



Female Teacher Workload, Problem, and Social Competence: A Study on Secondary School Teachers

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Abstract: Heavy workload has become a problem of many female teachers in the world. Finding out how workload has impacted teachers' job effectiveness worth searching. The respondents of the research were 78 secondary school female teachers in Tanah Datar Regency. The data of the research were collected through a google-form. The data were analyzed through Descriptive Statistics. The study results show that female teachers are over-burdened with their tasks at school and at home, face many problems like having negative feeling to themselves, having no leisure time, lacking of social responsibility and participation in school activities and house work, being not optimal in job performance, being exhausted, feeling lack of energy, getting problem in time management, doing social withdrawal, and having lower social competence after the issuance of the new regulation. Therefore, it is recommended that the new government regulation of teacher workload be quitted in order that better education quality is achieved.

Abstrak: Beban kerja yang berat telah menjadi masalah bagi banyak guru perempuan di dunia. Mencari tahu bagaimana beban kerja telah mempengaruhi efektifitas kerja guru layak untuk diteliti. Responden penelitian ini adalah 78 orang guru perempuan pada sekolah menengah di Kabupaten Tanah Datar. Data penelitian dikumpulkan melalui google-form. Data dianalisis dengan Statistika Deskriptif. Hasil penelitian menunjukkan bahwa guru perempuan terlalu terbebani dengan tugas-tugas mereka di sekolah dan di rumah, memiliki banyak masalah seperti memiliki perasaan negative terhadap diri sendiri, tidak memiliki waktu senggang, kurang melaksanakan tanggung jawab sosial dan kurang berpartisipasi dalam kegiatan-kegiatan di sekolah dan mengerjakan pekerjaan rumah tangga, tidak optimal dalam prestasi kerja, mudah lelah, merasa kekurangan tenaga, bermasalah dalam manajemen waktu, melakukan penarikan diri secara social, dan memiliki kompetensi social yang lebih rendah setelah diterbitkannya peraturan baru. Oleh karena itu, direkomendasikan agar peraturan pemerintah yang

Keywords: Female teacher, workload, problem, social competence

INTRODUCTION

“Teaching is a highly stressful occupation” (Karsenti & Collin, 2013; Hansen & Sullivan, 2003), “conscientious teachers are chronically overloaded” (Morrow, 2007) and “teachers experience high levels of stress due to increasing workload, multiplicity of roles, and large class size” Lie et al., in Lam (2014). Indeed, as professional workers, teachers’ role will determine the advancement of educational quality. Thus, they should have proportional workload so that they can do their job well which will influence their individual competence (Peters, 2013). Heavy workload will hinder the effectiveness of their job performance (Gu & Day, 2007), which include planning a lesson, implementing, and evaluating it, as well as guiding their students (Lubis, 2017) since they feel stress as reported by many studies in many countries (Kyriacou & Chien, 2004). It was reported that heavy workload had been a source of stress (Anastasiou & Papakonstantinou, 2014), and in general, as a short term response, the teachers did social withdrawal (Repetti, 1989), and even quitted teaching (Karsenti & Collin, 2013).

A lot of studies were conducted related to teachers (Gustina, 2016; Ost & Schiman, 2017; Firdaus et al., 2019) and to the effect of teachers’ workload, such as, the one to find out its effect on teachers’ stress and their job satisfaction (Peters, 2013) in many parts of the world, like USA (Sheppard, 2008), in Hongkong (Hui dan Chan, 1996), in Malaysia (Jayakaran & Koroush, 2010), in South Africa (Morrow, 2007), in Norwegia (Skaalvik & Skaalvik, 2015), in India (Tahseen, 2015), in Greek (Anastasiou & Papakonstantinou, 2014), in Cina, in Japan, in Australia (Mamun et al., 2015), in Taiwan (Kyriacou & Chien, 2004), and in many other foreign countries. In fact, there has

been a scholarship of studies conducted on teachers’ workload and its effect on teachers’ social competence. However, there was no a single study trying to find out how teachers’ workload influenced their competency descriptively and the problems they faced in doing their jobs as teachers and as a housewives. Therefore, this study completes the gap of knowledge related to teacher workload, teachers’ social competence at school and at home, and the problems they face in and out of school contexts.

Therefore, this paper completes the knowledge gap related to female teacher workload, problems, and social competence after the issuance of Permendikbud No 15 Year 2018. Thus the rest of this paper elaborates the three points and each will be described respectively.

METHOD

The respondents of the study were 78 secondary school teachers from Kabupaten Tanah Datar, West Sumatera Province. The data were collected through a mixed-questionnaire. The questionnaire contains the purpose (Part A), the informant bio-data (Part B), the guideline (Part C), and the items (Part D). The bio data that the respondents should write include: their name (optional), sex, marital status, discipline, level of education, length of teaching experience, number of dependents, address, mobile phone number, and hobby. The questionnaire involves closed-ended questions or items. In the closed-ended items, the respondents were asked to choose among the alternative answers provided. Several questions were asked, namely: their understanding about government rules on teacher workload, their opinion about their workload based on the latest rules, their opinion about their workload based on the previous and the latest rules, their teaching schedule, number of hours they spent for teaching in a week, the number of the

students they guide, the number of the groups of the students to teach, the evaluation that they do on students' learning, and the evaluation they conduct on students' learning aspects, their additional tasks, their housework activities, their social activities, and the problems that they face in performing their profession as a teacher.

The data of the research were analyzed with Descriptive Statistics. Using this type of statistics, the percentage of the data was counted.

RESULTS AND DISCUSSION

Results

Based on the research questions, there are three points to be discussed, namely teachers' workload, their problems and their social competence.

Teachers' workload was found to be varied based on teachers' perception. Two female teachers (2.56%) perceived that their burden was light. Fourteen of them (17.95%) perceived it as medium. Thirty-nine teachers (50%) considered that they had heavy workload, and twenty-three of them (29.49%) perceived it as very heavy.

Based the data, it can be concluded that half of the female teachers perceive that they had heavy workload and almost one third of them felt that they had very heavy workload, and only few of them who perceived it as a medium burden.

The next question was asked to find out their perception on their burden related to the new regulation issued by the government. Among them, only 12 teachers who perceived it as lighter. The rest 66 teachers (84.62%), on the other hand, perceived it as heavier. The data were collected from the 78 teachers, in which 74 teachers (94.87%) have additional tasks, 2 teachers (2.56%) do not have additional tasks, and 2 teachers (2.56%) did not give response. Moreover, based on the collected data, 41 teachers (52.56%) teach every day and the rest 37 teachers (47.44%) do not.

To answer the second question, then, the female teachers were asked whether they got problems with their workload. From the

collected data, it was found that 54 teachers (69.23%) answered "yes", 16 teachers (20.51%) answered "no", and 8 teachers (10.26%) did not answer.

Based on the data, a conclusion may inferred that more than two-third of the teachers got problems with their job. Moreover, the results of the study also showed that there were some problems faced by the female teachers with the heavy workloads. The female teachers' problems are presented in Table 1 below:

Table 1: Female Teachers' Problem with Heavy Workload

| No | Problem | Number (Percentage) |
|----|---|----------------------|
| 1 | Feeling unable to be a good mother | 6 teachers (7.69%) |
| 2 | Having no leisure time | 10 teachers (12.82%) |
| 3 | Lacking of social responsibility | 3 teachers (3.85%) |
| 4 | Being unable to do or to optimize job performance | 6 teachers (7.69%) |
| 5 | Declining their children's achievement | 1 teacher (1.28%) |
| 6 | Feeling Exhaustion | 4 teachers (5.13%) |
| 7 | Lacking of energy | 2 teachers (2.56%) |
| 8 | Having Time management | 3 teachers (3.85%) |
| 9 | Being unable to participate in some school activities | 6 teachers (7.69%) |
| 10 | Lacking of family time or interaction with family members | 17 teachers (21.79%) |
| 11 | Being unable to do housework | 6 teachers (7.69%) |
| 12 | Being unable to fulfill duties as a mother e.g. accompanying children | 6 teachers (7.69%) |
| 13 | Doing social withdrawal | 27 teachers (34.62%) |

Based on the data in table 1 above, it can be seen that more than one third of the whole respondents experience social withdrawal. The facts show that female teachers do much work after school time, either as professional workers or as housewives. Table 2 below shows female teachers' participation in social activities as follow:

Table 2: Teachers' Participation in Social Activities Before and After the Issuance of the New Regulation

| Participate | Before | After | Difference |
|----------------|-------------|-------------|-------------|
| Yes | 72 (92.31%) | 45 (57.69%) | 27 (34.62%) |
| No | 2 (2.56%) | 21 (26.92%) | 19 (24.36%) |
| Did not answer | 4 (5.13%) | 12 (15.38%) | 8 (10.26%) |

Based on the Table 2 above, it can be inferred that before the issuance of the new regulation, almost all the female teachers participated in social activities. Unfortunately, after the issuance of the new regulation, there was a decrease in their participation. The decrease was more than one third of them had lower participation. The data were also supported by the next data as seen in table 3 below:

Table 3: List of Female Teachers' Activities at Home

| No | Activity | Number | Percentage |
|----|--------------------------------------|-------------|------------|
| 1 | Writing a lesson plan | 29 teachers | 37.18% |
| 2 | Checking students homework | 19 teachers | 24.36% |
| 3 | Doing other school tasks | 20 teachers | 25.64% |
| 4 | Cooking | 50 teachers | 64.10% |
| 5 | Doing laundry | 52 teachers | 66.67% |
| 6 | Ironing | 47 teachers | 60.26% |
| 7 | Cleanliness | 54 teachers | 69.23% |
| 8 | Gardening | 42 teachers | 53.85% |
| 9 | Parenting | 27 teachers | 34.62% |
| 10 | Accompanying children doing homework | 39 teachers | 50.00% |

Based on Table 3, it can be seen that the female teachers do both school work and housework at home, feel over-burdened by excessive workload (Butt & Lance, 2005a) and no wonder that they are lack of time to do social activities. The data from Table 4 below show the kinds of social activities followed by the teacher before and after the issuance of the new regulations:

Table 4: Teachers' Type of Social Activities Before and After the New Regulation

| No | Teachers' Social Activities | Before | After |
|----|---------------------------------|-------------|---------------------|
| 1 | Mourning the deceased | 70 (89.74%) | 55 (70.51%) |
| 2 | Visiting sick people | 69 (88.46%) | 55 (70.51%) |
| 3 | Working social work together | 61 (78.21%) | 12 (15.8%) |
| 4 | Attending a social gathering | 41 (52.56%) | 10 (12.82%) |
| 5 | Exercising | 46 (58.90%) | 17 (21.79%) |
| 6 | Traveling with family/relatives | 48 (61.54%) | 18 (23.08%) |
| 7 | Traveling with friend/others | | 9 teachers (11.54%) |

The data of the Table 4 show that the female teachers' social and fun activities decrease significantly after the issuance of the new regulation.

Discussion

The study showed that many female teachers have much workload one of which was work-time (Sheppard, 2008). The teachers spent their time for their profession was not only at school but also at home. This was possible to happen because the teachers do their job based on what their headmaster asked them to do (Knezevich, 1984) in or out of school. In Indonesia, especially, their tasks involve: planning a lesson, teaching, doing assessments, guiding students in intra-, co-, and extra-curricular activities based Permendikbud Nomor 15 Tahun 2018. At least, half of teachers' time is spent out of the normal classroom teaching (Livingstone, 1994) for non-teaching activities like doing administrative activities and writing lesson a plan (Butt & Lance, 2005b). In other words, many documents and workload have hindered teachers' effectiveness in doing their job (Gu & Day, 2007).

The study also indicated that the teachers get negative impacts due to their heavy workload, like fatigue (Shimizu et al.,

2011), or stress (Kyriacou & Chien, 2004); (Antoniou et al., 2006), and more often experienced by junior teachers (Hui & Chan, 2007; Anastasiou & Papakonstantinou, 2014)) which may cause diseases triggered by stress (Naylor, 2001), and it has impacted on teachers' self-efficacy and sense of effectiveness (Day et al., 2006). Due to heavy workload, teachers do self-withdrawal from social activities (Repetti, 1989), have low job-satisfaction deriving from lack of time for lesson plan-writing (Liu and Ramsey in (Klassen & Chiu, 2010), and even has made them leave their job (Barmby, 2006; & Morrow, 2007), besides other consequences like physical and emotional fatigue, sacrifice of social-life, increased sick leave, job reduction with economic effects, and early retirement (Skaalvik & Skaalvik, 2015). Other studies also showed that female teachers were more stressed (Klassen & Chiu, 2010) and also had lower job satisfaction compared to male teachers due to their heavy workload (Anastasiou & Papakonstantinou, 2014). Teachers' stress and emotional fatigue may be minimized by decreasing their workload (Kyriacou & Chien, 2004; Jayakaran & Koroush, 2010). They have no time to relax (Tahseen, 2015); "Age, duration of work and psychological job demands were significantly associated with stress level" (Hadi et al., 2009).

"Workload is a common reason for teachers to leave the profession" (Deakin et al., 2009) "They recorded the feeling of over-burdened by excessive workload in the form of administration and clerical work, and also by what they perceived to be excessive government initiatives."(Butt & Lance, 2005b) "The major job stressors included the absence of medical facilities at the campus; non-availability of prescribed books, computer, and internet facilities; students' poor academic background; absence of adequate office facilities; excessive official paperwork; lack of opportunities for professional development; lack of proficiency in English; little time to relax during the day; and overcrowded classes."

(Tahseen, 2015). "Female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy" (Klassen & Chiu, 2010). 81% of the teachers being surveyed have considered leaving teaching last year because of workload" (National Education Union, 2018). "Teachers expressed their frustration at not being able to complete work because of the overwhelming nature of their workload" (Butt & Lance, 2005b). "Teachers' stress resulting from exams and administrative behaviours are principal factors affecting job satisfaction" (Feng, 2007)

CONCLUSION

In conclusion, the issuance of the new regulation on teacher workload has made many teachers feel over-burdened. This condition has made them face many problems, at school and at home. As a result, their social competence as a community member is minimized. This will surely influence their role in their society. Thus, it is recommended that the government of Indonesia review the new regulation to avoid teachers' discomfort (Indriyenni, 2017). Besides, it is also suggested that school principals run the school professionally so that the school staffs will improve their innovation in performing their job (Ismail et al., 2021)

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