

# Examining Antecedents and Outcomes: A Comprehensive Literature Review on Teacher Job Satisfaction

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## Abstract

*This study underscores the critical importance of teacher job satisfaction, recognizing its pivotal impact on educational outcomes, given that teaching serves as the central objective of the educational process. With a dual-pronged approach, the research has primary objectives. Firstly, it conducts an in-depth exploration of the various antecedents shaping teacher job satisfaction through an exhaustive review of existing literature, encompassing both environmental and individual factors. This comprehensive investigation aims to unveil the intricate network of elements influencing teachers' satisfaction in their professional roles. Secondly, the study delves into the multifaceted consequences arising from diverse levels of teacher job satisfaction, drawing insights from an extensive literature review. Through the synthesis of findings from prior research, the study aims to elucidate both the positive outcomes and negative repercussions associated with varying degrees of teacher job satisfaction. Based on these insights, practical recommendations are proffered with the explicit goal of enhancing and fostering overall teacher job satisfaction. These tailored suggestions are designed to address the identified factors influencing job satisfaction, thereby contributing to the enhancement of the overall teaching experience.*

**Keywords:** Teacher job satisfaction, antecedents, positive outcomes, negative repercussions

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## I. INTRODUCTION

In the recent years, the swift progress in national politics and economy has presented both opportunities and challenges for the reform of education. Teachers, as the central figures in education, exhibit varying performances influenced by factors such as the school working environment, working conditions, educational management policies, strategies, and salaries. These elements indirectly shape educators' perspectives, job satisfaction, and cognitive processes. However, The increasing number of teachers departing from schools (or the teaching profession as a whole) warrants critical attention from educational systems, especially when compounded by existing teacher shortages observed in many countries (García & Weiss, 2019; Ruitenburg & Tigchelaar, 2021).

The satisfaction in their jobs serve as indicators of their effectiveness, providing a means to evaluate and describe their work, as well as serving as the foundation and assurance for their sustained professional development. As a result, teacher job satisfaction has gained growing significance due to its substantial impact on various stakeholders within the educational community, including students, teachers, and society as a whole (Brezicha et al., 2019). As research progresses, scholars have expressed dissatisfaction with prevailing research perspectives, leading them to actively modify and innovate theories borrowed from diverse domains. This adaptability serves to enrich the research landscape, providing varied perspectives on the topic of teacher job satisfaction.

Expanding upon Locke's (1976) definition of job satisfaction, teachers' satisfaction in their profession can be elucidated as "a feeling of fulfillment and satisfaction derived from being a teacher and from occupying a specific teaching role" (Mostafa & Pal, 2018, p. 15). As the concept evolves, as described by Ainley and Carstens (2018), it is characterized as "the sense of fulfillment and enjoyment that instructors experience in their teaching profession" (p. 43). Satisfied teachers typically demonstrate heightened well-being (Toropova et al., 2021) and a stronger dedication to remaining in the profession (Blomeke et al., 2017; Moore Johnson et al., 2012), thereby mitigating turnover rates and the necessity for replacements (Skaalvik & Skaalvik, 2011, 2017).

The importance of job satisfaction within the realm of education is considerable, mirroring its significance in various professional domains. Teachers' contentment in their roles not only influences their personal well-being but also contributes to cultivating a positive collegiate atmosphere (McInerney et al., 2018; Pepe et al., 2019; Toropova, Myrberg & Johansson, 2021). The ability of teachers to effectively carry out their institutional responsibilities is intricately linked to the satisfaction derived from their occupations (Madigan & Kim, 2020). Furthermore, heightened job satisfaction among educators can positively impact the achievement of educational

goals (Kalkan, 2020; Huang, 2020). However, there is a growing apprehension concerning the prevailing state of job satisfaction among teachers across all levels in China (Han, 2019; Han et al., 2020).

## **II. Antecedents Of Teacher Job Satisfaction**

Grasping the elements that influence job satisfaction is essential for attaining both personal and organizational goals. A more profound understanding of these elements can offer valuable insights into approaches to improve job satisfaction. Recent studies have concentrated on pinpointing the precursors that impact job satisfaction, uncovering that the heightened presence of satisfaction relies on both organizational factors and individual variables. These factors and conditions are typically discerned through three viewpoints: the perspectives of teachers, the environment, and the sociocognitive standpoint.

### ***Teacher Characteristics and Job Satisfaction***

Individuals possessing high self-efficacy are inclined to attain various employment benefits that ultimately contribute to an elevated level of job satisfaction. Consequently, one of the extensively examined aspects related to teacher job satisfaction is teacher self-efficacy. Several studies have identified a significant correlation between teacher self-efficacy and job satisfaction, with the former positively influencing the latter. For instance, Burić & Moe's (2020) research involving 536 high school instructors in a six-month follow-up study revealed a positive connection between teachers' self-efficacy and job satisfaction. In the context of nursing online instructors, Hampton et al. (2020) utilized a descriptive cross-sectional survey design, confirming their hypothesis that online teachers' self-efficacy is positively associated with job satisfaction. Concurrently, (Aydin Sünbül et al., 2021) proposed and tested a model predicting teacher job satisfaction through self-efficacy, hope, resilience, and optimism, with prosocial behaviors as a mediating factor. An alternative model, excluding hope and introducing a direct path from optimism to job satisfaction, was also examined.

Prior studies have presented conflicting findings regarding the influence of teaching experience on job satisfaction. (Topchyan et al., 2020) investigated whether teacher status (full-time vs. substitute) and its interaction with teacher gender and length of work experience influenced the combination of teacher job satisfaction and work engagement. The findings indicated that full-time teachers exhibited significantly higher social engagement, social engagement with students, and job satisfaction compared to substitute teachers. Additionally, female teachers were more engaged with students than their male counterparts and substitute teachers. While Topchyan & Woehler (2021) observed no discernible association between years of teaching and job satisfaction, Li (2018) identified a positive correlation, suggesting that more experienced educators tended to be more satisfied in their professions. Conversely, other research has indicated a negative linkage between teaching experience and job satisfaction, as demonstrated by Kapa and Gimbert (2017). Additionally, Ghavifekr and Pillai (2016) uncovered a nonlinear relationship. Their study revealed that teachers with less than 2 years of experience reported the lowest levels of job satisfaction, followed by a sudden increase for those with 2–5 years of experience. Subsequently, a drastic decline was observed among teachers with 6–10 years of experience, followed by a subsequent growth in job satisfaction for those with 11–15 years and above.

### ***Environmental characteristics and Job Satisfaction***

(Toropova et al., 2020) explored the connections among teacher job satisfaction, school working conditions, and teacher characteristics for eighth-grade mathematics teachers. Notably, factors such as teacher workload, cooperation, and perceptions of student discipline were closely linked to teacher job satisfaction. These six variables were incorporated into a model examining the direct impacts of instructional and distributed leadership on teacher job satisfaction and self-efficacy, as well as indirect effects through mediation variables like supportive school culture and teacher collaboration (Liu et al., 2020). Distributed leadership showed a positive and indirect association with both teacher job satisfaction and self-efficacy, whereas instructional leadership was indirectly linked to teacher job satisfaction through the mediation of supportive school culture and teacher collaboration.

(Sukmawaty et al., 2021) aimed to determine the influence of work motivation, discipline, and work culture on job satisfaction and teacher performance at public junior high schools in Sukajadi district. The study found a positive effect of job satisfaction on teacher performance, suggesting that improving teacher job satisfaction can enhance overall teacher performance. In the same line, (Baluyos et al., 2019) investigated the correlation between teachers' job satisfaction and their work performance in the Division of Misamis Occidental during the 2018-2019 school year. The study found an inverse relationship between teachers' satisfaction with school heads' supervision and job security and their work performance.

### ***Cognitive Proposition and Job Satisfaction***

Some researchers approach their investigations from a social cognitive standpoint, accentuating the interconnectedness, interdependence, and interaction between teacher job satisfaction and job characteristics within the framework of the Job Demands-Resources (JD-R) model. As outlined by this model, job characteristics

are categorized into job demands and job resources. Regarding job demands in the context of teaching, various stressors have been identified as notably associated with teachers' job satisfaction, as evidenced by studies (Han et al., 2020). Job resources closely linked to job satisfaction encompass factors such as salary, teacher autonomy, social representation of the profession, and perceived autonomy and support (Buonomo et al., 2020). In a study conducted by Liang (2020) using data from the Teaching and Learning International Survey (TALIS) and focusing on teachers in Shanghai, the JD-R model was applied. TALIS, an OECD-sponsored international study aimed at eliciting empirical evidence about teaching and learning practices among teachers and school administrators, has been increasingly utilized to analyze factors associated with teacher job satisfaction in recent research. Within the JD-R model framework, Liang's study identified job resources with positive effects on job satisfaction, including job autonomy, organizational support, performance feedback, and peer interaction.

Utilizing data from TALIS 2018, Liu, Keeley & Sui, 2023 investigated the concurrent impact of factors at both the teacher level (such as teacher motivation and perceived disciplinary climate) and school level (including school delinquency and violence) on teacher job satisfaction. The results from Hierarchical Linear Modeling (HLM) indicated significant associations between both school- and teacher-level factors and teacher job satisfaction. The implications of these findings were discussed in the context of the Chinese educational environment.

### **III. Outcomes Of Teacher Job Satisfaction**

Teachers' job satisfaction carries direct implications not only for the educators themselves but also for their teaching performance and, ultimately, the learning outcomes of students. As outlined by Klusmann et al. (2008), a lack of job satisfaction may lead to a decline in the quality of teaching, potentially resulting in adverse effects on student learning. In support of this, Lopes and Oliveira (2020) discovered, in a sample of Portuguese teachers from the TALIS 2013 cycle, a strong association between high job satisfaction among teachers and teaching effectiveness. Contented teachers are more inclined to provide enhanced learning support to their students and deliver a higher quality of instruction (Zhang & Zeller, 2016).

The global significance of job satisfaction and its correlation with turnover rates and teaching quality becomes apparent, especially considering that approximately half of the 25 participating countries in a comprehensive international study on school policies expressed concerns about recruiting and retaining high-quality teachers (OECD, 2005; in the United States, refer to Carver-Thomas & Darling-Hammond, 2017). Consequently, both researchers and practitioners are keenly interested in identifying the factors and conditions linked to teachers' job satisfaction.

From the standpoint of organizational psychology, job satisfaction serves as a crucial indicator reflecting employees' well-being, turnover rates, retention, and job performance (Blomeke et al., 2017). As a result, it is unsurprising that psychologists frequently delve into the study of job satisfaction to understand individuals' perceptions of their work (Judge et al., 2017).

Teachers' job satisfaction plays a crucial role in their overall well-being, turnover rates, and retention, as highlighted in studies by Klassen and Chiu (2011), Nguyen et al. (2020), and Zhang and Zeller (2016). Likewise, Data from the U.K. TALIS 2018 sample suggested that satisfied teachers are less inclined to leave their schools (Sims & Jerrim, 2020). The negative correlation between teachers' job satisfaction and turnover rates is particularly significant, given that teacher turnover detrimentally impacts student achievement (Ronfeldt et al., 2013). Intentions to leave the teaching profession are commonplace (Rasanen et al., 2020) and often arise early in one's career (Clandinin et al., 2015).

Quality of teaching, as found out by Klusmann et al., (2008) is intricately linked to the satisfaction of teachers, ultimately influencing students' learning outcomes). Therefore, it is imperative to identify mechanisms that ensure job satisfaction among all educators. (Lopes et al., 2020) aimed to identify variables contributing to job satisfaction in a Portuguese sample of lower secondary education teachers, utilizing data from the Teaching and Learning International Survey (TALIS) 2013. The study emphasized the importance of teacher job satisfaction for overall teacher and school effectiveness, as well as students' academic and educational achievement.

School-level effect are also influenced by different perception of teacher job satisfaction. (Suriansyah, 2020) analyzed the direct and indirect effects of organizational climate, work discipline, and job satisfaction on teacher performance. The results indicated that organizational climate, work discipline, and teacher job satisfaction were rated highly, while teacher performance was classified as good. The study revealed direct and indirect influences of organizational climate, work discipline, and job satisfaction on teacher performance.

### **IV. Conclusion**

The global discourse on teacher job satisfaction is highly significant, and among the various factors influencing it, distributed leadership holds considerable importance. Based on the insightful research findings elucidated in the aforementioned studies, it becomes apparent that teacher job satisfaction is a nuanced

phenomenon shaped by an array of factors, encompassing environmental attributes, cognitive considerations, and resultant outcomes. Deriving implications from these studies, a set of pragmatic suggestions and recommendations is posited to augment teacher job satisfaction and, consequently, bolster overall educational efficacy.

Primarily, educational institutions should deliberate on strategies to optimize teachers' workloads as a preventative measure against burnout and dissatisfaction. This may entail the implementation of effective time management, judicious workload distribution, and the acknowledgment of teachers' dedicated efforts. Emphasizing collaboration is paramount; schools ought to foster a culture of cooperation among teachers through initiatives such as team-building activities, the sharing of best practices, and the cultivation of a supportive environment.

In alignment with the social cognitive perspective previously expounded, which recognizes the interplay between job demands and job satisfaction, schools should contemplate the introduction of stress management programs. These initiatives might encompass workshops, counseling services, or wellness interventions aimed at aiding teachers in coping with stressors. Simultaneously, a review and adjustment of salary structures to reflect the value attributed to teachers' roles is recommended. Granting autonomy in decision-making and duly acknowledging teachers' contributions can positively influence job satisfaction.

Turning attention to career development, schools should prioritize opportunities for professional growth, encompassing training sessions and workshops that contribute to enhancing teachers' skills and competencies. Recognizing the ramifications associated with teacher job satisfaction is imperative for formulating strategies conducive to fostering positive educational environments. To this end, schools are advised to institute recognition programs that celebrate and appreciate teachers' endeavors, incorporating awards, public acknowledgment, and celebratory events. Additionally, the establishment of regular feedback mechanisms between teachers and administrators is crucial for cultivating a culture of open communication, enabling teachers to voice concerns, share insights, and contribute to decision-making processes, thereby fostering a sense of value and satisfaction.

Acknowledging both direct and indirect influences of organizational climate, schools are urged to invest in creating a positive and supportive work environment. This entails the promotion of a positive school culture, effective disciplinary practices, and an atmosphere conducive to professional growth.

In conclusion, the presented suggestions and recommendations aim to address the myriad facets influencing teacher job satisfaction. By taking into account environmental characteristics, cognitive considerations, and the outcomes associated with job satisfaction, schools can establish an environment conducive to the well-being and professional development of teachers, ultimately enhancing educational effectiveness.