

**Citation:** Shaikh, G. M., Hassan, K. H. U., & Hussain, K. (2023). Identification of Problems Faced By School Teachers due to Extra Duties. *Global Educational Studies Review*, VIII(III), 19-27. [https://doi.org/10.31703/gesr.2023\(VIII-III\).03](https://doi.org/10.31703/gesr.2023(VIII-III).03)

## Identification of Problems Faced By School Teachers due to Extra Duties

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**Abstract:** Teachers play a crucial role in society by providing knowledge and guidance to future generations. In Pakistan, teachers often face extra responsibilities such as election, polio vaccination, and administrative tasks, which negatively impact their students' academic performance. This research investigates the impact of extra duties on teaching practices in Tehsil Chak Jhumra, Faisalabad. A descriptive survey method was used, with 130 teachers from government secondary and higher secondary schools selected through cluster sampling. Teachers' challenges were identified using a questionnaire, with validity confirmed by expert opinions and reliability tested through pilot trials using SPSS. Data analysis was conducted using SPSS version 22. The study's obtained data was analysed utilising statistical tools such as frequency, average, mean, and standard deviation. The study suggested that teachers should only participate in additional responsibilities that are fairly compensated and align with their interests to ensure that their educational effectiveness remains unaffected.

**Key Words:** Problems, Teachers, Extra Duties, Questionnaire

### Introduction

Investing in knowledge is the best investment there is. Since modern society is aware of this, ensuring that children receive the education they need is one of the main objectives of the modern era. Children begin preparing to become fully fledged members of society at a young age. One of the key reasons America remains the nation with the most potential for personal growth is the high caliber of its educational system. The people who never settle for their current skill level and always strive to become better in order to achieve are

the ones with the best prospects of success. This is why it's so important to invest in oneself through lifelong learning. This is true, and everyone who has succeeded can witness to their desire to learn new things. In contemporary society, empowering individuals who wish to better themselves is the main objective of education. (Allison Academy, [2023](#)).

Teachers in present-day educational institutions have a range of extra duties beyond teaching students. Students can learn effectively only when teachers dedicate the majority of their time to teaching and learning.

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Currently, teachers in our educational institution are required to carry out extra responsibilities including fee collection, providing textbooks, updating log books, analysing financial aid, conducting parent meetings, handling administrative and clerical activities, performing dengue spraying, participating in plantation work, and fulfilling other official duties. They usually document all the details of their given tasks personally, without assistance from office staff. Teachers dedicate less attention to teaching and learning and instead allocate more time to paperwork associated with more obligations (UNESCO, 2003). Teachers perform these responsibilities in order to report on them within a specified timeframe. Teachers' busy schedules directly affect the quality of teaching and learning. The additional workload distracts the teacher, leading to a decrease in the instructors' capacity to provide top-notch teaching. Teachers, on average, dedicate half of their working hours to non-teaching responsibilities, as reported by the OECD in 2015.

Teachers experience an increase in workload and stress due to the numerous obligations they have in the classroom. The workload leads to role ambiguity. A teacher is responsible for delivering lessons, understanding student needs, monitoring progress, selecting effective teaching methods, maintaining communication with students and families, and following legal and administrative rules. Nevertheless, it is always preferable to be friendly, insightful, and eager. Teachers impose significant stress on kids because of their elevated standards. This situation may lead to personal challenges such as working longer hours, reducing social engagements, setting ambitious goals, and feeling impatient (Erturk & Kececioğlu, 2012).

Teachers may feel more overwhelmed than their colleagues or experts in different fields if they cannot relax by spending meaningful time with their family and environment (Esen et al., 2017). This situation naturally induces heightened stress and boredom, while also interfering with their social and family interactions.

The study reveals that merit-based promotions, bribery, and political affiliations negatively impact teachers, particularly female instructors. They are often placed in remote locations, facing transportation and accommodation issues. Understaffing, limited materials, and limited professional development opportunities further exacerbate the situation, affecting classroom instruction and student education (Shah et al., 2014).

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## Statement of the Problem

Teachers play a crucial role in a nation's development, preparing students for life challenges and aiding civilization advancement. However, additional duties assigned by school administration put additional burden on teachers, making them exhausted and experiencing fringe benefits. This study aims to identify these issues faced by teachers.

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## Objectives of the Study

The main objective of the study was:

To explore the effects of extra duties on the performance of teaching practices.

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## Research Questions

The investigation was designed to examine the following research questions:

1. What challenges do school educators have as a result of additional responsibilities?
2. What impact do more responsibilities have on instructional approaches?

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## Significance of the Study

The study aims to improve school performance by identifying extra duties performed by teachers and implementing effective measures to reduce them. It will clarify teachers' roles and the impact of extra duties on academic activities. The study will identify problems faced by teachers and propose remedial measures. It will also explore Pakistan's low literacy rate and the impact of extra duties on the School Education Department.

## **Review of Literature**

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The aim of this literature review was to examine the existing literature on the challenges school teachers have as a result of additional responsibilities. The scholar thoroughly analysed many sources of information, such as newspapers, journals, articles, official and unofficial websites, and other online content. The details are displayed below:

## **Background of the Problem**

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Pakistani teachers' performance is significantly influenced by their non-teaching duties, including polio drives, census work, surveys, disaster relief operations, school inspections, book collection, and data feeding.

Problems of government school t Pakistani teachers' performance is greatly impacted by their extracurricular responsibilities such as participating in polio drives, census work, surveys, disaster relief operations, school inspections, book collection, and data entry.

## **Challenges Faced by Public School Educators**

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Government school instructors encounter a variety of issues that have a detrimental impact on their effectiveness. Below are the specifics of these issues:

Govt. school teachers face various kinds of problems which negatively affect their performance. The details of such problems have been presented below:

1. The education sector faces low salaries and poor performance due to limited funding, making it less desirable. Teachers, financially disadvantaged, seek alternative income sources, such as overseas work or business ownership (Zafar, [2003](#)).
2. Pakistan's highly politicized educational system results in teachers being recruited based on political connections, often acting as activists. This meddling violates the nomination procedure, leading to incompetent teachers and economic collapse (Shah, [2003](#)).

3. In Pakistan, educators' social standing is based on Holy Scripture, viewing teaching as a prophetic calling. However, teachers often hold the lowest socioeconomic position, affecting their confidence and making teaching a highly attractive career path for young people (Malik, [1991](#)).
4. The government lacks housing for school instructors, leading to difficulties in finding housing in rural areas. Teachers often miss work and struggle to complete tasks, causing emotional distress and disrupting classrooms. This affects their performance and satisfaction in remote areas.
5. Inequality and prejudice are frequently mentioned as justifications for the behaviour. Most instructors continue to suffer from intense mental anguish, disturbances, and stress due to this practice. (Khan, [1980](#)).
6. Teachers who are rebellious or who support opposing parties are often sent to distant regions for disciplinary punishment, which has an effect on families, teachers, students, and classroom performance. (Farooq, [1993](#)).
7. The teaching profession necessitates constant development, keeping educators informed about global advancements and new discoveries. Lack of professional competence can hinder addressing societal challenges. However, well-informed teachers are better equipped to manage teaching and learning processes, excelling as both educators and learners (Farooq, [1990](#)).
8. Collaboration and goodwill between teachers and support personnel are crucial for classroom success. However, politics in Pakistan has undermined this spirit of camaraderie, with head teachers favoring those who follow instructions without criticism, and school administrators lacking vision and promoting mistrusts (Government of Pakistan, [2001](#)).
9. Schools in Pakistan are often undervalued, with teachers often

receiving criticism due to the direct correlation between children's achievement and their teachers' performance (Muhammad, [2002](#)).

Additional duty assignments are tasks outside of a regular workday, determined by seniority and availability on the job site. In the absence of volunteers, assignments are reversed. Over 40 hours may result in overtime remuneration. A volunteer list must be updated and prominently displayed (Central New Mexico Community College, [2023](#)).

Teachers are reevaluating their role as overseers of children's education, working with various stakeholders to set realistic standards for values, knowledge, and skills. They are participating in decision-making, researching educational efficacy, and ensuring graduates are prepared for the complex challenges of today's classrooms (Lanier, [1997](#)).

Conley & Woosley ([2000](#)). The author discusses the stress and mental health issues faced by teachers due to their numerous duties and responsibilities, which can impact their retention and mental well-being. They also discuss the unpredictable nature of these demands, such as conflicts between tasks like tutoring and IEP meetings, which can strain teachers' time.

The study investigates the increased duties that elementary school teachers encounter, with an emphasis on how these duties influence their teaching methods and their readiness to accept more responsibility. Teachers are assuming multiple responsibilities at the school level to guarantee high-quality education, as indicated by Nasreen & Naz ([2019](#)). Moreover, as per Mushtaq (2013), instructors are assuming additional duties. He stated that the teachers were unable to fully focus on their primary task of teaching and learning.

Pervez and Hanif ([2003](#)) shown that instructors often engage in other non-teaching duties, such as participating in polio campaigns by administering polio drops or supervising the polio vaccine procedure. Teachers need to step out of the classroom to perform examination-related duties such as invigilation, paper grading, and entering results. They also engage

in jobs like election training, census work, assisting in relief efforts during natural disasters and floods, and participating in executive-led school inspections, among other responsibilities. Nevertheless, a teacher's major duty is to stay in the classroom and educate. Unfortunately, some educators are compelled to leave the classroom to fulfil these non-teaching duties.

## **Research Methodology**

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The study used a descriptive, quantitative methodology to gather data from all participants, using a survey design to approach respondents and create quantitative descriptors of the broader population (Avedian, 2014). The study involved all teachers from Govt. Schools in Tehsil Chak Jhumra, Faisalabad, including both male and female participants. The study population is the cluster of people, events, or phenomena researchers are interested in (Sheppard, 2023). Sample of the study was chosen from the four public high schools and two public higher secondary schools of Tehsil Chak Jhumra, district Faisalabad. Researchers used cluster sampling technique to select a sample from four public high schools in Tehsil Chak Jhumra, Faisalabad, by dividing the large population into smaller clusters. A questionnaire was developed after a thorough literature review, used as a data collection tool for the study, self-structured and based on five-point Likert scale responses. The research instrument was prepared with the help of the research supervisor; ensuring relevant questions were developed and addressed to align with the research objectives. The research instrument, filled out by selected teachers, was tested for reliability using SPSS and its  $r=0.853$  reliability index indicated its effectiveness in the study. The researcher created a Google form for data collection, obtained teacher email IDs, sent questionnaires via email, and contacted respondents via mobile phones. They ensured timely completion of the forms and assessed respondents' responses. All the data collected from the respondents was gathered to be analyzed using SPSS version 24.

## Results and Discussions

**Table 1**

S.No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
1	Unable to check work assigned to the students.	38.5%	26.9%	10.0%	10.0%	14.6%	3.65	1.44
2	Unable to properly use the audio visual aids in the class.	28.5%	30.8%	16.9%	9.2%	14.6%	3.49	1.37
3	Poor concentration during the instructional delivery.	23.8%	36.9%	9.2%	13.1%	16.9%	3.38	1.41
4	Poor content preparation. Syllabus is not properly covered	23.1%	34.6%	11.5%	16.9%	13.8%	3.36	1.37
5	Pace of teaching learning process is reduced.	29.2%	33.1%	13.8%	8.5%	15.4%	3.52	1.393
6	Unable to properly resolve the educational problems of the students.	23.1%	36.9%	10.0%	11.5%	18.5%	3.35	1.429
7	Educational assessment process of students is affected	30.8%	32.3%	17.7%	7.7%	11.5%	3.63	1.307
8	Poor results of the students.	33.1%	33.8%	14.6%	6.9%	11.5%	3.70	1.310
9	Syllabus is not properly covered	24.6%	42.3%	10.0%	13.1%	10.0%	3.58	1.268
10	Poor commitment towards instructional objectives.	33.1%	40.0%	8.5%	10.8%	7.7%	3.80	1.229

The study found that 38.5% of respondents strongly agreed with the idea that they cannot check students' work due to extra duties, while

26.9% showed positive agreement. However, 10% couldn't make a decision, and 14.6% strongly disagreed. The mean score was 3.65,

indicating a majority of respondents agree. The results presented above also supported mean score of data ( $M=3.65$ ,  $S.D=1.446$ ) which exhibited that a large number of the respondents inclined with the idea that they are unable to check work assigned to the students due to extra duties.

According to statement 2 in the table 1, 28.5% of respondents strongly agreed with the idea that they cannot use audio visual aids in class due to extra duties, while 30.8% showed positive agreement. 16.9% couldn't decide, while 9.2% disagreed and 14.6% strongly disagreed. The mean score was ( $M=3.49$ ,  $SD=1.377$ ) indicating over half of respondents supported this idea.

According to statement 3 in the table 1, 23.8% of respondents strongly agreed with the idea that they show poor concentration during instructional delivery due to extra duties, while 36.9% showed positive agreement. 13.1% disagreed, and 16.9% strongly disagreed. The mean score was ( $M=3.38$ ,  $SD=1.41$ ) indicating over half of respondents supported this idea.

According to statement 4 in the table 1, 23.1% of respondents strongly agreed with the idea that extra duties cause poor content preparation, 34.6% were positive, and 11.5% couldn't decide. 16.9% disagreed, with 13.8% strongly disagreeing. The mean score was ( $M=3.36$ ,  $SD=1.37$ ).

According to statement 5 in the table 1, 29.2% of respondents strongly agreed with the idea that extra duties reduce the pace of teaching learning, while 33.1% showed positive agreement. 8.5% disagreed, and 15.8% strongly disagreed. The mean score was ( $M=3.52$ ,  $S=1.393$ ) indicating a majority of respondents supported this idea.

Statement 6 shows respondents' views on resolving students' educational issues due to extra duties. 23.1% agreed, 36.9% positive, and 10% couldn't decide. 11.5% disagreed,

while 18.5% strongly disagreed. The mean score was ( $M=3.35$ ,  $SD=1.429$ ) indicating over half of respondents supported the idea.

According to statement 7 in the table 1, 30.8% of respondents strongly agreed with the idea that extra duties affect students' educational assessment process, while 32.3% showed positive agreement. The remaining 17.7% couldn't decide, and 7.7% disagreed, with 11.5% strongly disagreeing. The mean score was ( $M=3.63$ ,  $SD=1.307$ ).

According to statement 8 in the table 1, 33.1% of respondents strongly agreed with the idea that extra duties cause poor student results, while 33.8% showed positive agreement. 14.6% couldn't decide, and 6.9% disagreed. The mean score was ( $M=3.70$ ,  $SD=1.31$ ) indicating a majority of respondents supported this idea.

According to statement 9 in the table 1, 24.6% of respondents strongly agreed with the idea that the syllabus is not properly covered due to extra duties, while 42.3% showed positive agreement. The majority of respondents, 13.1%, disagreed, with 10% showing strong disagreement. The results presented above also supported mean score of data ( $M=3.58$ ,  $S.D=1.268$ ) which represented that majority of the respondents favored the idea that syllabus is not properly covered due to extra duties

Statement 10 shows respondents' views on their commitment to instructional objectives due to extra duties. 33.1% strongly agree, 40% agree, 8.5% cannot decide, 10.8% disagree, and 7.7% strongly disagree. The results presented above also supported mean score of data ( $M=3.80$ ,  $S.D=1.229$ ) which represented that majority of the respondents supported the idea that they show poor commitment towards the instructional objective.

## **Factor Wise Analysis of Problems Faced by Teachers due to Extra Duties**

**Table 2**

*Factor wise Analysis of Problems Faced by Teachers.*

Factors	Mean	S.D	Agreement
Effect of problems faced by teachers due to extra duties	3.630	0.761	Moderate
Effects of extra duties on the performance of teaching practices	3.546	0.723	Low
Effect on psychological wellbeing of the teachers	3.640	0.651	Moderate

Table 2 analyzed the problems faced by teachers due to extra duties.

**Factor 1:** Generic Problems this factor indicates that there is moderate agreement among teachers regarding the generic problems they face due to extra duties. These generic problems could include issues such as time constraints, lack of resources, increased workload, and difficulty in managing multiple responsibilities simultaneously. Teachers may find themselves stretched thin, struggling to balance their core teaching responsibilities with additional duties assigned to them. Such generic problems can lead to stress, burnout, and a decrease in overall job satisfaction among teachers.

**Factor 2:** Impact on Teaching Practices This factor suggests that there is low agreement among teachers regarding the specific impact of extra duties on their teaching practices. While some teachers may perceive a direct impact on their ability to effectively deliver lessons and engage with students, others may not feel the effects as strongly. Nevertheless, even if the perceived impact is low, any disruption to teaching practices can ultimately affect the quality of education provided to students.

**Factor 3:** Effects on Teachers' Psychological Wellbeing Moderate agreement among teachers regarding the effects of extra duties on their psychological wellbeing suggests that these additional responsibilities can take a toll on their mental health. Teachers may experience increased stress, anxiety, and feelings of overwhelm as they juggle various tasks and struggle to maintain a healthy work-life balance. Over time, persistent stress and emotional strain can lead to burnout and negatively impact both personal and professional aspects of teachers' lives.

## Recommendations

The research suggests that school teachers face difficulties with extra duties, and suggests that administrators should focus on immediate and inevitable tasks to avoid overburdening them. Collaboration with other departments, such as population and police, can help reduce overburdened teachers.

**Prioritize Immediate and Inevitable Tasks:** Administrators should prioritize and streamline the allocation of extra duties, focusing on tasks that are immediate and inevitable for the functioning of the school. By identifying essential responsibilities and minimizing non-essential ones, administrators can prevent overburdening teachers and ensure that they can dedicate sufficient time and energy to their primary role of teaching.

**Foster Collaboration with Other Departments:** Collaboration with other departments, such as the population and police departments, can help alleviate the burden on teachers by redistributing certain responsibilities or providing additional support where needed. For example, partnerships with community organizations can offer resources for addressing issues like student behavior management or socio-economic challenges, thereby lightening the load on teachers and promoting a more holistic approach to education.

**Increase Payment Compensation for Easier Tasks:** Higher authorities should consider revising compensation structures to provide additional financial incentives for teachers who take on extra duties that are relatively easier or less demanding. Recognizing and rewarding teachers for their contributions beyond the classroom can help boost morale and motivation, while also acknowledging the value of their time and effort invested in fulfilling these responsibilities.

**Provide Support for Psychological Wellbeing:** School administrations should implement

support mechanisms and resources aimed at promoting the psychological wellbeing of teachers. This could involve offering counseling services, stress management workshops, or establishing peer support networks where teachers can share experiences and seek

guidance. By prioritizing the mental health of educators, schools can create a more supportive work environment and mitigate the negative effects of extra duties on teacher wellbeing. Additionally, higher authorities should raise payment compensation for easier tasks.



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