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## IMPACT OF WORKLOAD ON TEACHERS' EFFICIENCY AND THEIR STUDENTS' ACADEMIC ACHIEVEMENT AT THE UNIVERSITY LEVEL

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KEYWORDS	ABSTRACT
Workload, Teacher Efficiency, Students' Academic Achievement	This study explores the impact of workload on teachers' efficiency and their students' academic achievement at the public sector university in Lahore, Pakistan. The research design was a qualitative case study approach, which allows for an in-depth exploration of the experiences and perceptions of teachers and students about affiliation between workload and academic achievement. Total of 30 semi-structured interviews were conducted with 15 teachers and 15 students, and qualitative content analysis was used to analyze data. Themes were generated by using the NVivo-14 software. The findings reveal that teacher workload has a significant impact on student academic achievement, and teacher efficiency and effectiveness. Heavy workloads can lead to stress, burnout, and decreased engagement, which negatively impact student learning outcomes. The teachers who effectively manage their workload are better able to provide support and guidance to their students, resulting in improved the academic achievement. The study concludes that reducing the teachers' workload and providing support to manage workload effectively can have positive impact upon both teacher and student outcomes.
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### INTRODUCTION

The workload of teachers in the public sector universities can have a significant impact on their efficiency and academic achievement of their students. In recent years, there has been growing concern about workload of teachers, with many educators reporting high levels of stress and burnout. The teachers in public sector universities often have to deal with large class sizes, heavy administrative workloads, and increasing pressure to meet performance targets. As result, they may be overburdened with work, leading to high levels of stress and exhaustion (Rose & Sika, 2019). When teachers are stressed and overworked, they may struggle to maintain their focus

and motivation. This can negatively impact their efficiency and their ability to provide quality education to their students (Hester, Bridges & Rollins, 2020). For instance, the teachers may not be able to prepare adequately for their classes, leading to the poor lesson planning, ineffective teaching strategies, as well as limited personal interaction with students. Furthermore, a high workload can also lead to the teacher burnout, which can have long-term effects on their health and well-being. When teachers are burnt out, they may become disengaged from their work, leading to lower levels of job satisfaction and increased turnover (Mullen, Backer, Chae & Li, 2020).

The impact of teacher workload on students can be significant. When teachers are overworked and stressed, they are less effective at delivering instruction, resulting in lower levels of student engagement and academic achievement. Students may also suffer from the lack of personalized attention, feedback, leading to reduced motivation and academic performance (Afzal & Rafiq, 2022; Kamran, Afzal & Rafiq, 2022). Influence of workload on teachers' efficiency and their students' academic achievement in public sector universities cannot be ignored. It is vital for universities to take steps to manage teacher workload and ensure that educators have needed resources to effectively educate their students (Balang, 2021). This includes providing adequate training, resources, and support to teachers, reducing administrative burdens, and addressing root causes of stress and burnout. By doing so, universities can help to improve overall quality of education and ensure that students receive the best possible learning experience. In global context, impact of workload on teacher efficiency and student achievement is growing concern. According to the Organization for Economic Cooperation and Development (OECD), teachers in many countries face high levels of workload, which can lead to stress, burnout, and reduced effectiveness in classroom (Szabó, Kóródi, Szél & Jagodics, 2022). OECD has suggested that policymakers take steps to reduce teacher workload, like improving efficiency of administrative tasks and providing more opportunities for professional development (Rafiq, Afzal & Kamran, 2022).

In South Asia, the impact of workload on teacher efficiency and student achievement is also a major concern. In many countries in region, like India and Pakistan, public sector universities have limited resources, which can lead to high teacher workloads. Teachers may be required to teach large classes, manage administrative tasks, and provide additional support to students with limited resources (Khan, Khan & Turi, 2019). As a result, teachers in South Asia may face high levels of stress and burnout, leading to lower efficiency and reduced student achievement. In recent years, policymakers in South Asia have taken steps to address the issue of teacher workload. For example, the government of India has launched several initiatives to reduce the workload of teachers, including the use of technology to simplify administrative tasks and the introduction of more flexible work arrangements (Kang & Sidhu, 2015). Similarly, government of Pakistan has introduced policies aimed at reducing teacher workload, such as increasing the number of teaching staff and improving infrastructure in public sector universities. Overall, the impact of workload on teacher efficiency, student achievement is a global issue, with significant implications for public sector universities in South Asia and beyond. Addressing this issue will require a collaborative effort from policymakers, educators, and other stakeholders, to ensure that teachers have necessary resources and support to deliver high-quality education to their students.

## **Problem Statement**

The impact of workload upon teachers' efficiency and their students' academic achievement is a significant problem at university level in Pakistan. The teachers in these institutions are often overburdened with work that can lead to stress, burnout and reduced effectiveness in classroom. This, in turn, can negatively impact the academic performance of students and compromise the quality of education. Problem of high teacher workload at universities is multifaceted. Teachers may have to teach large classes, grade assignments, manage administrative tasks, and provide extra support to the students, all with limited resources. As result, they may be unable to provide personalized attention to each student or prepare passably for classes, leading to poor teaching quality and reduced student engagement. Problem of high teacher workload also affects students directly. When teachers are overworked and stressed, they may be less effective at delivering instruction, leading to lower levels of student achievement. Students may suffer from a lack of personalized attention and feedback, leading to reduced motivation & academic performance. Addressing problem of teacher workload will require joint effort from policymakers, educators, and other stakeholders. Strategies to reduce workload could include increasing the number of teaching staff, reducing administrative burdens, and providing more resources for professional development. By taking these steps, it is hoped that teachers will be better equipped to deliver high-quality education to students, leading to better academic performance & better outcomes for all.

### **Objectives & Questions**

1. To know teachers' perception about teachers' workload and their students' Academic achievement at the university level.
2. To see students' perception of teachers' workload and student's academic achievement at the university level.
3. How the teachers perceive workload and their student's academic achievement at the university level.
4. How students perceive teachers' workload and their student's academic achievement at the university level.

### **Significance of Study**

1. The findings of study may be useful for policymakers to develop policies and strategies that can reduce the workload of teachers in public sector universities. This may result in improving teacher efficiency and ultimately lead to improved academic achievement of students.
2. This study may help in better understanding factors that affect academic achievement of the students. By investigating the impact of teacher workload on student academic achievement, this study may provide insights into factors that contribute to academic success.
3. The results of this study may be used to develop interventions that can help teachers to manage workload effectively, which can result in the improved teaching quality. In this connection, improved teaching quality can lead to improved academic achievement of students.

### **LITERATURE REVIEW**

The impact of workload upon teachers' efficiency and their students' academic achievement is a widely researched topic in education. This literature review examines key findings from studies on this topic in public sector universities. A study conducted by [Shazia et al. \(2018\)](#) conducted

in Pakistan found that high workload was a major factor affecting teacher's efficiency in public sector universities. The teachers reported feeling overworked, which led to stress and burnout, resulting in decreased performance in classroom. Additionally, study by [Ali et al. \(2021\)](#) found that workload was negatively linked with teacher job satisfaction in public sector universities in Pakistan. [Haroon and Uzma \(2019\)](#) conducted in Lahore, Pakistan, found that high workload was associated with the decrease in student's academic achievement. The study found that when teachers were overworked, they were less effective at delivering instruction, leading to lower levels of student engagement and academic performance. Also, study by [Rahman and Rahman \(2019\)](#) found that workload was negatively associated with quality of teaching in public sector universities in Bangladesh. [Çavuş and Çetin \(2019\)](#) in Turkey found that the high workload was associated with decreased motivation and job satisfaction among teachers in public sector universities.

The study found that when the teachers were overworked, they were less motivated to perform their duties, leading to decreased job satisfaction and efficiency. The impact of workload upon teachers' efficiency and their students' academic achievement has been studied extensively in various contexts, including Europe, America, Australia, China, and India. This literature review examines key findings from studies on this topic in public sector universities in these contexts. A study by [Spoel and Velden \(2020\)](#) found that high workload was associated with decreased well-being and job satisfaction among university teachers in Netherlands. The study found that increased workload was associated with a higher likelihood of burnout and reduced motivation to perform well in the classroom. A research study carried by [Spector et al. \(2019\)](#) found that increased workload was associated with reduced job satisfaction and increased burnout among university teachers in United States. The study found that high workload resulted in decreased efficiency and effectiveness in classroom, which, in turn, negatively affected student academic achievement. A study by [Antonioni et al. \(2017\)](#) found that increased workload was associated with the reduced job satisfaction and increased levels of stress among the university teachers in Australia.

The study found that high workload negatively affected teaching quality, leading to lower levels of student engagement and academic achievement. Moreover, study by [Zhang and Zhao \(2020\)](#) found that high workload was negatively associated with teacher efficiency in the public sector universities of China. The study found that increased workload led to decreased job satisfaction and increased burnout among teachers, which negatively affected their teaching effectiveness and students' academic achievement. A study by [Mathew and Suryanarayana \(2018\)](#) found that high workload was associated with decreased job satisfaction and increased burnout among university teachers in India. The study found that increased workload led to decreased teaching effectiveness, which, in turn, negatively affected students' academic achievement. The literature advocates that high workload can negatively impact teacher's efficiency and students' academic achievement in public universities. Teachers may experience high levels of stress and burnout, leading to reduced performance in classroom. This lead to lower levels of student engagement and academic achievement. To address this problem, it is vital for policymakers and educators to take different steps to reduce teacher workload, such as improving administrative efficiency, increasing the number of teaching staff, and providing additional resources for the professional development.

The rationale of this study is to investigate the impact of workload on teachers' efficiency and their students' academic achievement at the university level. This study is important because

high workload levels can have significant consequences for teachers and students, leading to burnout, reduced motivation, and lower job satisfaction. Additionally, students may experience a lack of individualized attention and support from teachers, resulting in reduced engagement and academic performance. Another study by [Haroon and Uzma \(2019\)](#) conducted in Lahore, Pakistan, found that the high workload was associated with the decrease in student's academic achievement. Addressing this issue is crucial for ensuring that universities provide high-quality education to their students and promote well-being of their teachers. By identifying the factors that contribute to the high teacher workload and exploring potential solutions, this study can provide insights into how universities can improve teacher efficiency and student achievement. Ultimately, this study can contribute to development of effective policies and practices aimed at managing teacher workload and promoting positive educational outcomes in the public sector universities.

### **Theoretical Framework**

The theoretical framework for the study is based on following theoretical perspectives. One of the main theoretical frameworks that commonly used to understand the impact of workload on teachers' efficiency and their students' academic achievement is Job Demand-Control-Support (JDCS) model proposed by [Karasek and Theorell \(1990\)](#). The JDCS model suggests that job demands, job control, and social support are key factors that influence an individual's job stress and their ability to cope with work demands. According to model, high job demands combined with the low job control and low social support can lead to job strain, which can have negative effects on the individual's health and the job performance. In the context of this study, the high workload can be seen as the job demand that can lead to job strain if teachers do not have adequate control over their work or social support. The another relevant theoretical framework that has been used to understand the relationship between workload, teachers' efficiency, and the students' academic achievement is the Effort-Reward Imbalance (ERI) model proposed by [Siegrist \(1996\)](#).

The ERI model suggests that when individuals perceive an imbalance between the effort they put into their work and rewards they receive, they may experience high levels of stress, which can have negative effects on health and job performance. In the context of this study, workload can be seen as an effort, and rewards can include salary, recognition, and job satisfaction. Also, the Conservation of Resources (COR) theory proposed by [Hobfoll \(1989\)](#) has also been applied to this study. High workload can negatively impact teacher's efficiency and students' academic achievement in public universities. According to theory, individuals strive to gain and protect their resources, which can include material, social, and personal resources. When individuals perceive a threat to resources, they may experience stress, which have negative effects on their well-being and job performance. In the context of study, workload can be seen as a threat to teachers' resources, that lead to stress and negative effects on efficiency and student academic achievement.

### **RESEARCH METHODOLOGY**

The paradigm of this study is interpretivism. Interpretivism is a qualitative research paradigm that emphasizes subjective interpretation of social phenomena. It assumes that reality is socially constructed and that the individuals have unique perspectives and experiences that shape their understanding of world ([Junjie & Yingxin, 2022](#)). In this study, researcher used interpretivism to explore the experiences and perceptions of teachers and students about impact of workload

on academic achievement. By using interpretivism, researcher was able to explore the subjective and complex nature of this relationship and gain a more comprehensive understanding of the impact of workload on teachers' efficiency and their students' academic achievement. Research design for study was a case study approach (Gammelgaard, 2017), which focused on one public sector university in Lahore. This approach provides comprehensive understanding of research problem and will allow for a detailed exploration of the factors that contribute to the affiliation between workload and academic achievement. The population for this study was all the teachers and students in public sector universities in Lahore. One public sector university was selected as to take sample. A purposive sampling technique was used to select representative sample of participants.

In case of teachers, selection criteria were based on their experience, academic qualifications, and subject area (Campbell et al., 2020). For students, the selection criteria were also based on their academic level and academic achievement. Total of thirty interviews; fifteen from teachers and fifteen from students were conducted. Saturation was occurred by twenty-fifth interview. However, five more interviews are conducted. The study used semi-structured interviews to collect data from both teachers and students. The interviews were designed to discover their experiences, perceptions, and beliefs about impact of workload on academic achievement. The interviews were conducted in person, and the data was recorded and transcribed for analysis. The study used qualitative content analysis to analyze data (Forman & Damschroder, 2007). The analysis was involve identifying common patterns in data, which were used to develop a comprehensive understanding of impact of workload on teachers' efficiency and their students' academic achievement. Themes were generated by using NVivo-14 software. Informed consent was obtained from all participants, and their confidentiality was maintained throughout the study. The study adhered to ethical guidelines for the research involving human participants, including the principles of the voluntary participation, confidentiality, anonymity, and informed consent.

## **DATA ANALYSIS**

Teacher Interview Question = TIQ

Student Interview Question = SIQ

### **Interviews with Teachers**

TIQ1: How do you feel about the workload in your courses and how it impacts your efficiency as a teacher?

### **Description**

The teachers revealed that workload in courses can be challenging for them, especially during midterms and finals. It can be difficult to balance grading, lesson planning, and research, that can impact their efficiency and ability to provide detailed feedback and guidance to students. The workload can make it challenging to maintain a good work-life balance, especially when managing multiple courses or large number of students. Teachers try to manage their workload by prioritizing tasks, staying organized, taking breaks, and managing stress to ensure they can provide best education possible to their students. "The workload can be quite heavy at times, especially during midterms and finals. It can be challenge to balance grading, lesson planning, and research. When I'm overworked, it can be difficult to give my full attention to each task, and my efficiency can suffer (R1, R3)." When my workload is too high, it can be challenging to

stay on top of everything. It can also be difficult to balance the research, lesson planning, and grading.

When I'm overworked, my efficiency can suffer, and I may not be able to provide the kind of detailed feedback and guidance that my students need (R2, R4, R8).” “workload can be quite demanding, especially when we have a large number of students or multiple courses to teach. It can be a challenge to balance grading, lesson planning, and research while also maintaining a good work-life balance. When I'm overworked, it can be difficult to give my full attention to each task, and my efficiency can suffer (R3, R9).” “It can be challenging to manage my workload at times, but I try to prioritize my tasks and stay organized. I also try to take breaks throughout the day to avoid burnout and to ensure that I can maintain my efficiency (R7, R11).” “The workload can definitely impact my efficiency as a teacher. When I have too much on my plate, I find myself getting overwhelmed and stressed out. This leads to me not being able to prepare as well for classes or not being able to give my students the attention they need. I try my best to manage my workload and make sure that I'm giving my students the best education possible (R10, R13).”

IQ2: Do you think your workload affects your students' academic achievement?

### **Description**

Teachers through interviews disclose that the workload affects their ability to provide detailed feedback, engage students with the creative lesson plans, and grade assignments in a timely manner. Teachers believe that their workload affects their students' academic achievement, as they may not be able to provide the level of support and guidance needed for students to reach their full potential. When teachers are overworked, they may not be able to devote the time and attention necessary to help their students succeed. However, when teachers manage their workload effectively, they can provide individualized attention that helps their students achieve academic success. “Yes, I do. When I'm overworked, I may not have the time or energy to provide the kind of the detailed feedback and guidance that my students need. It can also be challenging to come up with creative and engaging lesson plans when I'm feeling burnt out (R3, R4).”

“Absolutely, it can be difficult to come up with the creative and engaging lesson plans and to provide the kind of support and guidance that my students need. It can also be challenging to grade assignments and exams in the timely and detailed manner (R6, R9).” “I've seen firsthand how my workload impacts my students' academic achievement. When I'm able to devote time and energy needed to create engaging lessons and provide meaningful feedback, my students thrive. But when I'm stretched too thin, everyone suffers (R2, R7).” “There's no doubt that the workload affects my ability to be an effective teacher. When I'm overworked, I don't have time or resources to provide the kind of feedback and support my students need to perform at their best (R10, R11).”

“As a teacher, I take a lot of pride in my work, and it can be frustrating when I'm not able to give each of my students the attention they deserve. When my workload is too heavy, it impacts the quality of my teaching and my students' achievement (R12).” “Yes, I do. When teachers are overworked, they may not be able to devote time and attention that each student needs. This can impact their academic achievement, as they may not be receiving the level of support and guidance that requires (R13).” “Yes, I do. When I'm overworked, I may not be able to provide the level of support and

guidance that student needs, impact academic achievement. When I'm managing my workload effectively, I can provide them with kind of individualized attention that helps them succeed (R15).”

IQ3: What changes do you think could be made to improve your workload and your students' academic achievement?

### **Description**

Teachers suggest that there is need for more resources, support and professional development opportunities to manage their workload effectively. They propose that reducing class sizes, having teaching assistants or flexible scheduling could make a significant difference. Teachers also emphasize importance of work-life balance and better communication amid departments & faculty to streamline workload and avoid duplication of effort. “More emphasis on work-life balance would be helpful. If we able to prioritize our own well-being and manage our workload in a sustainable way, we would be better able to serve our students and support their academic achievement (R1).” “I think having more resources and support, such as teaching assistants or more flexible forecast, could make big difference. Having more opportunities for professional growth and training upon the effective teaching strategies and time management could help teachers be more efficient and effective in work (R2, R3).” “One possible solution could be to reduce class size, as would enable teachers to provide more individualized attention to each student.

Moreover, providing more resources and support, such as teaching assistants or more flexible scheduling, could help teachers manage their workload effectively. It would be helpful to have opportunities for professional progress and training on effective teaching strategies and time management (R4, R7).” “One thing that could really help is communication amid departments and faculty. If we could work together more effectively, we could avoid duplication of effort and update our workload (R5, R9).” “It would be great if there were opportunities for professional development and training. This would help us be more efficient in our work and allow us to provide better support for our students (R8, R12).” “I think there needs to be more support for teachers when it comes to managing workload. If we had more resources, such as more time for grading and planning, we could be more effective and our students would benefit. Another thing that could really help is better communication amid departments and faculty. If we could work together effectively, we could avoid duplication of effort and streamline our workload (R11, R13, R15)”

### **Figure 1**

*Data Analysis from Interviews with Teachers by NVIVO*





### Data Analysis from Interviews with Students

SIQ1: How do you feel about the workload of your teachers, and do you think it affects your academic achievement?

#### Description

This interview question identified that workload of teachers can have a significant impact on ability to provide effective teaching and individualized attention to each student, can negatively impact students' learning experiences and academic performance. Overworked teachers may not have time to prepare for classes, provide feedback, and give individualized attention, which can lead to lack of motivation and poor performance. When teachers have lighter workloads, they are more engaged in classroom, can provide effective teaching, and offer better support to students.

“It's frustrating when teachers have so much on their plates that they can't dedicate enough time to each class. I think this makes it harder for students to learn & retain information (R2)”  
 “I think workload definitely affects our academic achievement. If teachers are overworked, they may not have enough time to grade assignments or give feedback, which means we don't get the guidance we need to improve (R3).”  
 “I think when teachers have heavy workloads, they can become overwhelmed and stressed, which can affect their ability to teach effectively. They may not have time or energy to provide individualized attention and feedback, or to plan and deliver engaging and challenging lessons (R4, R5).”  
 “I think some of my teachers have quite heavy workloads, and it can be challenging for them to provide the kind of support and guidance that we need. This can affect our learning experience, as we may not be receiving level of feedback and interaction that we require (R6).”  
 “I think that the workload of teachers can definitely have an impact on our learning experience. Consequently, When teachers are overworked, they may not have the time or energy to provide support and feedback that we need to learn effectively (R8).”

“I believe that teacher workload has a significant impact on the quality of their teaching. When teachers are overworked, they may not have the time to properly prepare lessons and give the individualized attention to each student. This can lead to a decline in the quality of education that we receive (R9, R10).”  
 “I believe that the workload of teachers has a direct impact on our academic achievement. When teachers are overworked, they may not have the time to properly

prepare for classes, provide individualized attention to each student, and offer feedback on our work. This can negatively affect our learning experience and academic performance. On the other hand, when teachers have lighter workloads, they are more engaged in the classroom and can provide more effective teaching (R12, R13).” “I think that the workload of teachers has a significant impact on our academic performance. When teachers are overworked, they may not have the time to provide us with the necessary feedback, guidance, and attention needed for us to succeed in our studies. This can lead to a lack of motivation and poor academic performance. On the other hand, when the teachers have a lighter workload, they are more engaged in the classroom, can provide more effective teaching, and offer better support to the students (R14, R15).”

SIQ2: Have you noticed any particular effects of the teacher workload on your academic achievement?

### **Description**

The students' interviews highlighted that teacher workload could impact academic success. They observed that teachers who manage workload tend to communicate well, are organized, and provide adequate support and guidance to their students. Heavy workloads, especially in courses with multiple assignments and group projects, can be exciting to manage and impact quality of education received. When teachers are overworked and stressed, they may not be able to provide the same level of support and engagement, leading to a less effective learning experience. Heavy workloads may result in less time for discussion and interaction with teachers, making it harder to understand the material and engage with course content. Lack of support and timely feedback on assignments or the inability to answer questions outside of class can make it harder to succeed in the course. Students also noted that workload may be shifted onto them, making it challenging to balance other responsibilities like the work or extracurricular activities.

“Yes, there are definitely teachers who manage their workload effectively and are still able to provide us with the support and guidance that we need. These teachers are often very organized and communicate well with their students (R2).” “Yes, I definitely feel that some courses have heavier workloads than others. For example, courses with lot of assignments or group projects can be quite time-consuming and challenging to manage, especially if we have multiple such courses at same time (R3).” “Yes, I have noticed that when teachers have lighter workloads and are able to focus more on teaching, I tend to do better in their courses. I feel more motivated and engaged in those classes, since teacher is able to provide more support and feedback (R4, R5).” “Yes, I think teacher workload can definitely affect quality of education we receive. When teachers are overworked and stressed, they may not be able to provide same level of support and engagement in teaching, that can lead to a less engaging and effective learning experience (R6, R8).”

“When my teachers are clearly stressed and exhausted, that can be hard to feel motivated to attend class or put in extra effort on assignments. It feels like they're just going through the motions, and it can be demoralizing (R9, R14).” “Sometimes I feel like my teachers are rushing through material or assigning more work than usual because they have so much on their plate. It can be really overwhelming and make it difficult to keep up with the course. I've had teachers who are overworked and it's affected their ability to provide timely feedback on assignments or answer questions outside of class. This lack of support can make it harder to succeed in the

course (R10, R12).” “Sometimes it feels like the workload is being shifted onto students because teacher doesn't have time or energy to provide adequate support. This can be really challenging and impact your ability to balance other responsibilities, like work or extracurricular activities (R15).”

SIQ3: What changes do you think could be made to help teachers manage their workload and improve your academic achievement?

### **Description**

The students interviewed suggest various changes to help teachers manage their workload and improve academic achievement. These include encouraging collaboration and support among faculty members, knowing teaching excellence, reducing class sizes, providing more resources and support, reducing bureaucracy and administrative tasks, providing more opportunities for feedback and evaluation, prioritizing mental health of staff, and establishing clear guidelines and standards for course design and workload management in different situation. Additionally, some students suggest more student-centered approaches to the teaching and learning, while others emphasize the importance of transparency and communication between teachers and students.

“Encouraging a culture of collaboration and support among faculty members could help reduce individual workload and improve overall quality of teaching and learning. This could include things like mentoring programs, peer observation and feedback, faculty learning communities (R1).” “Providing more recognition and support for the teaching excellence, rather than solely focusing on research achievements, could help encourage teachers to prioritize their teaching responsibilities and invest more time and energy in their courses (R2, R7).” “Yes, I have noticed that when teachers have lighter workloads and are able to focus more on teaching, I tend to do better in their courses. “I think reducing class sizes and providing more support and resources, such as teaching assistants or technology tools, could help teachers manage workload more effectively. Giving teachers more time for planning and collaboration, as well as opportunities for the professional development, could help them improve their teaching skills and manage their workload more effectively (R3, R6).” “Encouraging more student-centered approaches towards teaching and learning could help teachers better understand the needs and challenges of their students.

This could include more opportunities for feedback or collaboration, or incorporating more experiential/project-based learning approaches (R4, R5).” “Finding ways to reduce bureaucracy or administrative tasks that take up teachers' time and energy could help them focus more on teaching & engaging with students. This include streamlining processes for course evaluations, registration, or other paperwork (R8, R10).” “I think that providing teachers more time for planning and collaboration could help them improve their teaching skills and manage their workload more efficiently Encouraging teachers to communicate more openly with students about their workload and challenges they are facing could help build trust and understanding. This could include setting clear expectations for assignments and grading, or being transparent about when office hours or other support will be available (R9, R11).” “the universities should prioritize the mental health of their staff and ensure that they have the resources they need to avoid burnout Creating opportunities for teachers to cooperate/co-teach with faculty members

could help distribute workload and provide more diversity in teaching styles and approaches (R13).”

“Providing more opportunities for feedback and evaluation, both from students and peers, could help teachers identify areas where they can reduce workload or improve their teaching strategies. Thus, encouraging more interdisciplinary and team-teaching approaches could help distribute the workload and provide more diverse perspectives in the classroom (R14).” Lack of support and timely feedback on assignments or inability to answer questions outside of class can make it harder to succeed in course. “Yes, I have noticed that when teachers have lighter workloads and are able to focus more on teaching, I tend to do better in courses. “Providing clear guidelines and standards for course design and content could help teachers create more efficient and effective courses, and reduce the workload required to develop them from scratch. Establishing clear policies and expectations for workload management, such as caps on class size or teaching hours, could help teachers prioritize their responsibilities and prevent burnout (R15).”

**Figure 2**

*Data Analysis from Interviews with Students by NVIVO*



## DISCUSSION

The interviews conducted with teachers and students shed light on the significant impact that workload has on both teachers' efficiency and students' academic achievement. The literature review also highlights that workload has been found to be a major factor leading to the teacher burnout and lower job satisfaction in the various contexts, which ultimately affects the quality of education that students receive (Kamran, Afzal & Rafiq, 2022). The interviews with teachers indicate that they face heavy workloads, with significant number of classes to teach and a large number of students to manage. As result, many teachers feel overwhelmed and overburdened, leading to increased stress levels and reduced efficiency in classroom. Teachers also mentioned that they often have to deal with administrative tasks, such as grading papers and managing student records, which further adds to their workload. These results were more closely to the studies conducted by (Rose & Sika, 2019; Mullen et al., 2020). From the students' perspective, heavy workloads on teachers result in reduced individualized attention and feedback, leading to a lower quality of education and lower academic performance. Students also reported feeling

demotivated and disengaged from studies due to lack of support and guidance from teachers. These results were close to the studies conducted by (Balang, 2021; Hester, Bridges & Rollins, 2020).

The impact of workload on teachers' efficiency and their students' academic achievement at the university level is the topic of significant concern. The literature review suggests that workload has a significant impact on the teacher burnout and their overall job satisfaction, which can ultimately affect their efficiency and effectiveness in the classroom. Moreover, high workloads can also result in teacher absenteeism, which in turn can negatively impact students' academic achievement. In the European, American, Australian, Chinese, and Indian contexts, the studies have shown that high workload levels can result in teacher burnout, emotional exhaustion, and depersonalization (Sabagh, Hall & Saroyan, 2018). In this connection, the interviews with teachers indicate that they face heavy workloads, with a significant number of classes to teach and a large number of students to manage. These factors can lead to lower job satisfaction and motivation, ultimately affecting quality of education that students receive. In the South Asian context, including Lahore, teachers are often expected to work long hours with high workload levels, leading to increased stress levels and a higher likelihood of burnout (Khan, Khan & Turi, 2019).

The literature review supports these findings, with studies from various contexts indicating that high workload levels can lead to the teacher burnout, emotional exhaustion, as well as depersonalization. These factors can ultimately affect teachers' motivation and job satisfaction, leading to lower efficiency and effectiveness in the classroom. Moreover, high workload levels can lead to teacher absenteeism, which in turn can negatively impact students' academic achievement (Kamran, Afzal & Rafiq, 2022). To address these issues, universities may consider implementing measures such as reducing the number of the classes each teacher has to teach, providing teaching assistants to help with the grading and administrative tasks, and providing professional development opportunities to help teachers improve their skills and teaching methods (Rose & Sika, 2019). Additionally, universities can prioritize the mental health of their staff and provide resources to help them avoid burnout. Overall, it is clear that workload has a significant impact on both teachers' efficiency and their students' academic achievement at the university level. By addressing these issues and providing support to teachers, universities can help improve quality of education that students receive and help them achieve their academic goals.

## CONCLUSION

It is concluded that the workload of teachers has a significant impact on their efficiency, which in turn affects academic achievement of their students. The literature review and the findings suggest that an excessive workload leads to job dissatisfaction, burnout, and poor performance among teachers, which affects students' academic progress. Heavy workload is associated with the lack of time for planning and preparation, limited engagement in research and professional development, and compromised quality of teaching. Research conducted in context confirms the adverse effects of workload on teachers and students' academic achievement. For instance, a study conducted by Hussain et al. (2018) found that workload and job stress were negatively correlated with job satisfaction and commitment among university faculty members. A study by Ali et al. (2019) found that excessive workload was associated with low student satisfaction and academic achievement in business schools of Lahore. Therefore, it is crucial to address the

issue of workload at university level to ensure optimal academic outcomes. Universities should implement measures to reduce workload of teachers, hiring extra faculty members, providing resources and support for research and professional development, and revising teaching load policy.

Also, teachers should be inspired to arrange their workload by using active time-management techniques, delegation, and collaboration with colleagues. The interviews with teachers and students, as well as the literature review, indicate that high workload levels can lead to teacher burnout, reduced motivation, and lower job satisfaction, ultimately affecting the quality of the education that students receive. Students also reported feeling demotivated and disengaged from studies due to the lack of individualized attention and support from teachers. To address these issues, universities need to implement measures to reduce teacher workload, reducing the number of classes and providing teaching assistants to help with the administrative tasks. Universities can also prioritize the mental health of their staff and provide resources to help them avoid burnout. Also, providing professional development opportunities to help teachers improve their skills and teaching methods can lead to increased efficiency and effectiveness in the classroom.

### **Recommendations**

1. Universities should reduce workload of teachers by hiring additional faculty members, revising the teaching load policy, and providing resources and support for research and professional development. This can help reduce stress and burnout among teachers and improve their efficiency.
2. Teachers should prioritize workload by using effective time-management techniques, delegation, and collaboration with colleagues. This can help them manage workload effectively and maintain their efficiency.
3. Universities should provide training and support to teachers to help them develop the necessary skills and knowledge to manage their workload effectively. This can include training on time management, delegation, and collaboration.
4. Universities should encourage teachers to engage in research and professional growth activities. This can help them enhance their skills and knowledge, and improve their efficiency.
5. Universities should improve communication between teachers and students to ensure that students receive necessary support and guidance. This include regular feedback and communication channels, such as online platforms, to facilitate communication between teachers and students.

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