

---

## A STUDY OF WORK CULTURE OF PUBLIC AND PRIVATE SECONDARY SCHOOLS OF SOUTHERN PUNJAB

---

### **Qamar ul Hassan**

Research scholar,  
IER, Gomal University,  
KPK, Pakistan  
Email: [qamarkharal7@gmail.com](mailto:qamarkharal7@gmail.com)

### **Mirajud Din**

Assistant Professor,  
IER, Gomal University,  
KPK, Pakistan  
Email: [miraj62@gmail.com](mailto:miraj62@gmail.com)

### **Mazhar Gul**

Research scholar,  
IER, Gomal University,  
KPK, Pakistan  
Email: [maz99953@gmail.com](mailto:maz99953@gmail.com)

---

### **ABSTRACT**

*This study explored the work culture and performance of the public and private secondary schools of southern Punjab. The study adopted a quantitative design and survey method and collected data. Its population was 40940 teachers of southern Punjab. 471 teachers were selected by using simple random sampling. A questionnaire was used for data collection. The researchers personally visited the high schools for data collection from sampled teachers. The gathered data were fed in the SPSS matrix sheet. The data was analyzed by using mean, standard deviation, and independent t-test. It was found that public schools culture better than private schools in terms of school performance and teamwork. Therefore it was further concluded that public schools possessed familiar work culture than private in the southern area of Punjab.*

### **KEYWORDS**

*School Culture, School Performance, Teamwork, Public and Private Sector.*

### **INTRODUCTION**

Work and working environment often demonstrate reputation and performance of the

---

organization. It is essence of the organization. It is associated with workers' motivation and working capacity along with incentives by the organization. Personnel management, socialization, working relationships, observance of professional ethics, objectivity, meritocracy and cohesiveness appear to be the key elements which denote work culture of an organization.

Schools working either in public or private sector regarded as educational organizations. These work for achieving the goal of imparting education; in which teachers, administrators and students are working for the same and common cause of education. Therefore, the aforementioned elements generally are regarded to be the basic components of a school. A healthy and positive work culture of a secondary school which is based on mutual respect, integrity and dedication along with competence of the teachers add to the overall output or productivity of the school. The high and low performance of public and private schools mainly depends upon the work culture that prevails in the school and the behavior of the workers (Gun & Caglayan, 2013). School culture is directly linked with school improvement, culture improvement leads to school improvement (Peterson, 2002). School culture remained the valuable focus of the researchers for two decades due to its important nature; therefore researchers concluded school culture in a different aspect and defined it in various ways. The culture has very massive meanings. There are several definitions of word culture discussed; the dictionary of Oxford covers culture in the sense of "cultivation of soil" (Kien, 2014; Rajati, & Shooshtri, 2016).

Schools as educational institutions are expected to achieve their objectives which can be seen in terms of students' graduation, their grades and success at certain level of the school. It denotes progress of the schools. The progress of an institution/ school is seen by performance of the institution/ school and its workers/ teachers. The performance of an institution depends on the culture predominant in the institution; and in schools it is teaching and learning environment. Conducive, encouraging and supportive and congenial work culture can enhance the school performance, decision-making process, communication process, performance of teachers and students, and teamwork of the school. Objective oriented and the positive work culture of a school institution flourishes teamwork, cooperation and mutual respect among the workers and/ or teachers (Malika & Ramesh, 2010). These and alike institutions seem to be affected by the vicinity and surroundings. Currently, the world seems to be a global village in which the global institutions are truly affected by their [global environment] surroundings; and similarly schools are social institutions and affected by their environments. The school environment plays a dynamic role in its development. The students of a school seem to be affected mainly by their environment and culture. In school, there is a system of social grouping, friendship, norms, beliefs, stakeholders' interaction, a relationship that expresses the clear picture of the school known as school

---

---

culture (Finnan, 2000). School culture is the system of social interaction, communication, norms, values, and shared beliefs within the school (Cheng, 2000). A good school is recognized by its culture which generally is composed of human interactions, personnel management, and socialization, working relationships, observance of professional ethics, objectivity, meritocracy and cohesiveness. A leader of a school personally makes his/ her best efforts to resolve conflicts and evolve value system to be retained in the future which gradually comes up as the school culture having a great deal of impact on the life of other individuals (Baig, 2010) i.e. teachers, students as well as society.

School had/ has been a main area of concern for the policy makers, implanters, administrators, teachers, students and parents. Researchers also focused on this area and various researchers of the world conducted studies related to school culture to know its importance and effectiveness. Donahoe (1997) reported that changes in school culture lead to change everything of surroundings. Receptoglu (2013) argued that a school leader is responsible for effective school culture. Turan and Bektas (2013) concluded that the effectiveness of school mainly depends on school culture. It seems that effectiveness of a school is closely related with its culture and school leadership plays a key role in maintain and promoting a conducive and work supportive culture in the school. It demands a lot of facilities and infrastructure to promote positive work culture in the schools. Here budget constraints often create hurdle and problems; and its can be overcome by escalating budgetary allocations and total expenditure of the allocated budget.

The Economic Survey of Country Pakistan (2010) reported that only 2% of budget spent on education sectors while the huge amount of this poor budget is spent on workers' salaries no development practices carried out in educational institutions. Therefore government schools of the country are not in good condition (Ailaan, 2015). Due to which recreational and co-curricular activities seem to be limited in scope and nature resultantly to involve less number of people and less opportunities of catharsis. It leads towards narrow relationships and less interactions; and ceases positive culture of the schools. In this regard, Rahman (2014) highlighted the self-development of education in Pakistan, which holds no huge amount of budget. He also suggested that good culture leads to better results, confidence, trust of the community and earns good name. Therefore, the current study is carried out to know the work culture of public and private secondary schools in relation to school performance and teamwork of southern Punjab Pakistan.

Different studies were conducted which analyzed the effectiveness of school culture by comparing it in public and private school. In this regard, Preety (2009) showed public and private secondary schools significantly differ from each other in relation to their

---

climate, public school possessed familiar while private school possessed a controlled type climate. It may be due to the reason that private schools often seem to be more result and/ or objective oriented than those of the public sector. Beside, monitoring, hiring and firing is also a catalyzing factors in this aspect. Joolideh and Yeshodhara (2009) conducted a research study between two countries India and Iran on their organizational commitment at the secondary school level. They found that Indian school teachers have better in normative and effective components while Iranian secondary school teachers have well in their organizational commitment. They further concluded that age and subject wise both the country teachers have no significant impact on organizational commitment. Here the land scope of the country and some of the resemblances in overall culture and teachers' training become obvious factors. Pooja and Renu;s (2006) showed a significant difference between public and private school climate. They also concluded that public school teachers possessed familiarity while private school teachers possessed normative and controlled school climate. Ere the underlying reason may the administrative control and job security which is assured in public sector but otherwise in private sector. Loss of job is a big threat for the teachers and employee in private school. In public sector school there is work freedom without any immediate threat of job loss. Also the monitoring and vigilance in public schools seem to be less effective as that of the private school. Philip et al. (2005) concluded that a congenial institutional culture possesses high performance of school but in case of poor culture leads to the low achievement of the school. Hence, the board results witness it every year. Sabiha's (2003) found that no significant difference existed between the culture of public and private schools. They concluded that private school heads have the ability to take quick decisions and focused on long terms objectives for the betterment of organizational performance; they are fully authorized to do what they want to do for the betterment of the school. Similarly, private school teachers also found active in their planning, innovators that could predict the need to introduce innovations because of the reason that if they don't do they would lose the job. Public school heads were more involved in the academic activities of the school while private school heads were more system-oriented. it may be due to the fact that public sector school have to follow a chain of command and they cannot violate any rule or regulation of the department; whereas on the other hand private schools are often run by their owners which appear to be more business oriented and have a close eye on the end product. A positive culture of the school is developed and promoted a collective vision of the teachers working in it for its cause or mission. Various researchers i.e. Fullan and Hargreaves (1992), Deal and Peterson (1990) and Senge (1990) reported the significance of a collective vision supported by a healthy with a sense of moral purpose. Therefore, past research studies about organizational culture are still too topical and adequately developed to reach definitive conclusions. There appeared a need to conduct a particular study to enhance the understanding of this issue.

---

### RESEARCH OBJECTIVES

1. To explore the “school culture of public and private secondary schools” in relation to schools’ performance; and
2. To assess the “school culture of public and private secondary schools” in relation to teamwork

### RESEARCH HYPOTHESES

1. Public and private school cultures differ significantly in relation to school performance.
2. Public and private school cultures differ significantly in relation to teamwork.

### RESEARCH METHODOLOGY

The study was adopted as a quantitative research design and survey method for the sake of data collection. The population of the study has mainly consisted of all public and private secondary school teachers of southern Punjab. Southern Punjab comprised of 5 divisions namely Dera Ghazi Khan, Multan, Sargodha, Faisalabad, and Bahawalpur. The total number of working teachers in these 5 divisions was 25427 public and 15513 private. The sample of 325 public and 145 private school teachers were taken by applying Raosoft (2004) sample size online calculator. Similarly, a simple random sampling technique was used for the selection of a sample from the population. A five-point Likert scale questionnaire was used for data collection. A questionnaire was constituted of two parts, the first part covering the demography of respondents while the second part covering items related to school culture. The questionnaire was made valid and reliable by properly using the process of its validity and reliability. The researcher personally visited the high school of both the sector for the intentions of data collection from sampled teachers. A school head's permission was taken for the collection of data from school teachers. After proper instruction questionnaires were administered among school teachers. A total of 470 research questionnaires were administered while 371 recollected the duly filled-in questionnaire. The gathered data were fed in the SPSS matrix sheet. The fed data were analyzed by using statistics i.e. mean, standard deviation, and independent t-test.

### RESULTS

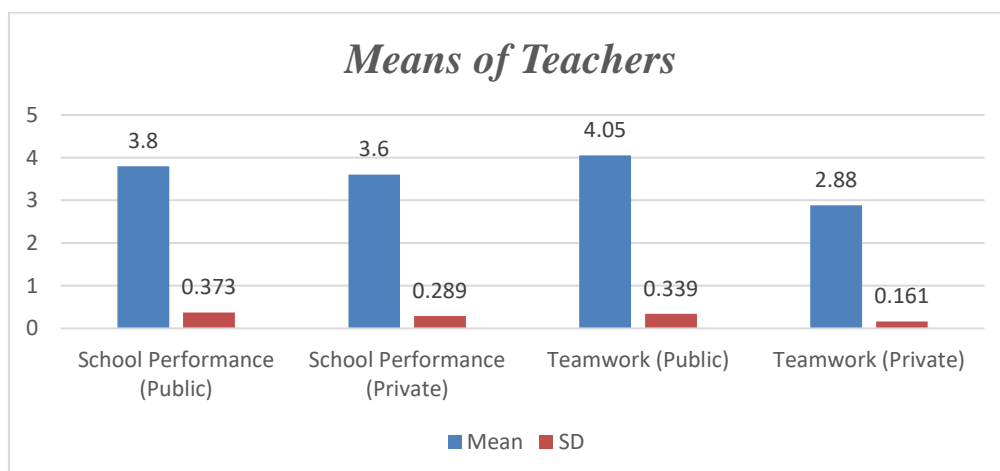
**Table 1: Descriptive Statistics Result**

School Type		School Performance	Teamwork
Public	N	269	269
	Mean	3.8755	4.0524
	Std. Deviation	.37352	.33980
Private	N	102	102

---

	Mean	3.6471	2.8848
	Std. Deviation	.28979	.16187
	N	371	371
Total	Mean	3.8127	3.7314
	Std. Deviation	.36662	.60272

Table 1 indicates descriptive statistics results of public and private secondary school teachers' views towards school culture concerning school performance and teamwork. The mean and SD value for the school performance of public school teachers were 3.8 & .37 while private school teachers were 3.6 and .28 respectively. Similarly, the mean and SD values for the teamwork of public school teachers were 4.0 & .33 while private school teachers were 2.8 and .16 respectively. The below graph also shows the descriptive results of public and private school teachers about school performance and teamwork in form of mean and standard deviation.

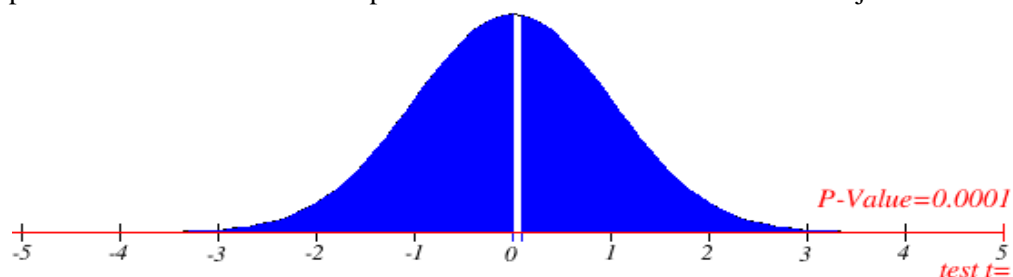


**Table 2: Inferential Statistics Result of School Performance**

Sector	N	Mean	SD	t	P
Public	269	3.8	.37	5.57	.00
Private	102	3.6	.28		

Table 2 shows the t-test results of teachers about school performance. The mean and SD values for the school performance of public and private school teachers were 3.8, 3.6, .37, and .28 respectively. The t and p values for school performance were 5.57 and .00 which indicates school performance of public and private sector significantly differ

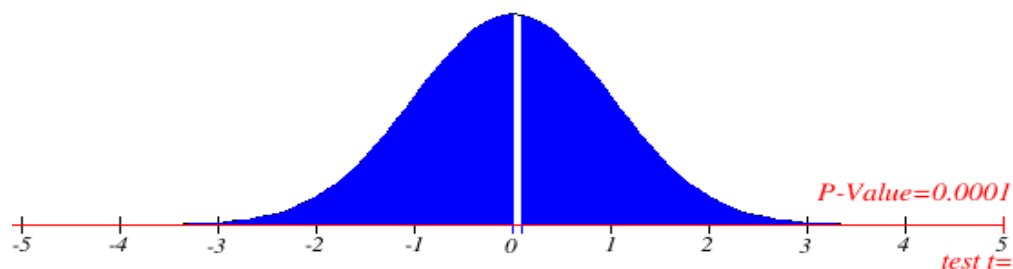
and here alternate hypothesis accepted. Comparatively, tables show that public school performance was better than a private school in the southern area of Punjab.



**Table 3 Inferential Statistics Result of Teamwork**

Sector	N	Mean	SD	t	P
Public	269	4.0	.33	44.5	.00
Private	102	2.8	.16		

Table 3 shows the t-test results of teachers about teamwork. The mean and SD values for the teamwork of public and private school teachers were 4.0, 2.8, .33, and .16 respectively. The t and p values for teamwork were 44.5 and .00 which indicates teamwork of public and private sector significantly differ and here alternate hypothesis accepted. Comparatively, tables show that public school teamwork was better than a private school in the southern area of Punjab.



**DISCUSSION AND CONCLUSION**

It was obvious from the above tables that the school performance of public schools is better than private schools in the southern area of Punjab. The performance of the public school is much satisfactory, they indicate good results, they got the yearly prize, hardworking teaching staff, they got positions in annual exams, better work productivity, well discipline, and teachers conversation is attractive. Similarly, the teamwork of public school teachers was found up to the mark than private school teachers. Public school teachers have sound cooperation, better principal and teachers relationship, appreciate teamwork by school heads, teachers are supportive, discuss matters well on time, team task done with a happy mood, supportive staff, and school heads share information with teachers in an equal manner. Therefore it is concluded

that public schools possessed familiar work culture than private in the southern area of Punjab. The current study findings supported by Preety (2009) concluded that public and private schools significantly differ, public schools possessed familiarity while private school possessed a controlled type climate. The study findings also the same as the results of Pooja and Renu's (2006) reported a significant difference between public and private school climate. Sabiha (2003) concluded that both public and private secondary schools did not significantly differ from each other in terms of school culture.

It was demonstrated that the school performance of public schools was better than private schools in the southern Punjab. The performance of the public schools was much satisfactory; and they indicated good results, achieved prizes, having efficient, trained well-disciplined teachers' teaching staff, better output, and positive interactions. Similarly, the teamwork of public school teachers was found significant than private school teachers. Public school teachers have sound cooperation, better principal and teachers relationship, appreciative teamwork by school heads, teachers are supportive, discuss matters well on time, team task done with a happy mood, supportive staff, and school heads share information with teachers in an equal manner. Therefore it is concluded that public schools possessed familiar work culture than private in the southern Punjab.

## REFERENCES

- Alif Ailaan. (2015). Pakistan district education ranking. Retrieved from [https://www.sdpi.org/publications/files/Alif\\_Ailaan-Pakistan-District-Education-Rankings-2015.pdf](https://www.sdpi.org/publications/files/Alif_Ailaan-Pakistan-District-Education-Rankings-2015.pdf)
- Baig, S. (2010). The place of personal values in educational leadership in Pakistan. *Values and Ethics in Educational Administration*, 8(3), 1-8. Retrieved from [http://ecommons.aku.edu/pakistan\\_ied\\_pdcn/3](http://ecommons.aku.edu/pakistan_ied_pdcn/3)
- Cheng, Y. C. (2000). Cultural factors in educational effectiveness: A framework for comparative research. *School Leadership & Management*, 20(2), 207-225.
- Deal, T. E., & Peterson, K. D. (1990). *The Principal's Role in Shaping School Culture*. Washington, D.C.: U.S. Government Printing Office.
- Donahoe, T. (1997). Finding the way: Structure, time, and culture in school improvement. In M. Fullan (Ed.), *The challenge of school change* (pp. 235-254). Arlington Heights, IL: Skylight Training and Publishing.
- Finnan, C. (2000, April). Implementing school reform models: Why is it so hard for some schools and easy for others? Paper presented at the meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED446356).
- Fullan, M. and Hargreaves, A. (1992). *What's Worth Fighting For: Working Together for Your School*. New York: Teachers College Press.



- Gun, B., & Caglayan, E. (2013). Implications from the Diagnosis of a School Culture at a Higher Education Institution. *Online Submission*, 4(1), 47-59.
- Health in relation to Behavioural Orientation and Personality of School Principals". Jamia Millia Islamia; Delhi.
- Joolideh Faranak and Yeshodhara K (2009). "Organisational Commitment among High School Teachers of India and Iran". *Journal of Educational Administration*. Vol. 47 (1):127-36.
- Kien , N.D. (2014). Organizational culture – A case study of Standard Chartered Bank (Vietnam) Ltd. Bachelor's thesis, International Business, General Management 2014
- Mallika, N., and Ramesh, M. Job Satisfaction in Banking: A Study of Private and Public Sector Banks. *International Journal of Management*. 2010; 1(1): 111–129.
- Peterson, K. D. (2002). Positive or negative. *Journal of staff development*, 23(3), 10-15.
- Philip C van der Westhuizen, Mosoge MJ, Swanepoel LH, Coetsee LD (2005). "Organisational culture and academic achievement in secondary schools". *Education and Urban Society*, Vol.38 (1): 89-109.
- Pooja Garg, Renu Rastogi (2006). "Climate profile and OCBs of teachers in public and private schools of India". *International Journal of Educational Management*. Vol.20 (7): 529 – 41.
- Preety Gupta (2009). "A study of Values among School Principals, their Attitude towards Modernization and its Relationship with the Organisational Climate". Jamia Millia Islamia; New Delhi
- Rahman, T. (2014). The internet, youth and education in Pakistan 4-13. Retrieved from [www.undp.org.pk](http://www.undp.org.pk)
- Raj'ati, S., Shooshtri, K.J. (2016). Exploring the Effect of Organizational Culture on Job Satisfaction, Master thesis, Luleå University of Technology, Department of Business, Administration, Technology and Social Sciences
- Raosoft, I. (2004). Sample size calculator. Available from: [ww.raosoft.com/samplesize](http://ww.raosoft.com/samplesize).
- Recepoglu, E. (2013). The significance of assumptions underlying school culture in the process of change. *International Journal of Educational Research and Technology*, 4(2), 43-48
- Sabiha Khan (2003). "A Study Of Role Performance, Decision-Making and Organizational
- Seibert, S.E., Crant, J.M., and Kraimer, M.L. Proactive Personality and Career Success. *The Journal of Applied Psychology*. 1999; 84(3): 416–427.
- Senge, Peter M (1990). "The Leader's New Work: Building Learning Organizations." *Sloan Management Review*: 7-23.
- Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Eurasian Journal of Educational Research*, 52(1), 155-168.