

Perceived Impact of Non-Academic Teaching Assignments: Perceptions of Secondary School Teachers in Pakistan

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This research was conducted to study the effect of additional non-teaching duties on teachers' performance at secondary level. This was a quantitative research and survey was used to collect data. The population of the study was secondary school teachers of district Lahore and district Chiniot. The sample for this study was selected through convenient sampling. A sample of 40 schools was selected and data was collected from 620 male and female public-school teachers using an instrument having Likert scale items. Descriptive and inferential statistics (independent sample *t*-test and one-way ANOVA) were used to analyse the data. The results of descriptive statistics show that teacher performance was affected by additional non-teaching duties. An independent sample *t*-test was used to assess the difference in teachers' perception about effects of additional non-teaching duties on the 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 location. On the basis of sub-district, overall, teachers from Shalimar town experienced more effects of additional non-teaching duties on their performance as compared to teachers from other tehsils. On the basis of designation, elementary school teachers perceived more effects of additional non-teaching duties as compared to secondary school teacher (SST) and subject specialist (SS). On the basis of qualification, teachers having qualifications of M.Sc and M.Phil suffered more from additional non-teaching duties. On the basis of teaching experience, teachers having teaching experience of 16 to 20 years and more than 20 years experienced more effects from additional non-teaching duties as compared to teachers belonging to other groups.



Key words: *Non-teaching Duties, Perception of Teachers, Job Dissatisfaction, Teacher Burnout, Teacher Social Status, Teacher Expectations of Higher Authorities.*

Introduction

Education is an important tool that shapes an individual to perform expected roles in society. Many factors contribute in this shaping, including a learner's characteristics, family contributions, and a high-quality teaching/learning process at various levels, particularly schooling. The role of the teacher is a significant one in making the teaching and learning process effective. It is imperative for a teacher to help and guide students in identifying and developing their scholastic abilities, by motivating them. Students idealise their teachers who have great effect on shaping, creating, supporting and establishing students' learning, both academically and socially (Arnon & Reichel, 2007). Fulfilling this expectation of students is very challenging for teachers, particularly in this context where teachers are not supposed to indulge only in teaching. In the education system, the performance of teachers is one of the important factors determining school efficiency and learning outcomes (Naik, 1998). Mohanty (2000) explains that teacher performance is the most critical input in the field of education. Teachers are perhaps the most critical component of any system of education. The quality of their teaching depends not only on their qualification, training and experience, and aptitude towards the profession but also on the situation and management structures within which they perform their role.

Teachers in Pakistan perform multiple duties apart from teaching and one of these is non-teaching duties. The non-teaching duties comprise of polio drives, census duties, election duties, conducting surveys, relief activities in disasters, inspections of schools with executives, book collecting, data feeding etcetera (Anwer, Tahir & Batool, 2012). Teacher performance depends upon many factors like a teacher's cognitive ability, content knowledge, personality traits, feelings of self-efficacy, and educational background. There is no doubt that all these factors contribute in improvement of the performance of a teacher but there is another parameter through which we measure teacher performance and that is students' academic performance. If students are performing well socially and academically then it is an indicator of the good performance of a teacher. On the other hand, there are many factors which effect teachers' performance and a significant one among them is their involvement in non-teaching duties, which a teacher has to perform along with his/her teaching responsibilities (Waxman, Lin & Michko, 2003). This scenario in our context triggered the research insight of the researchers, and the current study was planned and undertaken in order to study the effect of such duties on the performance of teachers.

Literature Review

The researchers have faced challenges in locating the relevant literature as in most other contexts performing additional non-teaching duties are usually not expected nor desired.

Therefore we have taken a different approach by identifying the role of the teachers, their obligatory responsibilities as identified in professional standards, and their satisfaction in performing their duties, particularly in context where additional responsibilities are prevailing.

Role of Teacher

A teacher is a person having high value in society, and the teaching/learning process is considered to be very important both for teacher and student. Teachers can play a vital role in the development of the nation. The process of education can be defined as a meaningful relationship between teacher and student (Chamundeswari, 2013). According to Tahseen and Hadi (2015), a teacher performs a direct and crucial role in the life of a student. The teaching purpose of a teacher is to create confidence in the student. It is important to maintain competent teachers to offer valuable education in schools. School is one of the places where learning occurs. It is a central point for learners to study and enhance their academic and social values. Every school is struggling to manage skilful, competent professional teaching staff who can professionally teach students. Expert, knowledgeable and devoted teaching staff can produce intelligent students who show good results in examination.

Atta and Shakir (2015) have identified that teacher roles and the teaching learning process are highly disturbed by the additional duties of teachers. According to the literature, most teachers were engaged in polio campaigns, population censuses, universal primary education and other inappropriate activities, and these activities have a negative impact on the performance of teachers, as these were identified as contrary to the role of teachers. It was identified that when teachers are self-sufficient and have no burden of additional work, they feel more satisfaction from their work and have a strong desire to continue their profession as a teacher (Johnson, 2006).

A teacher acts as classroom manager and thus is responsible for planning and managing activities for students. A teacher should be careful and consciously plan the curricular and co-curricular actions and behaviour of their students. In this way, teachers efficiently and successfully organise the learners' holistic development and progress (Timperley & Alton Lee, 2008). Experience, academic skills, tutorial capabilities and helpful behaviour are useful techniques to control the classroom (Waxman, 2003). A teacher's usefulness and effectiveness may be evident by their learners' academic performance. If student achievements are good, it means that the teacher is beneficial and effective to students (Hammond, 1999; Rice, 2003).

A study has been conducted by Khan (2015) to identify determinants of teacher's effectiveness in higher education institutions in Pakistan. The results of the study revealed that professional competence, subject matter, expertise, classroom management and feedback are identified as determinants of teachers' effectiveness.

Teacher Responsibilities, Commitment and Legal Duties

Sturman (2004) conducted a survey on primary and secondary teachers and concluded that secondary school teachers are more committed and promising as compared to primary school teachers in performing their duties. It was further indicated that teacher performance and responsibilities have effects on a teacher's standard of teaching. He explains that non-teaching duties enhance teacher dissatisfaction and affect teacher performance. Pervez and Hanif (2003) have identified that teachers are usually involved in various non-teaching duties like polio campaigns, in which teachers have to administer polio drops or supervise the process of polio vaccination. Examination-related duties such as invigilating, paper marking and result feeding, and other duties like election training, census, assisting in disaster activities, flood relief activities, inspections of schools with executives, etcetera., force teachers to remain away from the classroom. However, the basic duty of a teacher is to stay in class for teaching but unfortunately teachers are sent out of class to perform these non-teaching duties. Khan (2015) identifies teachers are performing such non-teaching duties that have no link with the teaching learning process. These non-teaching duties have a negative impact on teacher performance as well as student performance and increases drop out. He further identified that teachers were left with no time to prepare their lessons.

Anwer, Tahir and Batool (2012) further discussed that non-teaching additional assignments create misunderstanding, confusion, ambiguity, resistance and conflict. Usually, teachers complain that these additional duties are more than normal teaching responsibilities. If teachers decline to perform such duties, then they are expected to face consequences from top management. If teachers remain away from classes, then how do our children acquire new knowledge and skills in the classroom? The researchers further discussed the professional standards for teachers to identify teachers' responsibilities. If any of the standards address additional non-teaching duties for teachers, or any standard favours this then it would be mandatory to perform such duties as being part of the professional code of conduct.

Professional Standards for Teachers

There are specific professional requirements and standards which are helpful to ensure teaching quality. These professional standards lead to improving the teaching quality. These standards should link with preservice training of teachers and overall expectations from the teacher's perspective, like professional skills and competencies. Professional skills and competencies link with job description. It is very important that the professional standards should be achievable and based in on-the-ground reality and according to current circumstances. In Australia Class Act (1998), standards are considered as significantly related with quality assurance and responsibility. Andrew (1997) and Sachs (2003) explain that in educational systems the policy makers use a vast and complicated term, professional teaching standard. They used this term in various approaches. These standards are useful for the education system.

Hammond (1999) and Sachs (2003) acknowledge that teaching standards and principles are not magical projectiles. They cannot resolve the issues of inactive school management and administration, for example outdated curriculum, unbalanced allotment of funds, or a gap in the societal relationship.

Ingvarson (1998) and Sachs (2003) explain this concept in the background of teachers' occupational progress, knowledge and professional achievement. Professional qualities can be considered as an effort to idealise the major directions through which teachers can make improvements in their knowledge, experience and teaching skills. Standards are more helpful to determine professional development, planning and management. Hammond (1999) identifies that teacher's knowledge and skills can be increased through present initiatives to set up standards and values. These growing consensuses are supportive for students learning. A comparative study was conducted by Anwer, Tahir and Batool (2012) in which they examined the professional role of a teacher in government higher secondary schools and colleges in Punjab. The researchers selected 432 teachers from 12 sub-districts in Punjab. They concluded that college teachers have better professional standards and stronger professional backgrounds than higher secondary school teachers.

In Pakistan, the ministry of education introduced professional standards for teachers in February 2009. Ten standards were introduced to addressing the following areas:

- 1 Subject matter knowledge
- 2 Human growth and development
- 3 Knowledge of Islamic ethical values/ social life skills
- 4 Instructional planning and strategies
- 5 Assessment
- 6 Learning environment
- 7 Effective communication
- 8 Proficient use of information communication technologies
- 9 Collaboration and partnerships
- 10 Continuous professional development and code of conduct
- 11 Teaching of English as second / foreign language

Mukaddes, Bagum, Islam and Khan (2012) conducted a study to evaluate teaching practices in public school teachers at primary level in district Peshawar in the light of national professional standards for teachers in Pakistan. The study was delimited to national professional standards for teachers that are related to classroom activities and can be observed in a natural setting. The results of the study indicated that a majority of the teachers did not perform teaching practices according to national professional standards.

These standards are expected to ensure quality assurance not only of teacher education but act as an effective mechanism of accreditation of teacher education institutions and progresses.

These professional standards have clearly outlined the knowledge, skill and performance expected from teachers. In these standards, none has addressed the need to perform and be involved in non-teaching additional teaching. If teachers are found to undertake non-teaching duties then it will be not only be beyond their scope of duty but highly unethical as well. This phenomenon “additional non-teaching duties” is not discussed widely and thus scarcity of the relevant literature is evident.

Job Satisfaction in Context of Non-Teaching Additional Duties

Job satisfaction and the performance of teachers is important in the educational field (Chamundeswari, 2013). Job satisfaction can also be considered as an indicator of personal emotions or psychological health. Job satisfaction can lead to attitudes that can have a positive or negative effect on organisational functioning (Begley & Czaika, 1993; Fox, Dwyer & Ganster, 1993). A study conducted by Aronsson and Goeransson (1999) found that workers working on contract-basis have less job satisfaction due to less control over their job status. Mcmurdo (1999) further supports the conclusion that contract teachers face unsafe job conditions. Gupta (1998) and Chamundeswari (2013) explained the relationship of effectiveness and ineffectiveness in teaching. They concluded that job satisfaction and economic support significantly influence effective teaching.

Shan (1998), Tehseen and Hadi (2015) indicate the significance of teacher career satisfaction for the progress and development of educational systems. Teacher turnover ratio can be managed, and improvement in education can be enhanced by recognising teachers’ official satisfaction (Tickle, Change and Kim, 2011). They examined the personality of a teacher, school climate, teachers’ relaxation, and functioning circumstances, with teachers’ occupational contentment. The results of the study indicate that all these factors affect the teacher’s job satisfaction. Woods and Weasmer (2004) explained that teacher job satisfaction and commitment increases teachers’ interest to achieve institutional objectives. So, it can be said that teacher satisfaction is interconnected with student performance, while dissatisfaction is generally associated with problems that are mostly out of control of the teachers and the institutions.

Shan (1998) stated that teachers’ professional contentment is the interpreter of teacher preservation and a determinant of teacher dedication which contributes to organisational success. If teachers are unhappy with their teaching performance, they will leave the teaching profession. Shan (1998), Tehseen and Hadi (2015) indicated that job satisfaction is based on accomplishment of personal needs, social reflection with other professional staff, working environment, institutional rules and regulations and different rewards against his/her positive achievement. Liu and Meyer (2005) identify a relationship between teachers’ official fulfillment and job happiness which affects their teaching profession. A person satisfied with his/her job shows positive work-related attitudes. They generate a lot of contribution for the

institution and try to stay on a long-term basis, while an unhappy teacher remains absent from his/her duty hours. Stress and dissatisfaction are created due to non-teaching responsibilities.

According to Chughtai, Deeba and Parveen (2013), professional career satisfaction is concerned with personal feelings or condition of mind. Job satisfaction could be affected by various factors, for example a good relationship with seniors, a better physical atmosphere for working. Job fulfillment is determined from work, not the advantages or handsome salary or some other necessities. Schultz (1988) states that career happiness of persons is linked with working performance. Chughtai, Deeba and Parveen (2013) explained that positive long-term stability and attitudes of teaching staff are interrelated to professional job attitudes. Crane (2000) explains that public school teachers are identified for additional non-academic work burden. This work burden affects teacher capabilities. Teachers compare work burden with salary package. Some educational organisations have tried to introduce a merit salary plan. A merit salary plan can be defined as an effort to make teaching attractive by making an interrelationship between teaching achievement and teacher pay package. Job dissatisfaction has negative impact on job achievement and institutional skills, and encourages some teachers to decrease their struggle level. It is seen that highly motivated people mostly obtain more satisfaction from their job (Chughtai, Deeba & Parveen, 2013).

Papanastasiou and Zembylas (2005) explained that job satisfaction is the situation of likeness. It shows the degree of satisfaction between one's requirements of the job and the ultimate encouragement to what the job provides. Career contentment is linked with an individual or group in the institution. The motivational theory of Herzberg considers two main variables to analyse the satisfaction of an individual: intrinsic factors, for example performance, identification, etcetera, and external factors, like pay package and personal relationship. Alt and Peter (2002) explained that effective performance directed toward high job contentment, which plays a key role as feedback to coming performance in the future. Good performance leads to great rewards and appreciation. This betterment in satisfaction is due to workers' inner feeling and emotion that they are gaining rewards in exchange of their good working performance. On the other hand, if rewards are insufficient with respect to his/her excellent performance, then dissatisfaction, depression and discouragement are created.

Marry (2010) stated that there are different opinions on the motivation of teachers in Africa and South Asia. A large number of teachers working in schools in third world countries are not properly motivated because of a decrease in moral values, no motivation at place of work, a lack of discipline, and insufficient promotions and bonuses. The performance of the teachers can be further improved by positive adjustment and proper compensation. Refresher courses and training of educational skills and new trends can also be supportive in the teacher's performance. Information technologies are significant to increasing the standards of responsibilities. Misunderstandings and job confusion have negative effects on the professional output. According to Chen, Knepper, Geis and Henke (2000), the success of an educational

system is contingent with the job satisfaction of its teachers. Perie and Baker (1997) indicated that generally, private school teachers have no additional non-teaching duties, so private school teachers appear more satisfied with their jobs than public school teachers. Raj and Lalita (2013) conducted a comparison of government and private school teachers job satisfaction in Rohtak city in the state of Haryana and concluded that although private school teachers have low pay, they become free after school time and have no extra assignments, so the satisfaction level of private school teachers is higher than public school teachers. Bukar and Abubakar (2011) found the the result for the satisfaction level of government and private school teacher in Nigeria indicates that teachers working in the private sector are more satisfied with their job, with respect to non-teaching duties, than government schoolteachers.

A satisfied person is more valuable and useful than compared to those workers who are not satisfied by their job (Fore, Martin, & Bender, 2002). A satisfied person has more tendency of job commitment (Garton & Robinson 2006). Job satisfaction can affect job retention. Job tenure has decreased from four to seven years due to job dissatisfaction (Morley, 2001). There are many factors for job dissatisfaction; one of them is additional non-teaching duties. Teachers feel dissatisfaction due to additional non-teaching duties because these duties keep him/her away from classroom; non-teaching duties disturb a teacher's academic performance as well as class discipline. Non-teaching duties are against the teaching profession, teachers feel insulted by having to perform additional non-teaching duties, so job dissatisfaction can be an outcome of additional non-teaching duties.

Objectives of the study

The objectives of the study were to:

1. Identify perceived effects of non-teaching duties on the performance of teachers.
2. Explore perceptions of teachers about stress caused by non-teaching duties.
3. Investigate how non-teaching duties cause job dissatisfaction among teachers.
4. Identify perceived social status among teachers because of non-teaching duties.
5. Investigate how demographic variables related to the perception of teachers about non-teaching duties.

Research Questions

1. What are the perceived effects of non-teaching duties on performance of teachers?
2. What are the perceptions of teachers about stress caused by non-teaching duties?
3. How do non-teaching duties cause job dissatisfaction among teachers?
4. What is the perceived social status among teachers because of non-teaching duties?
5. How do demographic variables relate to the perception of teachers about non-teaching duties?



Research Method and Design

This was a quantitative study which used survey as the research design to collect data from 449 secondary school teachers.

Population of the Study

The population for this study were all secondary school teachers teaching in district Lahore and district Chiniot. There were 403 secondary schools located in Lahore and Chiniot.

Sample of the Study

In this study 335 male/female secondary school were situated in district Lahore, and 68 male and female secondary school were situated in district Chiniot, from these, 40 schools were randomly selected. The researchers collected detailed information of male/female secondary schools of district Lahore and district Chiniot through the website of the Punjab education department. In the second stage, the researchers selected 449 school teachers through simple random sampling.

Instrumentation

The researchers developed a questionnaire that was used to collect data from the teachers for this study. This questionnaire comprised two parts. The first part concerned the demographic information of respondents (Gender, School location, Tehsil, Designation, Qualification, Experience). The second part of the questionnaire was divided into four sub-parts. In the first part the questions were about additional non-teaching duties and their effects on teacher performance. The second part was about additional non-teaching duties and teacher stress. The third part comprised items about additional non-teaching duties and job dissatisfaction and the fourth part consisted of items about additional non-teaching duties and the social status of teachers.

The questionnaire comprised 45 closed ended Likert type items. The teachers were asked to identify whether they strongly agreed, agreed, disagreed or strongly disagreed with the statement. An intermediate category “uncertain” was also added in the list of options. The instrument was pilot tested, and its reliability was 0.826.

Data Analysis

Teachers strongly agreed ($M=4.09$) that students' performance was affected by non-teaching duties. Teachers strongly agreed ($M=4.05$) that additional non-teaching duties keep them away from teaching. Teachers strongly agreed ($M=4.00$) that additional non-teaching duties should be assigned according to the job experience of a teacher. Teachers agreed ($M=3.96$) that they

should spend maximum time in the classroom. When teachers were involved in non-teaching duties then it was not possible for them to spend maximum time in the classroom. Teachers agreed ($M=3.94$) that additional non-teaching duties effected their performance. Teachers agreed ($M=3.93$) that teacher performance and student performance were interconnected. Teachers agreed ($M=3.91$) that their performance in class was disturbed because of non-teaching duties. Teachers agreed ($M=3.85$) that there should be separate working staff for non-teaching duties. Teachers further agreed ($M=3.61$) that non-teaching duties were part of teaching. They thought that non-teaching duties should remain and continue because these duties are a source of income. Teachers slightly agreed ($M=3.60$) that non-teaching duties are beneficial. Teachers slightly agreed ($M=3.59$) that teachers should perform only teaching duties. Teachers vaguely agreed ($M=3.52$) that additional non-teaching duties are a source of income for teachers. Teachers slightly agreed ($M=3.43$) that additional non-teaching duties improve teachers' capabilities. Teachers vaguely agreed ($M=3.29$) that non-teaching duties should continue.

Teachers strongly agreed ($M=4.11$) that teacher mental satisfaction is necessary for job satisfaction. Most of the teachers strongly agreed ($M=4.05$) that performance of students was related with effective teaching and this effectiveness in teaching suffered because of too much workload due to non-teaching duties. Moreover, teachers strongly agreed ($M=4.01$) that stress of non-teaching duties not only affected their academic performance but disturbed their whole teaching process as well.

Most of teachers agreed ($M=3.94$) that teachers were confused about their jobs because of non-teaching duties. Teachers agreed ($M=3.88$) that non-teaching duties waste their time as they remain away from their classes and this affected not only their performance but the performance of their students as well. Most of the teachers agreed ($M=3.86$) that they lost mental satisfaction because of additional non-teaching duties and thus their teaching was affected negatively. Teachers agreed ($M=3.77$) that these non-teaching additional duties not only degraded their personality but influenced badly upon their job satisfaction.

Teachers strongly agreed ($M=4.09$) that higher authorities should follow national standards of teachers in Pakistan. These standards explain the teaching responsibilities of a teacher. Teachers strongly agreed ($M=4.02$) that higher authorities should clearly mention terms and conditions about additional non-teaching duties in teaching contracts, as this will help to address confusion among teachers regarding such duties. Teachers strongly agreed ($M=4.02$) that the government and higher authorities should not force teachers to perform non-teaching duties.

Teachers agreed ($M=3.99$) that non-teaching duties affected the teaching learning process. The teaching learning process was compromised when teachers remained away from their classes. According to teachers' responses ($M=3.95$), non-teaching duties have created non-

professionalism among teachers and they considered these duties contrary to the professional standards of the teaching profession. Teachers further agreed that non-teaching duties are against their status as teachers and hurts their self-esteem, as they felt inferior in society due to these duties.

Table 1

Independent sample t-test comparing teacher opinions on the basis of gender

Sr.No	Dependent Variables	Gender	N	M	S.D	t	P
1	TSS1	Male	358	56.00	9.26	-2.031	.043
		Female	262	57.54	9.53		
2	TSS2	Male	358	34.95	8.75	-4.988	.000
		Female	262	37.92	6.07		
3	TSS3	Male	358	30.82	6.38	-.986	.325
		Female	262	31.42	8.32		
4	TSS4	Male	357	50.68	10.17	-1.183	.237
		Female	262	51.66	9.97		

An independent sample *t*-test was performed (table 1) to compare the perceptions of male and female teachers about the four subscales used to identify the effects of additional non-teaching duties. The results of the independent sample *t*-test show that there was significant difference between the perceptions of male and female teachers on subscale 1 TSS1 ($t=-2.031, p=.043$). Female teachers ($M=57.54, SD=9.53$) perceived more effects from non-teaching assignments as compared to male teachers ($M=56.00, SD=9.26$).

There was significant difference between the perceptions of male and female teachers on subscale TSS2 ($t=-4.988, p=.000$). Female teachers ($M=37.92, SD=6.07$) perceived more effects from non-teaching assignments as compared to male teachers ($M=34.95, SD=8.75$). There was no significant difference between the perception of male and female teachers on the basis of subscale TSS3 ($t=-.98, p=.32$) or subscale TSS4 ($t=-1.18, p=.23$).

Table 2

Independent sample t-test for teachers' opinion on basis of location

Sr.No	Dependent variable	Location	N	M	S.D	t	P
1	TSS1	urban	515	56.7806	9.57057	.672	.502
		rural	103	56.0971	8.63817		
2	TSS2	urban	515	36.4136	8.15904	1.400	.162
		rural	103	35.2233	6.25587		
3	TSS3	urban	515	30.9786	7.06236	-.794	.428
		rural	103	31.6019	8.27628		
4	TSS4	urban	515	51.1825	10.30874	.372	.710
		rural	102	50.7745	9.02462		

An independent sample *t*-test was performed (table 2) to compare the perceptions of urban and rural teachers on the four subscales used to investigate the effect of additional non-teaching duties on teacher performance at secondary school level. The results of the independent sample *t*-test show that there was no significant difference between the perception of urban and rural teachers on the four subscales: TSS1 ($t=.672, p=.502$), TSS2 ($t=1.401, p=.162$), TSS3 ($t=-.794, p=.428$), and TSS4 ($t=.372, p=.710$). This shows that both urban and rural teachers experienced similar effects from additional non-teaching duties on their performance.

Table 3

ANOVA test comparing teacher perception on the basis of tehsils

Dependent Variables	Variance	Sum of Squares	Df	Mean Square	F	Sig.
TSS1	Between Groups	385.098	5	77.020	.870	.501
	Within Groups	54381.037	614	88.568		
	Total	54766.135	619			
TSS2	Between Groups	859.386	5	171.877	2.816	.016
	Within Groups	37475.935	614	61.036		
	Total	38335.321	619			
TSS3	Between Groups	886.694	5	177.339	3.425	.005
	Within Groups	31787.590	614	51.771		
	Total	32674.284	619			
TSS4	Between Groups	1166.850	5	233.370	2.315	.042
	Within Groups	61798.940	613	100.814		
	Total	62965.790	618			

A one-way analysis of variance was conducted to investigate the difference between mean scores of subscales on the basis of the geographical location of teachers. Table 3 shows that there was no significant difference in the means of teachers belonging to different tehsils and subscale TSS1, $F(5,614) = .870, p = .501$. Significant differences were observed in the means of teachers belonging to different tehsils and subscale TSS2 $F(5,614) = 2.816, p = .016$, TSS3, $F(5,614) = 3.425, p = .005$, and TSS4, $F(5,613) = 2.315, p = .042$.

Post hoc multiple comparisons showed both significant and insignificant differences of teacher perception on the basis of tehsils. There was no significant difference in the mean score of teachers belonging to tehsil Lahore Cantonment area and other districts on subscale TSS2, tehsil Lahore city (Mean diff=.131, Sig=.900), Shalimar Town (Mean diff=-.473, Sig=.753), Model Town (Mean diff=1.883, Sig=.246), Raiwind (Mean diff=2.110, Sig=.064). There was significant difference in the mean score of teachers belonging to tehsil Lahore Cantt and tehsil Chiniot on subscale TSS2 (Mean diff=2.946, Sig=.019). Teachers belonging to Lahore Cantt experienced more stress because of non-teaching assignments as compared to teachers of Chiniot.

There was no significant difference in the mean score of teachers belonging to tehsil Lahore city and other tehsils on subscale TSS2, Shalimar Town (Mean diff=-.604, Sig=.639), Model Town (Mean diff=1.752, Sig=.220), Raiwind (Mean diff=2.110, Sig=.064). There was significant difference in the mean score of teachers belonging to tehsil Lahore city and Raiwind on subscale TSS2 (Mean diff=1.979, Sig=.018), Chiniot (Mean diff=2.815, Sig=.005). Teachers belonging to tehsil Lahore city experienced more stress because of additional non-teaching duties as compared to teachers surveyed in Raiwind and Chiniot.

There was no significant difference in the mean score of teachers belonging to tehsil Shalimar and other tehsils on subscale TSS2, Model Town (Mean diff=2.357, Sig=.189), Raiwind (Mean diff=2.583, Sig=.060). There was significant difference in the mean score of teachers belonging to tehsil Shalimar Town and tehsil Chiniot (Mean diff=3.419, Sig=.020). Teachers belonging to tehsil Shalimar Town experienced more stress because of additional non-teaching duties as compared to teachers surveyed in Chiniot.

There was no significant difference in the mean score of teachers belonging to tehsil Model Town and other tehsils on subscale TSS2, Raiwind (Mean diff=.226, Sig=.880), Chiniot (1.062, Sig=.505). There was no significant difference in the mean score of teachers belonging to tehsil Raiwind and other tehsils on subscale TSS2, Chiniot (Mean diff=.835, Sig=.446).

Table 4

ANOVA comparing teacher perception on basis of qualification

Dependent Variable	Variance	Sum of Squares	Df	Mean Square	F	Sig.
TSS1	Between Groups	855.674	4	213.919	2.440	.046*
	Within Groups	53910.461	615	87.659		
	Total	54766.135	619			
TSS2	Between Groups	505.829	4	126.457	2.056	.085
	Within Groups	37829.492	615	61.511		
	Total	38335.321	619			
TSS3	Between Groups	178.969	4	44.742	.847	.496
	Within Groups	32495.315	615	52.838		
	Total	32674.284	619			
TSS4	Between Groups	272.130	4	68.033	.666	.616
	Within Groups	62693.660	614	102.107		
	Total	62965.790	618			
TALL	Between Groups	3749.596	4	937.399	1.564	.182
	Within Groups	368067.525	614	599.459		
	Total	371817.121	618			

A one-way analysis of variance was conducted to investigate the difference between teachers of different qualification, and the mean score of sub-scale. Table 4 shows that there was no significant difference in the means of teachers having different qualification and subscale TSS2, $F(4,615) = 2.056$, $p = .085$, TSS3, $F(4,615) = .847$, $p = .496$, TSS4, $F(4,614) = .666$, $p = .616$. Significant difference was observed in the means of teachers having different qualification and subscale TSS1, $F(4,615) = 2.440$, $p = .046$. LSD identified there was significant difference in mean score of teachers having BSc qualification and other qualified teachers in subscale TSS1, M Sc (Mean diff=-2.178, Sig=.008), MPhil (Mean diff=-2.774, Sig=.017). Teachers who are M.Sc and M.Phil feel more disturbance as compared to B.Sc teachers. There was no significant difference in the mean score of teachers having M. Sc qualification and other qualified teachers in subscale TSS1, M.Phil (Mean diff=-.595, Sig=.598).

Table 5

ANOVA comparing teacher perception on basis of experience

Dependent Variable	Variance	Sum of Squares	Df	Mean Square	F	Sig.
TSS1	Between Groups	1355.414	4	338.854	3.902	.004
	Within Groups	53410.721	615	86.847		
	Total	54766.135	619			
TSS2	Between Groups	1041.195	4	260.299	4.292	.002
	Within Groups	37294.126	615	60.641		
	Total	38335.321	619			
TSS3	Between Groups	714.443	4	178.611	3.437	.009
	Within Groups	31959.841	615	51.967		
	Total	32674.284	619			
TSS4	Between Groups	823.330	4	205.832	2.034	.088
	Within Groups	62142.460	614	101.209		
	Total	62965.790	618			
TALL	Between Groups	13248.572	4	3312.143	5.672	.000
	Within Groups	358568.549	614	583.988		
	Total	371817.121	618			

A one-way analysis of variance was conducted to investigate the difference between teachers having different experience. Table 5 shows that there was significant difference between teachers of different experience, TSS1, $F(4,615) = 3.902, p = .004$, TSS2, $F(4,615) = 4.292, p = .002$, TSS3, $F(4,615) = 3.437, p = .009$. No significant difference was observed in the means of teachers having different experience and subscale TSS4, $F(4,614) = 2.034, P = .088$.

Findings

The following were the findings of this study:

Non-teaching Duties

1. Teachers were slightly agreed that non-teaching duties should be continued, because to them these are not only a source of income but also made them more experienced. They also identified that non-teaching duties are part of teaching and thus beneficial for teachers.
2. Teachers were also agreed that teachers should perform only teaching duties and that non-academic assignments are non-teaching duties and that teachers should spend maximum time in the classroom with students.
3. Teachers were strongly agreed that there should be a separate work force to perform non-teaching duties because they experienced disturbance doing them, and such duties keep them away from the classroom, and thus they not only affect their performance, but the performance of their students. Moreover, they also agreed that these duties should be assigned according to the experience of the teachers.

4. Female teachers perceived more effects from non-teaching duties as compared to male teachers.
5. Teachers having qualifications of M.Sc and M.Phil perceived more impact from additional non-teaching duties as compared to those with a B.Sc.
6. Teachers have experience of 16 to 20 years and more than 20 years perceived more impact due to additional non-teaching duties as compared to teachers of other groups formed on the basis of experience.

Non-teaching Duties and Teacher Stress

1. Teachers were agreed that non-teaching duties create stress and job dissatisfaction for them. Furthermore, the teaching process was disturbed and the stress not only impacted their academic performance but their physical health as well.
2. Teachers were strongly agreed that mental satisfaction is necessary for job satisfaction; too much work load triggers stress and thus has negative impact on performance of both teachers and students.
3. Female teachers perceived more effects from non-teaching duties as compared to male teachers.
4. Teachers belonging to Lahore Cantt and Shalimar town experienced more stress because of additional non-teaching duties as compared to teachers of other tehsils.
5. Elementary school teachers perceived more impact from additional non-teaching duties as compared to other teachers.
6. Teachers having experience of 1 to 5 years and more than 20 years perceived more impact due to additional non-teaching duties as compared to teachers of other groups formed on the basis of experience.

Non-teaching Duties and Job Dissatisfaction

- 1 Teachers agreed that non-teaching duties not only degrades their personality, but wastes their valuable teaching time. This valuable time should be spendt in the classroom with students.
- 2 Teachers were strongly agreed that they were confused about their job because a positive learning atmosphere was disturbed due to non-teaching duties, yet learning atmosphere is important for teachers' academic performance. Teachers should improve their teaching skills instead of performing non-teaching duties.
- 3 Teachers serving in Shalimar town were more dissatisfied with their job because of non-teaching duties as compared to other tehsils.
- 4 Teachers having teaching experience of 16 to 20 years and more than 20 years were more dissatisfied with their jobs due to additional non-teaching duties as compared to teachers of other groups formed on the basis of teaching experience.

Non-teaching Duties and Social Status of Teachers

1. Teachers agreed that non-teaching duties have disturbed their professional identity and lowered their social status as a teacher, non-teaching duties have created a negative effect on teacher student relationships, non-teaching duties were against the teaching profession and develop non-professionalism among teachers, teachers feel inferior in society, the teaching profession was considered the lowest profession and this also affects the teaching learning process.
2. Teachers were strongly agreed that higher authorities should differentiate between teaching and non-teaching duties; teachers should not be forced to perform non-teaching duties. They further shared that their profession should be governed by the national standards of teachers in Pakistan, and that district education authorities should clearly mention terms and conditions about non-teaching duties in the teaching contract.
3. Teachers belonging to Shalimar town did not perceive a better social image because of their involvement in non-teaching assignments as compared to teachers belonging to other tehsils.

Discussion

Teaching is a noble profession and it influences the development and future of the young generation of any nation. It is a process of not only nurturing the intellect of students but of developing them in such a way to cope with the challenges of their time. This process takes place in school, particularly in classrooms, but if the teacher is not allowed to spend most of the time in class, then the quality of the process could be compromised. The findings of this study are in line with and in contrast to similar studies. The researchers have searched local databases including libraries to locate similar studies conducted earlier but failed to find any. It is supposed that this is the first study addressing the impact of non-teaching additional duties. The finding of this study that the process of education can be defined as a meaningful relationship between teacher and student is similar with the finding of a study conducted by Chamundeswari (2013). Another finding of this study, that the teaching learning process is highly disturbed by the additional non-teaching duties, is similar with the finding of an earlier study conducted by Atta and Shakir (2015). According to Naik (1998) and Nadeem (2011) the teaching profession is a respectable profession in society but the results of the current study indicated that due to additional non-teaching duties teachers perceived their status as inferior in society (Anwar, Tahir, & Batool 2012).

A finding of this study, that the teacher creates the learning environment in class, is similar to earlier studies conducted by Eisner (2002) and Wolk (2001). The finding of this study that non-teaching duties enhance teacher job dissatisfaction and affect teacher performance is similar with earlier study conducted by Sturman (2002). Another finding of this research, that teachers

are performing such non-teaching duties that have no link with the teaching learning process, is congruent with the finding of research conducted by Haq in 2014.

The finding of this study that a majority of teachers want to perform teaching practices according to national professional standards for teachers in Pakistan is dissimilar with previous study (Khan & Islam, 2015). The result of this research study, that teachers' personality, school environment, and mental satisfaction affect the job satisfaction of teachers is similar with findings of prior researches conducted by Tickle, Change and Kim (2011) and Woods and Weasmer (2004).

The results of this study revealed that teachers feel professional dissatisfaction due to non-teaching duties and this finding is similar to results of studies conducted by Shan (1998), Liu and Meyer (2005) and Tahseen (2015). According to Kepler (1994), Chughati and Parveen (2013), professional job satisfaction is concerned with personal feelings and condition of mind. The results of this research are similar in that teacher job satisfaction and personal feelings are disturbed due to non-teaching duties. According to Crane (2000), capabilities of public school teachers were compromised because of the burden caused by additional non-teaching duties and this finding is consistent with the findings of this current research.

Recommendations

The following recommendations were identified by this study:

1. National professional standards for teachers should act as guide while developing courses both for pre-service and in-service training of teachers.
2. Teachers' job description should be devised keeping in view the national professional standards for teachers.
3. Professional bodies and the teachers' union should protect teachers from non-teaching by extending their influence on policy makers and implementers.
4. A separate workforce should be hired on a temporary basis to execute such non-teaching duties when required, instead of deputing teachers.
5. Teachers should not be forced to perform such non-teaching duties at the expense of valuable teaching time.
6. Students should not be deprived of their right to be taught by a teacher in class and thus class should not go without any teacher in it.



Suggestions for Future Research

The following suggestions are recommended by the researchers for future research:

1. Similar research should be conducted by comparing with the perception of those teachers who were involved in non-teaching duties.
2. Perceptions of local education authorities should also be considered about problems they face when teachers are assigned non-teaching duties.
3. A related study should be conducted on statistics from civil society to understand their views when they see teachers out of school performing additional non-teaching duties.
4. Students' perspective should also be explored when they find a class without a teacher who is busy in additional non-teaching duties.
5. The study needs to compare the public and private schools to see the difference in teacher perception in the perspective of additional non-teaching assignments.



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