



## Evaluating Teacher Job Commitment in General and Special Secondary School Systems: A Comparative Assessment

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### Abstract

This study evaluated teacher job commitment in general and special secondary school systems through a comparative quantitative survey design. The sample consisted of 389 teachers selected from general and special secondary schools through proportionate stratified sampling. A self-developed questionnaire comprising demographic information and 50 Likert-scale items was used to measure effective, professional, normative, continuance, and institutional/student-centered commitment. The instrument showed excellent internal consistency, with an overall Cronbach's alpha value of .94. Descriptive results indicated a high overall level of teacher job commitment. Independent samples t-test revealed that special secondary school teachers demonstrated significantly higher job commitment than general secondary school teachers. Significant differences were also found across gender, professional training, institution type, age, academic qualification, and teaching experience. Regression analysis showed that institutional support, professional training, teaching experience, school system, and academic qualification significantly predicted teacher job commitment. The study recommends supportive leadership, regular training, fair workload distribution, and stronger institutional support.

**Keywords:** Teacher Job Commitment, General Secondary Schools, Special Secondary Schools, Professional Commitment, Institutional Support, Comparative Assessment

### Introduction

#### Background of the Study

Teacher's job commitment is a key factor in improving school effectiveness, instructional quality, student support, and institutional stability. At the secondary level, teachers are responsible not only for academic instruction but also for guiding adolescents during an important stage of social, emotional, and career development. Job commitment refers to teachers' professional dedication, emotional attachment, sense of responsibility, organizational loyalty, and willingness to continue serving their institution and students. Committed teachers usually show regularity, classroom preparation, positive student interaction, cooperation with colleagues, and active participation in school improvement activities. In both general and special secondary school systems, teacher commitment directly influences teaching quality, learner engagement, academic progress, and school climate. However, the nature of job commitment may differ because teachers in these two systems work under different professional conditions,

student needs, workload patterns, and institutional expectations. Therefore, evaluating teacher commitment comparatively in general and special secondary schools is important for understanding the professional realities of both systems (Iftikhar et al., 2024; Amjad & Aslam, 2025). General secondary school teachers usually work in curriculum-based, examination-oriented, and performance-driven environments. They are expected to complete syllabi, prepare students for board examinations, maintain classroom discipline, manage assessment records, communicate with parents, and contribute to institutional performance. Their commitment is often shaped by workload, school leadership, class size, academic pressure, professional autonomy, job satisfaction, and available support. In contrast, special secondary school teachers work with learners who may have hearing impairment, visual impairment, intellectual disability, autism spectrum disorder, physical disability, learning disability, communication difficulty, or multiple disabilities. Their responsibilities include individualized instruction, curriculum adaptation, behavior management, assistive technology use, parental counselling, and collaboration with therapists and rehabilitation professionals. These additional responsibilities require strong emotional, professional, and organizational commitment. Recent literature suggests that job satisfaction, wage satisfaction, leadership quality, social support, and institutional resources significantly influence teacher commitment and performance in both general and special education contexts (Nasir et al., 2022; Tawa et al., 2024). Globally, teacher commitment has become a major concern because education systems are facing teacher shortages, professional stress, burnout, and retention challenges. UNESCO reported that teacher shortages are linked with recruitment difficulties, low professional status, weak support systems, workload pressure, limited training, and poor working conditions. The teachers' intention to remain in the profession is associated with job satisfaction, leadership support, mentoring, collaboration, professional development, and positive school climate. These international findings show that teacher commitment is not only an individual quality but also a result of institutional and policy conditions. In special and inclusive education, teacher commitment becomes even more important because learners with disabilities require consistent support, patience, specialized teaching strategies, and individualized educational planning. Therefore, school systems must understand how different working environments influence teacher commitment (OECD, 2025; UNESCO & International Task Force on Teachers for Education 2030, 2024). In Pakistan, teacher job commitment is particularly important because secondary education is closely linked with academic progression, employment opportunities, social mobility, and national development. At the same time, special education is receiving increasing policy attention through disability-inclusive education, teacher training, rehabilitation support, and institutional strengthening. Punjab Special Education Policy 2020 emphasized quality improvement in special education through teacher preparation, assessment services, rehabilitation, assistive support, and better institutional management. UNICEF also highlighted the need for teacher preparation, inclusive classroom practices, and disability-responsive education in Pakistan. However, local evidence on the comparative job commitment of teachers in general and special secondary schools remains limited. Existing Pakistani studies have discussed social support, work engagement, organizational commitment, motivation, and inclusive education needs, but fewer studies have directly compared teacher commitment across general and special school systems (Kalsoom, 2024; Punjab Special Education Department, 2020; UNICEF Regional Office for South Asia, 2021).

### **Research Gap**

Although teacher commitment has been widely studied in relation to job satisfaction, leadership, motivation, burnout, retention, organizational commitment, and teacher performance, limited research has compared job commitment between general and special secondary school teachers.

Many studies treat teachers as a single professional group and do not sufficiently consider the differences between teaching in mainstream academic settings and teaching learners with disabilities. General teachers may experience pressure related to academic results, large classes, administrative tasks, and examination performance, while special education teachers may experience additional pressure related to individualized instruction, disability-specific support, emotional labor, assistive technology, and parental collaboration. In Pakistan, this comparative gap is more visible because existing studies have separately discussed teacher motivation, social support, inclusive education, and special education teacher needs, but have not adequately compared commitment across these two systems. Therefore, this study addresses an important empirical gap by evaluating teacher job commitment in general and special secondary schools (Cahit et al., 2024; Rashid et al., 2023).

### **International Scenario**

Internationally, teacher commitment is strongly connected with teacher retention, professional wellbeing, school leadership, job satisfaction, and student learning outcomes. Recent global reports have shown that teachers remain more committed when they receive professional respect, administrative support, reasonable workload, training opportunities, and a positive school environment. In special education, international literature shows that teachers' commitment is influenced by job satisfaction, salary satisfaction, organizational support, leadership practices, and access to appropriate teaching resources. Studies also indicate that visionary leadership and organizational commitment can improve teacher performance in special needs education. These findings suggest that both general and special education systems require supportive working conditions to sustain teacher commitment and reduce professional dissatisfaction (Amin et al., 2024; Bagadood et al., 2025).

### **Local Scenario**

In the local context of Pakistan, teacher commitment is shaped by institutional culture, leadership behavior, professional training, job security, workload, salary structure, social support, and availability of resources. General secondary school teachers face pressure related to curriculum completion, examination preparation, student discipline, and academic achievement. Special secondary school teachers face additional responsibilities because they work with students who require individualized educational plans, assistive devices, adapted teaching methods, communication support, and rehabilitation-related services. Punjab Special Education Policy 2020 and UNICEF's disability-inclusive education profile both emphasize the importance of teacher training, institutional support, and disability-responsive education. However, comparative studies on teacher job commitment in general and special secondary schools are still limited in Pakistan, which creates the need for the present study (Punjab Special Education Department, 2020; UNICEF Regional Office for South Asia, 2021).

### **Statement of the Problem**

Teacher job commitment is essential for improving educational quality, teacher retention, student support, and institutional effectiveness in both general and special secondary school systems. However, teachers working in these systems may experience different professional responsibilities, workload pressures, institutional expectations, student needs, and support conditions. General secondary school teachers often work in examination-oriented and curriculum-focused environments, whereas special secondary school teachers work with learners who need individualized instruction, behavioural support, assistive services, and disability-specific adaptations. Despite the importance of teacher commitment, limited local research has comparatively examined whether job commitment differs between teachers of general and

special secondary schools. Therefore, the present study aims to evaluate and compare teacher job commitment in general and special secondary school systems.

### **Objectives of the Research Study**

The objectives of the study were to assess the level of job commitment among teachers working in general secondary schools; to assess the level of job commitment among teachers working in special secondary schools; to compare teacher job commitment between general and special secondary school systems; to examine differences in teacher job commitment with respect to selected demographic variables such as gender, qualification, teaching experience, school type, and professional training; to identify major factors influencing teacher job commitment in both systems; and to provide evidence-based recommendations for improving teacher motivation, commitment, and retention in general and special secondary schools.

### **Significance of the Study**

The study is significant because it will provide comparative evidence on teacher job commitment in general and special secondary school systems. Its findings may help administrators, school heads, policy makers, and teacher educators improve professional development, supportive supervision, workload management, teacher recognition, counselling support, and retention strategies. The study will also support better planning for special education through teacher training, assistive resources, and disability-responsive supervision, while filling a local research gap in teacher commitment literature.

### **Literature Review**

#### **Conceptual Understanding of Teacher Job Commitment**

Teacher commitment is an important professional construct that reflects teachers' emotional attachment, professional dedication, organizational loyalty, and willingness to continue serving their institution and students. In school systems, committed teachers are more likely to prepare lessons carefully, attend school regularly, support students, cooperate with colleagues, participate in institutional activities, and contribute to school improvement. At the secondary level, teacher commitment becomes especially important because students are passing through a critical stage of academic development, examination preparation, social adjustment, and career orientation. Therefore, the quality of secondary education largely depends on the commitment, motivation, and professional responsibility of teachers (Naz et al., 2024; Alahmari et al., 2025). Teacher job commitment is commonly discussed through organizational commitment, professional commitment, affective commitment, continuance commitment, and normative commitment. Organizational commitment refers to teachers' attachment to their school, while professional commitment reflects dedication to teaching as a profession. Affective commitment is based on emotional attachment, continuance commitment is linked with the perceived cost of leaving the job, and normative commitment relates to a sense of moral responsibility. Recent literature shows that teacher commitment is influenced by job satisfaction, leadership support, salary satisfaction, engagement, professional recognition, social support, training opportunities, and school climate. When teachers feel respected and supported, they are more likely to remain committed to their work and institution (Demir, 2020; Mustafa et al., 2025; Nasir et al., 2022). Teacher commitment is closely related to instructional quality and institutional effectiveness. Committed teachers use appropriate teaching methods, provide timely feedback, maintain classroom discipline, motivate students, and remain involved in school development. On the other hand, low commitment may appear in the form of absenteeism, weak instructional preparation, poor classroom engagement, limited collaboration, and intention to leave the

profession. Research on teacher attrition has shown that burnout, job dissatisfaction, excessive workload, and poor working conditions can reduce teachers' intention to remain in teaching. Therefore, teacher commitment should be understood as both an individual attitude and an outcome of institutional conditions (Madigan & Kim, 2021; OECD, 2025).

### **Teacher Job Commitment in General Secondary School Systems**

General secondary school teachers work in academic, curriculum-based, and examination-oriented environments. Their responsibilities include syllabus completion, lesson planning, classroom management, assessment, student counselling, discipline, and preparation of students for board examinations. Their job commitment is reflected through punctuality, regular teaching, academic guidance, fair assessment, and support for school goals. However, commitment in general secondary schools may be affected by workload, class size, pressure for examination results, administrative duties, leadership style, professional autonomy, and availability of teaching resources. Teachers are more likely to show commitment when they experience job satisfaction, supportive leadership, professional respect, and positive working conditions (Mustafa et al., 2025). Job satisfaction has been identified as one of the strongest predictors of organizational commitment among secondary school teachers. Teachers who are satisfied with salary, school environment, leadership, workload distribution, promotion opportunities, and interpersonal relationships usually show stronger organizational attachment. A positive relationship among job satisfaction, organizational commitment, and turnover intentions of secondary school teachers in Pakistan. Their findings indicated that teachers' commitment may vary according to professional and demographic factors such as gender, teaching experience, and workplace conditions. This shows that teacher commitment should be examined in relation to school type and professional background rather than being treated as a uniform characteristic of all teachers (Ashfaq et al., 2024; Mustafa et al., 2025). Social support is also a significant factor in strengthening teacher commitment. The social support influenced work engagement and organizational commitment among female secondary school teachers in Pakistan. Teachers who receive support from colleagues, heads, families, and school communities are more likely to feel confident, motivated, and emotionally attached to their work. In general, secondary schools, social support helps teachers manage academic pressure, administrative workload, and classroom challenges. Therefore, supportive school culture and collegial relationships are important for sustaining commitment among general secondary school teachers (Nasir et al., 2022).

### **Teacher Job Commitment in Special Secondary School Systems**

Teacher job commitment in special secondary schools requires a deeper level of professional, emotional, and ethical involvement because teachers work with learners who have diverse disabilities and special educational needs. These learners may include students with hearing impairment, visual impairment, intellectual disability, autism spectrum disorder, physical disability, communication difficulties, learning disabilities, behavioural challenges, or multiple disabilities. Special secondary school teachers are responsible not only for academic teaching but also for individualized educational planning, curriculum adaptation, behavior management, assistive technology use, parent counselling, communication support, and collaboration with rehabilitation professionals. These responsibilities make special education teaching more complex and demanding than routine classroom teaching (Tawa et al., 2024).

Recent studies have emphasized that special education teachers' professional dedication is influenced by job satisfaction, institutional support, leadership, teacher training, and salary satisfaction. The professional dedication among special education teachers should be examined in relation to different personal and professional variables. This finding is important because special education teachers work under different instructional and emotional demands compared

with general education teachers. Their commitment may depend on how well the school provides resources, recognition, training, and administrative support. Therefore, special education teachers should be studied as a distinct professional group within the broader teaching profession (Cahit et al., 2024). Leadership and organizational support are particularly important in special secondary schools. The visionary leadership and organizational commitment influenced teacher performance in the education of children with special needs. Special education teachers often need administrative support for individualized planning, assistive devices, assessment, behavior management, and parent collaboration. When school leaders provide guidance, encouragement, resources, and fair supervision, teachers are more likely to remain committed. However, lack of assistive technology, limited training, weak institutional support, and emotional stress may reduce teacher commitment in special education settings (Tawa et al., 2024).

### **Comparative Perspective of General and Special Secondary School Teachers**

A comparative review of general and special secondary school systems shows that teacher commitment is essential in both contexts, but the professional demands differ. General secondary school teachers mostly face academic pressure, large classes, syllabus completion, examination results, administrative responsibilities, and parental expectations related to achievement. Special secondary school teachers face additional responsibilities related to disability-specific instruction, individualized educational plans, communication support, behavior management, assistive technology, rehabilitation coordination, and emotional labor. These differences may influence teachers' level of commitment, sources of motivation, and professional challenges. Therefore, a comparative assessment is necessary to identify whether job commitment differs between both systems (Mustafa et al., 2025). Teacher commitment may also be shaped by different motivational sources in both systems. General schoolteachers may be motivated by academic achievement, examination success, subject specialization, promotion, and institutional reputation. Special education teachers may be motivated by student functional progress, communication development, social inclusion, parent satisfaction, and moral responsibility toward learners with disabilities. However, both groups require supportive leadership, fair workload distribution, professional recognition, training opportunities, salary satisfaction, and positive school climate. The literature suggests that when teachers feel valued and supported, their organizational attachment and professional commitment increase (Aftab et al., 2024; Zou et al., 2026). Teacher commitment is also strongly linked with teacher retention. Globally, education systems are facing concerns related to teacher shortage, burnout, low professional status, and turnover. UNESCO reported that teacher shortages are associated with weak recruitment systems, poor working conditions, limited support, and lack of professional recognition. Similarly, OECD reported that teachers' intention to remain in the profession is influenced by job satisfaction, school leadership, collaboration, professional learning, and working environment. These findings are relevant for both general and special secondary school systems because low commitment may lead to turnover intention, while high commitment may improve teacher retention and school stability. (OECD, 2025; UNESCO & International Task Force on Teachers for Education 2030, 2024).

### **Factors Influencing Teacher Job Commitment**

The reviewed literature identifies job satisfaction as a major factor influencing teacher commitment. Teachers who are satisfied with their salary, promotion opportunities, workload, leadership, interpersonal relationships, and institutional environment are more likely to remain loyal to their school and profession. In contrast, dissatisfaction may reduce motivation and

increase turnover intention. The job satisfaction and organizational commitment were positively related among secondary school teachers. Similarly, international studies have shown that burnout and dissatisfaction are associated with teachers' intention to leave the profession. Therefore, improving job satisfaction is necessary for strengthening teacher commitment (Madigan & Kim, 2021; Mustafa et al., 2025). Leadership support is another important factor affecting teacher commitment. Teachers are more committed when school heads provide guidance, fairness, encouragement, feedback, professional autonomy, and participation in decision-making. In special education settings, leadership becomes more important because teachers require support for disability-specific teaching, assistive technology, behavioural interventions, parental coordination, and individualized learning plans. The visionary leadership influenced teacher performance and organizational commitment in special needs education. This shows that effective leadership creates a supportive environment in which teachers feel valued and professionally motivated (OECD, 2025; Tawa et al., 2024). Professional development also plays an important role in teacher commitment. Teachers who receive continuous training feel more competent, confident, and professionally valued. In general, secondary schools, training supports curriculum delivery, classroom management, assessment, and modern pedagogy. In special secondary schools, training is more necessary because teachers require skills in assistive technology, individualized education plans, behavior management, communication methods, inclusive pedagogy, and disability-specific instruction. The need to assess teachers' training needs for inclusive education, while UNICEF emphasized teacher preparation as an essential requirement for disability-inclusive education in Pakistan (Kalsoom, 2024; UNICEF Regional Office for South Asia, 2021). Workload, stress, and burnout may reduce teacher commitment in both systems. General secondary school teachers may face workloads related to lesson planning, examination preparation, marking, record keeping, and large classes. Special secondary school teachers may face additional workload related to individualized instruction, disability-specific adaptations, behavioural support, parent meetings, and rehabilitation coordination. Excessive workload can create emotional exhaustion and reduce organizational attachment. The burnout and job dissatisfaction were associated with teacher attrition and intention to quit. Therefore, workload management and emotional support are necessary for improving commitment among both general and special secondary school teachers (Madigan & Kim, 2021; OECD, 2025).

### **Pakistani Context and Local Literature**

In Pakistan, teacher commitment is influenced by job satisfaction, institutional support, leadership, workload, professional training, salary structure, and school culture. General secondary teachers usually face syllabus completion, examination pressure, classroom discipline, and administrative demands, while special secondary teachers work with learners requiring individualized instruction, assistive devices, communication support, behavior management, and rehabilitation-related services. Local studies show that job satisfaction, social support, work engagement, and organizational commitment are closely related among secondary school teachers, while policy documents emphasize teacher training and institutional support for special education. However, limited comparative evidence exists on job commitment between general and special secondary school teachers, which justifies the present study (Amjad et al., 2024; Zou et al., 2025).

### **Research Methodology**

#### **Research Design**

The study used a quantitative research design to evaluate and compare teacher job commitment in general and special secondary school systems. A descriptive-comparative survey design was

adopted because the study aimed to measure the existing level of job commitment among teachers and compare the responses of two naturally existing groups: teachers working in general secondary schools and teachers working in special secondary schools. The quantitative approach was considered appropriate because it allowed the researcher to collect numerical data, apply statistical procedures, examine group differences, and interpret the level of teacher job commitment through measurable indicators. The design was also suitable for examining differences in job commitment with respect to selected demographic variables such as gender, qualification, teaching experience, school system, and professional training. Recent educational research has commonly used quantitative survey designs to examine teacher commitment, job satisfaction, leadership, work engagement, and organizational factors because these constructs can be measured through structured scales and analyzed statistically (Creswell & Creswell, 2023).

### **Population of the Study**

The population of the study consisted of teachers working in general and special secondary school systems. General secondary teachers were involved in curriculum-based and examination-oriented teaching, whereas special secondary teachers worked with learners requiring individualized instruction, assistive support, and disability-specific teaching strategies. Therefore, both groups were considered relevant for comparing teacher job commitment across different school systems.

### **Sample and Sampling of the Study**

The sample of the study consisted of 389 teachers selected from general and special secondary school systems through proportionate stratified sampling. The school system was treated as the main stratum to ensure representation of both teacher groups for meaningful comparison. Demographic variables such as gender, qualification, teaching experience, school type, and professional training were also included for further analysis.

### **Instrument Development**

A structured questionnaire was developed as the main instrument for data collection after reviewing recent literature on teacher job commitment, organizational commitment, job satisfaction, professional dedication, leadership, social support, and teacher retention. The questionnaire consisted of two sections: Section A included demographic information, while Section B contained Likert-scale items measuring effective, professional, normative, continuance, and institutional/student-centered commitment. A five-point Likert scale was used from Strongly Disagree to Strongly Agree, where higher scores indicated a higher level of teacher job commitment.

### **Validity of the Research Instrument**

The validity of the research instrument was ensured through expert review and pilot testing. Experts in education, special education, educational psychology, and research methodology reviewed the questionnaire for clarity, relevance, language, and coverage of teacher job commitment dimensions. Unclear or repetitive items were revised, and the pilot study helped improve the readability and practical use of the instrument before final data collection.

### **Reliability of the Research Instrument**

The reliability of the research instrument was assessed through Cronbach's alpha to determine the internal consistency of the overall teacher job commitment scale and its dimensions. A value of .70 or above was considered acceptable, and items with weak item-total correlations were

reviewed before finalizing the questionnaire. This procedure ensured that the instrument reliably measured teacher job commitment among both general and special secondary school teachers.

### Data Collection Procedure

Data was collected after obtaining permission from the relevant school authorities. The researcher contacted the heads of selected general and special secondary schools, explained the purpose of the study, and distributed the questionnaire to selected teachers in printed or online forms according to institutional convenience. Teachers were informed that their participation was voluntary, their responses would be used only for academic purposes, and their confidentiality and anonymity would be maintained. Clear instructions were provided, and respondents were requested to complete all items honestly and independently. After collection, the questionnaires were checked and screened, while incomplete or incorrectly filled forms were excluded from the final analysis. The valid responses of 389 teachers were coded according to Likert-scale categories and demographic variables, and the data were entered into statistical software for analysis. Ethical considerations were ensured by respecting participants' consent, privacy, and right to withdraw from the study.

### Data Analysis Procedure

The collected data were analyzed through quantitative statistical procedures using SPSS. Frequencies and percentages were calculated to describe the demographic characteristics of respondents, while mean and standard deviation were used to determine the level of teacher job commitment and its dimensions. Cronbach's alpha was applied to examine the reliability of the questionnaire. Independent samples t-test was used to compare teacher job commitment across two-category variables such as gender, school system, institution type, and professional training, whereas one-way ANOVA was applied to examine differences across age, academic qualification, teaching experience, and designation. Where significant ANOVA results were found, post hoc tests were used to identify group differences. Pearson correlation was used to examine relationships among the dimensions of teacher job commitment, and multiple regression analysis was conducted to identify significant predictors of overall teacher job commitment. All results were presented in APA-style tables and interpreted at the .05 level of significance.

## Results

**Table 1: Demographic Characteristics of Respondents**

Demographic variable	Category	f	%
Gender	Male	176	45.2
	Female	213	54.8
School system	General secondary school	214	55.0
	Special secondary school	175	45.0
Type of institution	Public	286	73.5
	Private	103	26.5
School location	Urban	239	61.4
	Rural	150	38.6
Professional training during last three years	Yes	247	63.5
	No	142	36.5

Training in special/inclusive education	Yes	188	48.3
	No	201	51.7

Table 1 shows that female teachers represented a slightly larger proportion of the sample than male teachers. Most respondents belonged to public institutions and urban schools. The sample also showed reasonable representation from both general and special secondary school systems, which supported the comparative purpose of the study.

**Table 2: Age, Qualification, Experience, and Designation of Respondents**

Demographic variable	Category	f	%
Age	Below 25 years	41	10.5
	25–30 years	86	22.1
	31–35 years	104	26.7
	36–40 years	79	20.3
	41 years and above	79	20.3
Academic qualification	Bachelor	64	16.5
	Master	192	49.4
	MPhil/MS	112	28.8
	PhD	21	5.4
Teaching experience	Less than 1 year	29	7.5
	1–5 years	92	23.7
	6–10 years	118	30.3
	11–15 years	84	21.6
	16 years and above	66	17.0
Designation	Secondary school teacher	178	45.8
	Subject specialist	86	22.1
	Special education teacher	97	24.9
	Senior special education teacher	28	7.2

Table 2 indicates that most teachers were between 31 and 35 years of age, followed by teachers aged 25–30 years. Nearly half of the respondents had a master’s degree, while a considerable proportion had MPhil/MS qualification. Most teachers had 6–10 years of teaching experience, showing that the sample included professionally experienced respondents.

**Table 3: Reliability Analysis of the Teacher Job Commitment Questionnaire**

Scale/Dimension	No. of items	Cronbach’s $\alpha$	Reliability level
Affective commitment	10	.88	High
Professional commitment	10	.91	Excellent
Normative commitment	10	.86	High

Continuance commitment	10	.83	High
Institutional and student-centered commitment	10	.90	Excellent
Overall teacher job commitment scale	50	.94	Excellent

Table 3 shows that the overall questionnaire had excellent internal consistency with Cronbach's alpha value of .94. All five dimensions showed acceptable to excellent reliability values ranging from .83 to .91. These results indicated that the instrument was statistically reliable for measuring teacher job commitment among general and special secondary school teachers.

**Table 4: Descriptive Statistics for Teacher Job Commitment Dimensions**

Dimension	No. of items	M	SD	Level
Affective commitment	10	3.81	0.61	High
Professional commitment	10	4.08	0.54	High
Normative commitment	10	3.92	0.58	High
Continuance commitment	10	3.56	0.67	Moderate
Institutional and student-centered commitment	10	4.12	0.51	High
Overall teacher job commitment	50	3.90	0.49	High

Table 4 shows that the overall level of teacher job commitment was high. The highest mean score was found for institutional and student-centered commitment, followed by professional commitment. Continuance commitment showed a comparatively lower mean score, suggesting that teachers were more committed professionally and ethically than merely due to the cost of leaving the job.

**Table 5: Item-Wise Frequency and Percentage of Teacher Job Commitment Responses**

Response category	f	%	Interpretation
Strongly disagree	822	4.2	Very low disagreement
Disagree	1,575	8.1	Low disagreement
Neutral	4,286	22.0	Moderate neutral response
Agree	8,146	41.9	High agreement
Strongly agree	4,621	23.8	Strong agreement
Total responses	19,450	100.0	389 × 50 items

Table 5 presents the overall response trend across all 50 questionnaire items. Most responses were recorded in the agree and strongly agree categories, showing a generally positive level of teacher job commitment. The low percentage of disagreement indicated that most teachers perceived themselves as committed to their professional and institutional responsibilities.

**Table 6: Independent Samples t-Test for Teacher Job Commitment by Demographic Variables**

Variable	Category	n	M	SD	t	df	p	Cohen's d
Gender	Male	176	3.84	0.51	-2.18	387	.030	0.22
	Female	213	3.95	0.47				

Variable	Category	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
School system	General secondary school	214	3.82	0.50	-3.71	387	< .001	0.38
	Special secondary school	175	4.00	0.45				
Professional training	Yes	247	3.98	0.46	4.15	387	< .001	0.43
	No	142	3.76	0.52				
Institution type	Public	286	3.93	0.48	2.04	387	.042	0.24
	Private	103	3.81	0.52				

Table 6 shows significant differences in teacher job commitment across gender, school system, professional training, and institution type. Female teachers, special secondary school teachers, professionally trained teachers, and public-school teachers reported higher mean scores than their comparison groups. The effect sizes ranged from small to moderate, with professional training and school system showing comparatively stronger practical influence on teacher job commitment.

**Table 7: One-Way ANOVA for Teacher Job Commitment by Demographic Variables**

Variable	Category	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>df</i>	<i>p</i>	$\eta^2$
Age	Below 25 years	41	3.67	0.55	7.02	4, 384	< .001	.068
	25–30 years	86	3.81	0.50				
	31–35 years	104	3.89	0.47				
	36–40 years	79	3.98	0.46				
	41 years and above	79	4.05	0.44				
Academic qualification	Bachelor	64	3.72	0.53	7.05	3, 385	< .001	.052
	Master	192	3.87	0.48				
	MPhil/MS	112	4.01	0.45				
	PhD	21	4.13	0.40				
Teaching experience	Less than 1 year	29	3.61	0.56	8.13	4, 384	< .001	.078
	1–5 years	92	3.78	0.50				
	6–10 years	118	3.90	0.46				
	11–15 years	84	4.00	0.43				
	16 years and above	66	4.08	0.42				

Table 7 shows significant differences in teacher job commitment across age, academic qualification, and teaching experience. Teachers aged 41 years and above, teachers with PhD qualifications, and teachers with 16 years and above experience reported the highest commitment scores. The eta-square values indicated small to moderate effects, suggesting that professional maturity, higher qualification, and longer teaching experience contributed meaningfully to teacher job commitment.

**Table 8: Post Hoc Analysis for Teaching Experience Using Tukey HSD**

Comparison	Mean difference	SE	p
Less than 1 year vs. 11–15 years	-0.39	0.10	.002
Less than 1 year vs. 16 years and above	-0.47	0.11	< .001
1–5 years vs. 16 years and above	-0.30	0.08	.004
6–10 years vs. 16 years and above	-0.18	0.07	.046

Table 8 shows that teachers with longer teaching experience had significantly higher job commitment than less experienced teachers. The strongest difference was found between teachers with less than one year of experience and those with 16 years and above experience. This result indicates that job commitment may develop gradually through professional exposure, stability, and institutional attachment.

**Table 9: Correlation Matrix of Teacher Job Commitment Dimensions**

Variable	1	2	3	4	5
1. Affective commitment	—				
2. Professional commitment	.61**	—			
3. Normative commitment	.58**	.64**	—		
4. Continuance commitment	.43**	.39**	.46**	—	
5. Institutional and student-centered commitment	.66**	.71**	.62**	.41**	—

Table 9 shows significant positive relationships among all dimensions of teacher job commitment. The strongest relationship was found between professional commitment and institutional/student-centered commitment. This indicates that teachers who were professionally committed were also more likely to show sincere concern for students and institutional improvement.

**Table 10: Multiple Regression Predicting Overall Teacher Job Commitment**

Predictor	B	SE B	$\beta$	t	p
Constant	1.12	0.18	—	6.22	< .001
Professional training	0.18	0.04	.21	4.46	< .001
School system	0.14	0.04	.17	3.62	< .001
Teaching experience	0.07	0.02	.19	4.05	< .001
Academic qualification	0.06	0.02	.14	3.11	.002
Institutional support	0.31	0.05	.34	6.48	< .001
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	p
Regression model	.68	.46	.45	65.24	< .001

Table 10 shows that the regression model significantly predicted teacher job commitment. The model explained 46% of the variance in overall job commitment, which indicates strong explanatory power for social science research. Institutional support was the strongest predictor, followed by professional training, teaching experience, school system, and academic qualifications.

**Table 11: Comparison of Job Commitment Dimensions by School System**

Dimension	General school M ± SD	Special school M ± SD	t	p
Affective commitment	3.72 ± 0.63	3.92 ± 0.57	-3.27	.001
Professional commitment	4.01 ± 0.56	4.17 ± 0.50	-2.93	.004
Normative commitment	3.84 ± 0.60	4.02 ± 0.54	-3.09	.002
Continuance commitment	3.48 ± 0.69	3.66 ± 0.62	-2.68	.008
Institutional and student-centered commitment	4.05 ± 0.53	4.21 ± 0.47	-3.11	.002

Table 11 shows that special secondary school teachers scored significantly higher than general secondary school teachers across all dimensions of job commitment. The largest difference appeared in affective commitment, suggesting that special education teachers had stronger emotional attachment with their institutions and students. This finding supports the comparative assumption that school system influences the level and pattern of teacher job commitment.

**Table 12: Summary of Hypothesis Testing**

Hypothesis	Statistical test	Result	Decision
H1: There is a significant difference in teacher job commitment by gender.	Independent samples t-test	p = .030	Accepted
H2: There is a significant difference in teacher job commitment between general and special secondary school teachers.	Independent samples t-test	p < .001	Accepted
H3: There is a significant difference in teacher job commitment by professional training.	Independent samples t-test	p < .001	Accepted
H4: There is a significant difference in teacher job commitment by age.	One-way ANOVA	p < .001	Accepted
H5: There is a significant difference in teacher job commitment by academic qualification.	One-way ANOVA	p < .001	Accepted
H6: There is a significant difference in teacher job commitment by teaching experience.	One-way ANOVA	p < .001	Accepted
H7: Teacher job commitment dimensions are significantly related to each other.	Pearson correlation	p < .01	Accepted
H8: Demographic and institutional variables significantly predict teacher job commitment.	Multiple regression	p < .001	Accepted

Table 12 summarizes the results of hypothesis testing. All proposed hypotheses were accepted because the statistical results showed significant differences, relationships, or predictive effects. The findings confirmed that teacher job commitment varied across demographic and institutional variables and was significantly influenced by school system, training, experience, qualification, and institutional support.

### Findings

The demographic results showed that the sample had adequate representation of male and female teachers, general and special schoolteachers, public and private institutions, and urban and rural school settings. The overall level of teacher job commitment was high, with the highest mean

score found in institutional and student-centered commitment. The reliability analysis confirmed that the 50-item questionnaire was highly reliable for measuring teacher job commitment. Inferential analysis showed significant differences in teacher job commitment by gender, school system, institution type, professional training, age, qualification, and teaching experience. Special secondary school teachers reported higher job commitment than general secondary school teachers. Teachers who received professional training, had higher qualifications, and possessed longer teaching experience showed stronger commitment. Regression analysis further confirmed that institutional support, professional training, teaching experience, school system, and academic qualifications were significant predictors of teacher job commitment.

## **Discussion**

The findings of the study revealed that the overall level of teacher job commitment in general and special secondary school systems was high. This indicated that teachers generally demonstrated professional dedication, institutional loyalty, responsibility toward students, and willingness to contribute to school improvement. Among the dimensions of teacher job commitment, institutional and student-centered commitment received the highest mean score, followed by professional commitment and normative commitment. This pattern suggested that teachers were strongly committed to students' academic, social, and personal development and considered teaching a meaningful professional responsibility. The comparatively lower mean score of continuance commitment indicated that teachers' commitment was not mainly based on the cost of leaving the job but was more strongly related to professional values, moral responsibility, and student-centered concerns. This finding supported recent literature showing that teachers' commitment is strengthened when they perceive their work as meaningful and when schools provide professional respect, support, and positive working conditions (OECD, 2025; UNESCO & International Task Force on Teachers for Education 2030, 2024).

The study found a significant difference in teacher job commitment between general and special secondary school teachers. Special secondary school teachers reported higher commitment than general secondary school teachers across all dimensions, including effective, professional, normative, continuance, and institutional/student-centered commitment. This result may be explained by the nature of special education teaching, where teachers work closely with learners who require individualized instruction, behavioural support, communication assistance, assistive technology, and continuous emotional and academic encouragement. Special education teachers may develop a stronger sense of professional responsibility because student progress often depends on sustained teacher effort, patience, and individualized support. The finding was consistent with recent studies showing that special education teachers' professional dedication and performance are influenced by leadership, organizational commitment, job satisfaction, and institutional support (Cahit et al., 2024; Tawa et al., 2024).

The results also showed that gender, professional training, institution type, age, academic qualification, and teaching experience were significantly associated with teacher job commitment. Female teachers showed slightly higher commitment than male teachers, although the effect size was small. Teachers who had received professional training reported significantly higher commitment than those who had not received training. This finding indicated that professional development strengthened teachers' confidence, competence, and attachment to their teaching role. Similarly, teachers with higher academic qualifications and longer teaching experience demonstrated stronger job commitment. Experienced teachers may have developed greater professional identity, institutional stability, and emotional attachment to their work. These results were aligned with previous studies reporting that job satisfaction, social support,

work engagement, professional development, and organizational conditions influence teacher commitment and retention (Demir, 2020; Mustafa et al., 2025; Nasir et al., 2022).

The correlation analysis indicated significant positive relationships among all dimensions of teacher job commitment. Professional commitment had a strong relationship with institutional and student-centered commitment, showing that teachers who were dedicated to the teaching profession were also more committed to student welfare and institutional improvement. The regression analysis further showed that institutional support was the strongest predictor of overall teacher job commitment, followed by professional training, teaching experience, school system, and academic qualification. This finding emphasizes that teacher commitment cannot be understood only as an individual quality; it is also shaped by the school environment, leadership support, training opportunities, and institutional resources. The findings supported international evidence that teacher retention and commitment improve when teachers experience supportive leadership, professional recognition, reasonable workload, collaboration, and opportunities for growth (Madigan & Kim, 2021; OECD, 2025).

Overall, the study confirmed that teacher job commitment was influenced by both personal and institutional factors. The higher commitment of special secondary school teachers suggested that disability-related teaching may increase teachers' emotional and professional involvement; however, it also required stronger administrative support, training, resources, and recognition. General secondary school teachers also demonstrated high commitment, but their comparatively lower scores may be linked with examination pressure, larger class size, academic workload, and routine administrative demands. Therefore, both general and special secondary school systems need supportive leadership, continuous professional development, fair workload distribution, and recognition of teacher contributions. These findings contribute to the literature by providing comparative evidence on teacher job commitment in two different secondary school systems and by identifying the factors that may strengthen teacher commitment, motivation, and retention.

### **Conclusion**

The study concluded that teacher job commitment was generally high among teachers working in both general and special secondary school systems, but special secondary school teachers demonstrated significantly higher commitment than general secondary school teachers. The findings showed that professional training, academic qualification, teaching experience, school system, and institutional support played important roles in shaping teacher commitment. Institutional and student-centered commitment emerged as the strongest dimension, indicating that teachers were mainly committed because of their responsibility toward learners and school improvement. The study further concluded that teacher commitment was not only a personal attitude but also a result of supportive leadership, professional development, institutional resources, and positive working conditions. Therefore, strengthening teacher support systems is essential for improving commitment, retention, and educational quality in both general and special secondary schools.

### **Recommendations**

It is recommended that school heads provide supportive leadership, fair supervision, and professional recognition to improve teacher job commitment. Regular training, fair workload distribution, and better institutional support should be ensured for both general and special secondary school teachers. Special education teachers should also be provided with disability-specific training, assistive resources, and counselling support.

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