



RESEARCH PAPER

**Teachers' Time: Teaching Practices along with Non-academic
Additional Duties of Elementary School Teachers**

Dr. Abida Nasreen¹ Dr. Anjum Naz²

1. Associate Professor, Institute of Education and Research, University of the Punjab
Lahore, Punjab, Pakistan
2. Associate Professor, Institute of Education and Research, University of the Punjab,
Lahore, Punjab, Pakistan

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Corresponding

Author
nasreen.ier@pu.ed
u.pk

ABSTRACT

The purpose of this research was to find out the impact of additional duties on the teaching practices of elementary school teachers. Teachers in Pakistan often remain engaged in non-academic activities, thereby badly impacting the studies at the schools. The objectives of the study were to identify the issues related to additional duties along with academic practices of elementary school teachers and also ascertain the demanding expectations of government school teachers by society. It was found that majority of the teachers were of the opinion that engaging teachers to perform non-teaching activities negatively affect their primary duty of teaching and learning. It was recommended that teachers should concentrate on teaching only and should not be assigned any non-academic work

Introduction

Educational institutions aim to develop the people to improve the economic, social, political and cultural life of people. Our educational system is also striving to achieve its goals on all levels. Elementary education is the important part of education because at this stage students are going to achieve the maturity. There is a close link between education and development. In Pakistan, after more than seven decades, the development indicators are not showing good results. The enrollment rate at elementary level is low comparatively to the other countries of this area. There are many factors of this situation as the lack of staff political interference low quality of teaching and the additional duties of teaching staff. Due to these factors our research facilities, financial funds, numbers of educational institutions, examination system, good governance and academic result are not according to the international

standards. (Zaman, 2002). In our educational institutions teachers have not only the responsibility of teaching the students but they also have to complete and handle many additional tasks. Effective learning is only possible when teachers spend maximum of their time in teaching and learning . Presently in our educational institution teachers are assigned additional duties in which includes fee collection, providing textbook, updating log books, analyzing which student is eligible to receive financial aid, parents meeting, administrative tasks, clerical tasks, election duty, census duty, exam supervision, dengue spray, plantation and other officials duties. Mostly they manually record all the details of the assigned duties without any assistance of clerical staff. Consequently, teachers spend more time on paperwork related to additional duties instead of concentrating on teaching and learning process. (UNESCO, 2003) They do this because they have to submit reports on these duties within a fixed time period. Teacher's busy routine directly affects the quality of teaching and learning. The additional tasks divert the attention of teacher and badly affect the teachers and provision of quality education. According to OECD(2015) on average across countries, teachers spend half of their working time in non-teaching activities.

At present in our elementary educational institutions many vacancies of clerks and other administrative staff are lying vacant. Due to this factor teachers have to perform extra in order to run the machinery of the school. Concern authorities asked the teachers to perform extra work. In such cases teachers are passive and they have to perform additional. This situation affects the performance of the teachers and as a result teachers could not deliver quality education to students (Scriven,1995). Tingley (n.d) reported the fact that crisis can arise when teachers' additional responsibilities push more of their work into extra hours. This can be a burden for some teachers, especially for those who are at the start of their career. Extra duties sometimes result in friction, conflict, misunderstanding, and even litigation particularly when no extra compensation is paid for performance of the extra duty (Essex, 1989).

Economy is directly related with the educational condition of the country. Education's role is very vital in the development and progress of the country. For the development of country a successful educational system and effective teaching team is very necessary. For this purpose qualified teachers are very necessary, So that they can build the Nation.(Elster, 2009).Modern system of Educational demand requires skillful and competent team of teachers. Competent competencies include high level of knowledge about content matter, habits, skills, capabilities and ability to deliver content to the students in a better way. The attention of the teacher should be on these competencies, so that they satisfied the society and fulfill the needs of the students. Developed countries facilitate their teacher in all possible ways to get better results to achieve their educational goals. In this way teachers without any psychological pressure and without any additional burden perform their responsibilities in a better way. (Australian Teaching Council, 1996). when teacher are asked to perform non academic duties their attention divert from their academic responsibilities. Teacher in Pakistan are already over burdened with multi-grade teaching along with

overcrowded classrooms. According to the Pakistan Education Atlas 2016, almost half of all government primary schools in Sindh and Balochistan and 29% in Pakistan as a whole have only one teacher each. Currently, 36,408 primary schools in the country are being run by one teacher each. The situation becomes further complicated when teachers are withdrawn from the schools where the number of educators is already less than their prescribed strength. Developed countries did not engage the teacher in irrelevant activities they held teacher training programmes and seminars to allance the rapacity of teachers. In order to achieve national educational goals quality of good teachers, competent skillful and energetic teachers are required for this purpose in order to keep pace with teleological education programmes at all levels. In such type of environment teachers could not deliver their expertise and content to the students in good way they also have to engaged in non academic activities such as hosted duty marking and supervision of examination held by the boards and other educational institutions these duties are not in their responsibilities. . Wazir (2017) reported that teachers in Pakistan often remain engaged in non-academic activities, thereby badly impacting the studies at the schools, he further highlighted the fact that Government never paid any attention towards this very serious issue. According the an article published in "Cutting Edge" (2017), it was reported that a computer teacher (who was on duty in wheat procurement centre and his work was still not finished even after 7 o clock in the evening) expressed that "I'm here since 7 in the morning, feeding data into the computer. I would have left for home maximum by 2pm had I been in my school doing my original duty of teaching students computer and imparting to them practical lessons". It was further reported in the article about election duties and declared it as "nightmarish experience for teachers" with duties in places far from their homes. These duties were called as "humiliating and insulting", the teachers Standing in queues for hours waiting to receive election material, ferrying the sensitive material to and from the polling station - usually without any provision for transport and facing the wrath of political parties and activists on polling day. Abbasi (2014) further stated that most government school teachers do not get compensatory holidays for weekends spent in the service of the provincial government.

The quality of education depends upon effective, efficient, dynamic and creative personality of teacher. Nothing is more important than having a sufficient supply of high quality recruits to the teaching profession. It is most important to provide the teachers best possible trainings and satisfactory atmosphere for their effective working. Teachers are expected to meet high standard of professional and ethical behavior required by the society. School is a best place to decide how to deploy the teachers to deliver quality education. Hence the allocation of work to teachers at school level within reasonable and transparent territory wide parameters that recognize the changing nature of work organization in schools. It is pathetic that the teachers are often seen performing duties in emergency situation, enrolment drive, elections duties and census in Pakistan, but unfortunately they also are being deputed frequently to carry out dengue sprays (Wazir, 2017). Haider (2018)urges the need to end the non-academic duties of

teachers and emphasized to include teachers in making education policies, rules and laws.

Material and Methods

The research was descriptive in nature. A survey was conducted to collect data. The data was collected from the 250 teachers of elementary schools of District Sahiwal. The data was collected randomly. Researcher avoided biased language and tried to disseminate the actual findings of the study when writing a report. The results of the study are given below:

Data Analysis and Interpretation

The intent of the study was to identify the problems and impacts of additional duties on the teaching practices of elementary school teachers.

Demographic profiles of respondents

The demographic profiles of the respondents are given in the table 1:

Table 1
Demographic profile of the respondents

Demographics		N=250	
		Frequency	%
Qualification	MA/MSc	248	9
	M.Phil	02	.8
Total Experience in years	1-5	24	9.6
	6-10	24	9.6
	11-15	58	23.2
	16-20	76	30.4
	21-25	68	27.2

The above tables describe the demographic statistics which provide basic information about respondents' qualification and Experience in the form of frequency and percentage. It can be seen that 99% respondents were master degree holders and only 2 respondents were M. Phil degree holders. It is also evident from the table that most of the respondents were having more than 10 years of experience.

List of Additional duties

There were many types of additional duties that teachers reported. Below are the different types of additional duties which were also confirmed officially by the respective authorities.

Table 2
List of Duties that are being taken by elementary school teachers

Sr. No	Name of Additional Duties	Confirmed By
1	Election Duty	Official Document
2	Polio Vaccination	District Government
3	Clerical Duty	Headmaster
4	Administrative Tasks	Headmaster
5	Delivery of Textbooks	Headmaster
6	Population census	District Government
7	Dengue campaign	District Government
8	Enrollment Drive Duty	Headmaster
9	Ramzan Bazaar Duty	District Government
10	School Security Measures	Headmaster
11	Teachers Recruitment Duty	District Government
12	Paper Marking	Headmaster
13	Exams Supervision	Headmaster
14	Hostel Duty	Headmaster
15	UPE/ USE/ Campaign	Headmaster
16	Disasters and conflicted Areas	District Government
17	Paper Setting/ Preparation	Headmaster
18	Official Task	District Government
19	Plantation	Headmaster
20	Scrutiny of teacher`s Recruitment Files	District Government
21	Special Duties in Offices	District Government
22	Conduct Meetings	Headmaster
23	Scrutiny of teacher`s Transfers Files	District Government

The above given table describes about the additional duties that are being taken by elementary schools teachers. According to the table there are 23 duties that teachers consider as additional duties apart from their regular school teaching. Among these duties the elementary school teachers opined the following duties were effecting negatively on their school teaching and learning

Table 3
List of Duties that negatively impact the teaching practices of Elementary School teachers

Sr. No	Name of Additional Duties
1	Election Duty
2	Polio Vaccination
3	Clerical Duty
4	Administrative Tasks
5	Delivery of Textbooks
6	Population census
7	Dengue campaign
8	Enrollment Drive Duty
9	Ramzan Bazaar Duty
10	School Security Measures
11	Teachers Recruitment Duty
12	Paper Marking
13	Exams Supervision
14	Hostel Duty
15	UPE/ USE/ Campaign
16	Disasters and conflicted Areas

The above table described the list of duties mentioned in the table have negative impacts on the teaching practices of elementary school teachers. These duties are mostly performed outside the school.

Table 4
Teachers' opinion on non-academic additional duties

S#	Statements	Strongly Disagree%	Disagree%	Neutral %	Agree %	Strongly Agree%
1	Hurdles in completion of syllabus	.8	8.4	18.4	38.4	34.0
2	Negative impacts on the process of teaching and learning	1.6	8.4	14.4	45.2	30.4
3	Hurdles in achievements of teaching goals	.4	7.6	17.6	43.2	31.2
4	Hurdles in daily class work	.8	8.4	17.2	45.2	28.4
5	Negative impact of process of lesson planning	1.2	7.2	21.6	41.2	28.8
6	Poor performance of teachers	1.2	6.4	20.0	44.0	28.4

7	Negative impact on professional responsibilities	1.6	4.4	22.8	36.4	34.8
8	Less attendance of teachers	1.6	10.4	14.4	42.0	31.6
9	Psychological pressure on teachers	.8	9.6	19.2	41.2	29.2
10	Burden for Teacher	.8	7.2	12.8	43.2	36.0
11	Put the future of teachers in danger	.4	5.6	16.4	47.2	30.4
12	Create element of greed among teachers	.8	2.8	15.6	47.6	33.2
13	Increase the respect of teachers in society	.4	8.4	19.2	40.0	32.0
14	Effect the process of supervision	1.6	7.2	17.6	42.4	31.2
15	Divert the attention of teachers	1.2	7.2	15.6	43.2	32.8
16	Hurdles in the implementation of new methodologies	.8	9.6	18.8	42.8	28.0
17	Create gap in teaching and learning	2.0	7.6	20.8	43.2	26.4
18	Poor classroom discipline	1.2	6.4	20.4	42.8	29.2
19	Effect day to day planning of teachers	.8	4.0	22.4	36.8	36.0
20	Effect the process of formative assessment	2.0	9.6	19.2	39.6	29.6
21	Effect the process of summative assessment	2.0	9.6	16.4	40.4	31.6
22	Effect the process of assigning and checking home work	.4	8.0	10.8	44.0	36.8
23	Effect the process of placement assessment	5.6	17.6	48.4	28.4	5.6
24	Effect the process of daily routine of teachers	.8	4.0	18.0	43.2	34.0

The above given table clearly shows the teachers' views on non-academic additional duties. Mostly they opined that such duties negatively impact the performance of the teachers. They could not complete syllabus and due to the pressure of work their overall performance in the class teaching and learning is

greatly affected. It was interesting to see that teachers opined that such duties (if paid) makes a teacher greedy and at the same time it was also said by the teachers that such type of duties enhance teachers' respect in society. However, Majority of the teachers were of the opinion that engaging teachers to perform non-teaching activities affected their primary duty.

Table 5
List of additional duties that majority of the teachers don't want to perform

Sr. No	Name of Additional Duties	Yes		No	
		F	%	f	%
1	Polio Vaccination	60	24	190	76
3	Administrative Tasks	80	32	170	68
4	Delivery of Textbooks	30	12	220	88
5	Dengue campaign	40	16	210	84
6	Enrollment Drive Duty	30	12	220	88
7	Ramzan Bazaar Duty	15	6	235	94
8	Teachers Recruitment Duty	65	26	185	74
9	Hostel Duty	25	10	225	90
10	UPE/ USE/ Campaign	10	4	240	96
11	Official Task	45	18	205	82
12	Scrutiny of teacher`s Recruitment Files	70	28	180	72
13	Special Duties in Offices	27	10.8	223	89.2
15	Scrutiny of teacher`s Transfers Files	63	25.2	187	74.8

Above mentioned duties are those duties in that teachers are not interested but they have to perform these duties. According to the majority of the teachers they do not want to perform these duties. One of the most common reasons to not performing these duties was not paying compensation.

Table 6
List of additional duties that teachers are willing to perform

Sr. No	Name of Additional Duties	Yes		No		Total	
		f	%	f	%	f	%
1	School Security Measures	160	64	90	36		

2	Population census	200	80	50	20
3	Disasters and conflicted Areas	185	74	65	26
4	Paper Setting/ Preparation	205	82	45	18
5	Plantation	180	72	70	28
6	Paper Marking	195	78	55	22
7	Exams Supervision	190	76	60	24
8	Election Duty	180	72	70	28
9	Conduct Meetings	207	82.8	43	17.2

According to table no 4.30 above mentioned duties are those duties in that teachers are not interested but they have to perform these duties. According to the responses of teachers they do not want to perform these duties. One of the most common reasons to not performing these duties was not paying compensation.

Conclusion

This study was intended to find out the additional duties that were being taken by Elementary school teachers. According to the findings of this study it was explored that many additional duties were being taken by Elementary school teachers against their interest. Elementary school teachers are not willing to perform most of the additional duties. These additional duties are burden for them and they were unable to complete their syllabus in time. According to the findings of present study many additional duties were found which was not a part of school teaching of Elementary school teachers. Teachers are appointed in educational institutions to teach and sharpen the abilities of students in a proper and acceptable way by the society and nation. But it was found that many irrelevant duties were being taken by teachers at Elementary level. These irrelevant duties divert the attention of teachers from their goals.

The demands for quality education have been increased. For the purpose of quality education it is important to facilitate the teachers with the modern techniques, methods, skills, training, and strategies of delivering education to the students. The additional work of teachers should be minimized, so teachers could put their attention to their teaching and learning responsibilities. The purpose of this study was to explore the additional duties of Elementary school teachers and to know the impact of additional duties on the teaching practice of the Elementary school teachers and to know about the willing of Elementary school teachers to performing additional duties. In the findings of the present study it was seen that at school level various types of additional duties are being taken by Elementary school teachers. These results were also proved in another study conducted by Mushtaq (2013) in which he stated that school teachers are being involved in performing additional task. He further informed about the teachers were unable to pay their full attention to their primary duty of teaching and learning.

Another research study conducted by UNESCO in 2003, it was stated that the concerned authorities of education department force teachers to perform extra work. It was found that the additional duties of Elementary school teachers impact negatively on the teaching practice of teachers. This was confirmed by the study conducted by Government of Pakistan, 2009. It was also described in another study by Iqbal Hussain (2010) that the additional duties are hurdles in the performance of teachers. Due to additional responsibilities teacher have to face many problems and complexities. This was also supported by another research that the additional duties of teachers are the cause of the poor performance of teachers (Scriven, 1995).

Furthermore, teachers were mostly interested in paid duties i.e. election duty, population census, paper marking and the supervision of exams. But it was also found that these additional duties had also negatively impact on the process of teaching and learning. These results were also proven in another research conducted by Bhatti, (1987). The reason of interest was the payment of compensation.

Recommendations

1. According to the findings of this study some additional duties have negative impacts such as paper marking, paper setting, election duty, exams supervision and population census, so headmasters may not deploy the teachers for these duties.
2. Teachers should concentrate on teaching only and should not be assigned any non-academic work, as engaging teachers to perform non-teaching activities affected their primary duty.

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