



**EXPLORING NON-TEACHING WORKLOAD ON TEACHERS'
PEDAGOGICAL ACCOUNTABILITY**

THESIS

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**UNIVERSITAS ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE TEACHING STUDY PROGRAM**

AGUSTUS 2025

ABSTRACT

Mahanani, Avis Asri. 2025. *Exploring Non-Teaching Workload On Teachers' Pedagogical Accountability*, Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang, Advisors: (1) Dr. H. Alfanzuhairi, M.Pd, (2) Dr. H. Muhammad Yunus, M.Pd.

Keywords: Non-teaching workload, pedagogical accountability, teacher in rural area.

The teaching profession is one of the main pillars of the education system, carrying extensive and complex responsibilities. In a rural setting, an English teacher has challenges with non-teaching workload, wastes much time on dual roles, and affects pedagogic responsibility, and decreases the quality of English language delivery.

This study aims to analyse rural English teachers' experiences of the impact of non-teaching workload on their pedagogical accountability, to explore the unique challenges that exacerbate rural English teachers' non-teaching workload and pedagogical accountability, and to explore the impact of non-teaching workload on the quality of English teaching in rural settings.

A mixed-methods research approach was employed to provide a rich, contextualised understanding of five English teachers in the rural area of Blitar. Data were collected through in-depth interviews, document analysis, and a multiple-choice questionnaire. Thematic analysis, using Braun and Clarke's six-phase framework, guides the data qualitative interpretation process. Descriptive statistic for the Likert scale was applied for a multiple-choice questionnaire analysis, and data triangulation was conducted to enhance the credibility of the findings.

The findings revealed three major themes: (1) The study reveals that rural English teachers perceive non-teaching workload as a significant barrier to their pedagogical accountability; (2) The study highlights a set of unique challenges that exacerbate non-teaching workload in rural areas; (3) The study establishes a clear link between high non-teaching workload and the quality of English language teaching

The study recommends that prioritizing allocating resources for sufficient staffing streamlines administrative processes and encourages greater community engagement to foster a more supportive and effective educational environment.

ABSTRAK

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Kata kunci: Beban kerja non-mengajar, akuntabilitas pedagogis, guru di daerah pedesaan.

Profesi mengajar adalah salah satu pilar utama sistem pendidikan, memikul tanggung jawab yang luas dan kompleks. Di lingkungan pedesaan, seorang guru bahasa Inggris memiliki tantangan dengan beban kerja non-pengajaran, menghabiskan banyak waktu untuk tugas ganda, dan memengaruhi tanggung jawab pedagogis, dan menurunkan kualitas pengajaran bahasa Inggris.

Studi ini bertujuan untuk menganalisis pengalaman guru bahasa Inggris pedesaan tentang dampak beban kerja non-mengajar terhadap akuntabilitas pedagogis mereka, untuk mengeksplorasi tantangan unik yang memperburuk beban kerja non-mengajar dan akuntabilitas pedagogis guru bahasa Inggris pedesaan, dan untuk mengeksplorasi dampak beban kerja non-mengajar terhadap kualitas pengajaran bahasa Inggris di pedesaan.

Pendekatan yang digunakan dalam penelitian ini adalah metode campuran, digunakan untuk memberikan pemahaman yang kaya dan kontekstual tentang lima guru bahasa Inggris di daerah pedesaan Blitar. Data dikumpulkan melalui wawancara mendalam, analisis dokumen, dan kuesioner pilihan ganda. Analisis tematik, menggunakan kerangka kerja enam fase Braun dan Clarke, memandu proses interpretasi kualitatif data. Statistik deskriptif untuk skala Likert diterapkan untuk analisis kuesioner pilihan ganda, dan triangulasi data dilakukan untuk meningkatkan kredibilitas temuan.

Temuan ini mengungkapkan tiga tema utama: (1) Studi ini mengungkapkan bahwa guru bahasa Inggris pedesaan menganggap beban kerja non-mengajar sebagai penghalang yang signifikan untuk akuntabilitas pedagogis mereka; (2) Studi ini menyoroti serangkaian tantangan unik yang memperburuk beban kerja non-mengajar di daerah pedesaan; (3) Studi ini menetapkan hubungan yang jelas antara beban kerja non-mengajar yang tinggi dan kualitas pengajaran bahasa Inggris.

Studi ini merekomendasikan bahwa memprioritaskan alokasi sumber daya untuk staf yang memadai, merampingkan proses administrasi, dan mendorong keterlibatan masyarakat yang lebih besar untuk menumbuhkan lingkungan pendidikan yang lebih mendukung dan efektif.

CHAPTER I

INTRODUCTION

This study examines the phenomenon of teacher workload, especially non-teaching tasks, and its implications for the pedagogical accountability of English teachers. This introductory section outlines the research context, the research focus, the research objectives, the research assumptions, the research significance, and the definition of key terms.

1.1 Research Context

The teaching profession is one of the main pillars of the education system, carrying extensive and complex responsibilities. Teacher workload is a multifaceted concept that includes teaching tasks, planning, delivering lessons, and administrative tasks (Wang, 2023). Zydziunaite et al. (2020) stated that these responsibilities go beyond direct classroom instruction, including activities such as grading student homework, preparing lesson plans, counseling students, organizing parent meetings, and involvement in extracurricular activities.

This extensive workload is often perceived as excessive and intensive, which has significant negative impacts on the quality of teaching, teachers' quality of work life, and students' learning outcomes and experiences (Zydziunaite et al., 2020). Studies have consistently shown a direct correlation between high teacher workloads and increased levels of stress, burnout, and decreased overall well-being (Wang, 2023). These findings are in line with the conservation of resources theory,

which states that excessive demands, such as high workloads, can drain an individual's resources, which in turn leads to decreased well-being (Wang, 2023). In Indonesia, teachers experience stress due to workload, including pressure to produce student learning outcomes reports to be submitted to the principal. This can affect their mental and physical health, and ultimately, the quality of teaching and interactions with students (Hidayatullah et.al., 2024).

Activities outside of direct teaching contribute significantly to teachers' work time allocation. For example, one-third of teachers' time is spent on teaching and tutoring, while a significant portion of time is also dedicated to lesson preparation, homework grading, and meetings (Zydzianaite et. al., 2020). This suggests a substantial diversion of time and energy from core pedagogical tasks. Non-teaching responsibilities, such as administrative tasks, data entry, and even civic duties such as census work, are increasingly being assigned to teachers, often due to vacant administrative staff positions. This situation forces teachers to take on extra work, which directly affects their classroom performance and their ability to provide quality education. The continued growth of new demands, especially administrative tasks (e.g., new technology systems, new requirements for long-term educational planning, extensive individual development plans), without the elimination of existing tasks, significantly increases the high workload and contributes to stress and burnout (Jomuad, et al., 2021). Even the introduction of new technologies, if not accompanied by a reduction in old requirements, can increase the risk of burnout.

Effective learning depends heavily on teachers devoting a significant portion

of their time to teaching and learning activities. When administrative burdens divert attention and energy, this can lead to potential decreases in job satisfaction and, most importantly, the quality of education provided to students. Pedagogical accountability, often emphasized through standardized testing and common curricula, can paradoxically diminish teachers' skills by shifting authority from them to the bureaucracy, thereby reducing their creativity and autonomy. This can lead to dissatisfaction and a feeling that they are unable to make decisions that are in the best interests of their students. Support for teachers, including lightening their workload and providing administrative assistance, is critical to teacher retention and student achievement and should take precedence over general accountability measures. Lack of administrative support is a significant source of teacher stress.

Comparing the existence of urban and rural schools, Chisebe in Bush (2011), revealed that urban schools, typically located in densely populated urban areas, face unique challenges and opportunities compared to their rural counterparts. These schools often benefit from better access to resources such as technology, extracurricular activities, and specialized staff due to their proximity to educational institutions, businesses, and cultural centers. However, urban schools also contend with significant issues such as overcrowding, higher student-teacher ratios, and greater diversity in student backgrounds, which can create gaps in academic achievement and access to quality education. Urban schools are also often affected by socioeconomic factors, with many students coming from low-income families, leading to challenges such as underfunding, limited parental involvement, and

higher dropout rates. Despite these challenges, urban schools have the potential to implement innovative teaching practices and community partnerships, providing students with a rich and diverse learning environment.

Similarly, Chisebe in Chandra (2024), highlights that rural schools often face unique challenges and opportunities that distinguish them from their urban counterparts. These schools often struggle with limited resources, including inadequate funding, insufficient educational materials, and a shortage of qualified teachers. Infrastructure in rural schools can be substandard, with issues such as poorly maintained buildings, lack of access to technology, and inadequate transportation options for students. Musakanya (2024) argues that despite these challenges, rural schools can also offer a close-knit community environment where students receive more individualized attention and support from teachers and staff. Community engagement is often high, and schools can serve as central hubs for local activities and events. Furthermore, rural schools provide opportunities for innovative teaching practices tailored to the local context, such as integrating local cultural and environmental issues into the curriculum. Addressing the disparities faced by rural schools requires targeted policies and investments to ensure that all students, regardless of geographic location, have access to a high-quality education.

In the specific context of English teachers in rural settings, the challenges faced are more complex and manifold than the general workload issues (Khatima, et. al., 2025). These challenges include limited resources and facilities, a lack of learning resources, inadequate facilities, limited internet access, and inadequate teaching materials. Rural schools often lack basic infrastructure such as electricity,

adequate chairs, tables, and whiteboards (Febriana et. al., 2018). Linguistic Challenges and Student Motivation become the second challenges, dominance of local languages, leading to code-switching that reduces consistent exposure to English, low student motivation, and lack of awareness of its importance (Khatima et.al., 2025). English is a foreign language with limited exposure in everyday settings in rural areas (Supriadi et.al., 2023). Then environmental and professional support become the third challenge, lack of parental supervision and family/community support for English language education (Laila et. al., 2023).

There is also a lack of professional development tailored to multilingual contexts and limited access to training (Khatima et. al., 2025). This condition impacts the teacher qualification gap, the lack of qualified English teachers, and limited English language competency among existing teachers (Laila et. al., 2023). Also, socio-economic conditions, students' socio-economic background, and parents' education level significantly influence students' motivation and access to educational resources (Laila et. al., 2023).

These challenges are often compounded by poor road access and limited signaling, hampering communication and access to modern teaching methods (Shahnaz & Gandana, 2020). The misalignment between the national curriculum and local linguistic realities further complicates instructional delivery and English language skill development (Khatima et. al., 2025).

1.2 Research Focus

When this already high non-teaching workload is added to the resource-poor and challenging rural environment, it creates a double burden. Unique challenges

such as limited facilities, language barriers, low student motivation, and lack of administrative support in rural areas are not only separate issues but also compounding factors. This double burden significantly exacerbates the negative impact on teacher well-being and, more importantly, seriously compromises their capacity to meet pedagogical accountability. It transforms the issue from individual teacher capacity to a systemic failure where teachers are placed in a difficult position, despite their dedication. Therefore, pedagogical accountability in such contexts is not merely a measure of teacher performance, but also a reflection of the systemic support and resource allocation available. Furthermore, when top-down, standardized pedagogical accountability is imposed without considering the overwhelming non-teaching workload and severe contextual constraints in rural areas, it becomes not only unfair to teachers but also counterproductive to the goal of improving the quality of education itself. Teachers are forced to prioritize policy compliance over genuine pedagogical innovation and student-centered learning. This can lead to the failure of compulsory English language teaching in such settings. This situation indicates a fundamental misalignment between policy design and the reality on the ground, where accountability becomes a punitive measure rather than a tool for improvement. Based on this condition, the focus of this research are:

1. How do rural English teachers' experiences of the impact of their non-teaching workload on their pedagogical accountability?
2. What are the unique challenges that exacerbate the non-teaching workload and pedagogical accountability of English teachers in rural settings?

3. What is the impact of non-teaching workload on the quality of English teaching in rural settings?

1.3 Research Objectives

This study has several primary objectives designed to provide a comprehensive understanding of rural English teachers' non-teaching workload and pedagogical accountability. These objectives are:

1. To analyse rural English teachers' experiences of the impact of non-teaching workload on their pedagogical accountability.
2. To explore the unique challenges that exacerbate rural English teachers' non-teaching workload and pedagogical accountability.
3. To explore the impact of non-teaching workload on the quality of English teaching in rural settings (students' satisfaction on teachers' performance)

1.4 Research Assumptions

This study has several assumptions, which are:

1. The rural English teachers' experiences of non-teaching workload impacts on their pedagogical accountability.
2. The unique challenges that exacerbate rural English teachers' non-teaching workload and pedagogical accountability.
3. The impact of non-teaching workload on the quality of English teaching in rural settings.

1.5 Research Significance

The importance of this research is expected to be useful for teachers, principals, and stakeholders to provide alternative ways to overcome the problem of non-teaching workload on teaching pedagogical accountability.

For teachers, the results of this study can be used to help restore the function of teachers who have pedagogical responsibility for students. As the statement by Widodo and Rozimela (2020) that the English teachers can be defined as educational professionals who have pedagogical, professional, personal, and social competencies to facilitate the acquisition and development of English language skills in students.

For principals, the results of this study can be used as a consideration for giving additional tasks so that the workload for teachers causes pedagogical accountability to be disrupted and is detrimental to the development of education which has an effect on decreasing the quality of education with decreasing student learning outcomes.

Supriadi and Aulia (2022) stated in their journal that school principals, as transformational and managerial leaders, have a crucial role in managing resources, including teachers' workloads. The policy of assigning additional tasks must be considered to avoid sacrificing the core of the teacher's duties, which are teaching and educating.

For stakeholders, it can be used as a consideration for the procurement of special administrative staff in rural schools, so that the education process can run proportionally and optimally. Wahyudi and Nurdin (2021) reveal that the

stakeholder policy level (the Education Office) has the power to make decisions that affect school operations, including the allocation of resources such as additional staff

1.6 The Definition of Key Terms

To avoid misunderstanding in this research, there are several terminologies that the writer feels necessary to explain.

Exploring

Exploring means the process of in-depth and systematic investigation or inquiry into a particular subject, problem, or area, to gain an in-depth understanding of the impacts of non-teaching workload on teachers' pedagogical accountability.

Non-teaching workload

Non-teaching workload means the various tasks and responsibilities that the teachers have to perform outside of in-person classroom teaching activities.

Pedagogical accountability

Pedagogical accountability for English teachers refers to the responsibility of teachers to ensure that their teaching effectively facilitates students' English learning.

English teacher in a rural area

An English teacher in a rural area is an educator who teaches the English language and its school located outside of a city or urban center.

CHAPTER V

DISCUSSION

This chapter discusses the findings of the study, "Exploring of Non-teaching Workload on Teacher Pedagogical Accountability". It aims to provide a comprehensive understanding of how the non-teaching workload impacts English teachers in rural settings, particularly concerning their pedagogical accountability. The discussion is structured according to the research objectives, followed by an exploration of the broader implications and limitations.

5.1 The rural English teachers' experiences of the impact of non-teaching workload on their pedagogical accountability.

The study reveals that the non-teaching workload has a significant negative impact on the perceived quality of teaching, particularly for teachers with higher reported hours. This direct correlation is consistent with a growing body of research demonstrating how administrative burdens compromise instructional effectiveness. Manjunatha (2023) observed that non-academic responsibilities significantly influence teaching quality, indicating a diversion of focus and resources from core pedagogical activities. Purba (2025) further demonstrates that workload, among other factors, significantly affects education quality in schools.

Furthermore, the study highlights a differential vulnerability of pedagogical activities. Direct, interactive pedagogical aspects such as "quality feedback to students" and "in-depth student interaction" are more consistently and significantly

affected by non-teaching workload than lesson planning. This nuanced finding suggests that while teachers might manage to prepare lessons (often outside school hours), the constant interruptions and demands of non-teaching tasks erode the real-time, in-the-moment engagement crucial for personalized instruction and student development. Kim (2019, cited in ResearchGate 2024) noted that teachers' administrative workload can "crowd out instructional activities," specifically impacting the time available for crucial direct student engagement.

The "accountability paradox," where teachers intellectually accept the fairness of accountability measures but simultaneously feel overwhelmed and unable to meet targets due to their excessive workload, is a critical psychological toll. This internal conflict, leading to stress and feelings of inadequacy, is well-documented in research on teacher well-being and burnout (Ramli and Fitriani, 2023). The perceived inability to meet targets despite valuing accountability creates cognitive dissonance, contributing to burnout and dissatisfaction. This paradox suggests that current accountability frameworks may be ill-suited for rural contexts without acknowledging the unique operational realities and providing adequate support.

5.2 The unique challenges that exacerbate rural English teachers' non-teaching workload and pedagogical accountability.

The study strongly corroborates that "dual roles/limited staff" is the most significant unique challenge exacerbating non-teaching workload in rural areas. This finding is consistently echoed across various studies focusing on rural education. Boymau and Hidayati (2025) emphasize the challenges rural English

teachers face due to limited access to resources and technology, forcing them to take on additional responsibilities. Falah et. al. (2023) also describe how time allocation and limited resources contribute to the challenges of English teachers, especially in junior high schools, which can be extended to rural contexts.

Other identified challenges, such as "lack of facilities/infrastructure," "difficult accessibility/long commutes," and "limited access to professional resources/training," are also well-documented rural-specific issues. Permana and Purba (2022) explicitly highlight insufficient infrastructure, lack of professional development opportunities, and limited teaching resources as key difficulties for English teachers in rural areas. These structural limitations mean that rural teachers often have to independently create or adapt teaching materials, as commercial resources or modern libraries are scarce.

A notable finding is the "consistently low perceived support from the local community/parents" for managing non-teaching workload. While some literature emphasizes the importance of community engagement and support for rural teacher success, this study highlights a significant gap between this ideal and the lived reality of the respondents. This suggests that the burden is largely internalized within the school, hindering the feasibility of delegating tasks to external stakeholders without significant community engagement efforts. This implicitly contrasts with the potential for "social support" from various sources to positively influence teacher work engagement and reduce negative psychological states (Mulyono and Herawati, 2025). The implication is that addressing rural teacher workload requires systemic solutions, including improved resource allocation,

staffing policies, and infrastructure development, rather than individual coping strategies.

5.3 The impact of non-teaching workload on the quality of English teaching in rural settings.

The findings of this study provide a strong perspective, validated by teachers, on the relationship between non-teaching workload and the quality of English language instruction. The unanimous and strong belief among all respondents that reducing their non-teaching workload would significantly improve the quality of instruction confirms the core of the subject of this research. This consensus is not simply anecdotal; it represents a deep professional belief rooted in the teachers' lived experiences. When teachers, like Respondent 2, state that :

"The quality of my teaching will improve significantly, it will definitely improve a lot, because I will have more time to prepare lessons, access training, and have a lot of energy to improve myself."

they are articulating a clear causal mechanism: reducing non-pedagogical demands directly frees up time and mental resources that can be reallocated to core teaching functions. This aligns with previous research on teacher workload. A study by Grootenboer et al. (2022) found that excessive administrative and non-teaching tasks are a major source of teacher burnout and a significant barrier to effective lesson planning and professional development. Similarly, Bozkurt et al. (2021) highlighted that teachers with higher administrative burdens reported less satisfaction with their professional growth, which directly impacted their pedagogical effectiveness.

Teachers' beliefs were further validated by student satisfaction data. Student questionnaire results revealed a critical gap between teachers' perceived potential and their current performance. Although teachers demonstrated relative strengths in basic areas such as discipline and creating a positive learning environment, they struggled with more nuanced and time-consuming aspects of their role. For example, low scores on indicators such as "Teacher completes learning targets on time" and "Teacher knows the students in their class" were a natural consequence of the dual workload. In fact, by knowing students well, the teacher will increase students' enthusiasm to learn. As stated by Werdiningsing, et al. (2021) that to stimulate students' enthusiasm for learning, supporting factors for learning can be through teachers or classmates. The findings of this study corroborate those of Villar-Onrubia et al. (2023), who found that teachers with extensive non-teaching duties often have less time for personalized student interactions and timely feedback, which are crucial for student learning and motivation. The fact that the lowest-scoring indicator was a lack of appreciation and motivation for students further underscores this. When a teacher's energy and time are consumed by non-teaching duties, their ability to provide the emotional and psychological support students need is significantly reduced. This is a subtle but critical point that validates teachers' perspective: reducing their workload is not just about freeing up time, but also about restoring their energy and focus so they can fully engage in the human-centered and relational aspects of teaching that are essential to student success.

The recommendations proposed by the teachers in this study demonstrate a clear understanding of the systemic problems they face. Their overwhelming preference for adding administrative or support staff is not simply a wish, but a practical and immediate solution to the problem of non-teaching duties. This finding aligns with recommendations from global studies on teacher retention and workload. Cabarcos-Alvarellos & Sanromán-Peral (2023), for example, argue that adding dedicated support staff is one of the most effective policy interventions for reducing teacher workload and improving morale. Teachers' preference for this solution over individual coping strategies such as time management training reflects their belief that the problem is structural, not personal.

Other recommendations, such as simplifying administrative procedures and redefining teacher job descriptions, further highlight this desire for systemic change. These suggestions directly align with the findings of Bozkurt et al. (2021), who noted that bureaucratic complexity and unclear job descriptions are major contributors to teacher stress and can lead to a sense of professional purposelessness. Suggestions for leveraging technology systems for efficiency and increasing support from school leadership also reflect a modern understanding of how educational institutions can be run more effectively. These recommendations demonstrate that teachers are not simply asking for less work, but are proposing concrete, well-thought-out changes that will empower them to focus on their core mission of teaching. One respondent's unique suggestion to involve the community and parents in funding administrative staff for the school was particularly insightful, reflecting the context of rural schools and the need for creative, community-based

solutions to resource challenges. These findings demonstrate that a holistic, collaborative approach involving all stakeholders is crucial to creating sustainable solutions to the teacher workload crisis in these settings.

The synthesis of qualitative and quantitative data in this study reveals a strong and consistent narrative. There is a strong causal relationship, validated by teachers, between high non-teaching workloads and a perceived decline in teaching quality. This perception is independently corroborated by student feedback, which identifies key areas of teacher performance—time management, personalized student attention, and student motivation—as areas in dire need of improvement. These are precisely the areas that teachers themselves identified as being compromised by their excessive non-pedagogical duties.

The findings from both teachers and students converge to provide a strong rationale for policy interventions. The most impactful interventions, as identified by teachers, are not simply offering more training, but providing structural support, such as additional administrative staff. This echoes sentiments in recent literature that individual solutions are often ineffective against systemic problems (Grootenboer et al., 2022). By empowering teachers to focus on their core pedagogical mission, policymakers can make direct investments in improving educational outcomes. The teachers' recommendations are not just about their well-being; They are a clear roadmap for improving the quality of English language teaching in rural settings. This research suggests that any policies or initiatives that fail to address the root causes of non-teaching workload will likely have limited

success in improving teacher performance and, ultimately, student satisfaction and achievement.



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