

## Effect of Departmental Challenges Faced by the Teachers on their Performance and Attitude at the Secondary Level

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### Abstract

*Pakistan is a country where teachers have to face many challenges other than their fundamental teaching task. The teachers of public sector schools have to fulfill many of the tasks assigned by the School Education Department other than teaching e.g., BISE, election, anti-dengue, enrolment, BISP duties, etc. This research aimed to investigate the effect of departmental challenges faced by teachers on their performance and attitude at the secondary school level. It was descriptive in nature and quantitative method was applied for data analysis. Male and female secondary school teachers of public sector schools of district Faisalabad were the population of this study. Two out of six tehsils were randomly selected for the population. Three hundred secondary school teachers (150 male, 150 female) were selected using a simple random sampling technique. A self-developed five-point Likert-type scale duly validated by experts was administered as a research instrument for data collection. ANOVA and independent samples t-test were applied for the data analysis. The finding revealed that there was a significant effect of departmental challenges on teachers' performance and attitude. It is recommended that the School Education Department (SED) may provide an appropriate number of supporting staff to the educational managers at the district and tehsil levels so that the district and tehsil level authorities let the teachers free from unnecessary tasks.*

**Keywords:** *Departmental challenges Teacher's performance, Teachers' attitude, Secondary school teachers, Secondary level.*

### Introduction

Education is the strength of character in the progress of any state. It is a reality that nations that have a successful structure of teaching and learning process, can take

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place to be the leaders of the human race, both in a social context and economic context. In brief, it is education, which can turn the nation of any state from a burden to human resource (Zajda, Rust, Zajda, & Rust, 2021).

The education system in the sub-continent region is not progressing as much as the development in the field of knowledge is seen in the western countries. If we talk about Pakistan, there is a need to make a lot of changes in its education system like curriculum, teaching methods, infrastructure, elimination of non-teaching assignments on government school teachers, etc. (Naseem, 2010).

The researchers have exposed that with the passage of time the departmental challenges faced by the teachers have been increased. Administration by itself never bothers the problems faced by the teachers during teaching learning process, even the administration keeps teachers entangled in so many assignments beyond the instructional objectives that many teachers become demotivated (Chopra, 2012).

Teachers' career is related to many different roles such as: teacher's role in the slight sense, teacher as motivator, assessor, cognitive-investigative role, public relations administrator and partner in the affecting dealings (Chang & Davis, 2009). It is a dire need for teachers to play their important roles in the reconstruction of society, so they should not be assigned such non-teaching tasks in their institutions as to divert them from their original purpose. They determine the standard of living of the members of the society.

For centuries, teachers have been respected by people of all classes, whether they are kings, rich or poor, but over time, due to materialism and flaws in the education system, the value and status of teachers has gradually decreased. Which has an impact on their performance. These challenges occasionally make it feel as if you are continuously fighting a rising battle. However, the majority of teachers find a way to overcome this difficulty. They do not allow barriers to stand in the way of teaching learning process (Cristina-Corina & Valerica, 2012).

There is a global consensus on appointing only trained teachers. In some cases, irregularities have genuine reasons, while in others they may be deliberated and politically motivated. Approaches to teacher education expectedly may vary but there is a global consensus that 'teaching should be regarded as a profession'. This, while there has been a shift in perspectives of teacher preparation aiming to make it more humanistic and sensitive to the needs of others (Cremers, Lora, & Ferrufino-Ponce, 2005).

Teachers in the past were universally respected, appreciated, and accorded a unique status by people and communities. In the eastern tradition, teachers occupied the highest position in social, cultural, and state hierarchy. Kings and emperors offered solutions to their teachers and assisted them in their task of educating the young and guiding the society. Establishment and prolonged traditions of scholarship and learning included sharing, creation and dissemination of knowledge and its eventual utilization in the welfare of living beings (Alam, 2020).

Teachers are supposed to be experts in ensuring effective learning, having comprehensive knowledge of all aspects of pedagogical principles and appropriate skills and ingenuity to utilize these in performance of their tasks. Being critical thinkers of educational aims and objectives, they have to ensure inculcation of socially accepted values, norms and ethics and as prime motivators for their pupils; they have to assess their progress and understanding comprehensively. Roles assigned to them extend far beyond classroom teaching and pedagogical skills (Fernet, Trépanier, Austin, & Levesque-Côté, 2016).

It is a bitter reality that present-day secondary school teacher is burdened under the departmental challenges. He has to deal with multiple assignments from the department while performing his respective duties in the school. These grave challenges are tarnishing their performance immensely and taking a heavy toll of students' learning at campuses. It is discoursed that in case of lesser challenges, the teachers can perform far better (Mooij, 2011).

It is well known that extremely efficient teachers can have inspiring outcomes on the everyday lives of students and their enduring educational and profession ambitions. Successful teachers also have a direct influence in developing students' learning. Years of research on teachers' worth support the fact that teachers who can their objectives successfully. A role model can be any person: parents, a sibling, a companion but some of our most significant and life-changing role models are teachers (Jaafar et al., 2012).

Problems of teachers have great impact on their performance and attitude due to which teachers are not able to pay full attention to teaching. Among other issues, a major problem facing teachers is the shortage of teachers in schools. This problem increases the burden of teaching responsibilities on the teachers due to which they cannot teach with full enthusiasm (Saeed et al., 2013).

This research work based on the effect of departmental challenges on teachers' performance and attitude at the secondary level in our education system. This study described that there are many of challenges faced by the Pakistani teachers working in public schools during teaching-learning process, challenges are of many kinds like economic challenges, social challenges, curriculum change challenges, departmental challenges, etc. Sometimes a challenge boosts and motivates the teachers and sometimes some type of challenges proved only a fatigue for teachers, therefore challenges have both types of effects; negative as well as positive, but this study was conducted with the intention to investigate the effect of departmental challenges on teachers' performance and attitude. Departmental challenges include multiple tasks which are assigned to government teachers time to time, like BISE duties, compulsion to participate in district government functions, duty on anti-dengue activities, election duties, participation in awareness walks, dealing with parents, to achieve enrolment targets, students' drop out, recruitment and transfer process duties, etc.

### Research Methodology

This research was descriptive in nature and quantitative by method. Male and female secondary school teachers (SSTs) of urban and rural high and higher secondary public schools of district Faisalabad were the population of the study. To conduct the study, two tehsils (Tehsil Jaranwala and Tehsil Faisalabad City) were randomly selected for further selection of teachers from schools located in urban and rural areas. Total population of the study was comprised of 952 secondary school teachers (Tehsil Faisalabad City: Female 255, Male 242, Tehsil Jaranwala: Female 245, Male 210). Sample size was selected through disproportionate stratified random sampling technique. Total number of teachers as sample was 300 (Tehsil Faisalabad City: Female 75, Male 75, Tehsil Jaranwala: Female 75, Male 75).

Table 1

#### *Sample of the Study*

Sr. No.	Tehsils	No. of SSTs		Total	Grand Total
		Male	Female		
1	Faisalabad City	75	75	150	
2	Jaranwala	75	75	150	300

Table 1 indicates the total strength of sample of the study was 150 (75 male and 75 female secondary school teachers) from two tehsils (Faisalabad City and Tehsil Jaranwala) of district Faisalabad.

The researchers prepared a Likert-type scale as a research instrument to achieve the objectives successfully. It contained 37 statements; these statements were structured to taking the view of the teachers about departmental challenges, what kind of effect these challenges put on the performance and attitude of the teachers. Statements of the scale were structured of both types i.e., about performance and attitude.

The research instrument was developed considering those indicators which may affect their performance and attitude, i.e., institutional challenges, official challenges, non-official challenges, teaching related challenges, classroom management challenges, student interaction challenges, caring and kindness of the teacher towards students, dedication, willingness to share the responsibility, etc.

The research tool was validated by the two university teachers and two senior secondary school teachers. Research tool was revised in the light of suggestions given by the experts. Experts suggested to eliminate irrelevant statements and to focus on statements that may help to investigate the effect on performance and attitude of the teachers. Moreover, experts advised to include the statements related to incentive or remuneration given against performing the non-teaching duties, as well as experts suggested to do not add personal or home related problems statements.

After experts' opinion, a pilot study was conducted on the 20 SSTs (5 male urban, 5 male rural, 5 female urban and 5 female). They were asked to indicate any problem they faced in understanding the research tool. The items were revisited and according to their response. In this way, the research tool was finalized to administer on actual study. The factor wise reliability of the items of the instrument given in the following table.

Table 2

*Factor Wise Cronbach's Alpha Reliability of the Items of the Instrument*

Factors	Value of Cronbach's Alpha	No. of Items
Institution's Challenges	.809	6
Official Challenges	.842	6

Non-Official Challenges	.787	7
Teaching Challenges	.804	6
Classroom Management Challenges	.772	6
Student Interaction Challenges	.797	6
<b>Overall Value of Cronbach's Alpha</b>	<b>.801</b>	<b>37</b>

Table 2 explored the factor wise reliability of the instrument; Cronbach's Alpha stats were applied for this purpose. Total number of items were 37 and the overall value of Cronbach's Alpha reliability of all the items were .801, which was a good value to proceed for collection of data. The lowest reliability value (.772) was of the factor of Classroom Management Challenges, and the highest value (.842) was of the factor of Official Challenges.

### Hypotheses

**H<sub>0</sub> 1:** There is no significant effect of departmental challenges on teachers' performance at secondary level.

**H<sub>0</sub>2:** There is no significant effect of departmental challenges on teachers' attitude at secondary level.

### Data Collection Procedure

Data were collected by the researchers after the formal permission taking by the heads of institution. Most of schools were visited personally by the researchers for this purpose. After the own brief introduction of supervisors and study, the inventories were delivered to teachers in their offices/staffroom. In some schools' inventories were posted after contacting the relevant teachers via mobile phone. Teachers were taking in confidence that the information given by them will be kept secret and be used only for research purpose.

### Delimitations of the Study

The study was delimited to the male and female secondary school teachers (SSTs) of public sector high and higher secondary schools located in tehsil Jaranwala and Faisalabad City of district Faisalabad.

### Data Analysis and Interpretation

Statistical Package for Social Sciences (SPSS) software was used to analyze the data. An independent sample t-test was applied to compare the difference between

two variables whereas One-way ANOVA test was applied for the comparison of more than two variables.

**H<sub>0</sub> 1:** There is no significant effect of departmental challenges on teachers' performance at secondary level.

Table 3

*Effect of Departmental Challenges on Teachers' Performance*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.469	4	1.117	3.448	.009**
Within Groups	95.611	295	.324		
Total	100.080	299			

\*\*P<0.01

Table 3 shows that ANOVA was applied to explore the significant effect of departmental challenges on teachers' performance at secondary level. The values of ANOVA (4, 1.117) = 3.448,  $p < 0.01$  indicate that departmental challenges had significant impact on teachers' performance at secondary level. So, the null hypothesis that, "there is no significant effect of departmental challenges on teachers' performance" was rejected.

**H<sub>0</sub>2:** There is no significant effect of departmental challenges on teachers' attitude at secondary level.

Table 4

*Effect of Departmental Challenges on Teachers' Attitude*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.936	4	2.234	5.162	.000**
Within Groups	127.685	295	.433		
Total	136.621	299			

\*\*P<0.01

Table 4 shows that ANOVA was applied to explore the significant effect of departmental challenges on teachers' attitude at secondary level. The values of ANOVA (4, 2.234) = 5.162,  $p < 0.01$  indicate that departmental challenges had significant impact on teachers' attitude at secondary level. So, the null hypothesis that,

“there is no significant effect of departmental challenges on teachers’ attitude at secondary level” was rejected.

## **Discussion**

The process of teaching and learning has been going on for centuries. Whenever there is a need to make any change in the society, it is necessary to change the education system. Similarly, the right education system will continue to be the call of humanity. And this is possible only when the control of the education system is in proper hands. Teachers should always be given priority in the process of education because teachers are the pillars who have to support the society. If they are kept weak, the society will automatically become weaker. The need for high quality education has increased. It has become very important to provide teachers with modern teaching methods, modern skills, training, and strategies to provide quality education. Teachers' extra work should be minimized so that they can focus on their teaching and learning responsibilities (Zafarullah, Mumtaz, Murad, Abida, & Humera, 2016).

Teachers are used to be highly regarded and respected for the services those they provided. They are considered as a minaret of light because of their direct impact on the nation’s youth. Unluckily, the media particularly focuses on the false stories relating with teachers. This leads to an overall poor community perception and causes the shame towards all the teachers. The truth is beyond to it that all the teachers are superb and doing performing their duties solidly. When teachers listen the negative and false stories about them, their encouragement and commitment towards teaching deprives. At secondary level, teachers are facing many of challenges other than teaching related. These challenges affect the teachers’ performance and attitude negatively. As teachers are assumed to teach the students with full dedication but teachers at secondary level have many of fatigues by the department, e.g., Polio campaign duty, census duties, unrealistic enrolment targets, duty of employees’ recruitment, bound the teachers to attend irrelevant district government’s programs etc. All these activities/duties become burden on teachers, and affect negatively on teachers’ performance and attitude towards teaching effectively (Tehseen & Hadi, 2015).

Quality education is directly related to the effective, efficient, dynamic, and creative personality of the teacher. Nothing is more crucial than a steady supply of qualified candidates for the teaching profession. The most crucial thing is to give the best possible training for teachers and a comfortable environment for them to work in. Teachers are expected to match the society's high standards of professional and

moral conduct. School is the most important place where it is decided what kind of teachers should be employed to provide quality education. Teachers are assigned according to their abilities within the school. But it is regrettable to observe that teachers are charged with tasks that are not remotely related to teaching, for example, the duty of administering polio drops, census duty, election duty and door-to-door enrollment campaign etc. (Naz, 2019).

According to paper published in "Cutting Edge" (2017), a computer teacher on duty at the wheat procurement center said that I have been here since 7 am and have been feeding data and the work has not finished even after 7 pm. If I was doing my main job of teaching computers to students in school, I would have left for home by half past one. The article also narrates the horror experiences of the teachers about their election duties and how their duties are carried out in areas far away from their homes (Scriven, 1994). He further stated that most government school teachers are not even given any leave as compensation to get some rest.

There was a time of teacher-centered teaching, but now student-centered teaching methods are essential to impart quality education. Because with the changing times, people have learned that students' own desires and psychology should also be considered in every case. Therefore, in today's era, student-centered teaching method is prevalent in most of the countries. To implement this, teachers must be skilled and fully focused on their core assignments, and this is only possible if they are kept away from non-teaching activities (Kulal, Abhishek, Kanchan, & Kulal, 2023).

Education system in Pakistan is the most neglected system, from the existence of this country to up till now, never been a single government had given priority to the education or curriculum, while the nations who made progress, education system remained their first priority. Teachers are backbone of education system, these are the key elements of educational policies as the education policy without the dedication of the teachers, can never be implemented successfully, so teachers must be focused on their prime and sole duty of teaching. It is only possible when the department let the teachers free from non-teaching activities/assignments (Ahmad, Ali, Khan, & Khan, 2014).

In this modern age of technology, it makes the teaching learning process in the classroom more interesting and provides good and authentic information to the learners. Teachers also need to be proficient in the use of technology and for this, assigning non-teaching duties to teachers can be very detrimental, especially when the non-teaching duties of teachers are carried out outside the schools for many days. The

occupational stress will affect the quality time of the teacher and will negatively impact on the quality teaching. At present teachers are not only having a single role of knowledge facilitator but they also play different roles in higher education. Administrative work, admission and many other duties and responsibilities are imposed on teachers. Teacher has to perform other responsibilities apart from delivering and demonstrating lectures but also include the other responsibilities of preparing test papers, project orientation to students, seminar and presentation guidance, attendance report submission, updating syllabus, examination committee responsibility, updating knowledge by joining certificate courses and research on the area of specialization (Roy, 2016).

Thus, the past researches support this study that teachers are facing many of departmental challenges that become a great hurdle in their positive performance and attitude. Teachers must be free from all unnecessary assignments so that they may focus on the teaching learning process whole heartedly.

### **Conclusion**

The study concludes that the secondary school teachers (male & female) are fed up from departmental challenges in true spirit. Because these challenges demotivate them and become hurdle in their performance and attitude. Departmental challenges i.e. extra duties are burden upon teachers. It is also concluded that teachers' performance is badly affected by these duties, even some of duties become the reason to destroy the self-respect e.g., census UPE and polio campaign duties are performed by visiting people door to door, in this way many of people behave rudely with the teachers. Hence the classroom teaching learning suffers when teachers are out of schools to undertake additional irrelevant duties.

It is concluded by this research that most of teachers do not want to perform duties other their primary duty i.e., teaching. These challenges never enhance the level of satisfaction to improve the teachers' attitude. Most of teachers realize that duties other than teaching as disgusting task. Overall, it is concluded that the present departmental challenges with present remuneration or incentive negatively affect the performance and attitude of teachers.

### **Recommendations**

On the basis of results, the following recommendations were made by the researchers:

- i. School Education Department may develop a comprehensive framework by which school teachers may not be utilized in non-teaching assignments like invigilation, recruitment process duties etc.
- ii. Department may provide the sufficient supporting staff at district and tehsil level administration so that teachers may not be indulged in irrelevant tasks.
- iii. Government may consider the importance of teachers, so the higher authorities must let the teachers free from irrelevant duties like census duties, polio campaign, and presence of teaching staff on different gatherings/ programs.
- iv. In case of dire need to depute the teachers on non-teaching task, they may be awarded with proper incentives.

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