



RESEARCH PAPER

Relationship among Job Satisfaction, Organizational Commitment and Turnover Intentions of Secondary School Teachers

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ABSTRACT

This study aimed to examine the relationship among job satisfaction, organizational commitment, and turnover intentions of teachers at the secondary level, focusing specifically on government schools in Faisalabad. It excluded private and rural schools to maintain a clear scope. Job satisfaction and organizational commitment are critical factors influencing teacher retention, while turnover intention reflects the likelihood of leaving the profession. Understanding these dynamics can guide strategies to improve teacher stability and performance in educational institutions. A quantitative approach was used, employing the Job Satisfaction Survey (JSS) by Spector (1985), the Organizational Commitment Scale (OCS) by Meyer and Allen (1991), and the Turnover Intention Scale (TIS) by Roodt (2004). The sample comprised 289 secondary school teachers. Reliability coefficients were JS $\alpha=0.93$, OC $\alpha=0.71$, and TI $\alpha=0.75$. Data were analyzed to explore differences based on gender and experience. Findings showed a strong positive link between job satisfaction and organizational commitment, while both had a weaker association with turnover intentions. Gender and teaching experience significantly influenced these relationships. Enhancing working conditions, recognizing teacher contributions, and providing opportunities for professional growth are vital for increasing satisfaction and reducing turnover intentions.

KEYWORDS Job Satisfaction, Organizational Commitment, Turnover Intention, Teachers, Public Secondary Schools

Introduction

Employee turnover has become a major concern in many industries, including education, in today's dynamic and evolving workplace. The teaching profession, especially at the secondary level, has witnessed rising turnover rates globally. Key variables influencing this phenomenon include commitment to the organization, work satisfaction, and turnover intentions of teacher. These factors significantly influence not only the well-being and performance of teachers but also the broader educational outcomes within schools. Research consistently indicates that teacher attrition is a global concern, with developing countries like Pakistan facing acute challenges. High teacher turnover leads to staff instability, increased institutional costs, and disruptions in student learning continuity (Carver & Darling, 2017). Due to increased educational demands and resource limitations, these problems are even more noticeable in urban regions like Faisalabad. The degree of satisfaction an individual has with their role at work is known as job satisfaction, and it is commonly acknowledged as a powerful predictor of retention. In addition to being more likely to remain dedicated to their schools, teachers who find fulfillment in their work also exhibit greater productivity and emotional health (Spector, 1997; Fattah, 2017). According to Azeem and Akhtar (2014), on the other hand, low pay, heavy workloads, a poor work-life balance, and a lack of opportunities for career advancement are frequently the causes of discontent.

In Pakistan's government secondary schools, where teachers frequently express feeling overworked and underappreciated, these problems are especially noticeable. Teachers' intention to stay has been influenced by their daily work experience, according to research by Thay et al. (2013), which found a significant association between dimensions of organizational commitment and work satisfaction.

Kim (2019) and Klassen and Tze (2014) also found that job satisfaction considerably reduces the probability of quitting the job. Another important element affecting teachers' decisions to stay at a specific school is organizational commitment. It shows how committed, emotionally invested, and eager workers are to work toward the organization's objectives (Meyer & Allen, 1991; Nunes et al., 2014). Teachers are more involved and less likely to think about finding other work when they feel encouraged and can relate to the school's mission (Khan, et. al., 2020; Han et al., 2015; Wang et al., 2017).

Low organizational commitment frequently results from unfulfilled expectations, unfavorable working circumstances, and a lack of acknowledgment. Serin (2017) and Mohammed et al. (2020) argue that when such needs have neglected, teachers may begin mentally and emotionally disengage, increasing the risk of turnover. There is a well-documented interplay among Organizational commitment, satisfaction with employment, and intentions to leave the job. Studies suggest that teachers who experience professional satisfaction and perceive their organization as supportive are less inclined to leave (Azeez & Jayeoba, 2016). Moreover, Ariani and Tarigan (2015) emphasize that job satisfaction directly fosters professional dedication, which in turn reduces attrition.

Butler and Rose (2011) add that committed and satisfied teachers contribute positively to organizational performance, as their motivation and emotional well-being improve productivity. In developing countries, where educational systems face financial and infrastructural limitations, retaining skilled teachers becomes even more critical for maintaining teaching quality. Educational institutions have a central role in addressing these issues. Provide possibilities for professional growth, cultivating a healthy work environment, and ensuring fair compensation are key strategies to enhance satisfaction and commitment (Andrew, 2017).

Teacher loyalty and engagement are higher when they feel appreciated and their rights are accepted (Cowan et al., 2021; Khan et al., 2014). Usman and Latip (2021) point out that unmet employee needs often result in low organizational commitment and increased turnover. Thus, institutions must actively engage with teachers, involve them in decision-making processes, and recognize their contributions. This not only strengthens their emotional connection to the school but also improves institutional stability and student achievement.

However, addressing teacher turnover requires a multifaceted approach. Ensuring job satisfaction and strengthening organizational commitment are vital for reducing attrition rates, particularly in secondary schools. Policymakers and school administrators must prioritize teacher welfare as a strategic goal. Both organizational efficiency and individuals' ongoing achievement depend on having a stable, contented, and committed teaching staff and educational system as a whole.

Job Satisfaction: It is the way a person feels to their job and overall attitude toward their work, reflecting how content they feel in their role. Employees that are satisfied tend to show greater enthusiasm and engagement in their tasks (Yusuf, 2021).

Organizational Commitment: An employee's emotional connection and devotion to their company determines their desire to support its objectives and stick with it over the long run. This has known as organizational commitment (Callado, 2023).

Turnover Intentions: Turnover intention describes a worker's intentional action to quit their present position or company, which frequently acts as a predictor of turnover choices (Cruz, 2022; Mowday et al., 2013).

Literature Review

Job satisfaction is widely acknowledged as an affective reaction to a particular work experience. The definition provided by Locke (1976) is an enjoyable or pleasant state of mind arising in a favorable judgment of someone's employment or working experiences. It shows how people feel about several facets of their jobs, including compensation, supervision, and growth opportunities (Ardiyanti, 2019; Fattah, 2017). Scholars such as Spector (1997) and Aziri (2011) emphasize that job satisfaction is multifaceted and subject to individual perception, with dimensions including pay, promotion, coworkers, work conditions, and communication.

Organizational commitment has defined as the psychological connection of a worker has with their company (Meyer & Allen, 1991). The three-component model— affective, continuance, and normative commitment—remain the most cited framework. Normative commitment is the duty to stay, continuance is the cost of quitting, and affective commitment is a psychological connection to the company (Allen & Meyer, 1996). Studies show that OC predicts job performance, reduces absenteeism, and influences turnover decisions (Meyer et al., 2002; Wong et al., 2021).

The term "turnover intention" describes a worker's intentional choice to depart the company (Mowday et al., 2013). It has often used as a predictor of actual turnover. The organizational commitment and work satisfaction have an impact on TI, as well as can lead to significant operational disruptions if not managed effectively (Cruz, 2022).

Numerous researchers, including Saboor et al. (2017), Hulpia et al. (2009), and Gamage & Buddhika (2013), have shown a negative relationship between the intention to leave and work satisfaction. When employees are dissatisfied—especially with pay, promotion, or recognition—they are more likely to consider leaving. According to Agarwal and Sajid (2017), organizational commitment negatively influences turnover intention. Employees with strong affective and normative commitment are less likely to leave. Ramalho Luz et al. (2018) confirmed this by identifying salary satisfaction and affective commitment as significant predictors of TI.

Ismail and Razak (2016), as well as Skaalvik and Skaalvik (2010), demonstrated that organizational commitment and job satisfaction have positively correlated. Employees that are satisfied with their positions tend to exhibit greater loyalty and engagement with their firm. According to research by Tampubolon and Sagala (2020) and Wibowo and Destyaningrum (2021), turnover intention positively affects organizational commitment and work satisfaction. Their research' regression results demonstrated that both variables have a negative and significant impact on TI. According to Saboor et al. (2017) and Mortimer et al. (2019), the association between JS, OC, and TI may be moderated by demographic characteristics (gender, age) and occupational stress. The role of job satisfaction as a mediator in the link between engagement and turnover intentions has received special attention.

Material and Methods

Research Design

To investigate the relationship among secondary school teachers' job satisfaction, organizational commitment, and turnover intentions, this study used a quantitative methodology. This describes how data is gathered, respondents are chosen, analysis is

done, and ethical issues are taken into account. Since correlational surveys help find connections between variables without indicating causality, a descriptive survey methodology was chosen. Accurate results were guaranteed using statistical techniques, and data were collected using legitimate and trustworthy equipment. According to Asif et al. (2016), correlation does not always imply causation.

Population and Participants

Participants for this research study were secondary school teachers FSD city of Pakistan. Two thousand eight hundred eighty-nine (2,889) teachers constituted the target population, comprising 1,115 male and 1,774 female teachers working across 103 public secondary schools (33 male schools and 70 female schools). To ensure fair representation, the study employed proportionate stratified random sampling, resulting in a final sample size of 289 teachers. Majority respondents were female ($N= 178$) while ($N= 111$) were male from secondary school teachers. The proportion of female teachers among the survey respondents was higher than that of male teachers. This approach has selected to accurately reflect the gender-based composition of the teaching population and reduce sampling bias. Stratification by gender and proportional distribution enabled the study to gather data from a diverse and representative group of educators, enhancing the generalizability of the findings.

Table 1
Population of the Study

Male teachers	Female teachers	Total teachers
1115	1774	2889

Table 2
Determine the Population and Sample Size

Male Proportion	Female Proportion
(Number of male teachers) / (Total number of teachers) = $1115 / 2889 \approx 0.385$ is the proportion of male teachers.	(Number of female instructors) / (Total number of teachers) = $1774 / 2889 \approx 0.615$ is the proportion of female teachers.
Sample size for male teachers	Sample size for female teachers
(Proportion of male teachers) x (Sample size) = $0.385 \times 289 \approx 111$ male teachers is the sample size for male teachers	(Proportion of female teachers) x (Sample size) = $0.615 \times 289 \approx 178$ female teachers is the sample size for female teachers

The total teacher population was 2,889, with 38.5% male and 61.5% female. Based on this ratio, the sample of 289 teachers included 111 males and 178 females.

Instrument

The tool used in this investigation was composed of two distinct components: (1) Data on demographic details of participants. The research utilized a structured questionnaire composed of standardized, validated scales to measure the study variables: job satisfaction, organizational commitment, and turnover intention.

Job Satisfaction Survey (JSS): Spector (1985) designed the Job Satisfaction Survey (JSS), which included 36 items at first but reduced to 20 after expert input and pilot testing. It assesses five factors: compensation and benefits, career progression prospects, supervisor assistance, contingent incentives, and type of employment. With 1 representing "strongly disagree" and 6 representing "strongly agree," a six-point Likert scale was employed to gather the answers given.

Organizational Commitment Scale (OCS): Meyer and Allen (1991) developed the OCS includes 18 items measuring the affective, continuous, and normative that are the three elements of commitment. Similar to the JSS, responses have recorded on a six-point Likert scale.

Turnover Intention Scale (TIS-6): Roodt (2004) created it first, and Bothma and Roodt (2013) verified it, this 6-item scale measures the likelihood of an individual considering leaving their organization. Likert scales with seven points, ranging 1 (never) to 7 (always), were employed.

Data collection process

Prior to the main data collection, the instrument underwent pilot testing and expert review to ensure clarity, reliability, and content validity. Cronbach's Alpha values were high for all three variables (JS = 0.93, OC = 0.71, TI = 0.75), confirming the internal consistency of the instruments.

To begin, the researcher distributed the pilot version of the questionnaire to 60 secondary school teachers to assess the reliability and validity of the instrument. Based on pilot results and participant feedback, the questionnaire has revised to ensure better clarity and reduce respondent fatigue. The expert evaluates played roles in revising the items, with the final version showing a content validity index (CVI) of 0.9.

A questionnaire has been distributed both in-person and via paper-based forms for the initial investigation. In light of the instructors' hectic schedules, follow-up visits have been made to promote involvement. To build trust and guarantee ethical compliance, the university has given each participant a letter of authorization. To guarantee timely and accurate data collection, the collecting technique blended direct interaction with logistical assistance from coworkers and school personnel.

Throughout the entire process, ethical norms such as informed consent, confidentiality, and voluntary involvement have been strictly adhered to, following the recommendations made by Creswell (2020) and Hoonaard (2023).

Results and Discussion

It summarizes the findings of a correlational study that used descriptive and inferential statistics in SPSS to examine connections among teachers' work satisfaction, commitment, and plans to leave their jobs. Experience and gender had an effect on job satisfaction, according to descriptive analysis, with senior male teachers expressing higher levels of satisfaction.

Table 3
Gender wise Frequency Distribution of Teachers

Gender	Frequency	Percent
Male	111	39
Female	178	61
Total	289	100

289 teachers participated in the study. Table 3 indicates that 39% of them were men (N = 111) and 61% were women (N = 178).

Table 4
Experience Wise Frequency Distribution of Teachers

Working Experience	Frequency	Percent %
1-10 years	60	20.8
11-20 years	129	44.6
20- Above years	100	34.6
Total	289	100.0

The majority of participants (44.6%) had between 11 and 20 years of teaching experience, followed by those with above 20 years (34.6%) and those with 1 to 10 years (20.8%).

Table 5
Experience and Gender-Wise Descriptive Statistics of Teachers' Intention of turnover, Organizational Commitment, and Job Satisfaction

Variable	Experience	Male Mean (SD)	Female Mean (SD)
Job Satisfaction	0-10	3.8	3.7
	11-20	3.7	3.8
	21+	3.9	3.6
	Total	3.8	3.7
Organizational Commitment	0-10	4.1	4.0
	11-20	4.1	4.0
	21+	4.1	4.0
	Total	4.1	4.0
Turnover Intention	0-10	4.4	3.8
	11-20	4.0	3.9
	21+	4.2	3.9
	Total	4.1	3.9

Male teachers showed slightly higher job satisfaction and turnover intention across most experience levels. Organizational commitment remained consistent across gender and experience. A breakdown by gender and experience revealed that male teachers consistently reported similar levels of job satisfaction and organizational commitment across all experience groups, though their turnover intention was higher in the early career stage ($M = 4.4$). Female teachers showed a stable trend across experience levels, with job satisfaction ranging from 3.6 to 3.8 and turnover intention remaining relatively constant around 3.9 (Table 5). Overall, both genders displayed comparable levels of satisfaction and commitment, with only minor fluctuations across years of experience.

Table 6
Levels of Variables based on Mean scores and SD

Variable	Number of Items	Mean	Standard Deviation	Levels
Job Satisfaction	20	4.07	1.53	Average
Organizational Commitment	18	4.29	1.42	Average
Turnover Intention	6	3.95	2.28	Average

Descriptive statistics revealed that job satisfaction levels were average overall, with a mean score of 4.07. Organizational commitment had a slightly higher mean of 4.29, indicating a relatively average emotional attachment to the workplace. Turnover intention had a mean of 3.95, suggesting an average turnover intention toward their job, with no strong inclination to leave or stay.

Table 7
Results of a Gender-Based Tendency in Job Satisfaction, Organizational Commitment and Turnover Intentions Analysis Using an Independent Sample T-Test

Variable	Gender	M	SD	t	Df	Sig.
Job Satisfaction	Male	3.8	0.6	1.7	287	.08
	Female	3.7	0.5			
Organizational commitment	Male	4.1	0.59	1.30	287	.19
	Female	4.0	0.52			
Turnover intention	Male	4.1	0.9	2.2	287	.02
	Female	3.9	0.8			

Differences according to gender have been evaluated using independent sample t-tests. There were no gender-related variations in work satisfaction that were statistically significant ($p = .08$) and organizational commitment ($p = .19$). However, turnover intention was significantly higher among male teachers ($M = 4.1$) compared to female teachers ($M = 3.9$), with $p = .02$.

Table 8
ANOVA Results Used to Investigate the differences among job Satisfaction, Organizational Commitment and turnover intentions based on Working Experience.

Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
job satisfaction	Between Groups	0.5	2	0.02	0.07	0.9
	Within Groups	105.1	286	0.3		
	Total	105.2	288			
Organizational commitment	Between Groups	0.05	2	0.02	.087	.91
	Within Groups	89.15	286	0.31		
	Total	89.20	288			
Turnover intention	Between Groups	0.9	2	0.4	.57	.5
	Within Groups	239.6	286	0.8		
	Total	240.5	288			

One-way ANOVA was applied to assess differences based on teaching experience, but no significant differences were found in job satisfaction, organizational commitment, or turnover intention across the three experience categories (1–10 years, 11–20 years, and over 20 years), with all p-values exceeding 0.05 (Tables 8).

Table 9
Relationship within Teachers' JS, OC, and TI of Teachers

Variables	1	2	3
1. job satisfaction			
2. Organizational commitment	.49**		
3. Turnover intention	.11	.04	

Note= N 289, p**<0.05

Pearson's correlation analysis has used to evaluate the connection among the important variables. Employment satisfaction and commitment to the organization were shown to be moderately, statistically significantly positively correlated ($r=.49$, $p<.01$), indicating that teachers who are happier with their jobs are more likely to stay devoted to their schools (Table 9). However, there were only weak and non-significant relationships between turnover intention and organizational loyalty and satisfaction with work ($r = .11$, $p = .062$; $r = .04$, $p = .49$ respectively), indicating that while satisfaction promotes commitment; it does not strongly predict the decision of a teacher to remain or go. These findings highlight that factors influencing turnover intention may extend beyond satisfaction and commitment alone.

Discussion

According to the mean difference of demographic factors on teachers' commitment, work satisfaction, and desire to leave, this study gives a clear picture about the satisfaction, commitment level and intention to leave of their job. One relevant finding from this investigation indicated that there was a gender wise mean variance both female and male instructors' levels of organizational commitment, job satisfaction, and intentions to leave. Male teachers had slightly higher job satisfaction and were more likely to consider leaving, especially early in their careers. Regardless of experience level, female teachers consistently expressed satisfaction and a desire to leave. With relatively minor variations over time, commitment remained constant for both male and female.

The results of this study show that among Pakistani public school teachers, their organizational commitment, job satisfaction, and intention to quit are largely constant across a range of teaching experience levels. The standardized surroundings at Pakistani

government schools may be the cause of their uniformity. Regardless of their level of expertise, teachers deal with similar class sizes, administrative responsibilities, promotion processes, and fixed pay rates like BPS. This consistency creates comparable perceptions everywhere by lessening the impact of experience on dedication or job satisfaction.

Meyer and Allen (1991) and Mowday et al. (2013) highlighted that physical conditions and feelings of support have a greater impact on organizational commitment than demographic factors like experience, and our findings somewhat support their findings. Agarwal and Sajid (2017) and Ismail and Razak (2016) also discovered that job satisfaction plays a significant role in organizational commitment, which is in line with the current study's finding that the two variables have a positive correlation. In contrast to their outcomes, the current research investigation only discovered a minor correlation between intention to leave and job satisfaction.

In addition, Ramalho Luz et al. (2018) found that, in contrast to the weak correlation shown in this study, work satisfaction and organizational commitment significantly reduced turnover intention. The difference might result from the cultural and economic background of Pakistan's government, where job security frequently replaces dissatisfaction. In line with Spector (1997), Aziri (2011), and Locke, who emphasized the role of working conditions in shaping satisfaction, this study found that uniform administrative procedures and career structures neutralize the effect of experience. Moreover, Saboor et al. (2017) highlighted the mediating role of expectations and psychological contracts in satisfaction—this partially aligns with the current findings, where satisfaction levels were moderate, possibly reflecting unfulfilled advancement or growth expectations.

Studies by Hulpia et al. (2009) and Gamage and Buddhika (2013) stress leadership and institutional support as key satisfaction drivers, which have not explored in depth in this study—posing a potential gap. The stable levels of commitment and low turnover intentions found here are also consistent with Wong et al. (2021) and Cruz (2022), who noted that external structural factors often sustain commitment despite emotional or professional dissatisfaction. Additionally, the limited impact of experience on commitment and satisfaction aligns with Skaalvik and Skaalvik (2010) and Wibowo and Destyaningrum (2021), who found that institutional climate and role clarity had more significant effects than years of service. Finally, the findings support Tampubolon and Sagala (2020), who argued that organizational structure and consistency play a larger role in teacher retention than personal demographics.

Conclusion

In the light of the findings of the current study, the link among the variables is shown. The degree of the job satisfaction and organizational commitment exhibit the inherent relationship of these at schools among teachers. The job satisfaction and organizational commitment were positively correlated to each other whereas the intention to leave teaching was less prevalent. It indicated that the teachers' personal, demographics, and intention to leave do not correspond to the organizational success rather the commitment of teachers towards job and their degree of job satisfaction were more pronouncing factors. The current study provided close insight in the context of school teachers of Faisalabad with gender and job experience variables also. The findings indicated the prevalence of uniformity of factors prevailing in schools.

Recommendations

The study can be conducted by employing large sample of school teachers including private schools as well as rural areas. The change of research design can also figure out the prevalence of job satisfaction, organizational commitment and leaving

intention of teachers at different levels. Based on the findings of the current study, it is suggested to keep the facilities among public schools upgraded so that teachers feel more satisfied and committed that ultimately will result to high job performance and results. The factor of less intention to leave teaching can be related to the country's economic conditions. It suggested the uniformity of practices in public schools. The study has practical recommendations to focus in improving school facilities for better performance of teachers.

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