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COMPARISON OF PROFESSIONAL TRAITS AMONG PUBLIC AND PRIVATE SCHOOL TEACHERS IN DISTRICT LODHRAN

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ABSTRACT

A study considered that professional traits for public and private school teachers are more important for the performance of students in the field of education. Considering this issue, this research has been done on professional traits of public and private school teachers in the district of Lodhran. The study sets its objectives to find out which sector performs best. The study collected primary data from public and private schools on 300 schools' teachers and principals. T-tests have been used to find out if there are significant differences in how teachers at private and public schools do their jobs. Results found that there is significant difference between professional traits of public and private school teachers. Further studies found that public school teachers are more skilled as compared to private school teachers in the Lodhran district. The study recommends working on an enhanced sample from Southern Punjab and then an overall large sample from the whole Punjab province.

STUDY BACKGROUND

A company's longevity and stability can be ensured, in part, by its leaders' commitment to maintaining a consistent approach at all times. One of the key indicators of organizational success is how well the organization maintains its integrity, which strengthens the human and social assets of the company by fostering employee interest, loyalty, and trust.

Organizational honesty is rooted in the principles of equity theory. Integrity in the workplace is the inspiration for Greenberg (2022b), who focuses on how workers see their employers' actions and the positive results of doing the right thing. Organizational integrity, as defined by Robbins and Judge (2019), is "a knowledge of what is fair and reasonable inside an organization."

According to Allen and Meyer (2016), employees are less likely to leave their current jobs when they have a strong sense of connection to their firm(Hussain, Abid et al. 2020). The lack of public research comparing organizational integrity and accountability at the school level is addressed by these studies. Doing this and supporting Lodhran, Pakistan's private schools is essential.

The classroom has always played a crucial role in shaping youngsters into contributing members of society. The staff at PAUD is dedicated to providing each child with the tools they need to reach his or her full potential. Children may develop a love of learning and the capacity to build rich and fulfilling lives when they are encouraged to use their imaginations and are given the freedom to explore, experiment, question, and create. Teachers should reflect on their own worldview as it relates to the classroom. Will they be able to handle ambiguity? Are they serious about hearing what kids have to say? Do they think it's okay to give the kids greater responsibility since they listen better? Most educators have had "aha!" moments in the classroom, when their pupils were completely absorbed in their studies and inspired to study more because of their genuine curiosity about the topic at hand. When no students are engaged in today's lesson and learning appears to have stalled, teachers are just as perplexed as their pupils. On such days, when it seems like no matter what the instructor does, no one pays attention, the kids only have one thing on their minds: when they can finally get out of class for lunch.

Present-day educators and school leaders are under intense pressure to improve students' test scores. Therefore, instructors are under pressure to have their pupils participate in routines that, in theory, would help them succeed on tests. Teachers, especially those working with young children, have erred by pushing for increased rigour in the early grades. The reality is that teachers of young children (those aged zero to eight) receive specialized training. The primary, secondary, and tertiary levels are also covered. Teachers and administrators should recognize the importance of this formative period and work to foster the growth and development that naturally happens throughout it. It would be more effective to enable teachers to adapt their lessons to the usual learning styles of their students than to subject them to unnecessary testing and training.

When thinking about children, it's important to view them as unique people with untapped creative potential, rather than as blank slates waiting to be filled. The next generation really needs to grow up in a place that fosters their imagination and innovation(Farooq 2021). Each child has the capacity to be creative, and teachers should be encouraged to help them realize this. Every kid needs a safe place to experiment with their imagination where they won't be judged. It's not always possible to judge creative output by its final form.

Teachers need to learn to put more weight on their pupils' thought processes and methods of problem solving. Children's imaginative endeavors might be dampened if adults place too much value on their creations. The creative processes of young children are frequently more evident than the tangible outcomes they bring home. It's important to give kids the freedom to figure out how to fix their own issues and test out their own solutions. Children's imagination and inquiry yields knowledge. While we seldom hear that child who are actively involved in studying their results have short attention spans, this is something we often hear about the kids of today. There has to be more time in the classroom for students to think outside the box, engage in activities that aren't directly related to the material being taught, and ask each other questions(Hassan and Aziz 2021).

Teaching in public and private school

Do you prefer teaching at a public or a private school, and why? Is the level of stress in public schools higher than in private ones? Does the same level of teacher preparation apply to private schools as it does to public? How much money are we talking about here? Here's what you should know if you're considering switching from public to private school.

The primary distinction between public and private institutions of education is that the latter get no financial support from regional, state, or federal governments. Private schools charge students' family's money. Private school tuition can cost several hundred to several thousand dollars each year. Government-funded public schools are free for students to attend(Ali, Afzal et al. 2021).

Salary ranges for private school teachers vary widely depending on factors such as school type, district, and city. Teachers in both the public and private sectors put in around 180 days each year. Teachers at both public and private institutions agree to work days, after-school obligations, and other professional responsibilities as part of their employment agreements. The key distinction between these responsibilities is that public school teachers often have unions that allow them to bargain for better salary or pay overtime after the work contract is over. Because private schools rarely have unions, their administrations may often take on unpaid overtime(Abid, Hussain et al. 2017). Class sizes at private schools are often advertised as smaller than public school counterparts, however this is very conditional on the institution's structure and the number of available instructors. In most public schools, parents and students complain about overcrowding. Where the school is located and the amount of money available for public school education both have a role in determining the salary of teachers.

The government pays for public schools and student tuition, while also providing private institutions with endowment money. It's possible that private schools won't be able to match the kind of extra help that public schools give their children if they had to spend the same amount of money. A speech pathologist, psychotherapy, and other forms of emotional assistance fall under this category. It's the same with the public educational system. There will be

programmed reductions if budget constraints prevent them from implementing new ones. Sometimes, public schools don't provide courses in the arts.

The State Board of Education accredits public schools, while private institutions are not compelled to do so. This implies that public schools are obligated to implement the standards and curriculum set out by their respective states. In certain states, public school districts have wide latitude in determining their own curricula, with the stipulation that it must adhere to statewide standards. The curriculum offered by private schools varies widely. They are not bound by federal or state regulations, so they may pick and choose what they teach and what materials they utilize. While public schools are required to be accredited by the Department of Education, private institutions are not (WASC)(Awan and Kauser 2015).

Because they are not bound by the same regulations as public schools, private institutions are exempt from taking part in statewide or national standardized tests. Since of this, it might be difficult for parents to pick a good school for their children because they cannot easily compare private school test scores to those of public schools. But this doesn't mean that private schools don't employ standardized exams. They can use whichever evaluation strategy they choose for their classes and students. Since state and federal governments provide necessary financing for public schools, such institutions must conduct state and federal assessments. The evaluation's findings can also be used to lobby for more resources like paraprofessional aid, supplementary courses, or government grants for schools(Haider, Amjad et al. 2021).

Public schools have a legal obligation to "offer an adequate education to qualifying students throughout the nation and assure special education and associated services for those children," as stated in the Individuals with Disabilities Education Act (IDEA). The services offered by public schools continue for the duration of a student's time spent there. While public schools are mandated to provide some services, private institutions are not(Chohan, Abbas et al. 2018). The school has the right to reject a student if they determine they are not a suitable fit for the institution. In the event that your child needsindividualized attention, there are a wide variety of private schools that provide such programmers. Learn what kinds of assistance are available.

REVIEW OF LITERATURE
In order to strengthen organizations, Blue (2014) advanced the field of social exchange theory. Organizational integrity was first proposed by Adams (2014), who is also the founder of the equity theory. Adams said that employees frequently compared notes with one another on the perks they were given by the company. The integrity of a company is reflected in the direction in which its personnel make choices. We may, then, say that an employee's perspective on events at work constitutes organizational integrity.

Unlike distributive integrity, which is just concerned with output, procedural integrity also takes into account the methods involved in distributing resources. When they introduced their control theory, Thibaut and Walker (2019) were among the first to ensure that procedures were foolproof. Lind

and Tyler (2015) proposed the group value model as the second theory(Aziz and Hamzah 2020).

Incorporating procedural fairness into the implementation of distributive choices has been shown to have a significant impact on employee attitudes and actions. In a similar vein, studies have shown that when workers feel like they've been treated unfairly in the workplace, it may contribute to low morale, a lack of initiative, and even physical illness(Sial, Iqbal et al. 2021).

Skills Gap Between Private and Public-School Teacher

Researching interpersonal integrity separately from organizational integrity, Bies and Moag (2016) use a novel technique. It's the extent to which the business and other workers count on managers to treat their employees with dignity and respect while making decisions and taking action. The need of openness, deference, and logic as cornerstones of mutual respect is also emphasized. Greenberg (2013b) identifies "informational integrity," which is connected to giving information preserving employee rights and privileges, and "interpersonal integrity," which is tied to incentives and benefits, as two elements of interpersonal integrity. Identifies the worker's worries regarding fairness in the workplace. Researchers used to think of interactional integrity as a subset of procedural integrity, but today it's seen as its own thing. The sense of honesty or fairness in a business has been shown to minimize employee worries and increase motivation among workers. To make the most of their people and material resources, managers should treat their staff members fairly, according to the available research(Baqadir, Patrick et al. 2011).

Human resource management justice is a top priority for Dye (2020). Responsibility in an organization may be seen of as one's sense of belonging and involvement there. According to Johns (2015), an employee is said to be responsible for the organization to the degree that he or she understands, accepts, and carries out one's duties in line with the company's values and standards. According to Porter, Stier's, and Mode (2015), "organizational responsibility" is a concept that encourages workers to put forth their best effort and stay committed to an organization so that it can thrive. Employees who have a strong sense of belonging to their company are more valuable to their employer because they are more productive, waste less time, and are less inclined to quit their jobs. Organizational responsibility,is a state of mind that influences one's perceptions of the company and motivates one to work for that particular company. According to Kwok-tung, Tsan-wing, Yuet-sai, Hon-tung, and Wah-sun (2016), teacher groups have the power to raise student performance and ensure uniformity in the classroom. Organizations representing educators have the duty to ensure a correlation between years of service and other measures of professional maturity.

Many studies have found that employees' perceptions of organizational integrity have a significant impact on their attitudes toward the company and their performance outside of their job description. The lack of fair and

equitable processes in businesses leads the employees slack off and be irresponsible.

To better understand the present state of organizational integrity and organizational duties, the researcher is interested in comparing instructors in public and private schools that utilize a standardized test to assess these variables. The Roles of Public and Private School Teachers in Lodhran, Pakistan's Educational system.

Teachers ranked "passion for teaching," "exemplifying conviction in action," "classroom management," "providing a pleasant learning environment," and "communication skills" as the top five qualities for a successful educator. Communication, interpersonal skills, leadership, academic goal-setting and strategic vision, and organizational and planning abilities were identified as the top five most critical by administrators. recognized as Teachers at private schools may feel more prepared overall than those in public schools, but this is not always the case. Teachers said things like "classroom management," "communication skills," and "exemplifying confidence in action" when asked what they should learn on the job. Those in the know agree on a core set of abilities necessary for success. Executives in private schools find this number very interesting(Armour-Garb 2017).

When combined in a diploma or focus degree, these skills and knowledge become highly sought after by private school education candidates(Ulla 2018). There is a considerable potential market for teacher training programmers at private schools, especially in places with a variety of private school options. A win-win solution can be found by making some minor adjustments to a training programmed for those interested in working in private schools. This has the potential to benefit tens of millions of students globally and would be good news for programmers that strive to set themselves apart in the field of teacher preparation while also helping pre-service teachers gain the knowledge and experience, they need to compete in a wider market. schools where it would be most helpful. We need better school administration and teaching methods(Ulla 2018).

Individual, contextual, and environmental aspects have all been discussed in the associated literature as the topic of creativity in organizational studies has gained popularity in recent years. Numerous research confirm that creativity may be understood by its connections to other ideas. An effective technique for capturing the multifaceted organizational context in which educators operate is to have conversations about creativity in tandem with discussions about organizational climate and intrinsic motivation.

Climate for Innovation

The culture of an organization is one of the most distinguishing features across time. Member interactions inside an organization contribute to a shared understanding of a variety of theoretical qualities, including freedom, trust, compliance, approbation, creativity, and justice. It is the organizational environment that provides the context within which members of the

organization may make sense of the challenges they encounter, which conveys the prevalent values, norms, and attitudes of the organization, and which acts as a source of influence on the conduct of its members.

Intrinsic motivation

When people are intrinsically motivated, they naturally want to improve themselves and expand their horizons. People of all ages can take initiative out of genuine interest in the world and a need for knowledge, even in the absence of any material incentives. People are said to be intrinsically driven when they actively seek out their professions for reasons such as enjoyment, social approval, and personal fulfilment stemming from intellectual stimulation, autonomy, and personal growth. An individual's activities are driven by their intrinsic motivators. They must be connected to the person's job and develop in response to their sentiments about their acts. "(Ambile, 2018)" Although humans have their own intrinsic motivations, these inclinations need external reinforcement in order to flourish. The cognitive appraisal theory was created to identify the components that affect intrinsic motivation and to describe how motivation shifts over time.

Comparing professional traits

Both the public and private sectors employ instructors, although most educators only seek employment in one. This is due to the fact that the two are so dissimilar, and many aspiring educators utilize these contrasts as criteria for selecting a new position. If you aren't familiar with the differences between public and private universities, it might be challenging to decide where to focus your career hunt. There are certain commonalities between the many sorts of schools you may encounter throughout your career, but more often than not, there are significant distinctions that will shape your classroom experience. It's something to think about before looking for a teaching job(Olagundoye, Adewole et al. 2021).

The first step in deciding whether to teach in a public or private school is determining whether or not you have the necessary credentials. Credentials and degrees in education are equally valued and required by public schools. Currently, a Bachelor of Education is mandatory for any post in the public school system, and candidates with subject-area expertise in math and English are given preference. It is common practice for universities and colleges to choose teachers based on their specific areas of expertise. The qualifications needed to teach at private schools vary widely. It is up to the discretion of each private schools to decide whether or not to need a master's degree or other kind of certification for its professors. If you have a high school graduation and the appropriate training, you may be able to teach at the Early Childhood level in many Montessori institutions(Espiritu-Olmos and Sastre-Castillo 2015).

Training And Development for Teachers

How much the educational process shapes the future instructors of technology, how much their perspectives, experiences, and worldviews broaden or contract, and how logical their attitudes are toward their job. relies on It brings up the question of whether or not aspiring educators in the field of technology should become politically engaged in the spirit of professional competence, contributing to the development of a civil society based on robust economic, spiritual, and legal democracy.

The school system is the "head," and millions of our youngsters will follow in its footsteps no matter how they get started. For these actions to have the desired effect, it will be necessary to construct a comprehensive plan to establish the necessary conditions for our kids to achieve their goals. For at the close of the XX century, our country steps confidently into the XXI century(Khan and Abdullah 2019). Now is the time to think about the escape of your dreams, not to lament the days you wasted living under tyranny.

In order to improve as a teacher, one must continue their own education. It is your responsibility as a teacher to adapt to the ever-evolving environment as well as the ever-evolving curriculum and educational technologies. If you want to be an effective and successful educator, you need to be someone who is always willing to go the additional mile to learn(Hervie and Winful 2018).

Rather than only imparting knowledge, a good teacher also acts as a guide, pointing his charges in the proper way. They set a positive example and lead by leading effectively. They inspire the pupils and lead them to victory(DeMonte 2013).

Contemporary educators are experts at locating relevant materials. In today's world, it's crucial that students locate materials and information that they actually care about(Opfer and Pedder 2010). This includes using the internet and social media to keep up with new teaching tools and to network with other educators. However, you may get the kids involved and make the material more exciting.

One of the characteristics of teachers is the ability to motivate their students. Educators today may help their pupils develop the ability to think critically, as well as to be inventive, creative, adaptable, enthusiastic, and flexible. They provide them the ability to think creatively, act impulsively, introspectively, and authoritatively. They provide children with skills that will help them excel in school and beyond(Bubb and Earley 2013).

Continuous Education

Readers may also think about the various publisher reviews, the progression of time development, and other stirring actions, in addition to the used attributes supplied in courses. Agriculture promotes social harmony, which is essential

to the success of this long-term strategy. That is to say, more and more people are paying attention to the evaluation of the effective statement of control action in order to examine each given problem(Aleksandrov, Fang et al. 2012). It is possible to acquire help in the development of competent authorities from school managers, which is particularly important since it allows for the implementation of development development and, more importantly, the execution of development development(Sade and Peres 2015).

Objectives Of the Study

This study sets out its objectives as follows:

•   To find out which field has the best professional trait of teaching, public or private

•   To find out public schools have better lesson plans than private schools.

•   To measure that teaching material in private schools is more rigorous than public schools

•   To find out which sector is better oriented, public or private

•   To knowing that private school students have great ideas and contributions

RESEARCH METHODOLOGY
Researcher used primary data in this study and the data was collected from selected respondents through a structured questionnaire. The study involved collection of data from different categories of respondents serving in various teacher training and educational institutions located in districts of Lodhran. Sampling is an important factor which is responsible for the accuracy of the results. Convenience sampling was adopted to collect primary data from the respondents. About 300 teachers and 30 head teachers from 30 schools located in Lodhran district were selected to get filled close ended questionnaire. Sample will consist of 150 teachers from private school and 150 from public school. Data was collected by using questionnaire. It was developed on the basis of 5-points Likert Scale. It contains following five options:

I: Strongly agree
2: Agree
3: Neutral
4: Disagree
5: Strongly Disagree.

The collected data from the respective respondents through research instruments were properly tabulated, analyzed and interpreted by using appropriate statistical tools in terms of frequency percentages and means score method with t-test comparing mean of two independent samples to work out overall average score of each item in the light of objectives of the study.

•   Cronbach alpha
•   Mean

- Standard deviation
- Independent sample t test

Study used four type tests to observe the results on hypothesis, table below shows that 1 sample t-test, paired t-test, 2 sample t-test and ANOVA have been applied to test the hypothesis statements(Piaw 2013). Data utilized by Cronback Alpha is tested for validity and reliability using test values between zero and one hundred percent. As long as Cronback's alpha value is between 0.61 and 0.80, the data collection is considered to be a high-quality data set. A range of 0.81 to 0.99, on the other hand, indicates a good data collection. As a result of the Cronback alpha value of 0.84, this data set has 300 valid values.

Table 1

Case Processing Summary			
		N	%
Cases	Valid	300	100.0
	Excluded[a]	0	.0
	Total	300	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.84	16

Descriptive statistics shows results regarding means average, standard deviation, minimum value, maximum values and median of collected data upon public and private school teacher's responses.

There is a clear distinction between descriptive and inferential statistics. Simply describing the existing conditions or the results of an analysis is all those descriptive statistics require. The goal of using inferential statistics is to draw inferences that cannot be drawn from the available raw data alone. To extrapolate from a small sample to a larger population, we make use of inferential statistics(Bodur and Filiz 2010). However, inferential statistics are used to determine whether or not the observed differences between groups are credible or the result of random chance. Thus, we employ inferential statistics to generalize our findings from the data we have collected, while we rely on descriptive statistics to shed light on the specifics of our data(Lang, Armstrong et al. 2013).

	Mean	Std Deviation	Minimum	Maximum	Median
Private school teachers	3.81	0.391	1.000	5.000	4.000
Public school teachers	4.11	0.427	1.000	5.000	4.000

987

Mean value for professional traits of public-school teacher is 3.91 and 4.11 for private school teachers that means there is significant difference between mean values of both groups.

T-Test

To ascertain if there is a statistically significant difference between the means of two groups and the nature of their relationship, the t-test is employed as an inferential statistic. When there is an unknown variable and the data set follows a normal distribution, a T-test is utilized. The t-statistic, t-distribution value, and degrees of freedom are used in a t-test to evaluate statistical significance in hypothesis testing in statistics(Wang, Tang et al. 2022).

Parametric	**Non-Parametric**
Descriptive statistics	Mean, std deviation, min. max. median
I Sample T-test	Sign Test/Wilcoxon Signed Ranked test
Paired T-test	Sign Test/Wilcoxon Signed Ranked test
2 Sample T-Test	Mann Whitney U test/Wilcoxon Sum Rank test
ANOVA	Kruskal Wallis test

T-Test Assumptions

Assumption for two sample t-test

- Both groups do not dependent on each other (public school teachers and private school teachers)
- Professional traits are normally distributed between both groups
- Homogeneity of variance assumed
- SPSS> analysis> compare means> independent sample t-test(Kim 2015).

T-test is the main measure of observing hypothesis results of the study, further t-test have identified that is their significant difference between means sample of the public-school teachers and private school teachers.

Anova

The t-test is employed when comparing the population means of just two groups, but the analysis of variance (ANOVA) is used when comparing the means of more than two groups.

Parametric statistical methods for evaluating hypotheses include the t-test and analysis of variance (also known as ANOVA). The method relies on common assumptions, such as the normal distribution of the population from which the sample is obtained, the homogeneity of variance, the random sampling of data, the independence of observations, and the proportional or interval level of the dependent variable. A lot of confusion arises when folks try to make sense of measurements(Nordstokke and Colp 2014).

Following the discussion above, it is clear that the t-test is a subset of ANOVA that may be used to compare the means of only two populations. However, the t-test may introduce additional error when comparing the means of more than two populations at once, hence ANOVA is employed instead.

Dependent Variable: Professional Traits

		Sum of Squares	df	Mean Square	F	Sig.
Exhaustion	Between Groups	652.458	4	136.11	1.489	0.00
	Within Groups	192.542	296	101.25		
	Total	845.000	300			

ANOVA results shows that there are significant results for observing mean deviation differences upon public school teachers and private school teachers. Best measure to observe ANOVA results is to see significant value, here sig < 0.05 means there is significant differences between public and private school teachers' professional traits.

4.3.3 Levene's test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% Confidence Interval of the Difference	
								Upper	Lower
Equal variances assumed	1.21	0.00	13.63	395	0.00	1.22	0.214	41.22	42.19
Equal variances not assumed			12.21		0.00	1.12	0.125	40.21	41.17

Levene's test for equality of variance shows that results are perfectly significance to check significant differences between professional traits of public and private school teacher's performance(Mishra, Singh et al. 2019). Further professional traits for public schools are significantly higher than private schools in district Lodhran

Levene's test is an inferential statistic used to determine whether or not sample variances are identical. For convenience, many standard statistical techniques assume that each sample is taken at random from a population with the same variance. This hypothesis is put to the test using Levene's test. The equality of population variances is a null hypothesis that will be tested (called homogeneity of variances)(O'Neill and Mathews 2002). An acquired difference in sample variance is not likely to be attributable to random sampling if the p-value from Levene's test is smaller than some crucial value (typically 0.05). As a result, we may conclude that the population variances

are not the same and reject the null hypothesis of identical variance. Analysis of variance and the t-test are two examples of procedures that often presume homogeneity of variance. Levene's test is useful since it does not presuppose the normality of the data being tested. To check for equality of variance, Levene's test is frequently employed. An adjusted technique that does not depend on the equality of variance is employed when Levene's test is statistically significant. If a researcher wants to determine if the variances of distinct demographic groups are different, then Levene's test can be used to test significant questions on its own. Difference values around each mean are analysed using the test's version of the variance of the original data(Katz, Restori et al. 2009).

	Kolnogorov-Smirnov			Shapiro-Wilk		
	Stats.	df	Sig	Stats.	df	Sig
Professional traits	0.024	167	0.15	0.451	167	0.191

Insignificant p values shows that variables are normally distributed
Further results shows that there is no difference in dependent variables' performance before and after intervention of data collected or interventions this research have been applied.

Findings

- Study found that there is significant difference between professional traits of public and private school teachers
- Study found that public school teachers are skilled as compare to private school teachers
- Study found that govt have special attention while hiring for staff as compare to private school teachers
- Study proved that govt school teachers are more qualified as compare to private school teachers
- Finding shows that private school teachers need lot of improvements to compete public school teachers.

CONCLUSION
Study concludes that most of private school teachers and administrations have less attentions towards training and development programs for teachers.The research presumes that the level of professionalism displayed by educators in both public and private schools is a more significant factor in kids' academic success. The study examined the public and private school instructors in the Lodhran region to see which sector was most negatively impacted by these issues in the classroom. The survey indicated that public school instructors were less professional than their private school counterparts. According to another report, researchers in the Lodhran area discovered that public school educators tended to have higher levels of expertise than their private school counterparts. The research calls for a bigger sample size over all of Punjab province, beginning with a focus on South Punjab.

DISCUSSION

It is common practice for public school teachers to hold bachelor's degrees in education and be experienced and qualified as compare to private school teacher. If you aren't interested in pursuing a degree in education, you may still get certified to teach in many states. Teachers can also show off their expertise by earning a voluntary certification that is recognized on a national scale. Teachers who get experience certificate often receive pay raises and school-paid professional development opportunities.

RECOMMENDATIONS

- It's recommended to provide proper training and development programs for teachers of all private school before and after hiring process.
- Some of the private schools have brilliant criteria for teachers' performance but majority of the school should be under ambarella of regular training programs.
- It's recommended to make training sessions as permanent part of teaching programs.
- It's recommended that public school teacher should make comparison to international standards of education instead of comparing themselves with local private schools in future research
- Study further recommends that research could be done on expanded sample of Punjab province instead on relying on Lodhran district only

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