

# Exploring the Opportunities and Challenges of Additional Academic Duties on the Performance of Teachers in Schools

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## Abstract

This qualitative study method explores the opportunities and demanding situations the extra educational obligations pose to the overall performance of instructors at the college level. Through in-depth interviews and observations, complemented via quantitative analysis of survey statistics, this examines well-known shows that extra obligations with studies, mentoring, and curriculum improvement can beautify teachers' professional growth, research productiveness, and scholar engagement. However, these responsibilities also create challenges with workload management, time constraints, and conflicting priorities. The findings spotlight the want universities to strike stability among coaching, research, and career obligations to optimize teachers' overall performance and scholar-mastering effects. The implications include instructor workload control, school improvement, and faculty policymaking. Additionally, this contributes to the present body of studies on instructional workloads and trainer performance, offering insights into the complex interplay between teaching, studies, and career duties. The effects advocate that universities must consider the potential impact of additional academic obligations on teachers' workloads and scholars gaining knowledge of results and increasing strategies to aid instructors in dealing with their duties correctly. By exploring the opportunities and demanding situations related to extra educational responsibilities, this observation aims to inform proof-primarily based rules and practices that promote excellence in coaching and gaining knowledge at the faculty stage.

**Keywords:** Additional Duties, Teachers, Teacher Education, Academic Duties, Add Sampling.

## 1 Introduction

Teachers play a key role in shaping the era's future, but their teaching careers face many demanding

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situations. In addition, teachers are regularly expected to carry out other academic duties, such as study steering and curriculum development. These projects provide opportunities for professional increase and development but also pose challenges such as dealing with workload and balancing obligations (Akhtar et al., 2022). Teachers who interact in extracurricular sports have higher stages of job pleasure and a sense of professional accomplishment. However, they face challenges, restricted resources, lack of help, and conflicting priorities. Despite these challenges, educators continue to develop academic innovations to improve their teaching practices and contribute to scientific communities (Corrente et al., 2022). Managing these tasks successfully requires strong organizational skills, prioritization, and support from employees and colleagues (Corrente et al., 2022). By understanding the opportunities and challenges of academic innovation, teachers can navigate their roles more effectively and have a greater impact on education. Teachers face many challenges and opportunities that impact their teaching practices, student learning outcomes and professional development. For example, in New York, teachers reported struggling with technology integration due to student size, limited resources and inadequate training (Daniszewski 2013). Similarly, in Los Angeles, instructors have expressed worries about the shortage of autonomy in curriculum design and the emphasis on standardized checkout. In assessment, teachers in Chicago have suggested possibilities for expert improvement and collaboration with colleagues to step forward teaching practices and student engagement. Teachers have leveraged technology to beautify pupil mastering and increase accessibility (Elrayah, 2022).

Meanwhile, in San Francisco, instructors have faced demanding situations in addressing the wishes of various pupil populations and selling inclusive mastering environments (Toropova et al., 2019). In Miami, teachers have suggested opportunities for interdisciplinary collaboration and community engagement due to progressive coaching methods and extended pupil motivation (Williams & Wade-Golden, 2023). The instructors have a variety of educational obligations that increase past teaching and encompass research mentoring and provider obligations. In London in 2011, teachers spent a good amount of time on research and books, focusing on advancing their discipline and contributing to the medical community. Teachers have emphasized the significance of mentoring and advising students, specifically within the context of undergraduate research reports (Yang et al., 2019).

Teachers have reported leveraging generations to beautify their coaching and research. Moreover, the teachers harassed the importance of balancing those diverse extra academic duties to preserve a healthful work-existence stability and avoid burnout (Erarslan, 2021). Teachers said leveraging era to decorate their coaching and studies practices and to boost accessibility and inclusivity in their guides. Teachers emphasized the need for professional development opportunities to aid their growth and improvement in those additional educational obligations (Farooqi et al., 2019). Moreover, instructors mentioned leveraging generation to enhance their teaching and studies practices and to increase accessibility and inclusivity in their publications. In South Africa, instructors emphasized the need for expert improvement possibilities to increase and improve these additional educational obligations. In India, teachers spend 12 hours in keeping with a week on extra instructional obligations, which include provider, mentoring, and leadership obligations.

The teachers face demanding situations that can affect their teaching practices, pupils gaining knowledge of results, and standard well-being. One of the important demanding situations is the loaded exam papers, which may be overwhelming for college kids and teachers alike. Large elegance sizes and various student populations make it difficult to tailor instruction to character wishes (Galgotra, 2013). Improvisation in teaching is also a project as it requires instructors to be on their toes and adapt to changing circumstances. The pupil's preparedness toward new lessons may be an assignment as some college students won't have the necessary heritage. Pressure to put up studies and stable investment, taking time away from coaching and mentoring obligations (Gul et al., 2021). Providing suitable textbooks and study room assets is also a mission, as teachers

won't have access to the materials; they want to educate efficaciously. Limited resources and outdated equipment hinder the capacity to offer palms-on getting-to-know experiences (Harding et al., [2019](#)).

Additionally, the coaching and education of pre-carrier and in-provider teachers is an assignment, as instructors may not get hold of the vital help and professional development to train efficiently. Difficulty engaging students in publications for non-majors or students with restricted backgrounds (Hatam et al., [2016](#)). The political and non-secular oppositions to the modern of can also be a project, as teachers may additionally face resistance to coaching certain topics or theories. Finally, the desire to fulfill standards and successfully teach college students for standardized examinations can be a mission, as instructors may sense pressure to recognize rote memorization instead of deep gaining knowledge of knowledge. - Balancing coaching, research, and service responsibilities, leading to burnout and decreased activity pleasure (Head [2022](#)). Teachers at the school level face many challenges that can impact their teaching practices, student learning outcomes and overall well-being. Another challenge is the attitude of students towards school, which can be negative and disengaged. The concept of improvisation in teaching is also challenging, requiring teachers to think on their feet and adapt to changing circumstances. Furthermore, students' preparedness for new lessons can be challenging, as some students may not have the necessary background knowledge or skills (Hermanto & Srimulyani, [2022](#)). The availability of appropriate textbooks and classroom resources is also a challenge, as teachers may not have access to the materials they need to teach effectively. Finally, the need to meet standards and effectively train students for standardized examinations can be challenging, as teachers may feel pressure to focus on rote memorization rather than deep learning and understanding (Hsiang, [2016](#)). Pinpoint numerous studies have shown a significant number of practical additional duties to demonstrate the essential importance of additional duties on teacher performance. Unfortunately, there is no evidence that educators can improve additional duties practices by viewing recorded lectures to identify and correct academic duties. The teachers in developing countries like Pakistan cannot think critically and adjust their teaching. It is still unclear why this is the case. This study aims to learn more about this phenomenon and fill a gap in the literature. The problem with the statement was the opportunities and challenges of additional academic duties of teachers in teacher education in schools.

### **1.1 Research Objectives of the Study**

There are the following Research Objectives of the Study

- To explore the additional duties of teachers in the schools.
- To explore opportunities for the schoolteachers holding duties.
- To find out the effects of additional duties on the job performance of teachers working in the schools.

### **1.2 Research Questions of the Study**

These are the following Research Questions for the Study

- What are the additional duties of teachers in the schools?
- What incentives are given to the schoolteachers?
- What are the effects of additional duties on the job performance of teachers working in the schools?

### **1.3 Significance of the Study**

Teachers can enhance their professional growth by engaging in multiple activities beyond teaching. Research projects, student mentorship, and committee participation can help them develop new skills, stay current in their field, and collaborate with peers and experts. Teachers can publish papers, present at conferences, and become recognized experts in their field by conducting research.

This can lead to career advancement, leadership opportunities, and a stronger reputation.

Therefore, universities should provide support systems, resources, and professional development opportunities to help teachers manage their workload effectively; teachers can maintain a healthy work-life balance, reduce stress and continue providing high-quality education to their students. If additional duties are overwhelming, the quality of teaching may suffer. Teachers may have less time for lesson planning, student engagement, and providing constructive feedback. Excessive administrative or teaching duties may limit the time and energy that teachers can dedicate to research. In some cases, academic institutions may not provide adequate resources or support for teachers to effectively manage additional duties, exacerbating the challenges; while additional academic duties offer numerous opportunities for professional growth and collaboration, they also present challenges related to time management, balancing priorities and the risk of burnout. Institutions need to be mindful of these challenges and provide adequate support to ensure that teachers can effectively contribute to both teaching and research activities

#### 1.4 Delimitations

This study was delimited to the School of Okara because of time constraints and a shortage of resources.

## 2 Review of Literature

It has been noticed from the literature that academic responsibilities might vary, but some typical ones include teaching, research and service. One of the main responsibilities of faculty members at universities and colleges is teaching (Huyghebaert et al., [2018](#)). Professors must transfer information to their students through seminars, lectures, and other teaching techniques. Teaching in the academic setting entails giving lectures, facilitating seminars, creating course materials, and evaluating the learning (Darling-Hammond, [2017](#)). One of the most important responsibilities of academics is to do original research since it advances knowledge in their disciplines. This includes presenting research at conferences, publishing research articles in peer-reviewed journals, and participating in academic pursuits prioritized by the professor at Princeton School Press (Islam et al., [2019](#)).

The literature suggests that professors can act as academic advisers for their students, offering guidance on research projects, course choices, and career objectives. Professors also participate in volunteer work both inside the school and in the larger academic community. This might involve participating in professional organizations and sitting on committees that support departmental governance (Javadi & Masum [2021](#)). It requires professors to participate in conferences, workshops, and other professional development activities to stay current in their specialty and give students career and academic advice (Jomud et al., [2021](#)).

Also, partnering with colleagues at the school and other institutions, introducing new courses or upgrading old ones to reflect current developments in the subject, doing multidisciplinary research and projects and making oneself available to students for consultations during assigned office hours uphold moral principles in research and instruction, preserve academic integrity and encourage moral behavior among students. These are usually the main jobs related to research and education (Kanya et al., [2021](#)).

It is common for professors to be required to carry out research, instruct classes and support the academic community by publications and assistance. Compared to those in professorial levels, those in these roles may place less emphasis on research and more emphasis on teaching. These people are often employed temporarily or part-time to instruct certain courses, frequently bringing real-world business expertise into the classroom in charge of managing the operations of a certain academic division (Khan et al., [2012](#)). This includes overseeing finances, hiring staff, and promoting faculty member communication. Participate in teaching, research, and service activities within their departments. Manage resources and set the research agenda for the school's

specialized research divisions (Kumar & Sharma, [2019](#)).

Oversees the administration of a college or school within the school, including hiring professors, developing programs, and managing the budget. Manage library collections, assist with information literacy, and do research at school libraries. The senior manager oversees the school's general management. Performing original research, writing scholarly publications and adding academic knowledge to the body are all considered research responsibilities (Kurniawan et al., [2021](#)). It entails keeping up with industry advancements and looking for financing for research initiatives (Landovitz et al., [2021](#)). To keep up with the latest developments in their area, faculty members must participate in ongoing professional development. This entails going to seminars and conferences as well as getting further certifications. The faculty members can participate in mentoring programs, offering advice and assistance to graduate students, postdoctoral researchers, and junior colleagues (Li et al., [2022](#)).

Engaging in teaching, research, and service to the school and community may take on additional leadership roles, such as serving on committees or leading academic programs. The faculty members who lead the academic senate, representing the faculty in school governance, participate in decision-making processes related to academic policies and other academic matters (Martucci, [2023](#)). Collaborates with faculty and administration to develop policies related to graduate education. The individuals in this position contribute significantly to the overall functioning and success of the school (Muhammad & Ahmed, [2015](#)).

### **2.1 Effectiveness of Additional Duties on the Teacher's Performance**

The effect of additional responsibilities on a teacher's performance might vary depending on the type of work, workload, and the teacher's capacity for handling a variety of obligations. These are a few possible outcomes. This could make it more difficult for them to make interesting lesson plans, be ready for class, and provide students with timely feedback. Positive experiences and positive impressions of these experiences coexist in warm, stable, attentive interactions that shape the brain's architecture (Nápoles, [2022](#)).

This may influence general job satisfaction and lead to burnout. Professional development teachers may have less time for professional development opportunities if they take on more responsibilities that demand a significant time commitment (Nasreen & Naz, [2019](#)). Innovative and creative teachers frequently require time and mental space to develop new ideas and incorporate creativity into their lesson plans. Should additional responsibilities impede this creative space, the instructor may find enhancing student engagement and effectiveness more difficult.

A teacher who feels overburdened with work may lose interest in and motivation for their profession. Student Outcomes In the end, the effect on student outcomes is an important factor to consider. Academic attainment may suffer if a teacher's capacity to provide high-quality education and assist student learning is compromised by additional responsibilities (Ooi, [2018](#)).

When giving teachers more work, educational institutions must take their workload and overall health into account. Teachers who take on more tasks should get adequate support, resources, and recognition to minimize potential negative effects on their performance. Good adult interactions, particularly those that are attentive to and sensitive to cultural differences, can promote the welfare and development of students (Özkan & Akgeç, [2022](#)).

Since their work fills the classroom walls and serves as the focus of instruction, students' identities as skilled mathematicians and writers are also reinforced. In this classroom, where they are all developing into responsible members of the community, critical thinkers, and problem solvers, all the children feel like they belong (Perry, [2012](#))

This feeling of inclusion is supported by a variety of culturally relevant curricular modules and

resources, and it is further reinforced by a broad range of school services that provide various approaches to meet the needs of students and families as partners in the education process. Pupils learn most effectively when they can relate what they are learning in school to their cultural contexts and experiences, when their teachers are receptive to their needs and strengths, and when their school environment is supportive of their identity and sense of belonging, or identity safe (Potter, [2021](#)).

This is particularly crucial considering the school and society aggressions that many kids, particularly those from disadvantaged backgrounds, encounter. For all of these reasons, as well as the fact that every kid develops on a different path determined by their characteristics and experiences, teachers must get to know their students well to foster connections that will result in fruitful learning opportunities (Ratanasiripong et al., [2021](#)).

The improved academic performance and engagement, increased emotional control, social competence, and readiness to learn are all associated with warm, loving, supporting interactions between students and teachers and between other children and adults to accept challenges (Romanello et al., [2021](#)). Motivation refers to the driving force behind an individual's decision-making or behavior. It is the active pursuit (accomplishment) of one's present life objectives in the direction of a highly regarded end state. Another definition of motivation is the mechanism that initiates and maintains goal-directed action (Rowe et al., [2023](#)).

Motivation permeates every aspect of social and economic life. It is typical of every nation's elementary, secondary, and higher education systems. This includes acknowledging the significance of managers and workers being appropriately motivated in the production process. The basis is the understanding that clients' and customers' (students') motivation is directly impacted by the motivation of managers and staff in the third sector, who are viewed as stimulants, active psychological support, and accelerators of work efforts (Smith & Bourke, [1992](#)).

A commitment is the sense of inevitable destiny or the conscious choice to oversee one's own life, with its assigned tasks, managed personnel, resources, and so on. In general, within a given organization, there is accountability for people and responsibility for things, according to Arnold et al. Caring for others is stressful from a responsible standpoint; pupils ought to be able to apply their knowledge to solve problems in real-life situations, understand the sense of learning and embrace one's perspectives and attitudes while assuming greater accountability for one's education. Conversely, senior academics ought to oversee teaching and learning as well as helping staff members advance their knowledge of teaching and learning research (Asaloei et al., [2020](#)).

The caliber of their instruction and the bonds they forge with their students are the teachers' responsibility. They bear accountability for the caliber and composition of the abilities and proficiencies they will assist in cultivating, identifying, and homing in their pupils. They bear much blame for students' motivation to learn the material they teach and their assimilation of the required information (Durhan et al., [2021](#)). They bear most blame for encouraging students' ingenuity in their professional endeavors. A creative didactic teaching approach must support students' active social learning to acquire important moral, social, and personal obligations and pro-social behavior in many social and cultural contexts (Allen et al., [2022](#)).

The assumption of additional duties by teachers has a profound and far-reaching impact on their performance, affecting their teaching efficacy and overall well-being. Adding extra responsibilities can significantly increase workload, blurring the boundaries between work and personal life. This can increase stress, anxiety and burnout as teachers struggle to cope with their expanding roles (Basalamah & As'ad, [2021](#)).

Innovative teachers may experience decreased instructional effectiveness and decreased student learning outcomes. This is likely because other tasks take up the time and energy teachers need to

focus on teaching, leaving them overwhelmed and unable to devote necessary attention to teaching their students (Darling-Hammond, [2017](#)).

New jobs may also require teachers to assume roles and responsibilities outside their expertise. This can lead to feelings of uncertainty and discomfort, which can negatively affect job satisfaction and performance. This can lead to a breakdown in communication and collaboration with colleagues and a sense of isolation and disconnect from the students. As a result, teachers feel they are undervalued, which reduces job satisfaction and productivity. Other jobs may also require teachers to assume roles and responsibilities outside their expertise (Darling-Hammond, [2017](#)).

Conflicting requirements may challenge innovative teachers. For example, professors serving as department chairs struggle to reconcile their teaching and leadership responsibilities. This makes them feel fragmented, pulled in many directions and unable to manage their competing tasks (Bulińska-Stangrecka & Bagińska, [2021](#)). As a result, they find it difficult to allocate their time and energy effectively, leaving them feeling overwhelmed and burnt out. Furthermore, conflicting roles and responsibilities can create uncertainty about school priorities and roles and hinder communication and collaboration with colleagues. This makes teachers feel undervalued, unsupported, and disconnected from the school community, ultimately affecting their job satisfaction. New jobs can pose difficult challenges for teachers and cause a sense of fragmented identity and conflicting priorities to emerge. Teachers can significantly impact their professional and personal well-being as they navigate these additional responsibilities.

The strain of reconciling multiple roles can lead to emotional exhaustion, faded motivation, and ineffectiveness (Guskey, [2002](#)). Moreover, the pressure and strain generated by employing this position struggle can seep into instructors' private lives, contributing to anxiety, depression, and burnout. As instructors navigate those challenges, they may want to reevaluate their priorities, search for help from colleagues and mentors, or discover new opportunities that align with their values and aspirations. This may include setting limitations, getting to know to say no, and prioritizing self-care. Additionally, teachers may want to increase new talents and techniques to control their workload, talk efficaciously with colleagues and directors, and advise for themselves and their college students. By acknowledging the demanding situations of function conflict and taking proactive steps to address them, teachers can cultivate a more sustainable and fulfilling career direction (Caldwell, [2019](#)). Additional responsibilities can also provide instructors with opportunities to develop new talents and understanding. For example, teachers who sponsor extracurricular sports might also develop new capabilities in communication, trouble-solving, and leadership. They may additionally deepen their know-how of students' pursuits and skills, letting them create more engaging and applicable lesson plans. Moreover, sponsoring extracurricular sports can foster a feeling of networking and belonging among students, which may translate to more high-quality and supportive schoolroom surroundings (Chaudhry et al., [2021](#)).

### **Challenges faced by the Teacher in holding Additional Duties**

New jobs can also leave teachers feeling overloaded and burned out as they struggle to meet the demands of multiple roles. This leads to decreased job satisfaction and engagement, as well as decreased teaching effectiveness, and can ultimately affect both their well-being and teaching quality. As teachers take on other responsibilities, they can experience feelings of activity overload, where teaching, leadership, and administrative tasks exceed their capacity. There is emotional exhaustion and depersonalization (Borman & Dowling, [2008](#)).

Additionally, the pressure to fulfill multiple role expectations can lead to a loss of teaching autonomy, creativity, innovation, and a sense of purpose and fulfillment. Furthermore, work-life balance can lead to work and personal social boundaries being blurred, increasing sensitivity to overload and hot temperatures. As the demands on teaching and leadership intensify, teachers may



find it increasingly difficult to maintain their energy, motivation, and commitment to learning, ultimately to the detriment of their overall well-being (Braeunig et al., [2018](#)). The combined effects of these demands can lead to feelings of hopelessness, making it difficult for teachers to find joy and meaning in their work. Recognizing the impact of new professions on teachers and providing support and resources to reduce negative effects are needed (Brownell & Tanner, [2012](#)).

Blurring the boundaries between work and personal life can further exacerbate feelings of burnout and exhaustion, making it difficult for teachers to disengage from work-related tasks and responsibilities. As teaching and leadership demands become more stringent, teachers may find it difficult to maintain their energy, motivation, and commitment to learning. This can also reduce job satisfaction and learning effectiveness (Nápoles, [2022](#)).

Furthermore, additional responsibilities can create function battles and ambiguity for teachers, leading to uncertainty around priorities and responsibilities. This can reduce process delight and dedication as teachers struggle to navigate the blurred boundaries between teaching and management roles. The delivered obligations can also cause position overload, causing instructors to feel crushed and undervalued. As a result, teachers may also reveal a decline in their professional identity and a feeling of disconnection from their college students and colleagues (Capps, [2017](#)).

As the needs of teaching and management continue to evolve, it's critical to understand the effect of role struggle and ambiguity on teachers and develop techniques to aid their precise needs and demanding situations. This may involve supplying teachers with professional improvement opportunities, mentorship applications, and clear guidance on their roles and responsibilities. By acknowledging and addressing the demanding role battle and ambiguity situations, we will work closer to growing a more supportive and sustainable teaching environment that fosters trainer growth, well-being, and achievement (Postholm, [2012](#)). Teachers may experience decreased professional development and achievement, leading to decreased job satisfaction and commitment. A lack of support and resources can also affect student learning outcomes, as teachers may lack the tools and guidance to effectively teach complex scientific concepts (Gast et al., [2022](#)). This leads to decreased motivation, productivity, and job satisfaction, leading to teacher turnover and retention issues (Ebert & Crippen, [2014](#)).

This can be done by providing professional development opportunities, mentoring programs, and materials and resources supporting innovative teaching and learning practices (Friedrichsen & Levy, [2014](#)). Teachers focus more on academic tasks, leading to a disconnect between teaching and students. This can lead to decreased job satisfaction and commitment to teaching, as interest and fulfillment will be replaced by academic responsibilities (Guskey, [2002](#)). The emotional connection with students, a crucial aspect of teaching, may also fade, leading to a decline in teacher-student relationships and student outcomes. Furthermore, focusing on academic tasks can also lead to a narrow focus on academic achievement, rather than a holistic approach to education that prioritizes student well-being, creativity, and critical thinking. The emphasis on academic tasks can also lead to a culture of competition and standardization, where teachers are pitted against each other, and students are seen as mere data points (Olivo, [2021](#)).

Therefore, this research seeks to investigate the teaching workload and responsibilities of education teachers at primary and secondary levels, and the school level remains understudied. Specifically, the scope and nature of additional academic duties, such as student mentoring, curriculum development, and research supervision, require more exploration. There is also a need to look at school-level specificities, such as balancing teaching and research responsibilities, managing large classes, and integrating technology, which also requires attention. Moreover, this study extends to seek the effectiveness of additional academic duties on student outcomes and learning experiences, including student engagement, academic achievement, and literacy.

### 3 Research Methods



This part of the study explores how extra academic responsibilities affect teachers' performance in education. To investigate this, we conducted semi-structured interviews with a set of questions. The interview consisted of 6 items that delved into different aspects of the topic. Before starting, we made sure to clarify the research goals and importance. The participants were informed about their rights and guided in responding to the questions. This study recognizes that such effects can be a primary focus. However, it has been pointed out that the frequency of qualitative studies published in Pakistan is relatively lower than that of quantitative studies. Therefore, the use of qualitative approaches such as interviews is less. For my part, I administered the interview, resulting in an excessive reaction rate. The purpose was that the members had been requested to explain if they had an issue answering any of the items. Therefore, preserving in view all the factors the interviews turned into built because of the study's instrument.

A pilot study was a crucial step in our research, involving participants with diverse backgrounds in gender, qualifications, and age. The pilot study yielded valuable feedback, with participants responding favorably and showing enthusiasm. Their responses provided rich data, and we were pleased to find all participants. In September 2024, I managed enough time to ask interview questions to my target sample. This method has been very helpful in meeting the demands of all participants. In addition, you must (a) describe the purpose of your research, (b) clarify response instructions, and (c) obtain reasonable response rates and accurate data. Data management procedures were implemented to obtain adequate response rates and valid data. The ethical code of teaching and research was also adhered to. The data collected helped us gather feedback. The participants' responses and feedback to interview questions provided valuable information. All participants were satisfied with the content of the interview questions.

The interview questions yielded a remarkable response rate; all participants provided thoughtful answers regarding the impact of additional academic duties on teachers' performance. Specifically, every participant responded to the interview questions, resulting in a remarkable 100% response rate. This outcome indicates a high level of participant engagement and cooperation, providing a robust dataset for our research. Therefore, the methodology used to conduct the interviews was suitable for obtaining high response rates. The table above briefly shows the total number of interviews conducted and the number of interviews returned to researchers. The interviews used in this study were carefully designed and conducted with the situation in mind so that respondents could answer the questions honestly. Also, the interview was conducted with school-level teachers and students, so the sample was large enough to draw clear conclusions. After the preliminary survey, some changes were made to the interview question, and almost the same question was used in the main study. These teachers were familiar with the language used and understood the terms used in the interview questions and interview questions. Therefore, the validity of the contents of the interview question was guaranteed in this study.

### 3.1 Sample and Location

Data collection was conducted personally by researchers throughout the Schools of Okara District, which is situated in Punjab province. The selection is based on 20 teachers for interviews who hold additional charges. The participant was asked to complete an informed consent form to indicate their willingness. The entire teacher selected possessed additional charges or duties of different kinds; therefore, the researchers took the appointment of the teacher for an interview. Because they were too busy, the teachers mostly had academic duties. The researchers contacted the participants and informed them about my research, and we both agreed on the time. The researchers met the participants according to the time they gave; they signed the consent form. The researchers assured the participants that their information would be kept private. I recorded her voice with the participant's permission.

## Findings

## **Theme one: Additional Academic Duties**

The participants were invited to share their thoughts and insights about additional academic duties and were encouraged to discuss their experiences and views on the topic.

### **Subtheme 1.1: Additional Academic Duties of Teachers**

The collected information showed that most of the members think that additional academic duties are pay-free duties that provide us with much more knowledge. They said additional duties involve tasks and responsibilities.

*Teachers are frequently engaged in community outreach and professional development initiatives, such as organizing and participating in workshops, seminars, and other events. These activities enable teachers to share their expertise and knowledge with a wider audience (T1).*

*In my view, additional duties involve tasks and responsibilities beyond what you do in the classroom. These can include organizing extracurricular activities such as sports teams (T3).*

The collected information appeared that additional duties are designed to foster a collaborative and inclusive environment within the academic community.

*I feel that additional duties are full experiences-based duties that the authority of the school assigns to make a more collaborative environment for the school (T8).*

The collected information showed that most of the members think that additional academic duties are pay-free and provide us with much more knowledge. They said additional duties involve tasks and responsibilities.

### **Subtheme two: Teacher's Perspectives Regarding Additional Academic Duties**

The collected information showed that most members think additional duties can vary depending on the institution and the specific needs within the academic department. For example, one of the participants:

*My view is that additional duties typically refer to tasks and responsibilities. These additional duties can vary depending on the institution and the specific needs within the academic department (T2).*

This response indicates that many teachers take on additional duties beyond their regular classroom responsibilities. These duties include seminars, leading additional-curricular activities, and completing special projects within tight deadlines.

*I believe additional duties include teachers' participation in different role plays, sports, and seminars, in which teachers must complete the work within a limited time (T5).*

This response indicates that additional duties in academia are often unpaid and stressful, but teachers in the department willingly take them on to create a positive and supportive learning environment. There is one response from the focus group

*I think that additional duties as a student are additional work, or you can say additional duties for which the school is not paying, and they can be additional work, and it can be a little stressful work. My department teachers perform many additional duties that create a good environment (T8).*

This response indicates that the student compares additional duties to a “check and balance” system, suggesting that just as offices need checks and balances to ensure smooth operations,

additional duties provide a similar balance in academic life. Another participant from the interview stated:

*As a student, I think that additional duty is simply like checking a balance in the office work and somehow checking the balance of students (T8).*

## **Theme 2: Types of Additional Academic Duties that teacher performs**

The analysis revealed that a significant majority of participants believe that various additional responsibilities contribute significantly to the academic community's well-being and play a vital role in ensuring the seamless operation of the institution.

### **Subtheme One: Categories of Additional Academic Duties**

The data analysis revealed that most respondents believe coordinating events, such as conferences, training sessions, and lectures, falls under the primary category of extra responsibilities.

*Organized and participated in various outreach programs, workshops, and seminars to engage with the broader community. These initiatives have enabled me to share best practices, build partnerships, and learn from others (T1).*

This response indicates that teachers' additional duties extend beyond the classroom, including organizing sports events, seminars, and fundraising activities.

Another participant stated that:

*In my opinion, additional duties include sports. Teachers must decide on seminars, what the school and the students need, and how they collect funds (T5).*

This response indicates that teachers' core responsibilities encompass a range of essential duties, including planning and delivering curriculum, managing student behavior, and assessing learning outcomes.

Participants from the interview stated that

*It seems that curriculum planning, delivering lessons, managing students, behavior assessment, learning outcomes, and championing each child's academic and personal growth are essential (T8).*

Hence, the interesting thing is that teacher's additional duties make the school environment more powerful.

### **Subtheme Two: Teachers coordination with students**

The collected information appeared that most of the members think that the additional duties like career counseling if your teacher is well-behaved and frank don't seem heavy to the student. For example, one of the participants stated:

*My point of view is that students in the school must face many challenges, so the teachers who are career counselors help the students in them (T6).*

This response indicates that teachers play a vital role as mentors, providing personalized guidance and support to students throughout their academic journey.

*As a teacher, I often mentor students, guiding them in their academic pursuits, helping them choose courses, and offering advice on career paths (T7).*

This response indicates that department teachers perform various duties, including career counseling, which the students highly value. The teachers' supportive behavior and effective communication style help students make informed decisions about their future careers. This

response indicates that teachers play a vital role as mentors, providing personalized guidance and support to students throughout their academic journey.

### **Theme 3: Challenges Faced During Additional Academic Duties**

The collected information showed that most members think additional academic duties involve many difficulties. Some teachers think that additional duties can affect their mental level if they do not care about their health and hear that duty can occur between family time.

#### **Subtheme One: Difficulty in managing time**

The collected data showed that most of the participants stated that too much time is required for additional academic duties, and managing the classes with the additional duties makes it difficult for faculty members and teachers to skip the classes and perform their additional duties. For example, one of the participants stated:

*As a schoolteacher, maintaining additional duties becomes very time-consuming. Not only do I take my classes, but I also do other things at the same time, which puts a lot of burden on my mind (T3).*

This response indicates that Additional duties have both advantages and disadvantages. While they provide opportunities for growth and development, they also require a significant amount of time and effort, potentially leading to overload and stress, as seen in cases where teachers are assigned multiple roles, such as in charge of both graduate and undergraduate programs.

*Just as there are two sides to a coin, additional duties have advantages and disadvantages. As they require a lot of time, in some departments, teachers are made additional graduate and undergraduate in-charges (T4).*

This response indicates that additional duties can negatively impact teachers, causing anxiety and disrupting their mentorship role. With excessive responsibilities, teachers may struggle to balance work and family life, leading to reduced quality time with loved ones and potential burnout.

Participants from interview stated that:

*I feel that teachers' anxiety can disturb their mentorship level. Teachers cannot spend time with family well (G5S4).*

Hence, there are many difficulties. Additional duties can strain the teacher's mental state if he does not care for his health, and hearing duty can take place between family time.

### **Theme 4: Teachers use some strategies to balance Additional Academic Duties**

The collected data showed that most participants maintained their duties by implementing effective time management strategies and prioritizing tasks. Most participants stated that they missed some duties at some time and that an energetic mind is very important.

#### **Subtheme one: Balancing Additional Duties with Work**

The collected data showed that many participants stated that additional duties enhance or supplement the educational experience of the teachers. An energetic mind is very important to balance the additional duties. One of the participants stated:

*My view is that good health and an energetic mind can boost a teacher's stamina for new and beneficial ideas. Hence, health care and time management are very important in allocating time for additional duties (T4).*

This response indicates that teachers must be mentally fresh and free from stress and anxiety to maintain additional duties. This enables them to handle their responsibilities effectively and

efficiently without compromising their well-being or the quality of their work. A clear and calm mind is essential for managing additional duties successfully.

Participants from the interview stated that:

*My opinion on maintaining additional duties for teachers is that your mental level should be very fresh, and you should not be stressed or anxious so that you can maintain your duties (T8).*

This response indicates that managing time effectively is crucial when performing additional duties. This may involve rescheduling classes or meetings to accommodate multiple commitments. While it requires additional time and effort, it also provides an opportunity to develop strong time management skills, leading to greater efficiency and productivity in teaching and learning.

Another participant stated that:

*As a teacher, I must give additional time. For example, I have a class at a certain time and a meeting simultaneously. Then, I set this class somewhere else. I must give additional time for that, but this is what we have learned, and time management is going well (T8).*

This response indicates that teachers must be mentally fresh and free from stress and anxiety to maintain additional duties. This enables them to handle their responsibilities effectively and efficiently without compromising their well-being or the quality of their work. A clear and calm mind is essential for managing additional duties successfully.

#### 4 Discussions

The data indicate that most of the teachers hold additional charges. The teachers play a transformative role in students' lives, extending far beyond instruction. They guide students' future trajectories through career counseling and other additional duties, cultivating a dynamic academic environment. The teachers expand their expert networks, enhance their capabilities, and boost their cost within the academic community. Powerful time management is likewise important, requiring flexibility and adaptability. Integrating extra responsibilities into trainer training programs presents a complex landscape, supplying opportunities for growth and innovation. As the lecturers discover contemporary methodologies, they refine their craft, fostering collaborative curriculum improvement and, in the long run, reaping rewards for each educator and student. Despite demanding situations, extra duties stimulate expert evolution, and excellence is just like (García-Gallego, [2015](#)). Teachers must delve deeper into their craft when tasked with exploring progressive teaching methodologies and strategies. The research illustrates how collaborative curriculum improvement fosters an environment conducive to refining coaching techniques, ultimately benefitting educators and their students constantly (Aliu et al., [2024](#)). Despite the challenges, extra responsibilities provide opportunities for boom and improvement, and instructors can study loads from these stories. They can discover new regions of information, broaden precious management and leadership skills, and build new relationships. By taking on additional duties, instructors can emerge as more dynamic and engaged, main to an extra stimulating and connected academic community (Hargreaves, [2000](#)).

Education teachers' extracurricular duties are multifaceted and time-consuming, extending beyond traditional teaching and research activities (Hargreaves & Fullan, [2015](#)). Introduction: Participation f, professional development and training, accreditation and evaluation processes, designing and teaching online or distance learning courses, student group or institutional advising, dissertation or dissertation committee roles, and peer review and evaluation processes (Asaloei et al., [2020](#)). Proper handling of these tasks is essential to keep them running smoothly and to avoid burnout. Organizations can support education teachers by providing professional development

opportunities, time management and workload balancing resources, identifying and rewarding academic innovation, encouraging collaboration and teamwork, and working conditions supporting and promoting work-life balance policies and practices (Hargreaves & Fullan 2015).

By acknowledging and addressing the diverse responsibilities of education teachers, institutions can promote academic excellence, support teacher well-being, and enhance the overall quality of education (Allen et al., [2022](#)).

The teachers, especially women, seem to be given more academic tasks and are underrepresented in leadership positions. This doesn't seem fair, and I hope that in the future, the school can find ways to support all teachers equally and recognize their hard work and dedication (Darling-Hammond et al., [2009](#)). However, amid numerous opportunities lie formidable challenges that necessitate astute navigation. Foremost among these challenges is the specter of time constraints looming large over educators. The aptly identifies time constraints as a pervasive hurdle impeding teachers' efficacy in juggling myriad professional roles. Moreover, the specter of resource limitations casts a shadow over realizing academic endeavors (Hargreaves & Fullan, [2015](#)).

Inadequate funding, a dearth of essential materials, and a paucity of support staff impede the effective execution of academic duties. The research accentuates the pivotal role of resource allocation in galvanizing educational reform efforts, underscoring the imperative of bolstering support mechanisms for educators. Furthermore, the conundrum of role ambiguity emerges as a potent challenge warranting concerted attention and engendering confusion and frustration (Darling-Hammond et al., [2009](#)).

These findings highlight that role ambiguity leads to increased stress and decreased job satisfaction, thus reinforcing the need for well-defined responsibilities (Hargreaves & Fullan, [2015](#)). While incorporating additional academic duties in teacher education programs presents many opportunities for professional growth and pedagogical enrichment, addressing these challenges mandates a judicious blend of strategic planning, robust support systems, and effective communication mechanisms within educational ecosystems. This approach supports educators in managing their expanded roles and contributes to a more effective and innovative learning environment (Hargreaves & Fullan, [2015](#)). First and foremost, such engagements offer a fertile ground for professional development. Through involvement in tasks like curriculum development and research endeavors, educators stand to enrich their repertoire of skills and expand their knowledge base. Furthermore, these responsibilities encourage a culture of continuous learning and collaboration, which is essential for adapting to evolving educational demands and enhancing the overall quality of education (Darling-Hammond et al., [2009](#)).

#### 4.1 Conclusions

This qualitative study provides valuable insight into the consequences of assigning additional educational responsibilities to faculty in college settings. Interviews with 20 teachers examine the dual impact of these overlapping responsibilities, such as curriculum development, evaluation, and peer mentoring, on teacher performance and attitudes. Mostly, the new responsibilities offer great possibilities for expert interest. Educators in curriculum design can provide engaging and effective learning material, enhancing scholarly understanding and retention. However, the value of added value is hindered by distinct challenges. Fast-paced work often interferes with teachers' ability to manage their time effectively, creating problems with visualization and social balance. Many teachers document increased stress and dissatisfaction as they battle to meet the needs of each primary teaching responsibility and other responsibilities. Universities need not forget the multi-pronged approach to these complex situations. Comprehensive time management education can give teachers the necessary abilities to better sustain their responsibilities. Quality asset allocation with cash and operational support is essential to alleviate additional obligation pressures. The proposal recommends professional development services, which equip teachers with the talents

and strategies to effectively manage new teaching responsibilities and their performance, capture career interests and resilience strategies, and help shape teacher resilience programs and maintain teacher education.

## 5 References

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