

Exploring the Correlation between Attitude of School Management and Uncertainty Intention among Private School Teachers in Swat, Khyber Pakhtunkhwa, Pakistan

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Original Article

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Abstract

The study was conducted on the topic of "Exploring the correlation between Attitude of School Management and Uncertainty intention among Teachers. The Study was carried out of Selected Private Schools in Swat District, Pakistan". The main objective of the study was to identify the factors instigating the private schools' teachers for their Uncertainty intention among teachers. The data was collected from teachers by adopting multi-stage sampling technique. In the 1st stage, 10 schools were selected by using purposive sampling, followed by quota sampling to give equal representation to male and female teachers from each school, making the total sample size of 100. In each sampled gender, randomization was applied. The nature of the study is quantitative and questionnaire was used as tool of data collection from the respondents. Bi-variate analyses were carried out to determine the association between dependent and independent variable. The result of chi-square shows a highly significant ($P=0.000$) association between the statement that management incompetency dealing with teachers problems and Uncertainty intention. The findings of the research show significant association between attitude of school management and dependent variable i.e. Uncertainty intention. The study recommends that the government needs to evolve a cogent policy to facilitate private schools teachers at par with public sector schools teachers, and also ensure its implementation in letter and spirit.

Keywords: School Management; Uncertainty intention; Teachers; Private Schools; problems of Teachers

Introduction

To overcome teachers' intention to leave, administrative support is crucial. The term "administrative support" refers to the assistance that principals and other influential school teachers provide to teachers in order to help them become better teachers. According to Hirsch & Emerick (2007), numerous studies demonstrate a significant connection between administrative support and teacher retention. According to Ladd (2009), teachers' positive perceptions of school leadership are more crucial to their retention in schools. Waters and co. According to (2003), school leadership fosters a sense of community, organizes school events, supplies teachers with the resources they require, and advocates for schools. The intention to leave a teaching position is influenced by teachers' interpersonal and professional relationships. Allen's Worth and Others (2009) identify trust as a crucial quality in working relationships that fosters a sense of security and encourages open communication with coworkers for advice on professional skills and other school-related issues.

The intention to pursue a better career or dissatisfaction led 42% of teachers to quit their jobs. In a similar vein, the lowest pay, a lack of administration support, issues with student discipline, and a lack of staff influence over decision-making are the most frequently cited reasons for leaving the teaching

profession. According to Ingersoll (2001), these findings are extremely consistent with previous research findings.

The factors that influence the turnover process have been highlighted by a number of researchers (Johnson et al., 2006). In a similar vein, Guarino et al. (2006) identified the following personal and organizational factors that contribute to teacher turnover: pay, teachers' access to school facilities, accountability pressure, and unclear school goals. Teachers' intentions to leave their positions are also influenced by their working conditions. The resources available to teachers, the size of the class, issues with student discipline, and typical labor issues are all referred to as "working conditions." such as worries about health and safety, the autonomy of teachers, the leadership of the principal, and professional development (Jacob & Lefgren, 2004). Overall working conditions, such as the structure of workers' compensation, the level of managerial support for new employees, the extent of organizational conflict, employee involvement, and influence over organization policy and practices, have a significant impact on teachers' connections to organizations (Ingersoll, 2001). When teachers realize they have more autonomy, they are more likely to stay in schools and are more satisfied with their work (Johnson et al., 2006). Allensworth and others a study by (2009, 2009) found that teachers are willing to remain in schools where they believe they can influence and control school policy.

Pakistan's private education system has been around for a long time. Even before Pakistan gained its independence, the country was home to many private educational establishments. From 1947 to 1972, Pakistan's big cities were the only places where elite families could send their children to private schools, which taught them to be educated. Under the late Zulfikar Ali Bhutto's nationalization program, private schools were nationalized in 1972. As a direct consequence of this, there was an increase in the number of schools managed by the government, which led to a significant decline in administration. As time went on, the quality of education provided by government schools declined. The policy was eventually discontinued in 1979, and the schools that the government had taken over gradually returned to their previous owners. However, the government's approach to private schools has so far remained lenient. Consequently, owners' monopolies dominate and exploit teachers (Jimenez & Tan, 1987).

Literature Review

Management support refers to the support of principles helping teachers and improving their teaching environment. Management support plays a significant role in developing professional competencies among schoolteachers (Hirsch & Emerick, 2007). Ladd (2009) found significant relationship between management support and Uncertainty intention of teachers. Likewise, Demir (2011) carried out literature review about school leadership and inferred that it has significant influence over school teachers Uncertainty intention. Moreover, Johnson et al. (2006) suggested that management support affects working environment of schools. Boyd et al. (2009) examined the effect of school administration support as a decisive factor for teacher's Uncertainty intention. Liu and Meyer (2005) claimed that school leadership has a significant impact on intention to remain in teaching profession. Choi and Tang (2010) explained the benefit of management support to minimize Uncertainty intention among teachers. Similarly, Johnson et al. (2006) found that the school management staff is responsible for teacher Uncertainty intention.

Management productive relations with teachers such as granting freedom to teachers in teaching methods, inculcating a sense of ownerships in terms class activities and promoting sociable relationship with teachers and principal play a healthy role in employees retention. Solving problems of teachers, collaboration in school affairs and facilitate communication among teachers and

management are crucial for increasing job satisfaction (Edwards & Protheroe, 2003). Jacobson (2011) pointed out the significance of teachers' involvement in decision-making. Taking into account teachers' ideas and input by school principal in decision making improve commitment level and job satisfaction of teachers.

Private schools are autonomous and are liberated from the influence of state regulations on the basis of ownership, management and financial matters. This situation provides monopolistic opportunity to the owners as well as management to exploit teachers. Teachers are connected with academia and provision of opportunities for learning and development are decisive for the retention of talented teachers (Bratton et al., 2001). Therefore, school management must set up a supportive learning and working environment.

Most of the voluntary resignations occur by dissatisfaction of employees with their management. This is common that management shows quickness in criticism but sluggish in admiration. Management always imposes their decisions without taking into account staff's opinions which deteriorates the efficiency and effectiveness of the organizations. Employees' satisfaction with management leadership style is important for a conducive work environment and Uncertainty intention. Productive relationship of employees with their immediate boss has more significant effect over employees than overall organization policies or procedures. Employees want to be part of decision-making, urge for appreciation, flexible work environment and autonomy. Nonetheless, very few organizations list leadership as a top priority in employees retention programs. Most of the budget is devoted to better remuneration, bonuses and other fringe benefits. Which are apparently essential; however, most organizations overlook the fact that developing managerial leadership can evidently enhance employee performance and reduce uncertainty intention (Torrington et al., 2008).

Ingersoll and Smith (2003) mentioned that many teachers quit their employment owing to working environment such as lack of school management support, student related discipline problems, and the most important one lack of de-centralization in making decision about classroom related activities. Working environment is considered vital factor of teacher job satisfaction and teacher Uncertainty intention. Borman and Dowling (2008) cited that management support is the effectiveness of schools in helping teachers concerning students discipline problems, curriculum of the schools, teaching methods and adjustment of teachers to school environment. Management support also plays a crucial role in schools affairs such as development of vision for the school, setting goals and priorities and forming a productive and conducive academic culture. Lack of management support causes turnover problems of teachers. Forty percent of teachers quit profession of teaching owing to lack of management support. Furthermore, Boyd et al. (2009) identified that management support is the most important factor of determining teacher Uncertainty intentions.

Research Methodology

This study was conducted in District Swat, of Khyber Pakhtunkhwa province. Compared to other districts of the province, district Swat is the center of business, recreation and particularly the hub of educational institutions. There are innumerable schools, colleges, professional training institutions and higher education institutions. The rationale behind the selection of District Swat was its diversity in schooling systems and educational institutions. Male and female teachers of private sector schools in Swat were interviewed. Multistage sampling is a type of sampling technique in which various techniques, including multistage sampling, are used to develop various stages of data collection, from which sample units are then drawn (Singleton et al., 1999). In this study, the multistage sampling was restricted to three stages. In the 1st stage, 10 schools were selected by using purposive sampling and such schools had at least 20 or more than twenty teachers. Bryman (2014) defines purposive

sampling as a sampling technique for selection of cases as per the criteria devised by the research for addressing the research question. In the 2nd stage, quota sampling was used by which 50 male and 50 female teachers were selected for data collection. In quota sampling, respondents are grouped on the basis of some common characteristics (Kothari, 2004). In the 3rd stage, data was randomly collected from respondents in each target stratum. As a sampling technique in which each element of the target population is given chance to be selected in the sample (Neuman & Robson, 2014). In order to acquire the primary data on the issue under consideration, a comprehensive and well-thought questionnaire was constructed. For ascertaining the attitude of the respondents, attitudinal scale known as “Likert Scale” was used in data collection. In order to bring simplicity and ease in the tool of data collection for the respondents 03 points Likert Scale questionnaire was administered to the sampled respondents. After data collection, the data was analyzed through SPSS. In quantitative research, statistical explanation is a requirement through bi-variate analyses. Bi-variate analysis was implied through chi-square test. Pearson, a statistician, is the inventor of the chi-square formula. He published a research paper in 1900 and justified the formula. He sought association between two qualitative variables through chi-square.

Sample Size Frame

Stage	Population	Sampling Technique	Sample Size
1 st	Private schools	Purposive Sampling	10 schools: 05 from both privately owned and system-based schools, each with at least 20 female and male teachers.
2 nd	Male & Female Teachers	Quota Sampling	There was a total of 100 responses, with 50% from each gender. Each school selected five male and five female teachers.
3 rd	Teachers	Random sampling	100 respondents were chosen from each tested gatherings under basic irregular sampling

Uni-Variate Analysis

Uni-variate analysis was carried out through frequencies and percentages. The following tables depict the results.

Negative Attitude of School Management and Uncertainty intention

Statement	Agree	Disagree	Don't know	Total
Management does not properly deal with teachers problems	48	48	4	100
Teachers suggestions are not taken into account for making decisions about school matters	38	55	7	100
Teachers are not satisfied from the performance assessment of school management	33	57	10	100
Teaching staff are not treated equally	46	44	10	100
Teachers are not appreciated by school management for better performance	55	38	7	100
Teachers' extra efforts are not recognized in school	44	50	6	100
Teachers do not have autonomy in subject selection	42	54	4	100
Teachers are not respected by management	36	57	7	100
When clash between students and teachers arises, the management takes the students side	27	52	21	100
Teachers are not given opportunities to enhance their qualifications	56	44	0	100
Teachers are not given financial assistance to enhance their qualification	59	41	0	100

Source: Field Survey September, 2017

Negative Attitude of School Management and Uncertainty intention

The Aforesaid table represents the role of negative attitude of school management and turnover over intention of schools teachers. The management of the school has a great influence over its employees. When asked about the management's handling the teachers' problems properly, almost 48% of the respondents each agreed with the statement while 4% showed indifference about the statement. Similarly, 55% of the respondents disagreed with the statement that teachers suggestion are not taking into account while making decision, whereas 38% of the respondents agreed with the statement and 7% of the respondents showed ignorance. Majority of the respondents i.e. 57% asserted that teachers are satisfied from the performance evaluation, 33% of the respondents agreed with the statement and 10% of the respondents did not comment on the statement. Likewise, 46% of the respondents claimed that teacher are not treated equally, while 44% of the respondents negated the statement and only 10% of the respondents showed ignorance about the statement. Data also depicts that 55% of the respondents agreed to the statement that teachers are not appreciated by school management rendering better performance, while 38% of the respondents negated that statement, whereas 7% of the respondents did not know. Furthermore, 50% of the respondents did not agree with the statement that their extra efforts are not recognized, whereas 44% of the respondents agreed with statement, 6% of the respondents did not know about the situation. 54% respondents negated that statement that teachers do not have autonomy in subject selection, 42% respondents agreed with the statement, 4% respondents did not express their opinion. 57% respondents did not agree with the statement that teachers are not respected by the management. 36% respondents agreed with the statement, 7% did not comment. Likewise, 52% of the respondents disagree with the statement that when the clash between students and teachers arises, the management takes the students side, 27% affirmed the statement, 21% did not express their opinion. The table also further illustrates that 56% of the respondents affirmed that they are not provided opportunity to enhance their qualification and 44% negated that the statement. Similarly, 59% of the respondents claimed that they are not given financial assistance to enhance qualification while 41% did not agree with the claim.

Bi-Variate Analysis

Bi-variate analysis was carried out to measure the association between independent variables and dependent variable. The results have also been linked with the previous studies in line.

Correlation between Attitude of School Management and Uncertainty intention

Statements of independent variable (Attitude of School Management)		Uncertainty intention			Total	Statistics
		Agree	Disagree	Don't know		
Management does not properly deal with teachers' problems	Agree	39	8	1	48	(P=0.000) ($\chi^2=29.967$)
	Disagree	15	31	2	48	
	Don't know	1	2	1	4	
	Total	55	41	4	100	
Teachers' suggestions are not taken into account for making decisions about school matters	Agree	33	5	0	38	(P=0.000) ($\chi^2=26.572$)
	Disagree	20	31	4	45	
	Don't know	2	5	0	7	
	Total	55	41	4	100	
Teachers are not satisfied from the performance assessment of school management	Agree	23	9	1	33	(P=0.012) ($\chi^2=12.804$)
	Disagree	23	31	3	57	
	Don't know	9	1	0	10	
	Total	55	41	4	100	

Teaching staff are not treated equally	Agree	26	18	2	46	(P=0.945) ($\chi^2=.750$)
	Disagree	24	18	2	44	
	Don't know	5	5	0	10	
	Total	55	41	4	100	
Teachers are not appreciated by school management for better performance	Agree	40	13	2	55	(P=0.001) ($\chi^2=18.105$)
	Disagree	13	24	1	38	
	Don't know	2	4	1	7	
	Total	55	41	4	100	
Teachers' extra efforts are not recognized in school	Agree	33	10	1	44	(P=0.003) ($\chi^2=15.683$)
	Disagree	21	27	2	50	
	Don't know	1	4	1	6	
	Total	55	41	4	100	
Teachers do not have autonomy in subject selection	Agree	34	8	0	42	(P=0.000) ($\chi^2=20.985$)
	Disagree	19	31	4	54	
	Don't know	2	2	0	4	
	Total	55	41	4	100	
Teachers are not respected by management	Agree	27	7	2	36	(P=0.003) ($\chi^2=16.406$)
	Disagree	22	33	2	57	
	Don't know	6	1	0	7	
	Total	55	41	4	100	
When clash between students and teachers arises, the management takes the students side	Agree	21	5	1	27	(P=0.000) ($\chi^2=35.267$)
	Disagree	14	35	3	52	
	Don't know	20	1	0	21	
	Total	55	41	4	100	
Teachers are not given opportunities to enhance their qualifications	Agree	45	11	0	56	(P=0.000) ($\chi^2=34.129$)
	Disagree	10	30	4	44	
	Don't know	0	0	0	0	
	Total	55	41	4	100	
Teachers are not given financial assistance to enhance their qualification	Agree	38	21	0	59	(P=0.011) ($\chi^2=9.097$)
	Disagree	17	20	4	41	
	Don't know	0	0	0	0	
	Total	55	41	4	100	

Source: Field Survey September, 2017

Association between Attitude of School Management and Uncertainty intention

The aforesaid table shows association between attitude of school management and Uncertainty intention. The result of chi-square shows a highly significant ($P=0.000$) association between the statement that management incompetency dealing with teachers problems and Uncertainty intention. The probable reason of this could be incompetent management personnel, and lack of coordination among staff members. Edwards & Protheroe (2003) also validated this finding. Similarly, the study found significant ($P=0.000$) association between lack of taking into account teachers suggestions and Uncertainty intention. Robbins (2007) also argues that employees' satisfaction increases when immediate boss understands and offers admiration and take into account employees opinion and shows personal interest in their affairs. A significant association ($P=0.012$) was also found out between teachers are not satisfied from the performance assessment of school management and Uncertainty intention. Similarly, Todras (2008) study supports the finding as well. Association between teaching staff are not treated equally and Uncertainty intention was not found significant ($P=0.945$). However, association between teachers are not appreciated by school management for better performance and Uncertainty intention was found significant ($P=0.001$). This finding of the study is also endorsed by the study of Bratton et al. (2001) who argues that appreciation from

authority, colleagues, client and customer increases loyalty. The relationship between teachers' extra efforts are not recognized in school and turnover over intention was found significant ($P=0.003$). Robbins (2007) came up with similar findings that Employees satisfaction increases when immediate boss understands and offers admirations for better performance, take into account employees opinions and shows personal interest in their affairs. Furthermore, a significant association ($P=0.000$) was found between teachers do not have autonomy in subject selection and Uncertainty intention. Ingersoll and Smith (2003) also support the finding that lack of de-centralization in making decision about classroom related activities lead to Uncertainty intention. The association between teachers are not respected by management and Uncertainty intention was also found significant ($P=0.003$). Similarly, Aamodt & Havnes (2008) found similar findings between them. Moreover, a highly significant association ($P=0.000$) was found between when clash between students and teachers arises, the management takes the students side and Uncertainty intention. Ingersoll and Smith (2003) also maintained in their study that teachers quit their employment owing to lack of school management support and students related discipline problems. A significant association ($P=0.000$) was found between teachers are not given opportunities to enhance their qualifications and Uncertainty intention. The findings of the study are also supported by Boyd et al. (2010). They mentioned that successful schools principals profoundly affect teachers' Uncertainty intention and their professional life. The Association between teachers are not given financial assistance to enhance their qualification and Uncertainty intention was found significant ($P=0.011$). This finding of the study is in line with the study of Minarik et al. (2003) who claimed that management of the schools are also accountable for the improvement of teachers' career.

Conclusion

Uncertainty intention has been considered an issue in all types of organization throughout the world. It was observed during the course of the research that various factors had significant impacts on Uncertainty intention. In every organization, the role of management cannot be overlooked. Negative attitude of management of private schools compels teachers to develop Uncertainty intention. Management only focuses on the financial health of the organization and ignores the development of their staff. Organizations where employees are excluded from the priority list of development face the problem of Uncertainty intention. Also, the study recommended that there is monopoly of the management of private schools. Principal is usually the owner of the schools and head of the management who oversees all the activities of the school. This monopolistic position of the management exploits the teachers to a great extent. The study recommends that the government needs to evolve a cogent policy to facilitate private schools teachers at par with public sector schools teachers, and also ensure its implementation in letter and spirit.

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