

**The Effect of Non-Teaching Assignments on Teachers  
Performance at Secondary Level: Perception of Teachers**



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**Lahore**

**2017**

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**ID # 14018088006**

**A thesis submitted in partial fulfillment of the requirements for  
the degree of M. Phil in Education**

**In the**

**DEPARTMENT OF EDUCATION**

**SCHOOL OF SOCIAL SCIENCES AND HUMANITIES**

**University of Management and Technology**

**Lahore**

## **DEDICATION**

All of my efforts are dedicated to:

**ALMIGHTY ALLAH (SWT)**

**HAZRAT MUHAMMAD MUSTAFA (SAW)**

**Beloved and Respected Parents and Family Members**

“Who gave me the meaning of life and taught as how to struggle and achieve the goal, their internal love gave me energy to face difficulties of life”.

I also dedicate my thesis especially to Mr. Sajid Masood

Whose constant Encouragement, Patience and Guidance provided me great motivation and opportunity to complete my study.

**Hyder Ali**

## ACKNOWLEDGEMENTS

I am very thankful to the blessing of Allah Almighty who is the most Merciful and the most Beneficent.

Allah's Will made me able to complete this thesis.

Firstly I would like to pay special thanks to my parents, especially my father , and all family whose prayers; continuous support and facilitation helped me to achieve my goals, and more importantly, I would not be the person I am today without them.

In fact, the contribution and indispensable role of research supervisor Mr. Sajid Masood is unforgettable. Additionally, he did his best for the continuous guidance and suggestions to resolve problems arised during the study. He gave immediate feedback on my thesis work with suggestions. He also supported me in the provision of research material as well as motivated me for my work.

I would like to thank Ms. Ayesha Shahzad Phd scholar in education and Ms. Khadija Arif M phil scholar who also encouraged me to fulfill my sublime wish (Thesis). It is also the result of their guidance and motivation.

At the end, I am extremely thankful to all those personalities who contributed positively in my studies, especially in the completion of my thesis.

**Hyder Ali**

## ABSTRACT

This research was conducted to study the effect of non-teaching duties on teacher's performance at secondary level. This was a quantitative study and survey method was used to collect data. Population of study was secondary school teachers of district Lahore and Chiniot. The sample for this study was selected through random sampling. A sample of 40 schools was selected and data were collected from 620 male and female public school teachers using instrument.

Descriptive and inferential statistics (independent sample *t*-test and one way ANOVA) were used to analyze the data. The results of descriptive statistics showed that teacher's performance was affected by additional non-teaching duties. Independent sample *t*-test used to see difference in teacher's perception about effects of non-teaching duties on performance of teachers on the basis of gender. Female teachers perceived more effects of non-teaching duties on their performance as compared to male teachers. No significant difference was found on basis of school location. Teachers from Shalimar Town experienced more effects of non-teaching duties on their performance as compared to teachers from other tehsils.

Elementary school teachers perceived more effects of additional non-teaching duties as compared to secondary school teachers and subject specialist. Teachers having qualification M.Sc and M.Phil were suffered more due to non-teaching duties. On the basis of teaching experience, teachers having teaching experience of 16 to 20 years and more than 20 years were experienced more effects because of non-teaching duties as compared to teachers belonged to other groups.

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## **Chapter I**

### **Introduction**

#### **1.1 Background of study**

Education is an important tool that shapes an individual and allows creativity, opportunities and growth. God gifted talents, best teachers and best learning environment expand the scholastic abilities of the students. This is imperative for a teacher to help and guide students in identifying and developing their scholastic abilities by motivating them. Students always idealize their teachers who have great effects on shaping, creating, supporting and establishing their learning, both academically and socially (Arnon & Reichel, 2007). Fulfilling this expectation of student is very challenging for teachers particularly in this context where teachers are not supposed to indulge only in teaching. In education system, the performance of teachers is one of the important factors determining school efficiency and learning outcomes (Naik & Teelock 2006).