

## **The Relationship between Professional Development and Job Satisfaction among Secondary School Teachers**

**Vandana Srivastava<sup>1\*</sup> and Dr. Satyendra Gupta<sup>2</sup>**

<sup>1\*</sup>Ph.D. Scholar, School of Education, Galgotias University, Greater Noida, G.B.Nagar  
U.P.India Email:vandanavivek2604@gmail.com

<sup>2</sup>Professor and Dean, School of Education, Galgotias University, Greater Noida, G.B. Nagar  
U.P. India Email: satyendra.edn@gmail.com

### **Abstract**

This study examines the connection between secondary school teachers' work satisfaction and possibilities for professional growth. Professional development serves as a cornerstone for enhancing teachers' skills, knowledge, and instructional effectiveness, while also fostering career growth and a sense of professional accomplishment. Given the pivotal role of teachers in the education system, understanding factors that influence their job satisfaction is crucial for improving teacher retention and overall educational outcomes. Using a mixed-methods approach, this research combines survey data and qualitative interviews to explore how access to and participation in professional development programs impact teachers' job satisfaction. Key areas of focus include the relevance, accessibility, and quality of professional development initiatives, as well as the challenges teachers face in engaging with such programs. The findings reveal a positive correlation between professional development and job satisfaction, with teachers who have access to meaningful and supportive opportunities reporting higher levels of satisfaction. However, the study also highlights barriers such as inadequate resources, time constraints, and limited administrative encouragement, which can diminish the effectiveness of professional development efforts. This research underscores the importance of investing in well-structured professional development initiatives to enhance teacher satisfaction, motivation, and retention. By addressing identified challenges, educational policymakers and school leaders can create environments that support teacher growth and improve overall school performance.

**Keywords-** Opportunities, accessibility, initiatives, policymakers

### **Introduction**

The role of secondary school teachers in shaping the intellectual and social development of students cannot be overstated. However, their ability to perform effectively and maintain enthusiasm for their work depends significantly on job satisfaction, which is influenced by various factors, including workload, administrative support, and professional growth opportunities. Among these factors, professional development stands out as a critical element in promoting not only the competence of teachers but also their sense of fulfilment and satisfaction in their roles.

Professional development includes a variety of activities aimed at improving the professional competencies, knowledge, and abilities of educators. These activities may include workshops, seminars, in-service training, mentoring, and advanced educational opportunities. Through these programs, teachers are better equipped to address evolving educational challenges, adopt innovative teaching strategies, and meet the diverse needs of their students. Beyond improving classroom practices, professional development fosters a sense of accomplishment, career advancement, and personal development, all of which have a major impact on job happiness.

However, the relationship between professional development and job satisfaction is not always straightforward. While access to high-quality, relevant professional development can boost teachers' morale and engagement, barriers such as time constraints, limited resources, and lack of institutional support may hinder the effectiveness of these opportunities. Understanding how these dynamics play out among secondary school teachers is essential for creating policies and practices that promote teacher well-being and retention.

This study seeks to explore the relationship between professional development and job satisfaction among secondary school teachers. It aims to provide insights into how professional growth opportunities influence teachers' attitudes toward their work, identify the challenges they face in accessing these opportunities, and propose strategies for fostering a supportive environment that enhances both professional development and job satisfaction. By examining this relationship, the research hopes to contribute to the broader discourse on teacher welfare and educational improvement.

## **Review of Lecture**

### **Studies Related to the Job Satisfaction**

Agarwal (2004) studied how satisfied elementary and secondary school teachers were with their jobs. According to the findings, government school instructors who are married and have a lot of experience are very happy with their private school counterparts. It also showed that work happiness is unrelated to age or marital status.

To find out if the style of organization has an impact on teachers' perceptions of their work satisfaction, John (2010), Mehta (2012), and Zilli (2012) conducted a survey. The findings indicated that the degree of satisfaction among instructors in public and private schools differed significantly.

In their study, Iqbal and Akhtar (2012) compared the satisfaction levels of male and female teachers working in Pakistani public secondary schools in the Lahore district. The satisfaction was compared using a t-test. According to the results, female instructors were happier than their male counterparts.

Raj and Lalitha (2013) conducted a poll to find out how satisfied teachers were with their jobs in both government and private schools. The findings indicated that instructors at government and private schools were not significantly different in their degree of satisfaction.

According to Neog & Barua (2014), a few elements were responsible for job happiness: the connection between job security and job satisfaction, the relationship between job satisfaction and fair remuneration, and the association between job satisfaction and the working environment. They found that their pay had the most impact on how satisfied they were with their jobs.

### **Studies related to the Professional development**

According to Osunde & Izevbigie (2006), teachers are underpaid and denigrated due to payment delays for their wages and benefits, which causes them to lose their sense of community. As a result, teachers and the teaching profession are not given the respect and importance they deserve in society. To keep current with the newest teaching techniques, educational trends, and technological advancements, instructors must engage in professional development. Numerous studies have examined several facets of teacher professional development, such as its influence on best practices, student learning outcomes, and teacher effectiveness. The following are some important research papers and conclusions about teacher professional development:

‘The Impact of Professional Development on Teacher Effectiveness’ a study by Darling-Hammond et al. (2017) found that high-quality professional development significantly improved efficacy of teachers and academic success of students. Crucial components of successful professional growth Include active learning, collaboration, and sustained support.

Teacher collaboration and professional learning communities research by Vescio et al. (2008) highlighted the positive impact of teacher collaboration within professional learning communities. Teachers who engage in collaborative professional development experiences tend to be more effective in the classroom.

‘Online professional development for teachers’ a study by Rice et al. (2019) explored the effectiveness of online professional development for teachers. It found that well-designed online courses and programs can be as effective as traditional face-to-face professional development opportunities.

### **Objectives of the Study**

1. To study the Professional Development level of the Secondary School Teachers according to types of schools.
2. To study the Job Satisfaction level of Secondary School Teachers according to types of Schools.
3. To study the Professional Development of Government Secondary School Teachers in relation to their Job Satisfaction.
4. To study the Professional Development of private Secondary School Teachers in relation to their Job Satisfaction.

### **Hypotheses of the Study**

H<sub>01</sub>: There exists no significant difference in the Professional Development of Secondary School Teachers in relation to their types of schools.

H<sub>02</sub>: There exists no significant difference in the Job Satisfaction of Secondary School Teachers in relation to their types of schools.

H<sub>03</sub>: There exists no significant relationship between the Professional Development and Job Satisfaction of Secondary School Teachers of Government schools.

H<sub>04</sub>: There exists no significant relationship between the Professional Development and Job Satisfaction of Secondary School Teachers of the Private schools.

### **Research Design**

**Method** - A descriptive survey method is used for the present study.

**Population**- Teachers of secondary schools of Gautam Buddha Nagar (G.B. Nagar), India constitute the population for the present study.

### **Sample Selection and Sampling Techniques-**

A convenience sampling technique was used for selecting schools. From each school, all teachers who were teaching in 9th to 12th standard classes were taken as a sample. Finally, 100 secondary school teachers were selected as a sample of this study.

Demographic distributions of the sample of secondary school teachers have been presented below in table 1.

**Table 1: Distribution of the sample based on Types of School**

Types of schools	Sample	Percentage
Government	50	50%
Private	50	50%

**Tools used** - The following tools are used to collect the required information.

**1- Professional Development**– Yodida Butia. Teachers Professional Development Scale -2014. This scale consists of 68 items.

**2- Job Satisfaction**- Nidhi Madan and Umendra Malik - 2023. This scale consists of 35 items divided into two dimensions: I. Intrinsic and II. Extrinsic.

**Statistical Techniques used**- The following statistical procedures were followed i.e. Mean, Standard Deviation, t-test and Correlation.

### Data Analysis and Interpretation

#### Objective and Hypothesis Testing

O 1. To study the Professional Development level of the Secondary School Teachers according to the types of schools.

H<sub>01</sub>. There exists no significant difference in the Professional Development of Secondary School Teachers in relation to their types of schools.

**Table 2: Comparison of Professional Development of Senior Secondary Teachers with respect to the Type of Schools**

Type of School	N	Mean	Std. Deviation	t-value	Level of Significance
Government teachers	50	134.85	11.04	2.481	Significant at 0.05 level
Private Teachers	50	138.17	12.86		

Table 2 shows that the mean score of professional development is slightly higher of the private school teachers. The t-value of 2.481 indicates a significant difference between the two groups at a 0.05 level of significance. So, the null hypothesis is rejected at the 0.05 level. As a result, it could be stated that these two groups of teachers had considerably different professional development.

O 2. To study the Job Satisfaction level of Secondary School Teachers according to the types of Schools.

H<sub>02</sub>: There exists no significant difference in the Job Satisfaction of Secondary School Teachers in relation to their types of schools.

**Table 3: Comparison of Job Satisfaction of Secondary School Teachers with respect to the Type of Schools**

Type of School	N	Mean	Std. Deviation	t-value	Level of Significance
Government teachers	50	69.06	7.79	2.123	Significant at 0.05 level
Private teachers	50	71.08	9.20		

Table 3 displays that private school teachers have a higher mean score of 71.0875. The estimated t-value is 2.123 indicating a significant difference at 0.05 level between both groups. This value states that the null hypothesis is rejected at the 0.05 level of significance. This demonstrates that there is a considerable difference in job satisfaction between teachers from government and private schools.

O 3. To study the Professional Development of Government Secondary School Teachers in relation to their Job Satisfaction.

H<sub>03</sub>: There exists no significant relationship between the Professional Development and Job Satisfaction of Secondary School Teachers of Government schools.

**Table 4: Correlation between Professional Development and Job Satisfaction of Secondary School Teachers of the Government Schools**

Government School Teachers (50)	Mean	Std. Deviation	Coefficient of correlation	Level of Significance
Professional Development	134.85	11.040	0.104	Significant at 0.05 level
Job Satisfaction	69.06	7.795		

Table 4 shows the correlation coefficient between job satisfaction and professional advancement is 0.104, indicating a weak positive correlation between the two variables. So, the null hypothesis is rejected at the significance level of 0.05. This implies that there is a statistically significant positive correlation between job satisfaction and the professional development of secondary school teachers of government school teachers.

O 4. To study the Professional Development of Private Secondary School Teachers in relation to their Job Satisfaction.

H<sub>04</sub>: There exists no significant relationship between the Professional Development and Job Satisfaction of Secondary School Teachers of the Private schools.

**Table 5: Correlation between Professional Development and Job Satisfaction of Secondary School Teachers of Private Schools**

Private School Teachers (50)	Mean	Std. Deviation	Coefficient of correlation	Level of Significance
Professional Development	138.17	12.86	0.201	Significant at 0.05 level
Job satisfaction	71.08	9.20		

Table 5 shows a slightly positive relationship between job satisfaction and professional development of secondary school teachers. The coefficient of correlation is 0.201, which is significant at the 0.05 level of significance. Thus, the null hypothesis is rejected at the significance level of 0.05. This implies

that there is a statistically significant positive correlation between job satisfaction and the professional development of secondary school teachers of private schools.

### Findings of the study

- 1- There is a significant difference in the professional development of secondary school teachers in relation to their types of schools.
- 2- There is a significant difference in the job satisfaction of secondary school teachers in relation to their types of schools.
3. There is a weak positive correlation between job satisfaction and the professional development of secondary school teachers of government schools.
4. There is a weak positive correlation between job satisfaction and the professional development of secondary school teachers of private schools.

### Conclusion

This study highlights a substantial favourable correlation between secondary school teachers' work happiness and professional growth. Findings suggest that opportunities for continuous learning, skill enhancement, and professional growth play a critical role in shaping teachers' sense of fulfilment and commitment to their roles. Teachers who engage in meaningful professional development programs report higher levels of job satisfaction due to increased competence, confidence, and motivation. Moreover, the research emphasizes the importance of school leadership and supportive policies in facilitating access to relevant training and development opportunities. When schools prioritize professional development, teachers not only feel valued but also experience a stronger connection to their educational mission and workplace culture.

In conclusion, investing in professional development is not only beneficial for individual teachers but also contributes to overall school effectiveness by fostering a motivated and satisfied workforce. Future research could explore specific types of professional development initiatives that yield the greatest impact and examine how these relationships vary across different educational contexts and cultures.

### References

1. Akhtar, S. N., Hashmi, M. A., & Naqvi, S. I. H. (2010). A comparative study of job satisfaction in public and private school teachers at secondary level. *Procedia - Social and Behavioral Sciences*, 2(2), 4222-4228.
2. Anand, S. (2018). Job satisfaction among teachers of private and government schools: A comparative analysis. *Shikshan Anveshika*, 8(1), 40-45.
3. Choi, S., & Mao, X. (2021). Teacher autonomy for improving teacher self-efficacy in multicultural classrooms: A cross-national study of professional development in multicultural education. *International Journal of Educational Research*, 105, 101711.
4. Fischer, C., Fishman, B., Dede, C., Eisenkraft, A., Frumin, K., Foster, B., ... & McCoy, A. (2018). Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform. *Teaching and Teacher Education*, 72, 107-121.
5. Gligorović, B., Terek, E., Glušac, D., Sajfert, Z., & Adamović, Ž. (2014). Job satisfaction and gender differences in job satisfaction of teachers in Serbian primary schools. *Journal of Engineering Management and Competitiveness (JEMC)*, 4(2), 94-100.
6. Gupta, M., & Gehlawat, M. (2013). Job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study. *Educationia Confab*, 2(1), 10-19.

7. Kumar, K., & Sharma, S. (2024). Digital competence among secondary school teachers in relation to gender, locale and type of institution. *Journal of Ecophysiology and Occupational Health*, 427-433.
8. Mathew, G. C., Prashar, S., Ramanathan, H. N., Pandey, U. K., & Parsad, C. (2019). Impact of religiosity, spirituality, job satisfaction and commitment on employee performance: A quantile regression approach. *International Journal of Indian Culture and Business Management*, 19(4), 491-508.
9. Mocheche, E. K., Bosire, J. N., & Raburu, P. A. (2017). Influence of gender on job satisfaction of secondary school teachers in Kenya.
10. Nair, B. (2020). Job satisfaction among the government and private school teachers in selected schools of Jabalpur City, Madhya Pradesh. *International Journal of Nursing Education and Research*.
11. Pareek, V., & Kulshrestha, B. (2021). Comparative analysis of job satisfaction and teacher effectiveness. *Ilkogretim Online*, 20(3).
12. Perera, H. N., Calkins, C., & Part, R. (2019). Teacher self-efficacy profiles: Determinants, outcomes, and generalizability across teaching level. *Contemporary Educational Psychology*, 58, 186-203.
13. Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). Teacher professional development around the world: The gap between evidence and practice. *The World Bank Research Observer*, 37(1), 107-136.
14. Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305.
15. Sungu, H., Ilgan, A., Parylo, O., & Erdem, M. (2014). Examining teacher job satisfaction and principals' instructional supervision behaviours: A comparative study of Turkish private and public school teachers. *Alberta Journal of Educational Research*, 60(1), 98-118.
16. Topchyan, R., & Woehler, C. (2021). Do teacher status, gender, and years of teaching experience impact job satisfaction and work engagement? *Education and Urban Society*, 53(2), 119-145.
17. Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97.
18. Yoon, I., & Kim, M. (2022). Dynamic patterns of teachers' professional development participation and their relations with socio-demographic characteristics, teacher self-efficacy, and job satisfaction. *Teaching and Teacher Education*, 109, 103565