



A Quantitative Study on the Relationship between Workload and Workstation of Secondary School Teachers in Rahim Yar Khan

Dr. Muhammad Athar Hussain

Assoc. Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
athar.hussain@iub.edu.pk

Abid Malik

M. Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
abidmalik1187@gmail.com

Abstract

This study surveyed the relationship between workload and workstations of secondary school teachers in the district of Rahim Yar Khan. The research objectives were to evaluate the nature and level of workloads undertaken by secondary school teachers, examine how teachers' physical and mental health are affected by their workloads, and analyze their emotional well-being. A questionnaire was used as a research tool for this investigation. The study sample consisted of 575 teachers. The simple random sampling method was applied for data collection, and SPSS analyzed the data. Frequencies, means, and percentages were also evaluated. The majority of the respondents (81.2%) agreed that managing a large number of students is overwhelming, and they don't have enough time for individual attention to the students. The findings revealed that teachers face various difficulties, which indirectly impact their performance, mental, physical, and emotional health, and work-life balance. The following suggestions were made based on the outcomes: it is essential to reduce the workload, strengthen administrative support, and utilize resources more wisely to promote teacher effectiveness and well-being. The current study is helpful for school administration and educational authorities to make policies and manage the workload and workstations of the teachers.

Keywords: *Workloads, Secondary School Teachers, Impacts, Physical and Mental Health, District Rahim Yar Khan*



Introduction

Education has always been the key to a bright future for many nations around the world. For any learning institution to succeed, a conducive working environment is essential. According to the United Nations Educational, Scientific, and Cultural Organization (2017), the fourth goal of the Sustainable Development Goals (SDGs) 2016-2030 states that by 2030, all countries should provide inclusive, equitable, high-quality education and encourage lifelong learning opportunities (Memedi & Ameti, 2023).

In the Rahim Yar Khan region, despite current educational changes, there is no empirical study analyzing the relationship between teachers' workload and the capacity of their workstations. Without the exact data, governments and school administrators cannot identify the exact causes of poor performance, absenteeism, or teacher dissatisfaction. In the absence of such evidence, it is difficult to implement focused interventions that enhance teacher effectiveness and reduce professional stress (Magalong & Torreon, 2021).

Secondary school teachers face increasing expectations in a rapidly changing educational landscape, which has a major impact on their effectiveness and professional well-being. Workload and workplace conditions are among the many issues they face as key elements that can affect their performance and levels of job satisfaction. Workload includes a variety of tasks, such as lesson planning, teaching hours, administrative tasks, and extracurricular activities. However, the physical and organizational characteristics of their workstations, such as classroom size, availability of instructional resources, ergonomic furniture, and access to technology, have a significant impact on how they conduct their daily lives. Understanding the relationship between these two factors is essential to fostering healthier and more effective learning environments (Le et al., 2023).

In educational research, the relationship between workload and workstation conditions is becoming increasingly popular, especially in secondary schools where instructors are required to handle multiple responsibilities with limited funding. Heavy workloads and subpar or poorly constructed workstations can result in teachers experiencing high levels of stress, decreased motivation, and even burnout. On the other hand, stimulating and well-equipped workplaces can reduce the detrimental effects of high workloads, resulting in improved teaching outcomes and increased job satisfaction. This study aims to investigate how the performance and well-being of secondary school teachers are affected by the interaction between workload and workstation arrangements, providing insights into how educational institutions can establish more sustainable and motivating environments (Cantor & Osher, 2025).

Creating an environment that supports teachers' psychological well-being is a critical task in the context of contemporary education. Teacher well-being is a complex spectrum that includes not only professional and emotional components but also has a significant impact on student outcomes, teaching quality, and the overall educational environment. Among the wide array of factors



influencing teacher well-being, three core constructs, teacher workload, perceived organizational support, and work engagement have attracted much attention (Leithwood et al., 2021).

Rahim Yar Khan, one of the key districts of southern Punjab, is home to a number of public and private secondary schools. Even with development initiatives, many schools still have limited funding. Teachers often complain about inadequate infrastructure, including old furniture, small staff rooms, inadequate ventilation, and a lack of ICT resources. Secondary teachers are burdened with an increasing amount of extracurricular and administrative work at the same time. In these circumstances, it becomes necessary to consider how workload and workstation quality affect teachers' performance and well-being (Benevene et al., 2020).

This study aims to bridge this gap by investigating the type and degree of relationship between workload and workstation conditions of secondary school teachers in Rahim Yar Khan. It will investigate whether teachers with heavy responsibilities also have subpar workstations and how this interaction affects their mental health, job satisfaction, and productivity.

Ultimately, understanding this relationship is needed to develop teacher-friendly policies and enhance school management techniques. While unfavorable workstation settings can increase stress even with moderate workloads, a well-organized workstation can help mitigate the detrimental effects of heavy workloads. The study's findings can help district education offices, school administrators, and legislators allocate funds, create environments that promote learning, and ultimately raise the quality of education in the region. By identifying key stress and ergonomic issues, this study will provide evidence-based recommendations for improving teachers' working conditions, which will help make Rahim Yar Khan's education system more efficient and sustainable (Arbia et al., 2023).

Significance of the Research

It is important to examine the relationship between secondary school teachers' workload and workstations because it can help address important issues facing the education system. Teachers are the foundation of educational development, and the environment in which they work has a direct impact on how effective they are. Many secondary school teachers are burdened with an increasing number of complex duties, such as lesson planning, classroom instruction, grading, supervising extracurricular activities, and high administrative workloads (Safdarian et al., 2023).

Inadequate management of such workloads can result in early career distress, stress, burnout, and decreased job satisfaction. Teachers' ability to work effectively and comfortably is also greatly influenced by the quality and suitability of their workstations, which can range from ergonomic furniture and classroom infrastructure to access to teaching resources and technology. The negative effects of intense workloads can be exacerbated by unfavorable workplace conditions, which can lead to physical discomfort, decreased attention, and low morale. This study offers important insights into how job demands and the work environment influence teachers' performance, well-being, and general job satisfaction by examining the interaction between these two key elements (Jaiyeoba & Hazzan, 2024).



The findings can guide the formulation of evidence-based policies aimed at raising teaching quality, promoting more positive work environments, and improving teacher retention in secondary schools. Furthermore, by highlighting the need for institutional changes to guarantee that teachers are prepared and supported to successfully meet the demands of their positions, this study adds to the broader conversation about occupational health in the education sector (Bai et al., 2023).

Research Objectives

- To evaluate the nature and extent of workloads undertaken by secondary school teachers.
- To examine how teachers' physical and mental health are affected by their workloads.
- To analyze the emotional well-being of secondary school teachers.

Literature Review

Secondary school teachers in Pakistan, especially those employed by the public sector, frequently feel that their job is excessive, complex, and unbalanced. In addition to their teaching responsibilities, teachers report feeling overworked by a variety of administrative work, extracurricular activities, and government-assigned chores like data collection, electoral duties, and awareness campaigns. Teachers also plan curriculum goals based on students' knowledge, abilities, and community (Hussain & Saif, 2019). Moreover, the disparity between teaching and non-teaching responsibilities leads to poor teaching quality, particularly in underfunded schools. These studies demonstrate how crucial it is to address workload issues in order to improve the standard of instruction and learning in Pakistani schools, particularly those located in rural areas (Aslam et al., 2022).

First and foremost, a teacher's primary responsibility is to transmit knowledge, which is accomplished through instruction. In general, teaching involves following a set curriculum and ensuring that students understand the material. All other responsibilities of a teacher arise from this because if the instructor is unable to fulfill his or her primary duty of teaching, it may be impossible to have any other kind of influence on a student (Fatima, 2023).

Workload is regarded as the primary research topic in all disciplines of education and at the organizational level. This area has been the subject of numerous investigations around the world. At various levels, the majority of work is done in the sphere of education in terms of teacher workload. Workload is described as "*demands assigned to the workers in an organization*" (Jacobs et al., 2020). There are two ways to describe a workload. 1) Quantitative workload is defined as the number of tasks or the amount of work accomplished by an employee over a given time period. 2) Qualitative burden refers to the intricacies of physical and intellectual job tasks (Longo et al., 2022).

Furthermore, a heavy workload, which includes long teaching hours, administrative activities, and grading obligations, along with bad workplace conditions, can contribute to stress and burnout. However, when instructors are given ergonomic, well-designed workstations with moderate workloads, they are more likely to report higher job satisfaction, increased motivation, and



professional development. Herzberg's approach emphasizes the importance of balancing motivators and hygienic aspects to produce a happy teaching environment, where workstation design is critical in minimizing unhappiness, and a manageable workload allows teachers to thrive (Wesley, 2024).

Several theoretical frameworks, particularly in the fields of organizational psychology and workplace ergonomics, shed light on the relationship between workload and workstation design. Cognitive Load Theory (CLT) (ii) Job Demands-Resources (JD-R) Model (III) Theory of Ergonomics. Herzberg's Two-Factor Theory provides an important framework for understanding teacher satisfaction in terms of workload and workstation circumstances.

A number of theories pertaining to workload provide a useful perspective for comprehending the demands placed on secondary school teachers in the educational setting. Role theory and job demands-resources (JD-R) theory, the theory of cognitive load (CLT), and the Demand-Control Model (Karasek). Herzberg's Two-Factor Theory: Conservation of Resources (COR) Theory.

Herzberg emphasized that motivators and hygiene concerns are two distinct groups of traits that contribute to job satisfaction and dissatisfaction. Achievement, recognition, and professional development are all examples of motivators that drive people to thrive at their jobs. Hygiene considerations, on the other hand, comprise characteristics like working environment, remuneration, and job security, which avoid unhappiness but do not result in job satisfaction. In the case of secondary school teachers, workplace circumstances are an important hygiene concern. Poorly constructed classrooms or insufficient resources, such as uncomfortable furniture or a scarcity of educational materials, can all lead to teacher unhappiness (Miah & Hasan, 2022).

Ergonomic theories are essential for investigating the relationship between workload and workstation design in secondary school settings. Ergonomics is concerned with creating work environments that meet people's physical and cognitive needs, thereby promoting comfort, productivity, and well-being. Teachers need ergonomically sound workstations because spending long hours in classrooms and administrative activities can lead to physical strain and discomfort. One of the key ergonomic theories applicable to this context is the Person-Environment Fit Theory, which suggests that a well-designed workstation that is tailored to the physical needs of the teacher can reduce discomfort and physical strain, resulting in improved job performance and reduced workload-related stress (Zhi et al., 2024). Ergonomic principles assist in mitigating the negative impacts of a heavy workload by addressing both physical comfort and cognitive demands, resulting in improved job satisfaction and more sustainable teaching techniques (Wesley, 2024).

Magalong & Torreon (2021) comprises duties that have grown as a result of standardized testing and accountability measures, including lesson planning, curriculum development, and classroom instruction. Administrative chores, such as grading and compliance reporting, complicate things and consume time that could be spent on direct instruction. Teachers' workload is further increased by the constant need for professional development, which requires them to stay up to date on innovations in education. Teachers' mental health may be at risk due to the high levels of stress,



burnout, and job dissatisfaction associated with these demanding workloads. The study on secondary school teacher workload will assist educators, administrators, principals, and legislators in reducing the workload of secondary school teachers, including both male and female teachers. The issue is prevalent in developing nations, such as Pakistan (Higton et al., 2017).

An excessive workload occurs when teachers are assigned responsibilities that are outside the scope of their job, resulting in increased stress and decreased performance. This can include teaching more than 30 periods per week, managing multiple courses across all grades, and performing a variety of administrative duties, such as being a class in charge of multiple sections or being constantly involved in test organization. In addition, instructors with heavy workloads are often expected to participate in non-academic activities such as organizing school events, supervising alternative courses, managing student groups, and participating in government initiatives such as polio campaigns or census operations. Heavy workloads can have a detrimental effect on a teacher's performance, job satisfaction, and ability to maintain a functioning and productive workplace environment (Inegbedion et al., 2020).

Stress and burnout have been major themes in research on teacher well-being. Numerous studies have looked at social and organizational pressures, such as the workload of administrators, problems with classroom management, and a lack of support from coworkers and superiors. As a crucial component of teacher well-being, teacher-student relationships have, up to now, received little attention. Teaching has one of the greatest stress-related outcomes, according to the 26 Professions Database, and instructors' emotional engagement with their students is believed to be the main cause of these effects. It goes without saying that teachers must be emotionally involved with students. It should go without saying that instructors need to be emotionally invested in their pupils for them to develop a close, supportive relationship with them. Children's academic achievement, well-being, and involvement in school are significantly impacted by the emotional nature of teacher-student interactions. Children's learning is adversely affected by teacher-student relationships characterized by mistrust and conflict (García-Moya et al., 2023).

Research on workload in the teaching and learning process is thought to be crucial for students' intellectual, moral, and social growth. Teachers have a lot of work to accomplish and are committed, which makes them effective. Teaching and learning are the processes by which instructors impart knowledge to students. It is the outcome of several actions taken by a teacher to identify and set learning goals, supply instructional materials, and put teaching and learning methodologies into practice (Christogonus-Anyanwu & Imiruaye, 2024). In education, and especially in the lives of the students they teach in the classroom, teachers are indispensable. The ability to guide and positively influence students is what makes a teacher. In general, a teacher's responsibilities in education go beyond instruction. There are many aspects to teaching in the modern world, and a teacher must also act as an external parent, mentor, advisor, role model, etc. (Johnson & Griffin, 2024).

In short, the foundation of education is the process of teaching and learning. It is the process by which values, attitudes, skills, and knowledge are transmitted from one generation to the next.



Here is a summary of its importance. The core activity in educational institutions is the teaching process. It ensures that students not only acquire factual knowledge but also acquire creative skills, critical thinking, and problem-solving abilities. It develops the psychophysical (physical), affective (emotional), and cognitive (thinking) domains of learners. As a result of this process, students grow mentally, emotionally, socially, and physically. Effective instruction helps students acquire transferable skills such as leadership, teamwork, communication, and resilience, all of which are critical for success in the workplace and real-world situations. A well-thought-out teaching-learning process promotes student engagement, inquiry, curiosity, and teamwork. This results in more lasting and deeper learning.

Research Methodology

The quantitative research design was selected by the researcher because quantitative investigations are often fast, targeted, scientific, and accessible. Many researchers are attracted to the quantitative method because of its speed and effectiveness. There were several types of quantitative research designs, including descriptive, experimental, and correlational. A questionnaire was used to collect data (Morawska et al., 2023).

The study population consisted of secondary school teachers, both males and females, from two tehsils (Khanpur and Liaquatpur) of District Rahim Yar Khan. The sample of the study, five hundred and seventy-five secondary school teachers (325 males and 250 females), was selected by the researcher. A sample is the specific group that is used to collect data. The size of the population is always larger than the size of the sample.

In research, a variety of research instruments were used, including surveys and questionnaires. Since questionnaires allow for the collection of large amounts of data in a short period of time. In this study, the researcher used a self-developed questionnaire consisting of twenty items as a research tool. To obtain the most accurate and practical information from the sample teachers, the researcher personally collected the data. The purpose of the survey was explained to the teachers so that they could answer the questions properly to get the best results. For data collection, a simple random sampling technique was used. All the collected data were entered into SPSS software. The data were double-checked to ensure that they were entered correctly. When necessary, formatting was reversed, and missing values were imputed; the data folders were ready for analysis. Once the data had been processed and missing values had been imputed, descriptive statistics such as percentages, frequencies, standard deviations, and means, as well as inferential statistics, were used to accurately present the data and provide answers to the research questions that were studied.

Christian and Cabell (2017) in research, pilot testing is a small preliminary study used to test a planned research study before a full-scale performance. Pilot testing of the research tool was done by collecting data from 30 secondary school teachers (15 males and 15 females). After data collection, the data were entered in Statistical Package for Social Sciences (SPSS), and Cronbach's Alpha was applied to check the reliability of the questionnaire.



Validity was generally used to analyze the material of the analysis instruments. So, validity includes the accuracy of the investigation instrument and the faithfulness. Discussions with relevant experts helped to ensure the validity of the instruments. Five professionals validated the questionnaires. Usually, reliability was stability of outcomes or stability of measures, and the level of assessing anything to that degree is rationality. Reliability shows how consistently a method measure something. Through pilot testing, the reliability of the questionnaires was assured.

Results and Discussion

Table 1
Descriptive Analysis of Teaching Load of the Respondents

Sr.#	Statements	SA%	A%	N%	D%	SD%	Mean	S. D
1	I teach more classes than I can comfortably handle.	47.8	38.4	7.8	4.2	1.7	1.73	0.900
2	I have so many things to do; I don't have much time to make lesson plans.	76	17.7	3.3	3	0	1.33	0.762
3	I teach a lot of classes every week.	63.5	18.6	6.1	10.3	1.6	1.67	1.070
4	I bring a lot of work home because I can't finish it at school.	69.4	14.1	6.4	5.2	4.9	1.62	1.124
5	The workload I have affects how well I teach.	58.3	26.1	6.8	5.0	3.8	1.70	1.053

The data in the table shows that 86.2% of the respondents agreed with the statement “I teach more classes than I can comfortably handle”. While 7.8% of the respondents were neutral, 5.9% disagreed with the statement. The mean value of the data was 1.73. Similarly, in the next statement, 93.7% of the respondents agreed with the statement “I have so many things to do; I don't have much time to make lesson plans”. While 3.3% of the respondents were neutral, 3% disagreed with the statement. The mean value of the data was 1.33. In another statement, 82.1% of the respondents agreed with the statement “I teach a lot of classes every week”. While 6.1% were neutral and 11.9% disagreed with the statement. The mean value of the data was 1.67. In the next statement, 83.5% of the respondents agreed with the statement “I bring a lot of work home because I can't finish it at school”. While 6.4% respondents were neutral and 10.1% disagreed with the statement. The mean value of the data was 1.62. 84.4% of the respondents agreed with the statement “The workload I have affects how well I teach”. While 6.8% respondents were neutral and 8.8% disagreed with the statement. The mean value of the data was 1.70.



Table 2
Descriptive Analysis of Physical and Mental Environment of the Respondents and its Subsidiary Factors

Sr.#	Statements	SA%	A%	N%	D%	SD%	MEAN	S. D
1	My workstation is both comfortable and useful.	63.5	18.6	6.1	10.3	1.6	1.678	1.070
2	I have enough space at my workstation to complete tasks efficiently.	69.4	14.3	6.3	5.2	4.9	1.619	1.122
3	The furniture at my workstation is suitable for long work hours.	58.1	26.3	6.8	5.0	3.8	1.761	1.052
4	There is enough lighting in my classroom/work area.	53.4	28.5	10.6	3.5	4.0	2.160	1.041
5	Low airflow reduces my comfort while working.	31.5	42.3	10.8	9.7	5.7	2.160	2.142
6	My workstation is free of regular noise and distractions.	69.4	14.3	5.9	5.4	5.0	1.624	1.133
7	The noise level in the classroom interferes with my ability to concentrate.	59.5	25.2	6.4	5.0	3.8	1.685	1.052
8	I have difficulty concentrating because of the classroom environment	51.1	30.1	11.8	3.3	3.7	1.782	1.022
9	I feel relaxed and productive at my workstation.	31.3	40.9	10.8	10.3	6.8	2.203	1.184
10	The environment around my workstation increases stress.	50.8	26.6	11.1	5.0	6.4	1.897	1.179

The data in the table shows that 82.2% of the respondents agreed with the statement “My workstation is both comfortable and useful”. While 6.1% respondents were neutral and 11.9% disagreed with the statement. The mean value of the data was 1.67. Similarly, in the next statement, 83.7% of the respondents agreed with the statement “I have enough space at my workstation to complete the tasks efficiently”. While 6.3% respondents were neutral and 10.1% disagreed with the statement. The mean value of the data was 1.61. In other words, 84.4% of the respondents agreed with the statement “The furniture at my workstation is suitable for long work hours”. While 6.8% respondents were neutral and 8.8% disagreed with the statement. The mean value of the data was 1.76. In the next statement, 81.9% of the respondents agreed with the statement “There is enough lighting in my classroom/work area”. While 10.6% respondents were neutral and 7.5% disagreed with the statement. The mean value of the data was 2.16. The majority of the respondents (73.8%) agreed with the statement “Low airflow reduces my comfort while working”. While 10.8% respondents were neutral and 15.4% disagreed with the statement. The mean value of the data was 2.16.

The data in the above table displays that 83.7% of the respondents agreed with the statement “My workstation is free of regular noise and distractions”. While 5.9% respondents were neutral and



10.4% disagreed with the statement. The mean value of the data was 1.62. Similarly, in the next statement, 84.7% respondents agreed with the statement “The noise level in the classroom interferes with my ability to concentrate”. While 6.4% respondents were neutral and 8.8% disagreed with the statement. The mean value of the data was 1.68. In another statement, 81.2% of the respondents agreed with the statement “I have difficulty concentrating because of the classroom environment”. While 11.8% respondents were neutral, and 7% respondents disagreed with the statement. The mean value of the data was 1.78. In the next statement, 72.2% respondents agreed with the statement “I feel relaxed and productive at my workstation”. While 10.8% respondents were neutral and 6.8% respondents disagreed with the statement “I feel relaxed and productive at my workstation”. The mean value of the data was 2.20. While 77.4% respondents agreed with the statement “The environment around my workstation increases stress”. While 11.1% respondents were neutral and 11.4% respondents disagreed with the statement. The mean value of the data was 1.89.

Table 3

Descriptive Analysis of Impact on Emotional Well-Being of the Respondents and its Subsidiary Factors

Sr.#	Statements	SA%	A%	N%	D%	SD%	MEAN	S. D
1	My teaching workload affects my personal life.	65.7	27.7	3.5	3.1	0	1.44	0.710
2	I believe my workload prevents me from achieving work-life balance	65.2	17.7	6.3	8.3	2.4	1.65	1.071
3	I am unable to fulfill personal hobbies because of my job.	72.3	10.4	5.9	6.1	5.2	1.613	1.161
4	The pressures of my profession have weakened me mentally.	48.0	38.3	7.8	4.2	1.7	1.733	1.901
5	I regularly burn out because of my workload.	75.8	17.9	3.3	3.0	0	1.333	0.683

The data in the table showed that 88.4% of the respondents agreed with the statement “My teaching workload affects my personal life”. While 3.5% respondents were neutral and 3.1% respondents disagreed with the statement. The mean value of the data was 1.44. Similarly, in the next statement, 82.9% of the respondents agreed with the statement “I believe my workload prevents me from achieving work-life balance”. While 6.3% respondents were neutral and 10.7% disagreed with the statement. The mean value of the data was 1.65. In another statement, 82.7% of the respondents agreed with the statement “I am unable to fulfill personal hobbies because of my job”. While 5.9% respondents were neutral and 11.3% disagreed with the statement. The mean value of the data was 1.61. In the next statement, 86.3% of the respondents agreed with the statement “The pressures of my profession have weakened me mentally”. While 7.8% respondents were neutral and 5.9% disagreed with the statement. The mean value of the data was 1.73. While 93.7% respondents



agreed with the statement “I regularly burn out because of my workload”. While 3.3% respondents were neutral and 3% disagreed with the statement. The mean value of the data was 1.33.

Findings

- The majority of the respondents (86.2%) agreed that they teach more classes than they can comfortably handle.
- Many of the respondents (93.7%) agreed that they are too busy to have much time for making lesson plans.
- A significant number of the respondents (82.1%) agreed that they teach a lot of classes every week.
- A majority of the respondents (83.5%) agreed that they bring work home because they cannot complete it at school.
- A considerable proportion of the respondents (84.4%) agreed that their workload affects how well they teach.
- A decent share of the respondents (82.2%) agreed that their workstation is both comfortable and useful.
- 83.7% of the respondents agreed that they have enough space at their workstation to complete tasks efficiently.
- A wide majority of the respondents (84.4%) agreed that the furniture at their workstation is suitable for long work hours.
- A large share of the respondents (81.9%) agreed that there is enough lighting in their classroom/work area.
- A fair percentage of the respondents (73.8%) agreed that low airflow reduces their comfort while working.
- A notable segment of the respondents (83.7%) agreed that their workstation is free from regular noise and distractions.
- A good number of the respondents (84.7%) agreed that classroom noise interferes with their ability to concentrate.
- 81.2% of the respondents agreed that the overall classroom environment makes it difficult to concentrate.
- A smaller but relevant portion of the respondents (72.2%) agreed that they feel relaxed and productive at their workstation.
- A notable group of respondents (77.4%) agreed that their workstation environment increases their stress.
- A high percentage of the respondents (88.4%) agreed that their teaching workload negatively impacts their personal life.
- A significant portion of the respondents (82.9%) agreed that their workload prevents them from maintaining a healthy work-life balance.
- A meaningful number of the respondents (82.7%) agreed that they are unable to fulfill personal hobbies because of their job demands.



- A large proportion of the respondents (86.3%) agreed that the pressures of their profession have weakened them mentally.
- A vast number of the respondents (93.7%) agreed that they regularly experience burnout due to their workload.

Discussion and Conclusion

Discussion

To maintain the motivation of instructors, workload management and pay are considered important. The following factors are most likely to increase teachers' professional motivation: self-esteem, a sense of achievement, a collaborative school environment, staff development, supportive assessment, and a manageable workload. School leaders need to focus on the capabilities of their instructors and give them tasks that interest them to improve their working style and maintain their motivation. Highly motivated teachers are more likely to engage students and design creative interventions to enhance student learning. Teacher motivation is now a critical component. Several factors, including a supportive environment and the resources that support teachers in their work, contribute to their motivation.

To achieve high-quality education, it is crucial to promote teachers' self-efficacy, reduce stress levels, and increase job satisfaction. Teacher motivation and workload management can help in the effective implementation of educational policies that result in high-quality outcomes. Due to a lack of administrative support, heavy workloads, and job insecurity, teachers in Pakistan's education system are often said to be highly stressed. Teachers' stress levels increase as a result of their heavy workloads, making it difficult for them to demonstrate their productivity (Taylor et al., 2021). In order to effectively utilize and optimize organizational limited resources and to meet institutional goals, management is a continuous process that involves planning, organizing, coordinating, and making decisions. The foundation of management is teachers (Oosthuizen, 2022).

Furthermore, an instructor's ability to incorporate technology into the classroom can be enhanced by a well-designed workstation. When laptops, projectors, and other digital devices are positioned properly, teachers can engage students with minimal disruption, deliver lessons more successfully, and move between tasks with ease. A productive, clutter-free workstation creates a pleasant environment that encourages creativity and reduces stress. As a result, investing in well-designed workstations is crucial for increasing overall productivity and improving the quality of instruction provided, in addition to teacher comfort (Fatkhuri et al., 2024).

With the help of technology, teachers can focus more on instruction and student engagement than on creating content and managing the classroom (Adil & Kamal, 2020). In addition, technology makes it easier for parents, teachers, and students to collaborate and communicate. Online portals, virtual meeting platforms, and messaging apps facilitate better collaboration, provide timely updates, and strengthen relationships within the school community.



Despite these measures, the effectiveness of workload reduction programs varies depending on local support and implementation. Policies can sometimes be unevenly adopted by schools due to a lack of adequate funding or clear rules. Furthermore, in the absence of genuine collaboration with educators, policies can fall short by either neglecting to address underlying issues or unintentionally adding new responsibilities. Workload reduction policies should be designed in collaboration with educators, including through ongoing support and training, and periodically reviewed for effectiveness. Only then can governments establish long-term working arrangements that retain experienced teachers and foster healthier, more effective learning environments in schools (Sanyal, 2024).

Conclusion

The phrase “*teacher workload*” describes the variety of responsibilities that accompany teaching, such as administrative work, class preparation, and delivery. High workloads are difficult, as research has repeatedly shown, and they are associated with high levels of stress, lower job satisfaction, and burnout among educators. On the other hand, perceived organizational support shows how much educators believe their schools value, acknowledge, and assist them. Research highlights how important perceived support is for improving teachers’ well-being by reducing burnout and raising job satisfaction.

The results show a distinct and recurring pattern of difficulties that teachers face in their work. A large majority of the respondents said they were overworked, which included teaching too many classes, doing homework, and having too many extracurricular and administrative duties. Their performance as teachers is affected by this workload, which also increases their levels of stress, exhaustion, and burnout. Furthermore, many respondents said they are unable to properly manage classroom behavior and provide individual attention due to the large number of students in each class, lack of time, and lack of support. Their mental health, work-life balance, and general well-being are all directly affected by these stresses.

While many educators agreed that their workstations were properly maintained and well-equipped, issues including inadequate airflow, noisy classrooms, and limited time for leisure activities nevertheless contributed to discomfort and reduced productivity in the physical and institutional environment. While some areas needed work, safety and infrastructure were generally rated positively. To promote teacher effectiveness and well-being, it is essential to reduce workload, strengthen administrative support, and use resources more wisely. Addressing these issues is essential to ensure a sustainable and effective learning environment that benefits not only teachers but the entire education system.

Recommendations

The following measures are suggested to address the issues raised by the respondents and to enhance teachers’ effectiveness and well-being:

- Rearrange teaching hours to ensure a manageable number of classes per teacher.



- Employ more staff to promote student focus and reduce the workload on existing teachers.
- Use scheduling software and time management aids to make daily tasks more efficient.
- Assign administrative duties that do not involve directing specialized support personnel or teams of clerical staff.
- Reduce the amount of manual paperwork by digitizing report submission and documentation procedures.
- Teachers' extracurricular activities should be limited and distributed on a voluntary or rotational basis.
- Define clear work boundaries that encourage completion during school hours and discourage work done after hours.
- Encourage mental health support measures, including stress management classes, wellness days, and counseling.
- Inspire fun and recreational activities with staff clubs and time-off regulations.
- By adding more sections or employing assistant instructors, the student-to-teacher ratio can be reduced.
- Train teachers in behavior intervention and classroom management strategies.
- Create disciplinary guidelines that help teachers effectively manage disruptive behavior.
- Ensure that ergonomic furniture is available for planning and instructional expansion.
- To make classrooms more comfortable, upgrade climate control and ventilation systems.
- By controlling classroom acoustics and dividing noisy areas, you can keep the environment quiet and free from distractions.
- Ensure that there is consistent internet connectivity and that teaching tools (such as projectors, printers, and smart boards) are up to date.
- Maintain classroom infrastructure and equipment regularly and offer technical support.
- Establish spaces for teachers to share resources, such as ideas, materials, and lesson plans.
- Policy and administrative support involve teachers in choices about facilities, workload, and lesson plans.
- Establish a feedback loop so that teachers can freely express concerns and demand changes.
- Regularly check teacher satisfaction using questionnaires and assessments of their well-being.
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