

Effect of Job Satisfaction on Organizational Commitment and Performance of Secondary School Teachers in District Jhang

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Abstract

Teacher job satisfaction has been widely recognized as a crucial factor influencing organizational commitment and performance in educational institutions. This study investigates the effect of job satisfaction on organizational commitment and teacher performance among secondary school teachers in District Jhang, Pakistan. A quantitative descriptive research design was employed, and data was collected from 130 teachers using self-developed Likert-scale questionnaires. Descriptive statistics, t-tests, and ANOVA were used to analyze the collected data. Findings revealed that professional qualifications and teaching experience significantly influence job satisfaction and organizational commitment. However, gender and area (urban/rural) did not significantly affect teachers' performance. Results indicate strong positive associations among job satisfaction, organizational commitment, and teachers' performance. The study highlights the importance of school support, recognition, and professional development in enhancing teachers' outcomes.

Keywords: Job Satisfaction, Organizational Commitment, Teacher Performance, Secondary School

Introduction

Education is globally acknowledged as the cornerstone of national development, social transformation, and economic progress (Richardson & Watt, 2006). Teachers constitute the backbone of any educational system, serving not only as knowledge transmitters but also as

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role models and nation builders. Therefore, understanding the psychosocial factors that shape teacher effectiveness is essential. Among these factors, job satisfaction and organizational commitment have emerged as significant determinants of teacher performance and retention (Nagar, 2012; Andriani, 2018).

Job satisfaction refers to the emotional, cognitive, and behavioral reactions, individuals exhibit toward their work (Weiss, 2002). For teachers, job satisfaction arises from a mix of workplace conditions, professional support, recognition, interpersonal relationships, and opportunities for development (Zembylas & Papanastasiou, 2006). Research shows that satisfied teachers demonstrate higher motivation, improved performance, and lower absenteeism (Judge et al., 2001).

Organizational commitment, defined as the psychological bond between employees and their institutions, includes affective, continuance, and normative components (Meyer & Allen, 1991). Teachers committed to their organizations exhibit better job performance, greater loyalty, and reduced turnover (Devos et al., 2014).

Given the pivotal role of teachers in shaping academic outcomes, the study investigated how job satisfaction influenced organizational commitment and performance among secondary school teachers in District Jhang. Understanding this relationship was critical for improving teaching standards and educational effectiveness in Pakistan.

Literature Review

Job satisfaction is a multidimensional concept shaped by intrinsic and extrinsic work-related factors. Earlier theorists, such as Maslow (1954) and Herzberg et al. (1959), proposed that job satisfaction results from meeting individual needs and achieving personal and professional growth. Recent researchers argue that job satisfaction encompasses emotional responses, attitudes, and evaluations of job conditions (Armstrong, 2006; Aziri, 2011).

For teachers, job satisfaction includes satisfaction with workload, recognition, school environment, peer relations, student behavior, and opportunities for professional growth (Crossman & Harris, 2006). Meyer and Allen (1991) identified three types of organizational commitment: affective, continuance, and normative. Previous studies emphasize that committed teachers are more effective, dedicated, and engaged in school activities (Wang et al., 2020; Utami et al., 2021; Shahzadi et al., 2023; Sindhu et al., 2023; Ahmad et al., 2023; Hussain & Khoso, 2021; Laghari et al., 2024; Sabir et al., 2024; Hussain, 2024; Hussain, 2023; Hussain & Khoso, 2022; Hussain & Abbas, 2023); Perveen & Hussain, 2023; Hussain et al., 2024).

Teacher performance includes instructional quality, classroom management, assessment practices, and interaction with students (Hanushek et al., 2004). Studies show that job satisfaction significantly enhances teacher performance, leading to improved student outcomes (Shann, 1998; Nguni et al., 2006).

Extensive literature demonstrates positive correlations among job satisfaction, organizational commitment, and teacher performance (Aydogdu & Asikgil, 2011; Abdullah et al., 2009).

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Methodology

A descriptive quantitative research design was used to examine the relationship among job satisfaction, organizational commitment, and teacher performance.

For this study, the population consisted of all secondary school teachers from the four tehsils of District Jhang: Jhang, Shorkot, Ahmad Pur Sial and 18-Hazari. A sample of 130 teachers was selected using random sampling technique from the said population.

Three self-developed Likert-scale questionnaires were used as research tool for collecting data:

1. Job Satisfaction Scale consisting of 16 items
2. Organizational Commitment Scale consisting of 14 items
3. Teacher Performance Scale consisting of 20 items

Reliability was established through Cronbach's alpha;

Reliability of Job Satisfaction = .87, Organizational Commitment = .90 and Teachers Performance = .82

Data was analyzed using SPSS with descriptive statistics, t-tests, and ANOVA.

Results

Teachers reported higher satisfaction in resources availability, teamwork, and respect, while lower satisfaction in creativity encouragement and evaluation transparency. Organizational commitment results showed high pride in school, strong motivation, and moderate loyalty. Teachers' performance results indicated strong classroom management, effective participation management, and moderate subject mastery.

Inferential results showed that gender did not significantly affect teacher performance. Professional qualification significantly influenced job satisfaction, organizational commitment, and performance. Experience significantly affected job satisfaction. Area (urban/rural) had no significant effect on any variable.

Discussion

Findings indicated that job satisfaction was a strong predictor of organizational commitment and teacher performance. Teachers with higher qualifications showed higher satisfaction and commitment, consistent with prior studies (Aydogdu & Asikgil, 2011). Supportive work environments, professional development, and recognition emerged as critical determinants. Unlike some studies, gender showed no significant differences in performance, although women reported slightly higher job satisfaction and commitment. The non-significant results for rural vs. urban teachers suggested similar working environments across the district.

Conclusion

The study concludes that job satisfaction significantly influences organizational commitment and performance among secondary school teachers in District Jhang. Teachers with higher qualifications and experience demonstrated more satisfaction and commitment.

Recommendations

Recommendations include enhancing professional development opportunities for teachers, implementing transparent evaluation systems, strengthening leadership practices,

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promoting pedagogical innovation and increasing recognition and reward mechanisms among teachers.

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