

Grit, Emotional Intelligence, and Teacher Job Satisfaction: A Conceptual Framework for Enhancing Professional Well-Being and Sustainability

Surakshitha¹, Eshwar²

¹III B.Sc Psychology, Rathinam College of Arts and Science, Coimbatore, Tamil Nadu, India

²Assistant Professor Rathinam College of Arts and Science, Coimbatore, Tamil Nadu, India

DOI: <https://doi.org/10.51583/IJLTEMAS.2026.15020000077>

Received: 22 February 2026; Accepted: 27 February 2026; Published: 19 March 2026

ABSTRACT

Teacher job satisfaction is a critical determinant of professional commitment, instructional quality, and longterm retention in the teaching profession. In light of increasing concerns about burnout and attrition, there is a growing need to explore internal psychological resources that promote resilience and well-being among teachers. This conceptual paper integrates two significant psychological constructs—grit and emotional intelligence—to examine their potential influence on teacher job satisfaction. Drawing on contemporary educational psychology literature, the manuscript proposes a conceptual framework illustrating the direct and interactive relationships among grit, emotional intelligence, and job satisfaction, while also acknowledging the role of organizational factors. The paper concludes with implications for teacher education, professional development, and future empirical validation through quantitative research designs.

Keywords: grit, emotional intelligence, teacher job satisfaction, resilience, teacher well-being, educational psychology

INTRODUCTION

Teacher job satisfaction plays a central role in educational effectiveness and institutional sustainability. Satisfied teachers are more engaged, demonstrate higher instructional commitment, and are less likely to leave the profession. Conversely, dissatisfaction contributes to burnout, emotional exhaustion, and attrition—issues that continue to challenge educational systems worldwide.

While organizational variables such as workload, compensation, and leadership have been extensively examined, internal psychological strengths are increasingly recognized as crucial protective factors. Among these, grit and emotional intelligence have emerged as influential constructs in positive psychology and professional success research. However, their combined role in shaping teacher job satisfaction remains underexplored.

This paper seeks to conceptually integrate grit and emotional intelligence within a unified framework to better understand how these internal resources may enhance teacher satisfaction, resilience, and long-term sustainability in the profession.

Theoretical Foundations

Grit and the Teaching Profession

Grit, defined as perseverance and passion for long-term goals, reflects an individual's sustained effort and commitment despite challenges and setbacks. In the teaching context, grit may manifest as persistence in managing classroom difficulties, adapting to curricular reforms, and maintaining professional dedication over time.

Teachers with high levels of grit are more likely to remain focused on long-term educational goals, demonstrate resilience in the face of institutional constraints, and sustain motivation despite stressors. This persistent orientation may contribute positively to professional fulfillment and overall job satisfaction.

Emotional Intelligence in Educational Settings

Emotional intelligence refers to the ability to perceive, understand, regulate, and manage one's own emotions and those of others. Teaching is inherently emotional work, involving daily interactions with students, colleagues, parents, and administrators.

Emotionally intelligent teachers are better equipped to manage classroom dynamics, respond constructively to conflict, regulate stress, and build supportive relationships. These competencies contribute to a positive work environment, enhanced interpersonal relationships, and greater professional satisfaction.

Teacher Job Satisfaction

Teacher job satisfaction is a multidimensional construct encompassing intrinsic fulfillment (e.g., sense of accomplishment, student progress) and extrinsic factors (e.g., salary, workload, institutional support). It significantly influences teacher effectiveness, commitment, and retention.

Although external organizational variables are critical determinants, individual psychological resources can shape how teachers perceive and respond to these contextual conditions.

Integrating Grit and Emotional Intelligence: A Conceptual Perspective

This manuscript proposes that grit and emotional intelligence function as complementary psychological resources that collectively enhance teacher job satisfaction.

Direct Effects: ○ Grit contributes to sustained motivation and resilience, increasing satisfaction through goal achievement and perseverance.

Emotional intelligence enhances emotional regulation and interpersonal relationships, reducing stress and promoting workplace harmony.

Interactive Relationship: Emotional intelligence may strengthen the positive effects of grit. For example, while grit enables persistence, emotional intelligence ensures that persistence is accompanied by adaptive emotional management, preventing burnout.

Buffering Role: Both constructs may serve as protective factors against workplace stressors, mitigating the negative impact of heavy workload, institutional pressures, and role conflict.

Role of Organizational and Environmental Factors

Although this paper emphasizes internal psychological constructs, job satisfaction cannot be fully understood without considering external organizational conditions. Factors such as:

- Workload and time demands
- Compensation and benefits
- Leadership style
- Institutional support
- School climate

are well-established predictors of teacher satisfaction.

Proposed Conceptual Model

The proposed model acknowledges that grit and emotional intelligence operate within this broader context. Internal strengths may moderate the impact of adverse organizational conditions, but they do not replace the structural responsibilities of institutions in ensuring supportive environments.



The model proposes that both grit and emotional intelligence exert direct positive effects on teacher job satisfaction. Grit contributes through sustained motivation and long-term commitment, whereas emotional intelligence enhances emotion regulation, interpersonal relationships, and stress management.

Emotional intelligence may also strengthen the effectiveness of grit by ensuring adaptive emotional processing during prolonged effort. Organizational and environmental factors are conceptualized as contextual influences that directly affect job satisfaction and may moderate the strength of the relationships between psychological constructs and satisfaction outcomes.

Implications for Teacher Education and Professional Development

The integration of grit and emotional intelligence into teacher training programs may enhance professional resilience and satisfaction. Specific recommendations include:

- Incorporating emotional intelligence training modules in pre-service and in-service programs.
- Designing workshops that cultivate perseverance, goal-setting, and reflective practice.
- Promoting mentoring systems that support psychological skill development.
- Encouraging institutional policies that recognize both internal and external determinants of job satisfaction.

Developing these competencies may contribute to long-term teacher sustainability and reduced attrition.

Directions for Future Research

Given the conceptual nature of this paper, empirical validation is strongly recommended. Future research may:

- Utilize validated measurement instruments for grit, emotional intelligence, and job satisfaction.

- Employ quantitative designs such as structural equation modeling (SEM) to test direct and moderating effects.
- Explore cross-cultural comparisons.
- Investigate mediating variables such as burnout, engagement, or resilience.
- Examine longitudinal relationships to determine causal pathways.

Empirical findings would strengthen the theoretical assumptions proposed in this manuscript.

CONCLUSION

Teacher job satisfaction is essential for educational quality and professional sustainability. While organizational factors remain critical, internal psychological resources play a significant role in shaping teachers' professional experiences.

This conceptual paper integrates grit and emotional intelligence into a unified framework, proposing that these constructs collectively promote resilience, emotional regulation, and sustained commitment, ultimately enhancing job satisfaction. By acknowledging both internal and contextual influences, the manuscript offers a more comprehensive perspective on teacher well-being.

With empirical validation, this framework has the potential to contribute meaningfully to educational psychology research and inform teacher development practices aimed at strengthening professional resilience and long-term engagement.

REFERENCES

1. Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406–417. <https://doi.org/10.1002/pits.20478>
2. Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>
3. Day, C., & Gu, Q. (2010). *The new lives of teachers*. Routledge.
4. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/00223514.92.6.1087>
5. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
6. Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80–92. <https://doi.org/10.1037/0021-9010.86.1.80>
7. Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>
8. Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67, 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
9. Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327–358. <https://doi.org/10.1023/A:1026131715856>

10. Taris, T. W., & Schreurs, P. J. G. (2009). Well-being and organizational performance: An organizational-level test of the happy-productive worker hypothesis. *Work & Stress*, 23(2), 120–136. <https://doi.org/10.1080/02678370903072555>