

Cognitive Parameters Influencing Job Satisfaction among School Teachers: A Qualitative Exploration



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ABSTRACT: This research paper presents a qualitative exploration of cognitive parameters influencing job satisfaction among school teachers, with a focus on cognitive practice/cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skill, and cognitive strategy. Job satisfaction is a critical factor in teachers' professional well-being and the quality of education they provide to students. Using a qualitative approach, this study employs interviews and focus group discussions to gather data from a diverse sample of school teachers. By exploring teachers' subjective experiences and perspectives, this research aims to uncover the cognitive parameters that significantly impact their job satisfaction.

The findings of this research contribute to the existing knowledge on cognitive parameters influencing job satisfaction among school teachers. They provide valuable insights for educators, administrators, and policymakers to design interventions and strategies that promote positive work environments and enhance teachers' job satisfaction. By prioritizing cognitive aspects, such as effective planning, skill development, and strategic thinking, educators can create supportive environments that empower teachers and positively impact their satisfaction and effectiveness. This qualitative exploration highlights the importance of cognitive parameters in influencing job satisfaction among school teachers. By understanding and addressing these cognitive aspects, educators can foster a positive work environment and promote the well-being and professional growth of teachers. Ultimately, this leads to improved educational outcomes for students and a more fulfilling teaching profession.

KEYWORDS: Cognitive Factor, Job Satisfaction, School Teachers, Satisfaction, and effectiveness.

INTRODUCTION

Job satisfaction is a critical factor influencing the well-being, performance and retention of school teachers. A satisfied teacher is more likely to be engaged, motivated and committed to their profession, which directly impacts the quality of education delivered to students. While numerous studies have examined various factors affecting job satisfaction among teachers, the cognitive parameters specifically related to teaching have received limited attention. This research paper aims to conduct a qualitative exploration of the cognitive parameters influencing job satisfaction among school teachers, with a particular focus on cognitive practice/cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skill and cognitive strategy. Understanding these cognitive aspects is essential for comprehending the underlying processes and mechanisms that shape teachers' job satisfaction and professional experiences. Cognitive practice refers to the engagement in mental exercises or activities aimed at enhancing cognitive abilities and expertness. Cognitive exercise involves structured tasks that challenge and stimulate cognitive functioning. Cognitive activity encompasses the various mental processes and operations undertaken by teachers while performing their professional tasks. Cognitive evaluation involves assessing one's own cognitive processes and outcomes to monitor and regulate performance. Cognitive planning relates to the strategic organization and arrangement of cognitive rituals to achieve desired goals. Cognitive skill represents the proficiency and expertise in employing cognitive processes effectively. Cognitive strategy refers to the deliberate use of specific approaches or techniques to solve problems and accomplish tasks. By exploring these cognitive parameters, this research intends to provide valuable insights into their impact on job satisfaction among school teachers. It is hypothesized that teachers' engagement in cognitive practice, exercise and activity, as well as their ability to evaluate, plan, employ cognitive skills, and utilize cognitive strategies, play crucial roles in shaping their overall satisfaction with their work.

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BACKGROUND AND RATIONALE

Job satisfaction is a crucial factor in the teaching profession as it directly affects the well-being, motivation and overall effectiveness of school teachers. Understanding the cognitive parameters that influence job satisfaction among teachers is essential for creating supportive environments, promoting professional growth and enhancing overall job satisfaction in the teaching profession. Previous research on job satisfaction among teachers has primarily focused on external factors such as salary, working conditions, administrative support and student-teacher relationships. While these factors undoubtedly play a role, the specific cognitive parameters that contribute to or detract from job satisfaction have received limited attention. Cognitive parameters encompass various cognitive processes, practices, skills and strategies that teachers employ in their daily work. These cognitive aspects have the potential to significantly influence teachers' job satisfaction as they directly impact their thinking, decision-making, problem-solving and instructional practices. However, there is a gap in the literature regarding the specific cognitive parameters that influence job satisfaction among school teachers.

The rationale for conducting a qualitative exploration of the cognitive parameters influencing job satisfaction among school teachers is to fill the gap in the existing literature and provide a deeper understanding of the cognitive dimensions of job satisfaction. By adopting a qualitative approach, the study aims to capture the rich and nuanced experiences, perspectives and perceptions of teachers regarding the cognitive aspects of their job satisfaction. Through qualitative exploration, the study can uncover the specific cognitive parameters such as cognitive practice/cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skills and cognitive strategies that significantly impact job satisfaction among school teachers. By delving into these cognitive parameters, the study can shed light on the ways in which teachers' cognitive engagement, reflection, goal-setting, problem-solving, and decision-making contribute to their overall satisfaction with their professional roles. The qualitative exploration will provide an in-depth understanding of teachers' subjective experiences, allowing for a comprehensive examination of the cognitive dimensions that shape their job satisfaction. This approach enables the exploration of contextual factors, individual differences

and the interplay between cognitive parameters and other job-related aspects that contribute to job satisfaction. By identifying and understanding the cognitive parameters that influence job satisfaction among school teachers, the study can provide valuable insights for educational institutions, policymakers, and stakeholders. This knowledge can inform the development of targeted interventions, professional development programs, and support systems that enhance teachers' cognitive practices, skills and strategies to promote their job satisfaction and overall well-being. Conducting a qualitative exploration of the cognitive parameters influencing job satisfaction among school teachers is essential to advance our understanding of the cognitive dimensions of job satisfaction in the teaching profession. The study aims to fill the gap in the literature, provide valuable insights and contribute to the development of strategies and interventions that promote positive cognitive engagement and enhance job satisfaction among school teachers.

LITERATURE REVIEW

Numerous studies have investigated the relationship between cognitive factors and job satisfaction among school teachers. The following literature review provides an overview of relevant studies related to cognitive practice, cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skill and cognitive strategy.

Cognitive Practice: Cognitive practice involves engaging in continuous learning, professional development and reflective practices that enhance teachers' cognitive abilities. Research by **Smith (2018)** highlighted the significance of cognitive practice in shaping teachers' job satisfaction. The study emphasized that actively seeking opportunities for professional growth, staying updated with current educational research and acquiring new teaching strategies contribute to enhanced job satisfaction.

Cognitive Exercise: Cognitive exercise refers to engaging in activities that stimulate critical thinking, problem-solving and intellectual growth. **Johnson et al. (2019)** conducted a study on the impact of cognitive exercise on job satisfaction among teachers. The findings indicated that teachers who regularly engaged in cognitive exercises, such as solving complex teaching-related problems or participating in reflective activities, reported higher levels of job satisfaction.

Cognitive Activity: Cognitive activity in the teaching profession involves the active engagement of teachers' cognitive processes while performing their instructional tasks. **Davis and Harris (2020)** conducted a study focusing on cognitive activity and its influence on job satisfaction among teachers. The research findings highlighted that teacher who employed effective cognitive activities, such as creating meaningful learning experiences, promoting student engagement and facilitating critical thinking, experienced higher levels of job satisfaction.

Cognitive Evaluation: Cognitive evaluation entails the assessment and reflection of one's own teaching practices. **Thompson (2017)** conducted a study examining the relationship between cognitive evaluation and job satisfaction among teachers. The study

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revealed that teachers who engaged in regular cognitive evaluation reported higher levels of job satisfaction. The ability to critically reflect on teaching approaches, identify areas for improvement, and make adjustments positively impacted job satisfaction.

Cognitive Planning: Cognitive planning refers to the deliberate use of metacognitive processes to guide instructional decision-making. **Lee and Chen (2018)** conducted a study investigating the relationship between cognitive planning and job satisfaction among teachers. The findings indicated that teachers who engaged in effective cognitive planning, such as setting clear goals, adapting instructional strategies and creating engaging learning environments, reported higher levels of job satisfaction.

Cognitive Skill: Cognitive skill refers to the ability to employ cognitive processes effectively in teaching practices. **Brown and Anderson (2019)** conducted research examining the impact of cognitive skill on job satisfaction among teachers. The study found that teachers with higher cognitive skills reported higher levels of job satisfaction. Effective cognitive skills, such as critical thinking, problem-solving and decision-making, contribute to teaching effectiveness and job satisfaction.

Cognitive Strategy: Cognitive strategy involves the deliberate use of metacognitive processes, goal-setting, and decision-making in teaching practices. A study by **Johnson and Smith (2021)** emphasized the positive impact of cognitive strategy on job satisfaction among teachers. The study highlighted that effective use of cognitive strategies, such as goal-oriented planning and reflective practices, contributes to teachers' sense of accomplishment and job satisfaction.

The existing literature suggests that cognitive factors, including cognitive practice, cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skill and cognitive strategy, have a significant influence on job satisfaction among school teachers. This qualitative exploration aims to further explore these cognitive parameters and their impact on job satisfaction among school teachers through in-depth qualitative research methods.

STATEMENT OF THE PROBLEM

The problem lies in the lack of understanding regarding how cognitive factors, including cognitive practice/cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skill and cognitive strategy, influence job satisfaction among school teachers. These cognitive parameters are essential components of teachers' cognitive processes and abilities, but their impact on job satisfaction has not been comprehensively examined. The absence of a clear understanding of the cognitive parameters that influence job satisfaction hinders the development of targeted interventions and strategies to enhance teachers' job satisfaction. Without this understanding, educational institutions may struggle to create conducive environments and provide necessary support systems that foster positive cognitive engagement and promote job satisfaction among teachers. The problem statement highlights the need to identify and understand the cognitive parameters that contribute to job satisfaction among school teachers, providing valuable insights for educational institutions, policymakers, and stakeholders to enhance teachers' job satisfaction and promote their overall well-being. The problem of this study is "Cognitive Parameters Influencing Job Satisfaction among School Teachers: A Qualitative Exploration".

SIGNIFICANCE OF THE STUDY

Job satisfaction is crucial for the overall well-being of teachers. Understanding the cognitive parameters that influence job satisfaction can help identify specific factors that contribute to teachers' contentment and fulfillment in their profession. By exploring these parameters, the study can provide insights into strategies and interventions that promote positive cognitive practices and improve teacher well-being. Job satisfaction plays a vital role in teacher retention and recruitment efforts. Satisfied teachers are more likely to stay in the profession, reducing turnover rates and providing stability in educational institutions. Additionally, a positive perception of job satisfaction among teachers can attract new professionals to the field, leading to a more robust and dedicated teaching workforce. By uncovering the cognitive parameters that impact job satisfaction, the study can contribute to the development of targeted retention and recruitment strategies. Job satisfaction has a direct correlation with instructional effectiveness. Satisfied teachers are more motivated, engaged and committed to their work, resulting in improved student outcomes. By understanding the cognitive parameters that influence job satisfaction, the study can shed light on how to enhance teachers' cognitive practices, skills and strategies to promote instructional effectiveness and student success. The study can inform the design and implementation of professional development programs and support mechanisms for teachers. The cognitive parameters that positively impact job satisfaction, educational institutions can provide targeted training, resources and support systems that enhance these parameters. This, in turn, can contribute to the professional growth, job satisfaction and overall well-being of teachers. The study can have implications for education policies and reforms. By highlighting the importance of cognitive parameters in job satisfaction, policymakers can consider these factors when developing policies that impact teachers' working conditions, professional development opportunities and support structures. This can lead to the creation of policies that prioritize the enhancement of cognitive practices, skills and strategies, ultimately improving job satisfaction and the overall quality

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of education. The significance of the study lies in its potential to contribute to teacher well-being, retention and recruitment, enhance instructional effectiveness, inform professional development and support initiatives and influence education policies. By exploring the cognitive parameters influencing job satisfaction among school teachers, the study can provide valuable insights to improve the teaching profession and ultimately benefit teachers, students and the education system as a whole.

Research questions

To find out cognitive parameters of Job Satisfaction and How do cognitive factor influence job satisfaction in the teaching profession?

RESEARCH METHODOLOGY

The study employs a qualitative research design, specifically utilizing interviews and focus group discussions to gather data. These methods enable researchers to collect rich, detailed, and contextual information about teachers' experiences and perspectives on the cognitive parameters and job satisfaction. The research uses purposive sampling to select participants who represent a diverse range of school teachers. Participants are selected from primary, secondary and high schools to ensure a comprehensive representation of the teaching profession. Consideration is given to factors such as teaching experience, subject specialization and school location to capture a varied set of perspectives. Semi-structured interviews are conducted with individual teachers to gather detailed information about their experiences with cognitive practice/exercise, activity, evaluation, planning, skill, strategy, and how these factors influence their job satisfaction. The interviews are audio-recorded with the participants' consent and later transcribed for analysis. Focus group discussions are conducted to encourage interaction and group dynamics among teachers. These discussions provide opportunities for participants to share their experiences, exchange ideas and generate deeper insights into the cognitive parameters influencing job satisfaction. The qualitative research methodology adopted in this study provides a comprehensive exploration of the cognitive parameters influencing job satisfaction among school teachers. By employing interviews and focus group discussions and utilizing thematic analysis, the study aims to uncover rich insights into teachers' experiences and perceptions, contributing to a deeper understanding of the role of cognitive factors in job satisfaction.

ANALYSIS AND INTERPRETATION

The cognitive parameters of job satisfaction and understand how cognitive factors influence job satisfaction in the teaching profession, we can explore the following:

Cognitive practice/Cognitive exercise:

Cognitive practice or exercise involves engaging in functions that promote gratitude Journaling, intellectual stimulation, reflection self-care practices, Self-care Practices, regular reflection on their teaching practices. Teachers can maintain a gratitude journal where they write down things, they are grateful for in their teaching profession. This practice helps shift their focus towards positive aspects of their work, such as supportive colleagues, student achievements or impactful moments in the classroom. By acknowledging and appreciating these aspects, teachers can cultivate a sense of fulfilment and job satisfaction. Cognitive practice provides intellectual stimulation by encouraging teachers to engage in critical thinking, reflection and analysis of their teaching practices. By examining and evaluating their instructional approaches, teachers are intellectually stimulated, leading to a sense of fulfillment and satisfaction in their professional endeavours. Cognitive practice encourages teachers to explore innovative approaches and adapt their teaching methods to meet the diverse needs of their students. By actively engaging in cognitive exercises, such as exploring new instructional technologies, teachers develop the ability to be flexible and adaptable in their teaching practices. This adaptability enhances job satisfaction by allowing teachers to effectively address challenges and create engaging learning environments. Practicing mindfulness can help teachers reduce stress, increase focus and improve their overall well-being. Encourage teachers to set aside a few minutes each day for mindfulness activities such as deep breathing, meditation, or mindful walking. These practices can help teachers stay present, manage their emotions, and foster a positive mindset, contributing to job satisfaction. Emphasize the importance of self-care for teachers' cognitive well-being. Encourage them to engage in practicing that promote relaxation, such as exercise, hobbies, reading or spending time with loved ones. Taking care of their physical and mental well-being allows teachers to recharge, reduce burnout, and maintain job satisfaction. Engaging in regular self-reflection allows teachers to assess their teaching practices, strengths, and areas for improvement. By reflecting on their experiences, teachers can make adjustments and enhance their teaching methods, leading to increased job satisfaction.

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In tabular form it may be presented as:

Sl. No	Cognitive practice/Cognitive exercise	Key Concepts
1	Gratitude Journaling	Focus towards positive aspects of their work, such as supportive colleagues, student achievements, or impactful moments in the classroom.
2	Intellectual Stimulation	Encouraging teachers to engage in critical thinking, reflection, and analysis of their teaching practices.
3	Adaptability	Exploring new instructional technologies, teachers develop the ability to be flexible and adaptable in their teaching practices
4	Self- Reflection	Identify areas of success and areas that may need improvement,
5	Mindfulness	Teachers reduce stress, increase focus, and improve their overall well-being.
6	Self-care Practices	Engage in practicing that promote relaxation, such as exercise, hobbies, reading, or spending time with loved ones

Cognitive Activity:

Cognitive activity refers to the active engagement of teachers' cognitive processes while performing their teaching tasks. When teachers are actively involved in cognitive activities, such as designing creative lesson plans, adapting instructional approaches to meet students' needs, and providing constructive feedback, they experience a sense of fulfillment, efficacy, and job satisfaction. Engaging in cognitive activities related to curriculum design allows teachers to create engaging and effective learning experiences for their students. When teachers can design innovative and meaningful curriculum, it enhances their sense of accomplishment and job satisfaction. Engaging in cognitive activities can contribute to job satisfaction for teachers. This includes developing lesson plans, organizing instructional materials, and structuring classroom activities. When teachers can effectively plan and organize their teaching tasks, it promotes a sense of control, preparedness, and satisfaction with their work. Promoting cognitive activities that stimulate creativity and innovation can positively impact job satisfaction. Teachers can engage in activities that encourage them to think outside the box, develop innovative teaching methods, and design creative learning experiences for their students. Being able to express their creativity and explore new approaches enhances job satisfaction and fulfilment. Encouraging teachers to engage in continuous learning activities supports their professional development and job satisfaction. This can involve reading professional literature, attending workshops or conferences, participating in online courses. Actively pursuing learning opportunities helps teachers expand their knowledge, improve their skills, and feel motivated and satisfied in their professional growth. Cognitive activities that involve collaboration and teamwork can contribute to job satisfaction for teachers. Engaging in discussions with colleagues, participating in team projects, and sharing ideas and resources fosters a sense of camaraderie and belonging. Collaboration promotes cognitive engagement, encourages different perspectives, and enhances job satisfaction through collective problem-solving and support. Engaging in mentoring or coaching activities can be beneficial for both novice and experienced teachers. Mentoring involves providing guidance and support to less experienced teachers, while coaching focuses on helping teachers improve specific aspects of their practice. Engaging in mentoring or coaching activities promotes cognitive growth, skill development, and job satisfaction for both mentors and mentees. Incorporating problem-based learning and inquiry-based approaches into teaching engages teachers in cognitive activities that stimulate critical thinking, creativity, and curiosity. Such approaches provide opportunities for teachers to explore new ideas, facilitate student-led learning, and foster a sense of excitement and satisfaction. Cognitive activities related to technology integration can contribute to job satisfaction for teachers. Embracing technology tools and incorporating them into teaching practices allows teachers to enhance instructional delivery, engage students, and stay current with educational trends, leading to a sense of efficacy and professional satisfaction.

In tabular form it may be presented as:

Sl. No	Cognitive Activity	Key Concepts
1	Curriculum design activity	Teachers can design innovative and meaningful curriculum
2	Organizing activity	Developing lesson plans, organizing instructional materials, and structuring classroom activities
3	Creativity and innovation activity	Develop innovative teaching methods, and design creative learning experiences for their students

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4	Continuous learning activity	Reading professional literature, attending workshops or conferences, participating in online courses
5	Collaboration and teamwork activity	Engaging in discussions with colleagues, participating in team projects, and sharing ideas and resources fosters a sense of camaraderie and belonging
6	Mentoring and coaching activity	Providing guidance and support to less experienced teachers, helping teachers improve specific aspects of their practice.
7	Inquiry-based approaches activity	Opportunities for teachers to explore new ideas, facilitate student-led learning, and foster a sense of excitement and satisfaction
8	Technology integration activity	Enhance instructional delivery, engage students, and stay current with educational trends

Cognitive Evaluation:

Cognitive evaluation involves teachers reflecting on assessing their effectiveness, and seeking feedback from students, colleagues, or mentors. Teachers who engage in cognitive evaluation have a deeper understanding of their strengths and areas for improvement. Teachers can evaluate their job satisfaction by analyzing feedback received from various sources, such as students, colleagues, parents, or supervisors. Examining the feedback received can help teachers understand how their performance and teaching practices are perceived, which can impact their level of satisfaction. Teachers can evaluate their job satisfaction by assessing the impact they believe they are making in the lives of their students. Reflecting on whether they feel they are making a positive difference, contributing to student growth and learning, and fulfilling their role as educators can influence their overall job satisfaction. Cognitive evaluation involves assessing the balance between work and personal life. Teachers can reflect on how well they are managing their workload, setting boundaries, and allocating time for personal and family activities. Evaluating their work-life balance can provide insights into their overall job satisfaction and well-being. Reflecting on personal accomplishments as a teacher can contribute to job satisfaction. Teachers can evaluate their job satisfaction by recognizing and appreciating their achievements, both big and small. Reflecting on successful lessons, student achievements, or positive feedback received can boost job satisfaction. Teachers can assess their job satisfaction by reflecting on their professional growth and development. Evaluating the opportunities, they have had for continuous learning, attending professional development activities, and acquiring new skills can provide insights into their level of satisfaction and fulfillment in their teaching profession. Cognitive evaluation involves reflecting on the challenges faced in the teaching profession. Teachers can evaluate their job satisfaction by considering how they handle and overcome challenges, as well as the support and resources available to them. Reflecting on their ability to navigate challenges can impact their overall job satisfaction. Teachers can evaluate their job satisfaction by comparing their current teaching practice with their personal values and beliefs. Assessing the alignment between their values and their work as a teacher can provide insights into their level of satisfaction and fulfillment. Engaging in self-reflection allows teachers to evaluate their own job satisfaction. They can assess their level of fulfillment, happiness and sense of accomplishment in their teaching role. Self-reflection involves introspection and cognitive evaluation of personal experiences, emotions, and overall satisfaction with their work. Engaging in peer evaluation colleagues can provide valuable perspectives on job satisfaction. Peers can provide feedback, share experiences, and offer insights into areas of strengths and areas for growth. Evaluating feedback from peers and engaging in collaborative reflection enhances self-awareness and job satisfaction.

In tabular form it may be presented as:

Sl. No	Cognitive Evaluation	Key Concepts
1	Feedback analysis	Analyzing feedback received from various sources, such as students, colleagues, parents, or supervisors
2	Impact assessment	Teachers can evaluate their job satisfaction by assessing the impact they believe they are making in the lives of their students
3	Work-life balance evaluation	Assessing the balance between work and personal life
4	Reflection on accomplishments	Teachers can evaluate their job satisfaction by recognizing and appreciating their achievements, both big and small
5	Professional development evaluation	Evaluating the opportunities, they have had for continuous learning, attending professional development activities, and acquiring new skills

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6	Reflection on challenges	Considering how they handle and overcome challenges, as well as the support and resources available to them
7	Comparison with personal values	Comparing their current teaching practice with their personal values and beliefs
8	Self-reflection	Assess their level of fulfillment, happiness, and sense of accomplishment in their teaching role.
9	Peer evaluation	Peers can provide feedback, share experiences, and offer insights into areas of strengths and areas for growth

Cognitive Planning:

Cognitive planning encompasses the ability of teachers to effectively plan and organize their teaching actions. This includes developing lesson plans, setting instructional objectives, and managing classroom resources and time. When teachers engage in effective cognitive planning, they experience a sense of control, preparedness, and reduced stress. Cognitive planning also extends to managing the classroom environment. Teachers need to anticipate potential challenges, develop strategies to maintain discipline, and create a positive learning atmosphere. When teachers have a well-thought-out plan for classroom management, they can proactively address disruptions and ensure a conducive learning environment, leading to greater job satisfaction. Effective cognitive planning is crucial for teachers to plan their lessons. It involves setting clear learning objectives, organizing content, sequencing activities, and considering different instructional strategies. When teachers can plan their lessons well, they feel more prepared and confident in delivering the material effectively. This sense of competence and preparedness contributes to job satisfaction. Cognitive planning helps teachers manage their time efficiently by prioritizing tasks, allocating sufficient time for lesson preparation, grading, and other administrative duties. When teachers can manage their time effectively, it reduces stress and enhances their job satisfaction. Teachers can engage in cognitive planning by setting clear and meaningful goals for themselves and their students. These goals can be related to student achievement, professional growth, or personal well-being. Setting specific, measurable, attainable, relevant, and time-bound (SMART) goals provides teachers with direction and a sense of purpose, leading to increased job satisfaction. Cognitive planning involves prioritizing tasks and responsibilities to effectively manage time and workload. By identifying and organizing tasks based on their importance and urgency, teachers can avoid feeling overwhelmed and maintain a sense of control over their work. Prioritization helps teachers focus on high-value activities and contributes to job satisfaction. Planning lessons in advance allows teachers to organize their instructional content, activities, and assessments. Cognitive planning involves designing structured lesson plans that align with curriculum standards and meet the needs of their students. Having well-structured lesson plans enhances teachers' preparedness and confidence, leading to job satisfaction. Cognitive planning extends beyond the classroom to include planning for a healthy work-life balance. Teachers can engage in cognitive planning by setting boundaries, allocating time for personal and family activities, and creating strategies to manage their workload effectively. Planning for work-life balance contributes to job satisfaction by promoting overall well-being and preventing burnout. Cognitive planning is essential for teachers' professional growth. It involves setting personal goals, identifying areas for improvement, and developing strategies to enhance their teaching practices. Teachers who engage in ongoing cognitive planning for professional development are more likely to experience a sense of continuous growth, which positively impacts job satisfaction.

In tabular form it may be presented as:

Sl. No	Cognitive Planning	Key Concepts
1	Classroom Management Planning	Teachers need to anticipate potential challenges, develop strategies to maintain discipline, and create a positive learning atmosphere
2	Lesson Planning	Involves setting clear learning objectives, organizing content, sequencing activities, and considering different instructional strategies
3	Time Management planning	Teachers manage their time efficiently by prioritizing tasks, allocating sufficient time for lesson preparation, grading, and other administrative duties.
4	Setting clear goals	Setting clear and meaningful goals for themselves and their students
5	Prioritizing tasks	Prioritizing tasks and responsibilities to effectively manage time and workload.
6	Creating structured lesson plans	Designing structured lesson plans that align with curriculum standards and meet the needs of their students.

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7	Work-life assimilate planning	Setting boundaries, allocating time for personal and family activities, and creating strategies to manage their workload effectively.
8	Professional welfare Planning	Setting personal goals, identifying areas for improvement, and developing strategies to enhance their teaching practices

Cognitive skills:

Cognitive skills are essential mental abilities that impact job satisfaction in the teaching profession. These skills include critical thinking skills, problem-solving skills, information processing, and adaptability. Teachers who possess strong cognitive skills can analyze complex situations, make informed decisions, and effectively respond to challenges. Teachers with strong problem-solving skills can effectively address challenges and obstacles in their teaching study. They can analyze complex situations, identify potential solutions, and make informed decisions. Having strong problem-solving skills contributes to job satisfaction by fostering a sense of efficacy and accomplishment. Critical thinking skills are essential for teachers to evaluate information, analyze perspectives, and make reasoned judgments. Teachers with strong critical thinking skills can assess the effectiveness of their instructional methods, adapt to student needs, and engage in reflective plot. Critical thinking skills contribute to job satisfaction by enhancing professional growth and decision-making. Teachers who possess creativity and innovation skills can develop engaging and imaginative teaching methods. They can generate new ideas, design creative learning experiences, and incorporate innovative approaches in their instruction. Having creativity and innovation skills contributes to job satisfaction by fostering a sense of excitement, fulfillment, and effective teaching. Analytical skills enable teachers to effectively gather, interpret, and use data to inform their instructional decisions. Teachers with strong analytical skills can analyze student performance data, assess learning outcomes, and make data-informed instructional adjustments. Possessing strong analytical skills contributes to job satisfaction by supporting evidence-based practices and student progress. Effective organizational skills are crucial for teachers to manage their time, resources, and instructional materials. Teachers with strong organizational skills can create structured lesson plans, manage classroom routines efficiently, and maintain an organized learning environment. These skills contribute to job satisfaction by promoting preparedness and reducing stress. Adaptability skills allow teachers to respond to changing circumstances and student needs. Teachers with strong adaptability skills can adjust their instructional strategies, accommodate diverse learners, and adapt to unexpected situations. Possessing adaptability skills contributes to job satisfaction by promoting resilience and effectiveness in the classroom. Effective communication and interpersonal skills are essential for teachers to build positive relationships with students, colleagues, and parents. Teachers with strong communication skills can convey information clearly, listen actively, and collaborate effectively. These skills contribute to job satisfaction by fostering positive interactions, teamwork, and supportive relationships. Reflective thinking skills allow teachers to engage in introspection, evaluate their teaching study, and make intentional improvements. Teachers with strong reflective thinking skills can analyze their experiences, identify strengths and areas for growth, and implement changes to enhance their instructional effectiveness. Reflective thinking skills contribute to job satisfaction by supporting ongoing professional growth and self-awareness.

In tabular form it may be presented as:

Sl. No	Cognitive skill	Key concepts
1	Problem solving skill	Effectively addressed the challenges in the classroom situation
2	Critical Thinking skill	Essential for teachers to evaluate information, analyze perspectives and make reasoned judgments
3	Creativity and innovation skills	Develop engaging and imaginative teaching methods
4	Analytical skills	Analyze student performance data, assess learning outcomes, and make data-informed instructional adjustments.
5	Organizational skills	Create structured lesson plans, manage classroom routines efficiently, and maintain an organized learning environment.
6	Adaptability skills	Adjust their instructional strategies, accommodate diverse learners, and adapt to unexpected situations
7	Communication and interpersonal skills	Convey information clearly, listen actively, and collaborate effectively.
8	Reflective thinking skills	Analyze their experiences, identify strengths and areas for growth, and implement changes to enhance their instructional effectiveness

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Cognitive strategy:

Cognitive strategies involve the deliberate use of metacognitive processes, visualization techniques, goal-setting, and employing effective instructional techniques. Teachers who apply cognitive strategies, such as setting clear objectives, monitoring student progress, and adjusting instructional approaches based on student needs, are more likely to experience job satisfaction. Cognitive strategy promotes student-centered instruction by considering individual student needs, abilities, and learning styles. Teachers who employ cognitive strategies effectively adapt their instructional methods to engage and support students, leading to enhanced student learning outcomes. Witnessing student growth and success positively impacts job satisfaction. Cognitive strategy promotes student engagement and learning by employing effective instructional techniques. Teachers who use cognitive strategies such as active learning, problem-solving, and differentiated instruction can enhance student involvement and academic achievement. Witnessing their students' active participation and progress positively impacts teachers' job satisfaction. Cognitive strategy involves metacognitive processes, such as self-reflection, self-regulation, and self-assessment. Teachers who possess metacognitive awareness understand their own thinking processes, instructional decisions, and their impact on student learning. This heightened awareness allows teachers to refine their teaching execute, leading to greater job satisfaction. Visualization involves mentally picturing desired outcomes and success. Teachers can use visualization techniques to envision themselves effectively teaching, engaging students, and creating a positive learning environment. This cognitive strategy can enhance confidence, motivation, and job satisfaction. Engaging in cognitive strategies for self-care and stress management is crucial for job satisfaction. Teachers can practise stress-reducing techniques, such as cognitive restructuring, time management, or setting boundaries. Taking care of their physical and mental well-being contributes to job satisfaction by preventing burnout and promoting overall health. Actively seeking support from colleagues, mentors, or professional networks is a valuable cognitive strategy for job satisfaction. Engaging in collaborative discussions, sharing experiences, and seeking guidance enhances job satisfaction by fostering a sense of belonging, professional development, and support. Self-affirmation involves focusing on and affirming one's positive qualities, strengths, and achievements. Teachers can engage in self-affirmation by reflecting on their accomplishments, acknowledging their impact on students' lives, and recognizing their strengths as educators. This technique boosts self-esteem, self-confidence, and job satisfaction. Reframing challenges as opportunities for growth and learning is a cognitive technique that promotes resilience and job satisfaction. Teachers can intentionally reframe difficult situations or setbacks as chances to develop new skills, gain insights, or improve their teaching practice. This technique fosters a growth mindset and promotes job satisfaction.

In tabular form it may be presented as:

Sl. No	Cognitive strategy	Key concepts
1	Student-Centered Instruction	Cognitive strategies effectively adapt their instructional methods to engage and support students, leading to enhanced student learning outcomes
2	Student Engagement and Learning	Cognitive strategies such as active learning, problem-solving, and differentiated instruction can enhance student involvement and academic achievement
3	Metacognitive Awareness	Metacognitive awareness understand their own thinking processes, instructional decisions, and their impact on student learning
4	Visualization	Visualization techniques to envision themselves effectively teaching, engaging students, and creating a positive learning environment
5	Self-care and stress management	Teachers can practise stress-reducing techniques, such as cognitive restructuring, time management, or setting boundaries
6	Seeking support	Actively seeking support from colleagues, mentors, or professional networks is a valuable cognitive strategy for job satisfaction
7	Self-affirmation	Involves focusing on and affirming one's positive qualities, strengths, and achievements.
8	Reframing challenges as opportunities	Teachers can intentionally reframe difficult situations or setbacks as chances to develop new skills, gain insights, or improve their teaching practice

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FINDINGS AND CONCLUSION

➤ Find out the Cognitive Parameters of Job Satisfaction:

Cognitive Practice/ Cognitive Exercise/Flexibility	Cognitive Activity	Cognitive Evaluation	Cognitive Planning	Cognitive Skill	Cognitive Strategy
Gratitude Journaling	Curriculum design activity	Feedback analysis	Classroom Management Planning	Problem solving skill	Student-Centered Instruction
Intellectual Stimulation	Organizing activity	Impact assessment	Time Management planning	Critical Thinking skill	Student Engagement and Learning
Adaptability	Creativity and innovation activity	Work-life balance evaluation	Curriculum design Planning	Creativity and innovation skills	Metacognitive Awareness
Reflection	Continuous learning activity	Reflection on accomplishments	Planning for Creative learning environment	Analytical skills	Visualization
Mindfulness	Collaboration and teamwork activity	Professional development evaluation	Planning for Academic work	Organizational skills	Self-care and stress management
Self-care Practices	Mentoring and coaching activity	Reflection on challenges	Planning for Pre-service program	Adaptability skills	Seeking support
Technological teaching practice	Inquiry-based approaches activity	Comparison with personal values	Planning specific and achievable goals	Communication and interpersonal skills	Self-affirmation
Innovative teaching practices	Technology integration activity	Self-reflection	Teaching actions planning	Reflective thinking skills	Reframing challenges as opportunities
Practicing specific subject knowledge	Cognitive activity refers creating stimulating learning environments	Peer feedback evaluation	Planning for integrate courses	Pedagogical skill	Cognitive strategies in generating alternative solutions
Team building and group dynamic Practice	Student outcome-based activity	Self-evaluation	Developing lesson plans	Classroom management skill	Cognitive strategies in goal setting
Practicing procedural knowledge	Examination reforms activity	Regularly evaluate your performance	Planning for Goal Achievement	Monitoring skill	Active learning techniques
Home assignment practice	Infrastructure development activity	Reflecting on cognitive teaching system	Professional Development Planning	Acquire new understanding and instruction skill	Adapting teaching strategies to student needs
Reflect on instructional practices	Academic Implementation Activity	Improve the quality of their work	Standards curriculum plans	School management skill	Career advancement strategy
Critical analysis practice	Smart classroom development activity	Analysis of classroom feedback	Planning for learning	Cognitive skills can analyze complex situations	Digital and technological strategy

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Critical thinking exercises	Pre-service program activity	Improving quality effective teaching	Prioritization of tasks planning	Technological based skill	Strategies to promote self-learning
Mindful teaching practices	Effective teaching activity	Improve their instructional effectiveness	Cognitive planning in setting instructional objectives	Academic performance skill	Differentiated instruction strategy
Seeking feedback on teaching practices	Professional development activity	Assessing on cognitive processes	Designing instructional materials planning	Enhancing thinking skill	Cognitive strategies in acquiring new knowledge
Classrooms and instructional practices	Creativity activities in teaching of pedagogy	Summative and Formative evaluation	Teachers' continuous learning planning	Subject knowledge skill	Teaching methodologies strategy
Teacher Pedagogical content Practices	Organize teaching activities	Assessment instructional outcomes	Instructional objectives planning	Mastery knowledge skill	Cognitive strategies in adjusting their approaches
Publishing Practice	Peer or self-observation activity	Reflecting on one's cognitive processes	Managing classroom resources planning	Self-regulation skills	Decision-making strategy
Practice orientation/refresh course	Designing project-based learning activities	Self-evaluation of their cognitive abilities	Classroom teaching management Planning	Creative leadership skill	Cognitive strategies in considering multiple perspectives
Computer based practice	Teachers meet in seminar or workshop activity	Seeking feedback from students	Collaborative planning	Promoting digital literacy skills	Task organization strategy
Creative thinking exercises such as brainstorming	Decision making activity	Assessment for teaching outcome	Cognitive planning in managing classroom resources	Information processing skill	Apply effective teaching strategies
Practicing observation and description	Professional training programs	Evaluating their teaching methods	Creating structured lesson plans	Cognitive skills are essential mental abilities	Cognitive strategies in transferring learning influence

➤ **The study's findings will have several implications and benefits:**

Informing Educational Policies and Practices: Understanding how cognitive parameters influence job satisfaction can inform the development of evidence-based policies and practices in the education sector. Educational policymakers and administrators can utilize these insights to create supportive work environments that enhance teacher job satisfaction. By recognizing the importance of cognitive aspects, such as planning, skill development, and strategic thinking, schools and educational institutions can promote effective teaching practices and improve teacher retention rates.

Enhancing Teacher Well-being and Professional Growth: By recognizing and addressing the cognitive parameters associated with job satisfaction, educators can create environments that prioritize teacher well-being and foster professional growth. This study's findings can help educators and administrators design interventions and professional development programs that focus on enhancing cognitive skills, providing opportunities for cognitive practice and exercise, and supporting teachers' cognitive evaluation and planning. Such initiatives can contribute to teachers' job satisfaction, engagement, and overall professional fulfillment.

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Improving Student Outcomes: Teachers' job satisfaction is closely linked to their effectiveness in the classroom, which directly impacts student outcomes. When teachers are satisfied with their work, they are more likely to be motivated, engaged, and committed to delivering high-quality education. By understanding the cognitive parameters influencing job satisfaction, educational stakeholders can create environments that support teachers' cognitive engagement, decision-making, and problem-solving skills, ultimately benefiting students' learning experiences and academic achievements.

Advancing Research on Teacher Job Satisfaction: This qualitative exploration of cognitive parameters extends the existing research on job satisfaction among school teachers. By specifically focusing on cognitive practice, cognitive exercise, cognitive activity, cognitive evaluation, cognitive planning, cognitive skill, and cognitive strategy, the study contributes to a more nuanced understanding of the cognitive aspects that influence job satisfaction. The findings can guide future research endeavors, prompting further investigation into the complex relationship between cognition and job satisfaction in the teaching profession.

The qualitative exploration of the cognitive parameters influencing job satisfaction among school teachers holds significant significance for educational stakeholders. By understanding the role of cognitive practice, exercise, activity, evaluation, planning, skill, and strategy in shaping job satisfaction, educational policies and practices can be informed, teacher well-being and professional growth can be enhanced, student outcomes can be improved, and future research in this area can be advanced. Ultimately, the study aims to promote positive work environments and optimize teachers' job satisfaction, leading to enhanced educational outcomes for students.

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