TIME POVERTY AND TEACHING EFFECTIVENESS: EVIDENCE FROM GOVERNMENT SCHOOLS IN QUETTA



By

Rida E Haram

Registration Number: PIDE2024FMPHILPP18

Supervisor

Dr. Hafsa Hina

MPhil Public Policy

School of Policy, Governance, and Development

Pakistan Institute of Development Economics, Islamabad

2026

Pakistan Institute of Development Economics, Islamabad

PIDE School of Policy, Development & Governance

CERTIFICATE

This is to certify that this thesis entitled: **"Time Poverty and Teaching Effectiveness: Evidence from Government Schools in Quetta."** submitted by Rida E Haram is accepted in its present form by the PIDE School of Policy, Development and Governance, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Public Policy.

Supervisor: Dr. Hafsa Hina Signature: _____

External Examiner: Dr. Anwar Shah Signature: _____

Director,
PIDE School of Policy,
Development & Governance Dr. Hafsa Hina Signature: _____

Author's Declaration

I, Rida E Haram, hereby state that my MPhil thesis titled, "Time Poverty and Teaching Effectiveness: Evidence from Government Schools in Quetta", is my own work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world. At any time if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree.

Date: 10th July 2026

Rida

Rida E Haram

Dedication

The dissertation is dedicated to my husband, Muneeb, who has saved me from stressing my life out on this project. His unshaking belief in me has been my greatest strength. I also extend this dedication to my ama and baba, whose love and support made it all possible. And lastly, to my nani, who would have been so happy to see me achieve this milestone today.

Acknowledgement

First and foremost, I am grateful to Allah (SWT) for helping me overcome every challenge and providing me strength in successful completion of my research.

I would also like to express immense gratitude to my supervisor, Dr. Hafsa Hina, whose expert guidance at every step of my research has been invaluable. She has been very kind to answer every small query and provide constructive feedback. She has been a great support throughout this journey.

Furthermore, I would like to acknowledge the help extended by District Education Officer, Ms. Zahida Parveen and Headmistress Naseem Khalid in collection of data from different government schools. I am also grateful to all the teachers and students who participated in this study.

Lastly, I am beyond grateful for the unconditional support and love of my family.

Abstract

Teachers are an important pillar of society as they shape future generations through their lasting impact. However, government school teachers in Pakistan are reported to be tired and overburdened with substantial workload. Studies in the past have revealed that non-academic duties increase teachers' workload and have negative impact on teachers' time and their performance. However, there is little evidence of time poverty relationship with non-academic duties and teachers' performance in under-resourced regions like Balochistan. This study intends to examine the impact of non-academic duties on teachers' performance and mediating role of time poverty in this relationship in government school teachers of Quetta. This study employs quantitative and cross-sectional research methodology. Primary data is collected from a sample of 378 teachers and 391 students from government schools of Quetta. Data is analyzed through regression-based mediation analysis in SPSS using PROCESS Macro Model 4. The findings reveal that non-academic duties positively and significantly predict time poverty in teachers. Secondly, time poverty significantly and negatively predicts teachers' performance while non-academic duties significantly and positively predict teachers' performance. Lastly, non-academic duties significantly and negatively impact teachers' performance through indirect pathway of time poverty indicating inconsistent mediation. The thematic analysis of qualitative data from open-ended questions in teachers' survey reveals that teachers' motivation behind performance of these duties includes pressure from external authorities, a sense of duty, financial incentives, students' welfare and institutional support. Moreover, in their suggestions to reduce burden of non-academic duties on teachers, teachers suggested hiring a separate staff, collaboration and support among teachers, introduction of systematic reforms, and an end to nepotism in allocation of duties. Based on the findings, it is suggested that policymakers should prioritize saving teachers' time by appointment of non-academic staff, enhancing role of school leaders, and strengthening inclusion of teachers in decision making, thereby reducing time poverty and improving teachers' performance.

Keywords: Non-Academic Duties, Time Poverty, Government Schools, Government Teachers, Quetta

Table of Contents

Acknowledgement ..... **iii**
Abstract ..... **iv**
List of Figures ..... **viii**
List of Tables ..... **ix**
Chapter 1 ..... **1**
Introduction **1**
1.1 Introduction 1
1.2 Background 1
1.3 Problem Statement 2
1.4 Research Problem 3
1.5 Research Questions 3
1.6 Research Hypotheses 3
1.7 Objectives of Research 3
1.8 Explanation of the Key Terms/Concepts 3
1.9 Units of Data Collection 4
1.10 Locale 4
1.11 Significance of Research 5
1.12 Organization of the Study 5
Chapter 2 ..... **7**
Literature Review **7**
2.1 Introduction 7
2.1.1 Non-Academic Duties of Teachers 8
2.1.2 Implications of Non-Academic Duties on Teachers' Performance 11
2.1.3 The Concept of Time Poverty in Teachers 13
2.2 Literature Gap and Contribution of this Study 15
2.3 Conceptual Framework 16
2.3.1 Textual Explanation of Conceptual Framework 16
2.4 Theoretical Framework 17
Chapter 3 ..... **19**
Data and Methodology **19**
3.1 Introduction 19
3.2 Research Strategy 19

3.3 Research Design 19
3.4 Methods of Data Collection 20
3.5 Teachers' Sample Design 20
3.5.1 Sampling Technique 21
3.5.2 Sampling Frame and Size 22
3.6 Students' Sample Design 23
3.6.1 Sampling Technique 24
3.6.2 Sampling Frame and Size 24
3.7 Data Analysis 24
3.7.1 Measurement of Variables 25
3.8 Data Collection Process 26
Chapter 4 28
Results and Discussion 28
4.1 Introduction 28
4.2 Reliability Analysis 28
4.3 Descriptive Analysis 29
4.3.1 Teachers' Sample Characteristics: 29
4.3.2 Descriptive Statistics of Main Variables of Teachers' Survey: 31
4.3.3 Teachers' Perception on Non-Academic Duties: 32
4.3.4 Students Sample Characteristics: 35
4.3.5 Descriptive Statistics of Students' Perception on Non-Academic Duties: 37
4.4 Triangulation of Teachers' Self-Reported Data with Students' Perspectives 41
4.5 Regression Analysis 42
4.5.1 Mediator Model (Time Poverty) 42
4.5.2 Outcome Model (Teachers' Performance) 44
4.5.3 Mediation Analysis (PROCESS Model 4) 47
4.6 Qualitative Findings from Open-Ended Questions (Teachers' Survey) 50
4.6.1 Responses to the question; What motivates you to perform these duties? 51
4.6.2 Responses to the question; What changes would you suggest reducing the burden of non-academic duties on teachers? 53
4.7 Limitations 56
Chapter 5 57
Policy Implications and Way Forward 57

5.1 Introduction 57
5.2 Policy Implications 57
5.3 The Way Forward for Government School Teachers in Quetta 59
5.3.1 Appointment of Non-Academic Staff 59
5.3.2 Role of School Leaders 60
5.3.3 Strengthening Teachers' Inclusion in Decision Making 60
5.3.4 Support Research on Impact of Non-Academic Duties on Education 60
References 61
Appendix A 69
Appendix B 70
Appendix C 74

List of Figures

Figure 2.1 Conceptual Framework 16
Figure 4.1 Percentage of Teachers assigned each Non-Academic Duty.....33
Figure 4.2 Percentage of Teachers voluntarily performing Non-Academic Duties.....34
Figure 4.3 Teachers' Perception on their Income Sufficiency 34
Figure 4.4 Percentage of Digital and Educational Resources Availability at Home.....37
Figure 4.5 Students' Perception on Outcomes When a teacher is absent 38
Figure 4.6 Students' Perception on Teaching Areas most affected by Non-Academic Duties.39
Figure 4.7 Students' Perception on Conduct of Classes during Duty Days.....40
Figure 4.8 Students' Perception about Teachers Leaving Class on Duty Days 41
Figure 4.9 Mediation Analysis Path Diagram.....50

List of Tables

Table 3.1 Government Schools in Quetta by Level 2023-2024 20
Table 3.2 Functional Government Schools in Quetta by Level 2023-2024 21
Table 3.3 Teaching Staff of Government Schools in Quetta by Gender 2023-2024 21
Table 3.4 Teaching Staff of Government Schools in Quetta by Gender & Level 2023-24 21
Table 3.5 Sample Size of Teachers 22
Table 3.6 Enrollment in Government Schools of Quetta by Level 2023-2024 23
Table 3.7 Enrollment of Quetta Government High & Higher Secondary Schools by Level and Gender (2023–24) 23
Table 3.8 High & Higher Secondary students in government schools in Quetta 2023- 24 23
Table 3.9 Sample Size of Students 24
Table 4.1 Reliability Analysis 29
Table 4.2 Socio-Demographic Characteristics of Teachers 30
Table 4.3 Professional Characteristics of Teachers 31
Table 4.4 Descriptive Statistics of the Main Variables for Teachers' Survey 32
Table 4.5 Demographic Characteristics of Students 36
Table 4.6 Descriptive Statistics of Students' Perceptions on Non-Academic Duties 38
Table 4.7 Summary of the Mediator model 43
Table 4.8 Coefficients of the Mediator model 44
Table 4.9 Summary of the Outcome model 45
Table 4.10 Coefficients of the Outcome model 47
Table 4.11 Summary of the Mediation model 48
Table 4.12 Coefficients of the Mediation model 50
Table 4.13 Themes identified from the Open-Ended Question on Teachers' Motivation to perform Non-Academic Duties 53
Table 4.14 Themes identified from the Open-Ended question on Teachers' Suggestion on reducing the burden of Non-Academic Duties 56

Chapter 1

Introduction

1.1 Introduction

This chapter provides a comprehensive understanding of purpose, significance, objectives, background and rationale behind this research. It explains in detail the current poor state of education sector in Pakistan and discusses existing literature on this topic. It highlights the gap in previous studies and explains the contribution of this research. It outlines the problem statement, research questions and objectives, units of data collection, locale, explanation of key concepts used in this study along with organization of the study.

1.2 Background

Teaching is one of the most noble professions in the world. However, recent trends show that globally, many people consider teaching a stressful, underpaid, and undervalued job. In Pakistan, it is reported that teaching is not the direct career choice of most of the teachers as they report themselves accidentally landing into this profession (Alam, 2015). Moreover, UNESCO reported a critical shortage of primary and secondary teachers in Pakistan to achieve SDG 4, which is to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all by 2030 (Hasan, 2023) (Alam, 2015). Pakistan's quality of education is not progressing. According to World Bank report the learning poverty in Pakistan is "unacceptably high" (World Bank, 2024). Many researchers have tried to uncover the reasons behind such situation. Recent studies have found that engaging teachers in non-academic duties such as election duties, administrative duties, and polio campaigns etc. lead to time poverty among teachers which then leads to poor teaching performance. These studies highlight that teachers' workload has increased substantially due to additional responsibility of non-academic duties which leads to them facing time constraints in performance of their job. This chronic condition of time scarcity is also referred to as time poverty in some studies. Furthermore, these duties make teachers compromise on their main job of teaching by missing classes, lesson preparation, class management and class activities etc. as non-academic duties take priority. Consequently, teachers' performance declines to

minimum levels as they lose interest, motivation and get overburdened. When teachers do not deliver, it affects the overall quality of education as they are considered to be the key component of education system. (Nasreen and Naz, 2019). While existing research focuses on impact of non-academic duties on teachers' performance and teachers' experience of time poverty, there is limited focus on studying direct causation of time poverty in teachers due to performance of these non-academic duties as well as mediating role of time poverty in relationship of teachers' performance and non-academic duties. Also, the existing research is mostly qualitative and limited to Punjab, while there is lack of quantitative research in regions such as Balochistan, where the status of education is worse than all provinces. 69% of provincial school age population is out of school (Butt, 2026). Quetta, being the capital of province has lowest literacy rate when compared to capitals of other provinces. The schools in Quetta are non-functional due to teacher shortages. In response to this gap, this research's main aim is to empirically analyze the impact of non-academic duties on teaching effectiveness of government school teachers in Quetta through the route of time poverty. This study focuses on several themes such as nature and extent of non-academic duties assigned to teachers, the teachers' experience of time poverty due to these duties, the impact on their teaching performance in execution of such duties, the mediating role of time poverty, the students' perception on teachers' engagement in non-academic duties and the empirical lessons for policy reforms.

1.3 Problem Statement

Government school teachers in Pakistan are frequently assigned non-academic activities which are not at all related to their profession, such as election duties, participation in polio and vaccination campaigns etc. Although these roles are acknowledged to affect teachers' workload, motivation, and mental health, their relationship with teachers' performance and time is yet to be seen empirically. Moreover, the impact of these duties is underexplored, especially in areas such as Quetta, where there is already shortage of teachers. Therefore, the current study investigates the impact of teachers' non-teaching tasks, which is the independent variable on their teaching performance, which is the single outcome variable, through the pathway of time poverty, which is mediator variable, in government schools of Quetta.

1.4 Research Problem

Based on the narrative of Statement of Purpose, the research problem is narrowed to "Time Poverty and Teaching Effectiveness: Evidence from Government Schools in Quetta" and the research topic is operationalized into following research questions and objectives.

1.5 Research Questions

1. What is the impact of non-academic duties on the teaching performance of government school teachers in Quetta?
2. Do non-academic duties affect teaching performance of government school teachers in Quetta through time poverty?

1.6 Research Hypotheses

H1. Non- academic duties are significantly and negatively associated with teaching performance of government school teachers in Quetta.

H2. Non-academic duties are significantly and negatively associated with teaching performance of government school teachers in Quetta through time poverty.

1.7 Objectives of Research

1. To determine the impact of non-academic activities on classroom performance of government school teachers in Quetta.
2. To identify the impact of non-academic duties on teaching performance of government school teachers in Quetta through time poverty.

1.8 Explanation of the Key Terms/Concepts

Non-Academic Duties: Non-academic duties refer to all those tasks that are unrelated to academics often imposed by government or school administration on educators and teachers (Cobrief, 2025). These duties include election duties, exams invigilation, and polio campaigns etc. These duties are reported to increase the burden of teachers and hurt the prestige of teaching as

profession. In this research, non-academic duties within school hours will be identified by teachers' self-report on type and extent of non-academic and administrative tasks performed by them.

Time Poverty: There is no single definition of time poverty. It is defined differently in different contexts. However, it is usually defined as feeling of chronic time scarcity and intense workload experienced by individuals making them unable to manage their personal and professional duties (Giurge et al., 2020). It is usually associated with the direct impact of institutional pressures rather than the time management issues at individual level. In this research, time poverty will be measured by teachers' self-report on the time spent on non-academic activities, the extent of time reduced to perform their main duty and their perception of insufficiency in time available to fulfil their tasks.

Teachers' Performance: Teachers' performance has been defined differently by different scholars, and they employ different measures to evaluate it. However, it is usually referred to as actions and behaviors of teachers when they are teaching. (Wongmahesak et al., 2025). It includes all such characteristics such as lesson preparation, classroom management, students' assessments and punctuality etc. In this research, teachers' performance will be evaluated by their self-report on their ability to be punctual in taking classes, maintaining class decorum, regularly planning lessons and assessing students etc. It will also be evaluated by their perception of impact on performance due to engagement in non-academic duties.

1.9 Units of Data Collection

1. Government school teachers in Quetta because they can best describe the impact of non-academic duties on their performance and their experience of time poverty.
2. Students in High and Higher Secondary Schools of Quetta to get further insights into teachers' performance.
3. Government statistics documents to design samples.

1.10 Locale

The study site of this research is Government Schools in Quetta. Quetta has the lowest literacy rate compared to the capitals of other provinces. Due to teacher shortages, 152 schools in Quetta

are not functional. There are few functional schools and the teachers in those schools perform non-academic duties as well with time constraints which can be detrimental to their performance. These duties often involve risking their lives due to the law-and-order situation in Balochistan. Primary data is collected through surveys from government teachers. Secondary data is collected from Balochistan Education Department to design samples.

1.11 Significance of Research

This research is highly significant both theoretically and practically. Theoretically, it applies Michael Apple's Workload Theory and Max Gammon's Theory of Bureaucratic Displacement to Pakistan's public sector education system. Apple's theory explains that when economic logic is applied to schools, teachers' workload increases to make them efficient while Gammon's theory explains that expecting teachers to perform administrative tasks increases their work hours, but it does not make them productive instead it leads to time poverty in teachers. It displaces them from their instructional duties while also negatively impacting their performance. Methodologically and analytically, it provides empirical evidence of time poverty and impact on performance of government school teachers in Quetta due to engagement in non-academic duties. Moreover, the findings of this research provide evidence-based policy recommendations for reforms in education sector.

1.12 Organization of the Study

This study is organized into five chapters. Chapter one introduces the topic, discusses the background, briefly describes the problem statement and presents research questions, objectives, units of data collection, locale and significance of study.

Chapter two synthesizes the existing literature into three broad themes: Non-academic duties of teachers, implications of non-academic duties on teachers' performance, and the concept of time poverty in teachers. It then presents the literature gap and contribution of this study to existing literature along with conceptual and theoretical framework of this study.

Chapter three discusses the methodology of this research in detail. It provides research design, research strategy, methods of data collection, sampling techniques, measurement of variables and statistical tests for data analysis.

Chapter four presents and discusses the results of qualitative as well as quantitative data. The chapter ends with limitations of the research. Chapter five is the final chapter of this study. It delves into policy implications and provides suggestions to policymakers on better management of non-academic duties.

Chapter 2

Literature Review

2.1 Introduction

Time has proved the significance of education, and the world now recognizes it as a universal right of every person. Major organizations of the world, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank, and Organization for Economic Co-operation and Development (OECD) believe that education can transform the world, as it is interlinked with economic and social wellbeing. The World Bank in a report said that every year of schooling adds 10% to the hourly income of a person (Patrinos and Montenegro, 2014). It is due to these reasons that quality education has also been made a part of Sustainable Development Goals. SDG 4 commits to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all while its target 4.1 aims to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030 (Bajwa, 2026).

To fulfil this dream, UNESCO has envisioned the Education 2030 agenda. It aims to promote inclusive and equitable quality education for all, and it has established teachers as the key agents in achieving the goals of this agenda (UNESCO, 2016). Teachers are respected worldwide and teaching is considered as the noblest profession through which the fate of nations can be changed. Yet in recent times, the status of teachers is declining. It has lost the prestige it once had (Pathania, 2011). Now, it has come to a situation where, globally, there is a shortage of teachers. Attrition has doubled from 2015 to 2022 with teachers leaving their profession within five years of employment. Around 44 million teachers are urgently required in primary and secondary schools. Furthermore, it is not only the problem of developing countries but also the rich countries in Europe and North America (UNESCO, 2024). The statistics show that something is seriously wrong with how we treat our teachers and the researchers worldwide are exploring the reasons behind this situation. This has led to a growing concern over time poverty being faced by teachers worldwide. We have time poor, undervalued and unmotivated teachers with a complex workload encompassing not only academic duties but non-academic duties as well. However, limited

attention has been given to exploring non-academic duties' impact on teachers' performance and their contribution to time poverty of teachers. This literature review synthesizes existing research through three broad themes: Non-academic duties of teachers, implications of non-academic duties on teachers' performance and the concept of time poverty among teachers.

2.1.1 Non-Academic Duties of Teachers

As early as 1989, Essex highlighted that teachers are being forced to perform non-academic tasks when legally, teachers are expected to do only three main academic tasks: Instruct, Supervise and maintain an environment that is suitable for students (Essex,1989). However, in recent time, researchers have argued that teaching should be flexible and adapt to the modern world where a teacher should act as a facilitator (Peng, 2023). In that way, teachers will be controllers, the profession of teaching will evolve, and education will be delivered as per requirements of modern world. However, to the contrary, in today's modern world, a teacher's job has become too intensive and demanding. Teachers' workload has increased substantially with more paperwork, bureaucracy and unnecessary tasks. (Jomuad et al., 2021). This workload of teachers is not only the total tasks being performed or total tasks assigned in a day, but it encompasses all the physical as well as mental tasks in performance of academic and non-academic duties during a job. (Green,2021). Some researchers attribute the increase in teachers' workload to fast policy, which means policies are made to only keep up the political image without careful consideration, and to policy layering, where new policy reforms are introduced on top of others without replacing them, increasing the layers of workload (Stacey et al., 2023). In another study, by a teacher of 12 years, it was revealed that academic tasks such as written feedback, curriculum designing, lesson planning and more accountability have increased teachers' workload and have left teachers frustrated over it (Johal, 2022). Other researchers believe that it is non-academic duties that have contributed significantly to this situation. Numerous studies have reported that in recent years, the workload of teachers has increased dramatically after the inclusion of non-academic duties (Brante, 2009).

Non-Academic Duties can be understood as those duties that have nothing to do with academic/teaching. Sometimes they are also referred to as additional duties or non-teaching duties in different studies. Although professors and lecturers in higher education are also forced to perform non-academic duties, elementary school teachers are the most prominent ones to be

engaged in such duties. These duties range from administrative and clerical duties such as keeping attendance records, delivery of textbooks, exams supervision, filling admission forms, to plantation drives, and political and social campaigns. Some researchers have included disaster relief activities, conducting surveys and data feeding in list of non-academic duties too (Anwer et al., 2012). Departments also add to this burden of teachers by assigning some unnecessary non-academic compliance tasks (Nasreen and Naz, 2019).

As discussed earlier, it is not just the problem of Third World countries but has become a global issue. However, it has clearly a high incidence in South Asian Countries. Most of it is attributed to systematic failures by South Asian governments to deliver and understand the actual workload pressures of teachers and the reasons for their attrition. There is a policymaking crisis in these countries with an incompetent education bureaucracy (Hickey and Hosein, 2019). In an Indian study, using descriptive research design, data was collected from a sample of higher education teachers. It was found that teaching quality is negatively affected by non-academic duties. (Kulal et al., 2022) Pakistan is no different and depicts a bleak situation. Pakistani government school teachers suffer at the hands of the government by being forced to do extreme time-consuming non-academic duties. They are not trained to do them and cannot refuse to perform them. It is humiliating for teachers to be dragged on for every activity by government that is not related to teaching. In today's fast world of technology, the government somehow needs teachers to go door to door and distribute pamphlets to spread any message (Abbasi, 2013). These duties are usually non-remunerated, forcing teachers to work even on weekends for which the government does not provide them with compensatory leave thus rendering these duties invaluable for teachers in every sense.

The time of elections seems to be a nightmare for some teachers in Pakistan. Firstly, they are allocated duties in far-flung areas and have to be engaged for days to work on voter lists. They keep going back door to door to see if they missed someone on voting list. Secondly, to receive election materials, they have to wait in long queues and then must deliver it safely to polling stations. Lastly, on election day, they then face the pressure of influential people to register bogus votes and to rig elections. (Abbasi, 2014; Weekly Cutting Edge, 2017). In polio vaccination campaigns, teachers are required to go door to door to administer polio drops to children. During this process, they are often humiliated by families with their remarks, and many do not even open

their doors. Computer teachers are often deputed by the education department to perform data entry related duties. Punjab's provincial government made computer teachers to do data entry during the wheat procurement process while the students suffered from absence of their teachers. (Weekly Cutting Edge, 2017). It seems that for every program or policy for which the government does not have a workforce, teachers are requested or rather forced to step in. Be it polio campaigns, dengue campaigns, or *Ramzan Bazar's* duties, all of these are the responsibilities of teachers. Even for population census, teachers are called in to dedicate their time. (Nasreen and Naz, 2019). The engagement of teachers in these duties is empirically tested too. Alif Ailaan with Society for the Advancement of Education did a nationwide survey of over 1,250 teachers and head teachers from more than 600 schools including primary, elementary, and high schools, both public and private, across all four provinces of Pakistan. The report states that on average 53 days of a year is spent on duties that are not related to teaching (Azhar et al., 2014).

A survey-based study of 250 elementary school teachers in district Sahiwal revealed an interesting insight into the fact that teachers believe that non-academic duties increase their status and prestige in society. Thus, teachers are willing to perform those duties for which they are compensated financially (Nasreen and Naz, 2019). In another research, data was collected from 620 male and female school teachers of district Lahore and Chiniot. Here again, teachers somewhat considered non-academic duties as part of their job and believed that these duties make them more experienced. Teachers also slightly agreed that non-academic duties should be continuously assigned as these are another source of income for them (Yousaf et al., 2021). On the other hand, we have seen that teachers have protested many times for the end of non-academic duties and have complained to the government on this subject. They have petitioned the courts as well. (Haider, 2018). It was reported that teachers believe that these duties hurt their dignity as they should be respected by society and government. They see it as against the education system as a whole (The News International, 2021). Their pleas have come in notice of judicial institutions such as Lahore High Court, which has recently issued a ban on non-academic duties and declared it as against the constitution of Pakistan (The Express Tribune, 2022). However, it is yet to be seen if government upholds this decision in Punjab.

2.1.2 Implications of Non-Academic Duties on Teachers' Performance

Even though teaching seems to be a very thoughtful profession, it is yet to undergo a lot of structural developments in terms of organization and management. Most of the other professions in the world have undergone a variety of changes since their inception in terms of organizational behavior and management and are constantly studied. However, other than the minimalistic introduction of modern ways of teaching, most of the sector remains the same and underdeveloped. Little to no attention is paid towards the welfare of those teachers. They often complain about burning out, stress, and overworking. A study was conducted in 2021 where 57 elementary teachers were selected through convenient and purposive sampling. The research reported that the workload of teachers is substantially high which has a negative impact on teachers' performance. It has also been a primary cause of burnout and stress among teachers. Thus, they recommended that school administrators should assign the workload in a proper way so that stress and burnout can be avoided (Jomuad et al., 2021). However, it is not a problem for only elementary school teachers. Similar results were found in a quantitative study of 650 public school teachers in Lahore and Chiniot. Teachers reported that non-academic duties lead to job dissatisfaction and stress (Yousaf et al., 2021).

The vast amount of research shows that intense workload, (the amount of work done over a period) and work intensification (complexity and urgency attached to the tasks) due to non-academic duties have negative impact on teachers' perception of their profession. Teachers have reported that these duties pull them in multiple directions at once and make them work longer hours. With time, teaching is becoming complex, with huge classes to teach and more administrative duties to perform. These non-academic tasks have thus become the primary cause of attrition among teachers and are one of the major reasons behind the degradation of educational standards. (Creagh et al., 2023; Abbasi, 2013). It is quite obvious when teachers will be asked to perform tasks such as organizing school trips, school events, and indulging in paper work, it will place teaching at the bottom of their priority list and cause extreme disruption in deliverance of quality education to students (Wahab et al., 2024; Shaikh et al., 2023). Moreover, it has also been highlighted that teachers' workload and non-academic duties have increased due to vacancy issues. Teachers are usually diverted to perform clerical duties as a result of government's failure in staffing vacant clerical positions on time in government's schools. They are then expected to overwork to run the

machinery of these schools. Such an environment in schools is thus not at all suitable to students' learning and it is harmful for teachers' performance (The Nation, 2023).

It another study, a mixed method approach was adopted to collect data from a sample of teachers. The findings revealed that administrative tasks performed by teachers cause stress among teachers and do not have significant effect on teachers' productivity. However, it was also found that teachers have learned to manage these duties well and have not let these duties impact on their performance (Wilson et al., 2023). Kuang N. Kim disagrees with this and says it is a misconception that teachers efficiently perform administrative tasks. She investigated this misconception by instrumental variable method and results proved that teachers' increased workload carries an opportunity cost to their teaching time. Therefore, these tasks highly affect teachers' performance in class and their preparation for instructional activities (Kim, 2019).

Existing literature is mostly based on self-reported data from teachers, and it shows that most teachers agree that by engaging in these duties, they are not being able to be innovative and creative in their teaching practices. They are usually late for their classes and often have to skip lectures. Their school records have been highly unsatisfactory due to these activities, and their students score low and perform poorly especially in subjects like mathematics and science. These students then have to repeat classes due to teachers' absence from class. Teachers report having a tough time focusing on average to weak students, but they believe it is an average student who suffers the most as additional duties make teachers unable to efficiently monitor the performance of students. Teachers also stated that the government duties come unexpectedly and usually in the middle of the year. It disturbs their teaching schedule and results in incompletion of syllabus or discontinuity in curriculum (Kulal et al., 2022; Shamim and Kiyani, 2018). Several other studies based on surveys from teachers in Pakistan have maintained that non-academic duties are an additional burden for teachers. The accumulation of such duties does not leave room for the core academic duties such as lesson planning, delivering lectures, and student assessment, directly affecting the performance and efficiency of teachers, quality of education and students' learning (Yousaf et al., 2021; Azhar et al., 2014).

Non-academic duties also have a significant impact on teachers' motivation and productivity. Studies have revealed that non motivated teachers' performance is highly unsatisfactory. It is

motivation to teach that empowers teachers and it is key in maintaining their interest, engagement and commitment in nurturing the next generation (Kumari and Kumar, 2023). Due to these activities teachers do not feel the energy, will, commitment and motivation to teach. They report hopelessness, dissatisfaction and unhappiness with their jobs (Javed and Akhter, 2024).

2.1.3 The Concept of Time Poverty in Teachers

Time poverty is often discussed through the angle of gender and economy, but literature suggests it affects everyone from individuals, organizations to the entire countries. Teachers are just another sufferer of time poverty, and the global world is truly concerned about it. Teachers often feel there is not enough time to think, reflect and to complete their tasks. It is hard to define time poverty because a single universal definition does not exist, but it is usually explained in objective and subjective terms. In objective terms, it refers to facing time constraints in completing tasks assigned in a working day. However, some also include in this definition subjective feelings and experiences regarding time pressures and the urgency to complete the assigned work during working hours (Liu et al., 2023) Some believe that time poverty cannot be defined in objective terms but refers only to subjective feelings of not having enough time for professional and personal needs (Zhou et al., 2025)

Our world has glamorized productivity and efficiency to an extent that it has now pushed teachers to constantly feel connected to their work. Especially with the advent of social media applications such as WhatsApp which keeps teachers hooked on phones for random work updates even after work hours. The government is also concerned about efficiency, and they see the decline in the teaching profession as an issue of efficiency and productivity of teachers. The policies are also designed with this perspective. Yet it does not understand that it is simply asking teachers to do more than their capacity (Thompson and Hogan, 2024).

Government teachers forcibly perform non-teaching duties that they cannot refuse, and it eats up their time. Self-reported data from teachers reveals that when teachers are asked to perform these non-academic duties, it is not possible for them to give maximum time to their students. (Kulal et al., 2022; Yousaf et al., 2021). They do not find the time to complete their tasks and focus on their own well-being and on improving their skills. Teachers have to perform multiple tasks a day keeping academic duties aside. They have to navigate their day through these tasks through

layering and triaging. Their day is constantly occupied by an accumulation of tasks, and they always feel rushed in their day. (Thompson et al., 2025). They cannot manage their time efficiently while juggling with so many tasks. At once they have to do a job as a teacher, a mentor, a coordinator and even as a psychologist. On top of that, they have to participate and ensure participation from students in sports, debates, festivals and other such extracurricular activities (Teachers Institute, 2024). With the advent of digital teaching, time has become a far more important resource for teachers. Time scarcity is thus a major barrier that prevents teachers from imparting quality education and working on their teaching practices. (Brownell and Tanner, 2012; Zhu et al., 2025).

Work discipline is another significant element that contributes to time poverty of teachers. Teachers struggle through long work hours and having no autonomy to manage their time. They have an unstable work schedule where their work hours are divided into many small, disconnected sections. It has been lately affected by recent post-pandemic trends of working from home. Covid pandemic drastically expanded the scope of teachers. Teachers did not want to be put in a position to teach online but were forced to be technology savvy in a day to manage students, parents and their own families from the home (Jackson et al., 2022). Now, work from home has become a continued practice, often due to closure of schools as a result of protests or public demonstrations. This trend of work from home makes it very difficult to manage family life along with work. Teachers are not able to dedicate enough time to students or to themselves. The lack of time while working from home is evident from lack of longer concentrated work blocks, as teachers have to take a lot of breaks. These distractions diminish the continuity needed to be attentive towards own performance. One such study was conducted in 2022, which showed the positive and significant effect of the work discipline variable on performance of teachers (Fahmi et al., 2022). It has been also noted by researchers that there is a huge demand for private tuition and teachers usually take them up to supplement their income, but it drains their energy and contributes to the time poverty of teachers (Azhar et al., 2014).

Time poverty seriously affects the lives and professional development of teachers. It causes job burnouts, unhappiness, job dissatisfaction, mental health problems, poor work life balance and stress in the lives of teachers. They certainly do not derive contentment from their profession, and this is why it is not the career priority of many graduates (Thompson and Hogan, 2024; Liu and

Wang, 2024). However, results from a survey-based cross-sectional study on 525 Chinese primary and secondary teachers revealed that time poverty does not have a significant direct impact on teachers' subjective well-being. It means that having less time alone does not mean teachers are unsatisfied or stressed (Zhu et al., 2024).

In this context, gender is not a significant variable. Both male and female teachers are subjected to time poverty. (Liu and Wang, 2024). However, it can depend on the cultures of different countries where women have to perform non-paid domestic chores. Gender was found to be an important variable in a study conducted in Turkey on time poverty of teachers. They found that female teachers of over 21 years of experience reported higher incidence of time poverty (Akın et al., 2025). In Pakistan, some researchers in have maintained that there is high incidence of time poverty among working females and by virtue of that it can be expected that female teachers are more time poor than male teachers (Iqbal et al., 2020)

2.2 Literature Gap and Contribution of this Study

Time poverty is hard to quantify but it is an important non-monetary factor in determining the well-being of teachers. There is a critical gap in literature regarding studying the direct role of non-academic duties contributing to time poverty of teachers and the mediating role of time poverty in relationship of non-academic duties and teachers' performance. Moreover, the research is mostly descriptive and qualitative and concentrated in better resourced provinces such as Punjab and Sindh. The impact of these non-academic duties is underexplored in under-resourced areas such as Quetta. Quetta has different structural and administrative challenges as 152 schools in Quetta are non-functional, because of a critical shortage of government school teachers. Quetta also has the lowest literacy rate compared to the capitals of other provinces. Due to the law-and-order situation in Balochistan, these duties sometimes involve risking teachers' lives. Therefore, conducting this research in Quetta can contribute to existing literature by showing if such relationships differ or hold in administrative challenging and under resourced regions as well.

This study empirically analyzes the impact of non-academic duties within school hours on government teachers in Quetta, specifically focusing on time poverty's mediating role. Primary data is collected through structured surveys of teachers and students. Quantitative analysis is done

to measure the time teachers spent on non-academic activities to assess the extent of time poverty and evaluate the impact of these duties on their teaching performance. Descriptive statistics and regression analysis are performed to quantify associations providing evidence-based policy recommendations for managing non-academic burdens. This research contributes by introducing several policy reforms to save teachers' time and improve their performance.

2.3 Conceptual Framework

Based on the literature the conceptual framework of the research is illustrated below:

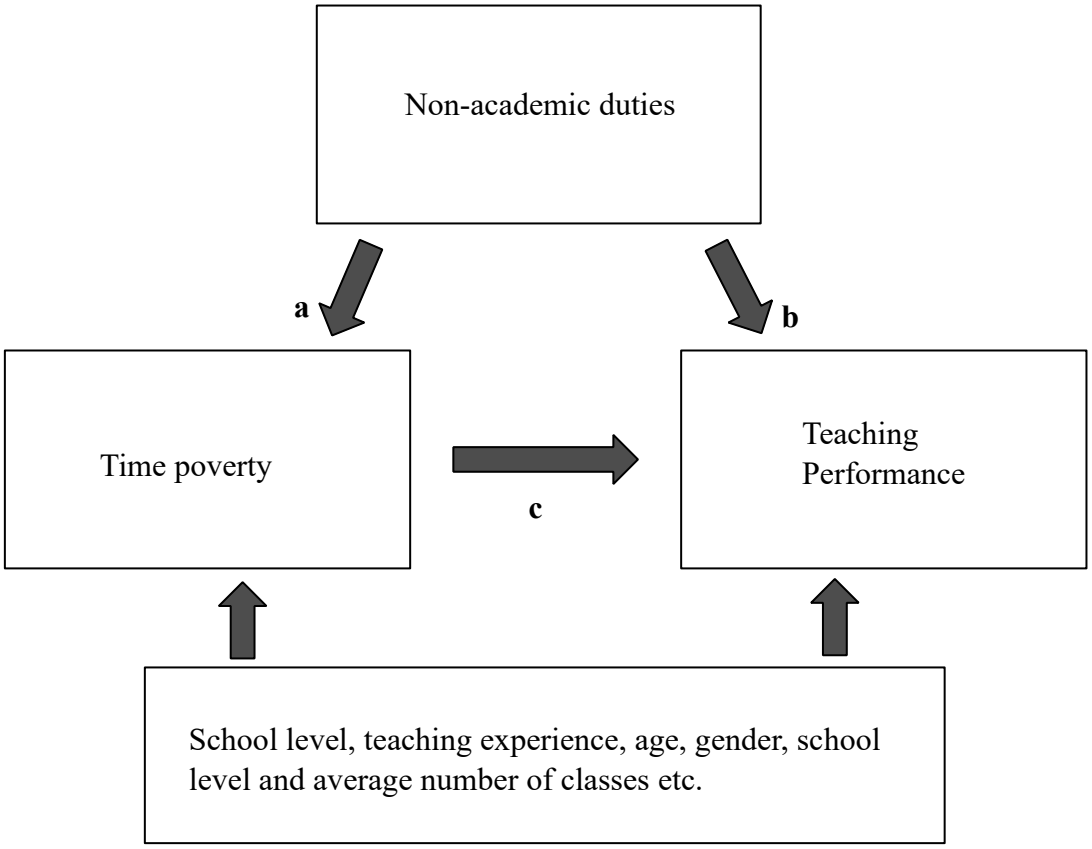


Figure 2.1 Conceptual Framework

Source: Author (2026)

2.3.1 Textual Explanation of Conceptual Framework

The conceptual framework describes the relationship between independent, mediating and dependent variables in this study. This research examines the impact of non-academic duties

within school hours on government school teachers of Quetta. It treats non-academic duties as independent or predictor variable. These duties are simply those duties that extend beyond teachers' main instructional roles. It includes election duties, administrative duties, exam duties and polio campaign duties etc. This framework proposes that these duties divert teachers' attention and force them to employ their strength on government-imposed duties unrelated to their profession. These duties are performed during teaching hours when teachers are supposed to be lecturing students. Their working hours are increased, and they sometimes are engaged for days in these duties. It is expected that it directly causes time poverty among government school teachers, which is shown by path (a) above. This is expected based on multiple previous studies by Kulal et al., (2022) and Yousaf et al., (2021). Path (b) indicates that non-academic duties directly influence teaching performance, taking teachers' performance as dependent or outcome variable. This is also expected based on previous studies by Shamim & Kiyani, (2018) and Nasreen and Naz (2019). The framework also proposes that due to this time poverty, teachers have less time available for lesson preparation, student assessment and classroom activities, so time poverty partly impacts teachers' performance, which is shown by path (c), indicating time poverty as a mediating variable. This framework also accounts for the difference in teachers' experience of time poverty and impact on performance by considering factors such as teaching experience, training, qualification, marital status, age, gender, number of subjects taught, number of classes per day, class strength and school level etc. It recognizes that the impact of non-academic duties on teachers is not uniform and can differ on basis of teachers' experience, age, and school level etc., treating them as control variables. Overall, the conceptual framework lays out the main concepts' interaction demonstrating that non- academic duties performed by teachers lead to time poverty and impact teaching performance.

2.4 Theoretical Framework

This study is guided by the "Theory of Bureaucratic Displacement" developed by Dr Max Gammon. He says, "In a bureaucratic system, the increase in expenditure will be matched by fall in production. Such systems will act like 'black holes' in the economic universe, simultaneously sucking in resources, and shrinking in terms of 'emitted' production. (Gratzer, 2004). Government teachers often perform state-imposed non-academic duties, which increase their workload,

displacing them from their main job. More work should translate into better performance, but the opposite seems to be in play as useless work performed by teachers displaces the useful work of teaching. Therefore, teachers in government schools are time poor and are unable to spend maximum time in classrooms that compromises their performance and overall teaching quality.

Moreover, the intensification thesis of Micheal W. Apple also guides this research. According to the theory, education is under a growing influence of economy where schools are run as businesses and education is considered as a product of schools. This system requires teachers to be efficient and effective, therefore leading to deprofessionalization and an immense intensification in teachers' workload. With limited time and resources teachers have to perform these tasks. (Ballet and Kelchtermans, 2009). It suggests that non-academic duties are actually a result of treating education with economic logic where teachers are more scrutinized to ensure compliance with objectives set outside of school's settings.

Chapter 3

Data and Methodology

3.1 Introduction

The chapter outlines all the details about the methodology used in this research. Research strategy is quantitative with cross-sectional and correlational research design. Survey is the main method of data collection with structured questionnaires as research instruments. Secondary data is also collected through document review to design teachers and students' samples. Sampling techniques and sample size of teachers and students have also been discussed. Lastly, measurement of variables, techniques and procedures for quantitative analysis of data as well as qualitative analysis of data from open-ended questions have been discussed.

3.2 Research Strategy

A quantitative research strategy is employed for this research. The numerical data helped in identifying patterns, statistical significance, direction and strength of non- academic duties as independent variables on dependent and mediating variables, which are teachers' performance and time poverty respectively. Quantitative analysis provided evidence-based results that are reliable and precise, helping in structured interpretation which is used to seek policy relevant insights for policymakers to be applied to government school teachers in Quetta.

3.3 Research Design

This study uses cross-sectional and correlational research design because primary data is collected from teachers in functional government schools at a single point in time through quantitative survey methods with structured questionnaire as research instrument. Government statistics reports are used to design samples and gather secondary data. It has proved to be an effective method to collect structured numerical data from a large sample and to perform statistical analysis. Correlational part of research design includes statistical tests such as descriptive statistics and regression analysis which helped to examine relationship between non-academic duties as

independent variable and time poverty and teachers' performance as mediating and dependent variables. It also helped in providing statistically significant analysis leading to evidence-based policy recommendations.

3.4 Methods of Data Collection

To collect data from teachers in functional government schools, surveys are used as data collection method with structured questionnaires as a research instrument because teachers and students are primary sources of data. Teachers directly experience time poverty and understand the impact on their performance due to non-academic duties. Survey allows them to self-report these experiences and it is a feasible method to gather information from a large representative population. Students are also surveyed so they can validate information provided by teachers. This study also employed data collection method of document review for government statistics reports to acquire secondary data to design samples. A structured Questionnaire for teachers is adapted from Liu et al., (2023) and Nasreen & Naz (2019) and is used as research instrument. The questions in Section A, B, C and D have been reconstructed with bit modifications. (for details see appendix A).

3.5 Teachers' Sample Design

To design a teachers' sample, total number of functional schools, and total teaching staff in these schools is identified. Table 3.1, 3.2, 3.3 and 3.4 have these details according to school level and gender.

Table 3.1: Government schools in Quetta by level 2023-24

Primary	Middle	High	Higher Secondary	Total
442	103	118	15	678

Source: Section 1.1.1, Balochistan Education Statistics (2023-24)

Table 3.2: Functional Schools in Quetta by level 2023-24

Primary	Middle	High	Higher Secondary	Total
294	102	118	14	528

Source: Section 1.1.4, Balochistan Education Statistics (2023-24)

Table 3.3: Teaching Staff of Quetta's Government Schools by Gender 2023-24

Teaching Staff Male	Teaching Staff Female	Total Teaching Staff
3191	3844	7035

Source: Section 2.2.1, Balochistan Education Statistics (2023-24)

Table 3.4: Teaching staff in Quetta's government schools by Level and Gender 23-24

Primary		Middle		High/Higher Secondary	
Male	**Female**	**Male**	**Female**	**Male**	**Female**
896	339	698	525	1597	2980

Source: Section 2.2.1, Balochistan Education Statistics (2023-24)

3.5.1 Sampling Technique

Multistage stratified random sampling is selected. There are a number of reasons behind selection of Multistage Stratified Reasoning. It combines two sample techniques, which are Stratification and Random Sampling across multiple stages to ensure maximum representation from all groups. The reasons include:

1. Government School Teachers in Quetta are not a homogenous population as they differ by gender and school level. The impact of non-academic duties varies accordingly, and stratification allows us to represent teachers from all levels and both genders.
2. At first stage, we define our population as government school teachers in functional government schools of Quetta to ensure that sample includes teachers that are actively engaged.
3. At next stage, teachers are stratified at different functional school levels such as Primary, Middle and High/Higher Secondary. Nature and intensity of non-academic duties differ across these levels.

4. Next, teachers are stratified by gender within each functional school level. Female teachers make up the most of teaching force. It is helpful in accounting differences in time poverty and workload experiences among both genders.

5. Lastly, teachers are randomly selected from each group in proportion to their size in total population. It ensures proportional representation and reduces sampling bias.

3.5.2 Sampling Frame and Size

The sampling frame includes Functional Schools and Teaching Staff in Quetta as indicated in Balochistan Education Statistics (2023–24)

To estimate sample size, we will use Yamane Formula (1967), presented below:

$$n = \frac{N}{1+N(e)^2} \qquad \textbf{(Equation 3.1)}$$

Where:

n = sample size

N = population size, which is total number of government school teachers in Quetta (7,035)

e = margin of error (Usually 5% = 0.05)

Calculating sample size (n) = 7035/1+7035(0.05)2

= 378 government school teachers

With 95% Confidence level and 5% margin of error.

Table 3.5: Sample Size of Teachers

School Type	Male	Female	Total
Primary	48	18	66
Middle	38	28	66
High/Higher Secondary	86	160	246
Total	172	206	378

3.6 Students' Sample Design

To estimate students' sample, total enrollment of high and higher secondary students in government schools of Quetta is identified. Table 3.6, 3.7 and 3.8 demonstrate total enrollment in government schools of Quetta by level and gender.

Table 3.6: Enrollment of Government Schools in Quetta by Level 2023-24

Primary	Middle	High	Higher Secondary	Total
31,348	25,278	79,116	15,631	151,373

Source: Section 1.2.2, Balochistan Education Statistics (2023-24)

Table 3.7: Enrollment of Quetta Government High & Higher Secondary Schools by Level and Gender 2023–24

Level	Boys High School	Girls High School	Boys Higher Secondary School	Girls Higher Secondary School	Total Boys	Total Girls
Kachi	2533	6775			2533	6775
Primary	10725	24682	873	4308	11598	28990
Middle	9022	11906	1733	2661	10755	14567
High	6219	7254	1691	1748	7910	9002
Higher Secondary			670	699	670	699

Source: Section 1.2.5 and 1.2.6, Balochistan Education Statistics (2023-24)

Table 3.8: High & Higher Secondary Students at Government Schools in Quetta

School Type	Boys	Girls	Total
High School (Grades 9-10)	7910	9002	16,912
Higher secondary (Grade 11-12)	670	699	1369
Total (Grades 9-12)	8580	9701	18281

Source: Section 1.2.5 and 1.2.6, Balochistan Education Statistics (2023-24)

3.6.1 Sampling Technique

Proportionate stratified random sampling is selected as sampling technique. There are a number of reasons behind selection of Proportionate Stratified Reasoning. It combines two sample techniques, which are Stratification and Random Sampling across multiple stages to ensure maximum representation from all groups. The reasons include:

1. We first select functional High and Higher Secondary Schools and define our target population as students enrolled in Grades 9-12 in High and Higher Secondary Schools as they are mature enough to participate in surveys. Here stratification happens by school level.
2. At next stage, as target population is heterogeneous, we stratify by gender.
3. Lastly, students are selected from randomly chosen classrooms in proportion to their size in total population. It ensures proportional representation and reduces sampling bias.

3.6.2 Sampling Frame and Size

The sampling frame includes Students enrolled in Grades 9-12 in functional High and Higher Secondary Schools of Quetta as indicated in Balochistan Education Statistics (2023–24)

We will again use Yamane Formula (1967) presented by equation 3.1 in section 3.5.2 to estimate our sample size.

Calculating sample size (n) = 18281/1+18281(0.05)2

= 391 students with

95% Confidence level and 5% margin of error.

Table: 3.9 Sample Size of Students

School Type	Boys	Girls	Total
Grades 9-10	169	193	362
Grades 11-12	14	15	29
Total	183	208	391

3.7 Data Analysis

Thematic analysis is done to analyze the qualitative data from open ended questions. To analyze quantitative data, three statistical tests are performed. First, reliability analysis using Cronbach's

alpha is performed to find internal consistency of time poverty and teachers' performance scales. Secondly, descriptive analysis is performed to describe trends and patterns in data through frequency and descriptive statistics. Third, regression-based mediation analysis is performed through PROCESS Macro model 4 by Andrew Hayes (2013) with bootstrapped confidence intervals. Non-academic duties act as independent variable, time poverty as mediating variable and teachers' performance as outcome variable. The statistical representation of mediator and outcome model is described below.

Mediator model equation

$$Time\ Poverty i = \alpha 1 + \beta 1\ \text{Non_academic duties} i + \varepsilon i \quad \textbf{(Equation 3.2)}$$

Outcome model equation

$$\text{Teachers}'\text{Performance} i = \alpha 2 + \beta 2\ \text{Non_academic duties} i + \beta 3\ \text{Time poverty} + \gamma X i + \varepsilon i$$

(Equation 3.3)

Where:

- β_1 represents the direct effect of non-academic duties on time poverty,
- β_2 represents the direct effect of non-academic duties on teachers' performance
- β_3 represents the indirect effect of non-academic duties on performance through time poverty.
- X represents the total set of control variables, and
- The subscript i represents individual teachers.

3.7.1 Measurement of Variables

Time Poverty is measured through a seven items Time Poverty Scale developed by Liu et al., (2023) yielding 0.892 Cronbach alpha. It includes questions on teachers' control and autonomy in use of their time and their perceptions on not having time for personal and professional life. Teachers' responses are recorded on five-point Likert scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree), thus high scores indicate greater time poverty. A reliability test is performed to ensure the validity of scale.

Non-academic duties are measured by two survey questions asking teachers about the number of non-academic duties performed by them within school hours and the average number of hours

spent on these duties. The scale was developed by multiplying number of duties with number of hours spent on duties.

Teachers' performance was measured by ten items scale adapted from Nasreen and Naz (2019) with bit modifications. The scale measures the perceived impact of non-academic duties on teachers' performance. The responses were measured on five-items Likert scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree). The scale was reversed coded so higher scores mean less impact on performance. The validity of scale was determined by reliability test using Cronbach alpha.

Control variables included demographic and professional characteristics of students measured through responses collected through demographic and professional characteristics sections of questionnaire. The control variables included school level, experience, age, gender, marital status, qualifications, trainings, classes taught per week, subjects taught per week, and class strength.

3.8 Data Collection Process

The data collection process was completed across the month of May and June during school hours. Firstly, relevant administrative authorities such as District Education Officer (DEO) and Principals were contacted to grant permission to conduct surveys in schools. Those schools were selected for which access was granted. In those schools, teachers were randomly selected. They were briefed on purpose of the study and their role, after which their informed consent was taken. The questionnaire was bilingual and distributed in person by researcher. Teachers completed the questionnaire individually and privately, taking on average 10 minutes. This was done until the proportionate sample target was met. Completed surveys were then collected on site and stored securely.

Similarly, for students' survey, again those schools were selected for which permission to conduct surveys was granted by principals and DEO. In those schools, classrooms were selected randomly, where students were briefed on purpose of study, their role and confidentiality of their responses. Verbal assent was then taken from students. The questionnaire was bilingual and distributed in person by researcher while students were also provided with clarifications on questions they asked. Students completed survey individually in classroom settings taking on average 10 minutes. This

was done until proportionate sample target was met, after which completed surveys were collected on site and stored securely.

Chapter 4

Results and Discussion

4.1 Introduction

This chapter presents the results, discussion and limitations of three statistical tests employed to assess the impact of non-academic duties on teaching performance of government school teachers in Quetta and on their time. In addition to quantitative analysis, it also contains the qualitative findings from open-ended questions in teachers' survey. First part presents the results of reliability analysis to prove internal consistency using Cronbach's Alpha. It has been used on time poverty scale containing seven items and teachers' performance scale containing ten items. Second part presents the detailed results of descriptive analysis such as demographic characteristics of both teachers and students' samples, descriptive statistics of main variables along with frequencies and percentages of categorical questions in surveys assessing teachers and students' perception of non-academic duties. The third part presents the results of main regression analysis. It provides results through summary and coefficients of mediator model, outcome model and mediation model along with indirect and total effect. The fourth part presents themes with frequencies and percentages derived from the findings of two open-ended questions in teachers' survey regarding their motivation to perform these duties and their suggestions on reducing the burden of non-academic duties on teachers. Lastly, limitations of research are also presented.

4.2 Reliability Analysis

Before any other statistical test is employed, reliability analysis is performed on time poverty and teachers' performance scale to ensure internal consistency in survey through Cronbach's alpha. This alpha is attributed to Lee Cronbach, who invented it in 1951 (Tavakol & Dennick, 2011). Its value lies between 0 to 1. Value of alpha is high, if the items in scale are correlated and measuring same thing.

Table 4.1 presents the results of reliability tests on time poverty and teachers' performance scale. The seven items time poverty scale yielded an alpha of 0.758 and the ten items teachers' performance scale yielded an alpha of 0.896. Both values are higher than the threshold of 0.70. Therefore, the results of reliability analysis establish internal consistency of time poverty and teachers' performance scale.

Table 4.1: Reliability Analysis of Time Poverty and Teachers' Performance Scale

Scale	Number of Items	Cronbach's Alpha
Time Poverty	7	0.758
Teachers' Performance	10	0.896

4.3 Descriptive Analysis

After establishing reliability, descriptive analysis is performed to describe the full picture of data in a meaningful way. Frequency and percentage explain the demographic characteristics of students and teachers such as gender, age, years of service, and school level etc. Means and Standard deviation provide results on non-academic duties, time poverty and teachers' performance, explaining the involvement of teachers in non-academic duties, the extent of time poverty and the impact on teachers' performances. It gives us an understanding of existing patterns and summarizes the data to reveal trends and patterns which are presented below in form of tables and charts.

4.3.1 Teachers' Sample Characteristics:

Teachers' sample included a total of 378 government school teachers of Quetta. Table. 4.2 describes the socio-demographic characteristics of teachers. It includes details about gender, age, marital status and qualifications. According to the table the surveyed teachers included 54.5% females and 45.5% males. Most teachers (39.4%) belong to the age bracket 40-49, followed by 25.1% falling in age bracket 30-39 and 20.1% falling in age bracket 20-29. A small percentage of 15.3 teachers were above age of 50.

Out of 378 teachers, 76.7% are married while 22.2% are single. A small proportion of 5% is divorced and widowed. 61.9% of teachers have completed their master's degree while 24.9% of teachers have obtained bachelor's degree. Only 11.4% have gone on to pursue and complete MPhil. PhDs teachers were only about 1.9%.

Table 4.2: Socio-Demographic Characteristics of Teachers

Variable	Category	Frequency	Percentage
Gender	Male	172	45.5
	Female	206	54.5
Age	20-29	76	20.1
	30-39	95	25.1
	40-49	149	39.4
	50 Above	58	15.3
Marital Status	Divorced	2	0.5
	Married	290	76.7
	Single	84	22.2
	Widowed	2	.5
Qualification	Bachelor's (BA, BSc)	94	24.9
	Master's (MA, MSc)	234	61.9
	MPhil	43	11.4
	PhD	7	1.9

Table 4.3 includes the professional characteristics of teachers such as experience, school level, classes per week, subjects per week and class strength. Majority of teachers, around 88.9%, have received training. 36.5% of the teachers have experience above 15 years. Remaining 21.4%, 25.4 % and 16.7% of teachers have experience of 11-15 years, 6-10 years and 0-5 years respectively. The sample included 51.3% of teachers from high school level, 17.5% from middle as well as primary school level and 13.8% from Higher secondary school level.

The class strength of most teachers, around 50.5%, is more than 50 while 35.2% of teachers reported to have class strength of 40-50. Only 3.7% of teachers' class strength is less than 30. Moreover, 50.8% of teachers have to teach 1-2 subjects per week while 27.5% of teachers are

teaching 2-3 subjects per week and 21.7% are teaching even above 3 subjects per week. Lastly, 47.1% of teachers have 3-5 classes per week and a huge percentage of 41.5% of teachers have above 5 classes per week. Only 11.4% of teachers have 1-2 classes per week.

Table 4.3: Professional Characteristics of Teachers

Variable	Category	Frequency	Percentage
Experience	0-5	63	16.7
	11-15	81	21.4
	6-10	96	25.4
	15 above	138	36.5
School Level	High	194	51.3
	Higher Secondary	52	13.8
	Middle	66	17.5
	Primary	66	17.5
Classes per week	0-2	43	11.4
	3-5	178	47.1
	5 above	157	41.5
Subjects per week	1-2	192	50.8
	2-3	104	27.5
	3 above	82	21.7
Class Strength	30-40	40	10.6
	40-50	133	35.2
	Less than 30	14	3.7
	More than 50	191	50.5
Training	No	42	11.1
	Yes	336	88.9

4.3.2 Descriptive Statistics of Main Variables of Teachers' Survey:

Descriptive statistics of main variables are presented in table 4.4. Non-academic duties' mean is 5.52, (SD = 6.54) with range 1.00 to 28.00 indicating minimum and maximum scores of teachers'

non-academic duties. The average of time poverty stands at 3.23 (SD= 0.76), above the midpoint scale 3, suggesting that teachers experienced moderate to high levels of time poverty. Meanwhile, the average of teacher performance is 2.82 (SD = 0.87), below the midpoint scale 3, suggesting that performance is moderately affected by non-academic duties.

Table 4.4: Descriptive Statistics of Main Variables of Teachers' Survey

Variable	N	Min	Max	M	SD
Non-academic Duties	378	1.00	28.00	5.52	6.54
Time Poverty	378	1.00	4.86	3.23	0.76
Teachers' Performance	378	1.00	5.00	2.82	0.87

4.3.3 Teachers' Perception on Non-Academic Duties:

This part of analysis discusses the perceptions of teachers about non-academic duties assessed through different questions. Figure 4.1 lists down the number of non-academic duties along with their percentages that have been reported to be performed by teachers.

According to government school teachers of Quetta, 87% of teachers have been involved in election duties, which is a huge number. 47% of teachers have done examination supervision while 40% of teachers reported to be engaged in paper marking or paper setting. 35% of the teachers have reported to carry out census duty as well. They also reported having done other duties such as running enrollment drives (30%), distributing text books (23%), doing administrative or clerical work (19.5%), and monitoring school security related matters (18%) along with numerous other non-academic duties listed in bar chart above.

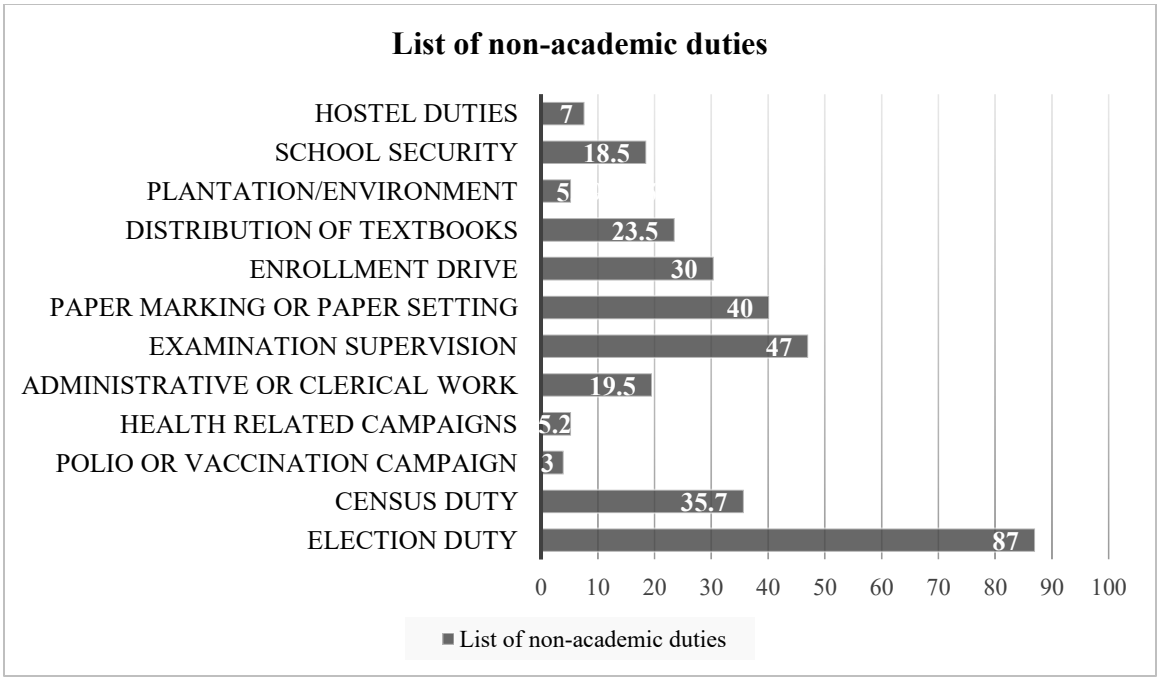


Figure 4.1: Percentage of teachers assigned each non-academic duty

Source: (Author, 2026)

Moving on, the figure 4.2 presents the findings of the question on teachers voluntarily performing these duties. Surprisingly, 64% of teachers reported that they perform these duties voluntarily. This finding is similar to results of studies conducted by Naz and Nasreen (2019) and Yousaf et al., (2021). The reasons behind such response is also visible in the responses to open-ended questions on motivations to perform non-academic duties.

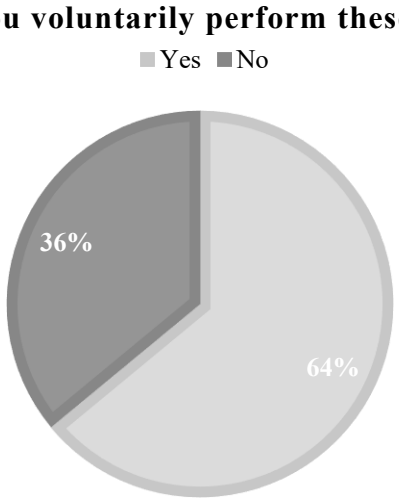


Figure 4.2: Percentage of Teachers voluntarily performing Non-Academic Duties

Source: (Author, 2026)

Furthermore, teachers were asked another important question, i.e. Is your income sufficient to cover your expenses? Majority of the teachers, around 53%, reported that their income is not sufficient to cover their expenses as indicated by figure 4.3.

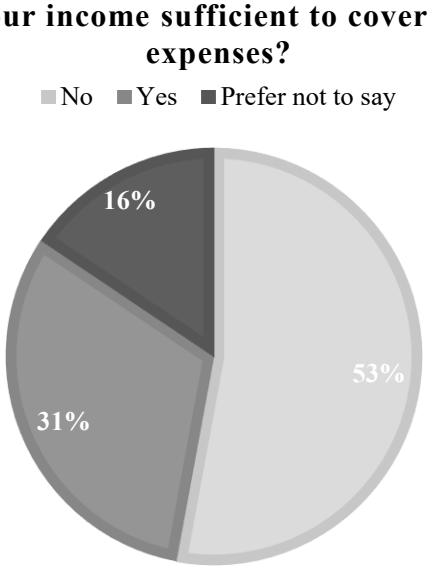


Figure 4.3: Teachers' Perception of their Income Sufficiency

Source: (Author, 2026)

4.3.4 Students Sample Characteristics:

Along with teachers' sample, a sample of 391 students was also constructed to validate the results from teachers' survey. Table 4.6 presents socio-demographic characteristics of students. The sample included 391 students out of which 53.2% were female students and 46.8% were male students. Majority, 70.8% fall in age bracket 14-16 years old and 26.6% fall in age bracket 16-18 years old. Remaining 2.6% do not fall in either of these age brackets. 54.7% of students were in 10^{th} grade while 37.6% in 9^{th} grade. Few students, around 4.6% and 3.1% were in 11^{th} and 12^{th} grade respectively.

Mother's education reveals interesting results as 40.1% of students' mothers have no schooling. 17.1% of mothers had primary education. 13.3 had secondary education, 15.1 had high/higher secondary education and only 10.5% were university graduates. When it comes to fathers' education, 26.1% have attained high/higher secondary education, 24.6% are university graduates, 20.2% had no school experience, 15.6% attained secondary education and 13.6% were only able to complete primary education. Students reported that 44.8% of parents/guardians have government jobs while 27.9% are engaged in business. Labor accounts for 12% and 9.7% for private jobs while 5.6% are unemployed.

Table 4.5: Demographic Characteristics of Students

Variable	Category	Frequency	Percentage
Gender	Female	208	53.2
	Male	183	46.8
Age	14-16	277	70.8
	16-18	104	26.6
	Other	10	2.6
Grade	10^{th}	214	54.7
	11th	18	4.6
	12th	12	3.1
	9^{th}	147	37.6
Mother's Education	High/Higher	59	15.1
	Secondary	172	44.0
	No Schooling	67	17.1
	Primary	52	13.3
	Secondary	41	10.5
	University Graduate		
Father's Education	High/Higher	102	26.1
	Secondary	79	20.2
	No Schooling	53	13.6
	Primary	61	15.6
	Secondary	96	24.6
	University Graduate		
Parent/Guardian's	Business	109	27.9
Occupation	Government Job	175	44.8
	Labor	47	12.0
	Private Job	38	9.7
	Unemployed	22	5.6

Figure 4.4 indicates percentage of digital and educational resources availability at home reported by students. 90% of students reported having electricity at home, 55.8% had smartphones, 41.4% report having internet access and 26.6% also had a computer.

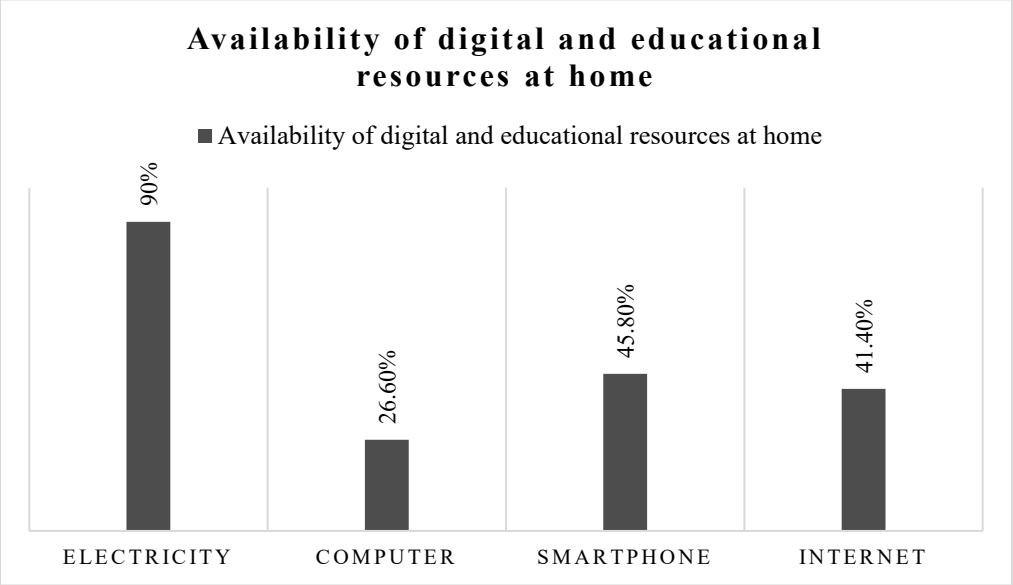


Figure 4.4: Percentage of Digital and Educational Resources Availability at Home

Source: (Author, 2026)

4.3.5 Descriptive Statistics of Students' Perception on Non-Academic Duties:

Descriptive statistics of students' perception about teachers' engagement in non-academic duties are presented in table 4.6. The average 2.19 (SD = 0.85) suggests that students have not noticed many disruptions during duties days or at least these disruptions are not visible to them. They have also reported low to moderate impact on their learning due to these activities with average score of 2.68 (SD = 0.97). They have also positively rated teachers' performance on regular days with average score of 3.98 (SD = 1.10). Through these findings, it can be established that students survey results only partially validate teachers survey results.

Table 4.6: Descriptive Statistics of Students' Perception on Non-Academic Duties

Variable	N	Minimum	Maximum	Mean	SD
Teachers' engagement on duties days	391	1.00	5.00	2.19	0.85
Teachers' performance on regular days	391	1.00	5.00	3.98	0.97
Students perceived impact on learning due to non-academic duties	391	1.00	5.00	2.68	1.10

Students were also asked other questions about their perception of teachers being engaged in non-academic duties. The responses indicate that even when teachers are engaged in non-academic duties, classes are not disturbed. When students were asked what happens in case of absence of teacher, majority of students, around 72.4%, reported that when teacher is absent another teacher comes in the classroom and students' learning continues.

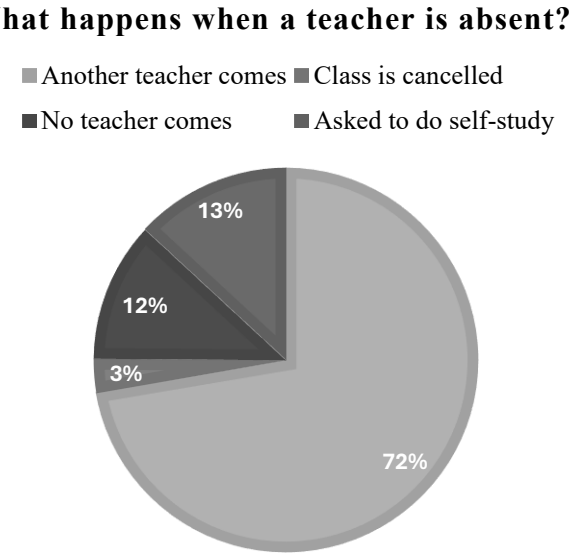


Figure 4.5: Students' Perception of Outcomes when a teacher is absent

Source: (Author, 2026)

Around 46% of Students reported that when teachers are engaged in non-academic duties, it affects teachers' attention to students. While 26% of students reported that it affects the completion of syllabus. 18% of students reported that it hurts homework checking more and a small proportion of 8% believed the clarity of teaching is affected the most.

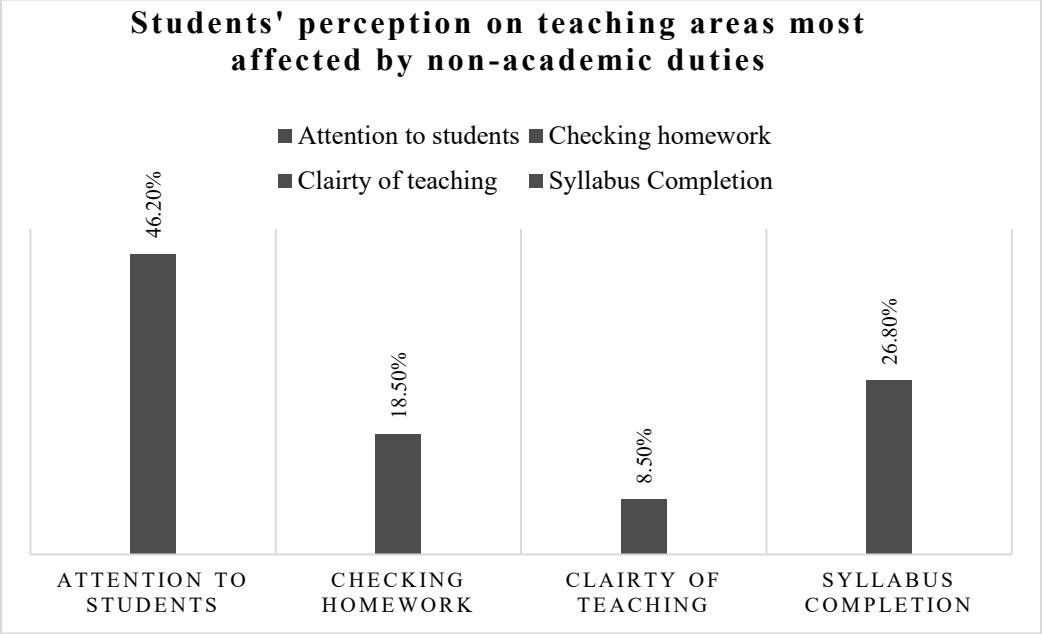


Figure 4.6: Students' Perception of Teaching Areas most affected by Non-Academic Duties

Source: (Author, 2026)

Students were also asked about regularity of classes on duty days. 55% of students reported that on duties days, classes are properly conducted. However, 36.1% of students reported that classes are less organized on duties days.

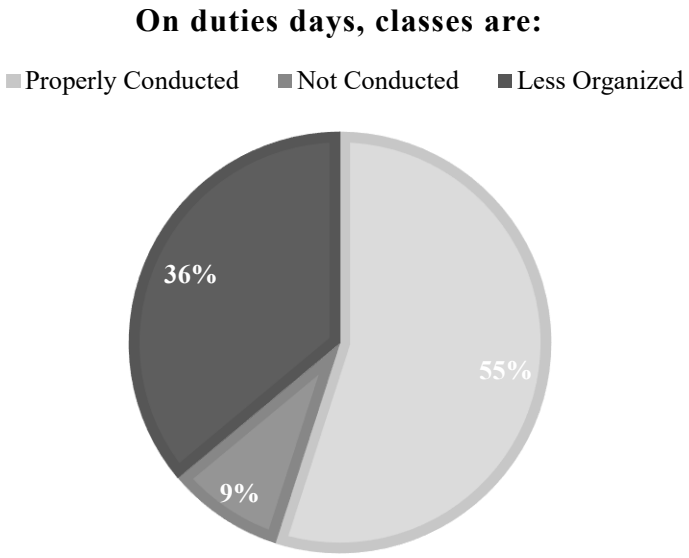


Figure 4.7: Students' Perception of Conduct of Classes on Duty Days

Source: (Author, 2026)

Students were lastly asked if teachers leave class more often on duty days, majority of students, around 62.1% reported that teachers do not leave class frequently on duty days. These findings suggest that there are limited disruptions in classroom due to non-academic duties, therefore there is disparity between teachers and students' responses.

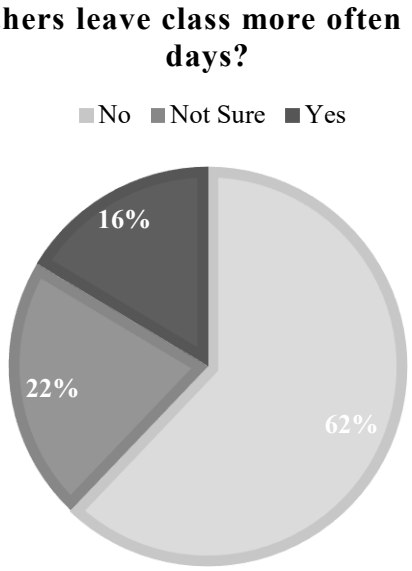


Figure 4.8: Students' Perception of Teachers Leaving Classes on Duty Days

Source: (Author, 2026)

4.4 Triangulation of Teachers' Self-Reported Data with Students' Perspectives

From students' responses it can be concluded that students are only in partial agreement with teachers' perception of non-academic duties. Students reported an average of 2.68 impact on their learning due to non-academic duties, which is low to moderate while teachers perceived impact on their performance due to non-academic duties is 2.82, which is moderate to high and suggests more disruptions and lower performance (performance scale is reverse coded). Moreover, students do agree that non-academic duties significantly affect some teaching areas such as teachers' attention to students and completion of syllabus.

There could be numerous reasons for this partial validation which are visible in students' responses. An overwhelming majority of the students, around 72%, reported that in case of absence of teacher, a substitute is sent to class and 55% students reported that classes are properly conducted while a significant percentage of students, around 36.1%, reported that classes are less organized than usual. These results indicate that teacher's involvement in non-academic duties is not very visible to students, as their classes go on as per routine. However, teachers themselves

know where and how much their performance is being hurt by involvement in non-academic activities.

4.5 Regression Analysis

Regression based mediation analysis is employed to estimate the impact of non-academic duties on time poverty and teachers' performance. First linear regression is performed with time poverty as dependent variable and non-academic duties as independent variable. Secondly, another linear regression is performed with teachers' performance as dependent variable while non-academic duties and time poverty as predictor variables. Lastly, mediation analysis is done by employing Hayes' PROCESS macro (Model 4) with bootstrapping in SPSS. Non-academic duties are treated as independent variable while their impact is analyzed on time poverty and teachers' performance by treating time poverty as mediating variable and teachers' performance as dependent variable. These analyses identify the direction and statistical significance of the relationship between independent, mediating and dependent variables. The model tests three things.

i. Direct effect of non-academic duties on time poverty.
ii. Direct effect of non-academic duties on teachers' performance.
iii. Indirect effect on non-academic duties on teachers' performance through time poverty

4.5.1 Mediator Model (Time Poverty)

Mediator model finds the effect of independent variable on mediator variable. Therefore, non-academic duties are independent variable here and time poverty as dependent variable. This relationship is signified by equation 3.2 in chapter 3 section 3.7.

Table 4.7 presents the mediator model summary. The regression model is statistically significant as $F=2.247$ and $p=0.002$. However, the model explains only 11% variance in time poverty as $R^2= 0.112$. The results showed positive and significant contribution of non-academic duties to time poverty. Non-academic duties explain around 11% variance in time poverty.

Table 4.7: Summary of Mediator Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	0.334a	0.112	0.062	0.73685	2.247	0.002b

Predictor: (Constant) Non-Academic Duties

Table 4.8 presents the coefficients of mediator model. Results reveal that time poverty is significantly and positively predicted by non-academic duties as B=0.236 and p<0.001. It means teachers who are engaged in more academic duties tend to experience more time poverty and for one unit increase in non-academic duties, time poverty increases by 0.236 units, indicating a small to moderate impact. The results also revealed gender significantly and negatively predicting time poverty, from which it can be concluded that female teachers are more time poor than male teachers. These findings are consistent with several previous studies. It has been previously concluded by Nasreen and Naz (2019) that non-academic duties have negative impact on teachers' time. Shamim and Kiyani (2022) along with Yousaf et al., (2021) also noted in their respective research that teachers have reported to not being able to give maximum time to their students due to non-academic duties.

Table 4.8: Coefficients of Mediator Model

Dependent Variable: Time Poverty						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	2.759	0.226		12.194	< 0.001
	Non-Academic Duties	0.027	0.006	0.236	4.378	< 0.001

4.5.2 Outcome Model (Teachers' Performance)

Outcome model measures the impact of independent and mediator variable on outcome variable. Here, non-academic duties with time poverty are predictor variables while teachers' performance is outcome variable. This relationship was demonstrated by equation 3.2 in Chapter 3 section 3.7.

Table 4.9 presents the model summary table. $R^2 = 0.435$ which means 43% variance in teachers' performance is predicted by non-academic duties and time poverty. $F = 13.053$ and $p < 0.001$ indicates that overall, the regression model is significant

Table 4.9: Summary of Outcome Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	0.660a	0.435	0.402	0.67283	13.053	<.001b

Predictors: (Constant), Qualification, Gender, Marital Status, Non-Academic Duties, Age, Subjects/week, Training, Experience, Classes/week, Time Poverty, School level

Table 4.10 presents the coefficient table of outcome model. Results reveal that time poverty significantly ($p < 0.001$) and negatively (B= -0.526) predict teachers' performance. The negative sign indicates that teachers who experience more time poverty have poor performance and more disruptions to performance. Similar to the results of Brownell and Tanner (2012). Results also reveal that non-academic duties significantly ($p < 0.001$) and positively (B=0.114) predict teachers' performance. It indicates that teachers who are more involved in non-academic duties report better performance. The positive relationship was unexpected and goes against previous studies. It suggests that non-academic duties are not bad for performance. The findings reject the hypotheses H1 that non-academic duties negatively impact teaching performance. Gender (B=-0.120), professional training (B=-0.240) and master's qualification (B=-0.110) also negatively predict teachers' performance significantly. Female teachers, trained teachers and master's qualified teachers report low performance and more impact on their teaching effectiveness due to non-academic duties. This was also reported by Yousaf et al., (2021) in their study that female teachers experience more impact of non-academic duties on their performance than male teachers. All other control variables such as age, marital status, school level, subjects/week, classes/week, other qualifications were not proved to be significant predictors of teachers' performance.

The findings call for further investigation which this data cannot explain as there are other pathways through which non-academic duties relate to teachers' performance. One possible explanation could be that since majority of teachers reported that they voluntarily perform these duties, it suggests a development of organizational citizenship behavior (OCB) among teachers in performance of non-academic duties. OCB refers to extra voluntary work performed by a person that is not explicitly recognized by formal work system which also proves beneficial to

organization. Previous studies have suggested that organizational citizenship behavior has positive and significant impact on teachers' performance. (Fauziah and Usman, 2025), (Oplatka and Izhar, 2009). Many teachers have also reported in open-ended questions that students' welfare and institutional support are some of the major motivations behind teachers' performance of these duties. This could be the possible explanation of positive relationship between non-academic duties and teachers' performance, but it is not presented as a finding as this research does not measure organizational citizenship behavior.

Note: The original teachers' performance scale included items indicating perceived impact of non-academic duties on teaching effectiveness. Higher scores would have meant increased disruptions to performance. Therefore, the scale was reverse coded, and higher scores now mean high performance and less disruptions to performance. It was done to maintain interpretive consistency with other scales. The covariate of class strength was removed because it was showing multicollinearity with other variables.

Table 4.10: Coefficients of Outcome Model

Coefficients						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	**(Constant)**	5.368	0.246		21.833	<0.001
	Time Poverty	-0.601	0.048	-0.526	-12.432	<0.001
	Non-Academic Duties	0.015	0.006	0.114	2.580	0.01
	Gender	-0.209	0.084	-0.120	-2.491	0.01
	Training	-.0662	0.128	-0.240	-5.175	<0.001
	Qualification (Master's)	-.0196	0.094	-0.110	-2.086	0.03

Dependent Variable: Teachers' Performance

Control variables: Qualification, Gender, Marital Status, Age, Subjects/week, Training, Experience, Classes/week, Time Poverty, School level

4.5.3 Mediation Analysis (PROCESS Model 4)

PROCESS Model 4 by Andrew Heyes with 5000 bootstrap samples and percentile confidence is used to test the direct relationship of non-academic duties, time poverty and teachers' performance and indirect relationship of non-academic duties on teachers' performance through time poverty. Here, non-academic duties are independent variable, time poverty is mediating variable and teachers' performance is outcome variable. The covariate of class strength was removed because it was showing multicollinearity with other variables.

Table 4.11 presents the mediation model summary table. In equation 3.2, the model is statistically significant as F=2.1278, which clears significance threshold and p=0.004. $R^2 = 0.1015$ indicates 10% of variance in time poverty due to non-academic duties. The rest is explained by other factors

not included in the model. Gender was also a significant covariate in this model (B = 0.2428, SE = 0.091, p = 0.008, CI [0.062, 0.422]). It means female teachers reported to experience more time poverty than male teachers.

In equation 3.2, the model is again statistically significant as F=13.698 and p<0.001. A strong R^2=0.4342 indicates that 43% variance in performance is predicted by non-academic duties with time poverty. Here again, female teachers experience more negative impact on their performance than male teachers as gender strongly predicts performance (B = -0.20, SE = 0.084, p = 0.01, CI [-0.37, -0.044]). This finding is consistent with findings of Yousaf et al., (2021).

Table 4.11: Summary of Mediation Model

Model	**R^2**	**F**	**P**
Equation 3.2 (NAD → Time Poverty)	0.1015	2.1278	0.004
Equation 3.3 (NAD + TP → Performance)	0.4342	13.6983	<0.001

Table 4.12 presents the key coefficients table of mediation analysis. Path a explains non-academic duties and time poverty relationship which is positive and significant as CI does not include zero CI [0.0156, 0.0403] and p = 0.004. For every one unit increase in non-academic duties there is 0.027 units increase in time poverty as B=0.027, controlling for other variables. These findings are similar to findings of Thompson et al., (2025), as they also reported that due to heavy workload in a day, teachers feel rushed to perform these tasks.

Path b explains time poverty and performance relationship which is negative and significant as CI does not include zero CI [-0.6990, -0.5101] and p < 0.001, For every one unit increase in time poverty, performance drops to 0.604 units as B = -0.604, controlling for non-academic duties. These results are consistent with study of Brownell and Tanner (2012) as they also concluded time scarcity is a major hindrance in delivery of quality education.

Path c explains direct effect of non-academic duties on teachers' performance controlling time poverty. It is positive and significant as CI [0.035, 0.0266] does not include zero and p=0.03. B=0.0151 which is small but noticeable. This answers our first research question. More non-

academic duties have less impact on performance. This finding is unexpected and dissimilar to the findings of previous studies by Wahab et al., (2024) and Shaikh et al., (2023) but it is consistent with findings of a study by Wilson et al., (2023). Their study revealed that even when teachers feel overwhelmed with non-academic duties, their performance is not affected, as they have learned to manage it well. Moreover, some of the findings of studies by Nasreen and Naz (2019) and Yousaf et al., (2021) also reveal that teachers consider non-academic duties beneficial to their profession.

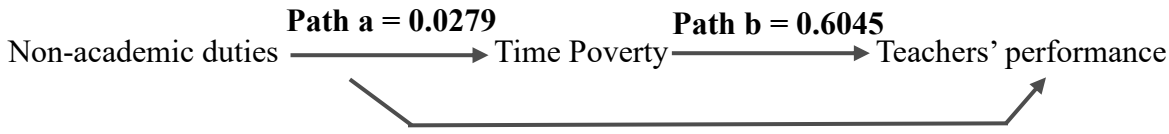
Lastly, the indirect effect is statistically significant as 95% bias corrected CI does not include zero CI [-0.025, -0.0086]. Following Hayes' bootstrapping approach, mediation is confirmed and it is significant. B= -0.0169 means for every one unit increase in non-academic duties, performance of teachers drops 0.0169 units indirectly through increased time poverty. The last research question about effect on non-academic duties on teachers' performance through time poverty is answered by this mediation analysis results. The impact of non-academic duties on teachers' performance operates through time poverty pathway. It supports H2 which states that non-academic duties negatively affect teaching performance through the pathway of time poverty.

The total effect of non-academic duties on performance is negligible as B=-0.002 and is statistically insignificant as p=0.84. When both indirect and direct effect are significant and have opposite directions, the mediation is called competent or inconsistent mediation. (Zhao et al., 2010) (Mackinnon et al., 2007). The insignificant total effect suggests that there are some unmeasured pathways offsetting the indirect effect that are not captured in this model. It rejects H1 which states that non-academic duties negatively and significantly affect teachers' performance.

The results partially validate Apple's theory of workload as results show that teachers are required to perform external tasks under limited time and resources, increasing their workload. It also provides partial validation for Gammon's theory of bureaucratic displacement as we see now that indirect effect is consistent with it and more work does hurt teachers' performance through time poverty, but direct effect tells a story beyond the scope of these theories. All in all, the results highlight the critical role of non-academic duties in causing time poverty among government school teachers in Quetta and their impact on teachers' performance.

Table 4.12: Coefficients of Mediation Model

Path	B	SE\	P	LLCI	ULCI
Path a: NAD → Time Poverty	0.0279	0.006	<0.01	0.0156	0.0403
Path b: Time Poverty → Performance	-0.6045	0.048	<0.01	-0.6990	-0.5101
Direct effect (c'): NAD → Performance	0.0151	0.0059	0.003	0.0035	0.0266
Indirect effect (via Time Poverty)	-0.0169	0.004	-	-0.025	-0.0086
Total effect	-0.002	0.007	0.84		



Indirect effect = -0.0169 [95% CI: -0.025, -0.0086]

Total effect = -0.002, p=0.84

Figure 4.9: Mediation Analysis Path Diagram

Source: (Author, 2026)

4.6 Qualitative Findings from Open-Ended Questions (Teachers' Survey)

The teachers' survey included two open-ended questions. The approach of thematic analysis has been employed to analyze these responses. Themes have been derived from these responses and are discussed below.

4.6.1 Responses to the question; What motivates you to perform these duties?

Out of 378 teachers, 141 teachers answered this open-ended question about what motivates them to perform these non-academic duties. The answers were combined in themes and are presented in table 4.15 along with its frequency and percentage. These themes are discussed in detail below.

Theme 1: External Authority

The most prevalent theme among teachers' response is external authority. Most of the teachers, around 49.7% of respondents reported that their main motivation to perform these duties stems from the orders of higher authorities such as principal, headmistress or government itself. Other than that, they do not have any motivation to perform these duties. This is consistent with findings of Javed and Akhtar (2024), where it was reported teachers feel unmotivated and hopeless in performance of these duties. One teacher described it in following words,

"*We are government employees; we are doing these duties on orders not on our motivation*"

Another teacher responded by saying,

"It is impossible to say no to government orders"

Moreover, teachers also considered it an additional burden on them. They responded to the question by saying,

"I think that non-academic duties are burden on teachers" or "*One just has to manage*"

Theme 2: Students' Welfare and Future

Teachers also reported that they are doing these duties for a better future of students and education. Around 19.9% of teachers who responded strongly believe performing these duties can lead to betterment of school, students and education over all. One teacher responded,

"I work hard every day for my children's bright future. Everything I do is to make sure my kids have better opportunities than I did. Building a brighter tomorrow for my children is what keeps me going. I'm dedicated to securing a happy, successful life for my kids, no matter what it takes."

While another teacher responded by saying,

"*My motivation comes from seeing students grow and knowing that my work contributes to a better learning environment. I also find purpose in fulfilling my responsibilities professionally and making a positive impact on the school community.*

Theme 3: Financial Incentives

As many as 7.8% of teachers responding to the question attributed their motivation to financial incentives or monetary compensation for performance of these duties. This finding is consistent with findings of Naz and Nasreen (2019) and Yousaf et al., (2021), where teachers believed that non-academic duties should be continued as they are a source of income for teachers. Teachers reported that extra income coming from performing non-academic duties such as election duties or paper checking is their main motivation behind carrying out these duties.

Theme 4: Sense of Duty and Professionalism

Many teachers simply considered it professional or part of their teaching duty to perform non-academic duties. 15.6% of teachers do not consider these duties separate from their job of teaching. It is consistent with findings of the study by Yousaf et al., (2021), where teachers reported that non-academic duties are not additional duties but part of their job. Teachers responded by saying,

"We are paid to teach eight periods, so doing any school work in these hours is alright"

Another teacher said.

"I consider this as part of my responsibilities towards my institution"

Theme 5: Institutional Support and Training

Some of the teachers (7.1%) also reported that they feel motivated when they have institutional support to perform these duties and are given training on how to perform these duties. They responded by saying professional training is given about these duties which leave teachers feel trained, confident and motivated to perform them, one teacher said,

"Institutions give us special training for these duties"

These findings are consistent with findings of a study conducted by Feng et al., (2026). They reported that institutional support is strongly associated with teaching effectiveness.

Table 4.13: Teachers' Motivation to Perform Non-Academic Duties

Themes	Frequency	Percentage
External Authority	70	49.7%
Students' Welfare and Future	28	19.9%
Financial Incentives	11	7.8%
Sense of duty and professionalism	22	15.6%
Institutional support and training	10	7.1%

4.6.2 Responses to the question; What changes would you suggest reducing the burden of non-academic duties on teachers?

Out of 378 teachers, 128 teachers responded to this question. Their answers are grouped into themes and are presented in table 4.16 along with frequencies and percentage of each theme. These themes are described in detail below.

Theme 1: Hire More or Separate Staff

This has been the most recurrent theme among respondents. A majority of 40.6% of respondents have suggested that it would be better to hire either more staff for performance of these duties or an altogether separate workforce to carry out such tasks. This finding is consistent with findings of Yousaf et al., (2021), where teachers agreed that there should be a separate workforce for non-academic duties. Teachers responded to the question by saying,

"This *does affect a teacher's classroom performance, if not significantly, then at least to some extent, staff should be hired from open market*"

Another teacher suggested that,

"*Clerks and coordinators should handle paper work, data entry and event management so teachers can focus on teaching*"

Many teachers have also suggested utilizing the unemployed human resources, which will also help in ending unemployment or getting services from retired teachers.

Theme 2: End Favoritism and Nepotism

This was the second most recurrent theme, and it was a surprising insight. Many teachers (21.9%) reported that the duties are not distributed fairly. Where there are some incentives, duties are given to teachers on basis of nepotism. This was also reported in study by Shaikh et al., (2023) that inequality, prejudice and politicized education system are one the major challenge faced by public school educators. One teacher suggested that,

"*Duties should be divided equally among staff"*

while another teacher suggested,

"*Do not overburden only few while relaxing others*"

Theme 3: Systematic and Administrative Reforms

Around 19.5% of respondents suggested systematic and administrative reforms such as introducing online system for performance of these duties, the number of periods to teach should be reduced, teachers' salaries should be increased, duties should be assigned after work hours or that extra time or free periods should be given to teachers to perform these duties, one teacher suggested that,

"I would suggest delegating administrative tasks to dedicated support staff, providing digital tools to automate paperwork, and setting clear priorities so teachers can focus more on instruction and student engagement".

Moreover, other teachers responded by saying,

"*Every teacher must have clear job description in written*".

These findings are consistent with findings of a study conducted by Cornista (2025) where teachers also suggested that administrative reforms should be introduced and teachers should be provided with enough support and resources to reduce the burden of intense workload.

Theme 4: Teachers' Support and Collaboration

8.6% of respondents suggested that the burden of non-academic duties can be reduced by teachers helping each other and supporting in their duties. Some believed that doing duties in a group can reduce burden while others suggested that teachers who are not engaged in such duties should help those engaged so that they do not feel overburdened. These findings are consistent with findings

of a study conducted by Feng et al., (2026). They reported that colleague support is strongly associated with teaching effectiveness

Table 4.14: Teachers' Suggestion on Reducing Non-Academic Duties' Burden

Themes	Frequency	Percentage
Hire more or separate staff	64	50%
End favoritism and nepotism	28	21.9%
Systematic and administrative reforms	25	19.5%
Teachers' collaboration and support	11	8.6%

4.7 Limitations

The main limitations of this study have been the lack of time and resources. Due to resource constraints, students' surveys were administered in class room settings, there is a slight chance of students coming under influence of their peers in responding to questions as usually happens according to evaluation apprehension theory by Cottrel (1972) (Jahedizadeh and Ghanizadeh, 2021). Furthermore, despite describing non-academic duties to students, students demonstrated limited understanding of the concept. Students' classroom records, principals' rating of teachers' performance and classroom observations could not have been collected, which would otherwise have enriched the teachers' performance scale. Current scale measures the perceived impact on teachers' performance due to non-academic duties. Similarly, non-academic duties scale does not differentiate between duties performed inside school and outside schools. The inconsistent mediation suggests there are some unmeasured mechanisms. Future studies can work forward in better way considering these limitations.

Chapter 5

Policy Implications and Way Forward

5.1 Introduction

This chapter discusses in detail the policy implications and recommendations based on results and discussion above. The findings reveal that non-academic duties are hurting the performance of teachers through time poverty. Policymakers need to understand that our government school teachers are facing the problem of time poverty and this is what our focus should be while designing policies for teachers. The following paragraphs discuss policies for government school teachers and suggest reforms including suggestions by teachers themselves.

5.2 Policy Implications

The findings reveal that non-academic duties lead to time poverty in teachers which in turn harms teachers' performance. Government of Balochistan has maintained a teaching time of 30 hours per week excluding breaks and non-academic duties for school teaching staff. (Government of Balochistan, School Education Department, 2023). However, as per research findings, it seems that non-academic duties are taking up the teaching hours as teachers are performing non-academic duties during these 30 hours teaching time. Their teaching time does not just include the 2-3 teaching periods but also includes lesson planning and preparing, maintaining science or computer laboratories, doing students' assessment, maintaining students' portfolios and doing students' counselling among others as per job description of school teaching staff by Government of Balochistan. The job description also says that teachers have to perform any other duty (apart from the ones listed in document) that is ordered by Principals. While this clause is necessary for administrative flexibility, but since it is not defined what kind of duties can be assigned, principals often order teachers to perform non-academic duties leading to an increase in workload and time poverty. There is a need to carefully revision these documents.

Moreover, there is no policy specifically addressing the allocation of non-academic duties and the time to be spent on duties such as election duties, polio campaigns, and census duties, which are not related to the education department at all. Balochistan Education Sector Plan 2020-2025 included a clause that stressed on exploring alternate options for performance of these duties to keep teachers in classrooms but there has been no implementation so far (Balochistan Education Sector Plan 2020-2025, 2020, pp.99). These duties eat up most of the teachers' time and increase their workload, but many teachers still perform these duties voluntarily because of monetary compensation as most teachers believe their income is not sufficient to meet their expenses, which is another finding of this research. Teachers are often seen protesting for payment of unpaid salaries or increase in salaries. Just recently, teachers protested against this issue and demanded increase in salaries in recent budget, but government responded by suspending more than 30 teachers for disrupting school activities (Dawn, 2026).

Furthermore, Balochistan's security situation is not hidden from anyone. Teachers receive threats to their lives by banned militant organizations during polio and election duties. In 2013, followed by the killing of a senior teacher in Turbat, Government Teachers' Association (GTA) stopped teachers to perform election duties in 11 districts due to these threats and allowed them to perform duties only with full proof security provision by election commission (Dawn, 2013). Situation has much improved since the 2013 elections, but it is still not all well in the region. Recently the by elections in Khuzdar have not happened because of law-and-order situation (Dawn, 2026). In such conditions we ask teachers to not only sacrifice their time but also put their lives at risk. The government needs to ponder if it is worth pulling teachers to perform these duties considering the harsh consequences to education in the region.

Shortage of teachers further contributes to teachers' time poverty as in understaffed schools, most of the non-academic duties fall on shoulders of few teachers. These teachers have to teach more students and do more non-academic duties as well. Quetta comes under few districts of Balochistan which are teachers concentrated but in Quetta alone, 175 primary schools are Single Teacher Schools. While over 7000 Single Teachers Schools exist all over Balochistan (Balochistan Education Statistics, 2023-24, pp.69). The shortage of teachers has rendered many schools in

Quetta as non-functional. Government is working on this issue, and some improvement has been observed but it is still not sufficient.

Lastly, teachers have not been consulted at all on allocation of non-academic duties. They cannot refuse to perform these duties, and they cannot decide what duties they would prefer to perform and what duties they would not. This was also acknowledged by Balochistan Education Sector Plan 2020-2025, which stated that decision making culture is hierarchal in education sector in which teachers have no say in decisions impacting their career and teaching (Balochistan Education Sector Plan 2020-2025, 2020, pp. 91). This results in nepotism in allocation of duties which is reported by teachers. These circumstances make these duties a burden on teachers and steal their time as they have no say in managing these duties according to their schedule.

5.3 The Way Forward for Government School Teachers in Quetta

Time is the most valuable asset of a person. When a person loses control over their time, they lose control over almost every aspect of their lives. Government needs to realize that even though time is non-monetary asset it still makes people poor and when the teachers, the foundational pillar of society, are time poor, the generations suffer. Any policy made, disconnected from ground realities, without any input from all the stakeholders, is not a good policy. This is the problem with education policy in Balochistan. Following are some of the strategies that can result in better management of teachers' time poverty and allocation of non-academic duties.

5.3.1 Appointment of Non-Academic Staff

As noted by Government of Balochistan, teachers are the easiest human resource available for performance of non-academic duties (Balochistan Education Sector Plan, 2020-2025, 2020, pp.98). Therefore, teachers are dragged on for every activity for which government does not have a work force. Government needs to hire a separate workforce for non-academic activities. For example, Election Commission of India has Booth level Officers (BLOs) to do the work that teachers are required to do in Pakistan. For polio campaigns, medical staff or volunteers are hired around the world but here teachers are assigned these duties for which they are rarely trained.

5.3.2 Role of School Leaders

Principals can play a big role in saving teachers' time. Unfortunately, teachers' time is in the hands of principals and principals do not realize that so much time of teachers is wasted on unnecessary non-academic tasks. Principals should focus on conserving teachers' time and should avoid assigning tasks that limit teachers' progress and take away most of their time from teaching. Principals should also equally and fairly distribute duties without any prejudice. Principals should provide reliable infrastructure and IT to support teachers. In a Harvard study, it was reported that schools who thrive are well managed by principals, who protect teachers from unnecessary disruptions (Andreson, 2019).

5.3.3 Strengthening Teachers' Inclusion in Decision Making

So far, teachers have only been at receiving end of all the decisions made which directly affect their teaching careers and workload. When teachers raise their demands in the protests, they are met with suspension from government. Government policies on non-academic duties are vague, and it seems that teachers' time has not been respected by government. At some point government needs to sit and design some clear policy on this issue including the major stakeholders. It should take inspiration from other provinces. Lahore High Court has banned performance of all sorts of non-academic duties by teachers. Teachers should be able to perform non-academic duties of their choosing, so they do not get overburdened. All non-academic duties performed by teachers should be incentivized and well compensated.

5.3.4 Support Research on Impact of Non-Academic Duties on Education

Government on provincial level should support research assessing the impact of non-academic duties on teachers and students. This will help in evidence-based policy making and government will gain awareness on teachers' concerns. This will hopefully lead to better allocation of non-academic duties and exclusion of assignment of duties that severely damage teaching effectiveness in the province. It will create an environment in our schools where teachers are not burnt out, not leave their profession, and use their time well for betterment of students and for betterment of schools in the region.

References

Abbasi, K. (2014, November 21). *Govt schoolteachers expected to do a lot more than teach.* DAWN. https://www.dawn.com/news/1145902

Abbasi, K. (2013, November 30). *Non-teaching assignments for teachers*. DAWN. https://www.dawn.com/news/1059485

Alam, A. (2015, December 27). *Is teaching a profession of choice?* The Express Tribune. https://tribune.com.pk/story/1017225/is-teaching-a-profession-of-choice

Anderson, J. (2019, September 17). *The gift of teacher time*. Harvard Graduate School of Education. https://www.gse.harvard.edu/ideas/usable-knowledge/19/09/gift-teacher-time

Anwer, M., Tahir, T., & Batool, S. (2012). Professional role of teachers in government colleges and higher secondary schools for f. Sc programme in Punjab: a comparative Study. *Academic Research International*, 3(3), 265.

Azhar, M., Khan, A. S., Naz, S., Pastakia, F., Rashid, A., & Shah, S. A. (2014). The Voice of Teachers: Learning from teachers across Pakistan. *Society for the Advancement of Human & Education (SAHE)*.https://www.sahe.org.pk/services/the-voice-of-teachers-learningfrom-teachers-across-pakistan/

Bajwa, W. A. (2026). Every child's right to primary education: Examining the progress from MDG-2 to SDG 4 in Pakistan. *Journal of Pakistan Administration*, 47(1) DOI:10.65755/jpa-20264701-135

Ballet, K., & Kelchtermans, G. (2009). Struggling with workload: Primary teachers' experience of intensification. *Teaching and Teacher Education*, *25*(8), 1150–1157. https://doi.org/10.1016/j.tate.2009.02.012

Butt, A. M. (2026, July 6). 25m Pakistani children are out of school: CSA report. *The News International*. https://www.thenews.pk/print/1424351-25m-pakistani-children-are-out-of-school-csa-report

Brownell, S. E., & Tanner, K. D. (2012). Barriers to faculty pedagogical change: Lack of training, time, incentives, and tensions with professional identity? *CBE — Life Sciences Education,* 11(4), 339–346. https://doi.org/10.1187/cbe.12-09-0163

Brante, G. (2009). Multitasking and synchronous work: Complexities in teacher work. *Teaching and Teacher Education,* 25(3), 430–436. https://doi.org/10.1016/j.tate.2008.09.015

Cobrief. (2025, April 9). *Non-teaching duties: Overview, definition, and example*. https://www.cobrief.app/resources/legal-glossary/non-teaching-duties-overviewdefinition-and-example/ cobrief.app

Cornista, M. F. H. (2025). Voices of the teachers: Challenges on the immediate removal of administrative tasks of public-school teachers to small schools in Marilog District B, Davao City. *International Journal for Multidisciplinary Research,* *7*(3), 1–34. https://www.ijfmr.com/papers/2025/3/49133.pdf

Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: a systematic research synthesis. *Educational Review*, *77*(2), 661–680. https://doi.org/10.1080/00131911.2023.2196607

Dawn. (2013, April 27). *Balochistan teachers refuse to perform election duties* Balochistan teachers refuse to perform election duties - Pakistan - DAWN.COM

Dawn. (2026, June 22). *32 teachers suspended over budget protest in Balochistan*. 32 teachers suspended over budget protest in Balochistan - Pakistan - DAWN.COM

Essex, N. L. (1989). What extra duties can, should teachers be expected to perform? *NASSP Bulletin,* 73(519), 96–102. https://doi.org/10.1177/019263658907351915

Fahmi, P., Sudjono, Parwoto, Supriyatno, Ahmad Badawi Saluy, Era Safitri, Effiyaldi, Yandra Rivaldo, & Endri, E. (2022). Work stress mediates motivation and discipline on teacher performance: Evidence work from home policy. *Journal of Educational and Social Research, 12*(3), 150–160. https://doi.org/10.36941/jesr-2022-0068

Fauziah, Siti & Hali, Ali Usman. (2025). The Influence of Organizational Citizenship Behavior on The Performance of Teachers in Elementary School. *Munaddhomah: Jurnal Manajemen Pendidikan Islam. 6.* 29-38. 10.31538/munaddhomah.v6i1.1545.

Feng, H., Singh, S. S. B., & Ming, X. (2026). Institutional support and teaching efficacy: Evidence from private university faculty in China. *SAGE Open, 16*(1). https://doi.org/10.1177/21582440251410721

Government of Balochistan, School Education Department. (2023, May 9). *Job descriptions of school staff from BPS 09 to BPS 17, Quetta, Balochistan* (Notification No. PPIU/8-70/(A&F)/2023/2562–71). Education Management Information System (EMIS). EMIS notification PDF

Government of Balochistan, Secondary Education Department. (2020). *Balochistan Education Sector Plan 2020–2025.* Education Management Information System (EMIS). Balochistan Education Sector Plan 2020–2025 https://emis.gob.pk/Uploads/BESP2020-25.pdf

Government of Balochistan, School Education Department. (2024). *Balochistan education statistics 2023–24*. Education Management Information System (EMIS). Balochistan Education Statistics 2023–24

Gratzer, D. (2004, May 27). Gammon's Law. *Manhattan Institute for Policy Research*. https://manhattan.institute/article/gammons-law

Giurge, L. M., Whillans, A. V., & West, C. (2020). *Why time poverty matters for individuals, organisations and nations* (GAP Working Paper No. 22). Global Action for Policy Initiative, Northeastern University. https://cssh.northeastern.edu/gap/wpcontent/uploads/sites/62/2024/07/wp22.pdf

Green, F. (2021). British teachers' declining job quality: Evidence from the skills and employment survey. *Oxford Review of Education,* 47(3), 386–403. https://doi.org/10.1080/03054985.2020.1847719

Hasan, S. (2023, October 6). *Shortage of good quality teachers in country highlighted*. Dawn. https://www.dawn.com/news/1779585

Haider, A. (2018, January 22). *School heads urge Punjab govt to fulfil their demands.* Daily Times. https://dailytimes.com.pk/186332/school-heads-urge-punjab-govt-fulfil-demands/

Hickey, S., & Hossain, N. (2019). *The Politics of Education in Developing Countries: From Schooling to Learning.* Oxford University Press. https://doi.org/10.1093/oso/9780198835684.001.0001

Iqbal, F., Ahmad, M. B., Hussain, R. I., Aslam, S., & Ali, H. F. (2020). Time poverty among working females in Pakistan: A qualitative study. *International Journal of Economics and Financial Issues,* 10(4), 170-175. https://doi.org/10.32479/ijefi.10251

Javed, I., & Akhter, N. (2024). Exploring the opportunities and challenges of additional academic duties on the performance of teachers in schools. *Journal of Excellence in Social Sciences*, *3*(2), 203–220. https://doi.org/10.69565/jess.v3i2.361

Jackson, K., Noordien, Z., Padmanabhanunni, A., & Pretorius, T. B. (2022). The mediating role of teacher identification in the relationship between psychological distress and teacher satisfaction during COVID-19. *Inquiry: A Journal of Medical Care Organization, Provision and Financing,* 59. https://doi.org/10.1177/00469580221110520

Jahedizadeh, S., & Ghanizadeh, A. (2021). EFL students' evaluation apprehension and their academic achievement, gender, and educational level: Towards designing and validating a comprehensive scale. *International Journal of Language Testing*, *11*(1), 1–21.

Jomuad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., Bazar, J. S., Cocolan, J. V., & Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review, 8*(2), 48–53. https://doi.org/10.15739/IJEPRR.21.007

Johal, A. (2022, August 23). *Teacher workload concerns: What are the causes and effects?* Social Publishers Foundation. https://www.socialpublishersfoundation.org/knowledge_base/teacher-workload-concerns-what-are-the-causes-and-effects

Kulal, A., N, A., ., M., & Kanchan, S. (2023). Impact of Non-academic Responsibilities of Teachers on Teaching Quality. *JOURNAL OF TEACHER EDUCATION AND RESEARCH*, *17*(02), 5-12. https://doi.org/10.36268/JTER/17202

Kim, K. N. (2019). Teachers' administrative workload crowding out instructional activities. *Asia Pacific Journal of Education*, *39*(1), 31–49. https://doi.org/10.1080/02188791.2019.1572592

Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications, 10*, Article 158. https://doi.org/10.1057/s41599-023-01582-5

Leyla Akın, G., Gülden Kaya Uyanık, Ö., & Tutkun, Ö. F. (2025). Examining teachers' time poverty: Scale adaptation, validation, and influencing factors. *Psychology in the Schools, 62*(5). https://doi.org/10.1002/pits.23568

Liu, T., Yang, X., Meng, F., & Wang, Q. (2023). Teachers Who are Stuck in Time: Development and Validation of Teachers' Time Poverty Scale. *Psychology Research and Behavior Management*, *16*, 2267–2281. https://doi.org/10.2147/PRBM.S414132

Liu, T., & Wang, Q. (2024, June 4). Are teachers' time resources scarce? The association between teachers' time poverty and job burnout: The mediating effect of mental-health factors. *Preprints.org.* https://doi.org/10.20944/preprints202406.0125.v1

Nasreen, A., & Naz, A. (2019). Teachers' time: Teaching practices along with non-academic additional duties of elementary school teachers. *Pakistan Social Sciences Review,* 3(1), 409–419. https://pssr.org.pk/issues/v3/1/teachers-time-teaching-practices-along-with-nonacademic-additional-duties-of-elementary-school-teachers.pdf

MacKinnon, D. P., Fairchild, A. J., & Fritz, M. S. (2007). Mediation analysis. Annual review of psychology, 58, 593–614. https://doi.org/10.1146/annurev.psych.58.110405.085542

Oplatka, Izhar. (2009). Organizational citizenship behavior in teaching: The consequences for teachers, pupils, and the school. *International Journal of Educational Management. 23*. 375-389. 10.1108/09513540910970476.

Patrinos, H. A., & Montenegro, C. E. (2014, September 22). Education leads to higher earnings. The World Bank Blog – Let's Talk Development. https://blogs.worldbank.org/en/developmenttalk/education-leads-higher-earnings

Pathania, A. (2011). Teachers' Role in Quality Enhancement and Value Education. *Academe* (14)1. Retrieved from https://ascshimla.org/academic/4_%20Dr_%20Anita.pdf

Peng, Zhenkang. (2023). The Role of the Teacher in Modern Education. International Journal of Education and Humanities. 8. 117-118. 10.54097/ijeh.v8i2.7758.

Shaikh, G. M., Hassan, K. H.-U., & Hussain, K. (2023). Identification of problems faced by school teachers due to extra duties. *Global Educational Studies Review,* 8 (3), 19-27. https://doi.org/10.31703/gesr.2023(VIII-III).03

Shamim, M., & Kiyani, A. (2018). Effect of additional duties of government primary school teachers on learning process. *Journal of Education and Practice, 9*(27), 98–104. Retrieved from https://www.iiste.org

Stacey, M., McGrath-Champ, S., & Wilson, R. (2023, March 6). *Why do teachers have bigger workloads now?* EduResearch Matters. https://blog.aare.edu.au/why-do-teachers-have-bigger-workloads-now/

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International journal of medical education*, *2*, 53–55. https://doi.org/10.5116/ijme.4dfb.8dfd

The News International. (2021, March 02). *Concern over non-academic duties of teachers*. The News International. https://www.thenews.com.pk/print/797668-concern-over-nonacademic-duties-of-teachers/

The Express Tribune. (2022, May 30). *Engagement of teachers for non-academic duties banned*. https://tribune.com.pk/story/2359029/engagement-of-teachers-for-non-academic-dutiesbanned

Teachers Institute. (2024, January 10). *The multifaceted roles of a teacher: Beyond the classroom*. https://teachers.institute/learning-teaching/roles-of-teacher-beyond-classroom/

The Nation. (2023, February 10). *Non-teaching duties impacts*. https://www.nation.com.pk/10-Feb-2023/non-teaching-duties-impacts

Thompson, G., & Hogan, A. (2024). *Time poverty in teachers' work.* (1st ed., p. 14). Routledge.

Thompson, G., Hogan, A., Mockler, N., Stacey, M., & Creagh, S. (2025, March). Time use, time poverty and teachers' work: Preliminary report on Phase 3. *Queensland University of Technology.* https://research.qut.edu.au/ttpatw/wp-content/uploads/sites/398/2025/04/Time-Use-Time-Poverty-and-Teachers-Work-Preliminary-Report-on-Phase-3.pdf

UNESCO. *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Brasília: UNESCO Office, 2016.* https://unesdoc.unesco.org/ark:/48223/pf0000245656_por

UNESCO. *"Global Report on Teachers: What You Need to Know." UNESCO*, 22 February 2024; https://www.unesco.org/en/articles/global-report-teachers-what-you-need-know

Vyas, M. N., & Gupta, M. R. (2023). Teaching quality and non-academic responsibilities of teachers. *Empirical Economics Letters*, 22(3). https://www.researchgate.net/profile/Meghana-Vyas/publication/377781623_Teaching_quality_and_Nonacademic_responsibilities_of_Teachers/links/65b8ae9f79007454974bdfcd/Teachingquality-and-Non-academic-responsibilities-of-Teachers.pdf

Wahab, N. Y. A., Rahman, R. A., Mahat, H., Hudin, N. S., Ramdan, M. R., Ab Razak, M. N., & Mohd Yadi, N. N. (2024). Impacts of workload on teachers' well-being: A systematic literature review. *TEM Journal,* 13(3), 2544–2556. https://doi.org/10.18421/TEM133-80

Weekly Cutting Edge. (2017, April 15). *Let them focus on their primary duty*. Weekly Cutting Edge. https://weeklycuttingedge.com/let-them-focus-on-their-primary-duty-2/

World Bank. (2024). *Pakistan – Learning Poverty Brief 2024*. World Bank Documents & Reports. https://documents.worldbank.org/en/publication/documentsreports/documentdetail/099090524113129017

Wongmahesak, K., Muthmainnah, M., Kaur, D., & Cardoso, L. M. (2025). Teacher performance: What is it, how important is it, and how can we make it happen sustainably? *Asian Education and Learning Review,* *3*(1), Article 2. https://doi.nrct.go.th/admin/doc/doc_660551.pdf

Wilson, Finny & C, Deepthi & L., Revathi & N, Shirisha & N, Yashwanth. (2023). EXPLORING THE EFFECTS OF IMPOSING ADMINISTRATIVE TASKS ON TEACHERS: ASSESSING PRODUCTIVITY AND RESILIENCE. 10. 651-654.

Yusuf, Dr & Bashir, Dr & Anis, Faisal & Masood, Dr & Ali, Hyder. (2021). Perceived Impact of Non-Academic Teaching Assignments: Perceptions of Secondary School Teachers in Pakistan. *International Journal of Innovation, Creativity and Change,* 15(7), 791-811. https://www.ijicc.net/images/Vol_15/Iss_7/15762_Yousaf_2021_E1_R.pdf

Zhu, M., Huang, T., Ma, H., & Zhang, Y. (2025). *T*he impact of time poverty on teachers' subjective well-being in the context of digital teaching: The mediating role of emotional exhaustion and the moderating role of social support. *Education and Information Technologies, 30*, 9787–9811. https://doi.org/10.1007/s10639-024-13207-8

Zhou, Q., Ma, H., Zhu, M. *et al.* Shadows and light: navigating teachers' time poverty and blended teaching acceptance with social support and job satisfaction in EFL teachers' voyage. *BMC Psychol* 13, 551 (2025). https://doi.org/10.1186/s40359-025-02910-x

Zhao, X., Lynch, J. G., Jr., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of Consumer Research*, *37*(2), 197–206. https://doi.org/10.1086/651257

Appendix A

Pakistan Institute of Development Economics
P.O. BOX 1091, Islamabad 44000, Pakistan

April 15, 2026

To,

Ms Rida E Haram
M.Phil. Public Policy
Pakistan Institute of Development Economics
ISLAMABAD

SUBJECT: ETHICAL APPROVAL

Dear Ms Rida E Haram

The following application has been considered on behalf of the PIDE Research Ethics Review Committee (PRERC) in accordance with the procedures laid down by the PIDE for ethical approval of all research involving human participants.

a) **Time Poverty and Teacher Performance: The Impact of Non-academic Duties on Teaching Effectiveness of Government School Teachers in Quetta**

2. I am pleased to inform you that, based on the information provided to the PRERC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

3. If there are any subsequent changes to the proposal which raise ethical issues not covered in the original application, you should submit the details to the PRERC for consideration.

4. Please note that you may be required to submit an annual progress report for the record until the study is completed.

Thank you.

Yours sincerely,

Dr. Shujaat Farooq
Dean (Research)

Cc:

- Director (QEC), PIDE
- Director (ORIC), PIDE
- Deputy Director, ORIC, PIDE

Scanned with CamScanner

Appendix B

Teacher Survey Questionnaire

Section A

Demographics

1. **Gender**

☐ Male ☐ Female

2. **Age**

☐ 20–29 ☐ 30–39 ☐ 40–49 ☐ 50 above

3. **Marital Status**

☐ Single ☐ Married ☐ Divorced ☐ Widowed

4. **School Type**

☐ Primary ☐ Middle ☐ High/Higher Secondary

5. **Average number of classes per week**

☐ 0–2 ☐ 3–5 ☐ 5 above

6. **Average number of subjects taught per week**

☐ 1-2 ☐ 2–3 ☐ 3 above

7. **Average class strength**

☐ Less than 30 ☐ 30 - 40 ☐ 40 – 50 ☐ More than 50

8. **Years of experience**

   ☐ 0–5 ☐ 6–10 ☐ 11–15 ☐ 15 above

9. **Highest Academic Qualification**

   ☐ Bachelor's (BA, BSc) ☐ Master's (MA, MSc) ☐ MPhil ☐ PhD ☐ Post Doctorate

10. **Received Professional Training**

    ☐ Yes ☐ No

Section B

Non-Academic Duties

Instruction: Please indicate which of the following duties are assigned to you in addition to your teaching duties.
(Yes / No)

1. Election duty
2. Census or survey-related duty
3. Polio or vaccination campaigns
4. Health-related campaigns
5. Administrative or clerical work
6. Examination supervision
7. Paper marking or paper setting
8. Enrollment drive activities
9. Distribution of textbooks

10. Plantation or environment-related activities
11. School security or monitoring duties
12. Hostel duties
13. Any other official non-teaching duty (please specify): _____

1. On average, how many hours per day do you spend on non-academic duties?

   ☐ Less than 1 hour ☐ 1-2 hours ☐ 2-3 hours ☐ More than 3 hours

2. Do you voluntarily take additional administrative responsibilities?

   ☐ Yes ☐ No

3. What motivates you to perform these duties?
4. Is your income sufficient to cover your expenses?
5. What changes would you suggest reducing the burden of non-academic duties on teachers?

Section C

Time Poverty

Instructions: The seven items measure your attitudes toward your time. Please read each item carefully and choose one option from below to indicate your agreement with each statement.
1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

1. I feel that my time is very fragmented.
2. There is no autonomy in the allocation of my time.
3. I often feel that I do not have enough time at work.
4. I feel that I do not have enough time to improve my skills.
5. I feel that my teaching hours are often taken up by transactional work.

6. I feel that I do not have enough time to share family responsibilities.

7. I feel that I do not have enough time with my friends.

Section D

Teachers' Performance

Instructions: The ten items measure the impact of non-academic duties on your performance. Please read each item carefully and choose one option from below to indicate your agreement with each statement.

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

1. Non-academic duties divert my attention from teaching.
2. Non-academic duties impact completion of the syllabus.
3. My attendance is affected due to non-academic duties.
4. Non-academic duties impact lesson planning.
5. Non-academic duties feel an additional burden on me.
6. Non-academic duties create psychological pressure.
7. Non-academic duties interfere with my day-to-day teaching routine.
8. Non-academic duties impact the maintenance of classroom discipline
9. Non-academic duties interfere with formative assessment of students.
10. Non-academic duties interfere with summative assessment of students.

Appendix C

Student Survey Questionnaire

Title: Student Perceptions of Teacher Availability, Non-Academic Duties, and Teaching Effectiveness

Instructions:

Please answer honestly. Your responses will remain confidential.

Section A

Demographics

1. Age: ___
2. Gender:

   ☐ Male ☐ Female
3. Grade/Class:

   ☐ 9th ☐ 10th ☐ 11th ☐ 12th
4. Mother's education:

   ☐ No schooling ☐ Primary ☐ Secondary ☐ Higher
5. Father's education:

   ☐ No schooling ☐ Primary ☐ Secondary ☐ Higher
6. Guardian's occupation:

   ☐ Unemployed ☐ Labor ☐ Private job ☐ Government job ☐ Business
7. Household assets (tick all that apply):

☐ Electricity ☐ Internet ☐ Smartphone ☐ Computer

Section B

Teacher Non-Academic Duties

Instructions: Please read each item carefully and choose one option from below to indicate your agreement with each statement.

1 = Never | 2 = Rarely | 3 = Sometimes | 4 = Often | 5 = Always

8. Teachers leave class for administrative or official duties
9. Teachers are engaged in non-teaching tasks during school hours
10. Teachers appear rushed due to workload
11. Teachers are unavailable due to duties other than teaching
12. Teachers' non-teaching duties affect; (tick all that apply)

    ☐ Syllabus completion
    ☐ Clarity of teaching
    ☐ Checking homework
    ☐ Attention to students

13. Do teachers leave class more often on duty days?

    ☐ Yes ☐ No ☐ Not sure

14. On duty days, classes are usually:

    ☐ Properly conducted
    ☐ Less organized
    ☐ Not conducted

Section C

Teacher Availability

Instructions: Please read each item carefully and choose one option from below to indicate your agreement with each statement**.**

15. How often do teachers miss classes entirely?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

16. How often do teachers leave class before time?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

17. When a teacher is absent, what usually happens?

☐ Another teacher comes

☐ Self-study is assigned

☐ No supervision

☐ Class is canceled

Section D

General Teaching Effectiveness

Instructions: Please read each item carefully and choose one option from below to indicate your agreement with each statement.

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree 5 = Strongly Agree

18. Teachers explain concepts clearly

19. Teachers complete the syllabus on time

20. Teachers give enough attention to students

21. Teachers check homework regularly

22. Teachers come prepared for class

Section E

Impact on Students

Instructions: Please read each item carefully and choose one option from below to indicate your agreement with each statement.

1 = Not at all | 2 = Slightly | 3 = Moderately | 4 = Strongly | 5 = Very strongly

23. Teacher absence affects my learning

24. Non-teaching duties reduce teaching quality

25. I perform worse when teachers are frequently absent