them more through seminars and coaching workshops. The school leaders can invite expert educator who facilitates one-on-one interaction among teachers which give them opportunities to learn from one another.

The school leader are expected to organize open and honest conversation with all staff, parents and children and find out issues that make the management of their workload not easy, design a plan that will show the things to remove and keep, implement the plans to create enabling environment for learning. This is important because the proper management of workload by teachers help them to deliver their teaching activities effectively and efficiently.

Efficient Teaching

An approach to instruction that streamlines repetitive, administrative or supplemental instructional tasks to ensure adequate time for higher-order teaching activities (Mandernach et al., 2016).

Effectiveness and Effective Teaching

Effectiveness is the capability of producing a desired result or the ability to produce desired output. It means meeting up with expected outcome. Effective teaching is the collective commitment put in place by all stakeholders in education (parents, policymakers, community members, and educators) for a consistent improvement and student achievement. It involves the use of appropriate methods and strategies to engage learners, facilitate their learning, and help them achieve their learning goals. It is the knowledge, strategies, processes and behaviours which lead to good student outcomes.

Effective teaching involves well-skilled leadership to put in place capacity and structures as their contribution to learning. Leaders, both administrators and teachers, advocate professional learning as very important for continuous improvement of teaching and student results. Teachers on their own can engage in professional learning aligned to their professional goals, universal effectiveness in teaching depends on making it a priority within a school or school system, creating a culture and systems to support it, and developing teacher leaders to skillfully facilitate collaborative learning. It can also be achieved by consistent skillful and professional teaching which focuses on a well-defined vision for teaching and learning. This vision is seen as instructional framework which transformed into well-defined outcomes for student and rating for the performance of teachers.

It requires skillful leadership to build capacity and structures to support learning. Jackson and Bruegmann (2009) reported that when the quality of a teacher's colleagues improves the students of that teacher benefit. These results occur most likely because teachers organize the focus of learning within their communities on challenges relevant to their students' success. Killion and Hirsh (2011) stated that effective teaching and student learning are the benefits that spread from classroom to classroom and even from school to school. Effective teaching is

possible in every classroom by ensuring every educator experiences substantive professional learning within a culture of collaboration and shared accountability.

Effective teaching is much more than end-of-year data: it is an ongoing, reflective practice that needs to be refined and amended to suit learners' needs. Student success in the classroom and school all the time anchors on how effective the teaching and learning activities are. It impacts students' academic, physical, social, emotional, and behavioral well-being and is at best when all education stakeholders, including parents, policymakers, community members, and educators, share responsibility for continuous improvement and student achievement. For teachers in classrooms, effective professional learning is the single most powerful pathway to promote continuous improvement in teaching. Effective teaching is delivered by teachers who are effective in their teaching activities.

Effective teachers cultivate excellent working relationships with their students within safe and respectful environments and nurture effective learners who are actively involved in their own learning and personal development. They can manage a classroom to remove or reduce instances of behaviour that challenges, introduce new information in an engaging and accessible way, and provoke curiosity in the subject matter to promote higher-order thinking. They also love their subject and use their experience and pedagogical knowledge in order to create high-quality learning and good student outcomes. They use all the elements of high-quality teaching to create personalised and relevant learning opportunities. Teachers who express a passion for their work can inspire their student, creation of a positive learning environment, maintaining a friendly demeanor throughout the day and connecting with students (this involves caring about the lives and interests of students which can help to build them). One of their core values is using their expertise to improve learning and positive impact on their students. These good outcomes are often those that can be measured easily, usually through summative assessment. <https://www.igi-global.com/dictionary/more-teaching-in-less-time/51352>.

Factors That Leads to Effective Teaching

Effective teaching and learning are characterized by some attributes which can be seen as following:

Collaboration among educators: When teachers engage in one or more learning groups, it gives them the opportunities to moderate their practice and expectations with their professional group, to critical analyse and evaluate their work together, leverage on one another's knowledge, criticize one another, argue with one another to proffer solutions to challenging issues facing them in their unique work environment.

Responsibility and Accountability: Effective teaching and learning involves responsibility and accountability. This tends to make the teachers to be more committed to transfer knowledge to their students. It encourages them in their day-to-day practice and brings uniformity in the quality of teaching so that every student gets the same teaching experience in the school no matter the classroom he/she learns in.

Availability of Required Resources for Teaching and Learning Activities: Every schools and school systems that desires to have effective teaching and learning invest very huge in resources. Some of these resources include time for professional learning and collaboration, classroom and

school-based support in the form of coaching, technology to seek information, models, networks, and research, and access to external experts who provide specialized knowledge and skill development.

Formative and Summative Assessments that Provide Data about Teaching Performance and Student Achievement: It shows a consistent flow of information which helps to identify teachers responsible for slowing down their academic progress and continuous improvement. Due to the importance of data in teaching and learning, effective teaching requires detailed professional skills in assessment data usage in order to identify, plan, and measure the effects of ongoing professional learning.

Comprehensive Design of the Learning Experience: Effective teaching practices being evaluated by learning experience tends to reveal those with the content and processes vision of teaching and learning and the instructional framework.

Integration of Learning Theories and Research: Effective teaching and learning requires the integration of learning theories and research to establish active engagement and collaboration with co-staff. There should be variation in the learning designs so as to give room for expected outcomes, learners' preferences, experience levels, school culture, and other factors.

Components of Effective Teaching

According to Leonard (2017), great teachers are valued by students, parents and society. They are highly regarded because being an effective teacher takes a special set of skills that engages students and inspires them to work harder. The good news is that these skills are not limited to those born with them; you can learn to master the components of effective teaching. It requires the following:

Being Intentional

Teachers are intentional in all they do and they do not just take action, they make plan intentionally and execute. They have a reason for whatever they do ranging from lecture, lesson note etc. They plan their lessons putting into consideration the students' reaction and the questions that might be asked. Their goals are specifically centered on lesson outcome on the student.

Conducive Learning Environment

Effective teaching can only take place when the students assimilate and understand what they are taught. Effective teachers create enabling atmosphere that encourages this by pairing the intelligent and less intelligent so that the less intelligent ones can learn from the intelligent ones thereby reducing the workload on the teacher. Also through class review, the teacher can amend the lesson plans so that information can be communicated effectively either through visuals or practical lessons.

Preparation

Effective teachers get well prepared before delivering their lessons. They apply various strategies and methods through the use of contemporary data in science, social studies and news stories to help students to create valuable information in the teaching and learning activities. Sometimes, they apply ancient concepts by making contemporary data easy for the younger learners to use, learn and found valuable. They think ahead on the questions that might be asked and provide answers based on their anticipations.

The Effect of Teachers' Workload on Effective Teaching

Teachers' workloads are the workloads assigned to teacher as their job functions in the course of their teaching instruction delivery. They range from lesson periods, population of students (classroom capacity), and the number of subjects to be taught by a teacher and the time assigned to each period etc. The ability of teachers to manage these comprise of their effective teaching delivery. The workload for teachers should be properly designed as long as effective teaching outcome is expected. This means that the volume of workload assigned to teachers determine their effectiveness in the course of their job delivery. Some of the effects of workload on teachers effectiveness are discussed below:

Increase in the Number of Teachers Leaving the Profession: When teachers are assigned too much volume of workload, it reduces their effectiveness because they will not be able to meet up and deliver their job responsibilities.

Mental Health: *The Teacher Wellbeing Index (2021a, 2021b)* recorded that 54% of over 3000 teachers had considered leaving the profession, mainly due to mental health reasons. High volume of workload is one of the causes of poor mental health. Teachers should have good mental health to be able to coordinate, manage and deliver their teaching and learning activities.

Difficulty in Hearing the Teacher: The size of the class is a very key factor that determine the effectiveness of teaching and learning activities. There is an approved number of learners that are meant to be in the class. This number should be maintained for the workload on the teacher to be properly managed to enable him/her deliver his/her teaching instructions effectively and efficiently. Sometimes, the number of learners in a class are too many that it becomes difficult for the teacher to communicate and also difficult for the learner to hear, understand and assimilate.

Ineffective Supervision and Class Management: Workload in the area of class size if not properly managed makes it difficult for the teacher to effectively supervise and manage the class during teaching activities, test, examinations and other evaluation. It is very important for the teacher to be assigned the number of learners that he/she can manage in the classroom. It might be difficult for the teacher to discover learners that are struggling with their academic and help them to overcome their challenges. It also causes lack of feedback on assignment given to learners. When the number of learners in the classroom is too many, the teacher finds it difficult to establish effective feedback system.

Unpreparedness for Lesson Periods to be Taught: In the school system, every subject has a particular period assigned for it to be taught by a teacher. This is known as the class period for the subject and this is controlled by the school lesson timetable. Every teacher is notified of the period he/she has class activity with the learners through the time table. This constitutes part of the teacher's workload in the educational system and if a teacher has a lot of periods to teach,

the volume of work will be much and the teacher might not have adequate time to prepare for the lesson.

CONCLUSION

Teachers are assigned workload as their job responsibility in the course of delivering their teaching instructions. This workload is the volume of work the teacher is given to carry out as part of his/her job function. It could be workload from lesson periods, population of students (classroom capacity), the number of subjects to be taught by a teacher and the time assigned to each period, etc. The workload as per lesson periods comes from the number of periods he/she teaches in a week. The workload could be from the capacity of the class which is the number of learners in the classroom. The time allotted to each subject could increase or reduce workloads for a teacher in the sense that teachers who have longer time to teach tend to deliver their teaching instructions better than those that rush in and rush out, The workload of the ones that have longer time are well managed . The ability of teachers to manage these comprise of their effective teaching delivery.

It is concluded that the volume of work assign to each teacher determines how well his/her performance will be. The ability of the teacher to manage his/her workload effectiveness defines the outcome of his job delivery and the impact on the learners. Effective teachers cultivate excellent working relationships with their students within safe and respectful environments and nurture effective learners who are actively involved in their own learning and personal development.

Suggestions

For the teacher to manage his/her workload for effective teaching outcome, he should make use of formative and summative assessments that provide data about teaching performance and student achievement: This because it shows a consistent flow of information which helps to identify teachers responsible for slowing down the academic progress and continuous improvement of learners. There should be comprehensive design of the learning experience. Effective teaching practices being evaluated by learning experience tends to reveal those with the content and processes vision of teaching and learning and the instructional framework.

The teaching and learning resources required for the teachers effectiveness should be made adequately available so that the teacher will not struggle to deliver his/her job roles as a teacher. Some of these resources, classroom and school-based support in the form of coaching, technology to seek information, models, networks, and research, and access to external experts who provide specialized knowledge and skill development.

The classroom should not be over-crowded to enable effective communication during the learning period. This is because if the class is over-populated, the learners will be unable to hear the teacher or communication to the teacher effectively. In a situation where the over-population of classrooms are inevitable, the school authorities should provide effective public address system to boost communication during learning activities.

Integration of learning theories and research: Effective teaching and learning requires the integration of learning theories and research to establish active engagement and collaboration with co-staff.

There should be variation in the learning designs so as to give room for expected outcomes, learners' preferences, experience levels, school culture, and other factors. There should be conducive learning environment for teachers to teach and the students assimilate and understand what they are taught.

Teachers are advised to be well-prepared before delivering their lessons. They should be empowered through seminars and coaching workshops. Expert educator who facilitates one-on-one interaction among teachers which give them opportunities to learn from one another. Teachers should be meant to understand that responsibility and accountability is part of their job function and should be taken very serious. Teachers can manage their workload by assigning less work that will produce valuable results from the learners. They can be in the form of classwork, take home assignments, projects, quizzes, tests.


Automate Grading using technological innovations: Most times, it is very difficult for humans to analyse large volume of information accurately. Using the right technology make the information collation and analysis easy and seamless especially information that involves graphs or other visualizations.

Quiz Results: Sometimes assessment can be done through quiz, it must not be written exam that needs to be marked and scored. Teachers can manage their workload by planning their lessons in units based on where their students needed to "get to," instead of what they needed to "get through". By so doing, the workloads are effectively managed and positive learning outcomes are achieved. Delegating part of their workload such as giving them notes to copy, arranging of the table and desks, classroom management and student engagement to the learners helps them to manage their workload and the learners to be more proactive, independent and creative.

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