
**A STUDY ON IMPACT OF NON-TEACHING ADMINISTRATIVE
WORKLOAD ON THE TEACHING EFFECTIVENESS OF PRIMARY
AND SECONDARY SCHOOL TEACHERS: A CASE STUDY OF
BALLARI CITY**

***¹Bharathi S. Kuppasagoudar, ²Kavita Achchalli**

¹Student, Department of Management Studies, Ballari Institute of Technology and
Management, Ballari, Karnataka.

²Asst. Professor, Department of Management Studies, Ballari Institute of Technology and
Management, Ballari, Karnataka.

Article Received: 09 July 2026

Article Revised: 29 July 2026

Published on: 17 August 2026

***Corresponding Author: Bharathi S. Kuppasagoudar**

Student, Department of Management Studies, Ballari Institute of Technology and
Management, Ballari, Karnataka.

DOI: <https://doi-doi.org/101555/ijrpa.4772>

ABSTRACT

The increasing administrative responsibilities assigned to school teachers have raised concerns regarding their impact on teaching effectiveness. This study examines the influence of non-teaching administrative workload on the teaching effectiveness of primary and secondary school teachers in Ballari City. The study aims to identify major administrative duties performed by teachers, evaluate their impact on classroom preparation and instructional delivery, and suggest measures for effective workload management. A descriptive research design was adopted, and primary data were collected from 125 teachers using a structured questionnaire. The findings indicate that teachers spend considerable time on activities such as maintaining records, updating online portals, and implementing government programmes, which affect lesson planning, classroom instruction, and student assessment. The study concludes that reducing excessive administrative workload and providing adequate administrative support can enhance teaching effectiveness and improve educational quality.

KEYWORDS: Administrative Workload, Teaching Effectiveness, School Teachers, Non-Teaching Duties, Educational Quality.

INTRODUCTION

Education plays a crucial role in the social and economic development of a nation, with teachers serving as the primary agents of quality education. Traditionally, teachers were responsible for classroom instruction, lesson planning, student assessment, and overall student development. However, in recent years, teachers have also been assigned various non-teaching administrative responsibilities such as maintaining records, updating online portals, preparing reports, organizing school activities, and implementing government programs.

The increasing emphasis on accountability and digital governance has significantly expanded the administrative workload of teachers. While these tasks are important for effective school management, they consume considerable time and effort, potentially affecting teachers' ability to focus on instructional activities. Excessive administrative responsibilities may lead to workload pressure, stress, and reduced teaching effectiveness.

Teaching effectiveness depends on factors such as lesson preparation, classroom management, student engagement, and assessment practices. When a substantial portion of teachers' time is devoted to administrative work, the quality of classroom instruction may be adversely affected.

In Ballari City, primary and secondary school teachers perform numerous administrative duties in addition to their teaching responsibilities. Therefore, this study aims to examine the impact of non-teaching administrative workload on the teaching effectiveness of school teachers and suggest measures to improve both administrative efficiency and educational quality.

LITERATURE REVIEW

Previous studies have consistently shown that non-teaching administrative responsibilities influence teachers' professional performance in different ways. Many researchers have found that administrative duties such as documentation, data management, reporting, and government-related assignments reduce the time available for lesson preparation, classroom interaction, and student assessment. These additional responsibilities often contribute to work-related stress, emotional exhaustion, and lower job satisfaction, which may eventually affect teaching effectiveness. At the same time, some studies indicate that teachers are able to maintain satisfactory instructional performance when administrative responsibilities remain manageable and when schools provide adequate institutional support. The literature also highlights the importance of effective school leadership, proper workload distribution, and

administrative assistance in helping teachers balance instructional and non-instructional responsibilities. Although several studies have explored teacher workload in different educational settings, very few have focused specifically on the impact of non-teaching administrative workload on the teaching effectiveness of primary and secondary school teachers in Ballari City. This gap creates a need for the present study, which aims to provide empirical evidence and practical recommendations that are relevant to the local educational environment.

BACKGROUND OF THE STUDY

In recent years, the responsibilities of school teachers have expanded beyond classroom teaching due to educational reforms, technological advancements, and increasing administrative requirements. Teachers are expected to perform several non-instructional duties, including maintaining student records, updating digital portals, preparing official reports, managing scholarship documentation, organizing school activities, and implementing various government programmes. These activities have become an essential part of school administration and contribute to institutional accountability and effective governance.

Although administrative work supports the overall functioning of educational institutions, it also places additional demands on teachers' time and professional responsibilities. The increasing use of digital platforms and mandatory reporting systems has further intensified administrative workload, making it challenging for teachers to maintain an effective balance between teaching and administrative duties. As the volume of non-teaching responsibilities grows, concerns have emerged regarding their influence on lesson planning, classroom instruction, student assessment, and overall teaching performance.

Against this background, the present study seeks to understand the nature and extent of non-teaching administrative workload among primary and secondary school teachers in Ballari City. The study focuses on identifying the major administrative duties assigned to teachers, examining their influence on classroom preparation and instructional delivery, analysing the relationship between administrative workload and teaching effectiveness, and suggesting practical strategies to improve workload management. The findings are expected to provide useful insights for school administrators, educational authorities, and policymakers in developing measures that reduce unnecessary administrative burden while enabling teachers to concentrate on their primary responsibility of delivering quality education.

RESEARCH DESIGN

The present study adopted a **descriptive research design** to examine the impact of non-teaching administrative workload on the teaching effectiveness of school teachers. The descriptive approach was considered appropriate as it facilitates the systematic collection, analysis, and interpretation of data relating to teachers' perceptions of administrative responsibilities and their influence on classroom teaching.

Objectives of the Study

- To identify the major non-teaching administrative responsibilities performed by school teachers.
- To examine the impact of administrative workload on teaching effectiveness.
- To assess the influence of administrative duties on lesson planning, classroom instruction, and student engagement.
- To analyse the effect of administrative workload on teachers' stress levels and overall job performance.
- To suggest measures for reducing administrative burden and improving teaching effectiveness.

Source of Data

The study is based on **primary data** collected directly from school teachers through a structured questionnaire. Secondary information was obtained from journals, research articles, books, educational reports, and relevant websites to support the theoretical framework of the study.

Instrument for Data Collection

A structured questionnaire was used as the primary instrument for data collection. The questionnaire consisted of three sections:

- Demographic information of respondents.
- Administrative workload-related questions.
- Teaching effectiveness and workload impact statements measured using a five-point Likert scale.

Sampling Technique

The study employed a **Convenience Sampling Technique** for selecting respondents. Teachers who were available and willing to participate in the survey were included in the sample.

Sample Size

A total of **125 school teachers** participated in the study and provided valid responses for analysis.

Area of Study

The study was conducted among school teachers working in educational institutions within the selected geographical area covered by the researcher.

Data Analysis Tools

The collected data were coded, classified, and analysed using statistical techniques. The following tools were employed:

- **Frequency Analysis** – To determine the distribution of responses.
- **Percentage Analysis** – To understand the proportion of responses for each category.
- **Descriptive Statistics (Mean and Standard Deviation)** – To assess the central tendency and variability of responses relating to administrative workload and teaching effectiveness.

Scope of the Study

The study focuses on understanding how non-teaching administrative responsibilities affect the teaching effectiveness of school teachers. It examines various administrative tasks, their frequency, and their influence on classroom instruction, lesson planning, assessment, teacher motivation, and student interaction.

Limitations of the Study

- The study is limited to a sample of 125 school teachers.
- The findings are based on self-reported responses and may be subject to respondent bias.
- The study focuses only on administrative workload and does not consider other factors affecting teaching effectiveness.

5 DATA ANALYSIS

Table1: Descriptive Statistics of Study Variables.

Item	Mean	SD
Managing online student tracking portals	3.82	1.63
Processing scholarship documentation	2.24	1.12
External government duties	2.02	1.12
Maintaining MDM records and inventory	3.64	1.76
Managing physical school records	3.05	1.04
Coordinating non-academic events	2.42	0.82
Attending administrative meetings	2.48	1.11
Administrative duties absorb working hours	2.43	0.83
Administrative work during teaching hours	3.04	1.04
Taking school work home due to paperwork	2.63	0.94
Less time for creative teaching aids	2.65	1.04
Less time for lesson planning	2.55	0.84
Unable to provide remedial attention	2.45	0.83
Reduced enthusiasm for classroom instruction	2.52	1.12
Delays in evaluation and feedback	2.92	1.04
Administrative tasks interrupt teaching flow	2.62	1.03
Stress from paperwork affects student interaction	2.82	0.98
Mental exhaustion affects teaching energy	2.61	0.87
Rushing syllabus due to administrative work	2.82	1.07
Medical leave due to clerical workload	2.88	0.97
Lack of clerical support from management	2.86	0.97
Administrative workload compromises teaching effectiveness	3.02	1.1

The descriptive analysis reveals that teachers spend considerable time performing non-teaching administrative activities. Among all activities, managing online student tracking portals (Mean = 3.82) and maintaining Mid-Day Meal records and inventories (Mean = 3.64) emerged as the most frequently performed administrative tasks.

Teachers reported moderate agreement that administrative duties interfere with their core teaching responsibilities. The statement "Overall, non-teaching administrative workloads significantly compromise teaching effectiveness" recorded a mean score of 3.02, indicating that respondents generally perceive administrative burden as affecting classroom performance.

Similarly, teachers reported that administrative work often interrupts instructional flow (Mean = 2.62), reduces time available for lesson planning (Mean = 2.55), and contributes to delays in student assessment and feedback (Mean = 2.92). The findings further indicate that paperwork-related stress adversely affects teacher–student interactions (Mean = 2.82) and forces teachers to rush syllabus completion (Mean = 2.82).

The standard deviation values range between 0.82 and 1.76, indicating moderate variability in responses and suggesting a reasonable level of consistency among respondents regarding the impact of administrative workload

Major Findings

Administrative Workload

- Managing online student tracking portals is the most frequently performed non-teaching task (Mean = 3.82).
- Maintaining Mid-Day Meal records and inventory is another major administrative responsibility (Mean = 3.64).
- Teachers spend considerable time managing physical school records (Mean = 3.05).

Impact on Teaching Effectiveness

- Administrative duties frequently occur during active teaching hours (Mean = 3.04).
- Administrative workload contributes to delays in evaluation and student feedback (Mean = 2.92).
- Teachers report rushing syllabus completion due to unexpected administrative responsibilities (Mean = 2.82).
- Paperwork-related stress affects the quality of teacher–student interaction (Mean = 2.82).
- Administrative work reduces opportunities for lesson planning and innovative teaching preparation.

Organizational Issues

- Teachers perceive inadequate clerical support from school management (Mean = 2.86).
- Respondents generally agree that non-teaching administrative workload compromises teaching effectiveness (Mean = 3.02).

SUGGESTIONS

- Dedicated administrative support staff should be appointed in schools to reduce the non-teaching workload of teachers.
- Administrative reporting and documentation procedures should be simplified to minimize the time spent on non-instructional activities.
- Digital platforms used for record maintenance and reporting should be integrated and streamlined to reduce duplication of work.

- Administrative responsibilities should be planned and distributed in a manner that does not interfere with lesson preparation and classroom teaching.
- Regular training should be provided to teachers for the efficient use of digital and administrative systems, thereby reducing the time required to complete administrative tasks.
- Educational authorities should periodically review teachers' administrative responsibilities and eliminate non-essential tasks to enable greater focus on teaching and student learning.

RESEARCH CONCLUSION

The study concludes that school teachers are increasingly burdened with non-teaching administrative responsibilities, particularly digital record maintenance, Mid-Day Meal documentation, and school record management. These activities consume valuable instructional time and adversely affect lesson planning, assessment activities, classroom engagement, and overall teaching effectiveness. The findings emphasize the need for dedicated clerical support, administrative simplification, and technology-enabled automation to allow teachers to focus primarily on their core instructional responsibilities.

CONCLUSION

The study concludes that non-teaching administrative responsibilities significantly influence the teaching effectiveness of primary and secondary school teachers in Ballari City. Excessive administrative workload reduces the time available for lesson preparation, classroom instruction, and student assessment. While administrative tasks are necessary for effective school functioning, reducing unnecessary workload through administrative support, simplified procedures, and efficient digital systems can help teachers focus more on teaching and enhance the overall quality of education.

REFERENCES

1. Yıldırım, K., & Şahan Özer, S. (2021).- *Perceived Effects of Professional Workload on Teaching Performance*.
2. Yousaf, A., Bashir, I., Anis, F., Masood, S., & Ali, H. (2021).- *Perceived Impact of Non-Academic Teaching Assignments: Perceptions of Secondary School Teachers in Pakistan*.
3. Agcaoili, M. C., & Bascos-Ocampo, R. (2022).- *Teaching Readiness, Workload Analysis and Performance of Teachers in Luna District*.
4. Dorji, S., & Wangchuk, S. (2022).- *Teacher's Workload and its Efficacy in Classroom Teaching in Primary Schools Under Punakha Dzongkhag*.

5. Shen, Z., Lan, R., Su, X., Lian, R., & Zhang, Y. (2025). *-The Relationship Between Extra-Administrative Workload, Emotional Exhaustion, and Work Engagement of Primary and Secondary School Teachers: Based on Multilevel Linear Model Analysis.*
6. Nyamugoro, C., Odiemo, L., & Wango, G. (2023). *-The Relationship Between Workload and Job Satisfaction with the Supervisors Among High School Teachers.*
7. Kumari, A., Saxena, P., & Chand, D. (2025). *-An Analysis of Work-Life Equilibrium and Workplace Stress in Women Educators in Private and Public Schools.*
8. Ventura, M. D. (2026). *- Assessing the Administrative Performance of Non-Teaching Personnel and its Effect on Teachers' Efficiency in Multigrade Schools.*
9. Nuwaha, W., Atukunda, G., & Kyayemagye, F. (2023). *- The Relationship Between Workload and Teachers' Effectiveness in Secondary Schools.*
10. Mercado, Rellen Karmela C. (2023). *-Work Performance of Selected Department of Education Sub-Offices.*
11. Lague, Charissa P. (2025). *- From Stress to Success: Exploring Teacher-Advisers' Workload Challenges Every End of the School Year.*
12. Kumar, U. V. S., & Sampath Kumar, K. (2025). *- A Detailed Study on Occupational Stress Among Private School Teachers in Nandyal District.*
13. Mapanoa, Lynde Jean S., & Ubayubay, Roie M. (2024). *-Teaching Workload and Burnout Experiences Among Elementary School Teachers of Talakag-I District.*
14. Medez, Shemdarwin S. (2024). *-Additional Workloads of Teachers in Public Secondary Schools and Their Performance.*
15. Geoffrey, Masinde Nyongesa, & Yatich, Salome Koskei. (2024). *- Factors Influencing Job Satisfaction Among Non-Teaching Staff in Public Secondary Schools.*