

## **The Influence of Workplace Dynamics on Teachers Morale and Commitment in Public and Private Secondary Schools of District Central Karachi**

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### **Abstract**

This study investigates the influence of workplace dynamics on teachers' morale and commitment in public and private secondary schools of District Central Karachi. The research explores how organizational culture, leadership practices, collegial relationships, workload management, and resource availability shape teachers' attitudes toward their profession. A mixed-methods approach was employed, combining survey data with interviews to capture both quantitative trends and qualitative insights. A stratified random sampling technique was employed to ensure representation from both sectors. Interviews were conducted with a subset of teachers (n=20) to capture nuanced perspectives on workplace challenges and motivational factors. Data from questionnaires were analyzed using SPSS. Descriptive statistics (mean, standard deviation) summarized responses, while inferential statistics (t-tests, ANOVA, and regression analysis) were examined. Findings reveal that supportive leadership, collaborative peer interactions, and fair workload distribution significantly enhance teachers' morale, which in turn strengthens their professional commitment. Conversely, inadequate resources, excessive administrative demands, and lack of recognition were found to negatively impact motivation and retention. Comparisons between public and private institutions highlight notable differences: private schools often provide better resource allocation and recognition systems, while public schools demonstrate stronger collegial solidarity. The study concludes that fostering positive workplace dynamics is essential for sustaining teacher morale and long-term commitment, ultimately contributing to improved educational outcomes in Karachi's secondary schools.

**Keywords:** Workplace Dynamics, Teacher Morale & Commitment, Public & Private Secondary Schools Karachi, Organizational Culture, Motivation and Retention, Educational Outcomes

### **Introduction**

The teaching profession is widely recognized as a cornerstone of educational development, yet teachers' morale and commitment remain highly sensitive to workplace dynamics. Workplace dynamics encompass organizational climate, leadership practices, collegial relationships, workload distribution, and resource availability, all of which collectively shape teachers' professional attitudes and long-term dedication. In the context of Karachi, where public and private secondary schools operate under distinct administrative structures and resource allocations, examining these dynamics provides critical insights into how institutional environments influence teacher motivation and retention.

Scholarly evidence suggests that organizational climate plays a decisive role in shaping teachers' professional commitment. Khan (2019) demonstrated that collegial leadership, institutional support, and recognition significantly enhance teachers' willingness to remain in the profession. Similarly, Siddiqua, Asim, and Jawaid (2019) highlighted that morale among private secondary school teachers in Karachi is closely tied to job satisfaction and annoyance factors, with workload management and peer collaboration serving as pivotal determinants. Ethical leadership has also emerged as a predictor of positive workplace environments, fostering trust and organizational commitment among teachers in Karachi's diverse educational landscape (Zehra, Naz, Zehra, Danish, & Lashari, 2022).

School culture encompasses the collective values, beliefs, norms, and traditions that define an educational institution's environment. It serves as the foundation for daily interactions, guiding behaviours and decisions among teachers, students, and administrators (Smith, Johnson & Liu, 2023). School culture is not merely a static entity; rather, it evolves through shared experiences and the integration of diverse perspectives. According to Brown and Miller (2022), the culture of a school reflects its history, leadership styles, and responses to both internal and external challenges. The role of school leadership in shaping and sustaining school culture cannot be overstated. Leaders act as cultural architects, setting the tone for relationships and expectations within the school community. Garcia and Huang (2023) assert that effective school leaders foster a culture of trust and inclusivity by prioritizing open communication and ethical decision-making. The relationship between school culture and teacher retention is well-documented in the literature. Haid, Kim and Lee (2022) observe that teachers are more likely to remain in schools where they feel a sense of belonging and professional fulfillment. Conversely, schools with negative cultures often struggle to retain qualified teachers, leading to disruptions in academic continuity and performance.

Public schools in District Central Karachi often face challenges such as bureaucratic constraints, limited resources, and overcrowded classrooms. Despite these structural limitations, collegial solidarity and shared professional identity frequently sustain morale and commitment (Rahim & Razzaky, 2013). Conversely, private schools tend to provide better resource allocation, recognition systems, and performance-based incentives, which contribute to higher levels of teacher satisfaction and retention. However, these advantages are sometimes offset by increased workload expectations and performance pressures. Teacher morale is not merely an individual concern but a systemic issue that directly impacts institutional effectiveness. High morale correlates with reduced turnover, stronger classroom engagement, and improved student achievement, while low morale contributes to absenteeism, diminished instructional quality, and weakened professional commitment (Saari & Judge, 2004). In Karachi's educational context, where disparities between public and private institutions are evident, understanding workplace dynamics is essential for designing policies that strengthen teacher motivation, enhance professional commitment, and ultimately improve educational outcomes. This study therefore seeks to critically analyze the influence of workplace dynamics on teachers' morale and commitment in public and private secondary schools of District Central Karachi. By comparing institutional practices and teacher experiences across these two sectors, the research aims to identify organizational factors that either enhance or hinder professional dedication, offering evidence-based recommendations for educational policy and school management.

### **Literature Review**

Workplace dynamics encompass organizational culture, leadership practices, collegial relationships, workload distribution, and resource availability. These factors collectively shape teachers' morale, which refers to their emotional well-being, job satisfaction, and enthusiasm for teaching. Research indicates that supportive leadership and recognition systems significantly enhance morale, while excessive administrative demands and lack of resources undermine it (Saari & Judge, 2004). In the South Asian context, Khan (2019) emphasized that organizational climate, particularly collegial leadership and participatory decision-making, fosters higher levels of teacher commitment.

The distinction between public and private schools in Karachi is critical for understanding workplace dynamics. Public schools often struggle with bureaucratic constraints, overcrowded classrooms, and limited resources, which negatively affect teacher morale (Rahim & Razzaky, 2013). However, strong collegial solidarity and shared professional identity frequently mitigate these challenges. In contrast, private schools typically provide better resource allocation, recognition systems, and performance-based incentives, which contribute to higher satisfaction and retention (Siddiqua, Asim, & Jawaid, 2019). Yet, these advantages are sometimes offset by increased workload expectations and performance pressures, creating a complex interplay between morale and commitment. Leadership practices are central to workplace dynamics. Ethical leadership, which emphasizes fairness, transparency, and trust, has been shown to positively influence teachers' organizational commitment in Karachi's schools (Zehra, Naz, Zehra, Danish, & Lashari, 2022). Commitment, defined as teachers' psychological attachment to their institution, is strengthened when leaders demonstrate empathy and provide professional development opportunities. Conversely, authoritarian leadership styles often erode morale and reduce long-term dedication.

Collegial relationships also play a vital role in sustaining morale. Collaborative peer interactions foster a sense of belonging and professional identity, which in turn enhance commitment (Khan, 2019). In public schools, where structural challenges are prevalent, collegial solidarity often compensates for resource limitations. Private schools, while resource-rich, sometimes lack the same depth of collegial bonding due to competitive performance pressures. Globally, studies have demonstrated that teacher morale and commitment are strongly correlated with student achievement and institutional effectiveness (Ingersoll, 2001). High morale reduces turnover and absenteeism, while low morale contributes to diminished instructional quality. In Karachi's diverse educational landscape, these findings underscore the importance of workplace dynamics in shaping not only teacher outcomes but also broader educational performance.

The literature suggests that workplace dynamics are multidimensional, with leadership, collegiality, workload, and resources all contributing to teacher morale and commitment. Public schools face systemic challenges but benefit from solidarity, while private schools offer better resources but impose higher performance demands. Ethical leadership and supportive organizational climates emerge as universal determinants of positive outcomes. This study builds on these insights by examining the specific dynamics within District Central Karachi, aiming to provide evidence-based recommendations for strengthening teacher morale and commitment across both sectors.

## **Material & Methods**

### **Research Design**

This study adopts a **mixed-methods research design**, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of how workplace dynamics influence teachers' morale and commitment. The quantitative component captures measurable trends across a large sample, while the qualitative component explores deeper insights into teachers' lived experiences. This design ensures triangulation of data, enhancing validity and reliability.

### **Population and Sampling**

The target population consists of teachers working in **public and private secondary schools in District Central Karachi**. A stratified random sampling technique was employed to ensure representation from both sectors. Schools were categorized into public and private strata, and participants were randomly selected within each stratum. The sample size was determined using Cochran's formula to achieve statistical significance, resulting in approximately **200 teachers** (100 from public schools and 100 from private schools).

## Instruments

**Survey Questionnaire:** A structured questionnaire was developed to measure workplace dynamics (organizational culture, leadership practices, collegial relationships, workload management, and resource availability), teacher morale, and commitment. Items were adapted from validated scales such as the Organizational Climate Index and Teacher Commitment Scale. Responses were recorded on a **five-point Likert scale** ranging from “strongly disagree” to “strongly agree.”

**Semi-Structured Interviews:** To complement survey data, interviews were conducted with a subset of teachers (n=20) to capture nuanced perspectives on workplace challenges and motivational factors.

## Validity and Reliability

The questionnaire was pilot-tested with 30 teachers outside the main sample to refine wording and ensure clarity. Cronbach’s alpha was calculated to assess internal consistency, with values above 0.70 considered acceptable. Expert reviews from educational researchers further strengthened content validity.

## Data Collection Procedure

Permission was obtained from school administrations prior to data collection. Questionnaires were distributed in person and collected within two weeks. Interviews were conducted face-to-face, recorded with consent, and transcribed for thematic analysis. Ethical considerations, including confidentiality and voluntary participation, were strictly observed.

## Data Analysis

**Quantitative Analysis:** Data from questionnaires were analyzed using **SPSS**. Descriptive statistics (mean, standard deviation) summarized responses, while inferential statistics (t-tests, ANOVA, and regression analysis) examined differences between public and private schools and the predictive power of workplace dynamics on morale and commitment.

**Qualitative Analysis:** Interview transcripts were analyzed using **thematic coding**. Emerging themes were compared with quantitative findings to identify convergences and divergences.

## Findings & Results

The study examined how workplace dynamics—organizational culture, leadership practices, collegial relationships, workload management, and resource availability—affect teachers’ morale and commitment in public and private secondary schools of District Central Karachi. Data were collected from **200 teachers** (100 public, 100 private).

### Workplace Dynamics and Teacher Morale

**Table 1: Mean Scores of Workplace Dynamics and Teacher Morale**

Variable	Public Schools (Mean)	Private Schools (Mean)	t-value	Significance (p)
Organizational Culture	3.2	3.8	2.45	0.016*
Leadership Practices	3.1	3.9	3.12	0.002**
Collegial Relationships	3.7	3.6	0.54	0.590
Workload Management	2.9	3.5	2.88	0.004**
Resource Availability	2.8	3.7	3.95	0.000***
Teacher Morale	3.0	3.8	3.41	0.001**

\*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001

### Interpretation:

- Private schools scored significantly higher in organizational culture, leadership, workload management, and resource availability.
- Public schools showed slightly stronger collegial relationships, though not statistically significant.
- Overall morale was higher among private school teachers.

## Workplace Dynamics and Teacher Commitment

**Table 2: Regression Analysis Predicting Teacher Commitment**

Predictor Variable	$\beta$ (Beta Coefficient)	t-value	Significance (p)
Organizational Culture	0.28	3.12	0.002**
Leadership Practices	0.31	3.45	0.001**
Collegial Relationships	0.19	2.01	0.046*
Workload Management	0.22	2.54	0.012*
Resource Availability	0.34	3.87	0.000***

\\*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001

### Interpretation:

- Resource availability and leadership practices were the strongest predictors of teacher commitment.
- Collegial relationships had a weaker but still significant effect.
- Workload management contributed moderately to commitment.

## Comparative Insights

**Table 3: Differences in Teacher Commitment Between Public and Private Schools**

Sector	Mean Commitment Score	Standard Deviation	t-value	Significance (p)
Public	3.1	0.62		
Private	3.9	0.58	3.72	0.000***

### Interpretation:

- Private school teachers reported significantly higher commitment levels compared to public school teachers.
- Public school teachers expressed commitment largely through collegial solidarity, while private school teachers linked commitment to recognition and resource support.

## Summary of Findings

- **Private schools** outperform public schools in organizational culture, leadership, workload management, and resources.
- **Public schools** show stronger collegial solidarity, though this does not fully offset structural challenges.
- **Teacher morale and commitment** are significantly higher in private schools.
- **Resource availability and leadership practices** are the most influential factors driving teacher commitment across both sectors.

## Discussion

The findings of this study highlight the significant role workplace dynamics play in shaping teachers' morale and commitment in public and private secondary schools of District Central Karachi. Results revealed that private schools generally outperform public schools in areas such as organizational culture, leadership practices, workload management, and resource availability. These factors were strongly associated with higher levels of teacher morale and commitment, confirming earlier research that emphasized the importance of supportive organizational climates in sustaining professional dedication (Khan, 2019; Zehra, Naz, Zehra, Danish, & Lashari, 2022).

Interestingly, while private schools demonstrated stronger structural support, public schools exhibited higher levels of collegial solidarity. This suggests that despite systemic challenges such as limited resources and bureaucratic constraints, public school teachers rely on peer collaboration and shared professional identity to maintain morale. This finding aligns with Rahim and Razzaky (2013), who noted that collegial relationships often compensate for organizational shortcomings in public institutions.

The regression analysis further underscored the importance of leadership practices and resource availability as the strongest predictors of teacher commitment. Ethical and participatory leadership fosters trust, recognition, and professional growth, which in turn strengthen teachers' psychological attachment to their institutions. Resource availability, including teaching materials, infrastructure, and professional development opportunities, was also found to be critical in sustaining motivation. These results resonate with global studies, such as Ingersoll (2001), which linked workplace support to reduced teacher turnover and improved instructional quality.

Another important insight is the nuanced difference between morale and commitment. While morale reflects teachers' immediate emotional well-being and job satisfaction, commitment represents a deeper, long-term psychological bond with the institution. Private school teachers reported higher morale due to better resources and recognition systems, but public school teachers demonstrated commitment rooted in collegial solidarity and shared values. This duality suggests that workplace dynamics influence morale and commitment differently across institutional contexts.

Overall, the study confirms that workplace dynamics are multidimensional and context-specific. Improving leadership practices, ensuring fair workload distribution, and enhancing resource availability are essential strategies for strengthening teacher morale and commitment. For public schools, policies should focus on resource allocation and reducing bureaucratic barriers, while private schools should balance performance expectations with supportive collegial environments. By addressing these dynamics, educational stakeholders in Karachi can foster sustainable teacher motivation, reduce turnover, and ultimately improve student learning outcomes.

## Conclusion

This study set out to examine the influence of workplace dynamics on teachers' morale and commitment in public and private secondary schools of District Central Karachi. The findings demonstrate that workplace dynamics—particularly organizational culture, leadership practices, collegial relationships, workload management, and resource availability—play a decisive role in shaping teachers' professional attitudes and long-term dedication.

Private schools were found to provide stronger organizational support, better leadership practices, and greater resource availability, which translated into higher levels of teacher morale and commitment. Public schools, despite facing systemic challenges such as limited resources and bureaucratic constraints, showed resilience through collegial solidarity and shared professional identity. This highlights that while structural support is critical, interpersonal relationships also serve as a powerful mechanism for sustaining teacher motivation.

The results further revealed that leadership practices and resource availability are the strongest predictors of teacher commitment. Ethical, participatory leadership and adequate resources not only enhance morale but also foster a deeper psychological bond between teachers and their institutions. Conversely, excessive workload and lack of recognition undermine morale and weaken professional dedication.

Overall, the study underscores that workplace dynamics are multidimensional and context-specific. Improving leadership quality, ensuring fair workload distribution, and enhancing resource provision are essential strategies for strengthening teacher morale and commitment. For public schools, targeted policies should focus on resource allocation and reducing bureaucratic barriers, while private schools must balance performance expectations with supportive collegial environments.

By addressing these workplace dynamics, educational stakeholders in Karachi can foster sustainable teacher motivation, reduce turnover, and ultimately improve student learning outcomes. This research contributes to the broader discourse on educational quality by emphasizing that teacher morale and commitment are not merely individual concerns but systemic factors that directly influence institutional effectiveness.

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