

**RESEARCH PAPER****Comparison of Secondary School Teacher's Professionalization and Commitment Regarding Principals' in Secondary Schools****¹Sahira Ahmed, ²Dr. Mubashrah Jamil**

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***Corresponding Author:** sahira.ahmed88@gmail.com**ABSTRACT**

The study was aimed to compare of secondary school teacher's professionalization and commitment regarding principals' point of view in public and private schools in D. G. Khan (Punjab). Following were the research objectives, 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: a) Professional satisfaction, b) Professional attitude; and to analyze principal's responses about their teacher's professional commitment. The research background was to evaluate the level of professionalization and commitment of teachers who are preparing the next generation. Quantitative research method was used meanwhile 150 principals, 77 from public schools and 73 from private schools selected as sample from district D. G. Khan. Data was collected through questionnaire. Statistical package for social sciences (SPSS-26) was used for data analysis and relevant test were applied for hypothesis testing. Result of the study concluded that majority of the principal perceived that most important indicator "I am teacher by choice" used on teacher's comparisons of teacher commitment and professionalization of both public and private school. Private school teachers were proud to become a teacher by their own choice as compared to public school teacher. "Teachers' Satisfaction with their Profession" were found among male teachers then female. Gender differences still prevail in south Punjab especially in Dera Ghazi Khan.

Keywords: Professionalization, Secondary Level, Teacher's Attitude, Teacher's Satisfaction**Introduction**

Education is the process of learning, habits, knowledge, skills, and imparting form 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 (Stone-Johnson & Weiner, 2022).

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 (Siddique, et al, 2023).

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. 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 (Abbasi, et al, 2021).

Similarly, the role of principal is also crucial as an educational leader. Teachers and principal both are responsible for student learning. It is vital for success of organization. Moreover, efforts for educational reforms can only become true, when teachers are qualified, properly advocating the students and improving their learning. Commitment and job performance are highly correlated. It expedites student learning, which final destination is of schools. It highlights the way toward learning process (Professionalization) and thus enhances teaching quality (Ibrahim, & Iqbal, 2015).

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. 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 shortcoming 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 afford to few opportunities(Zehra, et al, 2022).

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, is less not 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 (Hausman, &Goldring, 2001).

Moreover, Hausman, and Goldring(2001) found that a mid-career teacher commitment is positively depends upon good results, career advancement opportunities, management in work life problems, whereas, diminishing commitment is caused by over workload, less career advancement and tension faced by a teacher. Further, Firestone and they also estimated that teacher commitment is highly helpful to reduce student’s dropout rate, and improves student academic achievements. The study also indicates that student motivation is important factor in building positive teacher and student relationship.

Fazlali, (2022) denoted that if teaching profession is social service for the development of a nation. it is pedagogical act which is linked with theory and knowledge and action vs. practices then it is worth important to understand that what knowledge, skills and attribute does a teacher have to offer his/her services properly and become a professional and committed teacher.

Literature Review

Profession

According to Hausman, and Goldring, 2001, profession is a well-disputed sociological concept. But up to functionalist view point, it is a distinguished criterion, as exercising knowledge-based skill being an autonomous practitioner, like client focused practice, providing ethically guaranteed professional service. As for as the profession of teaching is concerned, the core criteria were exemplified in his work, “study of teaching as

profession”: producing social service, intellectual work, special training, focused services, and self-governing body.

A functionalist critic considers profession as professionals who practice independently by charging some fee to earn bread and butter like doctors and lawyers. Similarly, these individuals following their relevant occupations gain control over market for specialized service as self – regulating entity. All these heuristic implementations of profession are social construct which varies over time for wide- ranging review. But according to sociological perspective in Anglophone countries heuristics deployment leads to skillful practices whereas in European countries more certified and trained practitioners by public sector gain more concentration in market (study of school teaching as profession (TÜRK, & Korkmaz, 2022)).

These above features describe professional role in a competitive knowledge society, on one side with cooperative lifelong learning creativity and on other side self-accountability pertaining to results and work quality of professionals following the international standards. By summarizing the literature about sociology of professions, Ingersoll derived a road map that constitutes a profession: the primary condition which distinguishes a “profession” from other contemporaries and predecessors are standardized practice, knowledge base, quality service, or ethics to meet clients, professional commitment, collegiality, bureaucratic control and job retention in profession (TÜRK, & Korkmaz, 2022).

Professionalization

Professionalization is inflecting 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 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 education 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 far as the process of professionalization is concerned (Habib, 2020).

Teacher professionalization and its occupational status is a multi-dimensional 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 delivers little difference in ranking the school teachers as professional across the societies (Habib, 2020).

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 (Evans, 2002).

Evans, (2002) classified that 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(Hargreaves, & Goodson, 2002).

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. 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 (Cobanoglu, 2020).

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. In the same way, teachers job involvement, peer's relations and parent teacher meeting (PTM) produces good results. It brings quality, performance and productivity. It provides base for future achievements of the institution (school). Simultaneously, teaching profession is quite different in this regard because involves not only schools but also other stakeholders (Onukwu, et al, 2020).

Professional Education of Teachers

According to Cobanoglu, (2020) for teacher professional training, lesson preparation, up gradation of knowledge, time management and potential to evaluate his students leads to their own growth. Well experience, committed and devoted trainers should be allocated for future teachers training. Similarly, newly inducted teacher must bring them at par with modern knowledge. in this way a special priority should be given to teacher educators. There is a great role of teaches trainer but mostly they always neglected. if these trainers get more competencies, it must have its effect on their students (teachers). Thus, performance of teachers will be better in future. Training is an intellectual growth of a person. Leadership and learning are indispensable to each other. Training a person is tough job. It is multi-dimensional learning. A rigorous professional training, practical experiences are important ingredients for ethical professional training. Some countries

persons are first trained to join teaching profession. They keep learning throughout the career (Kenneth, et al, 2020).

Hypotheses

1. There is no significance difference exist between the professionalization and commitment of private and public secondary school's teachers.
2. Principals' perception is significantly difference regarding the opinion of professional commitment.

Material and Methods

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 (Kasa, et al, 2020).

Research Frame Work

The study, in which professional commitment model is used was aim to estimate similarity and differences among the secondary school teachers at secondary level. Total population of the study was consisted 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 1
District – Wise Population of Public Schools in D. G. Khan Division

Districts	Schools		Teachers		Head Teachers	
	Boys	Girls	Male	Female	Male	Female
DG Khan	77	44	1338	830	77	44
Layyah	71	84	1348	1400	71	84
Muzaffargarh	90	46	1969	1070	90	46
Rajanpur	44	26	691	513	44	26

Source: Punjab education statistics academic year 2018-2019

Table 2
District – Wise Population of Private Schools in D. G. Khan Division

Districts	Schools			Head Teachers	
	Boys	Girls	Co-Edu.	Male	Female
DG Khan	18	6	97	244	65
Layyah	10	8	107	147	97
Muzaffargarh	42	35	261	597	599
Rajanpur	12	6	41	193	112

Sample and Sampling Procedure

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

Table 3
The sampling procedure used was as following:

Schools		Male	Female
Public	Principal	41	36
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., teachers' satisfaction with their profession; and their attitudes. These variables were selected after a brief review of literature.

The pattern of questionnaire is explained in the table 3.3. This questionnaire was comprised of 2 parts. First part was related to the demographic information of the sampled principals while the remaining part was containing statements about the variables described hereafter. The statements of these 2 variables were composed on the pattern of 4-point rating scale.

Table 4
Pattern of Questionnaire for Principals

Sr. No	Content	Item Nos.	Part	Item Type
1.	Demographic information	1 to 6	Part - I	One-Option
2.	Teachers' Satisfaction with their profession	7 to 18	Part - II	4 - Point Rating Scale
3.	Teachers' attitude towards teaching	19 to 30	Part - III	4 - Point Rating Scale

Instrument Validity

Validity of instrument was defined by Gökyer, (2018) according to him 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 assuring quality research. In order to perform pilot study, researcher must conduct validity in two ways: (1) face validity, (2) construct validity. 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 (Gökyer, 2018).

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' principals 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 to know the questionnaire's reliability. The calculated reliability coefficient values for all two factors are mention in the following table.

Table 5
Principal questionnaire reliability

No.	Factors	No of statements	Cronbach Alpha
1.	Teachers' Satisfaction with their profession	7	0.56
2.	Teachers' attitude towards teaching	11	0.89

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

Results and Discussion

Data Analysis

Table 6
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 6 showsthat 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 7
Relationship between the factors

Sr.no	Factors	Pearson Chi-square	df	p-value	Gamma	Level of significance	N
1	Teachers' Satisfaction with their Profession to the teacher's attitude toward teaching.	67.641	4	0.000	0.494	0.000	150

Chi square depicts the significant relationship between teacher satisfaction with their profession and their attitude towards profession. Gamma values show moderate

relationship between the factors whereas, chi- square ($p = 67.641$) shows positive and strong relation between both factors at 0.05 level of significance.

Table 8
Factors wise coefficient of Correlation Matrix

	F1 Teachers' Satisfaction with their Profession	F2 Teachers' Attitude towards their Profession
F1 Teachers' Satisfaction with their Profession	1	
F2 Teachers' Attitude towards their Profession	0.258** (0.004)	1

*, **, *** indicates a significance level at 1 percent, 5percent and 10 percent respectively

The above table 8 explores correlation coefficient of F1 and F2 is 0.258 which clearly indicates weak correlation.

Table 9
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 dif	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

In order to compare the difference between the means of public and private secondary school principals t test was applied. Table 9 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 (H_0) 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.

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

1. 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.
2. Mostly principals were agreed that teachers have positive attitude toward their profession. Positive attitude of teachers shows commitment to their profession.
3. In the view of the teachers were also concluded that majority of the teachers were satisfy with their profession. They love their profession and they enjoy while teaching in classroom. If the teachers show satisfaction with their profession, they also show their commitment level toward their profession.
4. Secondary school teachers mostly teacher's responses show positive attitude toward their profession.
5. Mostly teachers were agreed that they have positive relation with their student to improve their learning. It shows their commitment regarding their profession.
6. About professional development mostly teachers were agreed that professional is a key element to improve their profession. Positive response of teachers also shows their commitment regarding to their profession.
7. Both public and private secondary school principal were agreed that mostly teachers are satisfied with their profession.
8. Principals of both public and private schools unanimously respond that teachers work hard in order to impart knowledge and better out comes
9. Principals' opinion about relationship with each other was healthy. Teachers help each other while preparation of lesson and student's teacher issue.
10. Principals of both public and private secondary school were agreed that teacher's professional development is highly recommended for the development of the educated nation.

Discussion

The current empirical study provides evidences on the difference and similarities in the teacher commitment and professionalization among public and private secondary schools teachers in D. G. Khan District with respect to gender, area and school type. A professional commitment scale (PCS) was developed by author. An exploratory factor analysis technique was applied by using chi -square test of independence in order to explore the dependency between the factors and t- test of independence was used to compare mean difference among the factor's statements individually and test scores for evaluation of teacher aptitude school wise. According to principals of both public and private schools in D. G. Khan, the estimates to be reckoned are as:

School wise (public & private) it was estimated that "Teacher's satisfaction with profession" (F1), "Teacher attitude towards teaching" (F2), unanimously responded that teachers were positive and strongly agreed that professional commitment exist in all teachers. Our results were matched with research study of Gupta, andGehlawat, (2013), who explained that male teacher, was most satisfied than female teachers, in secondary school. Secondly, our results were consistent with Özdem, (2012), who investigated that male employee had higher level of job satisfaction. Whereas, the findings of the same result was found in the study of Onukwu, et al, (2020), also cited in (Ibrahim, & Iqbal, 2015) male employee show less satisfaction as compare to their counterpart. It depicted that all total 500 teachers were truly positive about teacher professionalization and commitment. The result demonstrated that commitment for profession exists among all teachers. The mean comparison of public and private secondary school teachers, measured a significant difference between teachers. As regards Principal Opinion was recorded that private school teacher had good command over their subject they used to teach and they provide extra time to the student after class.

Conclusion

1. 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.
2. 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.
3. 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.
4. Before job training and on job training both are important parts for execution of duty. Teacher's knowledge is upgraded to continue learning. The skill teacher always develops a student in a delicate manner. In our work both principals and teachers of D G Khan. Professional development is sine quo non for teaching.
5. Both principals and teachers of public and private secondary school were agreed about the teacher self-efficacy.
6. Comparatively both public and private secondary school teacher show equal response about these factors, which show their commitment to their profession.

Recommendations

1. 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.
2. 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.
3. 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.
4. For recruitment in secondary schools' meritocracy should be introduced. Highly qualified and skillful teacher must be given priority for effective student outcomes.
5. Refresher courses should contain a portion about professional commitment. Even in textbooks it should be included as part of course work.
6. Awareness about professional commitment towards education through refresher courses shall be given to teacher educators and experts.
7. 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.
8. Multiple copies of research journals should be distrusted among teacher and must kept in libraries for teachers and newly inducted staff.
9. 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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