

Cognitive Parameters of Job Satisfaction of Primary School Teachers

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ABSTRACT

This paper explores the cognitive parameters associated with job satisfaction among primary school teachers. Job satisfaction is a multidimensional construct influenced by various cognitive factors that shape teachers' perceptions, attitudes, and overall satisfaction in their professional roles. Understanding these cognitive parameters is crucial for enhancing teacher well-being, performance, and retention in the demanding educational context. The study employs a qualitative research design and documentary analysis to gather data. The findings suggest that several cognitive parameters significantly influence job satisfaction among primary school teachers. These parameters include cognitive evaluation, subject knowledge, instructional effectiveness, professional growth opportunities, cognitive comparisons, cognitive dissonance, cognitive appraisal. Teachers who possess strong cognitive abilities and feel competent in their skills tend to experience higher job satisfaction. The study highlights the need for educational policymakers and school administrators to consider the cognitive dimensions of job satisfaction when designing professional development programs, support structures, and policies aimed at enhancing the working conditions and job satisfaction of primary school teachers. By recognizing and addressing these cognitive parameters, educational institutions can promote a positive and supportive environment that fosters teacher satisfaction, engagement, and ultimately benefits student outcomes. This research contributes to the existing literature by providing a comprehensive understanding of the cognitive parameters associated with job satisfaction among primary school teachers. It offers insights into the complex interplay between cognitive factors and job satisfaction, shedding light on the unique experiences and challenges faced by teachers in different socio-cultural contexts. The findings can inform educational practices and policies to create supportive environments that prioritize teachers' cognitive well-being and job satisfaction.

Keyword: Cognitive parameters, Job satisfaction, Teacher well-being and student outcomes.

INTRODUCTION

Job satisfaction is a crucial factor that significantly impacts an individual's overall well-being and professional performance. In the context of primary school teachers, several cognitive parameters contribute to their job satisfaction. These parameters involve various aspects of their work environment, job responsibilities, and personal factors. Understanding these cognitive parameters is essential for identifying the key elements that influence primary school teachers' job satisfaction and, in turn, for developing strategies to enhance their overall job satisfaction. One crucial cognitive parameter is the perception of autonomy and control. Primary school teachers who perceive a sense of autonomy in their work, such as having the freedom to make decisions related to their teaching methods, curriculum planning, and classroom management, tend to experience higher levels of job satisfaction. When teachers feel empowered and have control over their work, it fosters a sense of ownership and accomplishment. Another cognitive parameter is the perception of competence and mastery. Teachers who believe they possess the necessary skills, knowledge, and expertise to effectively perform their job are more likely to experience job satisfaction. Feeling competent in their abilities not only boosts their confidence but also allows them to handle challenges and meet the demands of their profession more effectively. The level of perceived social support and collaboration also plays a significant role in primary school teachers' job satisfaction. Teachers who feel supported by their colleagues, school administrators, and parents tend to have a more positive work experience. Collaborative work environments, where teachers can engage in meaningful interactions and receive support from their peers, can contribute to job satisfaction by creating a sense of belonging and fostering a team-oriented culture. The perception of work-life balance influences primary school teachers' job satisfaction. The demands of their profession, including lesson planning, grading, and

extracurricular activities, can often lead to high levels of stress and burnout. Teachers who can effectively manage their workload and maintain a healthy balance between their personal and professional lives are more likely to experience job satisfaction. The cognitive parameter of intrinsic motivation is significant in primary school teachers' job satisfaction. When teachers have a genuine passion for teaching and a sense of purpose in their profession, they are more likely to find fulfillment and satisfaction in their work. Intrinsic motivation stems from a deep-rooted commitment to making a positive impact on students' lives and seeing the progress and growth of their students as a personal reward. Several cognitive parameters contribute to primary school teachers' job satisfaction. These parameters encompass autonomy and control, competence and mastery, social support and collaboration, work-life balance, and intrinsic motivation. Recognizing and addressing these cognitive parameters can help create a conducive work environment that promotes job satisfaction among primary school teachers, ultimately benefiting both teachers and their students.

Background Study

Job satisfaction among primary school teachers is a critical area of research as it directly influences their well-being, motivation, and overall effectiveness in the classroom (Hakanen, Bakker, & Schaufeli, 2006; Tsouloupas et al., 2010). Understanding the cognitive parameters that contribute to job satisfaction is essential for creating supportive work environments and promoting teacher retention and professional growth. Cognitive parameters, referring to the cognitive processes, perceptions, and beliefs that teachers hold, play a crucial role in shaping job satisfaction (Judge, Thoresen, Bono, & Patton, 2001; Wang, Hall, & Rahimi, 2019). These parameters encompass various aspects of teachers' experiences, including their sense of autonomy and control, perceived competence and mastery, social interactions, work-life balance, and intrinsic motivation (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2018). Understanding how these cognitive parameters interact and influence job satisfaction is crucial for developing effective strategies to improve teacher well-being. Autonomy and control are fundamental cognitive parameters that impact job satisfaction among primary school teachers (Deci & Ryan, 1985; Skaalvik & Skaalvik, 2018). Teachers who perceive a sense of autonomy, such as having the freedom to make decisions about instructional methods, classroom management, and curriculum, experience greater job satisfaction. The ability to exert control over their work fosters a sense of ownership, professional growth, and job engagement. Perceived competence and mastery are also essential cognitive parameters that contribute to job satisfaction (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2018). Teachers who feel competent in their abilities, possess the necessary skills, and believe they can effectively meet the demands of their profession tend to experience higher levels of job satisfaction. Feeling competent promotes self-confidence, job engagement, and a sense of accomplishment. The quality of social interactions and support networks significantly influences primary school teachers' job satisfaction (Brouwers & Tomic, 2000; Tsouloupas et al., 2010). Teachers who perceive supportive relationships with colleagues, administrators, and parents experience greater job satisfaction. Collaborative work environments, where teachers can exchange ideas, share resources, and receive emotional support, foster a sense of belonging and professional growth. Work-life balance is another critical cognitive parameter that impacts job satisfaction among primary school teachers (Klassen et al., 2010; Skaalvik & Skaalvik, 2018). The demanding nature of teaching often creates work-related stress and challenges in maintaining a healthy balance between professional and personal life. Teachers who can effectively manage their workload and achieve a satisfactory work-life balance tend to experience higher levels of job satisfaction and well-being. Intrinsic motivation, reflecting teachers' inner drive, passion, and commitment to their profession, strongly influences job satisfaction (Klassen et al., 2010; Skaalvik & Skaalvik, 2018). Teachers who find joy, purpose, and personal fulfillment in their work are more likely to experience higher levels of job satisfaction and engagement. This research paper aims to explore the cognitive parameters of job satisfaction among primary school teachers, their interrelationships, and their implications for teacher well-being and student outcomes. By investigating these cognitive parameters, we can gain insights into the factors that influence job satisfaction among primary school

Statement of the problem

The job satisfaction of primary school teachers is a critical aspect that directly influences their well-being, job performance, and ultimately, the quality of education they provide. While previous research has examined various factors contributing to job satisfaction, there is a need to specifically focus on the cognitive parameters associated with job satisfaction among primary school teachers. Understanding the cognitive factors that influence job satisfaction is essential for developing interventions and policies that can enhance teacher well-

being and job satisfaction. The problem to be addressed in this study is to investigate the cognitive parameters that affect the job satisfaction of primary school teachers. The problem of this study is **“Cognitive parameters of Job Satisfaction of Primary School Teachers.”**

Research Questions

1. What are the cognitive parameters associated with job satisfaction among primary school teachers?
2. How do cognitive parameters differ in their impact on job satisfaction among primary school teachers of different educational backgrounds?
3. What role do cognitive parameters play in predicting teacher retention and turnover rates in primary schools?
4. How do primary school teachers' cognitive parameters of job satisfaction differ across different socio-cultural contexts?
5. What interventions or strategies can be implemented to enhance the cognitive parameters associated with job satisfaction among primary school teachers?
6. How do cognitive parameters of job satisfaction align with other measures of teacher effectiveness, such as student academic achievement or classroom behavior management?

METHODOLOGY

A qualitative approach, such as documentary analysis, can be used to explore the cognitive parameters of job satisfaction among primary school teachers. Documentary analysis involves the systematic examination and interpretation of various documents and texts relevant to the research topic. In the context of studying cognitive parameters of job satisfaction, this approach can involve analyzing documents such as policy documents, teacher training materials, curriculum guidelines, professional development resources, and teachers' reflective journals or written reflections.

Analysis and Interpretation: Job satisfaction among primary school teachers can be influenced by various cognitive parameters. While individual experiences and preferences may vary, the following cognitive factors are commonly associated with job satisfaction among primary school teachers:

Teachers' perceptions of autonomy, including their sense of control and decision-making authority in their classrooms and instructional practices, have been linked to higher levels of job satisfaction. When teachers feel empowered and have the freedom to make choices, it positively impacts their job satisfaction. Teacher self-efficacy refers to their belief in their own capabilities to perform their teaching roles effectively. Teachers with higher self-efficacy beliefs tend to experience greater job satisfaction as they feel more confident in their abilities to handle challenges and make a positive impact on their students. Intrinsic motivation, which is the internal drive and passion for teaching, has been associated with higher job satisfaction among primary school teachers. When teachers are motivated by their genuine interest in the teaching profession and the desire to make a difference in students' lives, it contributes to their overall job satisfaction. Teacher engagement refers to their level of involvement, enthusiasm, and commitment to their work. High levels of engagement are positively correlated with job satisfaction. Engaged teachers are more likely to find their work stimulating, meaningful, and enjoyable, which leads to higher levels of job satisfaction. The perception of job meaningfulness, including the belief that their work has purpose and significance, is associated with higher job satisfaction among primary school teachers. When teachers feel that their work is making a positive impact on their students' lives and society as a whole, it contributes to their overall job satisfaction. Teachers who experience satisfaction with the variety of tasks they perform in their teaching roles tend to have higher job satisfaction. When teachers have opportunities to engage in diverse activities such as lesson planning, classroom activities, extracurricular involvement, and professional development, it contributes to their overall job satisfaction. Cognitive evaluations, such as perceptions of job resources, work-life balance, and job demands, play a role in primary school teachers' job satisfaction. Positive evaluations of job resources and work-life balance are associated with higher job satisfaction, while high job demands without appropriate resources can lead to lower job satisfaction. Teachers' belief in their own abilities and competence plays a vital role in their job satisfaction. When teachers feel confident in their skills to effectively teach and manage their classrooms, they are more likely to experience satisfaction with their job. Teachers who have a clear understanding of the purpose and importance of their work

are more likely to find satisfaction in their roles. Knowing that they are making a positive impact on students' lives and contributing to their growth and development can enhance job satisfaction.

The impact of cognitive parameters on job satisfaction among primary school teachers can vary depending on their educational backgrounds. We can explore some general trends and considerations:

Teachers with different educational backgrounds may have varying levels of subject knowledge. Those with a strong educational background in relevant subjects may feel more confident and competent in their teaching, leading to higher job satisfaction. Conversely, teachers with limited subject knowledge may experience difficulties in delivering lessons effectively, potentially impacting their job satisfaction negatively. The educational background of teachers can influence their pedagogical skills, including their ability to develop engaging lesson plans, employ effective instructional strategies, and manage classroom dynamics. Teachers with a solid educational background might possess better pedagogical skills, leading to increased job satisfaction through successful teaching experiences. Different educational backgrounds may offer varying levels of exposure to professional development opportunities. Teachers with a stronger educational background may have had access to advanced courses, seminars, or workshops that enhance their teaching skills and keep them updated with the latest educational trends. These opportunities can contribute to greater job satisfaction as teachers feel supported and empowered in their professional growth. Teachers with a comprehensive educational background may have greater confidence and self-efficacy in their abilities. This increased confidence can positively impact job satisfaction, as they feel better equipped to handle challenges and effectively meet their students' needs. Educational backgrounds can influence a teacher's adaptability and flexibility in response to changing educational requirements or student demographics. Teachers with diverse educational backgrounds might bring different perspectives, approaches, and techniques to their teaching practice, allowing them to better adapt to various situations. This adaptability can contribute to higher job satisfaction by fostering a sense of effectiveness and accomplishment.

Here are some ways cognitive parameters are linked to teacher retention:

Cognitive parameters, such as subject knowledge, pedagogical skills, and self-efficacy, can influence a teacher's job satisfaction. Teachers who feel competent, confident, and fulfilled in their roles are more likely to stay in the profession. When cognitive parameters align with the demands of the job, teachers experience a sense of accomplishment and job satisfaction, reducing the likelihood of turnover. Cognitive parameters are closely tied to a teacher's performance and effectiveness in the classroom. Teachers who possess strong subject knowledge, effective pedagogical skills, and adaptability are more likely to engage students, deliver quality instruction, and create positive learning environments. High levels of performance and effectiveness contribute to job satisfaction and can reduce turnover rates by reinforcing a teacher's sense of professional fulfillment. Teachers with inadequate cognitive parameters may face challenges in meeting the demands of their job, leading to increased stress and burnout. For example, if teachers lack subject knowledge or struggle with pedagogical skills, they may feel overwhelmed and less effective in the classroom. This chronic stress and burnout can significantly impact retention rates, as teachers seek alternative career paths or more supportive work environments. Cognitive parameters are closely tied to a teacher's capacity for professional development and growth. Teachers who continuously enhance their subject knowledge, pedagogical skills, and cognitive abilities through professional development opportunities are more likely to remain engaged and motivated in their profession. Access to relevant and meaningful professional development can contribute to higher retention rates as teachers feel supported and valued in their ongoing growth. Cognitive parameters can also influence the quality of collegial relationships among teachers. Teachers with strong cognitive abilities may be more confident in sharing ideas, collaborating with colleagues, and contributing to a positive school culture. Positive relationships with colleagues and a supportive work environment are essential factors in teacher retention.

Here are some ways in which socio-cultural contexts can impact primary school teachers' cognitive parameters:

Cultural values and expectations vary across societies and can impact teachers' cognitive parameters. For example, in some cultures, high value is placed on the teacher's authority and respect, which may influence a teacher's sense of efficacy and job satisfaction. In other cultures, collaborative and student-centered approaches might be prioritized, influencing teachers' pedagogical skills and job satisfaction differently. Socio-cultural

contexts can influence how success is defined and perceived within the teaching profession. In some societies, academic achievement and standardized test scores may be highly valued, leading to greater emphasis on subject knowledge and instructional effectiveness. In other contexts, holistic development, social skills, and emotional well-being might be prioritized. Teachers' cognitive parameters of job satisfaction may align with the prevailing perceptions of success in their specific socio-cultural context. The level of professional recognition and support offered to teachers can vary across socio-cultural contexts. In some societies, teaching is highly esteemed, and teachers enjoy a high degree of respect and support, which can positively impact job satisfaction. Conversely, in contexts where teaching is undervalued or under-supported, teachers may experience lower job satisfaction, affecting their cognitive parameters. Socio-cultural norms and expectations regarding work-life balance can affect teachers' cognitive parameters. In some cultures, long working hours and high dedication to work are emphasized, potentially impacting job satisfaction and work-life balance. Conversely, cultures that prioritize work-life balance may influence teachers' job satisfaction and overall well-being differently. Socio-cultural contexts can influence classroom dynamics and student behavior which in turn can affect teachers' cognitive parameters. For example, in cultures where discipline and respect for authority are highly valued, teachers may have different experiences of classroom management and student behavior compared to cultures that emphasize more egalitarian and participatory approaches. These dynamics can impact teachers' job satisfaction and cognitive parameters. The availability and nature of professional development opportunities can differ across socio-cultural contexts. Teachers' cognitive parameters of job satisfaction may be influenced by the access to relevant training, resources, and support for professional growth provided in their specific cultural context.

Here are some approaches that can be implemented to support and enhance these cognitive parameters:

Provide comprehensive and targeted professional development programs that focus on enhancing teachers' subject knowledge, pedagogical skills and cognitive abilities. These programs can include workshops, seminars, coaching and mentoring opportunities to help teachers continuously improve their competencies and job satisfaction. Foster collaborative learning communities within schools or across schools where teachers can share best practices, exchange ideas, and engage in professional dialogue. Collaborative environments promote the development of cognitive parameters such as adaptability, creativity and problem-solving skills, leading to increased job satisfaction. Establish mentoring or coaching programs where experienced teachers support and guide novice or struggling teachers. Mentoring relationships can provide valuable feedback, guidance and encouragement, enhancing cognitive parameters and job satisfaction for both mentors and mentees. Foster a supportive leadership style and positive school culture that values and recognizes teachers' efforts. Effective leaders create an environment that promotes professional growth, provides resources and acknowledges the importance of cognitive parameters in job satisfaction. Implement regular feedback and evaluation mechanisms that focus not only on performance but also on the cognitive parameters associated with job satisfaction. Constructive feedback and recognition of teachers' strengths can enhance their self-efficacy and motivation. Prioritize teacher well-being and work-life balance by promoting policies and practices that support a healthy work environment. Providing resources for stress management, promoting self-care, and creating a balance between work responsibilities and personal life contribute to better cognitive parameters and job satisfaction. Implement systems to recognize and reward teachers' achievements, innovation, and excellence. Recognizing teachers' efforts and contributions enhances their sense of competence, self-efficacy and job satisfaction. Foster partnerships with parents and engage the community in supporting teachers. Collaborative relationships with parents and community stakeholders can enhance teachers' cognitive parameters by providing a supportive network and resources for their professional growth. Encourage regular reflection and goal-setting practices among teachers. Reflection allows teachers to assess their practices, identify areas for improvement and set goals for professional growth, positively impacting cognitive parameters and job satisfaction. Promote the use of research-informed practices in teaching and learning. Providing teachers with access to evidence-based strategies and resources empowers them with the knowledge and tools to enhance their cognitive parameters and job satisfaction.

Cognitive parameters of job satisfaction can have implications for other measures of teacher effectiveness, including student academic achievement and classroom behavior management. Here's how they align:

Teachers' cognitive parameters, such as subject knowledge, pedagogical skills and instructional effectiveness, can have a positive impact on student academic achievement. When teachers possess strong cognitive abilities

and are satisfied with their job, they are more likely to deliver high-quality instruction, engage students, and create conducive learning environments, which can positively influence student outcomes. Job satisfaction can impact the implementation of effective pedagogical practices. Satisfied teachers are more likely to engage in professional development, stay updated with current research and best practices and seek out innovative teaching strategies. These practices can enhance student learning, leading to improved academic achievement. Teachers' cognitive parameters can also play a role in classroom behavior management. When teachers feel competent and confident in their teaching abilities, they are better equipped to establish clear expectations, implement effective classroom management strategies and respond appropriately to student behavior. Job satisfaction can contribute to a positive classroom climate, which in turn can foster better behavior management and a conducive learning environment. Satisfied teachers are more likely to create a positive and supportive classroom environment. They can foster a sense of belonging, respect, and cooperation, which can contribute to improved classroom behavior. When students feel valued and engaged, they are more likely to exhibit positive behavior and be responsive to classroom expectations. Cognitive parameters associated with job satisfaction, such as self-efficacy, intrinsic motivation, and professional growth, can impact teachers' overall motivation and engagement. Teachers who are satisfied with their job and possess strong cognitive abilities are more likely to be motivated, enthusiastic, and committed to their teaching practice. This high level of motivation and engagement can positively influence both student academic achievement and classroom behaviour management.

Finding and Conclusion:

Findings 1: Cognitive parameters such as cognitive evaluations, perceptions of autonomy, self-efficacy, beliefs, satisfaction with task variety, perceived competence, motivation, engagement, job meaningfulness, sense of purpose and workload supportive work environment are consistently associated with job satisfaction among primary school teachers. Addressing these factors can contribute to fostering a more satisfying work environment for teachers and improve their overall job satisfaction, which in turn can positively impact student outcomes.

Findings 2: While there may be some variations in the impact of cognitive parameters on job satisfaction among primary school teachers with different educational backgrounds, certain factors such as subject knowledge, pedagogical skills, adaptability and flexibility tend to have consistent importance. However, further research specifically focusing on the differential impact of cognitive parameters among teachers with different educational backgrounds is needed to provide more conclusive findings.

Findings 3: While cognitive parameters play a significant role in predicting teacher retention, it's important that other non-cognitive factors, such as school leadership, working conditions, compensation, also contribute to teacher turnover. A comprehensive understanding of these multifaceted influences is necessary to develop effective strategies for improving teacher retention rates in primary schools.

Findings 4: Important recognize that socio-cultural contexts are complex and diverse, and these influences can vary greatly between different countries, regions, or communities. Additionally, individual differences among teachers also play a significant role in shaping their cognitive parameters of job satisfaction within these socio-cultural contexts. It's important to tailor interventions and strategies to the specific needs and contexts of the teachers. Regular assessment and feedback mechanisms can help refine these approaches to ensure their effectiveness in enhancing cognitive parameters associated with job satisfaction among primary school teachers. Furthermore, it is crucial to consider that measuring teacher effectiveness is a complex process that requires multiple indicators and comprehensive assessments. While cognitive parameters of job satisfaction play a role, a holistic approach to evaluating teacher effectiveness should consider various factors, including student growth, teacher observations, student feedback, and other evidence-based measures. Creating a positive and supportive work environment that addresses these cognitive parameters is essential for fostering teacher effectiveness and improving student outcomes.

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