



Impact of Punjab Socio Economic Registry (PSER) Survey on Teachers' Mental Health, Professional Productivity, and Student Learning Outcomes: A Case Study of Punjab, Pakistan

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ABSTRACT

This study aims to analyze the impact of the Punjab Socio Economic Registry (PSER) Survey on teachers' mental health, professional productivity, and students' learning outcomes. This research was qualitative in nature considering the public sector teachers as unit of analysis, both male and female. A questionnaire was designed to explore the issues of the teachers which they encounter in their work place. Findings revealed that the PSER imposes a significant non-academic workload, acting as a major job demand within the Job Demands-Resources (JD-R) framework. The PSER job descriptions lead to increase stress, burnout, and reduced motivation among teachers, which badly affect their instructional quality and student learning outcomes. The study concludes that the current implementation of PSER damages quality of education and recommends removing teachers from data collection to ensure teachers well-being and improve student learning outcomes. The government should arrange workshops on stress management for teachers.

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Introduction

The Punjab Socio- Economic Registry (PSER) survey is a comprehensive data collection initiative aimed at creating an updated database of socio-economic indicators across households in Punjab. Therefore, this registry plays an important role in policy making, resource allocation, and welfare program targeting. The primary focus of PSER is on socio-economic factors, but its impact on other sectors, particularly education, requires further investigation. The education sector is an essential pillar for socio-economic development, with teachers serving as its central element. Teachers are considered nation builders. They are contributing a major part of their lives

to making the future of the next generations. Therefore, it is vital to talk about their mental health and professional productivity. Moreover, their mental well-being and professional productivity are directly linked to the quality of education and to student learning outcomes. Teachers sometimes face challenges when they are forced to fulfill additional responsibilities beyond their primary role of educating students (Saima et al., 2023). The introduction of the PSER survey process, including data collection and verification, may affect teachers' mental health, productivity and motivation. According to Erturk, R. (2021), it is crucial to create a positive work environment for teachers where they do not have to face non-academic duties, which can trigger anxiety and depression among them. Furthermore, when they have to work outside their job requirements, they feel frustrated and less motivated about their actual job. The study explained that burnout and anxiety among educators can be a result of excessive workload of extra non-academic duties. Teachers' burnout and stress impact not only the educators themselves but the students they work with, because the mood of teachers directly influences students' learning. Moreover, Student learning outcomes, the ultimate measure of educational success, are directly shaped by teachers' performance and engagement. Any negative effects of the PSER Survey on teachers' mental health and productivity may disturb the classroom environment, which can slow down student learning (Zhang & Sapp, 2013). In the light of these interconnections, it is essential to assess the overall impact of the PSER Survey on teachers and students. This understanding will enable policymakers to optimize survey procedures, ensuring that the benefits of socio-economic data collection do not come at the expense of teacher well-being or student learning. This study explores the impact of the PSER survey on teachers' mental health, professional productivity, and student learning outcomes in Punjab. This research offers a unique perspective by establishing a connection between a large-scale socio-economic data initiative, the PSER Survey, and the well-being and effectiveness of teachers and students. It highlights the often overlooked psychological and professional consequences of administrative surveys on teachers and students. The findings of the study help decision-makers to come up with more innovative and supportive data collection methods that protect teachers from anxiety and ensure that students' learning remains the central emphasis.

Literature Review

This section will assist to comprehend the core indicators responsible for the ineffective performance of teachers in their workplace, followed by the non-academic work of government institutions.

Saima et al (2023) inferred that the education sector is an essential pillar for socio-economic development, with teachers serving as its central element. Teachers are considered nation builders. They are contributing a major part of their lives in making the future of the next generations. Therefore, it is vital to talk about their mental health and productivity. Moreover, their mental well-being and professional productivity are directly linked to the quality of education and to student learning outcomes. Teachers sometimes face challenges when they are forced to fulfill additional responsibilities beyond their primary role of educating students. Teachers are increasingly burdened with responsibilities that extend far beyond their primary role of educating students. In many contexts, educators are routinely assigned extra duties such as administrative tasks, election polling, polio vaccination campaigns, and examination supervision. Smith and Smith (2019) established that these additional work demands from teachers are a direct source of increased stress and professional burnout. This is because the time and energy

dedicated to these non-teaching tasks detract from a teacher's core functions, such as lesson planning, grading, and providing individualized student support, ultimately compromising the quality of education in the classroom (Johnson et al., 2020). Furthermore, studies indicated that this constant over-extension leads to decreased job satisfaction and morale, as teachers feel stretched thin because their primary job of teaching is undervalued (Brown et al., 2019). The cumulative effect hurts teachers' psychological well-being, making it difficult to maintain a healthy work-life balance and leading to feelings of anxiety and exhaustion (Gracia & Martinez, 2020). This body of evidence confirmed that the imposition of extensive extra duties creates a significant challenge, negatively affecting both teacher welfare and the overall learning environment.

Jomuad et al., (2021) explained the relationship between teachers' performance and workload. High workloads have a significant impact on teachers' mental health. According to the American Federation of Teachers' 2017 Educators' Quality of Work Life Survey (2017), 61 percent of teachers demonstrated that they feel stress about their jobs. Moreover, almost 58 percent of them reported that their poor mental health is the result of job-related burnout. According to (Skaalvik and Skaalvik, 2016), anxiety and depression among teachers are an international fact, and it harms teachers and the quality of education. Decreased self-reliance, lower job satisfaction, lower levels of commitment and higher levels of burnout are the possible repercussions of teachers' stress.

Due to Non-Academic workload, teachers were stressed, that lead to the loss of their focus and motivation. A heavy workload can negatively affect teachers' efficiency and their ability to deliver high-quality education to students (Hesters et al., 2020). For example, when teachers are overwhelmed, they may struggle to prepare properly for their classes, leading to poor lesson planning, less effective teaching methods, and limited interaction with students. In addition, excessive workloads often contribute to teachers' burnout, which can harm their long-term health and well-being. Burnout among teachers distracted them from their actual work, which, as a result, led to lower job satisfaction (Mullen et al., 2020).

Teachers' burnout was often a result of systemic school stressors, such as excessive workload and insufficient support (Harding et al., 2019). Critically, this decline of teacher well-being adversely affected their mental health and productivity, which in turn can negatively influence student learning outcomes (Hinds et al., 2015).

In recent years, the workload of teachers has become a significant focus of educational policy and research in Japan. Data from the second OECD Teaching and Learning International Survey (Talis 2013) revealed that Japanese teachers dedicated considerable time to peripheral duties, such as administrative paperwork, which fall outside their core educational responsibilities (Takagi, 2015; National Institute for Educational Policy Research, 2014). Following research has consistently highlighted this trend, noting that the growing demand for such additional duties contributes to increased overall workload (Takaira, 2007). This established link between non-teaching tasks and teacher burden provides a critical context for investigating the specific impact of administrative exercises like the PSER registry survey.

The workplace environment is the social and psychological atmosphere that directly shapes a teacher's well-being (Stansfeld & Candy, 2006). This includes everything from workload and pressure to the level of support from leadership and colleagues (Dicke et al., 2018). When this

environment is demanding and unsupportive, it can lead to chronic stress and burnout effecting both mental and physical health. Therefore, this study indicated a negative relation between workload and mental health (Rugulies,2019).

Teacher well-being is a multi-dimensional aspect of their professional lives. Kiltz et al. (2020) identified well-being as more than the absence of illness, describing it as a state of complete physical, mental, and social health (WHO, 2022). Similarly, Roy & Roy (2016) described well-being as maintaining positive relationships and meaningful engagement with one's environment for job satisfaction. This understanding is central to our study. The PSER registry survey, if it adds significantly to teacher workload or undermines their professional respect, can directly harm their mental health and productivity. This, in turn, risks negatively affecting the learning environment and student learning outcomes.

Farrant (2005) pointed out that the quantity of tasks affects the quality of teaching. This constant demand for non-teaching responsibilities can drain a teacher's energy and focus. When this happens, the entire educational system suffers badly. Adeyemo (2012) warned that such works affect the educational career of our future generations because they are directly influenced. High rates of teacher absenteeism in Indonesia directly undermine educational quality. It reduced the productivity of absent teachers and, as Gyansah et al. (2014) noted, lowered morale and increased the burden on other staff, creating a cycle that harms student learning. Furthermore, since job satisfaction negatively affects absence, understanding these drivers is critical.

Kondalkar (2007) stated that employee absenteeism has a negative impact on productivity, which lowers the contributions to organizational growth. This issue is compounded by factors like stress and job satisfaction, which directly influence the absence rates.

Research showed that teacher stress directly harms their health and their student's success. The job of a teachers as grown to include many tasks beyond teaching, like administrative work and student support. This heavy workload is a major cause of stress (Aziz et al., 2010; Bridges & Searle, 2011). When teachers lack control over their work, it leads to burnout, lower job satisfaction, and poor performance (Goyal & Arora, 2012; Pearson & Moomaw, 2006). As a result, many teachers think about leaving the job, which hurts the quality of education. Stressed and overworked educators have less energy for teaching, which can lead to worse outcomes for students.

Having reviewed the above literature, this attempt will unfold the facts that academic performance of teachers may be deteriorated and the quality of education may also be compromised when teachers are involved in non-academic activities by PSER by the Government of Punjab

Theoretical Framework

The theory that will guide this study is the Job Demands-Resources (JD-R) model developed by Bakker and Demerouti 2006. It is a comprehensive theoretical framework that explains how the job description affects employee (teachers') well-being and their organizational outcomes.

This model explains that every job has two key parts: demands and resources. First, the demands are the parts of the job that require constant physical or mental effort, draining a person's energy

and leading to stress. Second, resources are the parts of the job that help a person manage these demands, stay motivated, and perform effectively. In this context, the PSER survey acts as a major job description for teachers, consuming their valuable time and mental focus. This job description is especially taxing because it falls outside their primary role as educators. At the same time, teachers often lack sufficient job resources, such as extra time and flexibility in their schedule, to handle this workload. According to the JD-R model, this imbalance creates a problem of high demand without adequate resources, which causes stress and burnout for teachers. This decline in mental health makes it harder for teachers to prepare engaging lessons and support their students. This factor is negatively affecting students' learning. Therefore, this framework allows us to see the PSER not just as a simple administrative task, but as a significant stressor that can disrupt the entire teaching and learning process.

The JD-R model carries a critical implication that the synthesis of high job descriptions and low job resources leads to health deterioration. This process involves chronic stress and burnout, which lead to reduced job performance and negative outcomes. In accordance with the present study, this theory implies that the PSER survey, in the absence of sufficient support, will lead to a series of undesirable outcomes.

Figure 1: PSER Burden Chain: Teachers' Stress to Student Learning outcomes

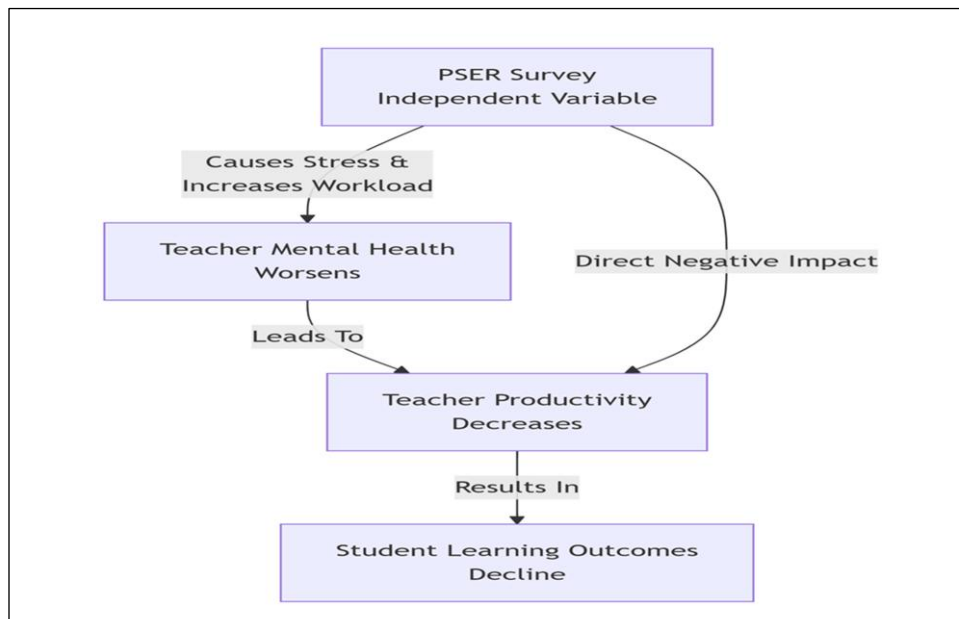


Figure 1 illustrates the negative impact of the PSER survey on mental well-being, professional productivity, and student learning outcomes. The PSER survey duty is the independent variable that starts the chain reaction. These duties act as a major job demand. Increasing teachers' workload and stress levels. This high demand has two direct consequences: It worsens the teachers' mental health, causing stress and burnout, and it reduces their professional productivity. As they have less time and energy for teaching tasks. These two problems are connected. Poor mental health further reduces productivity, and low productivity adds to stress, creating a vicious cycle. Finally, the combined negative effect of poor mental health and low teacher productivity results in a decline in student learning outcomes. This is the ultimate dependent variable that this

research is connected with. In simple terms, the PSER work stresses teachers out and makes them too busy to teach properly. Because of this, students end up learning less.

Methodology

The methodology for this study was adapted from the work of Saima et al., (2023) to fit the specific context of the Punjab Socio-Economic Registry (PSER) Survey. A questionnaire was used, which is effective for gathering data from a sample of participants at a single point in time to examine relationships between variables. The study focuses on government school teachers in Punjab who were directly or indirectly involved in the PSER survey. A total of 132 teachers, comprising both male and female educators, were selected to participate, providing a practical and focused sample from the target population. A structured questionnaire was used as a primary tool for data collection. Following the model of Saima et al., (2023), a 17-item instrument was developed to measure the key variables of this investigation on the PSER survey: job demand, its impact on teachers' mental health and professional productivity, and its perceived effect on student learning outcomes. The questionnaire used a Likert scale (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5) to capture the intensity of teachers' experiences and perceptions.

The questionnaires were distributed directly to the selected government school teachers. The process ensured confidentiality and voluntary participation to encourage honest responses. The data collected from 132 respondents were then analyzed using Excel. The analysis involved descriptive statistics to summarize the sample. This entailed the computation of frequency, percentage, and mean values using Microsoft Excel software to analyze the demographic variables and responses of the participants to the research questions to assess the impact of the PSER registry survey. This methodological approach provides a clear pathway for investigating the research questions.

Results and Discussion

The findings of the study are discussed based on the responses of the teachers from the public sector schools, who are directly involved in nonacademic activities assigned by the PSER. The empirical evidence of the objectives is interpreted through bifurcation of different sections for better comprehension as follows:

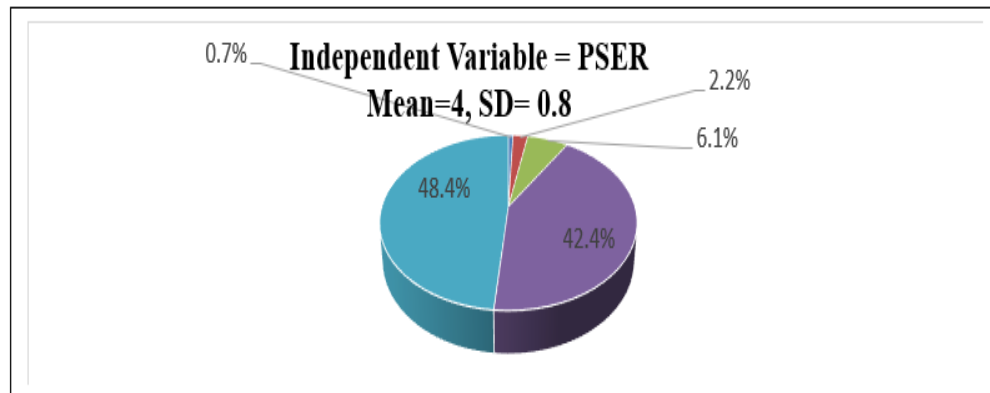
Section 1 comprises questions that incorporate the independent variable, **Punjab Socio Economic Registry (PSER)**, which is considered to be responsible for the inefficiency of teachers and the compromise of the quality of teachers.

Table 1: Inadequate PSER Survey Training

Independent Variable = PSER Registry Survey				
Options	Frequency	Percentage	Mean	St. deviation
Strongly Disagree	13	9.8%	3	1.3
Disagree	20	15.2%		
Neutral	23	17.4%		
Agree	45	34.1%		
Strongly Agree	31	23.5%		
Total	132	100%		

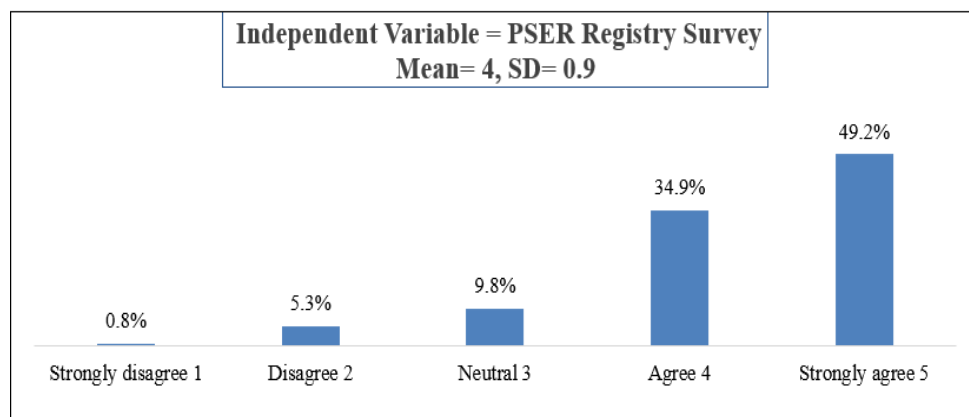
The responses of teachers regarding the sufficiency and clarity of PSER survey training show that over 57.6% of the respondents agreed and strongly agreed that the PSER training was adequate, while 25% did not agree with the statement, and 17.4% of respondents remained neutral. Therefore, the results ($M=3$, $SD=1.3$) revealed that the majority of teachers agreed that the training provided for the PSER survey was adequate and clear.

Figure 2: PSER Duties Interrupt Regular Teaching



According to the results in Figure 2, the majority of teachers agreed with the statement that the number of days spent on PSER duties interrupts their teaching schedule. The low $SD= 0.8$ means there was very little variation in the responses, as respondents' opinions were tightly clustered around agreed and strongly agreed, which shows a strong consensus.

Figure 3: PSER Workload Feels Unmanageable

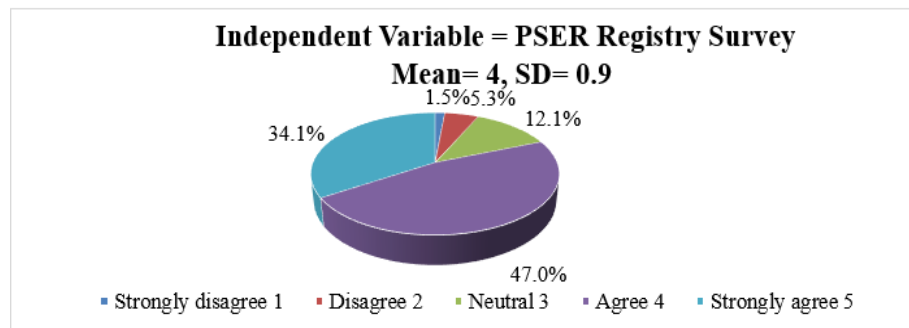


The data in Figure 3 revealed that a large number of respondents, around 84.1% (sum of agree and strongly agree responses) from the teachers' community, were in favour of the statement that the PSER workload feels unmanageable along with their teaching responsibilities. Whereas only 9.8% of the teachers remained neutral. Only 6.1% were disagree and strongly disagreed. A standard deviation of 0.9 shows that responses are consistent.

Table 2: Extended Working Hours Due to PSER

Independent Variable = PSER Registry Survey				
Options	Frequency	Percentage	Mean	St. deviation
Strongly Disagree	3	2.3%	4	0.9
Disagree	6	4.5%		
Neutral	12	9.1%		
Agree	56	42.4%		
Strongly Agree	55	41.7%		
Total	132	100%		

The sequel in Table 2 indicates that 84.1% of teachers responded in favor of the statement that PSER survey duties hindered their teaching responsibilities. Moreover, 6.8% did not agree, and 9.1% could not decide whether it affects their routine or not. As a result, over load of extra work taken for home tasks disturbs their teaching responsibilities.

Figure 4: Anxious about Job Consequences from Mistakes

The results from Figure 4 indicate a serious and alarming level of anxiety on the part of the staff about PSER work. Moreover, a majority (over 81.1% combining the Agree and Strongly Agree categories) report feeling anxious about possible job consequences if they make mistakes in the PSER data. The overall mean score is 4 out of 5, indicating that the average response is heavily weighted toward the agreeing direction. Few, only 6.8%, of the total responses indicate disagreement. Resultantly, outcomes for data errors represent a distressing source of stress throughout the school environment.

Table 3: School Leadership Prioritizes PSER Survey Work Over Teaching Objectives

Independent Variable = PSER Registry Survey				
Options	Frequency	Percentage	Mean	St. deviation
Strongly Disagree	9	6.8%	4	1.2
Disagree	15	11.4%		
Neutral	10	7.6%		
Agree	63	47.7%		
Strongly Agree	35	26.5%		
Total	132	100%		

These findings show a clear trend in the views of staff on leadership priorities. Almost three-quarters of all respondents (74.2% combined Agree and Strongly Agree) believe that the school leadership prioritizes PSER work over core teaching objectives. This dominant majority is further underlined by an extremely high mean score of 4 out of 5, which weighs well toward the "Agree" pole of the scale. Only a small minority of 18.2% disagree with this statement, which evidences a strong feeling that administrative matters are being placed before educational ones.

Section 2 is related to the first dependent variable, Teachers' Mental Health, which will be assessed through three questions.

Figure 5: Feeling Tired because of PSER Workload

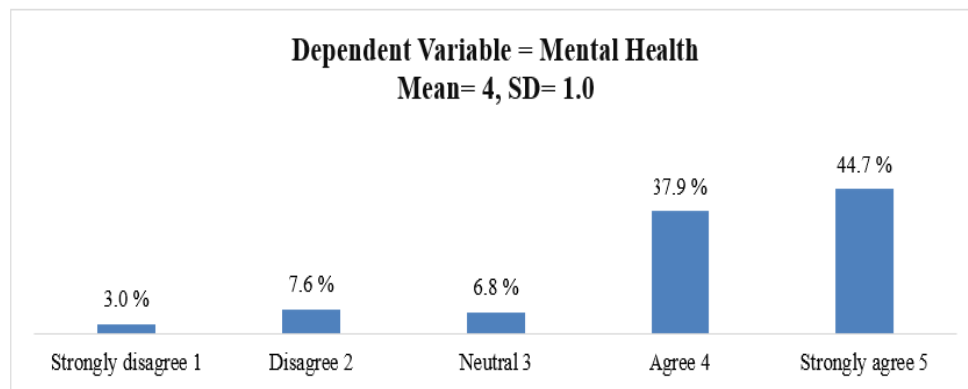


Figure 5 demonstrates the PSER workload intensity as perceived by the respondents on a 5-point Likert scale, in which higher values indicate greater workload. Precisely, 37.9% of respondents selected option 4 (Agree), while 44.7% selected category 5 (Strongly Agree). The average of 4 out of 5 shows the workload is perceived as heavy. Standard deviation shows the variability in responses; here, only a few teachers showed disagreement with the statement.

Figure 6: Teachers' well-being compromise due to PSER

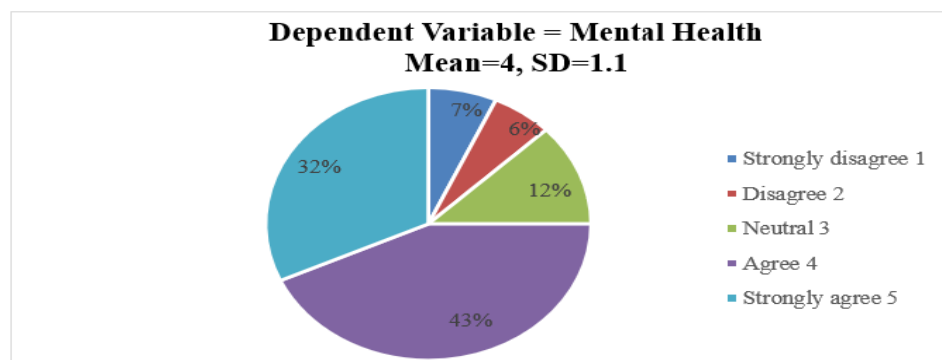


Figure 6 shows a divided response from teachers when asked how they feel about their stress level due to the PSER survey. Almost 32% say it is difficult to relax and switch off from PSER workload. Whereas, a large number of teachers, around 43%, are strongly in favor of the statement. This means PSER stress is significantly reducing the leisure time of teachers.

Table 4: Feeling Demotivated Due to PSER Stress

Dependent Variable = Mental Health				
Options	Frequency	Percentage	Mean	St. deviation
Strongly Disagree	13	9.8%	4	1.2
Disagree	3	2.3%		
Neutral	19	14.4%		
Agree	51	38.6%		
Strongly Agree	46	34.8%		
Total	132	100%		

Table 4 depicts the results of teachers' responses about PSER survey-related stress. It shows that an aggregate of 74% of teachers agreed and strongly agreed that the PSER survey increases their stress and anxiety. Only 12% do not agree with the statement. The mean value of 4 indicates the respondents feel less motivated and more depressed because of the PSER workload. Therefore, the results depict that PSER work is deteriorating the mental health of teachers badly.

Section 3 is about the second dependent variable: professional productivity of teachers.

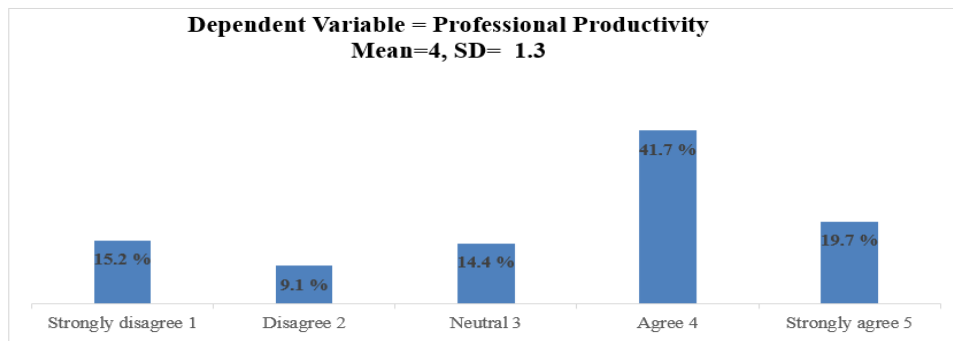
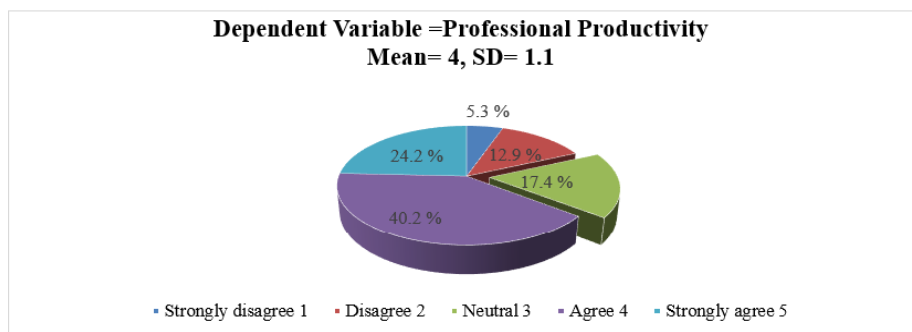
Figure 7: PSER Duty Disturbs Lesson Delivery

Figure 7 shows that a majority of the people agreed they had to rush through their lessons because of time lost to PSER duties. The largest group (41.7%) chose "Agree," and with the average response being a 4 ("Agree") on a 1-to-5 scale, it shows the overall sentiment leans toward agreement. The standard deviation of around 1.3 means there is some variation in responses, but the trend is clearly on the "agree" side.

Figure 8: PSER Affects Record-keeping and Grading of Students

In Figure 8, most of the respondents agree that their record-keeping and grading suffer because of PSER work. The largest group selected "Agree" with 40.2%, and the average response is a 4, meaning overall sentiment clearly leans toward agreement. Over half of respondents feel their grading is affected when combined with "Strongly agree". A standard deviation of 1.1 indicates moderate variation in responses, but the majority opinion is that PSER duties interfere with this key teaching task.

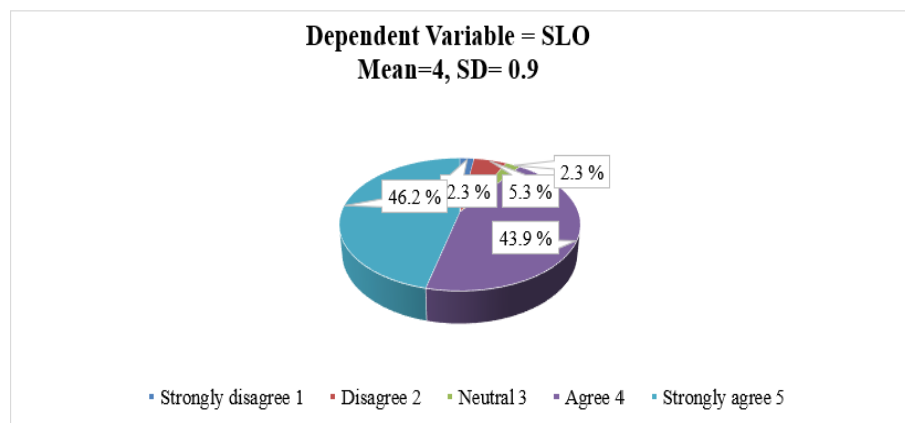
Table 5: PSER Limits Creative Teaching Time

Dependent Variable = Professional Productivity				
Options	Frequency	Percentage	Mean	St. deviation
Strongly Disagree	5	3.8%	4	1.1
Disagree	8	6.1%		
Neutral	13	9.8%		
Agree	60	45.5%		
Strongly Agree	46	34.8%		
Total	132	100%		

Table 5 indicates that an overwhelming majority of the participants agree with the statement that, because of PSER work, they have less time for creative teaching activities. Adding together the "Agree" and "Strongly Agree" categories reveals that more than 80% hold this opinion. An average response was 4, or "Agree", on the 1-to-5 scale, confirming strong overall agreement. The standard deviation of 1.1 indicates that the sentiment is heavily concentrated on the "agree" side of the scale, with some variation.

Section 4: This section measures the third dependent variable, Student Learning Outcome (SLO).

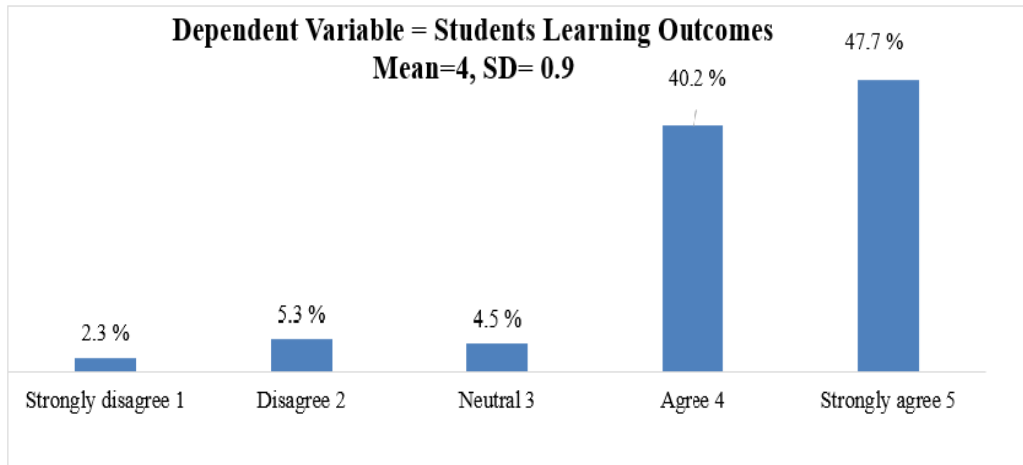
Figure 9: Reduction in Students' Class Participation During PSER Periods



Based on the data, respondents overwhelmingly agree that they notice a decline in student participation during PSER periods. Almost 90% agree, split between 46.2% who indicated "Agree" and 43.9% with "Strongly Agree." An average score of 4 ("Agree") cements this as the

clear, dominant sentiment. The standard deviation of 0.9 is rather low, indicating that the responses are highly consistent and tightly clustered around agreement on this issue, with very little disagreement.

Figure 10: Decline in Students' Homework Completion Rate



According to Figure 10, there is an overwhelming consensus that students' homework completion rates drop when teachers are busy with PSER tasks. Almost 88% of the respondents agree with this statement; 47.7% Agree, plus 40.2% Strongly Agree. The average score is exactly 4, which is "Agree," and the very low standard deviation of 0.9 indicates that responses were very consistent and clustered around strong agreement. In a nutshell, most teachers strongly feel that their administrative duties on PSER hurt homework habits among their students.

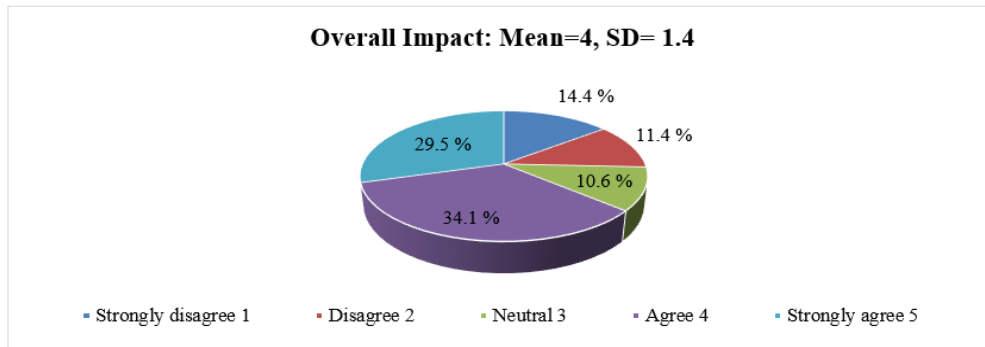
Table 6: PSER Duties Interrupt Syllabus Completion

Dependent Variable = Students' Learning Outcomes (SLO)				
Options	Frequency	Percentage	Mean	St. deviation
Strongly Disagree	3	2.3%	4	0.9
Disagree	4	3.0%		
Neutral	6	4.5%		
Agree	56	44.4%%		
Strongly Agree	63	47.7%%		
Total	132	100%		

Based on the data from Table 6, a large number of the respondents agree that it takes them longer to cover the syllabus due to PSER duties. Merging the categories "Agree" (44.4%) with "Strongly Agree" (47.7%) shows over 92% of respondents have experienced this. An average score of 4 ("Agree") confirms that it is the leading sentiment. The very low standard deviation, 0.9, indicates that responses were highly consistent, with almost everyone clustered around strong agreement. In short, PSER duties are widely seen as a major cause of syllabus delays.

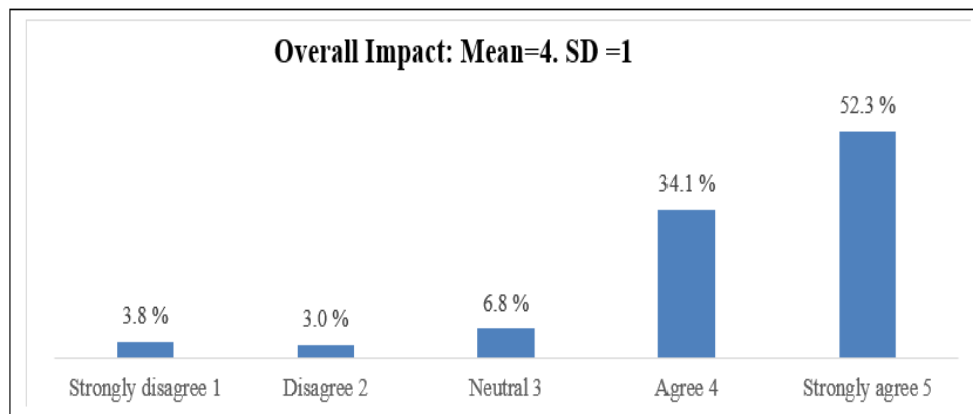
Section 5: Overall Impact

Figure 11: Harms of PSER Outweigh Benefits of Education



The results from Figure 11 show a clear majority of respondents think the benefits of PSER surveys are not worth the harm to education. Adding the two responses together gives 63% agreement, 29.5% Agree, 34.1% Strongly Agree. This is also reflected in the average score of 4, which means "Agree". The higher value of the standard deviation, 1.4, itself shows that this question has more variation in opinions compared to others, with some strong agreement and strong disagreement. However, the consensus still goes in the direction of the belief that the PSER duties are ultimately detrimental.

Figure 12: Alternative Way of PSER Mechanism



The data in Figure 12 show that a strong majority of respondents support finding an alternative way to conduct PSER that does not involve teachers. A total of over 86% agree, whereas 52.3% Agree and 34.1% Strongly Agree, with a mean score of 4, which corresponds to "Agree". The standard deviation of 1.0 indicates a moderate variation, yet the prevailing sentiment is for the removal of teachers from this duty.

Conclusion

This study clearly shows that assigning the Punjab Socio-Economic Registry (PSER) Survey to teachers is causing significant harm. The data confirms that this extra administrative duty acts as a major job description, creating a severe imbalance of available resources. The results are a

direct chain reaction, exactly as predicted by the Job Demands-Resources (JD-R) model: The PSER workload is unbearable, as most teachers find it unmanageable, which interrupts their teaching. Moreover, this workload forces them to work evenings and weekends and causes stress about making mistakes. It is harmful for teachers' mental well-being. Consequently, this anxiety deteriorates physical health and reduces the required time for relaxation, leading to a decrease in teachers' motivation about their profession. The PSER Survey-related work reduces the professional productivity of educators. Teachers reported that they have to rush lessons and have no time for creative teaching methods due to administrative workload. Apart from the teachers' perspective, it hurts students as well. As teachers noticed a direct decline in students' participation, homework completion and overall syllabus coverage. The results obtained from the present study show that the PSER Registry Survey, as currently implemented, is creating inconvenience on a large scale. It is a serious stressor that undermines teacher well-being, teaching quality, and ultimately student learning. It means the alternate hypothesis (H_1) is accepted. Therefore, a clear majority of teachers are in favor of removing this task from their responsibilities because they believe the harms of this survey outweigh the benefits.

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