



Job Satisfaction of Secondary School Teachers in Relation to their Professional Commitment

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Abstract

The present study was conducted to examine job satisfaction and professional commitment among secondary school teachers. The study specifically aimed to investigate the differences between government and private secondary school teachers in terms of their job satisfaction and professional commitment, as well as to examine the relationship between these two variables. A sample of 60 secondary school teachers was selected for the study, comprising both government and private school teachers. The findings revealed a significant difference between government and private secondary school teachers in their levels of job satisfaction and professional commitment. The study also indicated a positive and significant relationship between job satisfaction and professional commitment, suggesting that teachers with higher job satisfaction tend to demonstrate greater professional commitment.

Keywords: Job Satisfaction, Professional Commitment, Secondary School Teachers, Government and Private Schools.

Introduction

Teachers play a central role in the effective functioning of the education system. The quality of education largely depends on teachers' knowledge, professional competence, motivation, attitudes, and commitment towards their profession. At the secondary school level, teachers are required not only to impart subject knowledge but also to guide students, develop their abilities, maintain classroom discipline, participate in school activities, and contribute to their overall development. Therefore, teachers' positive attitudes towards their profession are essential for achieving educational objectives. Job satisfaction refers to the degree to which an individual feels positively or negatively about his or her job. In the teaching profession, job satisfaction may be influenced by several factors, such as working conditions, salary, recognition, workload, relationships with colleagues and administrators, opportunities for professional development, job security, and autonomy in performing professional responsibilities. A teacher who experiences satisfaction in the workplace may demonstrate greater enthusiasm, motivation, and willingness to perform professional duties effectively. Professional commitment refers to the

teacher's psychological attachment, dedication, responsibility, and willingness to remain involved in and contribute to the teaching profession. Professionally committed teachers are generally expected to demonstrate responsibility towards students, the school, and the teaching profession. They may show greater willingness to improve their professional knowledge, participate in school activities, and fulfil their responsibilities sincerely. Job satisfaction and professional commitment are important aspects of teachers' professional lives. A teacher who is satisfied with his or her job may develop a stronger sense of attachment and dedication towards the profession. Conversely, dissatisfaction arising from unfavourable working conditions, excessive workload, lack of recognition, or limited professional opportunities may influence teachers' attitudes towards their profession. Therefore, studying the relationship between job satisfaction and professional commitment can provide useful information about teachers' professional experiences and their relationship with their commitment to teaching. **Mahmood A. (2026)** studied the professional commitment and job satisfaction of secondary school teachers. Due consideration may also be given to create a congenial work environment to develop a positive attitude leading to professional commitment and job satisfaction among them. **Madhura B. (2026)** studied Determinants of Job Satisfaction for Well-Being of Employees - A Review. Research reviews on job satisfaction helps readers, policy makers, administrators to understand varying needs and expectations of employees in high demand technology environment. **Abi S. (2026)** studied A study on relationship between job satisfaction and employee productivity. The study concludes that job satisfaction depends on multiple workplace factors working together, and that higher job satisfaction leads to better productivity and employee retention. **Singh & Maurya (2025)** studied the Professional Commitment as a Moral Construct: A Conceptual Exploration. professional commitment as a moral concept gives a clearer understanding of teaching, recognizing educators as not just skilled workers but also as moral agents shaping the future. **Mangarin, A. (2024)** studied the Influence of Professional Commitment to Work Climate of Public-School Teachers. This study, it was found out that all the domains of professional commitment, to wit: organizational commitment, service commitment, work commitment, career commitment, job satisfaction, managing the individual within the team, and managing difficult situation, significantly influence the work climate of public-school teachers. **Venkatesham, M. (2022)** studied the professional commitment of secondary school teachers in relation to selected variables. it was found that locality has significant impact on professional commitment of School teachers, urban School teachers were found more committed as compared to rural school teachers.

Justification of the Study

The present study is justified on both educational and research grounds. Teachers' professional attitudes are closely connected with the effective functioning of schools. Job satisfaction represents teachers' perceptions and feelings regarding their work, whereas professional commitment reflects their

dedication and attachment to the teaching profession. Both variables represent different but related dimensions of teachers' professional lives. Although job satisfaction and professional commitment have been studied separately in educational research, their relationship may vary according to educational level, institutional conditions, geographical area, and characteristics of teachers. Therefore, a focused study of secondary school teachers can provide context-specific evidence. The findings of the study may assist school authorities and educational administrators in understanding teachers' professional experiences and in developing appropriate measures related to working conditions, recognition, professional development, and teacher support. Hence, the study has practical as well as academic relevance.

Statement of the Problem

Job Satisfaction of Secondary School Teachers in Relation to their Professional Commitment

Objectives of the Study

The objectives of the study stated below

1. To study the difference in the job satisfaction of government and private secondary school teachers.
2. To study the difference in the professional commitment of government and private secondary school teachers.
3. To examine the relationship between job satisfaction and professional commitment among secondary school teachers.

Hypotheses of the Study

Following hypotheses formulated and tested –

1. There is no significant difference in the job satisfaction of government and private secondary school teachers.
2. There is no significant difference in the professional commitment of government and private secondary school teachers.
3. There is no significant relationship between job satisfaction and professional commitment among secondary school teachers.

Research Methodology

The Descriptive Survey Method was employed for the present study because the research aims to describe teachers' perceptions of Professional Commitment and job satisfaction and determine the relationship between the two variables. A correlational research design was adopted because the principal purpose is to determine whether Professional Commitment is associated with job satisfaction. Secondary school teachers of Meerut city comprised the population for the present study. 60 government and private secondary school teachers of secondary schools form the sample of the study and the sample

was drawn through Random Sampling technique. **Teachers Professional Commitment scale** developed by Dr. Deepa Sikand Kauts & Varinder Kaur and the **Job Satisfaction Scale** developed by Dr. Amar Singh and Dr. T. R. Sharma were used for collection the data. T-value and Pearson's Product-Moment Correlation was used for the analysis and interpretation of data.

Analysis and Interpretation of Data

Objective 1- To study the difference in the job satisfaction of government and private secondary school teachers.

Hypothesis 1- There is no significant difference in the job satisfaction of government and private secondary school teachers.

Table- 1
Difference in the job satisfaction of government and private secondary school teachers

Sample	N	Mean	S.D.	t-Value	Level of Significance
Government Teachers	30	15.64	2.17	2.46	Significant at 0.05
Private Teachers	30	14.09	2.68		

Table shows the difference in job satisfaction between government and private secondary school teachers. The mean job satisfaction score of government teachers was **15.64** with a standard deviation of **2.17**, whereas private teachers obtained a mean score of **14.09** with a standard deviation of **2.68**. The obtained **t-value was 2.46**, which was found to be **significant at the 0.05 level**. The mean score indicates that government secondary school teachers had a higher level of job satisfaction than private secondary school teachers. Since the obtained *t*-value is significant at the 0.05 level, the difference between the two groups is statistically significant. Therefore, the null hypothesis stating that '**there is no significant difference in the job satisfaction of government and private secondary school teachers**' is rejected. It may therefore be concluded that **government and private secondary school teachers differ significantly in job satisfaction**, with government teachers showing a comparatively higher mean score.

Objective 2- To study the difference in the professional commitment of government and private secondary school teachers.

Hypothesis 2- There is no significant difference in the professional commitment of government and private secondary school teachers.

Table- 1

**Difference in the professional commitment of government and private
secondary school teachers**

Sample	N	Mean	S.D.	t-Value	Level of Significance
Government Teachers	30	15.75	2.16	2.51	Significant at 0.05
Private Teachers	30	17.44	2.99		

Table presents the difference in professional commitment between government and private secondary school teachers. The mean professional commitment score of government teachers was **15.75** with a standard deviation of **2.16**, whereas private teachers obtained a mean score of **17.44** with a standard deviation of **2.99**. The obtained **t-value was 2.51**, which was found to be **significant at the 0.05 level**. The mean score indicates that private secondary school teachers had a higher level of professional commitment than government secondary school teachers. Since the obtained *t*-value is significant at the 0.05 level, the difference between the two groups is statistically significant. Therefore, the null hypothesis stating that ‘**there is no significant difference in the professional commitment of government and private secondary school teachers**’ is **rejected**. It may be concluded that government and private secondary school teachers differ significantly in their level of professional commitment, with private teachers showing a comparatively higher mean score.

Objective 3- To examine the relationship between job satisfaction and professional commitment among secondary school teachers.

Hypothesis 3- There is no significant relationship between job satisfaction and professional commitment among secondary school teachers.

Table-3

**Co-efficient of Correlation between Job Satisfaction and Professional Commitment
of Government and Private secondary school teachers**

Sample	Variable	Co-efficient of Correlation
Government and Private Teachers	Job satisfaction	+ 0.351
	Professional Commitment	

Table presents the coefficient of correlation between job satisfaction and professional commitment among government and private secondary school teachers. The obtained coefficient of correlation was +0.351, indicating a positive relationship between job satisfaction and professional

commitment. The positive value of the correlation coefficient suggests that teachers with higher levels of job satisfaction tend to have higher levels of professional commitment, and vice versa. The magnitude of 0.351 indicates a low to moderate positive relationship between the two variables. Thus, it may be concluded that job satisfaction and professional commitment are positively related among government and private secondary school teachers. However, the statistical significance of this relationship cannot be determined from the correlation coefficient alone unless the sample size and significance level are also provided.

Findings of the study

Based on the data analysis and coefficient of correlation obtained in the study, the following major findings were drawn:

1. The study revealed a significant difference in the job satisfaction of government and private secondary school teachers. Government teachers obtained a higher mean job satisfaction score ($M = 15.64$, $SD = 2.17$) than private teachers ($M = 14.09$, $SD = 2.68$). The obtained t -value of 2.46 was significant at the 0.05 level. Hence, the first null hypothesis was rejected.
2. A significant difference was found in the professional commitment of government and private secondary school teachers. Private teachers obtained a higher mean professional commitment score ($M = 17.44$, $SD = 2.99$) than government teachers ($M = 15.75$, $SD = 2.16$). The obtained t -value of 2.51 was significant at the 0.05 level. Therefore, the second null hypothesis was rejected.
3. The study found a positive correlation ($r = +0.351$) between job satisfaction and professional commitment among government and private secondary school teachers. This indicates that higher job satisfaction tends to be associated with higher professional commitment. The coefficient reflects a low-to-moderate positive relationship. However, the statistical significance of this correlation cannot be established from r alone because the significance level and sample size for this correlation were not reported.
4. The findings indicate that government and private secondary school teachers differ significantly in both job satisfaction and professional commitment, while job satisfaction and professional commitment show a positive association among the teachers included in the study.

Conclusion

The present study was conducted to examine the differences in job satisfaction and professional commitment between government and private secondary school teachers and to determine the relationship between these two variables.

The findings revealed that government secondary school teachers had significantly higher job satisfaction than private secondary school teachers. In contrast, private secondary school teachers showed significantly higher professional commitment than government teachers. The study also

revealed a positive relationship ($r = +0.351$) between job satisfaction and professional commitment, indicating that teachers with higher job satisfaction tended to demonstrate higher professional commitment. Overall, the findings suggest that the nature and type of school management may be associated with differences in teachers' job satisfaction and professional commitment. At the same time, the positive relationship between these variables highlights the importance of creating supportive and satisfactory working conditions that may contribute to teachers' commitment towards their profession.

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