



Exploring The Determinants Of Teacher Job Satisfaction And Life Satisfaction : A Comprehensive Review Of Educational Research

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Abstract

Teacher satisfaction plays a vital role in determining educational quality and overall institutional effectiveness. This review study examines the relationship between job satisfaction, life satisfaction, and teaching effectiveness among school teachers across aided, unaided, and private educational settings. The study synthesises existing literature to identify key institutional factors (salary, job security, working conditions, administrative support) and personal factors (age, gender, emotional stability, professional commitment) influencing teacher satisfaction. Findings indicate that teachers in government and aided institutions generally exhibit higher satisfaction levels due to stable employment conditions. Additionally, a positive association is observed between life satisfaction and teaching effectiveness, suggesting that satisfied teachers demonstrate greater professional commitment and improved instructional practices. The review also identifies gaps in existing research, particularly the limited focus on life satisfaction and psychological determinants such as work-life balance and emotional intelligence. The study highlights the need for integrated approaches to enhance teacher well-being and educational outcomes.

Keywords

Teacher Satisfaction; Life Satisfaction; Teaching Effectiveness; Institutional Factors; Psychological Factors; Work-Life Balance; Educational Quality.

Introduction

The development of any country depends largely on its educational system and the policies implemented within it. In the education system, the teacher is a very important component. Through their teaching, teachers bring about the desired changes in students. One of the most significant elements in the field of education is the teacher. If a teacher is satisfied while performing teaching duties, they will carry out their work with greater intensity and dedication. Whether the teacher belongs to an aided school, an unaided school, or is a private tutor, it is necessary that they remain committed to their profession. For this reason, being satisfied with life is important, because if a person is satisfied in life, that satisfaction is also reflected in their profession, and such a teacher can contribute to building a strong nation. Therefore, this topic has been selected for study. Even with limited material

needs, a person can remain happy and satisfied if they perform their duties honestly. For this reason, maintaining dedication and honesty in one's profession is essential.

Life satisfaction is a cognitive judgmental process in which an individual evaluates the quality of their life based on self-determined criteria or values. Job satisfaction refers to the positive feelings or attitudes that an individual has toward their overall work situation. It has been proven through several studies that job satisfaction can also influence the quality of life beyond the workplace. A teacher who is satisfied with life is also likely to be satisfied with their profession. Therefore, whether the teacher is working in an aided school, an unaided school, or working as a trained private tutor, satisfaction remains the most important factor.

The teaching profession is an honest and noble profession. It is a sacred occupation dedicated to imparting knowledge. In this profession, teachers, whether they are working in aided or unaided schools, should focus on their duties rather than only thinking about whether their salary is high or low. It is the responsibility of every teacher to fulfill their duty sincerely. Instead of feeling discouraged due to lack of employment opportunities, a trained teacher can start their own educational work. Today, many teachers have become successful through tuition classes. Therefore, rather than insisting only on obtaining a job, teachers can start their own tuition classes with the support of colleagues and make them successful. In this way, they can also contribute to nation building. If teachers working in unaided schools start tuition classes along with their jobs, they can increase their income. While performing such work, satisfaction is very important. Through this, both life satisfaction and professional satisfaction can be balanced.

Objectives of the Study

The present review study was conducted with the following objectives:

1. To study previous research reviews related to job satisfaction among school teachers.
2. To explore current studies focusing on life satisfaction among school teachers.
3. To identify the various factors that influence teachers' job satisfaction and life satisfaction in educational institutions.
4. To examine the relationship between teachers' job satisfaction, life satisfaction, and teaching effectiveness.
5. To highlight research gaps and suggest directions for future research.

Conceptual Framework

Teacher satisfaction is regarded as a complex concept that is affected by various institutional and personal factors. The conceptual framework of the present review is based on the assumption that both workplace environment and individual traits play a main role in shaping teachers' job satisfaction as well as their overall life satisfaction.

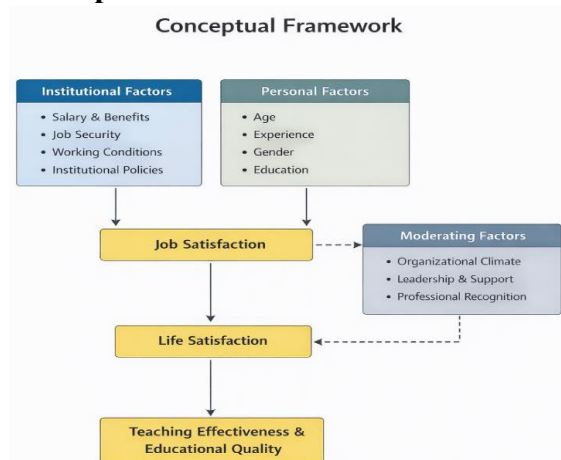
Institutional environment includes elements such as salary pattern, job stability, working conditions, administrative support, opportunities for upgradation, and professional advancement programs. These factors affect teachers' mastery of their workplace and influence their level of career accomplishment. A supportive administrative environment helps teachers perform their responsibilities more successfully boost their sense of satisfaction with their profession.

Teachers' satisfaction levels are facilitated not only by institutional aspects but also by many personal aspects. These variables involve age, gender, personality traits, teaching experience, occupational commitment and emotional stability. Such characteristics shape teachers' attitudes toward their profession and their capacity to manage professional responsibilities and challenges.

The theoretical framework suggests that institutional and individual factors taken together shaped teachers' work satisfaction, which indicates their degree of satisfaction with professional responsibilities and working conditions. Higher job satisfaction is typically associated with higher life satisfaction, reflecting overall well-being and psychological stability.

Teachers who have experiences higher levels of job and life satisfaction are more likely to indicate, good teaching strategies become greater professional dedication, and supportive interactions with students. Therefore, strengthening teacher satisfaction is essential for enhancing the quality of education and the overall performance of educational institutions.

Conceptual Framework:



Review of Literature

Many existing research has examined various factors that affect teachers' job satisfaction and life satisfaction in educational institutions. Some of the relevant studies are briefly review below, 2015,Unnisa conducted a study examining job satisfaction and professionalism among secondary school teachers in Hyderabad. A total of 150 teachers participated in the study from private, aided and government schools. The results of the study demonstrated that teachers employed in government and government-aided institutions had higher job satisfaction levels compared with their teachers in private institutions.

Kalaiselvi, 2019, Explored job satisfaction among women teachers working in different types of schools. In this study, 240 teachers were included, and the findings revealed that full-time teachers with stable employment conditions showed significantly higher job satisfaction compared to teachers working on part-time contracts.

Kumar in 2015, conducted a comparative study to examine life satisfaction among teachers working in private and government-aided schools. The results revealed significant differences in the levels of life satisfaction between teachers in the private and government-aided schools.

In 2017, Panwar and Singh studied life satisfaction among teachers working in aided and private B.Ed. institutions. The findings showed that teachers employed in aided institutions observed higher levels of life satisfaction due to more stable employment conditions.

In a study conducted in Aurangabad 2018 by Husurkar, examined life satisfaction among female teachers working in government and private schools. The conclusion indicated that significant differences in life satisfaction between the government and private schools of teachers. Sharma (2014) explored life satisfaction among teachers in government and private institutions and revealed that both institutional and individual factors play a significant role in impacting satisfaction levels. In,2016 Joshi, examined the relationship between teaching effectiveness and life satisfaction among teachers and indicating a positive relationship between teachers' life satisfaction and their teaching effectiveness. In a study conducted by Tripathi (2018), job satisfaction among teacher educators was examined. The study found that salary system, working conditions, and management support play a significant role in affecting satisfaction levels.

Naila Amjad and Shazia Qasim (2013) conducted a study on job satisfaction among female teachers in public and private sector schools. The study concluded that married female teachers reported higher levels of satisfaction compared to unmarried teachers, and teachers in semi-government schools exhibited greater satisfaction than those in other types of schools. Additionally, teachers with permanent positions, minimal work-related stress, and eligibility for pension benefits demonstrated a stronger tendency toward job satisfaction. Mehboob F., Sarwar M.A., and Bhutto N.A. (2012) investigated the relationship between teachers' job satisfaction and gender. Their findings indicated

that male teachers reported lower levels of job satisfaction compared to female teachers. Mishra (2012) investigated the relationship between emotional maturity and life satisfaction among teacher educators and found a positive correlation between these two variables.

Research Gap

While several studies have examined teachers' job satisfaction and life satisfaction, certain gaps still are present in the existing literature. Many studies primarily focus on job satisfaction while giving limited attention to life satisfaction as an essential dimension of teachers' overall well-being. It is also observed that, limited research has examined the relationship between teacher job satisfaction and teaching effectiveness. Comparative studies that Investigate teacher satisfaction among different types of educational institutions are also limited. Additionally psychological factors like mental health, influencing teacher satisfaction, such as emotional intelligence, professional commitment, and work–life balance, need further detailed study.

Discussion of the study

The literature review indicate that teacher satisfaction is influenced by a various institutional and personal factors. Among these, institutional factors such as salary structure, job security, and working conditions play crucial role in influencing teachers' job satisfaction.

Those teachers employed in government and government-aided institutions generally report higher levels of satisfaction because of secure employment conditions and several service benefits. In addition to these workplace factors and Individual factors such as professional commitment and emotional maturity also significantly influence teachers' satisfaction levels. The review of literature further suggests that teacher satisfaction is closely linked with teaching effectiveness. Teachers' satisfaction levels are influenced by both institutional factors, such as salary structure and working conditions, and personal characteristics, including professional commitment and emotional maturity.

Conclusion of the study

Teacher job satisfaction and life satisfaction are critical components of overall educational effectiveness. The literature indicates that both institutional and psychological factors significantly influence teachers' satisfaction. Educational administrators should prioritize improving working conditions, ensuring job security, and offering professional development opportunities to enhance teachers' well-being. Additionally, supportive leadership practices and formal recognition of teachers' contributions can further strengthen satisfaction levels. Future research should investigate the relationship between teacher satisfaction, teaching effectiveness, and student learning outcomes across diverse educational contexts.

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