

Work-Related Attitudes of Teachers and Intention to Leave Teaching Profession

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Abstract

This study examined the work-related attitudes of teachers and their intention to leave teaching profession. The objective of the study was to identify the work-related attitudes of teachers at secondary level and their intention to leave the profession at secondary level and to see how these work-related attitudes, effect the teachers and enforce them to think that he/she should leave the profession and to compare the difference in views of teachers with respect to their demographics. Population of the study was secondary schools teachers of Lahore city. Purposive sampling technique was applied to select the respondents who represented the population. Two hundred male and female secondary school teachers were selected to collect the data. Questionnaire was developed to collect the data. The nature of questionnaire was likert scale. Researchers collected data from respondents personally. Descriptive and inferential statistics were applied to analyze the data. Most of the teachers were satisfied, committed and involved in job and showed less intention to leave the profession. Administrative intervention requires financial expenditure to achieve the desired results. Thus, the government needs to improve upon the level of funding to the secondary education sector.

Keywords: Work-related attitudes, Teachers, Intention, Teaching Profession

DOI: 10.7176/RHSS/9-23-06

Publication date: December 31st 2019

1. Introduction

An ability to respond towards a clearly stated and particular idea, object, person, or situation including all factors at work place is called work-related attitudes. The roles and responsibilities of employees in public sectors are currently a focus of major Government concerns. The phenomenal growth and expansion experience by teachers sub sectors was largely unplanned and not matched with adequate financial resources. This situation needs to numerous crises within the system. Some of the consequences are increased in discipline and lowering the standards, dilapidated school buildings, lack of library, and teaching facilities, and unpaid teachers' salaries and allowances. The less conducive environment in which teachers carry out their work precipitates dissatisfaction, frustration, and indiscipline and lack dedication to work (Hodges, 2001).

The influence of workplace factors, job satisfaction, and professional commitment on the intent to leave the profession of school teachers has been examined. Most of the teachers are women. Teacher's satisfaction is characterized by job apathy, satisfaction with pay and benefits, and intrinsic satisfaction. Women teachers found the job more satisfaction then male teachers because they are more committed to their job. The problems of recruitment and staff retention particularly within the teaching profession, have recently encouraged a reappraisal of the work load and job satisfaction associated with many jobs in public sectors. This reappraisal process has been somewhat edged by parallel consideration of worker efficiency and levels of pay associated with different jobs (Ladebo, 2005).

Professional commitment is significantly related to intrinsic satisfaction, job apathy, and satisfaction with pay and benefits. Material reward and advancement, working conditions, intrinsic satisfaction, job apathy and professional commitment are associated with an intention to leave the profession. Finally, teachers with high level of satisfaction were strongly committed to the profession and less likely to leave. Administrative intervention requires financial expenditures to achieve the desired results; thus, the Government needs to improve upon the level of funding to the education sector. The relationship between teacher's workload, job satisfaction, and work life balance is explored within the context of the future modernization of the entire school workforce (Butt & Lance, 2005).

It is considered that low level of job satisfaction in teachers is the result of bad recruitment and teacher's retention (Crossman & Harris, 2006). A survey regarding job satisfaction, teachers are very less satisfied than any other professional group" (Gardner & Oswald, 1999). Similarly, a survey of the teacher's idea to leave the profession showed that 20,000 teachers would leave the profession if they got another job.

Most studies examine the relationship between low job satisfaction from meeting a need or reaching a goal and related to working at a job stress (Kinman, 2001). Studies of teacher's job happiness from meeting a need or reaching a goal by type of school compared to other things are rare (Kinunen & Leskinen, 1989). As well as lots of questions are to be asked to find the reality about the certainty about people, like their age, quest, salary etc. known to produce/make happen teacher's post satisfaction, various kind of schools in which teachers duty was also taken into consideration to decide/figure out whether it has any consequence on teacher's job satisfaction from meeting a need or reaching a goal level. The extent of/the range of the study was not allowed in two methods to the count of secondary schools God lover, colony, not dependent and to the area (in the world) of the country of the Surrey in the UK, this way (big statement based on very little information) of the cautions should be applied for results (Kries & Brockopp, 1986). Factors affecting duty contentment can be broadly separated and labeled as 1) Environmental factors, 2) Systematic factors, and 3) Demographic factors.

Environment factor include the job itself or the working in surrounding conditions. The effect that are concerned with the environmental conditions or welfare of world restrictions on job contentment has received large amounts of attention. The most significant positive (related to surrounding conditions or the health of the Earth) factors those concerned with working conditions and the nature of the job (Corwin, 2001). It includes the inability to get clearly connected or related information or opinions about what could or should be done about a situation from fellow workers. Very confusing job description possibly and varied with in compatible work demands from different managers". What appears to be (not there; not present) from the books defined by ownership is whether the type of school, money/giving money to or religious preference, ha also produce/make happen on the safety of the world and the surrounding all factors related to job contentment to reach a goal or to meet a need (Crossman & Harris, 2006). There have been many studies to investigate the relationship between job satisfaction and demographic variables such as;

- Length of life
- Marital status
- Educational level
- Sex
- Treatment of interpersonal
- Service significance.
- Conditions of work
- Relation of colleagues with each other.
- Prizes for leadership.
- Gender
- Service length (Oshagbemi, 1997)
- School location
- Length of the service and young age (Sarker, Crossman, & Chinmettepituck, 2003).

Major difference between school location and job happiness regarding meeting a need or reaching a goal consists of high school principals. The principals whose schools located in urban/inner city or urban/suburban locations scored much higher than principals whose schools were located in areas away from cities (Finely, 1991). The hypothesis of contemplated activity recommended that goal is a mental forerunner to the genuine behavioral act. A person's expectation to perform or not to play out a behavioral demonstration is quick assurance of activity. In light of this idea, a person who sustains the prospect of leaving his/her present calling will probably do as such if the correct conditions exist, or if the unfriendly really revealed relationship between quit goal and turnover, regardless of whether it is employment or occupation.

Stopped aims directly affect word related turnover, certain occupation states of mind are accepted to be really forerunner to stop expectations. Work fulfillment and word related responsibility are considered as the essential determinants of expectation to leave a vocation or calling. At the point when there are satisfactory assets to perform expected obligations, the representative is probably going to be fulfilled, and a fulfilled worker tends to be more dedicated, and more averse to consider leaving the occupation or calling, though a less fulfilled and conferred individual is probably going to leaving the employment or calling. Consequently, this looked to decide the degree of impact of employment fulfillment and word related responsibility on the expectation to stay in the calling by central educates in the wake of controlling for the impact of individual qualities and work-related elements. One of the reasons, teachers quit their job is excessive work load on teachers. Over all the auxiliary schools the most well-known reason given for unnecessary workload was the degree of non-showing assignments consistently embraced by educators, (for example, photocopying, filling, cash accumulation, going about as a social specialist, paper work, shape filling, copying data and writing letters) (Labado, 2005).

2. Significance of Study

In the recent scenario, it is important to improve the quality of teachers in educational institutions. Teachers are

determinates and generators of future, if they transmit good quality of education to students, country will prosper. We must need to study the attitudes that effect the intention of the teachers to leave the profession. Thus, there is dire need of getting awareness of attitudes of work place that effects the teachers and to minimize and eliminate these effects which would help them to prosper education. This topic would help to minimize the negative effects of all working factors influence on teachers and intent them to leave the profession.

3. Research Objectives

The objectives of the research were to;

1. Identify the work-related attitudes of teachers and their intention to leave the teaching profession at secondary level.
2. Determine the difference in teachers' perceptions regarding work-related attitudes of teachers and their intention to leave the teaching profession in terms of demographic variables.

4. Research Methodology

The nature of the study was descriptive and survey type in nature. The research approach was quantitative. Therefore, quantitative research strategy adopted to quantify the views of the respondents. Population was consisted of the teachers of public secondary schools of Lahore city. Purposive sampling technique was applied to select the respondents who represented the population. Two hundred male and female teachers of public secondary school were selected as sample of study. The instrument was developed and improved with the help of literature review and filed experts. The questionnaire was consisted of thirty items on five point likert scale. Validity of the questionnaire was insured through expert opinion. Moreover, one English language expert was consulted for checking language of the instrument.

Table 1

Reliability Statistics of the Instrument

Cronbach's Alpha	No. of Items
.705	30

Table showed the reliability of the research instrument. The questionnaire contained the thirty statement about work-related attitudes of teachers and intention to leave the profession. The Cronbach's alpha was applied to check the reliability of the instruments. There were thirty statements and reliability was .705 which is statistical significant. Researchers firstly acquired permission from the head of the school to fill up questionnaire. They acquired secondary school teachers and guide them how to fill questionnaire. They explained each statement of questionnaire to teachers so that they filled it correctly. Descriptive and influential statistics were applied to analyze the data. Mean scores were calculated of each statement to check teachers' work related attitudes. Independent t-test was applied for finding significance difference between male and female respondents regarding work-related attitudes of teachers and their intention to leave teaching profession. One way ANOVA was applied to analyze the variance among more than two demographics.

5. Data Analysis

The detail of data analysis is given below.

Table 2

Means and Decision of Each Statement regarding Work-related Attitudes of Teachers and Intention to Leave Profession

Statement	M	Decision
My job is interesting and challenging.	3.45	Agree
I am satisfied with my job.	3.23	Agree
My job achieve my short and long-term goals.	3.01	Agree
My job doesn't frustrate me.	4.22	Agree
My job gives freedom and independence in completing my task.	4.31	Agree
Job gives opportunity for career enhancement/advancement.	3.58	Agree
My job allows me to use creativity in my work.	3.21	Agree
I don't become dull and lazy during my job.	3.11	Agree
I feel happy to perform any teaching task for school.	4.24	Agree
I feel loyalty to the school.	4.56	Agree
I am proud to tell others that I am part of this school.	3.19	Agree
I talk about good qualities of school to my friends.	3.03	Agree
There is no chance for me to leave this job.	3.01	Agree

The job makes me responsible and committed.	3.79	Agree
I am involved in decision making in my task.	3.98	Agree
I share my experience among my colleagues.	4.02	Agree
I feel sense of belonging towards this job.	3.67	Agree
I give more time to work then working hours.	3.31	Agree
I am dedicated to my work.	3.83	Agree
I often think about quitting my present job.	2.10	Disagree
I am not satisfied with my job.	4.12	Agree
Lack of freedom and independence regarding my task will be reason of leaving my job.	2.12	Disagree
The reason of leaving my job will be lack of achievement of goals.	1.58	Disagree
Lack of opportunity of career enhancement will be reason of leaving my job.	2.56	Disagree
Load of work will be reason of leaving my job.	3.24	Agree
I hesitate to leave this school.	3.71	Agree
I plan to stay in school as long as possible.	3.45	Agree
Bad behavior of students will force me to leave the job.	3.19	Agree
The reason of leaving job is lack of creativity in this school.	2.17	Disagree
I will not leave this school before I retire.	3.01	Agree

Table showed that 93% teachers were agreed that their job was interesting and challenging, 5% of teachers were undecided about their job. Whereas, only 2% of teachers were disagreed with this statement, according to them their job was not challenging and interesting. This showed the frequency of result that “job is interesting and challenging”. Table showed that 85% teachers were satisfied with their job, 12.5% of teachers were undecided that whether they satisfied with their job or not. But only 7% teachers were not satisfied with their job. This showed the frequency of result that “I am satisfied with my job”.

Table showed that 81.5% teachers were agreeing that they could achieve their short and long-term goals with their job, 15% of teachers were undecided about their short and long-term goals. But only 3.5% of teachers were disagreeing as they could not achieve their short and long-term goals with their job. This showed the frequency of result that “My job achieves my short and long-term goals”. Table showed that 77% of teachers were agree that their job frustrate them a lot, 12.5% of teachers were undecided about this statement but only 10.5% of teachers were disagreeing as their job does not frustrate them. This showed the frequency of result that “My job doesn't frustrate me”.

Table showed that 74% of teachers were agreed that their job gives them freedom and independence in completing their task, 15.5% were undecided about this statement but only 10.5% of teachers were disagreeing as their job doesn't provide them freedom and independence in completing their task. This showed the frequency of result that “My job gives freedom and independence in completing my task”. Table showed that 72% of teachers were agreeing that their job gave them opportunity for career enhancement/advancement, 22% of teachers were undecided about this statement. But only 6% of teachers were disagreeing as their job does not give them opportunity for their career enhancement/advancement. This showed the frequency of result that “Job gives opportunity for career enhancement/advancement”.

Table showed that 72.5% of teachers were agreeing that their job allowed them to use creativity in their work, 20.5% of teachers were undecided that whether their job allows them to use creativity in their work or not. But only 7% of teachers were disagreeing as their job doesn't allows them to use creativity in their work. This showed the frequency of result that “My job allows me to use creativity in my work” Table showed that 50% of teachers were agreeing that they become lazy and dull during their job, 15% of teachers were undecided about this statement but 34.5% teachers were disagreeing as they don't become lazy and dull during their job. This showed the frequency of result that “I don't become dull and lazy during my job”.

Table showed that 92.5% of teachers were agreeing that they feel happy to perform any teaching task for school, 5% of teachers were undecided about this statement but only 2.5% of teachers were disagreeing as they doesn't feel happiness in performing any teaching task for school. This showed the frequency of result that “I feel happy to perform any teaching task for school”. Table showed that 86.5% of teachers were agreeing that they feel loyalty to the school, 11.5% of teachers were undecided that whether they feel loyalty to the school or not but only 2% of teachers were disagreeing with this statement i.e. they doesn't feel sense of loyalty to the school. This showed the frequency of result that “I feel loyalty to the school”.

Table showed that 85.5% of teachers were agreeing that they feel proud to tell others that they were part of this school while 11.5% of teachers were undecided about this statement but only 3% of teachers were disagreeing as doesn't feel the sense of proud to tell others that they were a part of this school. This showed the frequency of

result that I am proud to tell others that I am part of this school. Table 12 showed that 84% of teachers were agreeing that they talk about good qualities of school to their friends, 12.5% were undecided about this statement but only 3.5% of teachers were disagreeing as they don't talk about good qualities of their school to their friends. . This showed the frequency of result that "I talk about good qualities of school to my friends".

Table showed that 69% teachers were agreeing that they were satisfied with their job and have no chance to leave this job, 23% were undecided about this statement but only 8% of teachers were disagreeing with this statement. . This showed the frequency of result that there is no chance for me to leave this job. Table showed that 88.5% of teachers were agreeing that their job makes them responsible and committed, 10% of teachers were undecided and only 1.5% of teachers were disagreeing as their job doesn't makes them responsible and committed. This showed the frequency of result that "The job makes me responsible and committed". Table showed that 81.5% of teachers were agreeing that they were involved in decision making in their task, 12.5% of teachers were undecided about this statement but only 6% of teachers were disagreeing with this statement. This showed the frequency of result that I am involved in decision making in my task.

Table showed that 81.5% of teachers were agreeing that they share their experience among their colleagues while 15% were undecided about this statement but only 3.5% of teachers were disagreeing as they doesn't share their experience among their colleagues. This showed the frequency of result that I share my experience among my colleagues. Table showed that 77.5% of teachers were agreeing that they feel sense of belongings toward this job, 15% of teachers were undecided about this statement but only 7.5% of teachers were disagreeing as they don't feel any belongings toward this job. This showed the frequency of result that "I feel sense of belongings towards this job. Table showed that 72.5% of teachers were agreeing that they gave more time to work then working hours, 19% of teachers were undecided but only 8.5% of teachers were disagreeing with this statement. This showed the frequency of result that I give more time to work then working hours.

Table showed that 79.5% of teachers were agreeing that they were dedicated to their work, 14.5% of teachers were undecided about this statement and only 6% of teachers were disagreeing as they were not dedicated to their work. This showed the frequency of result that I am dedicated to my work. Table showed that only 47% of teachers often think about quitting their job, 17.5% of teachers were undecided about this statement but 35.5% of teachers were disagreeing with this statement. This showed the frequency of result that I often think about quitting my present job. Table showed that 30.5% of teachers were agreeing that they were not satisfied with their job, 15% were undecided but 54.5% of teachers were disagreeing as they were satisfied with their job. This showed the frequency of result that I am not satisfied with my job. Table showed that 35.5% of teachers were agreeing that lack of freedom and independence regarding their task would be reason of leaving their job, 20% were undecided but 44.5% of teachers were disagreeing about this statement. This showed the frequency of result that lack of freedom and independence regarding my task will be reason of leaving my job.

Table showed that 34% of teachers were agreeing that their reason of leaving their job would be lack of achievement of goals, 24.5% were undecided but 41.5% of teachers were disagreeing with this statement. This showed the frequency of result that the reason of leaving my job will be lack of achievement of goals. Table showed that 33.5% of teachers are agreeing that lack of opportunity for career enhancement would be reason of leaving my job, 28% of teachers were undecided about this while 38.5% of teachers were disagreeing with this statement. This showed the frequency of result that lack of opportunity for career enhancement will be the reason of leaving my job. Table showed that 32% of teachers were agreeing that load of work will be the reason of leaving their job, 32% were undecided while 36% were disagreeing with this statement. This showed the frequency of result that load of work will be reason of leaving my job. Table showed that 43% of teachers were agreeing that they would hesitate to leave their school, 33.5% were undecided but 23.5% of teachers were disagreeing with this statement. This showed the frequency of result that I would hesitate to leave this school. Table showed that 58.5% of teachers were agreeing that they plan to stay at school as long as possible, 29% of teachers were undecided and 12.5% of teachers were disagreeing with this statement. This showed the frequency of result that I plan to stay at school as long as possible.

Table showed that 56.5% of teachers were agreeing that bad behavior of student would force them to leave the job, 25.5% were undecided and 18% of teachers were disagreeing with this statement. This showed the frequency of result that bad behavior of students will force me to leave the job. Table showed that 64% of teachers were agreeing that the reason of leaving their job would be lack of creativity in school, 23% were undecided and 13% of teachers were disagreeing with this statement. This showed the frequency of result that the reason of leaving my job will be lack of creativity in this school. Table showed that 62.5% of teachers were agreeing to leave school before they retire, 19.5% were undecided and 18% of teachers were disagreeing with this statement. This showed the frequency of result that I will not leave this school before I retire.

Table 3

Independent sample t-test was to make the difference between male and female respondents regarding work-related attitudes of teachers and intention to leave the teaching profession.

	Respondent	N	Mean	SD	df	Sig.
Work-related attitude	Male	74	69.3919	8.89639	198	.421
	Female	126	69.5635	9.98278		

Table showed that independent sample t-test was used to make the difference between male and female respondents' regarding effect of work-related attitudes of teachers and their intention to leave this profession. The difference between mean and standard deviation for male ($M = 69.3919$, $SD = 8.89639$) and for female ($M = 69.5635$, $SD = 9.98278$) were not significant. Resultantly, there was no significance difference between male and female respondents regarding work-related attitudes of teachers and their intention to leave this profession. Therefore, it was concluded that they have same work-related attitudes.

Table 4

Difference between teacher's qualifications regarding work-related attitudes of teachers and intention to leave this profession.

Qualification	N	Mean	SD
Intermediate	19	69.1579	7.47784
B. A	82	67.8659	9.21990
M.A	82	70.3171	9.77131
M.PHIL	17	73.8235	11.22628
Total	200	69.5000	9.57278

Table represented the mean and standard deviation for the qualification of teachers regarding work-related attitudes of teachers and intention to leave this profession. The mean score of teachers having M.Phil qualification was higher as compared to the mean score of intermediate teachers and those having B.A and M.A qualification. This indicated that M.Phil qualification teachers showed more interest in work-related attitudes and their intention to leave this profession.

Table 5

One way ANOVA to analyze the Variance Summary Table for effect of work-related attitudes of teachers and their intention to leave this profession with respect to their Qualification.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	593.723	3	197.908	2.199	.090
Within Groups	17642.277	196	90.012		
Total	18236.000	199			

Table showed a One-way ANOVA to analyses the Variance exploring the work-related attitudes of teachers and intention to leave this profession. Participants characterized into four groups according to their qualification. There was no significance difference at $p < 0.05$ level of significance in teachers' regarding work-related attitudes in terms of qualification difference ($F = 2.199$, $p = .090$). Therefore, no significant difference appeared in teachers' qualification about work-related attitudes of teachers and intention to leave this profession.

Table 6

Mean Difference between teachers' experience regarding work-related attitudes and their intention to leave profession.

Experience categories	N	M	SD
1-5	127	69.92	10.56
6-10	51	69.25	8.13
11-15	13	68.84	5.03
16-20	9	65.88	7.02
Total	200	69.50	9.57

Table represented the mean and standard deviation for the experience of teachers regarding work-related attitudes and intention to leave this profession. Teachers having experience of 16 or above have different mean value than others.

Table 7

One way ANOVA to check experience difference of teachers about work-related attitudes and intention to leave this profession.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	148.520	3	49.507	.536	.658
Within Groups	18087.480	196	92.283		
Total	18236.000	199			

Table showed a One-way ANOVA to check experience difference of teachers regarding work-related attitudes teachers and intention to leave this profession. Participants characterized into four groups according to their experience. There was no significant difference at $p < 0.05$ in teachers' regarding the work-related attitudes of teachers and intention to leave this profession ($F = .536, p = .658$). Therefore, there was no significant difference in teachers' experience about work-related attitudes of teachers and intention to leave this profession.

6. Discussion

The result showed that the work-related attitudes effect the teachers and their intentions to leave the profession. Teachers that are satisfied with their job perform well in their task and are committed to their profession. They feel themselves involved in forming their task. They perform very well in the job and as a result they hesitate to quit their job and don't show intent to leave their profession. A work-related attitude is a set of evaluations of one's job that constitute feelings toward, beliefs about, and attachment to one's job. Employees evaluate their advancement opportunities by observing their job, their occupation, and their employer (Judge, Timothy, Kammeyer-Mueller, & John, 2012). According to result majority of teachers feel themselves attachment with job, have sense of belonging towards their job, and find themselves responsible and committed to their job. Their job provides them opportunity for career advancement. The influence of workplace factors, job satisfaction, and professional commitment on the intent to leave the profession of school teachers has been examined. Teacher's satisfaction is characterized by job apathy, satisfaction with pay and benefits, and intrinsic satisfaction. According to the result, work-related attitudes effect the teachers very much. If they are not satisfied with job, they would not be able to give their output effectively and efficiently. Teachers who feel committed to their job work effectively in their task. And perform well. Their reappraisal must needed to let them work well. It is considered that low level of satisfaction in teachers is the result of bad recruitment and teacher's retention (Crossman & Harris, 2006). A survey regarding teachers, teachers are very less satisfied than any other professional group (Gardner & Oswald, 1999). Similarly, a survey of the teacher's idea to leave the profession showed that 20,000 teachers would leave the profession if they got another job. According to the research teachers are much satisfied with their job and show less level of dissatisfaction with their job with respect to above research. Many teachers would not leave this job unless they get retired. This conflict in research result is because above research is done in London and this one is done in Lahore, Pakistan.

7. Conclusion

Teachers are an extremely important facet of any society for a number of reasons and their role in society is both significant and valuable. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. They involve themselves in molding their students into responsible citizens of their country. It is very important that teachers should be satisfied with their jobs and keep themselves involved in their work to give better output to the society. For this purpose, we have worked on teacher's attitudes and their intention to leave the profession. The study revealed that work-related attitudes can develop sense of responsibility in them and effective instructor to guide the society. Teachers that are satisfied with their job perform well in their task and are committed to their profession. They feel themselves involved in forming their task. They perform very well in the job and as a result they hesitate to quit their job and don't show intent to leave their profession.

It is concluded that work-related attitudes of teachers and their intention to leave the profession changes with the passage of time. Work-related attitudes of teachers' effect their job and their intention to leave the profession. Most of the teachers said that they found their job interesting and challenging and very less people do not agree with this. Most of the teachers were satisfied with their job in all aspects, very less percentage was not satisfied with their teaching field. According to the research, most of the teachers commit that their job achieve their long and short-term goals but some teachers also commit that their job does not achieve their short and long term goals. Besides of teachers agree that their job is challenging, satisfied them a lot, it is also resulted that most of the teachers found themselves frustrated during their job. Most of the teachers share that their job gave them freedom and independence in completing their task and give them opportunity for career advancement and enhancement. They agree that their job provide them creativity in their job, they feel happy in performing their task, and they feel loyal to school and proud to discuss their job to others. This result showed that teachers share that they become committed and responsible in job and find themselves dedicated to their jobs. Some teachers also commit that the load of work, lack of creativity, and behavior of students would be reason of leaving their job whereas some don't

agree with this. There is less proportional difference between teachers who show intentions to leave the profession to those who don't show intention to leave the profession. Teachers said they would hesitate to leave their job and will continue their job as long as possible.

8. Recommendations

Following recommendations are made on the basis of the study findings:

1. Administration may provide various opportunities of consultancy to schools teachers so that they can get help solving their issues.
2. School department may provide or arrange the training sessions for the teachers to bring innovation or change in current system.
3. Schools may provide extra finance to help the teachers in utilizing their instructional techniques.
4. Management may provide school essential equipment's of ICT and programming so that teachers can deliver their lecture effectively.
5. Schools may reduce the load of work from teachers so that they could relax and satisfied with their job.
6. School provide administrative and managerial support for instructing, and educational programs territories/subjects divisions/resources.
7. Modernization may be applied in school so that it could cope up with standards of new era.
8. Schools may organize various projects in schools regarding transformation of school work force.

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