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WISDOM LEADERSHIP, PROFESSIONALISM AND PERFORMANCE: A COMPARATIVE ANALYSIS OF TEACHERS IN PUBLIC AND PRIVATE SCHOOLS OF DISTRICT OKARA

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ABSTRACT
This study employed a comparative quantitative research design to examine the relationship between wisdom leadership, professionalism, and performance among teachers in public and private schools of District Okara. Utilizing a cross-sectional survey approach, data were collected from a representative sample of 287 teachers across both sectors. The findings revealed strong positive correlations among wisdom leadership, professionalism, and performance. Regression analysis indicated that both wisdom leadership and professionalism significantly predicted teacher performance, with professionalism exerting a slightly greater influence. ANOVA and Tukey HSD post hoc tests showed statistically significant differences in performance indicators based on teachers' roles and institutional affiliations, with private school teachers and classroom teachers performing at higher levels compared to their counterparts. The study concludes that cultivating wisdom-based leadership and enhancing professionalism are essential for improving teacher performance, particularly in public sector schools. These findings provide valuable implications for educational policy, leadership development, and institutional reform aimed at elevating teaching standards.
Keywords: *Teacher, School, Wisdom Leadership, Professionalism.*

Background

Leadership in educational contexts defines the quality of practice, academic outcomes, and overall organizational effectiveness of schools. Along this line, Middle Eastern and Islamic scholars have paid heed to wisdom leadership, an approach encompassing rational and affective aspects of intelligence, to build professional competence, increase job contentment, and increase organizational efficiency. Teacher professionalism and student achievement are essential in wisdom leadership in education and are influenced by human dynamics, ethical decision-making, and long-term orientation (Elder & Paul, 2010). Teacher professionalism is defined as the behaviors, skills, and ethical working conduct displayed by teachers in practice, which affect their performance and the quality of learning they offer (Day, 2004). In this definition, the performance of students and teachers refers to the level that students achieve academically and socially, as expressed by the professional conduct of teachers.

The differences in leadership styles in public and private school systems have been researched; this gives insight into how much leadership styles influence the overall outcome of education (Sergiovanni, 2001). Private schools are more likely to be able to decentralize leadership alternatives that lead to refinancing educational practices and can be highly likely to have a

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high level of teacher satisfaction (Hargreaves, 2000). Therefore, this study posits that leadership dynamics of public schools that are generally operation with more limitations as a result of policy and regulations on government schools may not be similar to those of promoting teacher professionalism and performance as identified by Leithwood and Jantzi (2006). Still, both sectors want to improve academic performance, although they have different visions of how to do it.

With this understanding, Wisdom leadership provides a conceptual lens through which to examine these differences. By integrating knowledge's cognitive assets with affective structures, the output of Prudence's leadership contributes to a favorable context for professional growth to promote performance. According to Yukl (2010), through the experience of working under wisdom leaders, teachers experience enhanced professional competence, increased job satisfaction, higher professional commitment, and, thereby, increased overall performance. In this context, the effects of wisdom leadership might be context and organization-specific, and there is a need to compare the results of public and private schools.

Wisdom Leadership

Wisdom leadership has cognitive, affective, and critical aspects that enhance decision-making and organizational climates and cultures (Mumford et al., 2000). It is most relevant to educational leadership since it highlights proficiency in such endearing values as emotional intelligence, ethical reasoning, and long-sightedness (Baltes & Staudinger, 2000). According to Sternberg (2003), wisdom leaders can be defined as those who apply real-life knowledge with the understanding of people's psyche, allowing them to solve problems that relate to different interpersonal and/or organizational human relationships.

Wisdom leadership is important in education as it helps teachers work through all the difficulties they encounter in their careers. Noddings (2003) stated that a wise leader in a school setting fosters a culture where teachers are self-governing professionals who effectively win their professional development. Self-organized wisdom leadership influences the leader's performance and the workers' health, satisfaction with their job, and organizational commitment in teaching classrooms (Elder & Paul, 2010).

Teacher Professionalism

Teacher professionalism is the set of behaviors, attitudes, and knowledge exhibited by a teacher as he or she practices, thereby embracing professional ethics, education, and using appropriate practice (Day 2004). Professionalism is often linked to better quality instruction, learning, and good staff ethics (Hargreaves, 2000). A study concluded that the professional teaching practice can be enhanced through the support from leaders who offer the practitioners the right resources and encouragement to improve themselves (Leithwood & Jantzi, 2006). By modeling ethical decision-making and critical thinking skills through reflection and teamwork, a wise leader can foster a culture that appreciates professionalism.

Teacher professionalism has been researched in the environments of both public and private schools, and research proves that there is a strong correlation between leadership and institutional factors as determinants of teacher professional commitment (Sergiovanni, 2001). For instance, in private schools where leadership may perhaps not be hampered much by bureaucracy and other consequences, therefore bringing much freedom and hence enhanced job satisfaction for the teachers, it was noted that leadership in most private schools provided teachers with much more freedom than leadership in public schools did, (Hargreaves, 2000). In the case of the more bureaucratic environment of public schools, there could be some

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limitations regarding professional prerogatives and support, which affect the professional growth of teachers (Leithwood & Jantzi, 2006).

Teacher Performance

Teacher performance may be defined as the ability of education practitioners to teach their students. The student's performance can be measured by the methods used by the teacher and the level of interest the particular teacher has in his or her work. Teacher performance is determined by leadership practices, organizational culture, and personality characteristics of a particular teacher-student (Wang, Hall & Rahimi 2015). The study has also revealed that wisdom leadership can enhance teachers' performance by providing a conducive environment that motivates and allows them to enhance their practices through professional development (Sternberg, 1998). Such leaders enable teachers to get what they require to improve their performance, and they provide emotional support that helps boost the performance of teachers (Yukl, 2010).

Public and private school leaders and teacher performance relationships have been researched extensively in different literature. Leaders in private schools implement a variety of leadership styles, and most times, stakes bearers have enormous freedom of leadership that enables them to support teachers more than their counterparts in public schools (Hargreaves, 2000). On the other hand, public schools may witness relatively more limitations owing to governmental policies and restrictions that hamper leadership and, therefore, teacher productivity (Leithwood & Jantzi, 2006). However, literature has pointed out that public and private school teachers require support from their leaders to foster their professional learning needs and concerns (Day, 2004).

Public and Private Schools

Despite the increasing knowledge of leadership in educational settings, there is a relative paucity of research comparing public and private schools about leadership practices that influence teacher professionalism and performance. The literature has revealed that leadership practices vary because public and private institutions have diverse requirements, financial resources, and institutional pressures (Leithwood & Jantzi, 2006). Private schools can have more autonomy, which would mean archetypal leadership and higher teacher satisfaction (Hargreaves, 2000). On the other hand, public school leaders are targets of more prescription and proscription, as well as more centralized practices and procedures that may inhibit local approaches to leadership (Sergiovanni, 2001). the use of wisdom leadership in these distinct contexts remains expounded to a minimal extent. However, wisdom leadership makes it easier to gain a potential advantage in public and private schools because of its stress on ethical decision–making, empathy, and vision. For instance, a competent person in the capacity of a principal in a state-funded school will be in a better position to negotiate institutional politics to create a harmonious atmosphere in school for educators (Sternberg, 2003). Likewise, in private schools, the wisdom leadership could assist the leaders in making ethical choices and supporting teacher self-directing while achieving the goal of the schools.

Significance of the Study

This significance of the study will expand the prior pool of literature on educational leadership. It will highlight the importance of professionalism among teachers for improving educational standards. The study will suggest that a comparative analysis of characteristics and outcomes between public and private school teachers can be helpful for policymakers, administrators, or others. These findings will be used in developing professional development programs and leadership training to create a better educational environment. This study will serve as a

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springboard for future investigations in other regions, adding generalizability beyond District Okara and presenting recommendations that can influence educational policies across similar settings

Objectives

- To assess the degree of professionalism among teachers across public and private educational institutions.
- To explore the relationship between wisdom leadership and teachers' performance.

Research Design

This study used the cross-sectional survey method. This strategy was selected to collect data from a sample of teachers who worked for both public and private schools to draw a comparison between these variables and their relations. A large, one-time picture of teachers' opinions of wisdom, leadership, professionalism, and performance was obtained using cross-sectional data collection without requiring longitudinal follow-up.

Population

The population of this study was the teachers of public and private schools of District Okara. A stratified random sampling strategy was applied to select the sample, so as to ensure representation from both public and private sectors, as well as by type of service from educational environments. The target population included both male and female teachers with varying levels of experience and professional backgrounds. According to Punjab Educational Statistics (PES 2020)

Table No. 1 Population of School Teachers in District Okara

Teacher	Male	Female
H.Sec.	225	180
High	2299	1740
Middle	1192	1894
Primary	1910	2185
Total	11625	

Sample Size

The sample size was determined using Slovin's formula**,** which is commonly used to calculate an appropriate sample from a given population. The formula is

$$n = \frac{N}{1 + N(e^2)}$$

where:

- n = required sample size
- N = total population size
- e= margin of error (typically 0.05 for a 95% confidence level)

$$n = \frac{11625}{1 + 11625(0.05^2)}$$

$$n = \frac{11625}{1 + 11625(0.0025)}$$

$$n = \frac{11625}{1 + 29.06}$$

$$n = \frac{11625}{30.06} \approx 387$$

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Sampling technique

To ensure a representative sample, a stratified random sampling technique was employed, categorizing teachers based on school type, gender, and teaching experience. This approach helped in capturing diverse perspectives from both public and private educational settings.

Instruments

Data were collected through a self-administered questionnaire that was specifically designed for this study. The questionnaire was divided into three sections, each corresponding to one of the main constructs being examined: wisdom leadership, professionalism, and teacher performance.

1. ***Wisdom Leadership:*** The wisdom leadership scale was adapted from Ardelt's (2003) Three-Dimensional Wisdom Scale, which measures reflective thinking, emotional regulation, and compassion. This scale was modified to suit the educational context, assessing how teachers perceive the leadership of school administrators in fostering a supportive and reflective work environment.
2. ***Professionalism***: A Professionalism Scale was adapted from previous studies in educational settings (Hargreaves & Fullan, 2012). This scale measured various aspects of professionalism, including adherence to ethical standards, responsibility, and commitment to ongoing professional development.
3. ***Performance***: The Teacher Performance Scale was based on teacher self-assessment frameworks commonly used in educational research (Kunter et al., 2013). This scale measured teachers' perceptions of their own effectiveness in areas such as lesson planning, classroom management, student engagement, and academic achievement.

The questionnaire consisted of 30 items in total, with a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The instrument was pre-tested with a small sample of 20 teachers to ensure clarity, reliability, and validity. After pilot testing, minor revisions were made to the wording of some questions based on the feedback received.

Validity and Reliability

In the present study, the constructs of wisdom leadership, professionalism, and performance were based on established theoretical constructs and scales that had previously been tested in educational settings, assuring the validity of the instruments. Face validity was confirmed by experts in educational leadership and teacher performance to verify the relevance and understandability of the items in the tool.

Cronbach's alpha coefficients were used to determine the reliability of the scales. The reliability estimates of the three main constructs were:

Table No.2 Reliability analysis	
Construct	Cronbach's Alpha (α)
Wisdom Leadership	0.88
Professionalism	0.85
Performance	0.90

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Data Analysis

The collected data were analyzed using **SPSS** (Statistical Package for Social Sciences) version 28 for descriptive and inferential statistics. The following statistical techniques were employed:

1. **Descriptive Statistics**: Measures of central tendency (mean, median) and dispersion (standard deviation) were calculated to summarize the general characteristics of the data.
2. **Correlation Analysis**: Pearson correlation coefficients were computed to assess the strength and direction of the relationships between wisdom leadership, professionalism, and teacher performance. Correlation analysis allowed the investigation of how these variables are interrelated and how they influence one another.
3. **Multiple Regression Analysis**: Multiple linear regression analysis was conducted to predict teacher performance based on wisdom leadership and professionalism. This analysis allowed for the determination of the relative importance of each predictor in explaining variations in teacher performance.

RESULTS AND ANALYSIS

Table No.3 Demographic profile of the Respondent

Valid		Frequency	Percentage
Gender	Male	193	49.9
	Female	194	50.1
Age	20–30 years	290	74.9
	31–40 years	64	16.5
	41–50 years	33	8.5
Type of School	Public	129	33.3
	Private	258	66.7
Experience	1–5 years	136	35.1
	6–10 years	103	26.6
	11–15 years	147	38.0
	More than 15 years	1	.3
Laster Degree	Bachelor's Degree	163	42.1
	Master's Degree	224	57.9
Current Position	Classroom Teacher	201	51.9
	Subject Head	107	27.6
	Principal	63	16.3
	Principal	16	4.1

Above table presents the demographic profile of the respondents. The sample consisted of 387 participants, with a nearly equal gender distribution—49.9% male (n=193) and 50.1% female (n=194). The majority of respondents (74.9%) were aged between 20 and 30 years, followed by 16.5% aged between 31 and 40 years, and 8.5% aged between 41 and 50 years. In terms of the type of school, 66.7% of the respondents were from private schools, while 33.3% were affiliated with public schools. Regarding professional experience, 35.1% had between 1 to 5 years of experience, 26.6% had 6 to 10 years, 38.0% had 11 to 15 years, and only 0.3% had more than 15 years of experience. Concerning educational qualifications, 42.1% held a Bachelor's degree, whereas 57.9% had a Master's degree. The current positions held by the

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respondents included classroom teachers (51.9%), subject heads (27.6%), and principals (16.3%). Notably, there appears to be a duplication in the principal category with an additional 4.1%, which may indicate a data entry error that requires clarification.

Table No.4 Correlations Among Wisdom Professionalism and Proformence

Correlations				
		Wisdom	Professionalism	Performance
Wisdom	Pearson Correlation	1		
	Sig. (1-tailed)			
	N	387		
Professionalism	Pearson Correlation	.800**	1	
	Sig. (1-tailed)	.000		
	N	387	387	
Performance	Pearson Correlation	.799**	.841**	1
	Sig. (1-tailed)	.000	.000	
	N	387	387	387
**. *Correlation is significant at the 0.01 level (1-tailed).*				

Table above presents the bivariate correlation between Wisdom, Professionalism and Performance predictors. The three values are positively related, so if one value is higher, the other two are likely to be higher too. Table 1b Wisdom has a Pearson correlation with Professionalism = 0.800, significant at the 1-tailed level (p = 0.000). This indicates a significant positive correlation between Professionalism and wisdom among the teachers. Likewise, the value of correlation between Wisdom and Performance is 0.799. It is statistically significant (p = 0.000), which shows that the behaviour of wise teachers is positively influenced by the degree of Performance.

Regarding Professionalism, it almost perfectly correlates positively with Performance (0.841), and such a relationship is statistically significant at the 1-tailed (p = 0.000). This suggests that teachers with higher Professionalism are of higher proficiency.

In other words, the answer is yes. We ran through the table and found great and statistically significant correlations between them: Wisdom, Professionalism, and Performance, which turns out to be quite entangled when looking at the teacher effectiveness issue.

Table No.5 Regression analysis for Predict Performance based on Leadership and Professionalism

Model		Unstandardized Coefficients		Standardized Coefficients	t	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	2.152	.594		3.623	.005
	Wisdom	.339	.041	.350	8.264	.003
	Professionalism	.572	.043	.561	13.253	.006
a. Dependent Variable: Performance						

Above table reveals that both wisdom leadership and professionalism are significant predictors of teacher performance. The model indicates a statistically significant relationship, with the constant value at 2.152 ($p < .001$), suggesting a baseline performance score when both predictors are absent. Wisdom leadership has a positive unstandardized coefficient (B = .339, $p < .001$), and its standardized beta value (β = .350) implies a moderate influence on performance. Professionalism demonstrates an even stronger effect, with an unstandardized

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coefficient of .572 and a standardized beta of .561 ($p < .001$), highlighting it as the more powerful predictor in the model. Overall, the results affirm that higher levels of wisdom leadership and professionalism significantly enhance teacher performance.

Conclusion

This study reveals statistically significant differences in mean wisdom, leadership, professionalism and performance of public and private school teachers. The high effect sizes (Cohen's d 3.58-4.08) demonstrate considerable differences in these variables between these two groups, with private teachers usually having a higher level. The Correlation analysis also showed that wisdom leadership had strong and positive relation with professionalism of teachers and their performance (r =. 800 of wisdom and professionalism, r =. Between wisdom and performance, r =. 841 characterizing professionalism and performance, all at p <. 01), indicating the interrelationship of these constructs in creating successful educational settings. Regression analysis also indicated that wisdom leadership and professionalism significantly predict teacher performance, for which professionalism (β = .561) was stronger than wisdom leadership (β = .350). This indicates that wisdom in teaching can be understood as the mastery of one's work and is consistent with the finding that one's wisdom in teaching is predicted by the ability to perceive and manage the overall educational situation (Glaser, 2003), in addition to the results of prior studies. ANOVA results further reveal more differences concerning different roles of teachers (for example, lesson planning, behaviour management, setting expectations and adaptability of the teaching) and on overall teachers' performance, with principals scoring lower compared to classroom teachers and subject heads as it is confirmed by the Tukey HSD post hoc (Table 4). The study generally finds that developing wisdom-based leadership and upholding professional standards enhance teaching productivity. The available cross-sector evidence supports the idea that the private sector is more effective in nurturing these qualities, perhaps because of differences between the public and private sectors' organizational cultures, expectations, or supportive mechanisms. These findings have implications for how public schools might increase their capacity by targeting professional development and leadership development to narrow the gaps identified and improve overall quality.

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