



Teacher Workload Amid COVID-19 Pandemic: Teachers' Perspectives

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Abstract. This research was conducted due to some teachers' complaining about their workload. The research was aimed to explore out secondary teachers' perspective on their workload amid COVID-19 Pandemic. The research was conducted through mixed methods using triangulation design. The research subjects were ninety-eight secondary school teachers in Tanah Datar Regency, West Sumatra Province, Indonesia. The data were collected using google-form to collect quantitative and qualitative data. The quantitative data were analyzed using descriptive statistics and the qualitative data were analyzed using Interactive Model by Miles and Huberman. The results of the research showed that most of the teachers (fifty-two teachers/53.61%) perceive that they had heavy workload, some of them (thirty-eight teachers/39.18%) perceive that they had moderate workload, and few of them (seven teachers/7.22%) perceive that they had very heavy workload. The teacher' different perceptions in the level of their workload were qualitatively supported by their comments.

Keywords: teacher workload, COVID-19 Pandemic, teachers' perspective

1 Introduction

COVID-19 has caused the largest disruption of education systems and changed all aspects of people's lives [1], including teachers [2], [3] who faced uncertainty, tried to find a way, worried for the vulnerable, felt the importance of good relationships, needed identity, and did reflection. The change of teachers' perspectives took place. Before the pandemic, the research results conducted by [4] showed that there were several teachers who felt that they had light workload. Unfortunately, during the pandemic, there was no teachers who had such a perception. What causes the changing of the teachers' perception?

A scholarship of research on teachers has been conducted by many researchers, like teacher workload [5]; class size impact on teacher workload [6]; teacher workload and performance [7] teacher workload and stress [8]–[15]; teacher workload and motivation [16] teacher workload and satisfaction [17], [18], teacher workload, hardiness and demography and teacher stress [19], teachers' stress and effectiveness [20]-

[22], teacher stress and management of accountability [23], teacher stress and self-efficacy [24], teacher stress and anxiety [25] teacher technostress [26], teacher resilience and reflection on practice [27], and teacher stress and coping strategies [28]–[32], mindfulness training and reductions teacher stress and burnout [25], [33]–[37], school leadership, culture and teacher stress [38] teachers relation with their students [39]–[42]; teaching experience, workplace condition, and workload [43]; relation with their families [44] students' and lecturers' perspectives about online learning during COVID-19 [45], [46]. However, no studies conducted related to teachers' perspectives about their workload amid COVID-19 pandemic. Thus, a research on it needs to be conducted.

Based on the above facts, this research is aimed at describing secondary school teachers' perspectives on their workload during COVID-19 Pandemic quantitatively and qualitatively. Thus, in the next part, the picture on how the teachers perceive their workload quantitatively and qualitatively will be elaborated[47].

2 Methods

2.1 Research Design

The research was conducted using a mixed-methods study. The design used was triangulation model through the use of google-form. This model was used because in the time of pandemic, collecting the data of the research through face-to-face interaction was almost impossible and strictly forbidden.

2.2 Research Subject

The subject of the research was 96 secondary school teachers deriving from various schools in Tanah Datar Regency. They consisted of 25 male teachers and 72 female teachers and age ranging from 27 years-old up to 59 years-old. Their level of education was various. Fifteen teachers were Master, Seventy six teachers were Bachelors, two teachers graduated from Diploma II, and four teachers graduated from junior high school. Their teaching experience was also various. Five teachers had less than five years teaching experience. Eight teachers had six to nine years teaching experience. Fifteen teachers had teaching experience between ten to fourteen years. Twenty-seven teachers had teaching experience between fifteen to nineteen years. Seventeen teachers had twenty to twenty-four years of teaching experience. Seven teachers had twenty-five to twenty-nine years of teaching experience. Eighteen teachers had more than thirty year teaching experience. Their marital status was also varied. Five teachers were single. Six teachers were widow. Eighty-six teachers were married.

2.3 Data Collection

The data were collected through google form. There were two types of items in the google-form, closed-ended questions and open-ended questions. The close-ended

questions were used to collect the quantitative data, and the open-ended questions were used to collect the qualitative data.

2.4 Data Analysis

To analyse the data of the research, two types of data analysis techniques were used. To analyse the quantitative data, descriptive statistics was used. Meanwhile, the qualitative data were analysed using Miles and Huberman Interactive Model.

3 Results and Discussion

3.1 Results

Quantitative Data of Secondary Teachers’ Perspectives on Their Workload Amid COVID-19 Pandemic.

Based on the collected data, it was found that the teachers’ workload was perceived differently, as seen in the Table 1 below:

Table 1. Teachers’ Perceived Workload

Total Number	Perceived Workload	Percentage
7	Very heavy	7.2%
51	Heavy	52.6%
39	Moderate	40.2%
0	Light	0.0%
0	Very light	0.0%

Based on the Table 1 above, it may be concluded that more than half of the teachers perceived that they have heavy workload, some of them perceive that they have moderate workload, and few of them perceive that they have very heavy workload.

Qualitative Data of Secondary Teachers’ Perspectives on Their Workload Amid COVID-19 Pandemic.

As seen in the quantitative data, there are three types of perceptions owned by the participants about their workload during COVID-19 pandemic: very heavy, heavy and medium. Their perceptions will be elaborated in the following Table 2.

Table 2. Teachers’ Perspective towards Their Very Heavy Workload

Informant	Utterances	Problem
Informant 1	Because the teacher should control the students more than what to do at the school.	More control is needed
Informant 4	Because we don’t do face-to-face teaching-learning	Teacher’s lack of job

	process.	satisfaction
Informant 11	Mathematics is usually practiced, checked and commented on which the students make mistakes. It is rather difficult in the time of pandemics because the teacher checks the students' assignments in the Google Classroom, and it is difficult to mark and comment which one is wrong. Moreover, due the effect of wearing glasses, when I stare at the laptop too long, I often get dizzy. Thus, correcting students' exercises takes much time.	Teacher's lack of digital skill Teacher's health (Eyes) problem
Informant 26	Because I must do double-burden, becoming a teacher for my students and for my own children.	Double burden
Informant 37	Because Mathematics cannot not be taught online.	Teacher lack of digital skill
Informant 80	Because it is difficult for me to explain teaching materials to my students so that my students are in difficulty to understand the lesson.	Teacher Lack of digital skill
Informant 83	Because: 1. Students have less spirit to follow (online) learning, 2. The students have much tasks.	Student's lack of spirit and much tasks

Based on the data in the Table 2 above, it is found that that the teacher's very heavy workload during COVID-19 pandemic is related to the teacher and the students themselves, in five aspects, namely: more control towards students (Informant 1), teacher's lack of job satisfaction (informants 4), teacher's lack of digital skill (Informant 11, 37, and 80), double-burden (Informant 26), and students' less spirit (Informant 83), and students' much task (Informant 83).

In the next paragraphs, it can be stated that the teachers have perspectives that they have heavy workload. To indicate how their perceptions are, their statements are presented in the Table 3 below:

Table 3. Teachers' Perspectives towards Their Heavy Workload

Informant	Utterances	Problem
Informant 3	Heavy,because in online teaching, I don't feel satisfied in teaching, and we know how our students' ability is. How do we know our students' ability while we have never seen their face yet? I feel confused in teaching as if, there is no teaching activities.	Teacher's lack of job satisfaction
Informant 6	I am in difficulty to give directions to my students, to collect my students' tasks, and to do practice	Teacher's lack of digital skill
Informant 7	My heavy workload is caused by several factors, namely: 1) preparing materials suitable for online learning; 2) Students have difficulty understanding the subject matter because the teacher cannot explain it face-to-face to students; 3) As a homeroom teacher, she should write a report on teaching-learning process being taught in classrooms, and as content teacher, she should also write a report on her online job-performance.	Teacher's lack of digital skill Students' under performance Double burden

Informant 9	Because most of the students are not serious in following online learning	Learners' miss behavior
Informant 12	Because the students' response is low while we have to convey learning materials and provide an assessment of their attitude, knowledge, and skills	Lack of information about the students
Informant 13	Assigning students' tasks is easy, but making the students understand/master the learning materials is difficult, because the meeting is not optimal	Teacher's lack of job satisfaction
Informant 16	Because not all the students follow the lessons	Learners' miss behavior
Informant 18	Because my family members including me myself are often unwell. So I need much rest.	Health problem
Informant 19	Because it is difficult to get to know the students' abilities directly. We only get to know them online. Because learning amid COVID-19 is conducted online so that to monitor the students' seriousness in learning and doing tasks is difficult.	Difficulty in monitoring students
Informant 20	Because I cannot optimally convey the materials to the students, even I don't know my students at all.	Lack of job satisfaction
Informant 23	I feel like I have not got maximum results yet.	Lack of job satisfaction
Informant 29	Because there are many problems in online learning: signals, networks, and students' not having any planned internet package so that not all students can be active.	Technical barriers (connectivity, and internet package)
Informant 32	1. It is hard to prepare the materials because they are technologically illiterate. 2. It is hard to guide the students because we do not face-to-face. 3. Sometimes, the students do not care about the teacher's suggestions because they do not meet the teacher physically.	Teacher's lack of digital skill Teacher's online underperformance Students' misbehavior
Informant 35	It is difficult to find out whether the students really understand the lessons or not.	Teacher's online underperformance
Informant 38	Because I should prepare materials for both online and offline learning at the same time due to signal limitations for some of my students.	Double burden
Informant 39	I cannot maximize the teaching learning process.	Teacher's online underperformance
Informant 40	It is difficult for me to carry out maximum Learning From Home.	Teacher's online underperformance
Informant 42	I must prepare the material really understandable for the students, check students' assignments via laptop/cellphone, look for appropriate methods of teaching, and serve the students online.	Double burden
Informant 44	Because the students' interest is very low, and it is hard to make the students interested in true learning.	Student's misbehavior (lack of interest)
Informant 45	It is very important for Guidance and Counseling Teachers to recognize the students, but because of the pandemic, Guidance and Counseling teachers are	Teacher's lack of job satisfaction

	limited to communicate with and recognize their students more deeply.	
Informant 46	Online learning takes more time because the students are not limited in time to study and ask the teacher. Sometimes, teacher's questions or task instructions and exercises have to be repeated and explained again because not all the students understand the materials conveyed and understand the descriptions of the materials provided due to limited space between the teacher and the students, Besides, to check the students' notes and assignments, I also experienced problems because I could not mark the wrong parts immediately, but an explanation was made in the comment column and not all the students understood what is explained.	More time spent for teaching Teacher's lack of digital skill
Informant 47	First, to ensure whether the students really understand what I convey Second, the teaching learning process period is short Third, to check students' assignments and recapitulating students' activities in the teaching learning process via cell phone or laptop Fourth, to assess students' attitudes Fifth, I cannot practice directly with my students Sixth, etc.	Teacher's lack of Job satisfaction
Informant 48	The students cannot follow the lessons maximally.	Students' underperformance
Informant 50	Because the students find it difficult to accept what the teachers asks. The students are lazy to study without someone's controlling them like at the school.	Student's underperformance and misbehavior (discipline)
Informant 52	I really feel limited in providing guidance to my students, especially the subject that I teach needs guidance so that students can practice with the teacher and other fellow students.	Teacher's lack of job satisfaction
Informant 54	It is difficult to control the students' involvement.	Teacher's lack of digital skill
Informant 56	Because the are many obstacles from myself and from my students.	Teacher's and students' lack of digital skills
Informant 57	Students' control is lacking and many assessments are uncontrolled.	Teacher's under performance
Informant 58	The students do not understand online learning.	Students' under performance
Informant 62	Classes are divided into shifts resulting in additional hours	Additional time
Informant 64	I am in difficulty establishing communication and closeness with my students.	Teacher's underperformance (difficulty of interaction)
Informant 65	Over lapping workloads	Double burden
Informant 66	Because I am teaching without facing my students physically	Teacher's lack of job satisfaction
Informant 67	1. The teacher cannot monitor students' activities	Teacher's underper-

	<ol style="list-style-type: none"> 2. The teacher cannot get a quick response from the students 3. The teacher does not know exactly students' ability 4. The teacher cannot provide the students with maximum understanding 5. As an educator, the teacher cannot educate the students' well 6. The teacher does not know the students well 7. Students attitudes are not as expected etc. 	formance
Informant 68	Frequent changes of policies and regulations.	Frequent change of regulations
Informant 79	Because there are many obstacles in online learning.	Technical barriers
Informant 81	It is no easy to understand the students' characters, especially those of grade 7. It is difficult to monitor the development and the progress of their learning. There many obstacles in online learning.	Teacher's lack of job satisfaction
Informant 85	Because I have to teach both online and offline at the same time.	Technical barriers Double burden
Informant 86	If there are students who are not active in learning, I have to consult with their parents or the students themselves via telephone. We cannot bring parents to school. We do not know the students' problems in detail in learning process.	Technical problem
Informant 89	<ol style="list-style-type: none"> 1. Teaching Learning process cannot run properly. 2. The students are less motivated to learn even though the teacher has done various ways to motivate the students to learn. 3. Many students come late / are absent in online learning. 4. Many assignments are not done by the students. 5. Parents pay less attention to their children's learning. 6. Parents complain about buying internet package for their children. 7. The students prefer playing games to learning. 	Teacher's lack of job satisfaction Students' misbehavior (lack of motivation, Students' lack of discipline) Students' lack of parental support discipline Students' misbehavior (lack of seriousness)
Informant 90	Because we cannot have contact with all the students directly.	Teacher's lack of job satisfaction
Informant 91	For counseling and other services, face-to-face is required while online learning is taking place.	Teacher's lack of job satisfaction
Informant 92	Because I have to adjust to the condition so that the goal can be achieved, the a strong thinking is needed.	Teacher's lack of job satisfaction
Informant 94	I have limitations of knowledge in ICT, problems with students, and a lack of internet network in my area, and health problems especially my eyes which are less supportive.	Teacher's lack of digital skill. Connectivity problem Teacher's health
Informant 95	For the subject matter that I teach, there should be more practices than theories and for practices. It is necessary for us to directly guide and accompany our students (life skills). This is just in general)	Teacher's lack of digital skill

Based on the Table 3, the teachers’ perceived heavy workloads are related to their lack of job satisfaction (Informant 3, 7, 13, 20, 23, 45, 47, 52, 66,67, 81, 89, 90, 91, and 92), teacher’s lack of digital skill (Informant 6, 7, 32, 46, 54, 56, 94, and 95), teacher’s underperformance (Informants 32, 35, 39, 40, 64, and 67), students’ underperformance (Informants 7, 48, and 58), double burden (Informants 7, 38, 42, 65, and 85), students’ misbehavior (Informants 9, 12, 16, 32, 44, 50and 89), health problem (informant 18), controlling problem (Informant 19), technical barriers (Informants 29, 79, 81, and 86), time constraint (Informants 46, and 62), regulation changing (informant 68), and lack of parental support (Informant 89).

The information collected from the informants gave information how the informants face difficulty in giving direction (Informant 6, 32, and 46)), difficulty in collecting students assignments, and in practicing (Informant 6, 47, 95), difficulty in preparing teaching materials (Informant 7, 32, 35, and 42), in explaining the lessons (Informant 7, and 20), more administrative tasks (Informant 7), in making the students master the lesson, (Informant 13), in controlling the students (Informant 19, 54, and 57, 67, and 84), in assessing (Informant 35, 47, and 57, 67), in correcting students’ assignment (Informant 43, and 46), in finding suitable methods (Informant 43), and in serving the students’ (Informant 43), in building rapport (Informant 64), in knowing students (Informant 67, 81, and 86),. The teachers’ workload in their perspectives was influenced by illness (Informant 18, and 94), less optimum results (Informant 23, 46, and 58, 67), different modes of teaching (Informant 27, 66, 76, and 85, and 91), connectivity (Informant 29, and 38,), students’ laziness (Informant 47) , students’ lack of interest (Informant 45,), more time needed (Informant 46, and 62), lack of time to teach (Informant 47), , overloaded burden (Informant 65), inability to educate students (Informant 67), students’ bad attitude (Informant 67), frequent authority changing (Informant 69), students’ lack of motivation (Informant 71, 89), and teacher’s lack of ability in using technology (Informant 72, and 94).

In the Table 4 is displayed how the teachers perceive their moderate workload:

Table 4. Teachers’ Utterances Related to Their Moderate Workload

Informant	Utterances	
Informant 1	Because in the time of pandemic, a teacher may present simple materials. All the things are decided by the teacher. From assessment view-point, the teacher was also given flexibility to assess learning materials.	Lower standard of material Flexibility
Informant 5	Intentionally online.	Teaching as expectation
Informant 8	Students, sometimes, do not follow.	Students’ lack of seriousness
Informant 11	Bad connectivity	Bad connectivity
Informant 15	Going home earlier.	Less time at school
Informant 22	In this time of pandemic, the difficulty is in the students’ connectivity.	Bad Connectivity
Informant 24	.Because I am sincere in carrying out my duty	Teacher’s sincerity
Informant 25	Because if the task is not finished at the school, it can be continued at home.	Flexibility
Informant 28	We in Guidance and Counseling can collect the stu-	Teacher’s lack of job

	den's' data and help develop their potentials. However, for direct counseling to the students, we cannot do it.	satisfaction
Informant 30	Because we sent the material through Google Classroom.	Ease of performing job
Informant 31	It is not possible for us to carry out optimum teaching learning process.	Teacher's lack of job satisfaction
Informant 33	Because teaching learning process was carried out offline and online	Flexibility of teaching
Informant 34	50% of the students were not able to follow the prepared online learning.	Students' under competence
Informant 36	Because I don't meet my students directly.	Teacher's lack of job satisfaction
Informant 41	Because the students study online, but to be honest, I feel like less giving to my students due to media handicaps.	Teacher's lack of job satisfaction
Informant 43	Work is an obligation.	Awareness of duty
Informant 49	Still manageable.	Manageability
Informant 51	I say so because the Government gives tolerance to us not to come to school. It saved my time. Related to the carrying out of Guidance and Counselling, it is more flexible. Besides, teaching time is allocated shorter than before. .	Flexibility Tolerance of mode of teaching, Less time spent at school
Informant 53	Medium meaning not too heavy because I can do teaching from home and it is not too light because I am not in difficulty to convey and explain teaching materials to my students so that the students can easily understand the materials	Flexibility of teaching
Informant 55	We do not know students' comprehension of the teaching material.	Teacher's lack of job satisfaction
Informant 59	Because I have to teach and check the students' assignments via a computer or a cell phone so I feel sick on my head, neck and eyes. But we do not have to in a hurry so we have much time.	Teacher's health (neck and eye)
Informant 60	Creativity is needed to realize educational values to the students.	Optimistic
Informant 61	I can do it well.	Manageability
Informant 68	Because we do not require the students to complete all the basic competence.	Lower standard
Informant 73	Because teaching is my duty	Awareness of duty
Informant 74	Because there is no face-to-face interaction and it is difficult to communicate with the students.	Teacher's lack of job satisfaction due to lack of interaction
Informant 77	Because as a teacher, I should be ready in all conditions.	Awareness of duty
Informant 78	Task is not a burden for me.	Awareness of duty
Informant 82	Conveying teaching materials online.	Adequate digital skill
Informant 87	Moderate. Because amid the pandemic, our school is still running face-to-face learning because it was a boarding school. So, because we are used to do such teaching, the burden is moderate.	Flexibility in mode of teaching as expected
Informant 88	Because it is not face-to-face.	Mode of teaching not

		as expected
Informant 93	Whatever the task is should be performed with pleasure.	Awareness of duty
Informant 96	Teaching from home has plus and minus, in which, on one hand, we do not spend much energy and cost as usual. On the other hand, there is dissatisfaction when the material taught cannot be absorbed optimally by our students.	Energy and cost efficiency Teacher's lack of job satisfaction
Informant 97	Needed facilities are available.	Complete facilities

Based on the above Table 4, most of the teachers have positive perspective toward their workload and only a few who have negative perspectives amid COVID-19. The positive perceptions derive from these reasons: lower standard of teaching material (informant 1, and 68), teaching in line with teacher's expectation (Informant 5), flexibility (Informants 1, 25, 33, 51, and 53), teacher's sincerity (Informant 24), ease of performing job (Informant 30), awareness of duty (Informants (Informants 43, 73, 77, and 78), manageability (Informant 45, and 49), tolerance (Informant 51), efficiency of energy and time (Informants 51, and 96), and complete facilities (97). The negative perceptions derive from these reasons: students' lack of seriousness (Informant 8), bad connectivity (Informants 11, and 22), teachers' lack of job satisfaction (Informants 28, 31, 36, 41, 55,59, 74, and 96).

3.2 Discussion

The results of the study show that the teachers perceive their workload differently. Few of the them consider it as "very heavy", most of them consider it easy, and a few of them considered it "moderate". These different categories are related to many factors. The first factor is job satisfaction. This factor is linked to their workload, their cooperation, and their perceptions of students' discipline[48]. "Teachers are experts in their subjects but not technical experts" [49]. "to cope with the dynamic scenario the teacher must also be high tech savvy, which causes stress both physically and mentally" [50].

Teachers use of educational technology in the classroom has made the teachers perceive that their workload higher and has caused high levels of anxiety or stress [51]; and 12% of Chilean teachers feel techno-fatigued, 13% feel techno-anxious, and 11% present both conditions [52]. In fact, job satisfaction is related to the sense of competency [53]. The work-related stress has significantly negative correlation with job performance of teachers working [54].

Other factors considered to make their workload heavier and increase their stress are learners' misbehavior, teaching time and learners' underperformance in class [51]; family, trained skills, and surrounding environment [53] challenges like more workload, more stress, technical issues, students' lack of learning devices, the requirement for parent's assistance, more interactions, and hands-on activities [55] emotional regulation accounted for 14.2% of the variance and teacher self-efficacy accounted for 22.1% of the variance in teaching stress [56].

The occurrence of the digital age limited most public-school teachers. They hardly

perform specific tasks for the students virtually, provide an effective learning environment, and communicate with students, given that the resources are inadequate [57].

The research found that six antecedents, students' discipline, low salary, peer-to-peer relations, boss teacher relationship, work overload, and unprofessional assignments were causes of teacher stress that badly effect on teacher performance and destroy their health [58]. Older teachers reported a higher level of exhaustion and occupational stress than other groups, but they indicated higher personal accomplishment [59]. Significant predictors of increased teacher anxiety included stress and communication within the school, with virtual instruction teachers having the most increase in anxiety [25]

Similar to previous studies, which measured personal, psychological and organizational factors influencing the successful participation of teachers in change, in this case in the implementation of online learning, in Kosovar teachers too, the demand for change is observed to be accompanied by a range of personal, psychological, and organizational factors. Based on the results, teachers' attitudes towards change are influenced by lack of experience in distance or online learning, insufficient level of skills and knowledge related to the use of technology, lack of clear instructions for putting online teaching into practice and lack of cooperation. These factors have been shown to bring anxiety, overload, and insecurity to teachers, in addition to further raising their stress levels, making them feel tired or mentally exhausted. These increase their level of resistance to change, hinder their performance and reduce their level of job satisfaction [60].

These results are fascinating since the teachers, independently of the country, indicated that their mental health and stress were high, caused by different factors related to technology. Other factors were also noteworthy, such as the impact of COVID-19, since these data indicated their relevance on mental health, although these factors were not conclusive in the risk of anxiety and depression. The second significant finding was that the described variables (e.g., training, or behavioral attitudes regarding ICTs) in most significant previous works were connected to a higher risk of stress and anxiety associated with technology [61].

The vast majority of teachers experienced technical barriers, but most of them felt able to cope functionally with the stress. Female teachers experienced significantly more stress, but coped with it more often in a functional way; teachers used more functional coping strategies when they expected external factors as barriers for distance teaching. The results imply that teachers' digital skills should be developed, schools should be better equipped with the necessary computer hard- and software.[30] Different results are indicated in among Palestinian English language teachers who show moderate level of technostress. This shows that teachers seem to be comfortable with both styles of teaching; face to face and virtually [62].

4 Conclusions

Based on the above explanations, it may be concluded that teachers perception on their workload was various and ca be grouped into three categories: very heavy, heavy, and moderate. The three categories were supported by their statements or comments or utterances related to their workload. Among the factors that influence their perspectives of their workload derive from internal and external of themselves. The internal factors include their lack of job satisfaction, lack of digital skill, double burden, health, lack of information about students, difficulty in monitoring students, health problem, teachers' online underperformance, The external factors include: students and other factors. The students' factors include students' seriousness, their lack of interest, their underperformance, and their miss behavior, The other factors like technical issue, more time, and double burden. Related to burden or workload of the teachers and well-being factors should be our concern since it influence their re- tention and people interest to the teacher profession [63]

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