

Job Satisfaction and Professional Well-Being Among School Teachers: An Empirical Study in Coimbatore City

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DOI: <https://doi.org/10.47772/IJRISS.2026.100700307>

Received: 13 July 2026; Accepted: 18 July 2026; Published: 31 July 2026

ABSTRACT

Occupational fulfilment is one of the most widely discussed issues in organizational behaviour and Human Resource Management. This study examines the prevailing level of job satisfaction among private and government school teachers, drawing on a sample of 150 private-school teachers in Coimbatore city. Data were analysed descriptively using SPSS. The findings reveal a significant difference between years of teaching experience and level of satisfaction, while no significant difference was observed between age group and satisfaction level. Male respondents reported a somewhat higher level of satisfaction than female respondents. The study recommends that teaching staff be given adequate training to refresh their knowledge, improve their performance, and better manage the challenges and stress associated with their work.

Keywords: Emotional Intelligence, Job Satisfaction, School Teachers, Occupational Fulfilment, Teaching Experience, Teacher Performance, Organizational Behaviour, Human Resource Management.

INTRODUCTION

Teaching is among the most respected professions and plays a crucial role in the development of society. Teachers help students acquire knowledge and skills for their growth and carry the responsibility of guiding the next generation, which is why teachers are often regarded as the pillars of society. Like any profession, teaching depends on the fulfilment of certain needs — autonomy, recognition, security, and opportunities for new experience. When these needs go unmet, dissatisfaction and disengagement among teachers rise, which is detrimental not only to teachers but also to students. Because teaching occupies a substantial part of a teacher's day and is a primary source of livelihood and social contribution, job satisfaction is important both for professional effectiveness and for overall wellbeing.

Job satisfaction reflects an individual's emotional connection to their work — essentially how what they expected from the job compares with what the job has actually offered. Teacher job satisfaction is a strong predictor of retention, a determinant of professional commitment, and a contributor to overall teaching effectiveness. Higher satisfaction is generally associated with lower attrition, improved performance, and better student outcomes.

Job satisfaction has been described as a multidimensional psychological response to one's job, comprising three components: a cognitive (evaluative) component, an affective (emotional) component, and a behavioural component. The cognitive component reflects an individual's assessment of job characteristics against a personal standard or frame of reference. The affective component consists of the general pleasant or unpleasant feelings accumulated toward the job over time. The behavioural component includes specific intentions and behaviours that follow from the other two. Recent research has emphasized the role emotions play in shaping these attitudes, which is consistent with the strong affective dimension inherent in job satisfaction.

Objectives of the Study

- To measure the level of job satisfaction of the teachers.
- To study the impact of emotional intelligence on job performance.

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- To identify weak components and suggest measures for their improvement.

Driving Factors of Job Satisfaction

The factors that influence job satisfaction can be broadly grouped into two categories:

- External aspects: organizational, social, and cultural characteristics.
- Internal aspects: personality, affective, and emotional characteristics.

Job satisfaction among employees is not shaped solely by pay, benefits, colleagues, or other external factors. Emotions, personality traits, and other internal characteristics also play a significant role in shaping employees' job satisfaction. Personality traits can be viewed as determinants of how well employees adjust to organizational conditions and how motivated they remain in their roles.

Three Key Dimensions of Job Satisfaction

- Job satisfaction cannot be observed directly — it can only be inferred from an individual's feelings toward their work.
- Job satisfaction is often shaped by how outcomes compare with expectations. Employees who feel they work harder than others but receive comparatively lower rewards tend to develop negative attitudes toward the job, employer, and colleagues; conversely, employees who feel fairly treated tend to have more positive attitudes.
- Job satisfaction and job attitude are often used interchangeably, though they are conceptually distinct. Attitudes reflect general predispositions, while satisfaction is more dynamic and can change more quickly than it develops, requiring ongoing attention from management.

Factors Influencing Satisfaction and Dissatisfaction

Factors typically associated with dissatisfaction — such as inadequate pay, poor compensation, unfavourable working conditions, limited promotion opportunities, weak benefits, and lack of job security — mainly prevent dissatisfaction when addressed, rather than actively increasing satisfaction. In contrast, factors such as effective leadership, positive manager relationships, recognition, opportunities for advancement, personal growth, constructive feedback, and clear direction tend to actively increase satisfaction when present.

Research Methodology

The research methodology outlines the approach used to gather and analyse the data required for this study, covering both primary and secondary sources.

Area of the study: The study covers public school teachers in Coimbatore city.

Duration of the study: The study was conducted over a period of four months.

Data source: Primary data were collected through questionnaires distributed to school teachers; secondary data were drawn from prior research and other authorized sources.

Sample size: 150 respondents in Coimbatore city.

Sampling technique: Convenience sampling.

Tools used: Percentage analysis, mean score analysis, ANOVA, and t-test.

Review of Literature

Gowri Shankar and Keerthi (2010) found that female teachers tend to display emotional responsiveness quickly, correct their errors promptly, and are effective at motivating and understanding others while acknowledging colleagues' abilities. Their study, conducted among middle school teachers in Nagapattinam district, concluded that emotional intelligence levels were generally high and recommended that emotional development be incorporated into teacher training curricula.

Cobb (2004) observed that teachers who are dissatisfied with their jobs often struggle to deliver high-quality instruction. The study suggested that teachers with high emotional intelligence tend to hold more positive attitudes toward their workplace and current circumstances, and found that teachers with more years of experience reported greater satisfaction with their colleagues. The study recommended workshops and in-service training aimed at strengthening teachers' emotional intelligence.

Data Analysis and Findings

Table 1: Satisfaction with Working Conditions

Satisfaction Level	No. of Respondents	Percent
Disagree	2	1.3
Neutral	30	20.0
Agree	82	54.7
Strongly Agree	36	24.0
Total	150	100.0

54.7% of respondents agreed that they are satisfied with the working conditions of the institution.

Table 2: Co-ordination Among Peers

Co-ordination	No. of Respondents	Percent
Disagree	6	4.0
Neutral	34	22.7
Agree	72	48.0
Strongly Agree	38	25.3
Total	150	100.0

48% of respondents agreed that there is good co-ordination among their peers.

Table 3: Grievance Redressal

Grievance Redressal	No. of Respondents	Percent
Disagree	21	14.0
Neutral	50	33.3
Agree	51	34.0
Strongly Agree	28	18.7
Total	150	100.0

34% of respondents agreed that management is effective in handling grievances, while 33.3% remained neutral.

Table 4: Stress in Working with Students

Stress Level	No. of Respondents	Percent
Disagree	63	42.0

Stress Level	No. of Respondents	Percent
Neutral	41	27.3
Agree	30	20.0
Strongly Agree	16	10.7
Total	150	100.0

42% of respondents disagreed that working with students is stressful.

Table 5: Updation to Changes

Updation of Changes	No. of Respondents	Percent
Disagree	7	4.7
Neutral	34	22.7
Agree	59	39.3
Strongly Agree	50	33.3
Total	150	100.0

39.3% of respondents agreed that they keep themselves updated with recent changes in order to teach more effectively.

Statistical Tests

Gender and Level of Satisfaction (t-test)

Gender	N	Mean	Std. Deviation
Male	53	74.79	5.32
Female	97	75.96	6.19

$t = -1.158$, $df = 148$, $\text{Sig. (2-tailed)} = 0.249$. There is no significant difference between gender and level of satisfaction; the hypothesis is accepted. Male respondents showed a marginally higher mean satisfaction score than female respondents.

Age and Level of Satisfaction (ANOVA)

Age Group	Mean	N	Std. Deviation
20–25 yrs	76.40	40	7.16
26–35 yrs	75.28	50	6.20
36–40 yrs	74.91	46	4.71
41 yrs & above	76.14	14	4.45
Total	75.55	150	5.90

$F = 0.532$, $\text{Sig.} = 0.661$. There is no significant difference between age group and level of satisfaction at the 5% level; the hypothesis is accepted. Respondents aged 20–25 years reported the highest mean satisfaction.

Experience and Level of Satisfaction (ANOVA)

Experience	Mean	N	Std. Deviation
1–5 yrs	76.37	51	6.59

Experience	Mean	N	Std. Deviation
6–10 yrs	74.16	68	5.68
10–15 yrs	76.61	23	4.69
16 yrs & above	79.00	8	3.55
Total	75.55	150	5.90

$F = 2.843$, $Sig. = 0.040$. There is a significant difference between experience group and level of satisfaction at the 5% level; the hypothesis is rejected. Respondents with 16 or more years of experience reported the highest mean satisfaction.

Mean Score Analysis: Key Findings

Among the 26 statements assessed on a 4-point scale (Strongly Agree = 4, Agree = 3, Neutral = 2, Disagree = 1), the highest mean scores were recorded for:

- “The profession has enabled me to gain better knowledge and paved the way for personal growth” — mean score 3.43 (highest).
- “I am satisfied with my own performance level” — mean score 3.25.
- “The response of parents toward my teaching methods is satisfactory” and “I feel teaching is a rewarding experience” — both at mean score 3.11.

These results suggest that intrinsic professional growth and personal performance satisfaction are the strongest contributors to overall job satisfaction among the respondents, more so than extrinsic factors such as pay or workload.

Suggestions

- Teachers should be trained in areas such as service orientation, leadership, and relationship management to enhance performance.
- Job satisfaction can be improved through structured, periodic training programmes.
- Teachers should practise emotional intelligence skills to become effective self-motivators and cultivate a consistently positive professional outlook.

CONCLUSION

Teaching staff should be provided adequate training to refresh their knowledge, enhance performance, and better manage the challenges and stress associated with their work. Regular training in updated teaching methods, stronger engagement with institutional leadership, and greater autonomy in classroom decision-making can help teachers achieve higher levels of satisfaction. Periodic workshops can help update teaching knowledge, introduce current teaching methods, and support a healthier work-life balance. Institutions should also aim to follow merit-based staffing practices, maintain reasonable student-teacher ratios, and ensure that class sizes and workloads remain manageable. Regular meetings between administration and teaching staff to discuss routine issues can further support more effective functioning of the institution.

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