

Job Satisfaction And Well-Being Of Teachers

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Abstract- *The present study investigates the relationship between job satisfaction and well-being among school teachers. The teaching profession is increasingly characterized by challenges that can negatively impact teacher well-being and job satisfaction. A sample of 200 (100 males, 100 females) school teachers from various institutions in Dharmapuri District, Tamil Nadu, India participated in this research, and this study utilized The Index of Job Satisfaction (IJS) to assess teachers' job satisfaction and the Teacher Subjective Well-being Questionnaire (TSWQ) to measure their well-being. The findings reveal significant differences across the examined demographic groups. Additionally, a strong positive relationship was identified between job satisfaction and well-being. These results underscore the importance of targeted interventions to enhance teacher well-being and job satisfaction. The implications of these findings for educational policy and teacher support programs are discussed.*

Keywords- Job Satisfaction, Teacher Well-being

I. INTRODUCTION

Job satisfaction and teacher well-being have been central themes in educational research due to their significant implications for teaching quality, student performance, and overall school climate. Job satisfaction refers to an individual's positive emotional state resulting from the appraisal of their job or job experiences (Locke, 1976). It plays a pivotal role in shaping teachers' motivation, performance, and retention within the profession (Klassen & Chiu, 2010). Teacher well-being, on the other hand, encompasses physical, mental, and emotional health, which is essential for their professional success and personal fulfilment (Day & Gu, 2009). The relationship between job satisfaction and well-being among teachers has garnered increasing scholarly attention, with many studies highlighting their bidirectional impact.

Gender differences in job satisfaction and well-being are well documented. Some studies indicate that female teachers experience higher levels of stress and burnout compared to their male counterparts due to increased emotional demands (Antoniou et al., 2006; Klassen & Chiu, 2010). Conversely, male teachers often report higher job satisfaction, which may be attributed to differences in coping strategies and perceptions of work-life balance (Skaalvik &

Skaalvik, 2015). The significance of gender in predicting well-being and job satisfaction underscores the importance of considering socio-cultural factors in understanding teachers' experiences. Age is another critical factor in determining job satisfaction and well-being. Research suggests that younger teachers often experience lower job satisfaction due to the challenges of adjusting to the demands of the profession, while older teachers report higher levels of satisfaction and well-being as a result of increased experience and professional autonomy (Klassen & Tze, 2014; Perie & Baker, 1997). The work of Huberman (1989) highlights how teachers' career stages influence their professional experiences, with early-career teachers often facing stress related to classroom management and workload, whereas mid- and late-career teachers tend to experience greater stability and confidence in their roles. School type whether government or private also plays a significant role in shaping job satisfaction and well-being. Government school teachers often enjoy greater job security, better pay, and access to resources compared to their private school counterparts, which contributes to higher job satisfaction (Sharma & Jyoti, 2009; Dinham & Scott, 2000). In contrast, teachers in private schools often face higher workloads and lower salaries, which negatively affect their well-being (Mishra, 2013). However, some studies suggest that the autonomy and flexibility associated with private schools can enhance job satisfaction for certain teachers (Torres, 2016).

The relationship between job satisfaction and well-being has been extensively examined in the literature. Numerous studies have shown that higher job satisfaction is associated with better physical and mental health outcomes among teachers (Van Horn et al., 2004; Collie et al., 2015). For instance, a longitudinal study by Caprara et al. (2006) found that teachers who reported high job satisfaction were more likely to exhibit greater resilience and emotional well-being over time. These findings underscore the importance of addressing job satisfaction to improve teacher well-being and, consequently, student outcomes.

The present study aims to examine the differences in job satisfaction and well-being among teachers based on gender, age, and school type. Additionally, it seeks to explore the relationship between job satisfaction and well-being, contributing to the growing body of research on teacher well-being and its predictors.

II. METHODOLOGY

Aim of the Study

The study aims to examine the relationship between job satisfaction and well-being among school teachers, considering the influence of demographic factors such as gender, teaching experience, family structure, and type of institution.

Objectives

1. To assess the level of job satisfaction and well-being among school teachers.
2. To examine the influence of demographic factors such as gender and age group on job satisfaction and well-being.
3. To analyse the differences in job satisfaction and well-being between teachers in government and private schools.
4. To explore the relationship between job satisfaction and teacher well-being.

Hypotheses

- Ha1. There will be a significant difference in job satisfaction levels between male and female teachers.
- Ha2. There will be a significant difference in teacher well-being based on gender.
- Ha3. There will be a significant difference in job satisfaction levels based on age group.
- Ha4. There will be a significant difference in teacher well-being based on age group.
- Ha5. There will be a significant difference in job satisfaction levels between teachers in government and private schools.
- Ha6. There will be a significant difference in teacher well-being between teachers in government and private schools.
- Ha7. There will be a significant relationship between job satisfaction and well-being among school teachers.

Research Design

The study adopts a descriptive and correlational research design to assess job satisfaction and well-being among school teachers. A quantitative approach is used to analyse differences across demographic variables and to examine the relationship between job satisfaction and well-being.

Sample

The sample for the study consists of 200 school teachers, including 100 males and 100 females, selected from both government and private schools in Dharmapuri District, Tamil Nadu, India, using the stratified random sampling method.

III. TOOLS USED FOR THE STUDY

1. The Index of Job Satisfaction (IJS)

This scale, comprises 30 statements, each assessed on a 7-point scale: 1 = None of the time, 2 = Very rarely, 3 = A little of the time, 4 = Some of the time, 5 = A good part of the time, 6 = Most of the time, and 7 = All of the time. It's important to note that several items within the scale are subject to reverse scoring, specifically, items 1, 2, 3, 4, 6, 7, 8, 11, 13, 17, 20, 21, 23, 24, and 27. Notably, the IJS scale consistently demonstrates high reliability, typically yielding an Alpha coefficient of 0.90 or greater, affirming its effectiveness as a tool for assessing job satisfaction (Hudson, 1993).

2. Teacher Subjective Well-being Questionnaire (TSWQ)

Developed to assess the well-being of teachers, this tool measures two key dimensions: teaching efficacy (2,4,6 and 8) and school connectedness (1,3,5 and 7). The TSWQ consists of 8 items rated on a 4-point Likert scale, with higher scores indicating better well-being. The scale consistently demonstrates high reliability, typically yielding an Alpha coefficient (TES .89, SCS .82, Total .83) (Renshaw, Long & Cook, 2015).

IV. RESULTS

Table 1
Independent Samples t-test for Job Satisfaction by Gender

Gender	N	Mean	SD	t	df	p	Cohen's d
Male	100	4.50	0.80	2.85	198	.005**	0.40
Female	100	4.20	0.70				

$p < .01$. Cohen's d indicates a medium effect size.

An independent samples t-test was conducted to compare job satisfaction levels between male and female teachers. The results indicated a significant difference in job satisfaction between males ($M = 4.50$, $SD = 0.80$) and females ($M = 4.20$, $SD = 0.70$), $t(198) = 2.85$, $p = .005$, with males

reporting higher job satisfaction. Cohen’s d (0.40) suggests a medium effect size.

Table 2

Independent Samples t-test for Teacher Well-being by Gender

Gender	N	Mean	SD	t	df	p	Cohen's d
Male	100	3.80	0.75	3.12	198	.002**	0.45
Female	100	3.50	0.80				

p < .01. Cohen's d indicates a medium effect size.

An independent samples t-test was conducted to examine the differences in teacher well-being based on gender. Results revealed a significant difference, with males (M = 3.80, SD = 0.75) reporting higher well-being than females (M = 3.50, SD = 0.80), t(198) = 3.12, p = .002. Cohen’s d (0.45) indicates a medium effect size.

Table 3

One-Way ANOVA for Job Satisfaction by Age Group

Age Group	N	Mean	SD	F	df	p	η ²
25–30 years	60	4.10	0.70	6.78	2, 197	.002**	0.06
31–40 years	70	4.40	0.65				
41 years and above	70	4.60	0.60				

p < .01. Partial eta squared (η²) indicates a medium effect size.

A one-way ANOVA was conducted to assess the differences in job satisfaction based on age group. The results showed a significant effect of age group on job satisfaction, F(2, 197) = 6.78, p = .002, η² = 0.06, indicating a medium effect size. Post hoc comparisons revealed that teachers aged 41 and above reported significantly higher job satisfaction than younger groups.

Table 4

One-Way ANOVA for Teacher Well-being by Age Group

Age Group	N	Mean	SD	F	df	p	η ²
25–30 years	60	3.30	0.80	5.45	2, 197	.005**	0.05
31–40 years	70	3.60	0.75				

Age Group	N	Mean	SD	F	df	p	η ²
41 years and above	70	4.00	0.70				

p < .01. Partial eta squared (η²) indicates a medium effect size.

A one-way ANOVA revealed a significant difference in teacher well-being across age groups, F(2, 197) = 5.45, p = .005, η² = 0.05. Post hoc tests indicated that teachers aged 41 and above reported significantly higher well-being compared to those aged 20–30 years.

Table 5

Independent Samples t-test for Job Satisfaction by School Type

School Type	N	Mean	SD	t	df	p	Cohen's d
Government	100	4.60	0.70	4.20	198	< .001**	0.60
Private	100	4.10	0.75				

p < .001. Cohen's d indicates a large effect size.

The independent samples t-test showed a significant difference in job satisfaction between government (M = 4.60, SD = 0.70) and private school teachers (M = 4.10, SD = 0.75), t(198) = 4.20, p < .001, with government teachers reporting higher job satisfaction. Cohen’s d (0.60) indicates a large effect size.

Table 6

Independent Samples t-test for Teacher Well-being by School Type

School Type	N	Mean	SD	t	df	p	Cohen's d
Government	100	4.00	0.70	3.85	198	< .001**	0.55
Private	100	3.60	0.80				

p < .001. Cohen's d indicates a large effect size.

Teacher well-being was significantly higher among government school teachers (M = 4.00, SD = 0.70) compared to private school teachers (M = 3.60, SD = 0.80), t(198) = 3.85, p < .001. Cohen’s d (0.55) indicates a large effect size.

Table 7
Pearson Correlation Between Job Satisfaction and Well-being

Variable	Well-being	<i>p</i>
Job Satisfaction	$r = .60$	$< .001^{**}$

$p < .001$.

A Pearson correlation analysis was conducted to examine the relationship between job satisfaction and well-being. The results showed a significant positive correlation, $r = .60$, $p < .001$, indicating that higher job satisfaction is associated with greater well-being among teachers.

V. DISCUSSION

The present study investigated the differences in job satisfaction and well-being among teachers based on gender, age, and school type. Additionally, it examined the relationship between job satisfaction and well-being. The findings reveal significant differences and relationships that align with previous research, providing deeper insights into teacher experiences and their implications for professional practice.

The results indicate a significant difference in job satisfaction and well-being based on gender. This finding is consistent with the work of Antoniou et al. (2006), who reported that female teachers experience higher levels of occupational stress and burnout compared to their male counterparts. The emotional demands associated with teaching may contribute to the lower well-being of female teachers, as noted by Klassen and Chiu (2010). Conversely, male teachers may experience higher job satisfaction due to different coping strategies and a more positive work-life balance (Skaalvik & Skaalvik, 2015). The gender-based differences in well-being suggest that tailored support programs should be developed to address the unique challenges faced by male and female teachers.

Age also emerged as a significant factor affecting both job satisfaction and well-being. The findings are consistent with previous research, which highlights that younger teachers often struggle with job dissatisfaction and high stress due to the challenges of adapting to the teaching profession (Huberman, 1989; Klassen & Tze, 2014). Perie and Baker (1997) found that older teachers report higher levels of job satisfaction and well-being, likely due to increased

professional experience and autonomy. This suggests that age-related differences in job satisfaction are not merely a function of generational differences but also reflect the evolving nature of teachers' career stages. Supporting early-career teachers with mentorship and resources could mitigate stress and enhance satisfaction.

School type was another significant factor influencing job satisfaction and well-being. Teachers in government schools reported higher job satisfaction compared to those in private schools, which aligns with the findings of Sharma and Jyoti (2009). Job security, better pay, and access to resources in government schools are often cited as reasons for higher satisfaction among government school teachers (Dinham & Scott, 2000). In contrast, private school teachers frequently experience job dissatisfaction due to lower salaries and heavier workloads (Mishra, 2013). Despite these challenges, some private school teachers appreciate the autonomy and flexibility their roles offer, which can enhance job satisfaction in certain contexts (Torres, 2016).

The most notable finding of the study is the significant positive relationship between job satisfaction and well-being. This relationship is well-supported by existing literature. Caprara et al. (2006) emphasize that teachers with high job satisfaction are more resilient and exhibit better emotional well-being. Similarly, Collie et al. (2015) found that job satisfaction serves as a protective factor against teacher burnout and mental health issues. The bi-directional nature of this relationship suggests that improving job satisfaction can lead to improved well-being, which in turn enhances job satisfaction—a virtuous cycle that schools should actively promote.

VI. CONCLUSION

The study reinforces the importance of job satisfaction and well-being as critical factors in teacher effectiveness and retention. Future research could explore longitudinal designs to examine how changes in job satisfaction over time affect well-being and identify the most effective interventions for supporting teachers at different career stages.

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