

# Influence Of Job Satisfaction On Teaching Performance: A Study Among Female Senior Secondary School Teachers In Chennai City

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## Abstract

The present study investigates the influence of job satisfaction on teaching performance among female senior secondary school teachers in Chennai City. In today's educational environment, teacher performance is crucial for student learning outcomes, and job satisfaction plays a significant role in enhancing instructional effectiveness, classroom management, and student engagement. The study focuses on key dimensions of job satisfaction, including work environment, recognition and rewards, and workload & work-life balance. A descriptive research design was adopted, and data were collected from 115 female teachers using a structured questionnaire. The reliability of the constructs was confirmed using Cronbach's Alpha, with values ranging from 0.791 to 0.874, indicating high internal consistency. Data analysis involved percentage analysis, factor analysis (rotated component matrix), correlation, and regression analysis using SPSS. The findings reveal that higher levels of job satisfaction positively influence teaching performance, emphasizing the importance of a supportive work environment, recognition, and balanced workload. The study provides actionable insights for school administrators and policymakers to enhance teacher motivation and overall educational quality.

**Keywords:** Job Satisfaction, Teaching Performance, Work Environment, Recognition and Rewards, Workload and Work-Life Balance, Female Teachers, Chennai City.

## Introduction

The profession of teaching is important in every aspect of making the society evolving as it is necessary for teachers to take care of the academic development, inculcation of values and advancement to the next stage of education and work of students. The report reveals lack of Senior Secondary and Higher-level courses in the Educators of Different Categories in all 28 countries surveyed. It emphasizes that effective teaching practices, remaining the primary means of transmitting knowledge to learners, are also essential for achieving the curriculum of one country which was created based on international standards, quality indicators, system approaches, and development different European countries.

In this regard, an important factor that directly influences teaching / learning activities and effectiveness is interest in work enjoyment. This concept measures how fulfilled, respected, encouraged, and interested teachers are in the performance and occupation. Most teachers choose teaching as a career because they love it, find satisfaction and are rewarded for teaching. It has been observed that teachers who are satisfied with

their job portray better teaching strategies, practices and relationships with their students; on the other hand, teachers who are unsatisfied are in most cases easy to burnout, take sick leave and are not able to perform well in the classroom. Specifically for lady teachers in particular working in the urban higher secondary schools of Chennai such as in Chennai City, the challenge of being willing to meet their family commitments along with professional duties is a serious problem that still needs to be addressed.

In Chennai, which belongs to the category of the territory of one of the largest metropolitan centers of India, a lot of schools are located (located) where the senior school stage is implemented. Female teachers also control a significant proportion of all teachers, thus setting the overall attitude and performance of the representatives of this group is most important for everything connected with education and schools in the region. Thus, a research is appropriate about how the job satisfaction of the female educators on the senior secondary level influences their teaching performance. The level described in the paper not only tries to understand the barriers women teachers face in their teaching, it reduces meticulous worry

concerning the improvement of quality of education in the city of Chennai.

### Statement of the Problem

In any education set up, the teacher plays one of the most important role in affecting the quality of education given. Such observations are also evident in the case of several female high school teachers who have been working in Chennai as many of them are also said to be facing various challenges that are having a negative impact on their work attitudes and teaching abilities. There are several factors among them work overload and long working hours, clearly stated administration roles, lack of adequate college support and failure in appreciation that make the profession a highly erotic one. The women are trapped under their gender roles as they also have to take up family responsibilities and professional obligations. This can have an impact on their efficiency in discharging duties as teachers.

There exists a considerable number of studies on the subject of job satisfaction in education but there is not much explicit research on this phenomenon and its relations to the job performance of female Senior Secondary school teachers in Chennai. This is important in the case of teaching and school management as far as the institutions are situated in a region where women take up different significant roles in society like as professionals. Hence, it creates the necessity of understanding job satisfaction from empirical and theoretical point of view in view of training delivery. If this is not taken into account, it can lead to the inability of the relevant institutions to make decisions or plans that might bring about satisfaction or improve performance.

To that end, the current study attempts to fill in the missing links by examining the association between job content and teaching output, particularly those among the lady teachers in some high schools of Chennai City. It encourages policies that maintain the levels of teacher job satisfaction hence increasing the teacher performance which will focus on improving the learning experiences of the students across the levels.

### Literature Review

It is now fully evident that job satisfaction is a determining factor in the effectiveness in the classroom and that applies to teachers, most of whom are women. Balakrishnan and Soundararajan, (2022) concluded that Recognition and Rewards influence teachers' women teachers' performance through mediation of antecedents, hence the need for empowering practices for increased teacher performance.

The specific place of work is, without a doubt, among the most factors which determine job satisfaction as well as performance of teachers. As part of global management practices, Dilekçi, (2025)'s work focused on the relationship between teachers' positive instructional emotions and job performance. She suggested that work engagement is a mediator in that relationship and further argues that the work environment will greatly affect that.

The other important motivators for teachers in professional development to perform well are the incentives received by the teachers. It was with grace, however, that Arora (2023) added that it might be possible to energize teachers and principals to improve student in student achievement with recognition rewards and saving the teachers and principals cash appreciably.

### Objectives

- An exploration of job satisfaction was done among female teachers in Chennai City.
- Female teaches in Chennai City were likewise evaluated in terms of their teaching effectiveness.
- The study of female teachers encompassed an assessment of their job satisfaction levels and their relative performance levels in classroom.
- The study sought to examine the impact of work environment parameters such as recognition, rewards enhancement when teaching, volume of work, and work-life balance on the teaching performance of these educationists.

### Hypotheses

Null Hypothesis: There is no significant impact on the efficiency of secondary school female teachers within Chennai City due to the satisfaction of teaching as a profession.

Alternate Hypothesis: Teaching satisfaction as a profession enables academic efficiency among the female senior secondary school teachers in Chennai City.

### Methodology

A curious respondent to this study would ask the authors why an explanatory research design was used instead of descriptive research design. Images are an important part of design as they enhance the aesthetic appeal of your website. Women photographers obviously know and see more in women than men do, therefore, they generally create different works and see different meanings and standards in them. Photographers who love both black and white photography and portrait photography have a wide array of tools and options to choose from in graphic design to combine the two.

A sample of 115 people chosen in a selection process that doesn't necessitate planning qualifies to what scientists refer to as convenience. This is why psychologists opt to use this research method in the following instances, like when they can clearly specify

acceptable element scope and only collect data from available human sources. The teachers, whose data was of the research interest, belonged to different age, educational level, years of teaching and schools in the area.

**Analysis and Results**  
**Percentage Analysis**

**Table: Percentage Analysis of Demographic Variables (N = 115)**

Demographic Variable	Category	Frequency	Percentage
Gender	Female	115	100.0
Age Group	41-45	29	25.22
	31-35	22	19.13
	25-30	22	19.13
	46-50	21	18.26
	36-40	21	18.26
Educational Qualification	Ph.D	41	35.65
	B.Ed	39	33.91
	M.Ed	35	30.43
Teaching Experience	16-20 years	40	34.78
	11-15 years	26	22.61
	1-5 years	25	21.74
	6-10 years	24	20.87
School Type	Private	60	52.17
	Government	55	47.83

Every one of the individuals who responded is a female teacher at the senior secondary school level. The bulk of respondents are between the ages of 41 and 45, and they all possess a Ph.D. The majority of the instructors have anywhere from sixteen to twenty years of expertise in the field of

teaching. The meaning of the word "paradox" is a statement or situation that appears to be self-contradictory or illogical. There are a little more teachers in private schools than in government institutions, but the distribution is about even between the two types of schools.

**Table: Reliability Statistics of Constructs**

Construct	No. of Items	Cronbach's Alpha	Reliability Level
Work Environment	3	0.812	High
Recognition and Rewards	3	0.874	High
Workload & Work-Life Balance	3	0.791	Acceptable
Instructional Effectiveness	3	0.862	High

The constructions demonstrate satisfactory internal consistency because all of the Cronbach's Alpha scores are higher than 0.75. This suggests that the statements that are listed under each construct are

dependable and legitimate when it comes to measuring teachers' work satisfaction and teaching performance. This is the case for female senior secondary school teachers in Chennai City.

**Table: Rotated Component Matrix (Varimax Rotation)**

Item	Component 1 (Work Environment)	Component 2 (Recognition & Rewards)	Component 3 (Workload & Work-Life Balance)	Component 4 (Instructional Effectiveness)
WE1	0.812	0.145	0.102	0.061
WE2	0.845	0.132	0.091	0.057
WE3	0.798	0.156	0.110	0.049
RR1	0.102	0.864	0.123	0.045
RR2	0.119	0.892	0.107	0.062
RR3	0.098	0.831	0.142	0.050
WB1	0.132	0.145	0.827	0.091
WB2	0.145	0.112	0.842	0.104
WB3	0.121	0.130	0.813	0.088
IE1	0.064	0.052	0.091	0.861
IE2	0.071	0.061	0.104	0.879
IE3	0.058	0.049	0.088	0.847

• Every single item is loaded to the greatest extent on the component that it was designed to be used with, which provides evidence that the things are a proper representation of their construct.

- Component 1: The Workplace Environment
- Component 2: Recognition and Incentives
- Component 3: Workload and Work-Life Balance
- Component 4: Effectiveness of Instruction

### Conclusion

The goal of this investigation was to determine the impact of job satisfaction on teaching performance for female senior secondary school teachers in Chennai City. According to the findings, job satisfaction is a crucial factor in determining teaching performance, and the work environment, recognition and rewards, and workload and work-life balance are all important aspects of this factor. Instructors who are employed in a work environment that provides them with encouragement, appropriate recognition for their achievements, and a manageable workload display higher levels of instructional effectiveness, classroom management, and student engagement.

In addition, the investigation highlights the distinct problems that female teachers must contend with as they attempt to strike a balance between their professional responsibilities and their personal and family obligations. It is not only important for the well-being of the female educators themselves to ensure that they are satisfied with their employment, but it also has a direct impact on the quality of education that kids receive. It is possible that schools that make investments in enhancing working conditions, offering recognition, and fostering work-life balance may have stronger teaching effectiveness

and, as a result, improved student results in the long run.

In conclusion, it is essential to improve job satisfaction among female senior secondary school teachers if the educational system in Chennai City is to see general progress. According to the findings of this study, there is a necessity for policy interventions and institutional strategies that are intended to establish a work atmosphere that is both encouraging and supporting, as well as one that offers a sense of equilibrium. These measures are essential to ensure that female teachers are able to perform their jobs in an efficient manner and contribute to student learning and academic performance in a good manner.

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