

Effect of Additional Duties of Government Primary School Teacher on Learning Process

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ABSTRACT

The main purpose of the study was the effects of government teacher additional duties on the learning process of their students' performance. The main objectives of this research study were to identify the additional duties of the government primary school teachers, to see the relationship between additional duties of teacher and learning process. The study was carry out in different primary schools of Rawalpindi. Teachers were selected from the government schools through consecutive technique. A questionnaire for the teachers was developed by the researcher. The responses were taken individually by the researcher in their class room. To confirm the validity and reliability different experts was involved in this pilot testing firstly; the instruments were revised in the light of the views of the expert. Secondly, the instruments were administered to the sampled members. The questionnaire was administered personally by the researcher to the respondent of the study (teachers) for the data collection. The collected data was analyzed through appropriate statistical techniques statistical (Package for social sciences SPSS). The study were analyzed through most suitable tools like descriptive statistics i.e., correlation were used to generate results considering the research objectives. The conclusion was drawn with the help of the data findings and suggestion was given in the light of the findings. This study was helpful to provide information to the school about the effects of government teacher additional duties on the learning process of their students. The study may be useful for the policy maker in the field of education, school administrators, principals, and teachers. The research was provided guide way to teacher.

KEYWORDS: Additional duties, student learning process, primary level

INTRODUCTION

Learning is for existence. It is an investment in people which pays inestimable share to the society but when that investment is not prepared or is inefficiently made, the society involved suffers a big contract of failure Adeyemo (2012). It has been found that all changes in education since independence to date have been geared towards improving the quality of education provided at all levels. For example, there has been amazing raise in schools since 1999. The increase of these schools has affected teachers' workload and students' academic performance. Also population growth and technology growth resulted into many children joining Schools in order to improve their social mobility; this caused over enrolment and increased teachers' workload in the schools. The country has begun to experience challenges in education sector which need to be seriously addressed by educational planners and policy makers. These challenges include shortage of teachers, lack of teaching and learning materials, lack of non teaching staff, over enrolment, teaching many periods per week lack of laboratories and class rooms among others all these affect students' learning process. Due to population growth and technology development, a deliberate effort to expand education opportunities is important. This situation causes the present teachers to bear heavy teaching load and perform various administrative and non administrative roles which in turn increase teachers' additional duties/ workload and affect learning processes.

The education system of Pakistan is commonly divided into six levels: Pre-school (for the age of 3 to 5 years), primary (Class one to fifth), middle (From grade sixth to eighth), high (grades nine and ten, leading to the Secondary School Certificate or SSC), intermediate (grades eleven and twelve, leading to a Higher Secondary School Certificate or HSSC) and institution of higher education programs top to undergraduate and graduate degrees. Primary school education is considered as the most important education

level in all the countries across the globe. It provides a base for the higher level education. The level of excellence and achievements in higher level is totally based on primary school education which acts as a grass-root in educational career. In the current age primary education is measured as first step for secondary and advanced level learning. A vital responsibility of primary education is to grant basis for secondary or advanced level learning.

Primary education is the most important and fundamental right of every child. It is the responsibility of the parents to provide their children with the basic primary level education. Beside the parents, it is also the responsibility of the state to manage for solid and sound steps so that the students could easily manage their primary level education. Primary education brings awareness among the masses and opens avenues for opportunities. It increases the self-confidence level of the students and improves their social character. It reduces chronic and inter-generational poverty. As a first step in the creation of welfare and prosperous society, universal primary education is an absolute pre-requisite for life long development. (Pawan Srivastav,2015)

Teacher is a person who plays an important role in the process of learning. Inside classroom, teacher acts as an adviser, manager and facilitator. A teacher is an person who can facilitate learning or directly give knowledge, information or skills required (Bennaars 1994)

The duty of a teacher has gone beyond just teaching class, giving lectures, making exams and giving grades but the teacher also takes the active roles of organizing, counseling, observing and evaluating. The teacher also plays an important role in the development of the society, provide sound foundation towards the future of society and guarantee the maintenance of such actions (Temel, 1988).

An part of human resources management in the school is the workload of the staff. This is the amount of work assigned to a teaching position. Teaching staff workload includes teaching subjects, administrative and management duties, supervision of students and other activities. revealed that teachers saw their workload increased because they spent fifty-three hours a week preparing their lesson notes for teaching and marking scripts. In such workload the teachers could not even prepare their basic lesson plan. The teachers reported that their activities should be reduced to enable them cope with the stress of the workload because when stress sets in it was difficult for them to complete all their objectives due to lack of time. Consequently, the performance of the teachers and the students were not satisfactory. Naylor and Malcomson (2001)

When an instructor teaches to a group of more than 70 students then the instructor faces problems of class control, assessing and evaluating students in class. This problem arises because too many students in the same class decrease a teacher's talent to access each and every student of the class independently and also to check the learner to recognize the student's area of weakness and power. This leads to demonization of the area under instructor hence disturbing the students' presentation. Usman (2003)

Declare that insufficient teachers' provide is accountable for the poor educational presentation visible in the middle of student while investigate result have exposed that teachers' earnings is forever high because a lot of teacher be likely to leave the teaching occupation if and when more eye-catching job become accessible in government, politics or private enterprise .Adeyemo (2011).

PRIMARY EDUCATION

Primary education starts from 1 to 5, with the largest number of any country in primary education. This stage is the means by which comprehensive literacy can be achieved within society. The talents of gifted children can be identified at the primary / primary level. Most skilled and educated workers are produced, and a modern technological community can be developed that can only be maintained when these skilled and educated workers are produced in a large number on a regular basis. This stage is very important, especially in a democratic society. The democratic government requires its citizens to be smart enough to understand the statements of the working political parties, interpret the news intelligently and critically, and cast their vote according to their own free choice and ability. The National Education Commission (1959) recommended giving primary / primary education free of charge to all children. Fortunately, the current government has taken this hard and physical basic step. In October 1972, the government nationalized most primary / secondary schools in the country.

TEACHER

He or she is a person who can facilitate learning or provide the knowledge, skills or information required directly to learners. Teachers were the pillars of society. They were directly responsible for the progress of the race. Teachers are the ones who guarantee that tomorrow will be better, if not better than today. By forming personalities and instilling knowledge, they ensure the continuity of the world.

ADDITIONAL DUTIES

The duties and workload of teachers can be considered quantitatively and qualitatively. When teacher roles and duties are listed with many teacher profiles, only the quantity is displayed (Farrant, 2005). But when one considers the time spent by the teacher in stripping him of his duties or tasks, he asks to measure the weight and influence of the teacher's work. The workload is the amount of work that an individual must do. There is a difference between the actual amount of work and the individual's perception of the workload. Duties / workload are the amount of work to be done or qualitative which means difficulty working. (Jex, 1998).

OBJECTIVES OF THE STUDY

1. To identify the additional duties of the government primary school teachers.
2. To see the relationship between additional duties of teacher and learning process.

HYPOTHESIS

The hypothesis of the study will be as follow

H1: there is significant relationship between government primary school teacher additional duties and learning process.

H0: there is no significant relationship between government primary school teacher additional duties and learning process.

Materials and Methods

Population

Population is “situated of individuals or occasions from which the sample is chosen and to which the study result will sum up” (Marion 2004). The population was all male and female primary school teachers in Rawalpindi city. There were two forty eight (248) GOVT primary schools in Rawalpindi city.

Sample and Sampling Techniques

Sample is a sum up of population. Consecutive sampling technique was used to draw the data from the population. 24 schools were selected in which 168 teachers were taken as sample of the study.

Respondents'		Rawalpindi city
School	N	248
	n	24
Teachers	N	
	n	168

Research Design and Instruments

The study was descriptive and quantitative that was designed to investigate the effect of teacher additional duties on students learning process at primary level in Rawalpindi city. After going through the review literature a questionnaire technique was used to collect data from teachers of selected government primary schools of Rawalpindi city. The questionnaire was divided into categories. The instruments were designed on likert scale i.e., Strongly Agree -Agree -Neutral -Disagree -Strongly disagree and were scored as 1, 2, 3, 4, and 5 correspondingly. The questionnaire limited on 39 items. The responses were taken individually by the researcher in their class room.

Pilot Study Validity, Reliability

Pilot study was carried out to diagnose deficiencies in questionnaire. To confirm the reliability different expert's been involved in this pilot testing. Firstly, the instrument was revised in the light of the views of the expert. Secondly, the instrument was administered to the sampled members. 11 schools were selected from Rawalpindi city and 68 teachers were selected for pilot testing. These teachers were not included in final sample. The validity of scale was determined through the experts working in different universities and colleges. The suggested changes and tools are modified as required.

Cronbach's alpha reliability of questionnaire

Table 1

Cronbach's alpha	Items
.744	39

The table 1 shows the consistency reliability (cronbach's alpha) of the questionnaire the overall internal of questionnaire was found .744 which proves that the instrument is amazingly reliable.

Data Collection, Analysis

Data collection process was start on 20 September 2017 and completed on 30 December 2018 .the researcher personally visited the sample institutions of Rawalpindi city for data collection. . Before circulation of the questioner, the purpose of the study was clarified to the respondent's .The questionnaires was administered personally by the researcher to the respondent of the study (teachers) for the data collection. Raw data was collected, classified through descriptive statistics i.e., correlation to find out relationship between the teachers additional duties and students learning process in primary level. The conclusion was drawn with the help of the data findings and suggestion was given in the light of the findings.

Results

The study was descriptive and quantitative that was designed to investigate the effect of teacher additional duties on students learning process at primary level in Rawalpindi city. Self developed questioner were used for data collection .after collection of data, it was properly organized through appropriate statistical techniques.

Table 2: How often do you perform additional government duties apart from teaching?

TABLE 2

Perform additional duties

Category	frequency	percentage
Always	40	23.8
Often	58	34.5
Sometimes	46	27.4
Rarely	24	14.2
Total	168	100.0

This table data shows that the 23.8% teachers always perform additional government duties apart from teaching.34.5% teachers often perform additional government duties and 27.4% teachers perform sometimes and 14.3% teachers rarely perform additional government duties apart from teaching.

Table 3: What are the additional non teaching duties that you perform as the part of your job?

TABLE 3

Additional non teaching duties

Category	Number	percentage	percent of cases
Population Census	66	11.0%	39.3%
Polio immunization	48	8.0%	28.6%
Health campaigns	35	5.8%	20.8%
Election duty	64	10.7%	38.1%
Emergency duty	90	15.0%	53.6%
Clerical work of school	103	17.0%	61.1%
Administrative duties	63	10.5%	37.5%
UPEP	130	21.7%	77.4%
Total	599	100.0	356.5%

Table 2 shows that 11% teachers perform population census. And only few teachers' 8% and 5% teachers perform polio immunization and health campaigns duties. And one fourth of the population 10% and 15% perform election duty emergency duty and administrative duties. And 17% of the primary school teachers perform clerical work of school. And majority of the school teachers 21% perform UPEP duties.

TABLE 4:

		Learning	Additional Duties
Learning	Pearson Correlation	1	.358**
	Sig. (2-tailed)		.000
	N	168	168
Additional duties	Pearson Correlation	.358**	1
	Sig. (2-tailed)	.000	
	N	168	168

** . Correlation is significant at the 0.01 level (2-tailed).

The table 3 indicate that Additional duties has a positive, significant and direct relationship with learning process($r=.358$, $p<0.01$). Which deliberated those additional duties has an extensive linking with learning process. From the above values and the description of the correlation results. It described that has considerably and positively relationship with learning process.

DISCUSSION

Additional duties / workload are the amount of work to be done by a particular person or organization (Bennaars, *et al*, 1994). These include the number of periods taught by one teacher per week, and internal tests, with the addition administrative roles written work other additional emergency duties performed by teachers. Do not have direct relation with teaching learning process and it's the prime obligation of teacher to perform these assigned duties being the employee of a certain organization.

The information shows that 39.9% teachers agreed to the fact that due to additional duties our school's result for the current and previous years is unsatisfactory. 48.8% teachers agreed to the fact that Students have scored poor in their subject as teachers were often deputed on additional duties. 35.1% teachers agreed to the fact that as a result of teacher's absence due to additional duties some of the students have repeated the same class. 53.6% teachers agreed to the fact that teachers' absence due to additional duty hinders students' performance in subjects like mathematics and science. 54.8% teachers agreed to the fact that absence of a teacher due to additional duty can hamper the progress of academically strong students also. 50.0% teachers agreed to the fact that Students with average performance suffer the most when a teacher is away on additional duty. This idea supported Far rant (2005) who viewed that there are many roles and duties assigned to teachers. Justify this point that teachers are also leaders, counselors and administrators. There are cases where teachers are department heads. Thus indicates that teachers have a workload and influence student learning and academic performance. . This idea also supported (Mosha 2007).teachers who are faced excessive workload are not effective and efficient in teaching process this brings various negative effects including poor students' academic performance. Performing administrative and non administrative roles these also make difficulty to students to learn.

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CONCLUSIONS

Based on the about findings, following conclusion was drawn:

The information shows that 11% teachers perform population census. And only few teachers' 8% and 5% teachers perform polio immunization and health campaigns duties. And one fourth of the population 10% and

15% perform election duty emergency duty and administrative duties. And 17% of the primary school teachers perform clerical work of school. And majority of the school teachers 21% perform UPEP duties. This idea supported by According to ministerial task force report (2003) on Education in Scotland, workload ranks among the problems currently facing teachers. Aspects of workload that have become most burdensome in recent years include , the number of bits of paper which teachers have to deal with and have nothing directly to do with teaching in classroom.

There were most of teachers who agreed that additional duties prevent them from using teaching aids that are necessary for primary school teaching and able them to plan the teaching schedule in advance due to unexpected government duties. Teachers agreed that Additional duty in the middle of the academic year brings the discontinuity of the curriculum. Teacher's long absence due to additional duties impacts their efficiency and teachers are unable to monitor students' progress due to additional duties. Teachers stated that Additional duties prevent them from focusing on weak students individually.

RECOMMENDATION

The government should hire additional staff for performing additional duties. In sort to reduce the problem of additional duties of teachers as illustrate in this study, the government should consider hiring qualified teachers from the community and elsewhere in contract terms to add teaching power. Furthermore, the government should consider the use of retired teachers. It should be noted that with the added advantage of their long teaching experience, some retired teachers are still strong and physically powerful enough to successfully handle teaching responsibilities.

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