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A STUDY OF TEACHERS' JOB SATISFACTION AND PROFESSIONAL COMMITMENT

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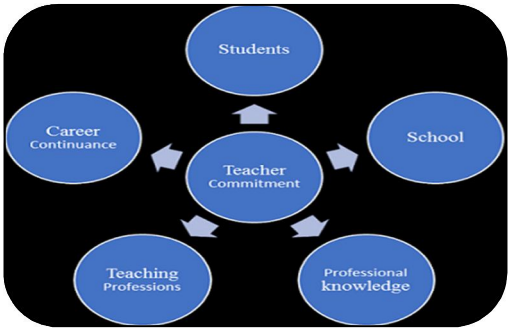
ABSTRACT



Teachers play a significant role in the educational system by contributing to students' academic achievement, personality development, and overall learning experiences. Job satisfaction and professional commitment are important factors that influence teachers' performance, motivation, effectiveness, and dedication to the teaching profession. Job satisfaction refers to the extent to which teachers feel content with their working conditions, salary, professional recognition, career opportunities, relationships with colleagues, and administrative support. Professional commitment refers to teachers' dedication to their profession, willingness to fulfil professional responsibilities, and desire to contribute to educational development. The present study aims to examine the relationship between teachers' job satisfaction and professional commitment and to identify the factors that influence both. It considers the role of school environment, leadership practices, workload, job security, professional development opportunities, interpersonal relationships, and institutional policies in shaping teachers' attitudes towards their work.

The study adopts a descriptive and analytical approach based on relevant literature and available secondary information. It highlights the importance of supportive working conditions, fair compensation, recognition, participatory decision-making, and continuous professional development in strengthening teachers' job satisfaction and professional commitment. It also emphasises that dissatisfied teachers may experience reduced motivation and professional engagement, whereas a supportive institutional environment can encourage dedication and improve teaching effectiveness. The study concludes that promoting teachers' job satisfaction and professional commitment is essential for maintaining educational quality, strengthening institutional effectiveness, and achieving positive student learning outcomes. Educational administrators and policymakers should therefore develop appropriate strategies to improve teachers' working conditions, professional growth, and overall well-being.

KEYWORDS: *Teachers' Job Satisfaction, Professional Commitment, Teaching Effectiveness, Teacher Motivation, Work Environment, Professional Development, Job Performance, Teacher Retention, Institutional Support.*

INTRODUCTION

Education is one of the most important instruments for individual development, social transformation, and national progress. Teachers play a central role in the educational process by imparting

knowledge, developing students' abilities, promoting moral values, and preparing learners to meet the challenges of modern society. The quality of education depends not only on curriculum, infrastructure, and educational policies but also on teachers' motivation, professional dedication, and satisfaction with their work. In this context, teachers' job satisfaction and professional commitment are important factors influencing teaching effectiveness and the overall functioning of educational institutions. Job satisfaction refers to the degree of contentment teachers experience in relation to their professional responsibilities and working conditions. It is influenced by several factors, including salary, job security, workload, administrative support, relationships with colleagues, recognition, promotion opportunities, and access to professional development. Teachers who are satisfied with their jobs may demonstrate greater enthusiasm, confidence, cooperation, and willingness to improve their teaching practices. In contrast, excessive workload, inadequate resources, limited career opportunities, and insufficient recognition may contribute to dissatisfaction and reduced professional motivation.

Professional commitment refers to the extent to which teachers identify with their profession and remain dedicated to their responsibilities, professional values, and educational objectives. Committed teachers demonstrate a willingness to improve their knowledge, adopt effective teaching strategies, support students' learning needs, and contribute to institutional development. Professional commitment may also influence teachers' intentions to remain in the teaching profession and participate in professional development activities. It reflects not only a sense of duty but also a deeper attachment to teaching as a meaningful and socially important occupation. Job satisfaction and professional commitment are closely related, although they represent different aspects of teachers' professional lives. Job satisfaction concerns teachers' evaluation of their work experiences, whereas professional commitment reflects their dedication and attachment to the profession. Positive working conditions and supportive leadership may strengthen both factors. However, teachers may remain committed to education even when they experience dissatisfaction with certain employment conditions. Understanding this relationship is therefore essential for developing appropriate strategies to improve teacher motivation, professional well-being, and institutional effectiveness.

In contemporary educational settings, teachers face various challenges, including increasing administrative responsibilities, changing curriculum requirements, technological developments, diverse student needs, and pressure to achieve academic outcomes. These demands can affect teachers' professional experiences and their attitudes towards teaching. Educational institutions must therefore provide supportive leadership, adequate teaching resources, fair employment practices, opportunities for career advancement, and continuous professional development. Such measures can help teachers manage professional challenges and maintain their dedication to educational goals. The study of teachers' job satisfaction and professional commitment is important for educational administrators, policymakers, teacher educators, and researchers. Examining these factors can help identify the conditions that promote teacher motivation, improve workplace relationships, reduce professional dissatisfaction, and encourage long-term retention in the teaching profession. It can also provide insights into how institutional policies and working environments influence teachers' professional attitudes and teaching practices.

The present study aims to examine teachers' job satisfaction and professional commitment, identify the major factors influencing them, and understand their relationship within the educational context. It also seeks to highlight measures that educational institutions can adopt to improve teachers' professional experiences. The study emphasises that recognising teachers' needs, supporting their professional growth, and creating a positive working environment are essential for strengthening the teaching profession and improving the quality of education.

AIMS AND OBJECTIVES

Aim

The main aim of this study is to examine teachers' job satisfaction and professional commitment and to understand the factors influencing their professional attitudes, motivation, and dedication to teaching. The study also aims to explore the relationship between job satisfaction and professional commitment and their significance in improving teaching effectiveness and educational quality.

Objectives

1. To examine the level of job satisfaction among teachers in educational institutions.
2. To study the level of professional commitment among teachers towards the teaching profession.
3. To identify the major factors influencing teachers' job satisfaction, including salary, job security, workload, working conditions, and administrative support.
4. To analyse the relationship between teachers' job satisfaction and professional commitment.
5. To examine the influence of school leadership and institutional environment on teachers' professional attitudes.
6. To understand the role of professional development opportunities in improving teachers' satisfaction and commitment.
7. To investigate the challenges teachers face in maintaining job satisfaction and professional dedication.
8. To study the influence of recognition, promotion opportunities, and interpersonal relationships on teachers' motivation and commitment.
9. To suggest measures for improving teachers' job satisfaction, professional well-being, and long-term retention.
10. To highlight the importance of teachers' job satisfaction and professional commitment in promoting teaching effectiveness and educational development.

REVIEW OF LITERATURE

The relationship between teachers' job satisfaction and professional commitment has received considerable attention in educational research and organisational psychology. Existing literature indicates that teachers' satisfaction with working conditions, leadership, compensation, professional recognition, and career development can influence their motivation, commitment, and effectiveness. Professional commitment is also associated with teachers' identification with their profession, dedication to educational responsibilities, and willingness to continue developing their professional skills. Herzberg, Mausner, and Snyderman (1959), in The Motivation to Work, developed the two-factor theory of job satisfaction. The theory distinguishes between hygiene factors, such as salary, working conditions, and job security, and motivators, such as achievement, recognition, responsibility, and professional growth. This framework is useful for understanding the factors that may contribute to teachers' job satisfaction and dissatisfaction.

Locke (1976), in his review of the nature and causes of job satisfaction, explained job satisfaction as a positive emotional state resulting from the evaluation of one's work experiences. His work provides a theoretical foundation for examining how teachers' expectations, professional values, and workplace experiences influence their satisfaction with teaching. Meyer and Allen (1991) developed a three-component model of organisational commitment consisting of affective, continuance, and normative commitment. Although the model focuses on organisational commitment, it offers a useful framework for understanding teachers' attachment to educational institutions and the factors influencing their willingness to remain in the profession.

Somech and Bogler (2002) examined the relationship between teacher empowerment, professional commitment, and school effectiveness. Their research highlighted the importance of teachers' participation in decision-making and the influence of professional autonomy on teachers' attitudes towards their work and educational institutions.

Skaalvik and Skaalvik (2011) investigated teachers' job satisfaction, emotional exhaustion, and motivation to leave the teaching profession. Their findings highlighted the importance of supportive working conditions and the influence of professional demands on teachers' well-being and intentions to continue teaching. Klassen and Chiu (2010) examined the relationship between teachers' self-efficacy, job satisfaction, and career-related experiences. Their study indicated that teachers' confidence in their professional abilities and the demands associated with teaching are relevant to understanding job satisfaction and occupational well-being.

In the Indian context, teacher job satisfaction and professional commitment are important areas of educational research because teachers work under diverse institutional, social, and administrative conditions. Differences in workload, salary structures, employment security, infrastructure, leadership, and access to professional development may influence teachers' professional experiences. Research in this context can help identify institutional practices that support teachers' satisfaction and long-term commitment. Overall, the reviewed literature provides theoretical and empirical foundations for understanding teachers' job satisfaction and professional commitment. It suggests that workplace conditions, leadership, recognition, professional autonomy, and career development are important considerations in teachers' professional lives. However, the strength of the relationship between job satisfaction and professional commitment may vary according to institutional settings and individual circumstances. The present study therefore focuses on examining these factors and identifying measures that may strengthen teachers' professional well-being and contribute to educational quality.

RESEARCH METHODOLOGY

The present study adopts a descriptive and analytical research methodology to examine teachers' job satisfaction and professional commitment. The study focuses on understanding teachers' attitudes towards their profession and identifying the factors that influence their satisfaction, motivation, and dedication to teaching. A quantitative approach may be used to collect information from teachers working in primary, secondary, and higher educational institutions, while qualitative information may provide additional insights into their professional experiences.

Primary data may be collected through structured questionnaires and rating scales designed to assess job satisfaction, professional commitment, working conditions, salary, job security, workload, administrative support, professional recognition, and career development opportunities. Interviews may also be conducted with selected teachers and educational administrators to understand institutional challenges and professional expectations. The sample may include teachers from different educational levels, subject areas, and types of institutions, selected through an appropriate sampling method.

Secondary data may be obtained from books, research articles, academic journals, educational reports, and relevant policy documents. The collected quantitative data may be analysed using suitable statistical techniques, including percentages, averages, standard deviations, and correlation analysis, depending on the research objectives and data characteristics. Qualitative responses may be examined thematically to identify recurring experiences and concerns. Ethical considerations, including informed consent, confidentiality, voluntary participation, and responsible handling of information, should be maintained throughout the research process.

The study aims to identify the major factors associated with teachers' job satisfaction and professional commitment and examine the relationship between these variables. If primary data are collected, the findings will depend on the selected sample, the reliability of the research instruments, and the accuracy of participants' responses. The results may help educational institutions and policymakers develop strategies to improve teachers' working conditions, professional development, motivation, and overall educational effectiveness.

STATEMENT OF THE PROBLEM

Teachers are essential to the development of an effective educational system because they contribute to students' academic achievement, personal growth, and overall development. Their professional effectiveness is influenced not only by their qualifications and teaching skills but also by their job satisfaction and commitment to the teaching profession. Job satisfaction reflects teachers' contentment with their salary, working conditions, job security, administrative support, professional recognition, and career advancement opportunities. Professional commitment refers to their dedication to teaching, willingness to fulfil professional responsibilities, and attachment to educational values and objectives.

Despite the importance of teachers in educational development, many experience professional challenges that may affect their satisfaction and commitment. Excessive workload, administrative responsibilities, inadequate infrastructure, limited promotion opportunities, insufficient recognition, workplace stress, and a lack of professional development may contribute to job dissatisfaction. These difficulties can affect teachers' motivation, professional engagement, teaching practices, and willingness to continue in the profession. Differences in institutional management, employment conditions, and access to resources may also influence teachers' professional experiences.

The central problem of this study is to understand the level of teachers' job satisfaction and professional commitment and examine the factors that influence these two variables. It seeks to investigate whether teachers who experience greater satisfaction with their working conditions and professional opportunities also demonstrate stronger commitment to teaching. The study further considers the possible influence of institutional leadership, interpersonal relationships, workload, job security, and professional growth on teachers' attitudes towards their profession.

Understanding this problem is important for educational administrators, policymakers, and teacher educators because teachers' professional well-being is closely connected with institutional effectiveness and educational quality. Therefore, the study aims to identify the major challenges affecting teachers' job satisfaction and professional commitment and suggest appropriate measures to improve their working environment, professional development, and long-term dedication to teaching.

NEED OF THE STUDY

Teachers are the foundation of the educational system, and their job satisfaction and professional commitment play an important role in maintaining educational quality. The need for this study arises from the importance of understanding teachers' professional experiences, workplace expectations, motivation, and dedication to teaching. Teachers who feel satisfied with their jobs may demonstrate greater enthusiasm, effectiveness, and willingness to support students' academic and personal development. Similarly, professional commitment encourages teachers to fulfil their responsibilities, improve their teaching practices, and contribute to the development of educational institutions. The study is necessary to identify the major factors influencing teachers' job satisfaction, including salary, job security, workload, working conditions, administrative support, recognition, and opportunities for career advancement. Understanding these factors can help educational institutions recognise the professional difficulties

teachers face and develop appropriate strategies to improve their working environment. It can also provide insights into the relationship between teachers' satisfaction and their commitment to the teaching profession.

Another important reason for conducting this study is the increasing professional demands placed on teachers. Curriculum changes, technological developments, administrative duties, diverse student needs, and expectations regarding academic performance may affect teachers' motivation and professional well-being. Examining these challenges can help identify measures to reduce unnecessary workload, improve institutional support, and strengthen teachers' confidence and professional engagement. The study is also important for educational administrators and policymakers because teachers' job satisfaction and professional commitment may influence staff retention, classroom practices, institutional stability, and students' learning experiences. Findings from systematic research can support decisions regarding teacher welfare, professional development programmes, leadership practices, and employment policies. Special attention to differences between educational levels and types of institutions may help develop more appropriate and inclusive strategies.

Furthermore, the study can contribute to existing educational literature by examining how job satisfaction and professional commitment are related and identifying areas that require further investigation. It may provide useful information for researchers, teacher educators, school leaders, and policymakers seeking to improve teachers' professional experiences. In conclusion, the study is necessary because understanding teachers' job satisfaction and professional commitment can help create supportive educational environments in which teachers are motivated, professionally engaged, and able to perform their responsibilities effectively. Improving teachers' working conditions and opportunities for professional growth is an important step towards strengthening the teaching profession and enhancing the overall quality of education.

FURTHER SUGGESTIONS FOR RESEARCH

Further research should examine teachers' job satisfaction and professional commitment across different educational levels, including primary, secondary, higher secondary, and higher education institutions. Comparative studies may be conducted between government and private institutions to identify differences in working conditions, salary structures, job security, administrative support, and professional development opportunities. Such research could provide a broader understanding of the factors influencing teachers' professional attitudes. Future studies should investigate the relationship between job satisfaction and professional commitment by examining the influence of workload, leadership styles, interpersonal relationships, recognition, promotion opportunities, and institutional policies. Researchers may also explore how professional autonomy, participation in decision-making, and access to teaching resources affect teachers' motivation and dedication to their profession.

Longitudinal research is recommended to understand changes in teachers' job satisfaction and professional commitment over time. Such studies could examine how changes in educational policies, institutional management, employment conditions, and career progression influence teachers' willingness to remain in the teaching profession. Research may also investigate the relationship between job satisfaction, occupational stress, emotional exhaustion, burnout, and teacher retention. Further research should consider differences based on gender, age, teaching experience, qualifications, subject specialisation, employment status, and geographical location. Special attention should be given to teachers working in rural, remote, and economically disadvantaged areas, where limited infrastructure and professional resources may create additional challenges. Comparative studies across different regions could help identify context-specific factors affecting teachers' professional well-being.

Researchers should also examine the role of professional development programmes, mentoring, digital teaching skills, and technology integration in strengthening teachers' job satisfaction and commitment. The effectiveness of counselling services, stress-management programmes, supportive leadership practices, and teacher welfare initiatives could be evaluated to identify practical strategies for improving professional well-being. Future studies may use mixed-method research designs combining quantitative surveys with qualitative interviews, focus group discussions, and institutional case studies. These methods can provide both measurable evidence and deeper insights into teachers' experiences, expectations, and professional challenges. Standardised and reliable research instruments should be used to assess job satisfaction and professional commitment accurately.

Finally, further research should explore how teachers' job satisfaction and professional commitment relate to teaching effectiveness, classroom engagement, student academic achievement, and institutional performance. Such investigations could help educational administrators and policymakers develop evidence-based policies that improve teachers' working conditions, strengthen professional commitment, and promote sustainable educational development.

SCOPE AND LIMITATIONS

Scope of the Study

The present study focuses on examining teachers' job satisfaction and professional commitment and understanding the factors that influence their attitudes towards the teaching profession. It covers important aspects of teachers' professional experiences, including salary, job security, workload, working conditions, administrative support, professional recognition, career advancement, and opportunities for professional development. The study also examines the relationship between teachers' satisfaction with their jobs and their dedication to professional responsibilities. The scope includes teachers working in primary, secondary, higher secondary, and higher education institutions. It may consider differences between government and private educational institutions and examine how institutional policies, leadership practices, interpersonal relationships, and availability of teaching resources influence teachers' professional experiences. Factors such as teaching experience, educational qualifications, age, gender, and employment status may also be considered where relevant data are available.

Furthermore, the study explores the importance of job satisfaction and professional commitment in promoting teaching effectiveness, teacher motivation, professional well-being, and staff retention. It may provide useful insights for educational administrators, policymakers, teacher educators, and researchers interested in improving the quality of education. The study can also help identify strategies for strengthening teachers' working conditions, professional growth, and institutional support.

Limitations of the Study

The study may be limited by the size and characteristics of the selected sample, the geographical area covered, and the types of educational institutions included. If the research involves a limited number of teachers or institutions, the findings may not be generalisable to all teachers or educational settings. Differences in institutional management, employment policies, salary structures, and working conditions may also influence the results. Another limitation concerns the use of self-reported information. Teachers may provide responses influenced by personal experiences, expectations, perceptions, or concerns about confidentiality. The accuracy of the findings will therefore depend on the reliability of the research instruments and the honesty of participants' responses. If the study relies primarily on secondary data, its conclusions will also depend on the availability, relevance, and quality of existing literature and published information.

Job satisfaction and professional commitment are complex concepts influenced by individual, institutional, social, and economic factors. Consequently, the study may not fully capture every factor affecting teachers' professional attitudes. In addition, a descriptive research design can identify relationships between variables but cannot, by itself, establish direct causal relationships. Changes in educational policies and workplace conditions over time may also affect the relevance of the findings. Despite these limitations, the study can provide a useful understanding of teachers' job satisfaction and professional commitment. Its findings may help identify important professional challenges and suggest practical measures for improving teachers' working environments, professional development, and overall educational effectiveness.

DISCUSSION

Teachers' job satisfaction and professional commitment are important factors influencing the quality of education, teachers' performance, and the overall development of educational institutions. Job satisfaction refers to the extent to which teachers feel content with their work, salary, working conditions, professional relationships, recognition, and opportunities for career development. Professional commitment reflects teachers' dedication to their profession, willingness to fulfil their responsibilities, and determination to contribute to students' academic and personal growth. Both factors are closely related and can influence teachers' motivation, teaching effectiveness, and long-term involvement in the educational system. Job satisfaction is influenced by several personal, professional, and institutional factors. Fair salaries, job security, manageable workloads, supportive leadership, adequate teaching resources, and opportunities for professional development can contribute to greater satisfaction among teachers. In contrast, excessive administrative responsibilities, limited career advancement, inadequate infrastructure, lack of recognition, and workplace stress may reduce their satisfaction. Teachers who feel valued and supported are more likely to demonstrate enthusiasm, maintain positive relationships with students, and participate actively in institutional activities.

Professional commitment is strengthened when teachers experience a sense of belonging, respect, and purpose in their work. Teachers who are committed to their profession generally show greater responsibility towards lesson planning, classroom management, student assessment, and continuous improvement in teaching practices. Their commitment may also encourage them to adopt innovative teaching methods, participate in training programmes, and respond effectively to students' diverse learning needs. However, professional commitment can be affected when teachers experience persistent dissatisfaction, inadequate institutional support, or limited opportunities for growth. The relationship between job satisfaction and professional commitment is particularly significant in the context of educational quality. Satisfied teachers may develop stronger emotional attachment to their institutions and demonstrate greater willingness to remain in the profession. Nevertheless, job satisfaction alone does not determine professional commitment, as personal values, professional ethics, teaching experience, institutional culture, and social recognition also play important roles. Similarly, highly committed teachers may continue to perform their duties despite challenging working conditions, although prolonged dissatisfaction may negatively affect their motivation and well-being.

The discussion highlights the responsibility of educational administrators and policymakers in creating a supportive professional environment. Transparent administrative practices, fair workload distribution, constructive feedback, recognition of teachers' contributions, participation in decision-making, and access to continuous professional development can improve teachers' working experiences. Attention should also be given to teachers' mental well-being and work-life balance to reduce occupational stress and encourage sustained professional engagement. Overall, teachers' job satisfaction and

professional commitment should be considered interconnected dimensions of an effective educational system. Promoting both requires cooperation among teachers, school administrators, educational authorities, and policymakers. Since the extent of their relationship may vary across institutions and educational levels, systematic research using reliable data is necessary to identify the factors that most strongly influence teachers' satisfaction and commitment.

RECOMMENDATIONS

Educational institutions should adopt effective policies to improve teachers' job satisfaction and strengthen their professional commitment. Fair salaries, timely promotions, job security, and transparent appraisal systems should be ensured to encourage teachers to perform their duties with dedication. School and college management should provide a supportive working environment in which teachers receive respect, recognition, and equal opportunities for professional growth. The workload of teachers should be distributed fairly, and unnecessary administrative responsibilities should be reduced so that they can devote sufficient time to teaching, student guidance, assessment, and academic development. Educational institutions should provide adequate infrastructure, modern teaching resources, digital facilities, and a safe working environment. Regular professional development programmes, workshops, seminars, refresher courses, and training opportunities should be organised to enhance teachers' knowledge, skills, confidence, and teaching effectiveness.

Institutional leadership should encourage open communication, collaborative decision-making, and constructive feedback. Teachers should be involved in decisions concerning academic planning, curriculum implementation, institutional development, and student welfare. Their achievements, innovative teaching practices, research contributions, and participation in extracurricular activities should be recognised through appropriate appreciation and incentives. Special attention should be given to teachers' mental well-being and work-life balance. Counselling facilities, stress-management programmes, supportive peer relationships, and reasonable working hours can help reduce professional stress. Mentoring systems should be introduced for newly appointed teachers, while experienced teachers should be encouraged to share their knowledge and expertise with colleagues.

Educational authorities should regularly assess teachers' job satisfaction and professional commitment through confidential surveys, interviews, and feedback mechanisms. The findings should be used to identify workplace challenges and develop suitable institutional policies. Further research should compare teachers across government and private institutions, rural and urban areas, and different educational levels to understand variations in satisfaction and commitment.

Finally, policymakers and educational administrators should recognise teachers as central contributors to educational quality and social development. A combination of fair employment practices, professional recognition, continuous learning opportunities, supportive leadership, and meaningful participation in institutional decisions can promote job satisfaction, strengthen professional commitment, improve teacher retention, and support better student learning outcomes.

CONCLUSION

Teachers' job satisfaction and professional commitment are essential elements of an effective and sustainable educational system. Job satisfaction influences teachers' motivation, workplace relationships, professional well-being, and willingness to perform their responsibilities effectively. Professional commitment reflects their dedication to teaching, sense of responsibility, and determination to contribute to students' academic achievement and overall development. Both factors play an important role in improving teaching quality and strengthening educational institutions. The study highlights that teachers'

job satisfaction is influenced by salary, job security, workload, working conditions, administrative support, professional recognition, and opportunities for career advancement. A positive institutional environment can strengthen teachers' professional commitment, encourage continuous learning, and promote effective teaching practices. In contrast, excessive workload, inadequate resources, limited recognition, and insufficient professional development opportunities may reduce motivation and affect teachers' long-term involvement in the profession.

It is therefore important for educational institutions and policymakers to establish supportive working environments that address teachers' professional and personal needs. Fair employment policies, transparent promotion systems, regular training programmes, participatory leadership, appropriate recognition, and measures to maintain work-life balance can contribute to greater job satisfaction and stronger professional commitment. In conclusion, teachers should be recognised not merely as providers of education but as key contributors to social progress and national development. Improving their job satisfaction and professional commitment can benefit teachers, students, and educational institutions alike. A sustained commitment to teachers' welfare, professional growth, and institutional support is necessary to develop a motivated, responsible, and effective teaching workforce. Further empirical research can provide deeper insights into the relationship between these factors and help develop evidence-based policies for improving educational outcomes.

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