

Administrative Labor: Invisible Energy Drain in Primary Teachers in Uttar Pradesh

Ananya Prabha Singh¹, Dr. Shailza Sharma²

¹Research scholar, Maharana Pratap P.G. College, University of Lucknow, Lucknow, Uttar Pradesh.

²Assistant Professor, Maharana Pratap P.G. College, University of Lucknow, Lucknow, Uttar Pradesh

doi.org/10.64643/IJIRTV12I11-198453-459

Abstract - Energy drain in primary teachers in a dynamic and populous state like UTTAR PRADESH is a significant yet largely overlooked aspect. This paper explores the concept of administrative labor as an invisible energy drain in primary teachers in UTTAR PRADESH. This is a conceptual paper based on existing literature, focusing on energy drain as a holistic domain caused by administrative labor. Theoretical framework of the paper draws from Job Demand-Resources (JD-R) model and The Conservation of Resources (COR) theory. The conceptual framework focuses on the causes and results of energy drain in primary teachers. The paper explains the steps to deal with the problem at Individual level, Institutional level and Government level.

Key Words: Administrative Labor, Invisible Energy Drain, Primary Teachers

I. INTRODUCTION

Teaching is described as one of the noblest and important profession that has the critical task of shaping the citizens of any country as intellectual and moral human beings. In the context of UTTAR PRADESH, teachers' responsibilities extend beyond the classroom. They are expected to take care of a wide range of administrative and non-teaching responsibilities along with the teaching learning activities. That costs them a remarkable amount of their energy, mental wellbeing and time.

"It is abundantly clear that teachers spend almost 63% of their time in various non-teaching activities and are left with only 13 hours for classroom teaching in a week, which amounts to only 2.1 hours a day. Given the limited time left with the teacher to spend and actively engage in the classroom, it will inevitably adversely affect the learning levels of children. While the listed morning and co-curricular activities are important, the time currently being spent on these needs to be rationalized and used efficiently for teaching purposes" (Samagra governance blog,2020)

Administrative labor refers to all tasks that fall outside the direct act of teaching such as-enrollment documentation, record maintenance, mid-day meal management, Election duties, census work, data entry and duties in Government schemes implementation. Though these tasks are crucial for school and Government administration but they act as an invisible energy drain in the teachers.

"Full time government teachers face constant pressure from administrative duties, outdated pension policies compliance documentation, and mid day meal management. Many are transferred frequently or marked as surplus, forcing them to work in unfamiliar environments far from home. This diverts focus from classroom teaching and discourages sincere efforts." (AryaLekh,2025)

These administrative duties are imposed often without any formal training, infrastructure and staff. Teachers often perform these duties along with their teaching responsibilities without any kind of professional or monetary advantage. It serves as the cause of burn out, physical, emotional and moral fatigue and job dissatisfaction, in other words- energy drain.

Energy drain refers here as loss of physical, mental and emotional energy due to over load of work, continuous effort and stress. That leads to make teachers to be indifferent towards their job and hence suppressing their creativity, imagination and motivation.

In rural and semi urban regions of UTTAR PRADESH this issue is particularly acute. Primary teachers often work in understaffed schools, taking care of multiple classes simultaneously. When administrative duties add up, there is no room left for creative lesson planning, individual student attention and motivation for work. This results to fatigue, frustration and overload, which affects their job satisfaction. The energy drain impacts their professional efficiency, leading to absenteeism and burn out. At more concerning level, this leads to

decline in mental health. Teachers often have undiagnosed mental health problems which affects all aspects of their life, whether professional or personal life.

Despite its significant importance, enforced administrative labor remains unnoticed in educational policy discourse. Discussions around teachers' accountability and duties are often held. But the core reasons behind the lack of efficiency of teachers is not much discussed. More discussion about the supporting staff, basic and digital infrastructure, professional and monetary advantages for these additional duties needs to be done. Recognizing and addressing this invisible energy drain is very important to improve wellbeing of teachers, quality of education and sustaining motivation in teaching work force.

II. OBJECTIVES OF THE STUDY

- To find out the causes of energy drain in primary teachers in UTTAR PRADESH.
- To find out the impact of energy drain in primary teachers in UTTAR PRADESH.
- To suggest intervention for energy drain caused by administrative labor in primary teachers in UTTAR PRADESH.

III. METHODOLOGY OF THE STUDY

Analysis of the related literature was done for the study by the researcher.

Theoretical Framework: The theoretical framework of the paper draws from two key theories.

- Job Demand-Resources (JD-R) model:

The model developed by Arnold Bakker and Evangelia Demerouti in 2001, explains employees well being and performance by focusing between job demands and job resources. "Job demands" is defined here as "Aspect of job that requires sustained physical and mental efforts, leading to costs or strain when not adequately compensated." Job resources" here is defined as "The physical, psychological, social or organizational aspects of a job that help employees meet their job demands, achieve their goals and stimulate personal growth."

The model explains that high job demands that are not offset by resources can cause strain, burnout and health problems. On the other hand, adequate job resources can lead to higher work engagement and performance.

- The Conservation of Resources (COR) theory: The theory proposed by Steven E. Hobfoll is a stress theory that explains that people feel stressed when their resources are threatened or lost or when people do not feel having the resources to protect themselves. Individuals with more resources are better in handling stress and other negative psychological aspects. Any kind of resources whether personal characteristics like confidence, materialistic resources like car or house, professional resources like staff, infrastructure or working conditions, psychological resources like help and support or advantages like money or knowledge lead to make a person better in handling stress more efficiently.

Conceptual Framework:

Administrative Labor → Increased work load → Stress and fatigue → Energy Drain → Reduced mental wellbeing → Reduced efficiency

Administrative labor refers here as additional duties other than the core teaching activities like enrollment process, register maintenance, Mid-day Meal management, election duties, census work, data entry and duties in government schemes etc. These additional responsibilities increase work load of the teachers who are already working in a school with insufficient staff and infrastructure handling more than one class simultaneously. These enforced duties expand teachers' work load beyond core duties that leads to increased work load. Teachers are obliged to perform administrative duties along with their core responsibilities and lack of time and resources creates stress and fatigue in teachers. If not resolved, in long term stress and fatigue can result in energy drain. Energy drain affects one's health in many ways. Physical health, psychological health and emotional health keep declining due to energy drain that causes bad effects on the mental well being of an individual. Overwhelmed due to over work in a long term, individual becomes indifferent towards their work. Creativity, motivation and happiness about work fade and this leads to lack in efficiency and job dissatisfaction. Thus compromised quality of teaching learning process and classroom environment becomes a common practice.

IV. FINDINGS OF THE STUDY

Causes of the energy drain:

Administrative labor such as enrollment documentation, record maintenance, mid-day meal

management, election duties, census work, data entry and duties government scheme implementation and work environment such as understaffed schools, overload of work and thus n room for creativity can be considered as the causes of energy drain in primary school teachers. “Teachers hired on contract do not have the same service conditions with regard to their pay, in-service teacher training, transfers and other benefits; thereby creating a system of equal work, unequal pay”.(The Quint,2025)

Impact of energy drain:

It serves as the cause of burn out, physical, emotional and moral fatigue and job dissatisfaction, in other words- energy drain. Energy drain refers here as loss of physical, mental and emotional energy due to over load of work, continuous effort and stress. That leads to make teachers to be indifferent towards their job and hence suppressing their creativity, imagination and motivation.

Intervention for the energy drain:

According to the JD-R model high job demands that are not offset by resources can cause stain, burnout and health problems. On the other hand adequate job resources can lead to higher work engagement and performance. The COR stress theory explains that people feel stressed when their resources are threatened or lost or when people do not feel having the resources to protect themselves. Individuals with more resources are better in handling stress and other negative psychological aspects.

V. DISCUSSION AND IMPLICATION

Most studies in present time focus on lesser working hours left or teaching quality or classroom attentiveness or overall teaching learning activities affected by non-teaching tasks imposed on primary teachers. These studies lack the aspect of energy drain in teachers, the psychological impact of administrative tasks along with energy consuming job as teaching. These additional duties affect mental health of teachers as they feel over worked without any formal training, sufficient infrastructure and staff and professional or monetary advantages. This energy drain leads to many psychological and physical discomforts.

Studies usually emphasize on stress, burn out or work load but rarely about “energy drain” as a holistic resource, combining physical, emotional and psychological components. Studies are generalized

across country and do not focus on a specific region and regional realities such as frequent government assignments, teacher-student ratio, infrastructure etc. However the problem of energy drain caused by administrative labor can be solved by some steps taken at individual level, institutional level and government level. These steps can help teachers reduce energy drain as well as manage their teaching and administrative duties.

- Individual level:

At individual level teachers can take small steps to help themselves. For physical health, a healthy life style and dietary habits are advised as it is said that a healthy mind lives in a healthy body. Time management and setting priorities can be helpful as well. Prioritizing key teaching tasks and realistic daily goals can help in utilizing the time in the best way possible. For psychological well being, practicing meditation, mindfulness and journaling can help in reducing emotional tension. Peer support is also advisable, sharing work load with colleagues can reduce excessive burn out.

- Institutional level:

At institutional level, there must be sufficient staff to function as a team to manage all the duties. Institution can organize regular staff wellness activities. Institution can organize training in stress management and efficient work practices. There must be good basic and digital infrastructure in the institution to help the teachers manage their duties more efficiently.

- Government and administrative level:

Teaching duties must be separate from non- teaching and administrative work. Government can make policies for permanent staff for various administrative duties with formal recruitment and training. And for short term tasks like census or election duties, graduates can be hired based on contract for the project. This will also address another problem of unemployment and lack of skills in graduates as they will get opportunity to have a formal training and seasonal employment. Government can give professional and monetary advantages to teachers for additional duties to boost their morale. Regular surveys and audits can be organized for review of non-academic workload of teachers.

VI. CONCLUSION

Energy drain in primary teachers in a dynamic and populous state like UTTAR PRADESH is a significant yet largely overlooked aspect. This paper explores the concept of administrative labor as an invisible energy drain in primary teachers in UTTAR PRADESH. This is a conceptual paper based on existing literature, focusing on energy drain as a holistic domain caused by administrative labor. The paper explains the steps to deal with the problem at Individual level, Institutional level and Government level.

REFERENCES

- [1] Samagra Governance. (2020, August 6). *For government school teachers, time is of the essence*. Samagra Governance Blog. <https://samagragovernance.in/blog/2020-08-06-for-government-school-teachers-time-is-of-the-essence>
- [2] Voice of Research. (2023, September). *Status of primary schools in Uttar Pradesh*. Voice of Research. https://voiceofresearch.org/Doc/Sep-2023/Sep-2023_1.pdf
- [3] Accountability Initiative. (n.d.). *Relooking “non-teaching” roles of government school teachers*. Accountability Initiative Blog. <https://accountabilityindia.in/blog/relooking-non-teaching-roles-of-government-school-teachers>
- [4] Samaj Weekly. (n.d.). *Right to education: Practical aspects – An analysis*. Samaj Weekly. <https://samajweekly.com/right-to-education-practical-aspects-an-analysis>
- [5] Aryalekh. (n.d.). *Crisis in basic education in Uttar Pradesh: Rural schools, contractual teachers, and the fight for educational justice*. Aryalekh. <https://aryalekh.com/uttar-pradesh-basic-education-crisis>
- [6] Times of India. (2022, November 5). *No non-academic activities during school hours in Uttar Pradesh*. The Times of India. <https://timesofindia.indiatimes.com/city/lucknow/no-non-academic-activities-during-school-hours-in-uttar-pradesh/articleshow/95311201.cms>
- [7] Sarva Shiksha Abhiyan. (n.d.). *Status of teacher non-teaching work involvement: Evaluation report (selected districts)*. <https://nbse.in/super/linkdoc/5be92e98510bdSARVA%20SHIKSHA%20ABHIYAN.pdf>
- [8] International Engineering Journal for Research & Development. (n.d.). *Impacts of non-teaching workload of government teachers upon quality education*. <https://www.iejrd.com/index.php/%20/article/view/978>
- [9] The Quint. (n.d.). *Under-funded, under-staffed, under-whelming: Why Samagra Shiksha Abhiyan is failing*. The Quint. <https://www.thequint.com/news/education/samagra-shiksha-abhiyan-data-govt-schools-new-education-policy-nep-2020-vacancy-teachers-latest>
- [10] Times of India. (n.d.). *Teacher absenteeism on rise in UP: Report*. The Times of India. <https://timesofindia.indiatimes.com/city/lucknow/teacher-absenteeism-on-rise-in-up-report/articleshow/7322820.cms>
- [11] Kulal, A. (2022). *Impact of non-academic responsibilities of teachers on teaching quality*. SSRN. <https://ssrn.com> (Also available on ResearchGate, 2023 edition.)
- [12] Accountability Initiative. (2019). *Study on teacher time allocation and work* [Policy brief]. Centre for Policy Research. <https://accountabilityindia.in>
- [13] Ideas for India. (2020). *Non-teaching work over classroom engagement*. Ideas for India. <https://www.ideasforindia.in>
- [14] Apat, B., et al. (2023). *Precairity in the lives of contract teachers*. *Frontiers in Education*, 8, Article 113465. <https://www.frontiersin.org/journals/education>
- [15] International Engineering Journal for Research & Development (IEJRD). (2020). *Impacts of non-teaching work load of teachers. Proceedings of the International Conference on Education and Technology*. <https://www.iejrd.com>
- [16] Sharma, S. (2020). *Transitioning to better primary education: The role of an enabling ecosystem*. *Sustainability*, 12(14), 5701. <https://doi.org/10.3390/su12145701>
- [17] State Council of Educational Research and Training (SCERT), Uttar Pradesh. (n.d.). *Study of working conditions of teachers in Uttar Pradesh* [State report]. NUEPA/Scribd repository. <https://www.scribd.com>
- [18] Samagra Governance. (2020, August 6). *For government school teachers, time is of the essence* [UP register burden analysis]. Samagra Governance Blog.

<https://samagragovernance.in/blog/2020-08-06-for-government-school-teachers-time-is-of-the-essence>

- [19] Education International (EI) & Indian Education (IE). (n.d.). *Teacher absence and non-professional work: India/UP evidence* [Briefing paper]. <https://download.ei-ie.org>