An investigation into Dichotomy of Teachers' Professional Inputs and Parents' Satisfaction in Public Sector Schools

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Abstract

Teachers' professionalism is a backbone of school culture. The parents, whose children experience the school's culture, determine their level of satisfaction. Therefore, a school is a place where teachers' professional level affects not only its own culture but also determine parents' dissatisfaction. Our study explores teachers' professionalism which shapes up school's culture that consequently make the children's parents dis/satisfied about schools. We used exploratory design for collecting qualitative data to achieve the objectives. Thematic approach was used for analyzing the data. An interview protocol was developed as a research instrument and by using purposive sampling data were collected from 10 teachers and 05 parents. The results concluded that majority of the primary school teachers seem us less professional which ultimately puts adverse effects on school culture and also makes the children's parents less satisfied. The study recommends that school culture of our primary schools need to be improved by developing professionalism among teachers through introducing them professional courses in their in-service training programs, up grading their status for making a teaching profession more attractive for the mass of people in Pakistani society.
Keywords: Professionalism, School, Culture, Parents, Teachers

Introduction

After seventy-four years of independence our education system is still a complete failure. We have lost the confidence of people in public institutions, especially at primary level. No one, even the teachers themselves are not ready to send their children to public schools. Only those people send their children to government schools, who cannot afford to pay any amount of fee.

There are several reasons behind this failure. The most important reason is the negligence of government in developing and enhancing teacher professionalism. Priorities of governments are other areas (infrastructure, electricity and furniture etc.) of education system and we have made considerable progress in these areas. "Budget allocation related to infrastructural activities is sufficient. In these infrastructural activities include buildings of new schools and colleges, building of new rooms and providing of missing facilities in already established institutions" (Asian Development Bank, 2019: p.37). Further, an improved National curriculum 2006 was provided to all provinces for implantation. This new curriculum follows the pattern of students learning objectives. It also facilitates textbook developers and teachers with assessment and teaching strategies. It also focuses on providing students life skills in different areas of learning.

The review of the documents clearly shows that we have made progress in the areas of infrastructure and curriculum. Despite these improvements our education system is still underdeveloped. Rather we are going backward. The main reason that we are not taking advantage of all these provisions is that we are not enhancing teacher professionalism. Although, all these things are important, yet we cannot ignore the importance of teacher in the education system, "Research at international level clearly indicates that a devoted teacher has a lot more impact on leaving of students instead things like infrastructural facilitates and minimizing class size" (Asian Development Bank, 2019: p.65).

The study attempted to explore teacher's professionalism in primary public sector schools in Sargodha which is one of the divisions of Punjab province, Pakistan. The researchers investigated

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how poor professionalism reflected through teachers' attitude and practices disconnected children from schools. This phenomenon resultantly enhances the dissatisfaction level of parents towards public sector schools in Sargodha-Pakistan.

Research Objectives:
1.   To analyze professionalism among primary school teachers.
2.   To determine the effect of professionalism of primary school teachers on school culture.
3.   To examine the effect of professionalism of primary school teachers on parents' satisfaction.

Research Questions:
1.   What is the level of professionalism among primary school teachers?
2.   What is the effect of professionalism among primary school teachers on school culture?
3.   What is the effect of professionalism among primary school teachers on parents' satisfaction?

Literature Review

Professionalism

First of all, we try to define profession, and in this regard, we need to keep in mind that we do not have an exact definition of profession. There are many different definitions of the term available and each of them gives a different look of the term. Australian Council of Profession (2003) defines profession as "a profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves our as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others." In the simplest words, teaching is the activity which is done by people. We see that education is a broad activity and in this broad activity of education teaching may not have a great value. But if we take teaching separately we acknowledge that teaching is a very important activity. So, keeping view the importance of teaching we define it in terms as in result of teaching we have, "learning". Learning is a very prominent result of teaching and we cannot define teaching without learning. According to (Bryan, 2004), good teaching is the result of having an attitude as well as an aptitude towards learning and also having behavioral skills with regard to political and professional educational paradigm of the day. For effective teaching research shows that the question, "know- how" is very important. It is said that teaching can be done effectively and incidentally and good teaching may not require technical expertise. It is true to some extent that too much technical approach, results in only mechanical and a vague activity.

One of the most important qualities of teaching profession is that of self- freedom. Balthazard (2015) while reflecting on successful professionalism, explained that working of professionals should have freedom of opinion and decision- making power, and teachers should also be free of any external pressure.

School culture

Organizational culture can be defined as beliefs, values, norms, attitudes of people and way of life and working in an organization through which different which different aspects of the school culture can shaped and managed so that the tasks of the organization can be completed in the most efficient way (Suharningsih and Murtedjo, 2017). The data collected by Ohlson et al. (2016) showed the relationship between school culture and students' achievements. Ohlson et al. (2016) found that collaboration among teachers is a main factor in raising students, performance. Members of the school staff, when work together, can share skills, knowledge, ideas and can end individualism. In this way staff in a school with a positive school culture will be able to work collaboratively with parents and other community members and as a result can enhance students' learning. In another study Banerjee, Stearns, Moller and Mickelson (2017) concluded that collectively all parts of school culture such as: teacher collaboration, teacher professionalism, and teacher's relations with community enhance students' learning especially in math.

Goess and Smith's study (2018) showed that a school culture with the quality of sacrifice ensures the safety of the school. Where students are given the opportunity to take the responsibility of completing different tasks, it helps in building positive dependable relations between students and teachers and in this way both of them start taking calculated risks in their lives (Goess & Smith, 2018). In any school the most crucial thing is to create a collaborative school culture which is based on, confidence and teachers' abilities, it also helps in building attitude of teachers towards teaching

(Cheng, 2017). Balker (2015) reported that in order to realize CPD as a key factor of school culture, teachers participated in conferences, seminars and training courses.

Parents' Satisfaction

Parents can guide teachers about the strengths and weaknesses of their children in school and classroom. They behave and support their children as they are the advocate of their children and in this way they make it confirm for teachers that every possible need of their children will be fulfilled. The way parents can realize about the matters of children in the classroom, teachers cannot get as clear picture of things and this comprehension of the children's matters in the classroom when are told to teachers, it helps for the better learning of students. Moreover parents also behave as teachers and become partners of teachers in educating students. Teachers also rate the contribution of parents in the education of their students at home and those parents who are found more involved in the education of their children, teachers found that children excel in learning too. Parents also collaborate with teachers in many other ways in order to share information about the learning of their children such as through messages and through written note on notebooks constantly. In this way teachers and parents collectively are able to enhance learning opportunities for students (Friend & Bursuck, 2002).

Theoretical Framework of the Study

The present study has its roots in the theory, "Gardner's Conceptualization of Self- Renewal". Gardner (1963/1981) wrote a book with the title of, "Self- Renewal: The Individual and the Innovative Society". In this book he writes qualities of a self- renewing person. He writes that a person who believes in life- long learning poses a strong character and self- determination. He further states that self- renewing persons have qualities of continuously learning, curiosity to know about things and strong decision-making power in difficult situations, believe in self- accountability, ready to accept defeat, ready to take risk, constructive approach towards others in relation building, ability to see things from different angles, and poses strong determination to complete the tasks assigned to him himself and by others.

The self- renewing person poses a real, "framework or system inside him in which continuous/ regular developments, renewal and rebirth can take place" (p. 5). He narrates this system by representing a balanced ecological framework in which, some things have fully developed, some are growing and some are also dying out. This can be matched with three elements of teacher education prescribed by Schlechty and whitford (1983). (1) The setting up functions (developing new projects, technologies or strategies); (2) The upgrade functions (spreading information, improving execution capacities, refining existing abilities); (3) The maintenance functions (assessing consistence with schedules, supporting mode, methods of working, shielding from outside impact). It looks that the first two elements are necessary for to develop and to make a way for the third one, which is more durable. It is the adjustment within the framework which allows things to develop.

Significance of the Study

Professionalism is a very crucial variable. We very often think that what are the reasons teacher professionalism should be a deep concern for the governments. In order to answer this question we have to look back in the history of teacher professionalism to the very basic times when this education system started formally. In the beginning the education system was not well planned and progressed. Educators had only need to do the work was to deliver the lessons about the knowledge they had and didn't bothered about quality of education (Cuban, 1984; Curtis, 1988).

So the concept of teacher professionalism is different with the passage of time. The idea of teacher professionalism has been understood in different ways through its development in the four phases from the pre-professional times to the post-professional times in English community and nations (Hargreaves, 2000). In pre-professional times schools were only considered to provide very basic historical concepts. That's why teacher needed a very limited kind of knowledge in order to be a teacher. Education required for teachers before joining teaching profession was that they should know about the basic role of a teacher in emotional intelligence, social intelligence and epistemology and however he hadn't to disturb the theoretical perspective (Fajet et al., 2005; Smith & Lev-Ari, 2006; Cornu & Ewing, 2008). Pre-professional era was altogether separate from autonomous professional era, that was presented the quality of it's individuality with respect to teaching act and it's unique continuity which was essential to bring new things in education became the main focus this period. This was done through spending money in education which increased gradually as technology and knowledge increased. However in order to improve modernism in education restricted the oneness of

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teacher. Changes related to teaching methodologies were essential to adopt and this posed many challenges for teachers (Olson, James, & Lang, 1999; Hargreaves, 2000). In order to successfully implement this concept of teaching the idea of teacher professionalism originated. Moreover teachers' own concept of teacher professionalism was shifted to teacher development that shows that teachers understood the concept that teachers had to improve their quality in order to fulfill the educational needs (Ifanti & Fotopoulopou, 2011). Curriculum change poses many great questions and cooperation at the collegial level among teachers in a great way to answer these questions (Olson, James, & Lang, 1999).

Moreover in order to enhance learning process and professional growth of teachers it has been a great motivation, although it also highlighted ethical and faithfulness related problems and however (Campbell, 1996), it clearly indicated that teacher professionalism related to collaboration teachers is a great way to improve teacher professionalism journey (Ponticell, 1995). Yet, depending more on colleagues teacher's own professionalism was declined. For the development of education teacher professionalism is very necessary. So, teacher professionalism gave life to new period of education system (Hargreaves, 2000).

So, we have entered in post modern phase of teacher professionalism in which teacher needs to have a very professional and democratic attitude, which also show that teacher needs to have many skills and knowledge (Hargreaves, 2000). The most important function of this teacher professionalism is that a teacher should be humanistic in nature and should include parents and students in decision making process (Whitty, 2006).

Organizational culture can be defined as a structure of standards, rules, way of life, beliefs and approaches apprehended by participants of the organization in which all aspects of the organizational culture can affect and form the performance of its members in carrying out the tasks of the organization (Suharningsih and Murtedjo, 2017).

The education of a child with can be a source of substantial concern to parents. There may be worry in relation to school location decisions, and sometimes challenging process that can accompany these, or in terms of relationships with school itself. The levels of classroom support provided and the attitudes and conducts of teachers, other staff and peers are all potential sources of dissatisfaction to parents. This study is concerned with parental attitudes to education and satisfaction with their child's education.

Methodology

The study was qualitative in nature and used exploratory research design. According to Heppner & Heppner (2004), ontologically qualitative research takes multiple realities and is socially and individually constructed. On epistemological basis it is also very much interactive. Qualitative research approach gives the researcher a chance to be involved more and more in natural situation. This gives a chance to come up with rich insight of the participant's real world. In order to explore teacher professionalism among primary school teachers and to analyze its effect on school culture and parent's satisfaction in Sargodha, qualitative research was used in order to gather clear and accurate data about professionalism among primary school teachers and its effect on school culture and parent's satisfaction. The population for this study was comprised of all the primary school teachers, students and parents in District Sargodha, Punjab. The sample for the study was 15 participants total in number. From these 10 were teachers, and 05 were parents. Purposive sampling technique was used to draw the sample

Research instrument is the any research tool that a researcher develops to collect the required data for the study from the selected sample taken from the population. It plays perhaps the most important role in the research study. The more precise and accurate the research instrument is the more comprehensive research study would be. It takes a lot of effort and energy to develop an ideal research instrument. Keeping in view the nature of the study an interview protocol was developed as a research instrument. The interview protocol comprised on interview questions for teachers, and parents on: teacher professionalism, school culture and parent' satisfaction, separately. Interview protocol was validated through expert opinion. According to expert opinion interview questions for teacher professionalism were rearranged under three sub- headings of: climate, effect and satisfaction, and over lapping among questions was also minimized. Similarly for ensuring the reliability of the instrument, the interviews were conducted from three teachers and two parents as a piloting. These teachers and parents were not included in the sample of the study. We analyse the themes and check

the consistency among the expressions of the teachers as well as parents on professionalism, school culture and satisfaction level. The more consistent focus expressed by teachers and parents were considered and as per line with this consistency, the interview protocol was readjusted accordingly.

Data Analysis

Data analysis process started from the transcribing interviews into written document. After this researcher did coding process. For coding researcher wrote the original data on half left side of the page and on the half right side of the page researcher wrote coded data in capital letters. For coding researcher used In Vivo coding technique. In vivo's actual meaning is "in that which is alive", as a code it means a word or phrase from the actual qualitative data which has been recorded and transcribed, "The terms used by the 'participants' themselves" (Strauss, 1987, p. 33). After coding data researcher made categories of the coded data. Researcher read the data in the categories again and again until themes emerged from the data.

Data Analysis and Interpretation

To interpret qualitative data thematic analysis was used. Braun & Clarke (2006) defined thematic analysis as, "A method for identifying, analyzing and reporting patterns within data." (p. 79).

Analysis and Results:

Theme 1: Non-Professionalism

To analyze data researcher extracted the major themes from the data based on the objectives of study. Here is the detail of themes and research question regarding 1st objective:
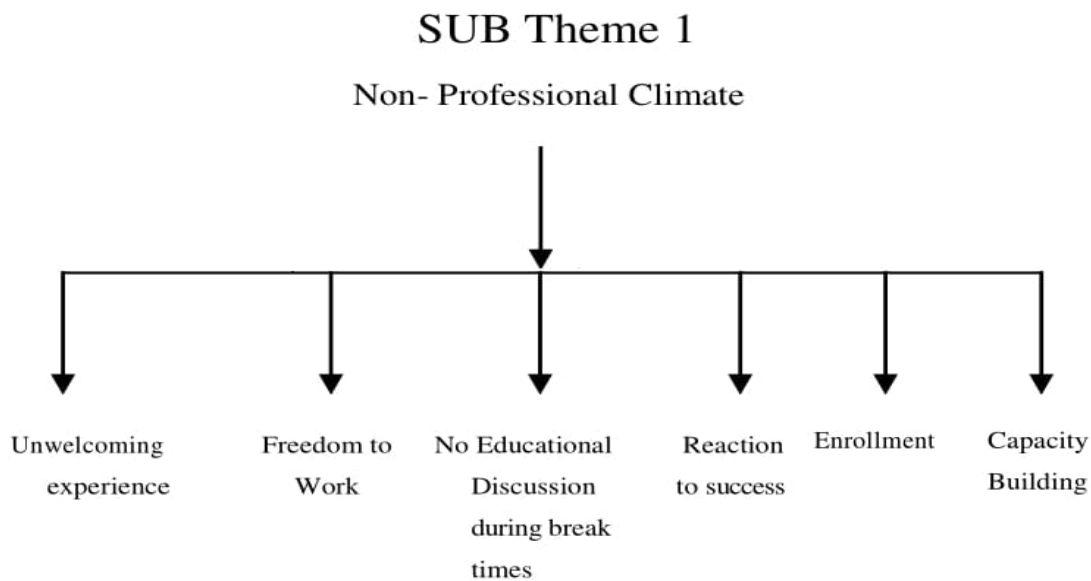
Objective No. 1: To explore professionalism among primary school teachers.

Research question based on the above objective

1.   Do all primary school teachers possess high professionalism?

Non-professionalism was the 1st major theme of the study which was further divided into following three sub-themes: non-professional climate, effects of non-professionalism and fish out of water.

Subtheme 1: Non- Professional Climate:

SUB Theme 1

Non- Professional Climate

| Unwelcoming experience | Freedom to Work | No Educational Discussion during break times | Reaction to success | Enrollment | Capacity Building |

In order to explore professionalism among primary school teachers, sub-theme 1 non-professional climate was further divided into six parts: a) unwelcoming experience, b) freedom to work, c) no educational discussion during breaks, d) no, celebration of success, e) enrolment and f) capacity building.

As a whole teachers' perception about professional climate is not good. When asking about different dimensions of professional climate teachers' response towards these dimensions was highly non-professional. Teachers' attitude towards newly inducted teachers was found to be very negative, those teachers who want to work have freedom to decide whatever they want to teach to students inside the classroom but at the same time some exceptions are still there. During break times teachers' never discuss about the education related issues, teachers reaction towards the success of their colleagues is limited to only saying congratulations, teachers' in government primary schools never

even talk about quality enrolment and there is no concept of self-renewal among primary school teachers.

Sub- theme 2: Effects of Non-Professionalism
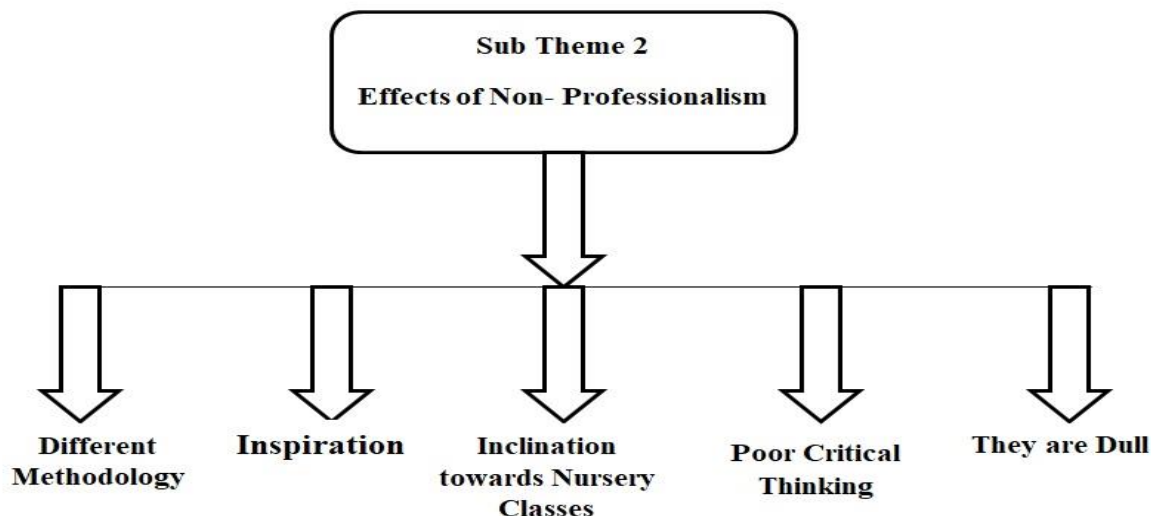
This sub- theme of non-professional effect was further divided into five parts: a) different methodology, b) no inspiration, c) poor inclination to nursery class, d) poor level of critical thinking, e) they are dull.

We can conclude that it is not a healthy sign of professionalism among teachers that they have negative attitude towards students with respect to their learning abilities. Only one teacher was of the view, "Students have different IQ level. There are some gifted students with IQ level of one hundred and above and there are some mentally retarded students with IQ level of seventy and below. So in this situation we cannot say that every that every child can learn with equal pace." Majority of teachers who were interviewed in the study were of the view that teachers in public primary schools believe that these students are dull. In order to support this argument the quote of participant 4 is presented again, "Yes I believe that every child can learn, but teachers of the opinion that these students cannot learn." It shows that teachers' response that they believe in every child can learn is biased and if we take independent opinion the reality is that teachers are of the opinion that these students cannot learn. It is also a fact that children of these poor families have so many hurdles in their education career. It is very difficult for them to continue their life- long. Most of them leave their studies in the very beginning. In these hurdles, one is the attitude of teachers towards students that these students cannot learn.

Sub- theme 3: Fish out of Water
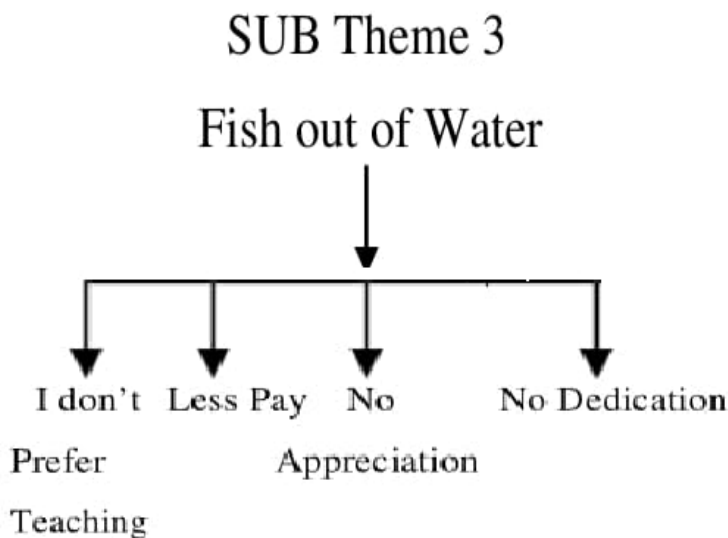
We can conclude that overall perception of the participants of the study who participated in the study were of the view that teachers do not teach after school hours. If a person is satisfied with his profession he has every reason to work after the working hours. Those teachers who work after school hours voluntarily can be called devoted teachers. These teachers do not feel sorry for joining teaching profession. Due to low scale of primary school teachers very often teachers feel shame while introducing themselves as primary school teachers in public gatherings. But those are determined and love their profession do not take these things into account, but they are very less in number. The remarks of participant 4 can be helpful in drawing the overall picture of the phenomenon, "No, teachers according to my experience do not teach after school hours. Instead, they leave the school five minutes before ending time. They do this mainly because they want to be out of school gate before students. They think that if students gathered at the gate then there would become rush on the gate and it would become difficult for them to get out of the gate quickly. They do not want children to create any hindrance in their way at the time of closing."

In summary we can say after interviewing all ten participants about the all three sub- themes: Professional climate, professional effect and professional satisfaction of professionalism. It was found that overall primary school teachers were found highly non- professionals. Their perceptions about different dimensions of professional climate, professional effect and professional satisfaction were negative. Majority of teachers responded negatively to the questions asked from them about professional climate. Similarly most of the teachers were not having good ideas about professional effect. Teachers who were interviewed in this study were having negative perceptions about professional satisfaction too.
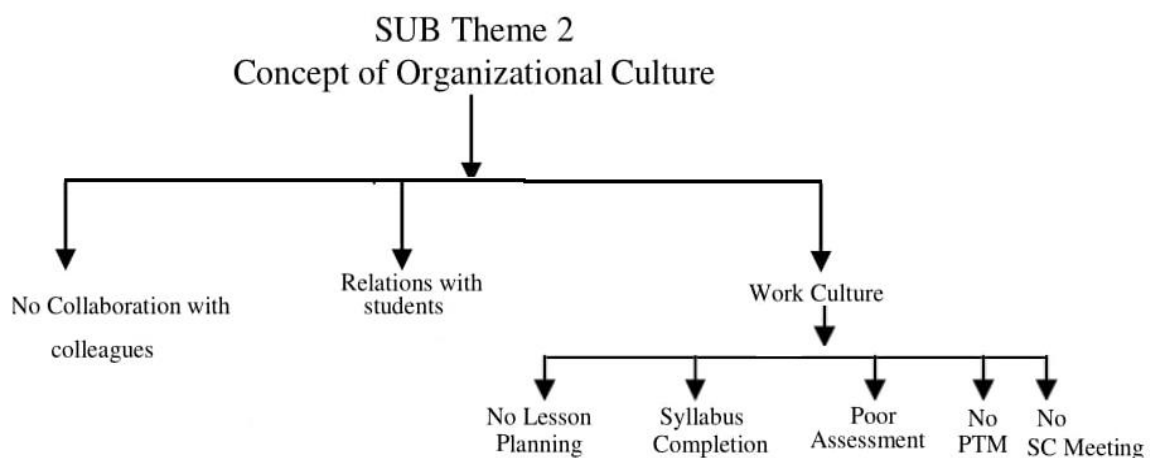
Theme 2: Poor School Culture

Research question 2: Do all primary school teachers have the concept of organization and organization culture?

Sub- Theme 1: concept of organization:

Participants of the study were asked about the concept of organization. Eight out of ten teachers who participated in the study did not have clear concept of organization. Only two participants were having concept clarity regarding organization. Participant 6 was having some educational background related to business studies and similarly participant no. 9 was having job experience of a private organization who knew about the concept of organization. Unfortunately, all remaining teachers answered this question as "I don't know anything about it."
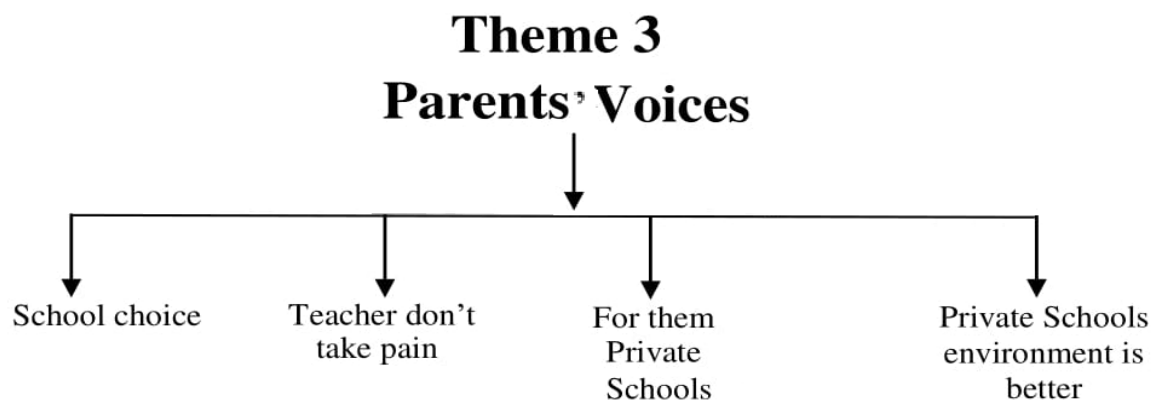

We can conclude that there is not any work culture present in our schools. The relationship between teachers and students as well as teachers collaboration with colleagues is not good. It means

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that teacher professionalism effects negatively on school culture. The researcher also tried to know about teachers' concept of organization and organizational culture. Teachers in our government primary schools do not possess the concept of organization and organizational culture.

Theme: 3 Parents' Voices

Theme 3
Parents' Voices

| School choice | Teacher don't take pain | For them Private Schools | Private Schools environment is better |

We can conclude from the responses of our respondents that we want to get government jobs but we do not want to work in government institutions. When, we receive permanent orders of government jobs, we think that now no one can dismiss us from service. We stop working in government jobs. Here we can quote the response of participant 5, "In government schools teachers are more educated than private schools. But they do not give their hundred percent. In private schools teachers behave with student in decent way. This is because they have to sustain students where as in public schools teachers do not care for students. In private schools Standard Operating Procedures (SOPs) are observed where as in public schools SOPs are ignored. Especially in public schools SCs are not active."

Findings:
1.   After analysis of data it was found that professional climate of public sector primary schools was not conducive for teachers.
2.   Senior teachers instead of guiding new teachers create hurdles in the ways of new teachers.
3.   It was found that there was no collaboration among teachers.
4.   Majority of the teachers were having the opinion that they were not satisfied with teaching profession and if they had a better opportunity they would have left teaching profession.
5.   Overall it was the opinion of the majority teachers that there was highly non- professional environment in the public sector primary schools.
6.   It was found that majority of the teachers did not have any concept regarding organization and organizational culture.
7.   Majority of the teachers were having opinion that non-professional behavior of teachers put negative effect on school culture.
8.   It was found that non-professional attitude of teachers put negative effect on parents' satisfaction because majority of the parents were of opinion that teachers did not take pain while teaching at primary level.

Discussion & Conclusion:
According to Carter and Francis (2001), it was routine of senior teachers to assign those classes and students to new teachers which they did not want to teach. In the present study researcher also found similar kind of routine with senior teachers of government primary schools who were not willing to teach nursery class. Those senior teachers who do not teach, they are not only doing their own work but they also stop other teachers from doing their work (Banfield, Richmond & Michroskey, 2006). Results from the data of present study also show that those senior teachers who do not work also create hurdles in the ways of new teachers so they that they cannot complete their work easily and ultimately leave working. According to research on school effectiveness in Germany collaboration among teachers was not frequent. (Terhart, 1997; Ditton, 2000). In the present study it was found that there was no collaboration among teachers in government primary schools. Teachers told that they were not satisfied with their job, few teachers showed satisfaction with their profession in Uganda

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(Ministry of Education and sports, 2013). Similarly, results of our study also showed that teachers are not satisfied with their profession.

Lee and Li (2015) through their research concluded that to achieve maximum results from teaching, collaborative work culture is of significant. The head teacher plays a very important role in developing this culture. The results of the study showed that there are not proper authorized head teachers working in our public sector schools. This is one of the main reasons of poor culture of our primary schools. If we want to enrich our primary schools culture we should appoint proper authorized head teachers in our primary schools.

The overall trend of people towards governments was found to be less (Walberg, 1985). Majority of the participants of the present study responded that they send their children to private schools; because, they have lost their satisfaction with government schools. From the above findings it was concluded that majority of teachers were non-professionals. There was a non-professional climate prevailing in government primary schools. Senior teachers in order to maintain non-professional culture in government primary schools treat new teachers in a way that they enforced new teachers to become a part of that non-professional culture. Effects of non-professionalism among primary school teachers were negative upon teachers and students. Teachers were also found to be dissatisfied with their profession. Majority of teachers in government primary schools were having no idea related to organization and organizational culture. Overall whole school culture and especially work culture was effected negatively from the non-professionalism among primary school teachers. There was no education related activity going on in government primary schools. Teachers come to schools just to pass time. This poor school culture along with non-professionalism among primary school teachers were affecting negatively on parents' satisfaction. Majority of the public including teachers working in government primary school have lost their satisfaction with government primary schools.

Recommendations:

On the basis of above findings and conclusions following recommendations were made:

1. It is recommended that to improve professionalism among primary school and to keep teacher' knowledge up to date with the latest syllabus; in-service teachers' training courses should be started by the government.
2. Parent-teacher meetings should be conducted on the regular basis for the purpose of improving parent's satisfaction and student behavior at school.
3. The quality of professional courses for prospective teachers should be enhanced up to international standards.
4. In order to make teaching profession attractive for new teachers, salaries of already working teachers should be increased up to maximum level.
5. In order to equip prospective teacher with the ability to cope with the challenges of new job and organization subject related to Organizational Theory and Behavior should be included in professional programs of teachings e.g. BEd and MEd etc. So that after completing professional education prospective teachers should have knowledge about positives and negatives of the organization where he is going to serve.
6. It is recommended that instead of time table enforced by senior teachers upon young teachers; time table should be designed on central basis system from the department which should be based on the qualification, expertise of teacher and equal workload.
7. There should be an authorized head teacher in each primary school in order to make better decisions and improvement in collaborative culture.
8. It is recommended that student teacher ratio should be sustained for the purpose of equal work load by implementing rationalizing policy.
9. It is recommended that teacher should be transfer to new school after at least three years to reduce pressure groups and senior teacher group's factor.

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