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Inter Relationship of Teacher Self-Esteem in Private Secondary Schools of Lahore

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ABSTRACT

Teachers play a pivotal role in nation-building, and secondary school educators in Pakistan are vital to social and academic development. This is particularly true in the private sector, which employs over a million teachers. A study focused on self-esteem, professional commitment, and intra-professional diversity among private secondary school teachers in Lahore, Punjab, aimed to provide insights for policymakers. Both high- and low-paying private secondary schools in Lahore, accredited by the Board of Intermediate and Secondary Education, were included in the study. Random sampling was used to select participants, resulting in data. The study employed a mixed-methods approach, gathering quantitative and qualitative data through modified surveys and teacher interviews. The findings indicate that higher self-esteem among teachers correlates with more tremendous occupational success and professional commitment. Enhancing self-esteem can, therefore, increase job dedication and career achievement. The study also highlights that teacher self-esteem and intra-professional diversity significantly impact teaching and learning positively and negatively. These insights are crucial for developing policies that support teacher development and improve educational outcomes.

| Keywords: | Intra Professional Diversity, Professional Commitment, Secondary Schools, Self-Esteem, Teachers |

Introduction

The teachers are rightfully known as builders of the nation. The growth of a nation and the prosperity of the whole society begins with the knowledge and expertise given by its teachers. Knowledge and awareness cannot be efficiently attained. It is received or acquired without the guidance and counseling of a teacher. Therefore, teachers have to play a fundamental role in developing (Muzaffar, et. al. 2020)

Civilization is shaped not through mere ideas and abstract concepts but manifests in the nations' positive and practical behaviors. This necessitates providing a lively learning environment in our educational institutions (Lovejoy & Stanlis, 2017). This can invariably be done through the teacher, who can not only pervade self-confidence and awareness in the students but also enable them to be proud of their developed culture, and their national character, to enrich themselves with social conducts and moralities and at the same time should institute principles of superiority in their educational performance (Lehmann, 2013). However, all teachers need to comprehend their values and commit highly to their responsibilities and accountabilities (Buchanan, 2015).

The significance of the role of the secondary school teacher as an agent of transformation, of fostering empathy and acceptance, has never been more understandable than it is nowadays (Muzaffar, 2016; Endacott & Brooks, 2013). This is going to become much more important in the 21st century. There is a need for reform from strict nationalism

to universalism, from racial and ethnic discrimination to equality, comprehension, and constitutionalism, from dictatorship to democracy in multiple types, and from a digitally fragmented world to a digitally unified nation. Teachers who form the personalities and perceptions of the younger generation have immense obligations (Chambers, 2017).

In Pakistan, the private sector secondary teacher plays a crucial role in students' development. Secondary school teachers are important in students' social and academic improvement. Private-sector students gain high scores from private secondary school teachers (Suleman et al., 2014). Approximately two hundred thousand private schools are working under Education Board, and from these schools, 85% of schools charge fees to students below two thousand. These private schools engaged more than fifteen lakh male/female teachers and hired thousands of non-teaching personnel for non-teaching activities (Tilak, 2002).

Teaching is considered to be not only challenging but also very rewarding profession. Teachers shape the lives of their students. They always remain in the heart and soul of students. It is teacher who molds the teachers for teaching profession (Palmer, 2017). In the present time, many teachers are enervated from their work overload and responsibilities. They have their own families, financial and life stresses that challenge them for survival. Due to low salary package teacher's self-esteem and professional commitment suffer so the management should increase their salary. Teachers need motivation and assistance from the community that make them realize their devotion to students is appreciated (Brophy, 2013). Teachers are important figure to develop a creative generation who will lead the country. Disgruntled teachers who are not satisfied with their self-esteem could not be committed and productive and would not beat the best of their capabilities. Now a days teaching profession is facing problems related to teachers' self-esteem and professional commitment due to salary package (Bogler & Nir, 2015). The findings of the present study may help the institutions to reduce teachers' dissatisfaction by giving emphasis on providing intrinsic motivators, developing training program for increasing personal growth as well as self-esteem professional commitment of the teachers. It may also help the counselors providing career counseling to the teachers who are looking for their jobs which provide them high self-esteem (Han & Yin, 2016).

In many studies, teachers are reported of having poor quality of work life in this competitive world. Prospective teacher's attitude towards teaching plays a significant role in his/her ability to transfer the teaching skills in real classroom situation. A teacher with right attitude helps his/her students to achieve their ultimate goal. Effective teacher education is anticipated effective school education (Ertmer & Ottenbreit-Leftwich, 2010). The role of teacher is essential in making teacher education programme justly effectual and functional. It is unanimously accepted that the charge of the quality of education of future teachers rests mainly on the teachers (Mårtensson, Roxå, & Stensaker, 2014).

Literature Review

The researcher has manipulated intra-professional diversities into three areas of teaching domains. These are science teaching, language teaching, and spiritual faculties. The study intends to investigate the views of these three faculties regarding their self-esteem and professional commitment. Further, whether their views remain consistent or change with time-related to their job experience and salary package would also be investigated.

According to the researcher manipulation, the independent variable is defined as:

1. It is categorized into low-income teachers of low-standard schools with experience in fewer than five years and more than fifteen years, and high-income teachers categorized into high-income teachers of high-standard schools with experience in fewer than five years and more than fifteen years.

2. It is further categorized into teachers teaching subject science, languages, and Islamic study. These three dimensions will be categorized according to the pattern defined in paragraph (a).

According to the findings of Locke's study from 1976, job evaluations contribute to the happiness of workers. The concept of "job satisfaction" can be somewhat convoluted at times. Surveys are conducted about the levels of happiness experienced by workers in every region of the world. According to Schmidt (2007), the concept considers various factors, including income, prospects for professional progress, interpersonal dynamics in the workplace, the nature of the work itself, and communication channels. According to Arches (1991), having a pleasant work environment is one of the most important factors in determining one's level of job satisfaction. According to the definition that was supplied by Weiss (2002), job satisfaction is "a pleasant emotional state that results from an accurate evaluation of one's job, an appropriate response to one's job, and an attitude toward one's job."

According to Khanna et al. (2010), activities relevant to work as well as activities unrelated to work can both contribute to a person's level of happiness while at work. The conditions of the settings in which people perform their occupations have a significant influence on the lives of those who hold such jobs. According to Erdogan (1994), the level of happiness that an employee experiences while on the job has an effect not only on the employee's own physical and mental well-being, but also on the well-being of the employee's employers and the larger community in terms of productivity, contentment, economic growth, waste, and dissipation. In other words, the level of happiness that an employee experiences while on the job has an effect on all of these factors. According to Moser (1997), discontent with one's employment is a fundamental factor that contributes to a lack of initiative as well as a lack of loyalty on the job.

A wide range of factors, both internal and external to the workplace, can have an effect on an employee's level of job satisfaction (El Behery et al., 2015). Task identity, relevance, skill variation, autonomy, and feedback are all examples of situational factors that have been investigated. Other factors that have been looked into include autonomy and feedback. Give an explanation that covers every aspect of the meanings of the words "personality," "traits," "self-esteem," and "motivation," respectively. According to research that was conducted by Heller et al. (2002), job satisfaction decreases when there is stress, unpleasant engagement, or concern in the workplace, and it increases when there is energy, excitement, or pleasure in the workplace.

The study conducted by Pennington and Richards (2016) explored the concept of teacher identity, specifically examining its connection to various facets of language instruction and its formation through practical experience and training. Van Lankveld (2017), Schoonenboom (2017), Volman (2017), Croiset (2017), and Beishuizen (2017) individually undertook a systematic review of the subject of teacher identities in higher education, afterwards engaging in a discourse on their discoveries. The inquiry conducted by the researchers revealed several discrete aspects that contribute to the formation of educators' senses of identity (De Ruyter & Kole, 2010). Based on the outcomes of their investigation, it has been revealed that the responsibilities associated with the position of a professor within a university environment are much more demanding than previously comprehended. The study by Miller, Morgan, and Medina (2017) examined the influence of identity work on the moral development of language instructors. The researchers investigated diverse educational programmes designed for language teachers to examine the potential insights into the strategies teachers employ to promote their students' self-development. The study done by Richardson and Alsup (2015) aimed to ascertain the professional identity of individuals engaged in online teaching. The study aimed to acquire insights from individuals' initial encounters with online education to enhance their capacity to offer mentorship to prospective educators (Ahmed et al., 2020). The study by Arpaci and

Bardakci (2016) examined the first formation of teacher identity among aspiring educators and their inclination towards cognitive engagement. The researchers determined that the first sense of identification that students experienced with their lecturers increased in direct correlation with their perception of the cognitive demands imposed on them. In their study, Stenberg, Karlsson, Pitkaniemi, and Maaranen (2014) investigated the theoretical foundations prospective educators would employ. The study's findings indicate that pre-service teachers have an enhancement in their perception of their professional identities as they progress through their training. In a study conducted by Hong, Greene, and Lowery (2017), an examination was conducted to explore the transformation of teacher identities during the transition from the role of student teachers to their initial years as fully-fledged educators in the classroom setting. The study examined three key aspects of identity: diversity versus unity, sociality versus individualism, and discontinuity versus continuity(Kerstin SylveÃn & Sundqvist, 2012). A longitudinal research was done to examine the temporal evolution of this component. Nguyen (2017) elucidates how a non-native English speaker successfully constructed her professional identity as an educator throughout her practicum experience in Australia. Dassa Derose (2017) claim that the teacher's self-perception is a crucial factor in predicting their retention in the teaching profession within the initial five years, as opposed to leaving the profession during this period. According to Bukor (2015), the construction of a teacher's identity is influenced not just by their personal experiences but also by their professional experiences. The method employed a comprehensive approach. The findings revealed that their childhood experiences and personal histories notably influenced the teachers' identities. The researchers in Akkerman and Meijer's (2011) study adopted a conversational strategy to identify teachers. Within this particular context, the notion of a teacher's identity encompassed both the personal and communal aspects and the cohesive and diverse elements. Furthermore, it encompassed all of these facets concurrently(Gobe, 2002). In her study, Izadinia (2014) undertook a comprehensive examination of the existing scholarly works about the process of cultivating one's professional identity as an educator. The researcher posited that this endeavour is of utmost importance in attaining proficiency in teacher training. Self-efficacy is examined as a plausible determinant of behaviour in several theoretical frameworks. According to the expectancy-value theory (Vroom, 1963; Wigfield & Eccles, 2000), individuals engage in specific behaviours based on the belief that such actions will enhance their likelihood of attaining a desired outcome. Vroom formulated the notion in question. If an individual believes in their capability to execute a task effectively, it is more likely that they will have a propensity to re-engage in that task. A comparable argument may be found in attribution theory, a psychological framework proposed by Weiner (1972), which posits that an individual's perception of responsibility for a specific event impacts their subsequent behaviour(Bahanshal, 2013). The argument presented resembles the one posited in cognitive dissonance theory(Ngala & Odebero, 2010).

Material ad Methods

The research design serves as the foundational framework guiding the investigation, acting as a meticulous plan for the research process. In this study, a mixed-method research approach, rooted in the phenomenology paradigm and adopting a post-positivist approach, is employed. The research design is crucial for systematically implementing various activities that align with the purpose and conditions of the investigation (Merriam & Tisdell, 2015). The research employs a mixed Quantitative-Qualitative data analysis method, following a two-phase Explanatory sequential design. This design involves an initial quantitative instrument phase followed by a qualitative data collection phase, where the qualitative phase builds directly on the results from the quantitative phase (Wisdom & Creswell, 2013). The study explores the relationship between teachers' self-esteem and professional commitment to intra-professional diversities in Private secondary schools, specifically in Lahore, offering curricula as prescribed by the BISE, Lahore.

The population for the study includes teachers from high and low-salary package Private secondary schools in Lahore. For the qualitative part, experts from Seasoned Teachers, Educational Managers, Members of Private Teachers' Professional Bodies, and Representatives of Directorates of School Education form the population. The sample for the quantitative part comprises 480 teachers, selected using a multi-stage cluster sampling technique, while the qualitative part employs non-probability purposive sampling with sixteen experts chosen. Instrumentation involves using established scales and tools such as the Scale for Professional Commitment of Teacher, Rosenberg's Self-Esteem Scale, and Ron Kadyschuk's Survey Questionnaire for Teacher Commitment. Reliability and validity are ensured through Cronbach Alpha, face validity, and content validity assessments. The procedure for data collection involves contacting and selecting schools, obtaining teacher details, and administering questionnaires. Experts are selected through criterion sampling for structured interviews. Descriptive and inferential statistical techniques will be applied for quantitative data, including Three-Way ANOVA and correlation analysis using SPSS 20.0. Qualitative data from structured interviews will be coded and analyzed through content analysis. Implications for policymakers will be drawn from the combined quantitative and qualitative data results, providing a comprehensive understanding of the research objectives.

Results and Discussion

Table 1
Self-esteem and Professional Commitments

		Sum of Squares	df	Mean Square	F	Sig.
it is through teaching that i get the true joy of my life.	Between Groups	22.863	4	7.621	9.953	.000
	Within Groups	272.593	477	.766		
	Total	295.456	479			
my domestic problems do not distract me from my duties as a teacher.	Between Groups	31.934	4	10.645	8.336	.000
	Within Groups	454.596	476	1.277		
	Total	486.531	479			
learning difficulties of my students automatically disappear with the passage of time.	Between Groups	9.693	4	3.231	2.655	.048
	Within Groups	433.282	476	1.217		
	Total	442.975	479			
i work hard as a teacher so as to win the best teacher award.	Between Groups	9.954	4	3.318	2.517	.058
	Within Groups	469.244	476	1.318		
	Total	479.197	479			
I come across problems in teaching for which there are no solutions.	Between Groups	44.002	4	14.667	8.755	.000
	Within Groups	596.398	476	1.675		
	Total	640.400	479			
I find nothing wrong in persuading students to take tuitions for getting better results.	Between Groups	8.113	4	2.704	1.810	.145
	Within Groups	531.884	476	1.494		
	Total	539.997	479			
if my student fail to understand the contents, i take it as something is wrong with my method of teaching.	Between Groups	33.369	4	11.123	7.355	.000
	Within Groups	538.406	476	1.512		
	Total	571.775	479			
i seek parents suggestions for improving the quality of education.	Between Groups	18.673	4	6.224	4.859	.003
	Within Groups	455.991	476	1.281		
	Total	474.664	479			

in the present condition in the country i find it difficult to remain fully commited to my teaching profession.	Between Groups	35.441	4	11.814	6.127	.000
	Within Groups	686.382	476	1.928		
	Total	721.822	479			
I keep my mind focused on the learning activities of my pupils.	Between Groups	4.546	4	1.515	1.879	.133
	Within Groups	287.054	476	.806		
	Total	291.600	479			
I get annoyed with those who down grade teachers.	Between Groups	69.131	4	23.044	12.422	.000
	Within Groups	660.425	476	1.855		
	Total	729.556	479			
My confidence in my profession is actually shaking.	Between Groups	73.415	4	24.472	14.269	.000
	Within Groups	610.540	476	1.715		
	Total	683.956	479			

Self-esteem and professional commitments are closely related to career success and job satisfaction. Self-esteem refers to an individual's perception of their worth, while professional commitments refer to their dedication to their work and career goals. Research has consistently shown that individuals with higher self-esteem are likelier to have higher job satisfaction and career success. This is because individuals with high self-esteem tend to have a positive self-image and are more confident in their abilities, which can lead to greater accomplishment and fulfillment in their work.

Table. 2
Teacher Self-esteem and Intra-Professional Diversity

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Seminars and conferences I attend make no difference in my teaching.	Equal variances assumed	12.097	.001	-4.126	350	.000
	Equal variances not assumed			-4.541	147.981	.000
i discuss my professional probles with my colleagues.	Equal variances assumed	23.598	.000	.023	350	.982
	Equal variances not assumed			.020	106.647	.984
I do not make any special efforts for attaining professional excellence.	Equal variances assumed	3.713	.055	-3.673	350	.000
	Equal variances not assumed			-4.340	170.122	.000
i do present paper in seminar and conferences held for teachers.	Equal variances assumed	2.180	.141	2.312	350	.021
	Equal variances not assumed			2.163	115.716	.033
I find nothing is lacking in my way of teaching.	Equal variances assumed	.622	.431	-5.338	350	.000
	Equal variances not assumed			-5.230	123.001	.000

i don not waste time in reading subjects other than my own subject.	Equal variances assumed	.364	.547	-2.447	350	.015
	Equal variances not assumed			-2.406	123.623	.018
I motivate my colleagues and friends to join literary drives.	Equal variances assumed	7.254	.007	-1.219	350	.224
	Equal variances not assumed			-1.127	114.166	.262
I ask my students to give their opinion abut my teaching.	Equal variances assumed	9.074	.003	1.078	350	.282
	Equal variances not assumed			.972	110.668	.333
I find that scope for excellence in teaching is limited.	Equal variances assumed	10.993	.001	.411	350	.682
	Equal variances not assumed			.372	111.454	.710
i adopt latest methodology in teaching.	Equal variances assumed	14.282	.000	-.200	350	.842
	Equal variances not assumed			-.175	107.130	.861
I am left with no time to go through educational magazines and journals.	Equal variances assumed	7.927	.005	-.711	350	.478
	Equal variances not assumed			-.673	117.585	.502
i try to make my teaching creative.	Equal variances assumed	.857	.355	-2.458	350	.014
	Equal variances not assumed			-2.369	120.261	.019

Teacher self-esteem and intra-professional diversity are two important concepts in the field of education. Teacher self-esteem refers to a teacher's belief in their own abilities, worth, and value as a teacher. Intra-professional diversity refers to the range of differences that exist among teachers in terms of their backgrounds, experiences, perspectives, and teaching styles.

Research has shown that teacher self-esteem can have a significant impact on teaching effectiveness, student achievement, and teacher retention. Teachers with high self-esteem are more likely to have positive attitudes toward their work, feel confident in their abilities, and be motivated to continue teaching. On the other hand, teachers with low self-esteem may feel less effective, experience burnout, and be more likely to leave the profession.

Table 3
Generalized Least Squares Estimates

			Estimate	S.E.	C.R.	P
I discuss my professional problems with my colleagues.	<---	Experience	-.072	.124	-.581	.561

Seminars and conferences I attend make no difference in my teaching.	<---	Experience	.275	.111	2.473	.013
I try to make my teaching creative.	<---	Experience	.308	.090	3.400	.000
I am left with no time to go through educational magazines and journals.	<---	Experience	-.035	.110	-.316	.752
i adopt latest methodology in teaching.	<---	Experience	.101	.113	.888	.375
I find that scope for excellence in teaching is limited.	<---	Experience	-.194	.126	-1.548	.122
I ask my students to give their opinion abut my teaching.	<---	Experience	.093	.101	.914	.361
I motivate my colleagues and friends to join literary drives.	<---	Experience	.127	.090	1.405	.160
i don not waste time in reading subjects other than my own subject.	<---	Experience	.207	.115	1.793	.073
I find nothing is lacking in my way of teaching.	<---	Experience	.227	.122	1.854	.064
i do present paper in seminar and conferences held for teachers.	<---	Experience	-.059	.099	-.596	.551
PC39	<---	Experience	.273	.092	2.971	.003

Generalized least squares (GLS) is a statistical method that can be used to estimate the relationship between two variables while considering the covariance structure of the data. GLS is particularly useful when the data violates the assumption of homoscedasticity (i.e., the variance of the dependent variable is not constant across all levels of the independent variable).

In the context of teacher self-esteem and intra-professional diversity, GLS can be used to estimate the relationship between these two variables while accounting for the potential effects of other factors, such as demographic characteristics, teaching experience, and school context. GLS regression model could be used to estimate the relationship between teacher self-esteem (the dependent variable) and intra-professional diversity (the independent variable) while controlling for other variables that may impact this relationship, such as age, gender, years of teaching experience.

Table 4
Model Teacher Self-esteem and Intra-Professional Diversity

|	
Number of distinct sample moments:	91
Number of distinct parameters to be estimated:	25
Degrees of freedom (91 - 25):	66

Result (Default model)

Minimum was achieved

Chi-square = 665.413

Degrees of freedom = 66

Probability level = .000

In the table 4 the results indicated that, the chi-square test was used to analyze the relationship between teacher self-esteem and intra-professional diversity. The chi-square value of 665.413 with 66 degrees of freedom and a probability level of .000 suggests that there is a significant association between these variables. Specifically, it suggests that there is a non-random pattern in the relationship between teacher self-esteem and intra-professional diversity, and that this relationship is statistically significant.
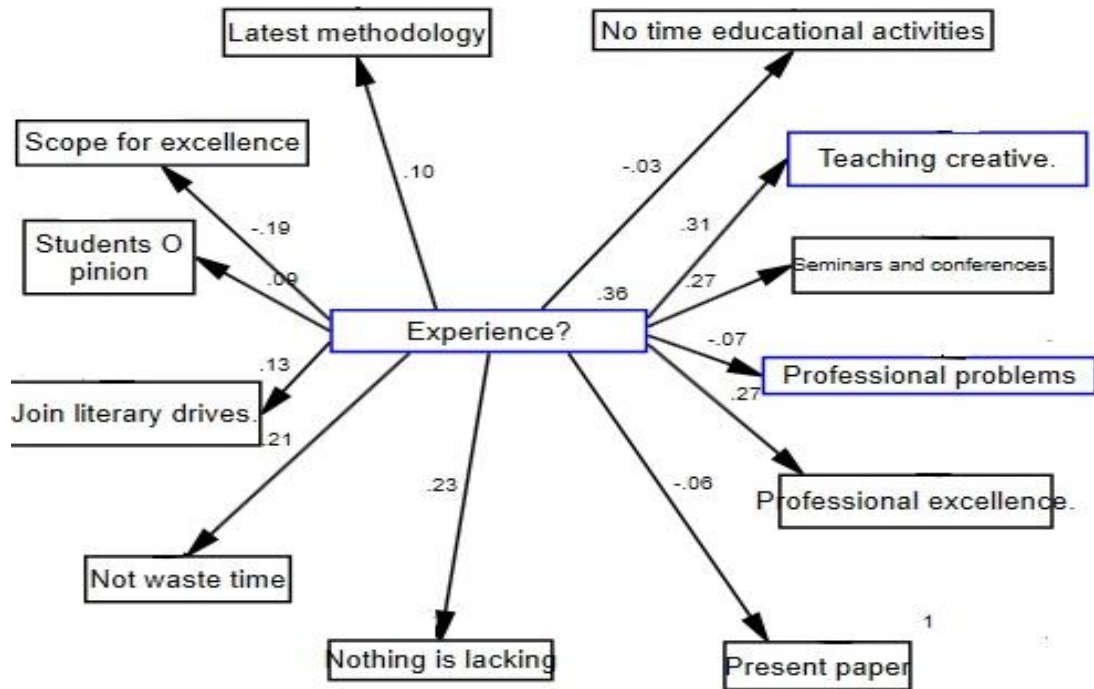
Figur 1 Correlation Teacher Self-esteem between Intra-Professional Diversity

A positive correlation coefficient indicates that higher levels of one variable are associated with higher levels of the other variable, while a negative correlation coefficient indicates that higher levels of one variable are associated with lower levels of the other variable. A correlation coefficient of zero indicates no relationship between the two variables.

Table 4(a)
Interrelationships among Teacher Professional Commitment and Intra Professional Diversity

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	What is your gender?	1.41	360	.493	.026
	Teacher Professional Commitment	43.6028	360	7.68680	.40513
Pair 2	What is experience?	1.29	360	.601	.032
	Intra Professional Diversity	44.5583	360	5.71583	.30125

The values of 0.26 and 0.032 that you mentioned likely refer to the standard error of the mean for the respective variables of gender and experience. The standard error of the mean is a measure of the variability of sample means that would be obtained from multiple samples of the same population. A smaller standard error indicates that the sample mean is more precise and reflects the population mean more closely.

Table 4(b)
Interrelationships among Teacher Professional Commitment and Intra Professional Diversity

		N	Correlation	Sig.
Pair 1	What is your gender? & Teacher Professional Commitment	360	.101	.056
Pair 2	What is experience? & Intra Professional Diversity	360	.133	.012

In your statement, the correlation coefficient for gender has a significance level of .056, which is slightly higher than the .05 threshold, suggesting that the relationship

between gender and teacher professional commitment/intra-professional diversity may not be statistically significant. However, the correlation coefficient for experience has a significance level of .012, which is below the .05 threshold, indicating that the relationship between experience and teacher professional commitment/intra-professional diversity is statistically significant.

Table 4(c)
Interrelationships among Teacher Professional Commitment and Intra Professional Diversity

		t-test Paired Differences							
					95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	What is your gender? - Teacher Professional Commitment	-42.18889	7.65284	.40334	-42.98209	-41.39568	-104.599	479	.000
Pair 2	What is experience? - Intra Professional Diversity	-43.27222	5.66751	.29870	-43.85965	-42.68479	-144.867	479	.000

The t-test is a statistical test used to determine whether there is a significant difference between two sample means. In your statement, it appears that t-tests were conducted to compare the means of teacher professional commitment and intra-professional diversity for different levels of gender and experience. The value of -104.599 that you mentioned likely refers to the t-value for the comparison between teacher professional commitment and intra-professional diversity for the variable of gender. Similarly, the value of -144.867 likely refers to the t-value for the comparison between teacher professional commitment and intra-professional diversity for the variable of experience.

Discussion

Individuals with high self-esteem are more likely to take on new challenges and opportunities, which can help them to advance in their careers and achieve their professional goals Table 1. They are also more likely to take risks, make decisions, and communicate effectively with their colleagues, which are important skills for success in any profession. On the other hand, individuals with low self-esteem may struggle with feelings of inadequacy and self-doubt, which can impact their commitment to their work and their ability to succeed in their careers. They may also be more hesitant to take on new challenges and opportunities and need help with decision-making and communication. Therefore, individuals need to build their self-esteem to enhance their professional commitment and success (Frederiks et al., 2015). This can be done through various means, such as seeking support and guidance from colleagues and mentors, setting achievable goals, and celebrating successes.

Intra-professional diversity can also have a positive impact on teaching and learning. Teachers from diverse backgrounds and have different experiences and perspectives bring a wider range of ideas, teaching strategies, and approaches to the classroom shown in Table .2. This can create a more inclusive and culturally responsive learning environment that meets the needs of all students. However, it is important to recognize that intra-professional diversity can lead to teacher challenges and conflicts (De Ruyter & Kole, 2010; Pursio et al., 2021). Differences in teaching styles, communication styles, and cultural backgrounds can sometimes create misunderstandings or tensions that affect collaboration and teamwork. Therefore, schools and districts need to provide professional development and support to help teachers navigate these challenges and work together effectively.

In table .3 If there is a positive relationship between teacher self-esteem and intra-professional diversity, the data points on the graph would tend to cluster around a diagonal line that slopes upwards from left to right. This would indicate that higher levels of intra-professional diversity are associated with higher levels of teacher self-esteem. However, the data points may not be perfectly clustered around the trend line, as there may be individual differences in the relationship between the two variables. For example, some teachers may have high self-esteem regardless of the level of intra-professional diversity, while others may be more sensitive to the level of diversity in their professional environment (Eika et al., 2015).

Generalized least squares (GLS) is a statistical method that can be used to estimate the relationship between two variables while considering the covariance structure of the data. GLS is particularly useful when the data violates the assumption of homoscedasticity (i.e., the variance of the dependent variable is not constant across all levels of the independent variable). The GLS model would allow for the estimation of a regression coefficient that represents the strength and direction of the relationship between teacher self-esteem and intra-professional diversity(Ndu, Ikechukwu Chukwuogor, Chiaku Arize, Augustine Malindretos, 2019), while also accounting for the covariance structure of the data and controlling for other potential confounding variables(Schneider, 2016).

Chi-square is a statistical test used to analyze categorical data and determine whether there is a significant association between two variables. The degrees of freedom (df) in a chi-square test refer to the number of independent pieces of information that are used to calculate the test statistic. The probability level (p-value) represents the likelihood of obtaining a test statistic as extreme as the one observed, assuming that there is no association between the variables being analyzed.

Correlation is a statistical measure used to assess the strength and direction of the linear relationship between two continuous variables. In the case of teacher self-esteem and intra-professional diversity, a correlation coefficient can be calculated to indicate the extent to which changes in one variable are associated with changes in the other. To calculate the correlation coefficient between teacher self-esteem and intra-professional diversity, a statistical software or calculator would be used. The resulting correlation coefficient would range from -1 to +1, with values closer to -1 or +1 indicating a stronger correlation.

Without additional information about the specific statistical analysis, it's difficult to provide a more detailed interpretation of these results in mentioned table 4.4 . However, it appears that the analysis found some relationship or association between teacher professional commitment and intra-professional diversity based on the variables of gender and experience(Cruz & Sawchuk, 2021).

Conclusion

In summary, self-esteem and professional commitments are closely linked, with higher self-esteem leading to greater dedication and success in one's career. By building self-esteem, individuals can enhance their commitment to their work and achieve greater success in their careers. In summary, teacher self-esteem and intra-professional diversity are both important factors that can impact teaching and learning in positive and negative ways. By fostering a culture of respect, collaboration, and support, schools can maximize the benefits of both concepts and create a more positive and effective learning environment for all students.

By using GLS to estimate the relationship between teacher self-esteem and intra-professional diversity, researchers can better understand the complex factors that influence teacher well-being and professional development. This can inform policy and practice to promote positive teacher outcomes and improve student achievement.

A figure showing the relationship between teacher self-esteem and intra-professional diversity can provide valuable insights into the factors influencing teacher well-being and professional development. By understanding the complex relationships between different variables, policymakers and educators can work to create more supportive and inclusive professional environments that promote positive outcomes for both teachers and students.

However, it is important to note that while the chi-square test can detect an association between variables, it cannot establish causality. Further research would be needed to determine the nature and direction of the relationship between teacher self-esteem and intra-professional diversity.

Overall, assessing the correlation between teacher self-esteem and intra-professional diversity can provide insights into the potential relationship between these variables. However, it is important to note that correlation does not imply causation and further research would be needed to determine the nature and direction of the relationship between these variables.

It is important to note that statistical results should always be interpreted in the context of the research question and data analyzed, and that correlation does not necessarily imply causation. Further research would be needed to establish the nature and direction of any potential relationships between these variables. It is important to note that correlation does not necessarily imply causation. Further research would be needed to establish the nature and direction of any potential relationships between these variables. However, the results suggest that experience may be more influential than gender in the relationship between teacher professional commitment and intra-professional diversity.

Recommendations

- Implement regular training and professional development workshops to enhance teachers' self-esteem and confidence. Focus on skill development, classroom management, and innovative teaching methods.
- Foster a supportive, inclusive work environment that recognizes and values teachers' contributions. Encourage a culture of mutual respect and collaboration among staff.
- Establish mentorship programs where experienced teachers can guide and support less experienced colleagues. Facilitate peer support groups to share best practices and provide emotional support.
- Develop a system of recognition and rewards to acknowledge outstanding teaching performance and commitment. Regularly celebrate achievements and milestones to boost morale and self-esteem.
- Implement constructive feedback and appraisal systems that focus on personal and professional growth. Provide regular, balanced feedback that highlights strengths and areas for improvement.
- Offer teachers access to counselling and psychological support services. Address stress, burnout, and work-life balance to enhance overall well-being.
- Advocate for policy reforms that ensure fair compensation and job security for teachers in private secondary schools. Ensure that teachers' rights and benefits are protected and upheld.
- Promote diversity and inclusion within the teaching staff. Encourage hiring practices that reflect a diverse range of backgrounds and experiences, enhancing the richness of the educational environment.
- Increase community and parental involvement in school activities. Build strong partnerships to create a supportive network for teachers and students alike.

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