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A Comparative Study of Secondary School Teachers' Professionalism and Organizational Commitment in Relation to School Principals in Public and Private Schools

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ABSTRACT

This study aimed to compare secondary school teachers' professionalization and commitment from the perspectives of principals in public and private schools of Dera Ghazi Khan (Punjab, Pakistan). The study adopted a descriptive research design with a quantitative approach. The sample comprised 146 principals, including 73 from public schools and 73 from private schools, along with 500 secondary school teachers selected from public and private institutions in District D. G. Khan. Data were collected through a structured questionnaire developed around two major dimensions of teacher professional commitment: teachers' satisfaction with the school environment and teachers' relationships with principals, colleagues, and students. Responses were measured using a four-point rating scale. The instrument was validated through content validity procedures, while reliability analysis ensured consistency of the tool. Data analysis was conducted using the Statistical Package for Social Sciences (SPSS-26). Descriptive statistics, independent sample t-tests, gamma tests, and chi-square tests were applied with a significance level of $p < 0.05$. The findings revealed that both public and private schools demonstrated indicators of teacher professionalization and commitment. Male principals reported higher levels of teacher satisfaction with the school environment compared to female principals. Similarly, male principals perceived stronger teacher relationships with principals, colleagues, and students. The study further indicated that female teachers in rural secondary schools felt less safe compared to those in urban schools. Moreover, school location significantly influenced teacher commitment and professionalization levels.

Keywords: Teacher Professionalization, Teacher Commitment, School Environment, Secondary Schools, Public and Private Schools, Principal Perspective, Rural and Urban Schools, Punjab, Pakistan

INTRODUCTION

Education is the process of learning, habits, knowledge, skills, and imparting from one group to another, even transferring from one generation to next through teaching or research. Human being can shape their destiny by acquiring this social instrument. Socio – economic development of any nation is only possible through effective education system. Now a day, role of education has become critical. It is turning the nations towards knowledge-based economy, since learned and skillful citizen play central role in development of the country (Khan *et al.*, 2016).



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Similarly, education is also considered to be the most powerful institution for the development of human capital as it oversees issues on the national agenda across the globe. Its effectiveness depends resolutely on its harmonization in direction of societal expectation. Development and prosperity of any nation is result of a progressive education system. Educationist and philosophers have been stressing on importance of education for a long time (Noordinet *al*, 2010).

Successful educational programs lie on important contribution of efforts involved, and the most importantly on overall teachers' professionalization. Teacher commitment among other factors is crucial to effective teaching. Teacher professionalization therefore is the key in establishing the degree in teacher commitment and job satisfaction (Zabuniet *al*, 2010). As much is the requirement of competent and professional teachers, it is possible only when society herself endeavors to provide healthy working environment for the teachers (Bashir L, 2017).

Teaching is a noble profession. Teacher is said to be the backbone of every school system, otherwise there would be no school. Teachers are perceived to be the most learned, educated professionals in the arena of educational system (Singh 2007). In educational system teacher plays a vital role. They are role model for students. Major feather in the cap of any organization is the "employee" he recruits. Professionals are deemed to practice significant control over their work environment and prestige they enjoy and, relatively handsome remunerations they receive as compare to non – professionals (Ingersoll, 2018).

Similarly, the role of principal is also crucial as an educational leader. Teachers and principal both are responsible for student learning. Alvy, (2003). It is vital for success of organization (Varkky, Koshy, and Oburoi, 2008). Moreover, efforts for educational reforms can only become true, when teachers are qualified, properly advocating the students and improving their learning (Stronge and Tucker, 2003). Commitment and job performance are highly correlated (Park and Word, 2012, Denisi and Pritchard, 2006, Latham and Pinder, 2005, Knippenberg, 2000). It expedites student learning, which final destination is of schools (Craig, 2011). It highlights the way toward learning process (Professionalization) and thus enhances teaching quality (Jacob and Lofgren, 2008).

An individual through development of professionalization leads towards professional identity (Horn P A, 2016). Traditionally, the term "profession" is used to distinguish an occupation from the other occupations by ascertain criterion. Professions are known as, knowledge-based category of an "occupation" which normally follows general (education) and vocational training with some valued experiences (Evetts 2003, P-297). According to Howsam, (1976) profession is something having particular area of need or "a function" in order to provide some skillful services to the society, individually or as a whole. Similarly, "professionals" hold autonomy towards their work and have "code of ethics" to follow.

Professionalization is the term that denotes a "process" (Klaus P, 2016) of collective and individual development (Nittel, 2011, P-44) whereas, "professionalism" is a collective and structural characteristic of a profession may be defined as somewhat "ideological" (Eventt, 2008) or a notion or vision of professional practice in 21st century (Dixit, 2014). Professionalism is all about an attitude towards work i.e., a sincere and dedicated approach to your work for earning livelihood. It is balancing between personal and professional life. To be more practical in life as professional's manifest is called professionalism.

Sociologists have been very keen to distinguish between the term professionalism and



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professionalization. They have developed a professional model, describing the main characteristics associated with professionals and their professions. This model is helpful to distinguish between profession and professionals from other workers and work (Wallace, 1994). From relative analysis of this model different occupations can be assessed either they have the same characteristics of “established professions” like law and medicine or not. The process where a profession is upgraded, by adopting all the attributes of “professional model” is known as professionalization (Ingersoll, 2003).

Teacher as a professional use “pedagogical tact”, a term coined by *John Friedrich Herbart*, which is in fact, a link between theory vs. knowledge and action vs. practice (Herbart, 1997). This is the main thing being used professionally by a teacher which proves him to be a professional teacher. Thus, teachers’ professionalization, in a sense is basically scientific pedagogical education with practical, situational, context oriented and appropriate pedagogical action (done professionally) with experience (Terhart, 2011).

Teachers are believed to be the heart of educational process. The need and value of education enhances as whole, either for cultural, social cohesion, or transmission of justice. Secondly, education is critical for modern technology usage and resource development. Thus, higher priority must be given to the teachers who are responsible for that education (Christopler, 2002). Professional development is hall mark of teacher development that supports staff to improve their skill, abilities, for quality teaching and learning (Somia, 2003). Such as professional development is the result of rewards, workshops, seminars and conferences sponsored by professional organizations (NCES, 1997). Good teaching is not a matter of just being efficient, competent, mastering over techniques, processing the right knowledge, but it also infuses teachers’ emotions, passion, creativity and ability to face challenges and improve their work potential by providing an opportunity to their pupils to learn professional behavior and values (Christopher, 2002).

Teaching is classified as a profession, it is not only an occupation to make money rather it is social service for development of any nation (Hussenet *al*, 2016). Teacher professionalization is referred to as the movement to upgrade the status, training, and working conditions of teacher and workplace, since the mid-1980s, educational reformers, policymakers, and researchers argued that many well publicized shortcomings of elementary and secondary education system in the United States are, to some extent, due to inadequacies in the working conditions, resources and support available to school teachers. Proponent of this view holds, for example, that teachers are underpaid, have too little said in operation of school, are afforded few opportunities (Noordinet *al*, (2010).

As a result of wide variations in the definitions and description of what constitutes profession, professionalism and professionalization, along with shortage of empirical research, there is little consensus as to what degree schools currently exhibit the characteristics of professionalized workplaces and to what extent these characteristics vary across different kind of public and private schools. Moreover, it is less clear to what extent teaching occupation has undergone changes over this period of school reform. Finally, least is known, in what ways the different aspects of professionalization affect teachers and teaching.

Another most important aspect of our study is the teacher commitment towards their profession. Commitment is the most important factor which influences teachers’ work and pupils’ performance in the schools. Commitment is the teacher’s psychological attachment to his profession (Coladarci, 1992). The strength of every profession lies on the rate of commitment of its practitioner, teacher is no exception. And therefore, strength of teaching profession depends upon the level of teacher commitment. So, a



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committed teacher is always conforming to the philosophy of education (Rayamond, 1964). A hard worker, highly committed teacher is emotionally attached to his school and makes serious efforts to achieve his teaching goals. As Hanson (1955) puts it as “commitment must be seen as a precaution and as a prescription”. Teacher commitment includes commitment with their profession and nation as well (Croswell & Elliot, 2004). Social expectations are always high. People expect more from a teacher. A thoughtful acquisition of knowledge is highly recommended in order to stimulate high spirit among students and teachers themselves for delivery of sacred goals.

Rationale of study

Rational of study was to identify basic concept of teaching profession, professionalism and professionalization. The determinants of the study were to professionalization and the impact of teacher commitment, relationship with principals and on their professional commitment. Meanwhile, the study was to conduct cross check the factors of professionalization as a proxy for teacher commitment level. As a result, impact of teacher commitment and its impact on students learning in public and private school of D.G.khan. Therefore, it was decided to conduct a study to know the level of professionalization in Pakistan, particularly in least developed areas of southern Punjab.

Research statement

Teacher’s professionalization and professional commitment has been found to be critical to good instruction. So, it is necessary to assess the level of professionalization and commitment of teachers who are preparing the next generation. It is a thoughtful question that if the teachers are not professionals and not professionally committed how they can perform their duties well for preparing next generation. Professionalization and professional commitment of teachers give birth to a positive, productive and powerful society. Teacher’s professional commitment is related with creating an effective learning environment for the students and internal force that drives teachers to show enhanced job performance.

Objectives of the Research

Following objectives were drawn to find the suitable answers of the research problem:

To determine secondary school teachers’ professionalization in terms of their professional commitment.

To explore professional commitment of secondary school teachers in terms of following factors:

Satisfaction with their school environment

Professional relations with their principals, teachers and students

To analyze principal’s responses about their teacher’s professional commitment.

Research Question

Following research questions were composed to compile the study at the end:

Whether professionalization and professional commitment directly proportionate to each other?

What is the difference between the professional commitment of public and private secondary school teachers?



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Hypothesis

There is no significance difference exist between the professionalization and commitment of private and public secondary school's teachers.

There is no significant difference exists in the opinion of principals about professional commitment on the basis of private and public secondary schools.

Significance of study

It is impacting an effort to highlight that professional commitment is determinant of professionalization. A teacher's commitment with their profession greatly affects his/her performance. Teacher commitment while through in service or off service training improves her professionalization. The study will facilitate the teachers to improve their teaching and the level of their students. It will also help to understand what factors will improve teacher commitment and professionalization.

The current study helps the educational institution upgrade their education professional standards. This study entails the correlation b/w commitment and professionalization process. A model will help the readers to have clear concept of teacher professionalization and an effort to break the research gap measurement of existence of professionalization in secondary school both in public and private schools. Through such empirical study new model could be settle for future research.

Delimitations of the Research

Delimitations faced by the present study are as under:

The division of D. G. Khan was finally conformed the area of the study.

But D. G. Khan District was demarcated as center of study.

The study was delimited to secondary schools' level

This study was delimited to the contemporary available principal of private and public secondary schools of district D.G. Khan.

REVIEW OF RELATED LITERATURE

Professionalization

Professionalization is infecting a process, from where occupations emerged, and meet a certain criterion as per prerequisites. It can be classified in two ways.

Apparently, it is related to continuous improvement of the status. Secondly, it is capacity building for the quality services. In general, we take them on equal footing but it is not rule of thumb. This terminology is a bit confusing, on the other hand, recent usage is bordering between professionalization to achieve status, and professionalism while improvement in skill for better services, as a broad vision. At the earliest, professionalization refers to process where the elite occupations turned into different established professions, later in nineteenth century with the rise of professional society (Perkin, 1989) teaching was among those occupations that quest for the status by gradually adopting the measure to meet the supposed criteria. Therefore, education was in process of professionalization from mid 1870s to the mid-1970s and after World War II. Then the period of educations was prolonged. Thus, training institutes were integrated in universities. Knowledge base was broadened. Autonomy was exercised by the teachers during teaching. Teacher organizations become influential. The countries like Malta teaching were given legal status of profession. However, still facing acute gender differences as for as the process of professionalization is concerned (Gitlin&Labaree, 1996).

Teacher professionalization and its occupational status is a multi-dimensional



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phenomenon. If occupational status point to supposed criteria of profession, then its status will be increasing globally.

In most of the countries teaching is in upper tier of hierarchies, or below elite professions like, medicine, law etc. while comparing professions internationally occupational prestige (Treiman, 1977) delivers little difference in ranking the school teachers as professional across the societies.

But there is sufficient evidence to mark that intra- occupational difference with respect to age of pupils taught and academic and social characters of the schools. Comparative studies depict that hierarchies for occupational prestige have greater stability, rank correlation is having crossing 0.9, which clarifies that there is little scope establishing professions to enhance its level to substantial level.

Leggatt, 1970 classified characteristics of teaching into three levels, firstly, characteristics clientage and client relations, like, social class, entrants' background. Secondly, work performance characteristics, e.g., engineering work which could hard to evaluate. Thirdly, Practitioner commitment, values, client orientation, quality of service has more significance for teaching profession. Moreover, Esteem is comparatively independent of prestige and status for a teacher. In various Asian and African countries, the teacher is respected as "Guru" enjoying high esteem but it was not reflected in hierarchy of professional prestige. However, esteem is still and unstructured phenomenon holding various factor, for example, human experience, inference drawn by media, society. All factors still have gap for further research.

The power of professionalization as project of teachers emerged in nineteenth century by coinciding teacher education and training with growth of human capital. It was brain child of the public sector school teachers whom were paid by tax payer money. Teachers were actually public employee. The collective power is shaped by the relationship between employer and employee. There were two main strategies for teachers: first one was the improvement in status by increasing salaries second one was the trade unions strategy which definitely priorities interests of employee. Thus, trade unionism actually emerged as main strategy by "rhetoric's" of professionals.

In USA this issue is resolved differently through strategies of American Federation and National Education Association of teachers. A detailed discussion of teacher's unionism remained beyond realm of such entity. More attention had been paid to the groups of studies, which revealed the relationship between state and teaching profession in UK (Ozga and Lawn, 1981). These studies explored that "professionalization" is function of exchange between state and teacher union, whereby the state conceded that legitimate teacher professionalism means the legitimate professional activity in the class room not in the political arena. Teacher professionalization points out a movement to upgrade the training, working condition and status of teachers. Since mid -1980s It has been admitted by educational researchers, policy makers and reformers that shortcomings and disparities in elementary and secondary school education system were due to lack of resources, working environment, infrastructure and support available to school teachers (NCES, 1997). Proponent of this aspect upheld that teachers are under paid and have limited opportunities to improve their teaching skills. Critics claim that the only key to improve teacher's status lies in the up gradation of training, working conditions that would definitely strengthen the "professionalization" of both teachers and teaching.

As regards to establishment of freedom, those members who don't have public or private sector job contract, even they are self-employed, especially in teaching profession don't conform with the basic framework of classical professions. Thus, teaching cannot be regarded as true profession. Because there is no entry mechanism. So not following the



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criteria of freedom of establishment, they are employed by schools. To conclude, teachers have limited autonomy for their work. Even lot of countries has not formed ethical codes for teaching profession. Even at academic level teaching profession is viewed as limited by many authors (Verbiest, 2007).

Generally, Abbot in his “framework of jurisdiction and public confidence”, discussed a plenty of literature about “educational professionalization”, but by fair means many things seems to be missing in a meaningful way. Implicitly as per notion of professionalization as for as teaching is concerned, the goal has not been achieved yet.

Wise, (1995) named teaching professionalization as a “revolution”, aimed at developing on the same standard like medicine, psychology, nursing, architect, law and other prestigious professions. For this purpose, he demanded attention to accreditation and licensing for true status of teacher’s stratagem in classroom (P. 12). It was an individual input with meaningful idea. Darling-Hammond (1988) recommended that school boards and local Govt might counter professionalization, because schools not functionally professionalized. Whereas, Day, (1999)

Describes teacher claims to professionalism; should change school culture based on accountability, but he argues that professionalism is an old model, and does not adhere to functional jurisdictional model. But Troen and Boles, (2003) woefully records that teaching is still not a profession in mind of college scholars. They mentioned ETS studies, that claims GRE scores were correlating with intended professions of test takers and found teaching at the lowest ebb of other subsequent positions of professions. A highly competent graduate does not choose teaching as a profession. It is only because teaching is still not a professional job in the minds of general public. All studies reveals that they are fighting for public confidence and jurisdiction but eventually failed to pave the proper way for it.

Is Teaching a Profession?

In a society, people and organizations are interdependent. There are various levels of jobs (classified & non- classified) and skills. Some organizations produce primary goods, some semi-finished and some finished well. It is an economic and market cycle of production and services. Some people teach how to perform all these works. So, all the jobs have importance for the survival of community. Some people are doing golden collar jobs, some white collar and other doing blue collar job. Similarly, it depends on trainings, remuneration and social prestige of employees. In the same fashion now a day’s job culture has decentralized in the form of free-lancing. Gig economy has been introduced worldwide. Online teaching has been started globally. Access to information and knowledge is being spread through online courses. Internet has gain importance. World is moving to Meta verse. Therefore, many professions will be diminished within next decade. In the same fashion, E - commerce is claiming market concentration like Ali -Baba, Amazon and Etsy etc. Some workers believed in salaried jobs whereas, others like charging fees from their clients.

Some workers look busy in forming unions for job protections; some are forming legal associations for their professional advancement. Is teaching a profession? It is major contentious issue in modern society of U.S.A. However, plenty of persons thinking that if everyone boils water & coach basketball, and then they feel same for teaching (Wallis, 1994, P-63).

Home schooling and charter schooling partly denotes the ideology of teaching as “no-profession”. It is admitted that teacher needs professional training, but a lot of people still believed that teaching as profession is basically different from other recognized and



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prestigious professions. Even teacher is not professional in term of conventional term.(Prate &Rury, 1991).

Motives for becoming a teacher

A motive is incitement to an action, a stimulus which augments the individual's behavior. It could be ethical, visionary, practical or survival based. Before joining the teaching profession, one must have clarity because he is going to join teaching. What is the context of her motivation?

Can these (1) feel tenderness for children (2) love for knowledge (3) enthusiastic for teaching (4) social service. Other motive could be: (1) a job security (2) flexible timing along with vacations (3) stress free environment. It has been observed and recorded that teaching appeals keen mind, sensitive peoples, and benevolence but it looks non practical. Only mediocre persons join such profession. Female are more dispose to teaching as compare to men. A good teacher must have special professional distinction. He must be competent and command over imparting the knowledge to pupils Ornstein and Levine (1985).

Teachers' Professional Commitment

Teacher's professional commitment is important element to determine and affect organizational results. It is very much important for quality, performance and productivity (Lee Craswell and Allen, 2000). Committed workers are only predictor of great future of the organization. Even students learning can be increased through it. Commitment is always knowledge oriented. Work responsibility gives students a chance to show their talent. Even communication skills and command over subject improves outcomes. By considering all these factors, employee commitment can be enriched. The trainer is responsible for providing a healthy academic and learning environment in colleges. Teacher knowledge can be ultimately upgraded through symposium, seminars, and orientations. It will resultantly affect their learning and commitment to the profession. In addition, good environment, lucrative salaries can ameliorate commitment with profession.

The main target of the school is student's success. It can be improved with different techniques like teachers' involvement in decision making and discussions about subject knowledge, provides learning environment and increases teachers' commitment with their pupils in classroom(Lee, Zhang and Yin, 2011).in the same way, teachers job involvement, peer's relations and parent teacher meeting (PTM) produces good results (Mangdalena, 2009). It brings quality, performance and productivity. It provides base for future achievements of the institution (school) (Chughatai&Zafar, 2006). Simultaneously, teaching profession is quite different in this regard because involves not only schools but also other stakeholders (Lee, Zhang and Yin 2011).

According to Siegel *et al.*, (2005), only way to achieve professional commitment is plan their work and decision making in a professional and fair way. By spending more time at workplace, with complete focus and devotion, an employee can produce excellent outcome. On contrary, an inverse relationship also found between job life and "professional commitment" (Balmforth and Gardner, 2006). Results depend on variations in culture and environment while conducting research or study.

Kalagbor, 2016 investigated factors influencing academic performance of students at public and private secondary school in Nigeria. It was found that student background, his relationship with teacher, teacher supervision, principal relationship with their subordinates, teacher supervision, infrastructure availability, and teacher's welfare



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significantly effect students' academic performance. However, factors related to teacher are important among all other factors, because they significantly affect student's performance. Quality of teachers in case of private sector matters for student's performance. About 70% public school students agree with this notion but 18% private school student agreed with it.

Research Methodology

Research Design

A good research design means, once a problem has been encountered, diagnose the relevant variables, and then constitute a frame work which covers all requisites for survey, data analysis and helps to ascertain a meaningful conclusion. Moreover, good research resign quantifies observations for data analysis. Aptitude test, development of questionnaire and data collections through survey is the base of Quantitative Research Design (Agarwal 2015, P-12-17).

Research Frame Work

The study, in which professional commitment model is used, aim to estimate similarity and differences among the secondary school teachers at secondary level. Total population of the study consist of D G Khan Division. A sample of 150 principals was randomly selected from one district of D G Khan division.

Population

Present research covers the population of D. G. Khan division which comprised of four districts i.e., namely, D G Khan, Muzaffargarh, Layyah, Rajanpur meanwhile, Total 6674 secondary schools (3485 boys and 3189 for girls) exist in Punjab division where 133260 teaching faculty (67346 male and 65914 female) members are offering their services.

Table 3.1: District – Wise Population of Public Schools in D. G. Khan Division

D. G. Khan	Schools	
Districts	Boys	Girls
DG Khan	77	44
Layyah	71	84
Muzaffargarh	90	46
Rajanpur	44	26

Source: Punjab education statistics academic year 2018-2019

Table 3.2: District – Wise Population of Private Schools in D. G. Khan Division

D. G. Khan	Schools		
Districts	Boys	Girls	Co-Edu.
DG Khan	18	6	97
Layyah	10	8	107
Muzaffargarh	42	35	261
Rajanpur	12	6	41

Sample and Sampling Procedure

A stratified sampling technique was employed. In this sampling technique, smaller homogenous groups are selected which are obtained from major population. In this way accuracy is ensure in empirical research work. Simply, a stratified sampling technique is division of population in similar groups and each group includes subjects with similar



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attributes (K.jha.*etal.*, 2017).

For this purpose, researcher was use multiphase sampling in first stage researcher select secondary schools and n second stage researcher select teachers. 146 principals, from public and private secondary school male and female was selected.

Table 3.3: The sampling procedure used was as following:

Schools		Male	Female
Public	Principal	39	34
Private		39	34

Research Instruments

For this study, researcher developed a questionnaire. Questionnaire was used to collect data. Teachers' professional commitment was measured through a group of 2 variables, i.e., school environment; their relationships with principals. These variables were selected after a brief review of literature.

Instrument Validity

Validity of instrument was defined by Yegids and Wenbach, (2002, P206 cited Mathekga, 2005). It indicates that validity is the extent to which methods measure what they need measure. Moreover, consistency points out reliability of data to be analyzed or to be estimated. The main objective of these two measures is assure quality research. In order to perform pilot study, researcher must conduct validity in two ways: (1) face validity, (2) construct validity (Hassan and Ismail, 2020). Further, by validity we mean to ensure clarity of items, questions to be asked, reasonable response time and the most key items measured and what ought to be measured. Additionally, purpose of construct validity is to ensure how well our instrument fits to the data, to measure what we actually want to measure. Therefore, validity test is necessary to be checked. It is a complex procedure because it is assessed through practical and statistical methods (Creswell, 2012).

For the current investigation, researcher decided to appraise a pilot study in order to estimate validity in both shapes. The major purpose of the study was to test yardstick for all selected variable and samples which were based on attributes nearer to the real sample. In this way inappropriate, misconceived and exaggerated item would be re-assessed and or replaced. The researcher himself developed all the tools used in this study.

Pilot study

Teachers of both public and private secondary schools' teachers were main area of study. A small sample was selected in which selected tools were pilot tested. The results and instrument used were re-evaluated, re- built, error free and made reliable by the researcher.

Instrument Reliability

The point estimates of Cronbach's Alpha were calculated 0.89 to know the questionnaire's reliability.

Data Analysis Procedure

Data was collected through to questionnaire from principals was estimated using SPSS 26. Latter mean, percentage, frequencies, standard division was estimated, Chi square, t-



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test, Gamma, correlation matrix techniques were used to analysis the data.

DATA ANALYSIS

The data was quantitative in nature and were analyzed accordingly. Frequency distribution, percentage, means, standard deviation chi-square of independence to compare the means of the two groups and the 0.05 level of significance.

Table 4.1: Demographic Information of Principals

Schools	Male		Female		Total
	F	%	F	%	
Public	41	51.2	36	51.4	77
Private	39	48.7	34	48.5	73
Total	80	53.3	70	46.6	150

Table 4.1 shows that 41 male and 36 female principals were from public school and 39 males and 34 female principals were from private schools. Total 150 principals were in this research.

Table 4.2: Demographic Information of Principals – Area

Area	Male		Female		Total
	F	%	F	%	
Urban	50	62.5	58	82.8	108
Rural	30	37.5	12	17.1	42
Total	80	53.33	70	46.6	150

Table 4.2 indicates that urban schools have 62.5% male and 82.8% female principals respectively. Whereas, in rural schools have 37.5% male and 17.1% female.

Table 4.3: Principals' Responses – Teachers' Satisfaction with School Environment

Scale	F	%	Avg.	SD
SA	764	50.93	3.39	30.02
A	604	40.27		
D	91	6.07		
SD	41	2.73		

School is the place where the teacher serves his duty for providing learning environment to the students. If teachers are satisfied with their school environment, then they perform their duties in a good way. In above table principal's responses indicate positive attitude about teacher's satisfaction with school environment. Majority of the principal were agreed that teachers are satisfied with their school environment. (50.93%, 40.27% respectively) principals were agreed about the above statement. (6.07% 2.73% respectively) principals were disagreed about the above statement. The overall score principal's score of mean is 3.39 with standard deviation of 30.02. Overall mean score of the group shows positive response of principals about teacher's satisfaction with school environment.



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Table 4.4: Principals' Responses – Teachers' Relationship with principals, colleagues and students

Scale	F	%	Avg.	SD
SA	727	44.06		
A	753	45.64	3.31	32.39
D	128	7.76		
SD	42	2.55		

Table 4.4 above indicates that perception of principals about teacher's relationship with principal, colleagues and students. Above responses shows teachers have positive relationship with their principals. These responses also indicate that teachers have good relationship with colleagues and their students. If a person likes his/her profession, then he/she will also be committed and fair with his/her colleagues. This table shows that S.A is 44.06% and A is 45.64% about this factor. Some principal was not agreed about the statement. Overall mean 3.31 indicates mostly were agreed that teachers have positive relation with principals, colleagues and students. Positive relation of teachers not only enhances their commitment level but also professionalization.

Table 4.5: Relationship between the factors

Sr.no	Factors	Pearson Chi-square	df	p-value	Gamma	Level of significance	N
2	Teachers 'satisfaction with their profession to teacher's satisfaction with school environment.	63.761	4	0.000	0.581	0.000	500
3	Teachers' Satisfaction with profession with teacher relationship with principals, colleagues and students.	22.57	4	0.000	0.342	0.000	500

In the above table Chi-square estimates, a significant and positive association between teacher job satisfaction and their satisfaction with school environment. Gama value (p=0.581) shows moderate relation between the two factors at 0.05 level of significant. According to above table 1.3, Chi-Square shows that a significant association between, teacher satisfaction with their job and teacher relationship with principle, colleagues and students. Gamma values (p = 0.342) show weak relation between both variable while chi-square value 22.57 shows positive relationship at 0.05 level of significance.

Table 4.6: Factors wise coefficient of Correlation Matrix

	F3 Teachers' Satisfaction with School Environment	F4 Teachers' Relationships
F3 Teachers' Satisfaction with School	0.441** (0.000)	0.516** (0.000)



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Environment

F4	0.17	0.345** (0.000)
Teachers' Relationships	(0.059)	

*, **, *** indicates a significance level at 1 percent, 5percent and 10 percent respectively
Source: estimate is obtained by the author using SPSS.

The above table 4.6 explores correlation coefficient of F3 and F1 is found to be 0.441 which shows there is less degree of association between the variables. The value of correlation between F3 and F4 is 0.516 indicating a moderate correlation. In the present study table shows there is no perfect correlation among all variables. It regrets the problem of multi co linearity. Thus, the variables are no exactly correlated.

Table 4.7: Mean comparison of public and private school principals.

H₀: There is no significant difference between public and private secondary school principals.

Statements	t-test for equality of means					(1-α) Confidence Interval	%
	t	df	p-value	Mean difference	Std. Error difference	LL	UL
Salary is an issue for teachers	2.311**	148	0.022	.35136	.152024	0.5001	.65181
Teachers are working under pressure as they have many assignments by their high ups	3.092*	148	0.002	.48461	.15673	0.1749	.79433
Teachers have a command on their subject.	-2.802*	148	0.006	-.30546	.10900	-.5209	-.09006
Teachers provide help to students even after class time.	-2.802*	148	0.006	-.31347	.11187	0-.5344	-.09239

***, **, * indicates a significance level at 1 percent, 5percent and 10 percent respectively
Source: estimate is obtained by the author using SPSS.

In order to compare the difference between the means of public and private secondary school principals t test was applied. Table 4.7 reveals that the average response of the principals of public schools is not equals to the average response of the principal of private schools. The t-test (t=2.311) for “salary is an issue for teachers” was significant at 0.05 level of significance (p=0.022). Therefore, hypothesis (H₀)is rejected. It signals that there was difference between the opinion of public and private school principals of D. G. Khan regarding salary. According to the principals of public sectors, teachers of the public schools were more paid that is why they were more satisfied than the private school teachers.



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In order to compare the difference between the means of public and private secondary school principals t test was applied. T test estimates that the average response of the principals of public schools is not equals to the average response of the principal of private schools for “Teachers are working under pressure”.The of t- value (3.092) for Teachers are working under pressure significant at 0.002 level of significance. Hypothesis (H_0) is rejected. It signals that there is difference between the opinion of public and private school principals of D. G. Khan. There was significant difference between average response of public and private school principal regarding working condition.

According to the above table, the average response of the principals of public schools is not equals to the average response of the principals of private schools about “Teachers have a command on their subject”. The t-test ($t=2.802$) for these statements was significance ($p=0.006$). Therefore, hypothesis H_0 is rejected. It signals that there is difference between the opinion of public and private school principals of D. G. Khan. There was significant difference between average response of public and private school principal regarding subject command. Principals of private secondary schools were found to have more command on subject as compared to public school teachers.

In order to compare the difference between the means of public and private secondary school principals t test was applied. Table 4.7 reveals that the average response of the principals of public schools is not equals to the average response of the principal of private schools. The t-test ($t=-2.802$) for “Teachers provide help to students even after class time” was significant at 0.05 level of significance ($p=0.006$). Therefore, hypothesis H_0 was rejected. It signals that there was difference between the opinion of public and private school principals of D. G.Khan.

Findings of the research

Finding of the principal's view about the teacher satisfaction with their profession. result shows that majority of the principals of secondary school of district D. G. Khan were agreed that the teachers are satisfied with their profession. They show positive response about the teachers the satisfaction level of the teachers.

Mostly principals were agreed that teachers have positive attitude toward their profession. Positive attitude of teachers shows commitment to their profession.

School is the place where the teacher serves his duty for providing learning environment to the students. If teachers are satisfied with their school environment, then they perform their duties in a good way. Overall mean score of the group shows positive response of principals about teacher's satisfaction with school environment.

Mostly public and private principals were agreed that teachers have positive relation with their principals, colleagues and students. Positive relation of teachers not only enhances their commitment level but also professionalization.

Professional development of teachers is most important element in effective teaching Professional development is the source of change in behavior. Through the training and professional education teachers learn new things new technologies to make their teaching attractive and informative. Majority public and private principals were agreed about teacher's professional development. Means of the group indicate positive thoughts about teachers training and their professional education.

Mostly teachers were found satisfy with their school environment.

About school environments both principals were agreed that teachers are satisfied with their school environment.

Principals' opinion about relationship with each other were healthy. Teachers help each



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other while preparation of lesson and student's teacher issue.

Public school principals give positive response about that teachers that teachers are working under pressure as they have many assignments by their high ups.

Female principals of the view that majority of the teachers trust and support their colleagues.

Female principals of the view that majority teachers seek academic help from colleagues if they needed.

Discussion of the study

Teacher satisfaction with school environment (F3) (group), it was estimated that teacher's attitude towards their profession has significant and strong correlations with the school environment. In the same fashion, estimates of Dee, Henkin and Singleton, (2006) also confirm that school democratic (Dee et al, 2006) climate plays an effective role for teachers' commitment level. Additionally, teacher's role significantly depends upon quality of school environment. (Huang and Waxman 1995, Kirby, Stringfield, Teddlie, and Wimpleberg, 1992).

Moreover, "teacher relationship with principal colleagues and students" (F4) (group) the chi-square value depicts that male teacher had good terms with their colleagues, principals and lean towards their students. In contrast, the Park (2005) investigated that female teacher helps out students outside the class room to get better results. In context to teachers' collegiality and its impact on commitment with job has been discussed by theorist Herzberg, (1959) investigated that collegiality was classified as intrinsic and extrinsic factor which influences teachers' satisfaction. It is a support, experience sharing within organization. In the same way, Weasmer and Woods (2004), supports our results that teacher relationship with each other significantly improves school environment. Shah and Madiha, (2012), developed teacher collegiality scale (TCS), for testing teacher collegiality, used exploratory factor analysis technique while measuring effects of demographic variable applied Multivariate Analysis of Variance depicted that collegiality among female was higher than counterpart.

Conclusion of the study

Mostly principals and teachers were strongly agreed that teachers in a broad spectrum were found satisfied with their job, which highly impact their affection toward their profession and it has a positive influence on teacher commitment and professionalization. In prospects of teacher attitude toward teaching, in view of principals and teachers both public and private secondary schools of D. G. Khan were strongly agreed that teacher had a positive attitude as for as teaching is concern.

In the profession of teaching environment play a very important role. Therefore, the current study postulates that teacher and principals both were found contented in school environment both in public and private schools.

Good communication and collegiality is a part and parcel for the success of any organization. It implication in education sectors, especially in secondary public and private school is of more importance. Similarly, teacher good relationship with students, help students improves their outcomes. In our desertion teacher were found relax and share their ideas easily with each other.

In are wise analysis research conclude that with new qualified teaching staff rural area school trying to more professional. But mostly teacher said urban school situated in safe areas then the rural areas, which effects on their commitment.

Current study indicates private school teacher have more professional knowledge as



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compare to public school teachers. The scales of both public and private school teacher's commitment were same but in case of professional knowledge the level of private school on average found notably high.

Recommendations

Following recommendation were made on the basis of findings.

Ministry of educations must focus on teacher's professional development by sending them to seminars, symposiums and conduct teachers training particularly for secondary school teachers. For private sector, it is highly recommended that private teacher unions must force the authorities or owner of private schools to pay them reasonable salaries especially to female teachers to improve their livelihood and increase retention rate especially in context of Pakistan.

Locations of school plays an important role for improvement of teacher's satisfaction with their job and especially school must be located in safe location and their safety within and outside the school must be ensure by public sector and society must play its own role to increase female teacher interest in teaching profession.

Teachers in both public and private schools must be given opportunities to upgrade their qualification; government should increase numbers of scholarships for secondary school teacher. Teachers must be given opportunities to increase their professional knowledge through online courses from international institutions.

For recruitment in secondary schools' meritocracy should be introduced. Highly qualified and skillful teacher must be given priority for effective student outcomes.

Refresher courses should contain a portion about professional commitment. Even in textbooks it should be included as part of course work.

Awareness about professional commitment towards education through refresher courses shall be given to teacher educators and experts.

Seminars and conferences should be arranged specifically on topic of professional commitment and there should be special publications on professional commitment in teacher education journals.

Multiple copies of research journals should be distrusted among teacher and must kept in libraries for teachers and newly inducted staff.

Current study must be replicated for primary schools and other levels. In this way results will help to understand professional commitment in better way.

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