THE DOUBLE CHALLENGE OF ENGLISH TEACHERS: TEACHING AND ADMINISTRATIVE TASK

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Abstract:

Teachers, particularly English teachers, face a significant challenge in managing their primary responsibility of teaching with the increasing administrative workload. The findings revealed that the growing administrative tasks, coupled with the integration of technology and the internet, have consumed a substantial amount of time and energy that should have been devoted to instructional preparation. Additionally, the study highlighted the negative impact on teachers' motivation and job satisfaction, as they felt unable to fully explore students' needs and preferences regarding teaching styles, leading to monotonous classroom environments. Although some schools have provided specific training to assist teachers in managing administrative workloads more efficiently, there is a need for more comprehensive solutions, such as reducing the overall administrative burden across all subject areas.

Keywords: *Administrative task, Double challenge, English teachers, Teaching*

1. INTRODUCTION

Teachers play a crucial role in education, with their job satisfaction significantly impacting educational quality (Sumanasena & Mohamed, 2022). Their responsibilities extend beyond imparting knowledge to include moral and character development (Busthomi & A'dlom, 2022). Teachers have professional, humanitarian, and social duties, encompassing administrative, personal, and psychological roles (Riyanto & Sayer, 2022). Teachers are expected to be information providers, facilitators, and motivators (Nzeyimana & Ndihokubwayo, 2019). From an Islamic perspective, teachers should also act as correctors, inspirators, organizers, and evaluators (Busthomi & A'dlom, 2022). The teacher's code of ethics, established by the Indonesian Teacher Association, emphasizes responsibilities such as instilling Pancasila values, maintaining professionalism, creating a positive learning environment, and fostering relationships with parents and the community (Marjuni, 2020). However, job dissatisfaction among teachers can lead to absenteeism and poor performance (Hardianto, 2018). Factors influencing job satisfaction include both motivational and hygiene factors, as described in Herzberg's Two-Factor Theory, though some variations exist across different social and cultural contexts (Sumanasena & Mohamed, 2022). To optimize teacher job satisfaction, appropriate rewards and increased motivation are recommended (Hardianto, 2018).

While teaching is inherently a noble task, English teachers, in particular, face a unique set of challenges that extend beyond the classroom. In addition to delivering effective lesson material, they must also navigate a significant administrative burden, which often goes unnoticed but has profound implications on their overall effectiveness. This dual challenge in teaching and managing administration is not a new problem in the world of education. According to a nationwide study, over 70% of teachers claim that they devote excessive time to paperwork and administrative tasks

instead of classroom work (Markow et al., 2013). In addition to affecting teaching standards, this scenario can demotivate teachers and reduce job satisfaction. That 'too much work' induces chronic stress and mental weariness among teachers, eventually influencing teaching effectiveness and retention (Skaalvik & Skaalvik, 2017). Such conditions, however, do not only harm the psychological and physical condition of teachers but also the quality of instruction they deliver, as well as the performance of learners.

In Indonesia, in particular, English teachers often face additional administrative tasks related to the national curriculum, which include creating student reports, planning activities, and managing academic data (Sutrisno et al., 2020). This excessive administrative burden is often perceived as an additional task that interferes with the optimal teaching process (Astuti & Wahyuni, 2021).

Administrative tasks place a heavy burden on teachers, taking up more than 10% of their working time (Kartika et al., 2018). These tasks, especially those related to Individual Education Programs (IEPs), are often perceived as tedious due to extensive paperwork, tight deadlines, and lack of support (Kartika et al., 2018). Strategies such as streamlining forms and improving technology have been proposed to reduce this burden (Kartika et al., 2018). Artificial Intelligence Applications (AIA) offer promising solutions by assisting with various administrative tasks such as grading and admissions, allowing teachers to focus more on teaching (Ahmad et al., 2022). Several schools in various countries have successfully applied AI for tasks such as automatic absence filling, class scheduling, and automated grading, which has been shown to save time and reduce stress for educators (Smith et al., 2023; Brown, 2022). Additionally, AI enables tailored educational experiences by analysing individual student data, allowing for customized learning paths and feedback (Farahani & Ghasmi, 2024; Pandya, 2024). Intelligent Tutoring Systems (ITS) provide real-time analytics and adaptive learning support, enhancing student engagement and learning outcomes (Thuy & Tien, 2024). Despite these benefits, concerns regarding data privacy, algorithmic bias, and the digital divide persist. Addressing these issues is crucial to ensure equitable access and ethical use of AI in education (Pandya, 2024). Moreover, administrative tasks remain a source of job stress for educators. A study suggests that participating in organizational decision-making processes can reduce this stress, although the effects may vary across cultures (Tiggelaar et al., 2023).

So that the use of technology such as AI can provide optimal results, it is important for schools to provide adequate support, both in the form of training and policies that encourage responsible use of technology. Support from school management and government policies can help ensure that teachers have adequate access to technology and other administrative assistance (Widodo, 2022). These policies must also consider variations in teachers' needs and skills, which may require different approaches to integrating technology into their work processes (Wardani & Nugraha, 2023). As education administration continues to evolve, it is important to understand and address these challenges to improve teachers' work experiences and overall educational outcomes.

This study aims to systematically explore the specific challenges English teachers face in managing the demands of teaching and administrative duties. The researchers will also analyse the impact of these challenges on the quality of English language teaching and student achievement. Understanding the complexity of this issue can identify potential solutions and best practices that can reduce teacher burden and provide students with a higher quality learning experience.

2. METHOD

This article is a qualitative study. Cresswell (2014) states that qualitative study is a process of inquiry into understanding based on different methodological traditions of inquiry that investigate a social or human problem. A qualitative approach was used in this study, and it was specifically selected to provide a nuanced understanding of the dual challenges faced by English teachers in managing teaching and administrative duties. Qualitative methods allow for a deep exploration of individuals' experiences and perspectives, which is crucial for capturing the complexity of these intertwined responsibilities. Data collection was conducted using an open-ended questionnaire distributed to English teachers at MTsN 1 Surabaya.

The study instrument is an online questionnaire containing open-ended questions designed to explore English teachers' experiences, views, strategies and specific challenges. These questions cover aspects such as descriptions of the teaching and administrative tasks they undertake, the impact of the dual challenges on the quality of teaching, and how they balance both requirements and solutions to expectations and demands.

The questionnaire was distributed online to all English teachers at MTsN 1 Surabaya. The sample was selected using a purposive sampling technique to ensure adequate representation of various characteristics such as gender, age, and teaching experience.

The data collected from open-ended questionnaires were thematically analysed to identify key patterns, categories and themes that emerged in relation to the diverse challenges faced by English teachers. The analysis process involves coding, grouping, and interpretation of qualitative data to gain a deeper understanding of the phenomenon being studied.

This qualitative approach using open-ended questionnaires allows the researchers to capture the nuances, details, and different perspectives on English teachers' experiences in facing the dual challenges of teaching and administration. The results of this qualitative data analysis will provide valuable insights to understand the complexity of the problem and identify possible solutions.

3. FINDING AND DISCUSSION

Through an open-ended questionnaire distributed to English teachers at MTsN 1 Surabaya containing 10 questions, this study uncovers the particular challenges and impacts faced by teachers in managing teaching and administrative duties simultaneously. The following are the key findings from qualitative data analysis:

Table 1. Key Findings on The Challenges Faced by English

No.	Points	Results
1.	Main Challenges	The main challenges faced by English teachers in carrying out this dual task are limited time, energy, and ability to use information technology (IT). The ever-increasing administrative burden, including the use of technology and the internet, takes away time and energy that could be spent on optimal teaching preparation.
2.	Time Comparison Between Teaching and Administration	Based on the data obtained, most English teachers spend around 60% of their time teaching and 40% managing administrative tasks in a week. The significant proportion of time spent on these administrative responsibilities indicates the magnitude of the challenges faced.
3.	Impact on Teaching Quality	Most English teachers admit that the administrative burden they face affects the quality of preparation and delivery of learning in the classroom. Fatigue and lack of focus due to large administrative responsibilities can reduce a teacher's ability to provide maximum teaching to students.
4.	Management Strategy	To balance these two big responsibilities, the strategy implemented by English teachers is to strictly manage time allocation and ensure that their focus while in class is on teaching, while administrative tasks are carried out outside of teaching hours.
5.	Support from the School	Some schools have provided special training to help teachers manage administrative loads more efficiently, although this support still needs to be improved.
6.	Stress and Pressure Management	To manage stress and pressure due to the dual demands of teaching and administration, English teachers seek help from close friends or family, especially in terms of mastery of information technology (IT) is needed to complete administrative tasks
7.	Impact on Motivation and Job Satisfaction	These dual challenges have a significant impact on English teachers' motivation and job satisfaction. They feel they have not been able

		to further explore students' desires and needs regarding teaching style, so the class seems monotonous.
8.	Disruption to Teaching Quality	Some English teachers admit that the quality of their teaching suffers when they have to focus on completing administrative tasks with tight deadlines. In such situations, they tend to assign alternative tasks to students so that they can continue with their administrative responsibilities.
9.	Hope for a Solution	The solution that English teachers hope to seek from schools and policymakers is to reduce the administrative burden not only for English teachers but also for all teachers of other subjects.
10.	Best Practices	One of the best practices suggested by English teachers is to study information technology (IT) and utilize technology such as Artificial Intelligence (AI) to facilitate administrative tasks.

Based on these findings, the researchers' analysis reveals several key themes and implications below.

3.1 Time Management and Administrative Burden

The data clearly shows that English teachers face significant challenges in managing their dual responsibilities. With 40% of their time dedicated to administrative tasks and 60% of their time to teaching, teachers struggle to maintain a balance between teaching and administrative tasks. This substantial time allocation to administrative work directly impacts their ability to prepare and deliver quality instruction. The ever-increasing administrative burden, particularly related to technology and internet usage, consumes time and energy that could otherwise be devoted to optimal teaching preparation. As one respondent (T1) expressed: "I find myself spending countless hours on administrative work that could have been used for creating engaging lesson plans or developing innovative teaching materials. Sometimes, I stay up late to finish both tasks, which affects my energy levels the next day."

This sentiment echoes findings from Johnson & Matthews (2023), who found that teachers globally spend an average of 30-45% of their time on non-teaching tasks, with potential negative implications for educational quality. Another teacher (T2) noted: "The administrative workload keeps increasing every year. We now have to input data into multiple systems, maintain detailed electronic records, and generate various reports. It's overwhelming, especially for those of us who aren't very tech-savvy."

The increasing digitalization of administrative tasks, while intended to improve efficiency, has created additional challenges for teachers who may not be well-versed in technology. This aligns with a study by Peterson et al. (2022) highlighting the 'digital divide' among educators and its impact on workplace stress.

3.2 Impact on Teaching Quality and Performance

The burden of administrative responsibilities has a clear negative effect on teaching quality. As revealed in the findings, teachers frequently report that fatigue and lack of focus due to extensive administrative tasks diminish their teaching effectiveness. This situation aligns with previous studies by Skaalvik and Skaalvik (2017) that have demonstrated how excessive workload can contribute to declining teaching quality and student learning outcomes.

Some teachers admit to assigning alternative tasks to students when faced with administrative deadlines, further compromising the quality of instruction. Additionally, teachers report being unable to explore students' needs and preferences regarding teaching styles, resulting in monotonous classroom experiences.

A particularly concerning testimony came from T1: "Last semester, I had to submit three different administrative reports in the same week as my students' assessment period. I ended up giving them worksheet exercises instead of the interactive speaking activities I had planned. I felt terrible about it, but I simply couldn't manage everything at once."

This experience reflects what Wilson (2024) terms 'educational compromise', where teachers are forced to sacrifice pedagogical quality due to administrative pressures. The impact on student engagement is particularly noteworthy, as expressed by T3: "When I'm stressed about administrative deadlines, my creativity in the classroom suffers. I stick to basic activities instead of implementing the communicative approaches I know would benefit my students more."

A recent study by Thompson and Lee (2023) suggests that such compromises in English language teaching can have long-term effects on students' language acquisition and motivation to learn.

3.3 Coping Strategies and Support Systems

Teachers have developed various strategies to manage their dual responsibilities, though the effectiveness of these strategies varies. One experienced teacher (T1) shared their approach: "I've learned to block specific times for administrative work, usually early mornings before classes start. I also use my phone to record ideas for lessons while I'm doing administrative tasks, so I don't lose creative teaching ideas."

This kind of time-blocking strategy aligns with recommendations from organizational psychology research by Anderson and Zhang (2024) on managing competing professional demands. However, not all teachers find such strategies

equally effective. A newer teacher (T3) expressed: "Even with careful planning, unexpected administrative tasks often disrupt my schedule. Just when I think I've found a good balance, new requirements are added."

The role of school support systems appears crucial but often inadequate. While some schools provide specialized training to help teachers manage administrative tasks more efficiently, this support still requires improvement. As noted by Rivera and Singh (2023), successful school support systems typically incorporate three key elements, which are technical support, time management training, and regular workload reviews, which are elements that schools in this study have yet to fully implement.

3.4 Psychological Impact and Job Satisfaction

The dual demands of teaching and administration have significant implications for teachers' psychological well-being and job satisfaction. The inability to fully engage with students' needs and deliver engaging lessons has led to decreased motivation and job satisfaction. The psychological toll of managing dual responsibilities emerges as a significant concern. Beyond mere time management issues, teachers report experiencing substantial stress and reduced job satisfaction. A teacher (T2) reflected: "Teaching used to be my passion, but lately, I feel more like a data entry clerk. The joy of teaching gets lost in the maze of administrative requirements" This sentiment aligns with a recent study by Steinbach and Holder (2020) on teacher burnout and retention. Their study found that administrative overload was a leading factor in teacher attrition, particularly among experienced educators.

The impact on professional identity is particularly noteworthy. As T1 expressed: "Sometimes I question whether I'm still primarily a teacher or I've become an administrator who teaches on the side. This internal conflict affects how I see myself professionally."

This identity crisis among educators has been documented by Martinez (2024), who argues that the blurring of teaching and administrative roles can lead to decreased self-efficacy and professional satisfaction.

3.5 Technology and Future Solutions

One of the best practices suggested by English teachers is using technology, particularly Artificial Intelligence (AI), to streamline administrative tasks like grading and attendance, freeing up time for instructional duties. While introducing AI presents a promising solution for reducing administrative burdens, it is important to consider potential challenges such as the need for extensive training, the risk of over-reliance on technology, and implementation challenges. Further study is required to explore the optimal use of AI in educational settings, ensuring it genuinely supports educators without compromising their professional autonomy.

While technology is often proposed as a solution to administrative burdens, teachers' responses reveal a complex relationship with technological solutions. One tech-savvy T2 shared: "AI and automation could help, but we need systems that are designed for teachers, not generic administrative software that adds to our workload."

This observation aligns with a recent study by Davidson and Kumar (2024) on educational technology implementation, emphasising the importance of context-specific solutions. The potential of AI in reducing administrative burden is particularly promising, though implementation challenges remain significant.

3.6 Recommendations and Future Directions

The findings of this study highlight the need for coordinated efforts from schools, policymakers, and other stakeholders to address these challenges. Effective solutions should include reforming management systems, redistributing workloads, implementing appropriate technology solutions, providing adequate professional development in IT skills, and developing targeted support programs. By addressing these issues comprehensively, schools can help ensure that English teachers have sufficient time and resources to provide quality instruction, ultimately benefiting student achievement and learning experiences. Future studies should explore the integration of technological solutions, particularly AI, to ensure they truly benefit teachers and improve educational outcomes rather than adding to their existing burdens.

The complexity of these challenges requires a multifaceted approach that addresses both practical concerns, which are time management and technology proficiency, and psychological impacts, which are stress management and job satisfaction. Only through such comprehensive solutions can we hope to enhance both the quality of English language teaching and the well-being of educators in the field.

4. CONCLUSION

Based on the findings and discussion, this study provides a deep insight into the dual challenges faced by English teachers in managing teaching and administrative tasks simultaneously. Based on a qualitative approach using open-ended questionnaires, these findings reveal that the ever-increasing administrative burden poses a significant challenge for teachers, consuming time and energy that could have been used for optimal teaching preparation.

The real impact of these challenges is seen in the quality of teaching, where teachers often feel fatigued and lack focus due to the many administrative tasks. Furthermore, these dual challenges may have a negative impact on English teachers' motivation and job satisfaction, ultimately affecting their performance and retention.

Although some schools provide specific training to deal with administrative burdens, these findings highlight the need for more comprehensive solutions, such as reducing the general administrative burden, not only for English teachers but also for

teachers of all other subjects. Using technologies such as artificial intelligence (AI) is also one of the best ways to ease administrative tasks.

In conclusion, this study highlights the urgent need for immediate and targeted interventions to alleviate English teachers' dual challenges. By reducing administrative burdens and providing adequate support, schools and policymakers can improve the classroom environment, increase teacher well-being, and positively impact student learning. The success of education reform depends on addressing these issues comprehensively and ensuring teachers can focus on their primary mission, which is educating the next generation. A concerted effort from schools, policymakers, and other stakeholders is needed to ensure that English teachers have enough time and resources to provide quality instruction that ultimately has a positive impact on student's achievement and experience learning.

Understanding these challenges and implementing appropriate solutions can help English teachers create a more supportive work environment and make the best possible contribution to developing a generation of learners who are fluent in English and ready to take on global challenges.

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