

# Empowered Educators, Thriving Learners: Exploring the Impact of Teacher Satisfaction on Student Success

Arup Maity, *Research Scholar, Department of Education  
Seacom Skills University, Birbhum, West Bengal.*

&

Dr. Ahibendu Bandyopadhyay, *Department of Education  
Seacom Skills University, Birbhum, West Bengal.*

## Abstract

Teachers' job satisfaction is a vital factor influencing the quality of education and student performance across schools in Kolkata. This study investigates the underlying theories and key influences on job satisfaction among teachers in Kolkata, including Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, and the Job Characteristics Model. It focuses on local determinants such as the unique school cultures of Kolkata, access to professional development programs, salary structures, job security within the West Bengal education system, and the prevailing working conditions in both government and private institutions. The findings reveal that improved job satisfaction correlates with higher teaching quality and student achievement in Kolkata's diverse educational landscape. The paper underscores the importance of policy interventions by educational authorities and school management to foster professional growth, mental well-being, and a positive work atmosphere for educators. Addressing these elements is crucial for enhancing teacher retention and raising the overall standard of education in the region.

**Keywords:** Teachers' job satisfaction, Kolkata education system, professional development, school culture, student achievement.

---

## 1. Introduction

Teachers occupy a foundational role within the educational framework, significantly contributing to the functioning and effectiveness of school systems. Among the numerous variables influencing student academic performance, teachers emerge as one of the most decisive and impactful factors (Ma, 2012). The construct of teachers' job satisfaction refers to the degree of fulfillment educators derive from their professional engagement, and it is generally classified into two dimensions: intrinsic satisfaction, which pertains to personal achievement and internal motivation, and extrinsic satisfaction, which relates to external working conditions such as remuneration, institutional support, and collegial relationships (Wang, 2019). An in-depth examination of job satisfaction among teachers offers critical insights into their professional dispositions, informs administrative strategies aimed at workforce sustainability, and serves as a preventative measure against occupational burnout.

Enhancing job satisfaction among educators is integral to fostering sustained professional engagement and pedagogical effectiveness. When teachers experience heightened satisfaction, they are more likely to demonstrate enduring enthusiasm, commitment to instructional responsibilities, and consistent delivery of high-quality teaching (Zong, 2016). Sufficient levels of job satisfaction are essential for enabling educators to effectively transmit the knowledge and skills necessary for the academic development of their students. The societal value ascribed to the teaching profession is frequently encapsulated in the term "nation builders," underscoring the pivotal function teachers perform in shaping a skilled and informed citizenry. This characterization is particularly salient in the context of higher education, where instructors play a critical role in mentoring students into becoming competent professionals across diverse disciplines, thereby contributing directly to national progress.

Conversely, when teachers experience dissatisfaction in their roles, it may result in declining educational standards and adverse outcomes for institutional quality (Borah, 2016).

A substantial corpus of empirical research underscores the positive association between job satisfaction and job performance among teachers. For instance, Hayati and Caniogo (2012) found that elevated job satisfaction levels significantly enhance teacher performance. Similarly, Ejimofor (2015) identified a tripartite linkage indicating that increased job satisfaction leads to higher instructional quality, which in turn fosters improved student academic outcomes. These findings reaffirm the centrality of teacher job satisfaction in shaping educational discourse and institutional effectiveness. Beyond the immediate benefit of improved performance, job satisfaction among teachers cultivates a school climate conducive to effective teaching and learning processes. As such, it is imperative for educational administrators and policymakers to prioritize the well-being and professional fulfillment of educators. Attending to these aspects is essential for sustaining teacher motivation and realizing broader educational objectives, including the enhancement of student academic achievement (Ihueze et al., 2018).

The influence of teacher job satisfaction on student academic attainment is both direct and significant (Fisher, 2003). Supporting this perspective, Lopes and Oliveira (2020), utilizing data from the 2013 Teaching and Learning International Survey, emphasized that job satisfaction is a critical determinant of institutional and student-level performance. Their findings suggest that interpersonal relationships, particularly those within the school and classroom context, are among the most influential determinants of teacher satisfaction. Consequently, they advocate for institutional efforts to address relational challenges in educational settings, particularly where teacher-student and peer interactions occur. Moreover, the study identified teacher efficacy—defined as an educator's belief in their capacity to influence student learning—as a salient personal characteristic significantly associated with job satisfaction (You et al., 2017).

## **2. Teachers' Job Satisfaction: A Conceptual Overview**

### **2.1 Defining Teachers' Job Satisfaction and Its Components**

The concept of job satisfaction among teachers is largely shaped by their professional mindset, passion for the teaching profession, and sense of commitment to their roles—factors that collectively have a significant impact on the broader educational framework (Fuming & Jiliang, 2014; Sumanasena et al., 2020). In a more modern interpretation, George and Jones (2011) propose that job satisfaction is not merely a singular feeling but a complex blend of an individual's thoughts and emotions, incorporating mental, emotional, and physical aspects. Building on this perspective, Judge et al. (2011) define job satisfaction as a multifaceted psychological response that individuals display in relation to their jobs. They emphasize that these responses are composed of three major components: cognitive or evaluative reactions, emotional or affective responses, and behavioral tendencies.

Sen (2008) extends the understanding of job satisfaction by framing it as the outcome of an intricate interaction between psychological, physiological, and environmental influences. Looking back at historical contributions to this field, one of the earliest and most influential investigations into job satisfaction was the Hawthorne study led by Elton Mayo during the 1920s at the Western Electric Company. This study is frequently cited as foundational in the area of job satisfaction research, and it revealed that employees who feel satisfied in their work environment are more likely to contribute positively to organizational productivity (Sumanasena et al., 2020; Jayathilake, 2014).

Additionally, Vroom defines job satisfaction as a person's emotional orientation toward their occupational role, suggesting that satisfaction is deeply rooted in how individuals feel about their work responsibilities (as cited in Aziri, 2011). Locke (1976) offers one of the most widely accepted definitions, characterizing job satisfaction as a pleasurable emotional state that results from appraising one's job or job experiences. This definition highlights that satisfaction stems from positive evaluations and emotional reactions that individuals form as they engage in their professional activities (as cited in Anderson et al., 2001).

### **2.2 Job Satisfaction: A Theoretical Analysis**

### **Herzberg's Two-Factor Theory**

Herzberg's Two-Factor Theory, often referred to as the Motivation-Hygiene Theory, categorizes the elements influencing employee attitudes toward their jobs into two distinct groups—hygiene factors and motivational factors (Herzberg, 1959). Hygiene factors include aspects such as compensation, job security, workplace conditions, and organizational policies. While these elements are essential to prevent dissatisfaction, their presence alone does not significantly enhance job satisfaction. Instead, their inadequacy can result in employee discontent. In contrast, the motivational factors—which include acknowledgment, accomplishments, opportunities for personal advancement, and engaging or purposeful work—contribute directly to higher levels of satisfaction and performance. Herzberg emphasized that rather than merely eliminating sources of dissatisfaction, organizations should actively cultivate motivational factors to genuinely enhance employee engagement and satisfaction. He maintained that intrinsic motivators are central to meaningful job satisfaction, as they align with employees' deeper needs for growth and fulfillment in their professional roles (Herzberg et al., 1959).

### **Maslow's Hierarchy of Needs**

Maslow's Hierarchy of Needs (1943) is a foundational psychological framework that describes human motivation as a progression through five levels of needs, starting from the most fundamental physiological requirements and advancing toward the goal of self-actualization (Maslow, 1943). In the context of occupational satisfaction, particularly for educators, this theory implies that unless the basic needs—such as adequate salary (physiological needs), job stability and security (safety needs), and a collegial and supportive environment (social needs)—are satisfied, individuals are unlikely to strive for or attain higher-level needs. These higher-tier needs include respect, recognition (esteem), and the realization of one's full capabilities through meaningful work and professional development (self-actualization). In educational environments, it is thus imperative to ensure that teachers' basic and psychological needs are addressed first so that they can be motivated to excel and remain dedicated to their teaching careers. Achieving satisfaction at the upper levels of the hierarchy fosters deeper commitment and engagement among educators (Maslow, 1954).

### **Job Characteristics Model (JCM)**

The Job Characteristics Model (JCM), introduced by Hackman and Oldham in 1976, presents a structured approach to understanding how particular job attributes influence employee motivation and satisfaction (Hackman & Oldham, 1976). The model identifies five critical dimensions of job design: skill variety (the extent to which a job requires a range of different skills and talents), task identity (the degree to which a job involves completing a whole, identifiable task), task significance (the perceived importance of the job and its impact on others), autonomy (the level of independence in scheduling and performing tasks), and feedback (the clarity and frequency of information received about job performance). Among these, autonomy, task significance, and feedback are especially impactful in fostering job satisfaction. When these elements are embedded into a role, employees are more likely to feel motivated, committed, and purposeful in their work. For teachers, a role that offers autonomy, a clear sense of meaningful contribution, and constructive feedback can greatly enhance professional fulfillment. The JCM advocates for intentionally crafting job roles to amplify these dimensions, thereby creating a more engaging and rewarding work experience (Hackman & Oldham, 1980).

### **3. How Teacher Satisfaction Influences Student Academic Outcomes**

Teachers play a pivotal role in delivering quality education, and among the many factors influencing their effectiveness, job satisfaction stands out as a critical determinant of their professional commitment. A comprehensive review of existing research highlights the main contributors to teachers' job satisfaction. These contributors can be broadly classified into internal and external categories. Internally, job satisfaction stems from factors such as positive teacher-student interactions and the intrinsic drive many educators have for entering and staying in the teaching profession. Empirical evidence points to generally favorable levels of job satisfaction among teachers, with the majority of assessment tools showing satisfaction levels above the median. Elements such as a sense of responsibility, collegial relationships, and the intrinsic value of teaching tasks consistently receive the highest satisfaction ratings. In contrast, compensation is the aspect that garners the lowest satisfaction, with concerns about job security closely following.

A statistical exploration of the link between job satisfaction and educational outcomes shows that teachers in institutions where students perform well academically often report significantly higher satisfaction. This suggests a notable relationship between job satisfaction and educational quality. Furthermore, the dynamics of interpersonal

relationships among school staff appear to influence various facets of educational quality, reinforcing the idea that collaborative and supportive work environments are essential.

The association between job satisfaction and work performance has long been a topic of inquiry in psychological research (Vroom, 1964). Several foundational studies have underscored a strong connection between employee satisfaction and job effectiveness (Petty, McGee, & Cavender, 1984), with some suggesting that job satisfaction does not merely coexist with good performance but actually drives it (Furnham, 2005). From a theoretical standpoint, this implies a deep interdependence between teachers' satisfaction and their professional activities, which ultimately influences the standard of education provided. Job satisfaction itself is defined as an emotional condition that fluctuates depending on work-related experiences and environmental factors (Chapman, 1994; Spector, 1997). It is an individual's subjective judgment shaped by their aspirations and lived experiences (Arnold, Feldman, & Hunt, 1992). A multitude of variables—ranging from personal attributes like age, health, and emotional stability to contextual factors such as job experience, socioeconomic status, recreational habits, and familial circumstances—contribute directly or indirectly to a teacher's sense of job fulfillment (Schultz & Schultz, 2006).

Both intrinsic and extrinsic factors affect a teacher's job satisfaction. Internally, the dynamics within the classroom, including how teachers interact with students and how students perceive their learning experience, play a central role (Sharma & Jyoti, 2006). Teachers often find fulfillment in engaging classroom experiences (Perie & Baker, 1997). Externally, variables such as remuneration, administrative backing, collegial cooperation, job stability, and the availability of teaching resources heavily influence satisfaction levels (Sharma & Jyoti, 2006). While few educators are initially drawn to the profession because of these external factors, most cite intrinsic motivations as their primary reason for choosing a teaching career. Nevertheless, although internal motivators may encourage individuals to enter and remain in the field, external dissatisfiers—like inadequate pay or insufficient support—can lead to disillusionment or even career shifts (Perie & Baker, 1997). Researchers have grouped the factors influencing job satisfaction into various categories, often investigating specific dimensions such as managerial supervision, work setting, job security, professional advancement opportunities, salary, and acknowledgment of efforts.

When it comes to defining educational quality, scholars offer differing interpretations. For some, it is the achievement of established educational goals (Winch & Gingell, 1999), while others argue for a more process-centered understanding of quality (Urwick & Junaidu, 1991; Chapman & Adams, 2002; Coates, 2009). Approaches to evaluating educational quality also vary. Scholars suggest that a robust assessment requires input from diverse stakeholders to accommodate the different roles and perspectives within the education system (Koç, 1999; Coates, 2009). As perceptions of quality often differ among administrators, teachers, students, and parents (Stephens, 2008), a multi-dimensional analysis is necessary. This includes evaluating teaching methodologies, student learning outcomes, school environments, administrative effectiveness, and the broader educational context. To ensure objectivity in assessment, both internal evaluations conducted by school personnel and external reviews carried out by impartial experts are essential (Coates, 2009; Kristofersen, Sursok & Vesterheiden, 1998).

Improving educational quality requires attention to fundamental needs, such as providing sufficient physical infrastructure (Coates, 2009), financial investment, supportive workplace conditions, and high-caliber pedagogical practices. However, a key barrier lies in the disconnect between available financial resources and the high standards expected of educational institutions. This financial limitation underscores the necessity for alternative strategies to sustain or enhance educational quality. One promising approach involves improving the professional environment for teachers to boost their job satisfaction. Because teacher satisfaction is a critical element of educational quality, it holds a direct impact on their motivation levels, enthusiasm for teaching, and overall work attitude. These, in turn, influence their instructional effectiveness and, by extension, the educational outcomes of students.

#### **4. Teachers' Job Satisfaction: What are Its Determinants**

##### **i. School Culture:**

The presence of a constructive and encouraging school culture plays a pivotal role in shaping teachers' job satisfaction. When school environments are characterized by shared leadership practices, opportunities for ongoing professional learning, and a spirit of collegiality, teachers are more likely to experience a sense of inclusion and motivation in their roles (Abdulahi, 2020). Institutions that emphasize collaboration, foster a team-based approach,

and involve teachers in shared governance typically report higher satisfaction levels among their teaching staff (Belias & Koustelios, 2014).

#### **ii. Professional Development:**

Providing teachers with consistent and meaningful professional development is essential to ensuring their satisfaction in the workplace. Educators who actively participate in such developmental activities often report enhanced confidence and effectiveness in the classroom, which in turn contributes positively to their overall job satisfaction (Toropova, Myrberg, & Johansson, 2020). Opportunities for learning and career advancement equip teachers with updated pedagogical strategies and boost their morale.

#### **iii. Work Environment and Relationships:**

The interpersonal dynamics within a school, especially those involving interactions with peers, school leaders, and students, have a considerable impact on how satisfied teachers feel with their jobs. A workplace that nurtures cooperation, mutual respect, and support strengthens teachers' contentment and commitment. In contrast, environments marked by interpersonal conflict, isolation, or lack of administrative backing often lead to dissatisfaction (Morris & Bloom, 2002).

#### **iv. Salary and Job Security:**

External factors such as remuneration and employment stability significantly influence teachers' satisfaction levels. Although many individuals enter the teaching profession driven by intrinsic values such as a passion for education, inadequate financial rewards and unstable job prospects can undermine their morale and lead to reduced satisfaction (Treputtharat & Tayiam, 2014).

#### **v. Working Conditions:**

The broader working conditions within a school—including both the physical classroom environment and the psychological demands of the role—are closely tied to teacher satisfaction. Factors such as large class sizes, heavy workloads, insufficient teaching materials, and minimal administrative support can lead to increased stress and dissatisfaction. Conversely, supportive and well-resourced environments can promote well-being and productivity among teachers (Mertler, 1992).

#### **vi. Recognition and Career Advancement:**

When teachers receive appropriate acknowledgment for their efforts and are presented with opportunities for upward mobility, they are more likely to remain engaged and satisfied in their roles. Recognition acts as a motivating factor, reinforcing their commitment to the profession. On the other hand, a lack of appreciation and limited pathways for career progression may result in disillusionment and reduced motivation (Ekpenyong & Joseph, 2017).

#### **vii. Job Autonomy and Decision-Making:**

Having the freedom to make instructional and policy-related decisions contributes significantly to a teacher's sense of job fulfillment. Workplaces that value and encourage teacher participation in decision-making processes help cultivate a sense of empowerment and ownership. This involvement enhances motivation and job satisfaction by allowing teachers to feel that their expertise and voices are valued within the institution (Hosseinkhanzadeh et al., 2013).

#### **viii. Student Behavior and Performance:**

Teachers often derive a deep sense of satisfaction from the academic achievements and positive conduct of their students. Observing students making academic progress and demonstrating good behavior reinforces teachers' sense of purpose and effectiveness in their roles. In contrast, frequent behavioral issues or lack of academic improvement can negatively impact their job satisfaction (Srivastava, 2004).

### **5. Level Academic Achievements in the Schools of Kolkata**

The academic assessment outcomes for schools in Kolkata reveal a diverse range of performance levels. The overall mean percentage score is now 78.64%, which places the district in the Moderate Proficiency category. One of the top-performing schools achieved a mean score of 91.15%, falling into the Exemplary Proficiency

band. Meanwhile, a significant number of schools clustered around the Competent Proficiency range, and the lowest-scoring institution recorded a score of 64.72%, which aligns with the Needs Improvement level.



School No.	Test Mean Percentage Scores	Performance Band
1	91.15%	Exemplary Proficiency
2	89.87%	Advanced Proficiency
3	88.64%	Advanced Proficiency
4	87.22%	Advanced Proficiency
5	86.09%	Advanced Proficiency
6	84.36%	Competent Proficiency
7	83.15%	Competent Proficiency
8	82.10%	Competent Proficiency
9	81.58%	Competent Proficiency
10	80.47%	Competent Proficiency
11	79.94%	Moderate Proficiency
12	79.22%	Moderate Proficiency
13	78.83%	Moderate Proficiency
14	78.10%	Moderate Proficiency
15	76.89%	Moderate Proficiency
16	75.74%	Moderate Proficiency
17	74.61%	Moderate Proficiency
18	73.58%	Moderate Proficiency
19	72.93%	Moderate Proficiency
20	72.11%	Moderate Proficiency
21	70.85%	Developing Proficiency
22	69.24%	Developing Proficiency

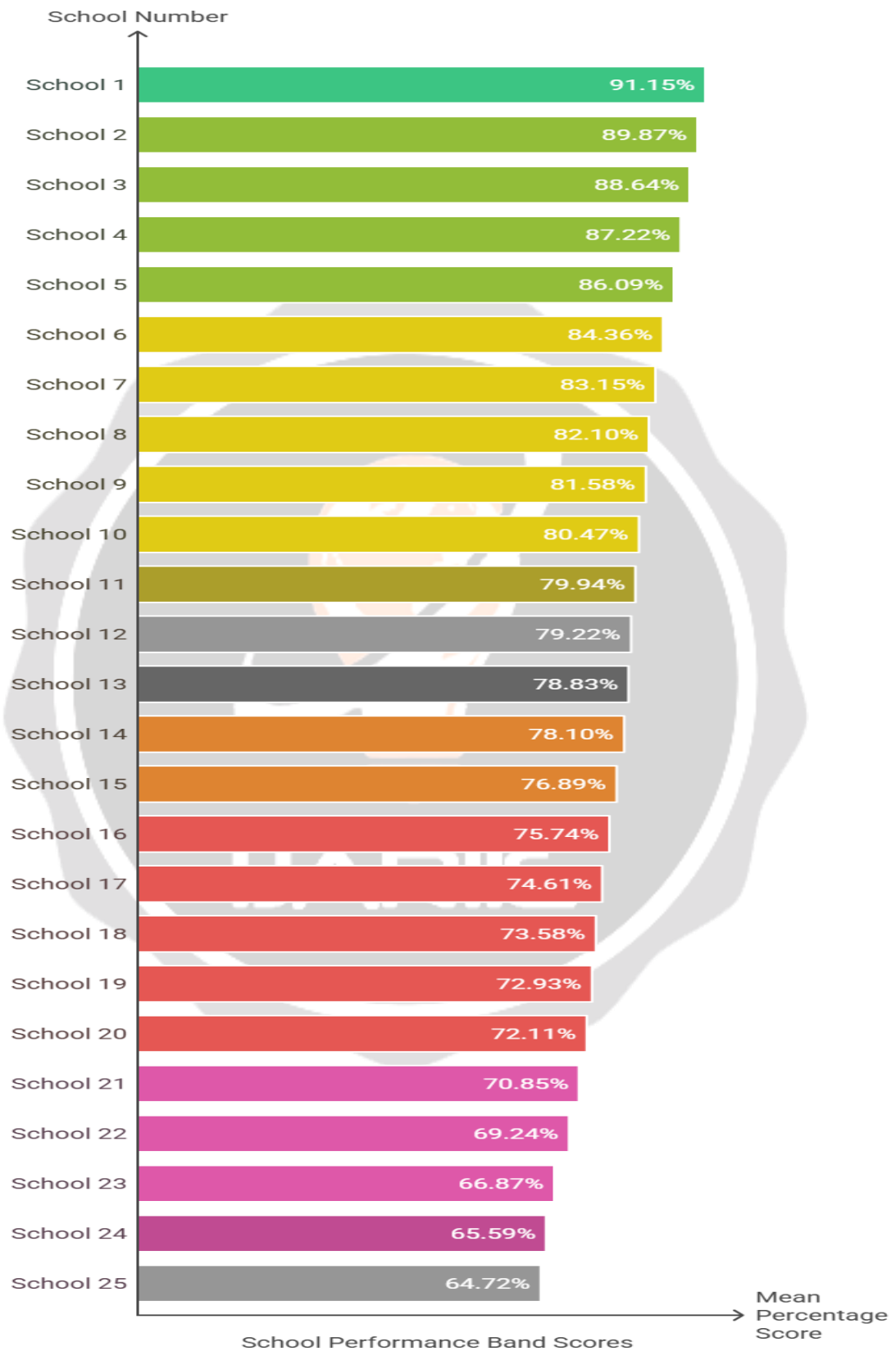
23	66.87%	Needs Improvement
24	65.59%	Needs Improvement
25	64.72%	Needs Improvement

**Grand Mean Percentage Score: 78.64% (Moderate Proficiency)**

The schools that scored in the higher bands demonstrated consistent implementation of student-centered pedagogy, frequent formative assessments, and targeted support programs, such as remedial teaching and peer mentoring. On the other hand, schools with lower scores struggled with infrastructural limitations, insufficient individual student attention, and a high student-to-teacher ratio, which collectively hindered their performance growth trajectory.







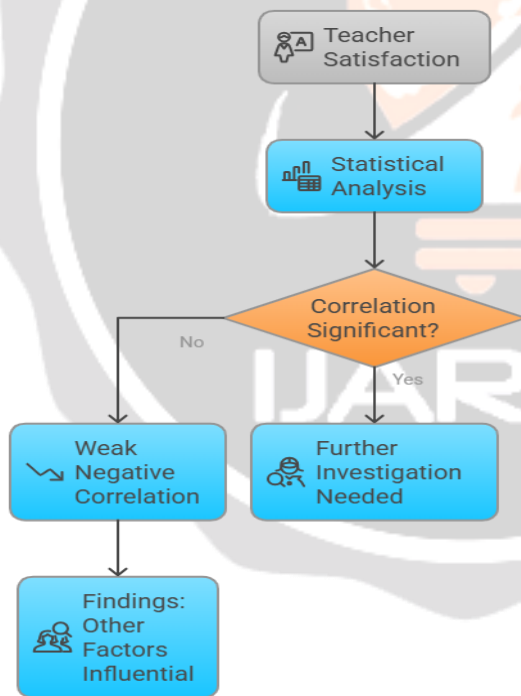
### 6. Link Between Teachers’ Job Contentment and School Academic Success in Kolkata

A statistical examination of the association between teachers’ job satisfaction and student performance across schools in Kolkata revealed a weak and statistically insignificant relationship. The computed correlation coefficient (r) was -0.097, with a corresponding p-value of 0.621, suggesting no meaningful correlation between these variables in the context of standardized academic assessments.

<b>Variable</b>	<b>School Academic Performance</b>	
<b>r-value</b>	-0.097 (Weak Negative)	
<b>p-value</b>	0.621 (Statistically Not Significant)	
(ns – not significant, *	significant at $\alpha < 0.05$ , **	highly significant at $\alpha < 0.01$ )

These findings imply that although a majority of teachers reported moderate to high levels of job satisfaction, this sentiment did not correspond with tangible gains in student academic scores. Consistent with existing literature, this result points to the possibility that other contextual factors—including student readiness, family involvement, school infrastructure, and curriculum delivery—may exert a more immediate impact on learner achievement than teacher satisfaction levels alone.

Relationship Between Teacher Satisfaction and Student Performance



### 7. Conclusion and Recommendations

While numerous factors influence students’ academic performance, the job satisfaction of teachers remains one of the most critical elements determining both teaching effectiveness and the overall quality of education. In the context of Kolkata—a city known for its rich academic heritage and vibrant intellectual community—teacher satisfaction plays an especially vital role in sustaining educational excellence. High levels of job satisfaction among Kolkata’s educators

can foster greater motivation, professional commitment, and enthusiasm in the classroom, directly contributing to improved student achievement across schools in the city.

An exploration of the various theories and factors affecting job satisfaction underscores the importance of both intrinsic and extrinsic motivators. These include school culture, opportunities for professional development, salary structures, job security, and overall working conditions—factors that are highly relevant to government, private, and aided schools across Kolkata. Research consistently shows that teachers who are content in their roles are more dedicated and effective, whereas dissatisfaction can lead to burnout, disengagement, and declining student outcomes.

Given the strong correlation between teacher satisfaction and educational quality, it is imperative for stakeholders in Kolkata's education system—school administrators, government bodies, and educational boards—to develop policies and initiatives that cultivate a positive and supportive environment for teachers. Addressing the key drivers of job satisfaction is not only in the interest of educators but also essential for the holistic growth of students and the long-term success of the city's education system.

School administrators in Kolkata should promote a collaborative and inclusive school culture that values teamwork, shared decision-making, and respectful professional relationships. Whether in elite private institutions in South Kolkata or government schools in the northern suburbs, a strong sense of community within schools significantly boosts teacher engagement and morale.

Professional development is another cornerstone. Teachers should have regular access to workshops, training programs, and seminars tailored to evolving teaching methods, digital integration, and subject-specific advancements. Such opportunities can help teachers stay current and confident, particularly in the face of changing curricula and educational reforms introduced by bodies like the West Bengal Board of Secondary Education or CBSE.

Competitive remuneration and job security are equally important. Government and private institutions in Kolkata must ensure that teachers receive fair compensation aligned with inflation, living costs, and the vital role they play in shaping society. Timely salary disbursement, benefits, and promotional clarity can significantly enhance satisfaction, especially for teachers working in under-resourced schools in the city's outskirts.

Working conditions also demand attention. Schools should invest in creating safe, well-equipped classrooms with adequate teaching materials, functional infrastructure, and manageable class sizes. Reducing administrative burdens and excessive workloads can allow teachers to focus more on instruction and student development.

Recognizing teachers' efforts through awards, public acknowledgment, and clear pathways for career progression can serve as strong motivational tools. Teachers should be empowered with autonomy in making decisions related to their classrooms, including teaching strategies, assessments, and behavioral management. Involving them in school-level decisions builds trust and a sense of ownership.

Strengthening relationships among teachers, students, and administrators is vital. Open communication, mentorship programs, and conflict resolution support can foster a more emotionally supportive work environment. In a culturally rich yet diverse city like Kolkata, where student populations come from varied socioeconomic backgrounds, this emotional grounding is key.

Behavioral challenges in the classroom also need structured responses. Schools should implement behavior management systems, provide access to counseling services, and encourage active parental involvement to ease classroom challenges and ensure a positive learning environment.

Work-life balance is increasingly becoming a concern for educators in Kolkata. Schools should support flexible working arrangements, wellness programs, and access to mental health resources to help teachers avoid burnout. Periodic assessment of teacher satisfaction through surveys and feedback sessions can provide valuable insights into their needs and concerns.

## 8. References

1. Ahmed, A., Mohammed, S., & Tetteh, R. (2017). An empirical study of job satisfaction of university staff. Sunyani Technical University. Retrieved from <https://mpr.ub.unimuenchen.de/79674/>
2. Anderson, N., Ones, D., Sinanajil, H., & Visweswaran, C. (2001). Handbook for industrial, work and organizational psychology - Volume 02: Organizational psychology. New Delhi: Sage Publications.
3. Arnold, H. J., Feldman, D. C., & Hunt, G. (1992). Organizational behaviour: A Canadian perspective. Toronto: McGraw-Hill Ryerson.
4. Aziri, B. (2011). Job satisfaction: A literature review. *Management Research & Practice*, 3(4), 77-86.
5. Bahamonde-Gunnell, M. (2000). Teachers' perceptions of school culture in relation to job satisfaction and commitment. (Doctoral dissertation, Western University).
6. Belias, D., & Koustelios, A. (2014). Organizational culture and job satisfaction: A review. *International Review of Management and Marketing*, 4(2), 132-149.
7. Borah, A. (2016). Impact of teachers' job satisfaction in academic achievement of the students in higher technical institutions: A study in the Kamrup district of Assam. *Clar International Multidisciplinary Journal*, 8(1), 51-55. Retrieved from <http://www.journalijdr.com>
8. Chapman, D., & Adams, D. (2002). The quality of education: Dimensions and strategies. Asian Development Bank Comparative Education Research Centre, The University of Hong Kong.
9. Coates, H. (2009). Building quality foundations: Indicators and instruments to measure the quality of vocational education and training. *Journal of Vocational Education & Training*, 61(4), 517-534.
10. Ejimofor, A. D. (2015). Teachers' job satisfaction, their professional development and the academic achievement of low-income kindergartners. (Doctoral dissertation, University of North Carolina at Greensboro).
11. Fisher, C. D. (2003). Why do lay people believe that satisfaction and performance are correlated? Possible sources of a commonsense theory. *Journal of Organizational Behavior*, 24, 753-777. <https://doi.org/10.1002/job.219>
12. Fuming, X., & Jiliang, S. (2014). Research on job satisfaction of elementary and high school teachers and strategies to increase job satisfaction. *Chinese Education & Society*, 40(5), 86-96. <https://doi.org/10.2753/CED1061-193240050>
13. Furnham, A. (2005). The psychology of behaviour at work: The individual in the organization (2nd ed.). New York: Psychology Press.
14. George, J. M., & Jones, G. R. (2011). Understanding and managing organizational behavior (6th ed.). New York: Pearson.
15. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279.
16. Hayati, K., & Caniogo, I. (2012). Islamic work ethic: The role of intrinsic motivation, job satisfaction, organizational commitment, and job performance. *Procedia - Social and Behavioral Sciences*, 65, 272-277. <https://doi.org/10.1016/j.sbspro.2012.11.122>
17. Herzberg, F. (1959). The motivation to work. John Wiley & Sons.
18. Ihueze, S., Unachukwu, G. O., & Onyali, L. C. (2018). Motivation and teacher job satisfaction as correlates of students' academic performance in secondary schools in Anambra State. *UNIZIK Journal of Education Management and Policy*, 2(1), 59-68. <https://journals.unizik.edu.ng/index.php/ujoemp/article/view/569>
19. Judge, T. A., Hulin, C. L., & Dalal, R. S. (2011). Job satisfaction and job affect. In S. W. J. Kozlowski (Ed.), *The Oxford handbook of industrial and organizational psychology*. New York: Oxford University Press.
20. Lopes, J., & Oliveira, C. (2020). Teacher and school determinants of teacher job satisfaction: A multilevel analysis. *School Effectiveness and School Improvement*, 31(4), 641-659.
21. Ma, Y. (2012). Talking about the influence of teachers on students' academic performance [in Chinese]. *New Curriculum Teaching Research Education*, 12, 140-141.
22. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. <https://doi.org/10.1037/h0054346>
23. Petty, M. M., McGee, G. W., & Cavender, J. (1984). A meta-analysis of the relationships between individual job satisfaction and individual performance. *Academy of Management Review*, 9(4), 712-721.
24. Sen, K. (2008). Relationship between job satisfaction & job stress amongst teachers & managers. *Indian Journal of Industrial Relations*, 44(1), 14-23.

25. Sumanasena, M., Nawastheen, F. M., & Jayawardena, P. (2020). Job satisfaction of teachers working in most difficult schools, with special reference to Puttalam Education Zone, Sri Lanka. *Sri Lanka Journal of Social Sciences*, 43(1), 39. <https://doi.org/10.4038/sljss.v43i1.7934>
26. Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.
27. Wang, Y. (2019). Research on the relationship between the leadership of primary and secondary school principals and teacher satisfaction [in Chinese]. *Shanghai Journal of Education Evaluation*, 8(6), 5.
28. You, S., Kim, A. Y., & Lim, S. A. (2017). Job satisfaction among secondary teachers in Korea: Effects of teachers' sense of efficacy and school culture. *Educational Management Administration & Leadership*, 45(2), 284–297.
29. Zong, Q. Z. (2016). Influencing factors and incentives of teachers' job satisfaction. *Modern Business Trade Industry*, 37(26), 2. <https://doi.org/10.19311/j.cnki.1672-3198.2016.26.060>

