Universidade do Minho
Escola de Psicologia

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Satisfação Profissional de Professores do Ensino Básico: Fatores Individuais e Fatores Organizacionais

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e da
Professora Doutora Célia Regina Gomes Oliveira

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SATISFAÇÃO PROFISSIONAL DE PROFESSORES DO ENSINO BÁSICO: FATORES INDIVIDUAIS E FATORES ORGANIZACIONAIS

Resumo

A satisfação profissional do professor é um construto multifacetado que resulta da interação dinâmica entre diferentes fatores, sendo compreendida como um processo complexo influenciado por crenças, experiências e condições do ambiente educacional. Esta tese de doutoramento investiga a satisfação profissional docente do ensino básico, enfatizando sua natureza multidimensional e sua relevância para o bem-estar docente e os resultados educacionais. Organizada em três capítulos complementares, integra-se diferentes métodos e níveis de análise para compreender os fatores associados a esse fenômeno no contexto brasileiro. O primeiro capítulo consiste numa revisão de escopo, conduzida pelas diretrizes PRISMA-ScR, que mapeia variáveis individuais e organizacionais investigadas em associação à satisfação docente na literatura recente. Os achados indicam predominância de variáveis demográficas no nível individual e de fatores relacionados à liderança escolar no nível organizacional, além de lacunas importantes, especialmente quanto à diversidade de variáveis e à consideração de contextos socioculturais. O segundo capítulo apresenta um estudo que utiliza uma modelagem multinível com dados brasileiros da TALIS (2018) para analisar a influência de fatores individuais (nível do professor) e organizacionais (nível da escola) na satisfação profissional de professores. Os resultados mostram que todas as variáveis individuais apresentam efeitos significativos, sobretudo o relacionamento professor–aluno, enquanto, no nível organizacional, apenas o envolvimento/parceria das partes interessadas se mostrou relevante. Evidencia-se maior poder explicativo das variáveis proximais ao professor. O terceiro capítulo consiste num estudo de abordagem mista para examinar percepções retrospectivas de satisfação ao longo da carreira docente. Os resultados indicam que mudanças percebidas na trajetória profissional estão mais associadas à satisfação atual do que características demográficas. Fatores como remuneração, carga de trabalho, condições laborais e reconhecimento social emergem como centrais nas análises qualitativas. De forma integrada, esta tese demonstra que, embora variáveis individuais tenham maior impacto imediato, fatores estruturais e contextuais moldam cumulativamente a satisfação docente. Conclui-se que a promoção do bem-estar e da permanência na docência requer abordagens articuladas, que integrem pessoas, contextos e políticas educacionais.

Palavras-chave: satisfação profissional do professor, fatores individuais, fatores organizacionais, educação básica, educação brasileira

JOB SATISFACTION OF ELEMENTARY AND MIDDLE SCHOOL TEACHERS: INDIVIDUAL AND ORGANIZATIONAL FACTORS

Abstract

Teacher job satisfaction is a multifaceted construct resulting from the dynamic interaction among different factors, and is understood as a complex process influenced by beliefs, experiences, and conditions within the educational environment. This doctoral dissertation investigates the job satisfaction of primary and lower secondary education teachers, emphasizing its multidimensional nature and its relevance for teacher well-being and educational outcomes. Organized into three complementary chapters, it integrates different methods and levels of analysis to understand the factors associated with this phenomenon in the Brazilian context. The first chapter consists of a scoping review, conducted in accordance with PRISMA-ScR guidelines, which maps individual and organizational variables examined in association with teacher satisfaction in recent literature. The findings indicate a predominance of demographic variables at the individual level and factors related to school leadership at the organizational level, as well as important gaps, particularly regarding the diversity of variables and the consideration of sociocultural contexts. The second chapter presents a study employing multilevel modeling with Brazilian data from TALIS (2018) to analyze the influence of individual (teacher-level) and organizational (school-level) factors on teachers' job satisfaction. The results show that all individual variables have significant effects, especially the teacher–student relationship, whereas, at the organizational level, only stakeholder involvement/partnership proved to be relevant. A greater explanatory power of variables proximal to the teacher is evidenced. The third chapter consists of a mixed-methods study examining retrospective perceptions of satisfaction across the teaching career. The findings indicate that perceived changes along the professional trajectory are more strongly associated with current satisfaction than demographic characteristics. Factors such as salary, workload, working conditions, and social recognition emerge as central in the qualitative analyses. Taken together, this dissertation demonstrates that although individual variables exert a more immediate impact, structural and contextual factors cumulatively shape teacher satisfaction. It is concluded that promoting teacher well-being and retention requires integrated approaches that bring together individuals, contexts, and educational policies.

Keywords: teacher job satisfaction, individual factors, organizational factors, basic education, Brazilian education

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"There are naive questions, tedious questions, ill-phrased questions, questions put after inadequate self-criticism. But every question is a cry to understand the world."

Carl Sagan

INTRODUÇÃO GERAL

A satisfação profissional constitui um dos temas centrais na psicologia do trabalho e nas ciências organizacionais, devido à sua relação direta com o bem-estar, o compromisso e o desempenho dos indivíduos em seus contextos laborais (Henne e Locke, 1985). No sentido geral, a satisfação profissional tem sido definida como a resposta emocional e cognitiva que os trabalhadores formam acerca de suas experiências no trabalho, refletindo o quanto o exercício da atividade profissional é percebido como gratificante e compatível com expectativas, valores e necessidades pessoais (Locke, 1976). Essa definição abrange tanto aspectos afetivos, como estados emocionais positivos relacionados ao trabalho, quanto elementos avaliativos ligados à percepção subjetiva de condições e resultados laborais.

Na literatura da psicologia organizacional, a satisfação profissional é concebida como uma atitude global em relação ao trabalho ou como um conjunto de atitudes específicas dirigidas a diferentes dimensões da atividade laboral, tais como remuneração, relações interpessoais, suporte organizacional e oportunidades de crescimento profissional (Spector, 1997). A perspectiva teórica dominante incorpora tanto fatores intrínsecos, relacionados ao conteúdo da tarefa e à realização pessoal, quanto fatores extrínsecos, ligados às condições e políticas organizacionais, em consonância com abordagens clássicas como a teoria dos dois fatores de Herzberg (1959), que distingue motivadores que promovem satisfação de fatores higiênicos, cuja ausência pode causar insatisfação (Herzberg et al., 1959).

No campo educacional, a satisfação profissional assume particular importância, uma vez que o trabalho no ambiente escolar envolve dimensões técnicas, relacionais e vocacionais que se entrelaçam com a identidade profissional da equipa envolvida no funcionamento e nos resultados escolares (Hoque et al., 2023). Especificamente no que respeita à satisfação profissional de professores, a literatura especializada aponta para uma relação positiva entre bons níveis de satisfação docente e bons resultados educacionais (Soe & Alegado, 2024; Tria, 2023). A satisfação profissional docente refere-se à avaliação subjetiva que estes fazem de sua carreira, considerando fatores como clima escolar, reconhecimento social da profissão, autonomia pedagógica, autoeficácia, percepção de apoio social e equilíbrio entre demandas e recursos, influenciando não apenas o bem-estar individual, mas também a eficácia educacional (Hoque et al., 2023; Marcionetti & Castelli, 2023; Soe & Alegado, 2024).

A literatura recente aponta para a natureza multifacetada desse construto, integrando aspectos pessoais (e.g., autoeficácia, expectativas profissionais), organizacionais (e.g., clima escolar, liderança) e contextuais (e.g., políticas educacionais e reconhecimento social) que interagem dinamicamente (Chalandra et al., 2023; Hoque et al., 2023). Abordagens teóricas contemporâneas, como modelos sociais cognitivos, destacam que a satisfação docente não é meramente um estado emocional isolado, mas um processo complexo influenciado por crenças, experiências e recursos percebidos no ambiente

educacional, o qual pode moderar relações entre estresse ocupacional, personalidades e atitudes profissionais (Marcionetti & Castelli, 2023).

Inúmeras investigações têm identificado, ao longo das últimas duas décadas, fatores que implicam na satisfação profissional em professores de todo o mundo. Dada a multiplicidade de variáveis que parecem explicar a satisfação docente, alguns autores têm proposto diferentes níveis de análise que abrangem as variáveis mediadoras e facilitadores da satisfação profissional de professores (e.g., Gil-Flores, 2017; Liu et al., 2020; Niu et al., 2023;), entre eles: (a) o nível individual, que compreende variáveis proximais do professor; (b) o nível organizacional, que compreende variáveis gerais da escola e as relações nelas estabelecidas; e (c) o nível do aluno, que compreende variáveis que englobam os processos de aprendizagem e o comportamento e o rendimento académico dos alunos. Nesta tese de doutoramento, com base na revisão de estudos realizados internacionalmente, consideraram-se os dois principais níveis de análise para explorar a satisfação profissional de professores do ensino básico: (a) nível individual, e (b) nível organizacional.

O nível individual abrange as características intrínsecas e próximas aos sujeitos, tais como as características demográficas, sociais, acadêmicas e ocupacionais, ou ainda, a percepção de habilidades físicas, afetivas e cognitivas. Exemplos de variáveis contempladas nessa dimensão são: sexo, anos de experiêcia, motivação para lecionar, autoeficácia, relações professor-estudante e formação continuada. A dimensão organizacional expressa as características e particularidades do sistema educacional ao qual os docentes estão vinculados e dos contextos escolares específicos. Essa dimensão contempla variáveis como: ambiente escolar, características da escola, papel da liderança e relações entre professores e alunos. Estudos sistemáticos têm ressaltado a necessidade de integrar abordagens que considerem fatores individuais e organizacionais, assim como seu impacto no comprometimento profissional e no desempenho educativo (Tria, 2023; Zhou et al., 2024).

Resultados de estudos internacionais sobre o papel de diversas variáveis que parecem explicar a satisfação profissional de professores mostram que se trata de um fenómeno amplamente influenciado pelo contexto educacional ao qual o professor está inserido (Zhou et al., 2024). São inúmeras as variáveis envolvidas nesse processo e o campo é marcado por diversas metodologias, referenciais teóricos e focos de investigação, o que dificulta a identificação de padrões e tendências abrangentes. Além dos contextos educacionais, a variação da satisfação docente também mostra ser muito sensível ao contexto cultural ao qual os professores pertencem. Estudos transculturais têm sugerido que há variabilidade na satisfação entre professores, a depender do país em que lecionam, mas também se eles trabalham em metrópoles, pequenas cidades ou em contexto rural (Niu et al., 2023; Wang et al., 2020). A literatura sugere que as

variáveis que determinam maiores ou menores níveis de satisfação profissional de professores parecem diferir de cultura para cultura, e de país para país.

Em âmbito internacional, os professores têm deixado a profissão em um ritmo crescente, resultando em escassez de docentes (Van Breukelen & Theelen, 2026). Em relatório publicado pela Organização das Nações Unidas para a Educação, a Ciência e a Cultura (UNESCO), evidencia-se a carência global de professores, indicando que seriam necessários mais de 44 milhões de profissionais no mundo para suprir as demandas educacionais (UNESCO, 2024). No Brasil, a Pesquisa Perfil e Desafios dos Professores da Educação Básica, realizada pelo Sindicato das Entidades Mantenedoras de Ensino Superior (Semesp), apontou que 79,4% dos docentes já consideraram abandonar a carreira, mencionando fatores como desvalorização profissional e condições laborais exaustivas. O mesmo estudo sinaliza um aumento do desinteresse pela profissão e condições de trabalho inadequadas como elementos que indicam risco iminente de escassez de professores na educação básica brasileira, com um défice estimado de até 235 mil docentes até 2040 (Instituto Semesp, 2024).

É tendência mundial a busca por respostas para prevenir a rotatividade de professores e reverter o desinteresse de jovens em tornarem-se professores e, em vez disso, promover a retenção de docentes na profissão e tornar a docência uma opção de carreira atrativa para os que estão a adentrar o mercado de trabalho (Brandenburg et al., 2024; Chalandra et al., 2023). Os resultados da investigação reforçam consistentemente a relação entre uma maior satisfação profissional docente e uma percepção de bem-estar positiva e, consequentemente, menor intenção de abandono da profissão (Brandenburg et al., 2024; Van Breukelen & Theelen, 2026). Diante deste cenário, importa conhecer e explorar as variáveis envolvidas na explicação da satisfação profissional de professores de grandes sistemas de ensino, como o Brasil, o quinto maior país em extensão territorial do mundo e o sétimo em população.

Dessa forma, compreender a satisfação profissional dos professores a partir de uma perspectiva teórica e empírica atualizada é essencial para fundamentar intervenções que visem à promoção da saúde organizacional docente, à melhoria das condições de trabalho, à retenção dos docentes e, consequentemente, à qualidade dos processos educativos.

Enquadramento dos Capítulos desta Tese

Esta tese de doutoramento está estruturada em três capítulos, ao longo dos quais se explora a satisfação profissional de professores do ensino básico ao nível internacional e brasileiro, a partir da investigação prévia realizada.

O primeiro capítulo, intitulado “Individual and Organizational Variables in Job Satisfaction of First- to Ninth-Grade Teachers: A Preferred Reporting Items for Systematic Reviews and Meta-Analyses-Guided

Scoping Review", apresenta uma revisão de escopo da literatura com o objectivo de mapear, de forma sistemática, as variáveis individuais e organizacionais mais frequentemente investigadas em estudos sobre satisfação profissional de professores do ensino básico. O estudo buscou identificar quais tipos de variáveis têm sido considerados na análise e compreensão da satisfação desses docentes. A revisão foi conduzida de acordo com as diretrizes PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses – extension for Scoping Reviews) e incluiu estudos publicados entre 2017 e 2022, indexados em diferentes bases de dados. A análise permitiu identificar as principais perspectivas adotadas pela literatura na investigação da satisfação profissional de professores do primeiro ao nono ano. Os resultados indicam que, no nível individual, predominam variáveis demográficas, enquanto, no nível organizacional, destacam-se variáveis relacionadas à liderança e à atuação dos diretores escolares. A revisão também evidenciou lacunas na literatura, com exploração ainda limitada de determinadas variáveis individuais e organizacionais, apontando para a necessidade de ampliar o escopo das investigações, especialmente quanto a fatores emergentes na literatura. Ademais, ressalta-se a importância de considerar os contextos socioculturais e institucionais específicos de cada país na análise desses fatores.

O segundo capítulo, intitulado "Individual and Organizational Factors in Brazilian Teachers' Job Satisfaction: A Multilevel Analysis Using 2018 TALIS Data", fundamenta-se nos achados e lacunas identificados na revisão de escopo para investigar variáveis associadas à satisfação profissional de professores do ensino básico, considerando dois níveis de análise: individual (professor) e organizacional (escola). O estudo examinou os efeitos de variáveis nesses dois níveis sobre a satisfação no trabalho, com base nos dados da Teaching and Learning International Survey (TALIS) de 2018, conduzida pela Organização para a Cooperação e Desenvolvimento Económico (OCDE). A análise concentrou-se na amostra brasileira e utilizou modelagem multinível. Os resultados indicaram que todas as variáveis no nível do professor apresentaram efeito significativo sobre a satisfação no trabalho, destacando-se o relacionamento professor-aluno como o preditor mais influente. No nível da escola, apenas a variável referente ao envolvimento e à parceria com as partes interessadas mostrou efeito significativo. De modo geral, os achados sugerem que características individuais dos docentes possuem maior poder explicativo para a satisfação no trabalho do que fatores organizacionais. Esses resultados convergem com a literatura ao indicar que intervenções voltadas ao aumento da satisfação docente devem priorizar variáveis proximais ao professor.

O terceiro capítulo, intitulado "Retrospective Assessments of Brazilian Teachers' Job Satisfaction: Perceived Effects and Associated Factors", descreve um estudo conduzido com professores brasileiros

de escolas públicas e privadas, no qual dados quantitativos e qualitativos foram coletados simultaneamente. Os objectivos foram: (a) examinar se as percepções retrospectivas de mudança na satisfação profissional ao longo da carreira estão associadas à satisfação atual; (b) analisar a influência de fatores individuais e contextuais; e (c) identificar os fatores aos quais os docentes atribuem variações em sua satisfação profissional ao longo da carreira. Os resultados indicaram que a satisfação atual apresentou associação mais robusta com as mudanças percebidas ao longo da carreira do que com variáveis demográficas ou de qualificação profissional. Além disso, professores de escolas privadas relataram níveis mais elevados de satisfação. As análises qualitativas revelaram que as variações na satisfação foram atribuídas principalmente à remuneração, à fadiga decorrente da carga de trabalho, às condições laborais e ao reconhecimento social da profissão. Em conjunto, os achados evidenciam o caráter cumulativo e contextual da satisfação docente, ressaltando a necessidade de reformas estruturais voltadas à melhoria das condições de trabalho e à promoção do bem-estar dos professores.

Finalmente, no capítulo de conclusão desta tese, apresenta-se uma reflexão geral sobre os principais resultados encontrados. Propõem-se sugestões para investigações futuras sobre a satisfação profissional de professores do ensino básico, tanto mundialmente como no Brasil, e oferecem-se propostas para mudanças e intervenção na satisfação docente, no âmbito da psicologia escolar e da educação.

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CAPÍTULO 1

INDIVIDUAL AND ORGANIZATIONAL VARIABLES IN JOB SATISFACTION OF FIRST THROUGH NINTH-GRADE TEACHERS: A PRISMA-GUIDED SCOPING REVIEW

Individual and organizational variables in job satisfaction of first through ninth-grade teachers: a PRISMA-guided scoping review[1]

Abstract

(1) Background: teacher job satisfaction is critical to a school's organizational development and students' academic success. This study investigates the job satisfaction of first- through ninth-grade teachers, focusing on the individual and organizational variables that influence and explain this phenomenon. (2) Methods: a systematic review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) guidelines, analyzing studies published between 2017 and 2022 in the Scopus, ERIC, and SciELO databases. A total of 32 studies were included in the review; (3) Results: the results indicate that demographic variables (33.5%) are the most frequently examined at the individual level concerning teacher job satisfaction. At the organizational level, variables associated with school principals are the most prominently represented (12%) (4) Conclusions: the review identifies a significant gap in the literature, with limited attention to individual and organizational variables. This finding underscores the need for further research on emerging factors, such as the impact of administrative burdens on teacher satisfaction. Additionally, the study highlights the importance of accounting for different countries' socio-cultural and institutional contexts when exploring factors that influence teacher job satisfaction.

Keywords: teacher job satisfaction, primary and middle school, individual variables, organizational variables

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Introduction

Researchers suggest that teachers are one of the main elements of educational systems, especially regarding students' academic achievements (Baroudi et al., 2020; Hoque et al., 2023). Accordingly, researchers have studied multiple variables affecting teachers' work, namely job satisfaction, a variable of increasing interest for international organizations such as the Organization for Economic Cooperation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA).

Traditionally, job satisfaction is defined as a pleasant or positive emotional state as the result of the individual's assessment of job activity or as the realization of values through work (Skaalvik & Skaalvik, 2015). Teachers' job satisfaction is increasingly important in the teaching and learning process due to its influence on teachers' physical and mental health and professional behavior (Baroudi et al., 2020). Although job satisfaction is not consensual, traditionally it has been defined as an emotional state or a feeling about teaching, demonstrated by dedication to work and a positive attitude towards the experiences and the context of work (Toropova, 2020).

Whether positive or negative, teacher satisfaction impacts the teachers' work and relationships with work. If positive, teacher satisfaction leads to motivation, positive teaching style, effort, and enthusiasm for teaching, consequently improving the quality of the teaching staff, school organizational development, student performance, and the general index of school satisfaction (Baroudi et al., 2020; Skaalvik & Skaalvik, 2015). If negative, job satisfaction can have an undesirable impact on teachers' motivation and commitment, which may diminish their interest in the profession (Demir, 2020).

The OECD is one of the international organizations investigating teachers' job satisfaction and the variables that can directly affect teachers' performance (e.g., Teaching and Learning International Survey — TALIS). Based on the results of TALIS (2018), the OECD (2020) indicates five factors that are related to teacher satisfaction at work: 1) the selection of candidates with strong motivation, committed to lifelong learning and professionally committed; 2) a strong focus on induction and guidance throughout the career; 3) a strong focus on providing significant and impactful opportunities for professional learning; 4) working conditions and school climate propitious to teachers well-being; and 5) the importance of a sense of trust and respect (OECD, 2020). Indeed, teacher job satisfaction seems to be multidetermined. Many studies investigate factors that predict teachers' job satisfaction by analyzing data collected differently. According to the literature, the school's individual and organizational aspects explain the most variance in job satisfaction (Lopes & Oliveira, 2020; Niu et al., 2023; Wang et al., 2019).

Individual factors refer to the teacher's characteristics, actions, attitudes, demographic characteristics (e.g., age, sex, race, and teaching experience), and variables related to the classroom (e.g., the disciplinary climate in the classroom) (Wang et al., 2020). Organizational factors refer to the school's internal rules or environments, including location and size, leadership, socioeconomic status, teacher autonomy, and school climate (Zakariya, 2020).

Individual factors in job satisfaction

The factors related to the individual aspects of teachers significantly explain the differences regarding their job satisfaction. In a study conducted with the Japanese and South Korean samples of TALIS (2018), Niu et al. (2023) found that gender, teaching experience, social utility motivation to teach, self-efficacy, teacher-student relations, and professional development are the personal factors that more significantly explain teacher job satisfaction.

The study performed by García-Torres (2018) with primary teachers in Singapore revealed that sex and experience were significantly related to work and teacher satisfaction, with female teachers less satisfied with their workplace and profession than male teachers. Wang et al. (2020) did not find significant differences in job satisfaction between male and female teachers and no positive relationship between the teaching experience and the teachers' job satisfaction.

Classroom disciplinary climate is another important variable at the individual level for teachers' satisfaction. In a study conducted with 1926 teachers and 122 principals of schools in the United States, Wang et al. (2020) found that the disciplinary climate in the classroom was the only statistically significant predictor for teacher job satisfaction among the factors evaluated. This result is similar to the study of Toropova et al. (2020) carried out with Swedish teachers, in which the students' discipline was positively associated with teacher job satisfaction.

Teacher self-efficacy, an important individual-level variable, has been widely investigated, with numerous studies linking it to levels of job satisfaction (Demir, 2020; Karabatak & Alanoğlu, 2019; Smetackova et al., 2019). In a study with Czech teachers, Smetackova et al. (2019) confirmed a close relationship between job satisfaction and self-efficacy: teachers with greater job satisfaction reported having greater self-efficacy and more frequent use of positive confrontation (Smetackova et al., 2019).

Organizational factors in job satisfaction

School-related factors are also regarded as key determinants of teachers' job satisfaction (Hoque et al., 2023; Soe & Alegado, 2024). A substantial amount of empirical research examines the connections between organizational factors and teachers' job satisfaction. The school organizational factors influencing teacher job satisfaction have been explored in the literature based on variables such as the school

environment, the characteristics of the school, the role of leadership, and the relationships between teachers and students (e.g., Bernarto et al., 2020; Dekawati et al., 2021; Chen et al., 2023).

An important organizational factor in teacher job satisfaction is the school climate, which, according to Otrębski (2022), is a complex and multidimensional construct studied in literature as a school's personality and overall atmosphere, including its norms, values, and expectations. Several studies have indicated that the mutual respect between teachers, school staff, leadership, and students (school climate indicator) contributes to a positive and respectful work environment, enabling greater job satisfaction and greater efficiency in teachers' work (Alonso-Tapia & Ruiz-Díaz, 2022; Chen et al., 2023).

Study objectives

Teacher job satisfaction is a topic of growing interest in educational and organizational psychology. However, previous studies seem to be quite broad about the groups of teachers under investigation (e.g., kindergarten teachers, elementary school teachers, and high school teachers). Systematizing the research on this topic through an analysis explicitly focused on first- to ninth-grade teachers may provide a clearer view of what is consistently supported by research and which variables are being investigated in conjunction with teacher job satisfaction for this group of teachers.

Our study aims to systematize research published between January 2017 and January 2022 on teacher job satisfaction variables from the first to the ninth grade. Specifically, the objectives of the study are: (1) To identify which individual variables are most associated with the research on job satisfaction among teachers from the first to the ninth grade and (2) to identify which organizational variables are most associated with the research on job satisfaction among teachers at this level of education.

Method

We conducted a systematic literature search was performed for articles in English and Portuguese published between January 1, 2017, and January 31, 2022, in Scopus, Eric, and Scielo, the most relevant databases regarding the volume of publications in educational psychology. The studies were identified after a search regarding the article title, abstract, keywords, and the combinations of the following research terms: "Teacher job satisfaction" AND "School" AND "Individual characteristics" OR "Professional" OR "Organizational" OR "Classroom."

Eligibility criteria

The studies considered for this review had to meet the following inclusion criteria: (1) quantitative and qualitative studies; (2) studies strictly related to the school context; (3) studies with samples of first

through ninth-grade teachers; (4) studies evaluating teacher job satisfaction as a dependent or independent variable; (5) studies published in English or Portuguese language.

The inclusion criteria were applied to ensure that studies were considered for full-text coding whenever it was unclear whether they met the eligibility requirements from the title and abstract. This approach aimed to minimize the risk of erroneously excluding relevant studies. However, 428 studies that did not meet these criteria were excluded based on title and abstract screening, as depicted in the PRISMA flow diagram (Figure 1.1).

Book chapters, literature reviews, meta-analyses, studies unrelated to the research theme, studies with samples that do not differentiate first through ninth grade from other levels of education (e.g., kindergarten and/or secondary level), and studies conducted in special education schools were excluded.

Study selection and data extraction

The scoping review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) (Tricco et al., 2018), meeting all pre-established process steps. A second researcher replicated the searches to assess the quality of all included studies. A full inter-observer agreement was obtained when selecting studies included in the review (Donato & Donato, 2019). A qualitative synthesis of the information was performed based on a thematic analysis (e.g., Patton, 2014) to identify and categorize the researched variables on teachers' job satisfaction.

Results

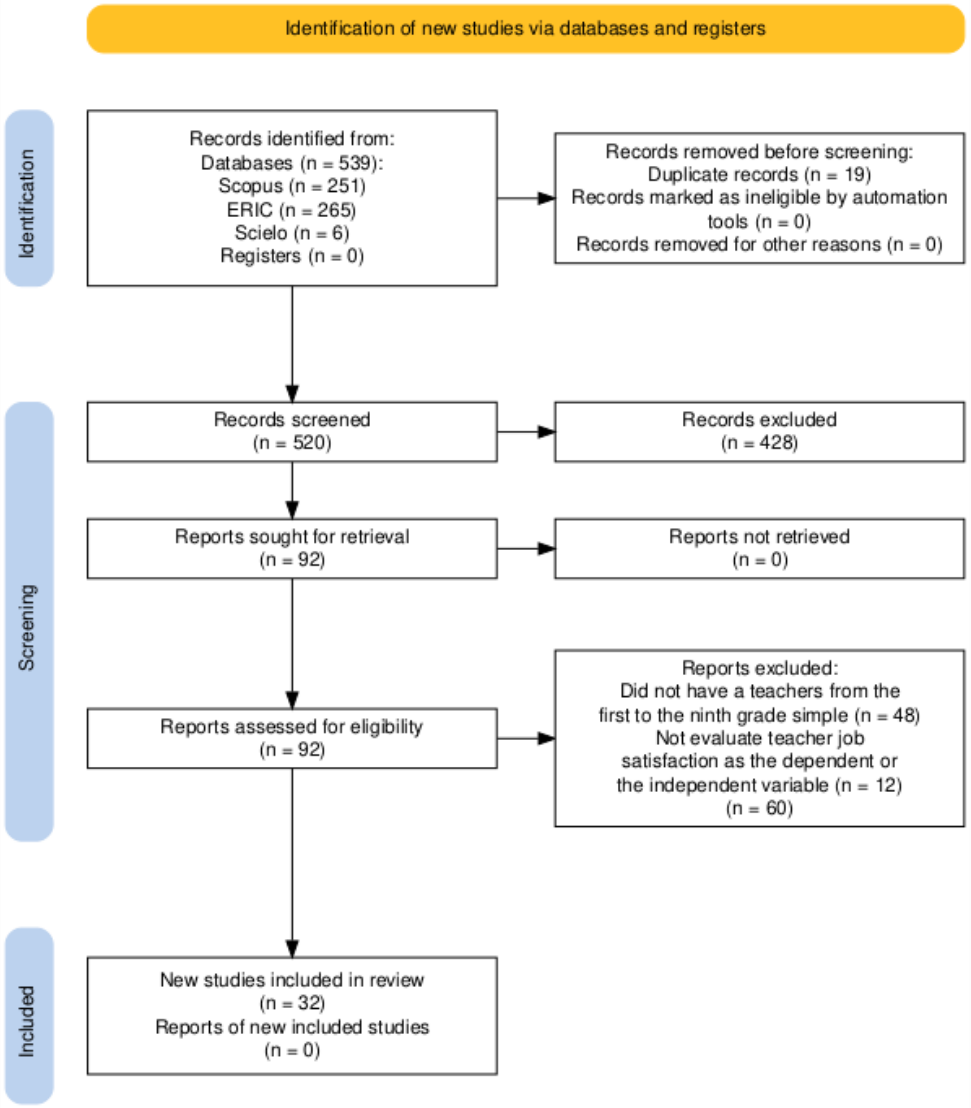
This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, and the experimental conclusions that can be drawn.

The initial search in the three databases (Scopus, Eric, and Scielo) found 539 articles, which were reduced to 520 after excluding duplicates. From the remaining articles, 92 were selected for a full-text further analysis from the title and abstract information. After that, 60 full-text articles were excluded for not meeting the inclusion criteria. Thus, 32 studies were considered eligible for this review. These results are presented in detail in the flow diagram shown in Figure 1.1 (Haddaway et al., 2022).

The databases used for this study were selected considering the following criteria: multidisciplinary scope (SCOPUS), access to specific literature in education (ERIC), and the opportunity to explore content on the subject published in Portuguese language (Scielo).

Figure 1.1

Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram for the scoping review process



A qualitative synthesis of information on all 32 studies analyzed is presented in Table 1.1 and Table 1.2. Table 1.1 provides the summarized findings (objective, sample, methodology and results), and Table 1.2 presents the classification of the variables of the studies analyzed in this scoping review based on two categories of analysis: individual and organizational variables.

Table 1.1

Descriptive data of the analyzed studies (N = 32)

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
Benoliel and Barth (2017)	To propose that diverse school cultures influence participative leaders' rise and impact on teachers' job satisfaction and burnout.	367	Teachers	Quantitative	Survey questionnaires	There are significant differences in teachers' perceptions of participative leadership and teacher burnout across schools due to different cultural attributes.
Gil-Flores (2017)	To identify variables contributing to explaining teacher job satisfaction in secondary education.	192 3339	Schools Teachers	Quantitative	Survey questionnaires Teaching and Learning International Survey (TALIS) database	Self-efficacy, control of classroom discipline, age, sex, years of work experience at the current school, employment status, and teacher-student relations explain teacher job satisfaction.
Koedel, Li, Springer, and Tan (2017)	To merge teacher performance evaluations from the new system with data from post-evaluation teacher surveys to examine the effects of differentiated ratings on teacher job satisfaction.	13266	Teachers	Quantitative	Survey questionnaires	Higher ratings under the new system causally improve teachers' perceptions of work compared to lower ratings.
Kouali (2017)	To present the practice	173	Principals	Mixed method:	Survey questionnaires	Higher levels of teachers' job

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	of Cypriot school principals' instructional role and its effect on teachers' job satisfaction.	504	Teachers	quantitative and qualitative	Observation, interviews, informal conversations, and collection of artifacts.	satisfaction are not predicted when principals deal with and accomplish their instructional tasks.
Viano and Hunter (2017)	Replicate prior research on teacher-principal race congruence and job satisfaction, investigating principal race and region variations.	16070 141850	Schools Teachers	Quantitative	Survey questionnaires The Schools and Staffing Survey (SASS) database	Race congruence likely explains the lower job satisfaction of white teachers under black principals.
Edinger and Edinger (2018)	To find if social capital, teacher efficacy, and organizational support increase teacher job satisfaction.	122	Teachers	Quantitative	Survey questionnaires	Teacher job satisfaction is predicted by teachers' centrality in the school's trust network and the density of their academic advice ego network.
García-Torres (2018)	To extend research on teacher job satisfaction in Singapore and provide comparative information for other education systems.	431 9044	Schools Teachers	Quantitative	Survey questionnaires TALIS database	Distributed leadership significantly predicted teachers' work and professional satisfaction.
Li, Pérez-Díaz, Mao, and	To investigate the teachers' emotional	37 881	Principals Teachers	Quantitative	Survey questionnaires and scales	A cross-level moderated mediating effect, with the indirect

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
Petrides (2018)	intelligence (EI) trait concerning their job performance .					effect of teachers' trait EI on job performance becoming stronger for teachers working in schools with lower levels of organizational trust.
Ouellette, Frazier, Shernoff, Cappella, Mehta, Maríñez-Lora, Cua, and Atkins (2018)	Explore teacher-reported self-efficacy, student functioning, and organization al health as predictors of stress and satisfaction.	71 65	Teachers in mental health services model schools Teachers in services and professional development as usual (SAU) schools	Quantitative	Survey questionnaires	No significant difference was found in teacher work-related stress or satisfaction between conditions.
Wang, Chen, Luo, Li, and Waxman (2018)	To examine the differences between the job satisfaction of STEM and non-STEM novice teachers with leaving intentions (hereafter STEM NTLI).	933	Teachers	Quantitative	Survey questionnaires (SASS) database	The support from the school and collaboration with colleagues are strong predictors for STEM and non-STEM NTLI.
Aras (2019)	Examine the connection between mobbing levels in primary school music teachers and their organization al	248	Music teachers working at primary schools	Quantitative	Scales	Mobbing in music teachers predicts lower job satisfaction through organizational commitment.

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	commitment and job satisfaction.					
García-Torres (2019)	To investigate relationships among distributed leadership, professional collaboration, and teachers' job satisfaction in U.S. schools.	122 1926	School Teachers	Quantitative	Survey questionnaires TALIS database	Teachers' perceptions of distributed leadership positively linked to job satisfaction after considering individual and school culture variables.
Karabatak and Alanoğlu (2019)	To determine the role of stress as a mediator in the effect of teachers' self-efficacy on their job satisfaction.	310	Teachers	Quantitative	Scales	Teacher self-efficacy positively affects job satisfaction, while stress negatively impacts it, with stress acting as a mediator between self-efficacy and job satisfaction.
Liu and Werblow (2019)	To find how the variations in the operation of distributed leadership are related to principals' and teachers' organizational commitment and job satisfaction.	6045 104358	Schools Teachers	Quantitative	Survey questionnaires TALIS database	Principals' and teachers' roles in developing colleagues and the management team's leadership in instructional management positively relate to job satisfaction and organizational commitment.
Rezaee, Khoshsima, Zare-Behtash, and Sarani (2019)	To explore the contributions of the Iranian school organizational climate to	440	Teachers	Mixed method: quantitative and qualitative	Survey questionnaires Semi-structured interviews	A significant positive correlation exists between the school organizational climate and the

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	English Foreign Language (EFL) teachers' job satisfaction.					EFL teachers' job satisfaction.
Shrestha (2019)	To examine the job satisfaction of school teachers across their school-related attributes.	345	Teachers	Quantitative	Survey questionnaires	Job-satisfied teachers exhibit elevated organizational citizenship behavior, performance, commitment, and school retention.
Smetackova, Viktorova, Pavlas Martanova, Pachova, Francova, and Stech (2019)	Examine the relationship between teacher burnout, self-efficacy, coping strategies, workplace social support, and job satisfaction.	2394	Teachers	Quantitative	Survey questionnaires	Close links exist between burnout and job satisfaction, as well as among teachers' self-efficacy, coping strategies, and social support.
Wang, Li Y, Luo, and Zhang (2019)	To analyze how selected student and school factors may affect teacher job satisfaction and teacher factors.	122 1926	Principals Teachers	Quantitative	Survey questionnaires TALIS database	Findings provide significant implications for educational policies on teacher job satisfaction and retention.
Wolomasi, Asaloei, and Werang (2019)	To describe the job satisfaction of elementary school teachers of Boven Digoel district,	352	Teacher	Quantitative	Survey questionnaires	The job performance of that district's elementary school teachers is significantly positively predicted by their job satisfaction.

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	Papua, and how it predicts their job performance.					
Bernarto, Bachtiar, Sudibjo, Suryawan, Purwanto, and Asbari (2020)	Examine how transformational leadership affects perceived organizational support, job satisfaction, the influence of organizational support on job satisfaction, and the connection between job satisfaction and life satisfaction.	127	Teachers	Quantitative	Survey questionnaires	Transformational leadership positively influences perceived organizational support, job satisfaction, and life satisfaction, with organizational support impacting job satisfaction and life satisfaction and job satisfaction affecting life satisfaction.
Demir (2020)	To determine the relationship between self-efficacy, job satisfaction, organizational commitment, motivation, and job involvement.	321	Teachers	Quantitative	Scales	The more teachers' self-efficacy beliefs increased, their job satisfaction, organizational commitment, motivation, and job involvement increased.
Ferreira, Ramos, Ramos, and Couto (2020)	To discuss the concepts of self-efficacy and job satisfaction to verify the relationship between	87	Teachers	Quantitative	Survey questionnaires and scales	There was variation in the level of self-efficacy and satisfaction. Working conditions can influence pride in teaching.

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	them and sociodemographic aspects and working conditions in teaching.					
Lassibille and Navarro Gómez (2020)	To evaluate and compare the impact of gender diversity on the overall job satisfaction of lower secondary education teachers across an extensive range of countries.	7992 134518	Schools Teachers	Quantitative	Survey questionnaires TALIS database	Mixed empirical evidence was found for a relationship between teachers' job satisfaction and gender diversity.
Lopes and Oliveira (2020)	To identify variables contributing to job satisfaction in a Portuguese sample of lower secondary education teachers.	177 3489	Schools Teachers	Quantitative	Survey questionnaires TALIS database	Teacher-level variables, excluding public/private schools, are stronger predictors of job satisfaction than school-level variables. Interpersonal relations stand out as key predictors. .
Toropova, Myrberg and Johansson (2020)	To investigate the relations between teacher job satisfaction, school working conditions, and teacher characteristics for eighth-	150 4090 200	Schools Students Teachers	Quantitative	Survey questionnaires Trends in International Mathematics and Science Study (TIMSS) database	A notable link exists between school working conditions and teacher job satisfaction. Student discipline is crucial for the job satisfaction of teachers with lower self-efficacy.

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	grade mathematics teachers.					
Wula, Yunarti, Wolomasi, Turu, Wulur, Krowin, Asaloei, and Werang (2020)	To examine job satisfaction and its eventual effects on teachers' job performance in elementary schools of Southern Papua.	1062	Teachers	Quantitative	Survey questionnaires	The performance of elementary school teachers in Southern Papua is significantly positively affected by their job satisfaction.
Yoo and Rho (2020)	To identify the most critical predictors of job satisfaction in Korean teachers.	177 2933	Principals Teachers	Quantitative	Survey questionnaires TALIS database	New variables to teacher job satisfaction included teacher feedback, participatory school climates, and perceived barriers to professional development.
Çam (2021)	To examine the relationships between work-related flow, burnout, and job satisfaction.	274	Teachers	Quantitative	Survey inventory	Negative, significant link: flow relates to lower emotional exhaustion. Positive connections were found between flow, personal accomplishment, and intrinsic satisfaction variables.
Chanana (2021)	To examine the level of organizational commitment and job satisfaction among male	181	Teachers	Qualitative	Descriptive method questionnaire and research journals, articles, books, and with the	Female teachers are more continuously committed than male teachers during the pandemic. The level of

Authors (year)	Objective(s)	Sample		Methodology		Results
		N	Participants	Method	Design	
	and female school teachers working in private schools during the COVID-19 pandemic.				help of the internet	organizational commitment is found to be low in both female and male teachers during COVID-19.
Don, Yaakob, WanHanafi, Yusof, Kasa, Omar-Fauzee, and In-Keeree (2021)	To examine primary school teachers' understanding of their teacher satisfaction and organizational environment.	220	Teachers	Mixed method: quantitative and qualitative:	Survey questionnaires Semi-structured interview	Teachers are more motivated to achieve the school's objectives when they agree with the administration.
Pepe, Addimando, Dagdukee, and Veronese (2021)	To evaluate the relationship between psychological distress and job satisfaction in a sample of Palestinian in-service primary and lower secondary teachers.	380	Teachers	Quantitative	Survey questionnaires and scales	The moderate positive relationship identified between job satisfaction and psychological distress was fully mediated by work engagement.
Wayoi, Margana, Prasojo, and Habibi (2021)	To examine the effect of Organizational Commitment (OC) factors on job performance and job satisfaction at Islamic schools in Indonesia.	387	Teachers	Quantitative	Scales	The data suggest that OC factors, affective, normative, and continuance commitment, significantly influence job performance and satisfaction.

The 32 studies have teachers' job satisfaction as crucial to the study's objectives. Twenty-nine studies employ quantitative analysis methods, while three utilize mixed methods (quantitative and qualitative). Only one study is exclusively qualitative. Twenty studies include only teachers; four studies include principals and teachers; seven include schools and teachers; and one includes schools, students, and teachers. Eleven of the 32 studies utilized extensive data from national and international research (e.g., TALIS, SASS, TIMSS) with stratified samples. All studies present a representative number of teachers in the sample.

Furthermore, the analysis of the objectives and conclusions of the examined studies indicates that various variables in the school context have predictive strength in explaining the job satisfaction of first through ninth-grade teachers. After systematically analyzing the selected studies, variables of interest were extracted.

Table 1.2

Classification of the studies by variables' categories

Authors (year)	Categories	
	Individual variables	Organizational variables
Benoliel and Barth (2017)	Teacher burnout	Participative leadership; Principal gender
Gil-Flores (2017)	Self-efficacy; Control of classroom discipline; Age; Sex; Years of work experience at the current school; Employment status	Type of school (public or private); School size (number of students); Perceived teacher-student relations; Perceived teacher collaboration; Perceived distributed leadership
Koedel, Li, Springer, and Tan (2017)	Gender; Race; Education; Certification level; Years of experience	Assessment of Performance Ratings on Teachers (teacher evaluations)
Kouali (2017)	Dealing with the instructional tasks; Accomplishment of instructional tasks	Principal's instructional and transformational leadership; Principal's role at school (Leadership behavior; School management; Level of cooperation with teachers; Initiatives taken for school improvement; Support toward teachers; Equal opportunities provided to teachers; Ability for monitoring and supervision of the accomplishment of school goals; Teacher feedback
Viano and Hunter (2017)	Teacher Race; Sex; Total experience; Regular teaching certificate	Principal race; Region of the country; Working conditions; Supportive administration; Recognition for a job well done; Necessary materials available; Paperwork and duties interfere with the

Authors (year)	Categories	
	Individual variables	Organizational variables
		job; Principal communicates vision; Principal enforces rules
Edinger and Edinger (2018)	Teacher Efficacy; Perceived Organizational Support; Teacher Experience; Level of education; Trust; Perceived organizational support	Academic advice network
García-Torres (2018)	Gender; Teacher training; Education; Age; Years of teaching experience; Teacher self-efficacy; Teacher-level distributed leadership	Distributed leadership; School resources (lack of material resources); School size; School delinquency and violence; School socioeconomic status
Li, Pérez-Díaz, Mao, and Petrides (2018)	Teachers' traits. Emotional Intelligence; Job performance	Organizational trust; Principals' trait Emotional Intelligence
Ouellette, Frazier, Shernoff, Cappella, Mehta, Maríñez-Lora, Cua, and Atkins (2018)	Teacher stress; Teacher sense of efficacy; Teacher gender; Race; Ethnicity; Age; Years of teaching experience; Years teaching at current school; the Highest level of education; Disruptive behavior in the classroom	Organizational health; Student functioning
Wang, Chen, Luo, Li, and Waxman (2018)	Teacher Self-efficacy; Professional development; Educational background; Student behavior; Autonomy in teaching	Support from the school; Distributed leadership in the school; Collaboration with colleagues
Aras (2019)	Gender; Age; Marital Status; Seniority in teaching (years); Organizational Commitment; Seniority in music teaching (years); Educational status	Negative Behavior; Mobbing levels
García-Torres (2019)	Gender; Teacher Training; Education; Experience; Teacher Self-Efficacy	Distributed leadership; Professional collaboration; School delinquency and violence; School socioeconomic status; School Size; Sector (Public or private); Staff Decision-Making; Collaborative School Culture; Principal Decision-Making
Karabatak and Alanoğlu (2019)	Teacher self-efficacy; Stress	
Liu and Werblow (2019)	Teacher organizational commitment; teacher attitudes	Distributed leadership; principal attitudes; principal commitment
Rezaee, Khoshsima, Zare-Behtash, and Sarani (2019)	Autonomy/decision-making	School Organizational Climate; Principal leadership; Teaching load
Shrestha (2019)	Qualifications (10+2 and belo; Bachelor; Master degree and above); Service period (Under 10 years; 11-20 year; More than 20 years)	School Type; Job Nature (Permanent or Temporary); Pay; Work itself; Work environment; Supervision; Recognition

Authors (year)	Categories	
	Individual variables	Organizational variables
Smetackova, Viktorova, Pavlas Martanova, Pachova, Francova, and Stech (2019)	Burnout; Self-efficacy; Positive coping strategies; Negative coping strategies; Social support	
Wang, Li Y, Luo, and Zhang (2019)	Gender; Experience; Teacher self-efficacy; Teacher-student relationship; Effective professional development; Classroom discipline climate	School location; Mutual respect; School autonomy for instructional policies; Distributed leadership in the school; Principal job satisfaction; Participation among stakeholders; Students low achievers; Students with behavioral problems; Students with socioeconomically disadvantaged; Teachers cooperation
Wolomasi, Asaloei, and Werang (2019)	Teachers' job performance	
Bernarto, Bachtiar, Sudibjo, Suryawan, Purwanto, and Asbari (2020)	Life satisfaction; Perceived organizational support	Transformational leadership;
Demir (2020)	Self-efficacy belief; Organizational commitment; Motivation; Job Involvement	
Ferreira, Ramos, Ramos, and Couto (2020)	Self-efficacy; Age; Sex; Experience; Years at current school; Teaching grade level; Workload	Working conditions; Class size; Work environment
Lassibille and Navarro Gómez (2020)	Gender; Qualification (formal education); Teaching experience; Subject taught; Weekly hours worked; Behavioral problems in the class	Country; Class size
Lopes and Oliveira (2020)	Teacher self-efficacy; Classroom disciplinary climate; Age; Teacher–student relations	Teacher cooperation; School climate; Distributed leadership;
Toropova, Myrberg and Johansson (2020)	Gender; Experience; Professional development; Teacher workload; Teacher self-efficacy; Student discipline	School working conditions; Leadership support; School resources; Teacher cooperation
Wula, Yunarti, Wolomasi, Turu, Wulur, Krowin, Asaloei, and Werang (2020)	Job performance	
Yoo and Rho (2020)	Teacher self-efficacy; Gender; Age, Years of experience; Classroom climate; Professional development	Teacher feedback; Administrative duties; Principal leadership; School demographics; School climate
Çam (2021)	Work Enjoyment; Intrinsic Work Motivation; Emotional Exhaustion; Depersonalization; Personal Accomplishment;	

Authors (year)	Categories	
	Individual variables	Organizational variables
Chanana (2021)	Absorption; Work Enjoyment; Intrinsic Work Motivation Gender; Affective commitment; Organizational commitment; Continuance commitment; Normative commitment	
Don, Yaakob, WanHanafi, Yusof, Kasa, Omar-Fauzee, and In-Keeree (2021)	Gender; Experience; student relationship	School organizational climate; instructional innovation; decision making; collaboration; school facilities
Pepe, Addimando, Dagdukee, and Veronese (2021)	Work engagement (vigour; absorption; dedication); Psychological distress (anxiety; loss of confidence; social dysfunctioning)	
Wayoi, Margana, Prasojo, and Habibi (2021)	Gender; Teaching experience; Affective commitment; Normative commitment; Continuance commitment; Job performance; Organizational commitment	Location

It should be noted that teacher job satisfaction can be a dependent or an independent variable in Table 1.2 studies.

A preliminary analysis of the content of the 32 selected articles (Table 1.2) allowed the deductive extraction of the data based on two predetermined categories: (1) individual variables and (2) organizational variables. The variables were selected and grouped into each category based on what the literature defines as individual and organizational variables or how data collection was conducted (i.e., questions directed at teachers yield individual variables, while questions directed at principals or students yield organizational variables).

After the data extraction presented in Table 1.2, the absolute and relative frequencies of the two categories, individual variables (Table 1.3) and organizational variables (Table 1.4), were analyzed. The absolute frequency (*fi*) is the number of occurrences of each variable. The following equation is used to calculate the relative frequency (*fr*) regarding the proportion between the total sample value and the number of elements on this sample:

$$fri=fi\div\sum fi$$

The relative frequency is multiplied by 100 to get the percentage.

The frequency and percentage in which individual and organizational variables occur in the 32 studies analyzed are presented in Tables 1.3 and 1.4, respectively.

Table 1.3

Frequency analysis of individual variables

Individual variables	*f*	%
Experience	15	11
Gender/Sex	15	11
Self-efficacy	14	10.1
Education (level)	9	6.5
Classroom disciplinary climate	8	6
Age	7	5
Organizational commitment	5	3.6
Professional development	4	2.9
Race	4	2.9
Job performance	4	2.9
Stress / Emotional exhaustion	4	2.9
Years teaching at current school	3	2.2
Motivation	3	2.2
Workload	3	2.2
Teacher-student relationship	3	2.2
Burnout	2	1.4
Qualification	2	1.4
Perceived organizational support	2	1.4
Instructional tasks	2	1.4
Teacher training	2	1.4
Affective commitment	2	1.4
Autonomy	2	1.4
Continuance commitment	2	1.4
Normative commitment	2	1.4
Other variables (*f* = 1)	19	13.8
Total	138	100

Table 1.4

Frequency analysis of organizational variables

Organizational predictors	*f*	%
Principal variables	11	12
Principal attitudes		
Principal commitment		
Principal communicates vision		
Principal decision-making		
Principal enforces rules		
Principal gender		
Principal job satisfaction		
Principal race		
Principal's instructional and transformational leadership		
Principal's role at school		
Principals' traits of emotional intelligence		
Distributed leadership	7	7
School climate	7	7
School delinquency and violence		
Mutual respect		
Organizational support	5	5
Professional collaboration	5	5
School location/country/region	4	4
Teacher cooperation	4	4
Other leadership types	3	3
Participative leadership		
Transformational leadership		
Leadership behavior		
School Size	3	3
Working conditions	3	3
Type of school/sector	3	3
Principal leadership	2	2
School resources	2	2
School socioeconomic status	2	2
Recognition	2	2
Work environment	2	2
Decision making	2	2
Class Size	2	2
Teacher feedback	2	2
Behavioral problems	2	2
Other variables (*f*= 1)	26	26
Total	99	100

The variables that refer to the same construct but are named differently in the studies were grouped in the same variable (e.g., "ethnicity" was included in the "race" variable). The variables that appeared only once among the studies analyzed were grouped in the "Other variables (*f*= 1)" category.

The results analysis indicates that, at the individual level, the most referenced variables in the studies were the demographic variables experience (11%), sex (11%), educational level (6.5%), and age

(5%). Self-efficacy (10.1%) and the disciplinary climate in the classroom (6%) are also associated with the study of job satisfaction of first through ninth-grade teachers. At the organizational level, the variables related to the school principal (12%), distributed leadership (7%), and school climate (7%) have also been investigated within the scope of job satisfaction of first through ninth-grade teachers.

Discussion

This review examined individual and organizational variables influencing teachers' job satisfaction (grades 1–9). As the results, key individual factors included demographics, self-efficacy, and classroom disciplinary climate, while organizational factors focused on variables were related to the school principal, leadership and school climate. The study also identified gaps, particularly the absence of critical variables and the role of socio-cultural and institutional contexts in shaping job satisfaction.

Our results indicate that, at the individual level, the demographic variables are the most investigated ones in terms of teachers' (grades 1–9). Still, the relationship between teachers' demographic profiles and job satisfaction often produces inconsistent results. For example, in a study with 3976 teachers from China, Liu and Sui (2020) found no significant differences in job satisfaction between male and female teachers. However, in a study that analyzed data with teachers from Japan and South Korea, Niu et al. (2023) found that gender significantly predicted teacher job satisfaction in both countries, with females having a lower level of job satisfaction than males. The authors also found that teaching experience was a significant predictor, and teachers who had worked longer had lower job satisfaction for both countries (Niu et al., 2023). On the other hand, Toropova et al. (2020) found a non-linear relationship between the teaching experience and teacher job satisfaction.

The inconsistencies in the analysis of demographic variables may be attributed to the socio-cultural specificities of different countries or variations in educational systems. Schools are generally recognized as historical and cultural institutions with similar architectural and organizational structures. However, each school has unique characteristics, wherein social subgroups with distinct interests interact and define themselves through their respective cultures within a specific spatial and temporal context (Soe & Alegado, 2024). In a study employing hierarchical linear modeling with data from teachers in China (Shanghai), Singapore, Canada, and the United States, Huang et al. (2024) found that demographic variables had no significant effects on teachers' job satisfaction, except for gender in Canada. Specifically, male teachers in Canada showed higher job satisfaction compared to their female counterparts. Findings from cross-cultural comparisons, such as those presented by Huang et al. (2024), provide further empirical support for our analysis.

The results also suggest that the teacher's self-efficacy is a common studied and relevant variable for teacher job satisfaction, with studies with teachers worldwide finding that teachers with higher self-efficacy show greater job satisfaction (Demir, 2020; Karabatak & Alanoğlu, 2019; Smetackova et al., 2019; Toropova, 2020). Another result we found is that the disciplinary climate in the classroom is an important variable in the studies on teachers' job satisfaction. Using data from TALIS (2013), Lopes and Oliveira (2020) found that the disciplinary climate in the classroom — that is, the teacher's perceived capacity to control the order or disruption in the classroom — and the teacher's self-efficacy are the most important predictors of job satisfaction of Portuguese teachers. Niu et al. (2023) found similar results with Japanese and South Korean teachers.

At the organizational level, principal-related factors are the most frequently studied variables concerning teachers' job satisfaction, as principals play a critical role in the school, namely modeling and encouraging subordinates to achieve desirable school goals. They can also offer support for school team development and foster the enthusiasm of school teachers and staff (Dekawati et al., 2021). Remarkably, the autonomy and influence of the principals may vary from country to country and between public and private schools, which may relativize or increase its importance (Lopes & Oliveira, 2020). A study by Dekawati et al. (2021) found a moderate/strong relationship between the principal role and teachers' job satisfaction, highlighting the importance of the relationship between these variables. Chen et al. (2023) also found that the school climate and culture created by the principal impact teachers' job satisfaction.

School leadership can be employed in different ways, and distributed leadership is just one example of it, as, according to García-Torres (2019), it differs from the broad concept of leadership as it is not related to a single individual. In her study, García-Torres (2019) revealed that teachers' perceptions of distributed leadership are significant and positively associated with job satisfaction, and our scoping review confirms the growing interest in this variable within the school environment as an alternative to the leadership approach centered on a single subject.

The school climate, generically understood as the tacit atmosphere of a school (Otrębski, 2022), is also among the most investigated variables in this area. In their study, Soe and Alegado (2024) conclude that there is a positive correlation between favorable perceptions of school climate and elevated teacher job satisfaction. The perceived impact of the school climate on job satisfaction and its many facets may explain the ongoing interest in this variable (e.g., Alonso-Tapia & Ruiz-Díaz, 2022; Otrębski, 2022; Soe & Alegado, 2024).

Our results also indicate that there is a higher number of studies with organizational variables than studies with individual variables, but studies adopting a multilevel approach suggest that individual

variables better explain teacher job satisfaction than organizational variables (e.g., Liu & Sui, 2020; Lopes & Oliveira, 2020; Niu, 2023). However, the measurement of individual variables seems to be more complex. Toropova (2020) states that although it is easy to identify the unique factors of teachers, it is more difficult to explain how they work and find adequate metrics due to their complex nature. This difficulty may partially explain the greater number of studies with organizational variables.

This study explored individual and organizational factors influencing job satisfaction among first- to ninth-grade teachers. Although prior research highlights the complexity of job satisfaction, there is a risk of overemphasizing certain aspects while neglecting others (Hoque et al., 2023; Liu & Sui, 2020; Lopes & Oliveira, 2020; Niu, 2023; Wang et al., 2019). A meta-analysis by Wartenberg et al. (2023) emphasized the role of student interactions in shaping teachers' career choices but also underscored the need to view job satisfaction as a multidimensional construct for a deeper understanding of its impact on teachers' job performance.

Our review identifies some trends and gaps in the literature with implications for the field. For instance, some variables are seldom considered in research on teacher job satisfaction, even though they may be relevant to teachers' job satisfaction or could represent emerging factors in specific educational systems. One example is the overload of administrative tasks (Alanoğlu & Demirtaş, 2021; Osipov et al., 2021), which is highlighted in only one reviewed study (cf. Yoo & Rho, 2020). Nevertheless, in a mixed study with 220 teachers from 23 Malaysian primary schools, Don et al. (2021) found that teachers are more motivated to achieve the school's goals when they agree with the administrative requirements (i.e., issues involving educational management and the organizational environment), which makes the school environment more positive and ultimately increases teachers job satisfaction.

School administrative tasks are among the factors contributing to what Ouellette et al. (2018) describe as organizational health. In an organizationally healthy school, students tend to demonstrate more academic focus, and teachers feel more satisfied with their profession, as well as connected with colleagues and students (Ouellette et al., 2018). Moreover, teachers are included in the decisions related to school policy and administrative tasks, improving teacher job satisfaction (Liu & Sui, 2020; Yoo & Rho, 2020). Our results suggest that more research must be done on teachers' administrative workload, considering its relevance to teachers' well-being.

Noteworthy, the samples of the studies included in this scoping review cover groups of teachers from different countries, which means that it is possible that the variables assume different weights in job satisfaction according to each country's or school's socio-cultural and institutional context. The relationship between teachers and school factors may differ between countries or regions, including

organizational support (Edinger & Edinger, 2018), duty and administrative tasks (Osipov et al., 2021, Yoo & Rho, 2020), school management (Kouali, 2017), school type (Shrestha, 2019), and school and students' socioeconomic status (García-Torres, 2018; Wang et al., 2019).

Thus, even though the teaching profession is universal, the factors involved in job satisfaction may vary significantly due to the education systems' conditions and the conditions each country offers to its teachers (Sahito & Vaisanen, 2020; Zakariya et al., 2020). Cultural context is crucial in research, as shown by Xu et al. (2025), who found that school leadership strongly influences U.S. teachers' satisfaction but has a lesser impact in China. This highlights how job satisfaction factors differ based on educational and cultural contexts.

It is important to point out that a significant part of the studies (34.40%) use data from large national and international surveys, which allows the exploration of several variables from extensive samples. However, these studies can only assess variables included in these databases; for example, TALIS is a survey that traditionally investigates issues related to the teaching profession but does not consider some relevant predictors for teacher satisfaction. Our results show that only four of the 32 studies analyzed incorporate qualitative data.

Given job satisfaction's complex and subjective nature, the predominance of quantitative studies relying on questionnaires may constrain a comprehensive understanding of teachers' job satisfaction. Integrating qualitative research insights could enhance the findings and provide a more nuanced understanding of the construct. The qualitative reviewed studies identify key variables related to teacher satisfaction that is often overlooked in quantitative research, including engagement with instructional tasks, the accomplishment of instructional objectives (Kouali, 2027), autonomy (Rezaee et al., 2019), continuance and normative commitment (Chanana, 2021), as well as instructional innovation, decision-making, and collaboration (Don et al., 2021).

Additionally, even though job satisfaction is linked to higher-order needs and social relationships (Lopes & Oliveira, 2020; Pepe et al., 2021), this association remains underexplored. While numerous variables can be identified at both the individual and organizational levels, researchers have underexplored various aspects of the educational context (e.g., relationships with colleagues, students, and parents; bureaucratic structures; socio-cultural factors) and the potential interactions between both levels. These interactions likely operate in complex and mutually influential ways rather than as independent domains. This is the case of professional stability (Baroudi, 2020), burnout (Halimaha et al., 2023), teacher salary (Wang & Yao, 2020), the amount of perceived pressure exerted by their students' parents (Eades-Baird & Qiao, 2024), and administrative tasks (Don et al., 2021; Yoo & Rho, 2020).

Conclusion

This scoping review mapped the variables associated with job satisfaction among teachers from the first to the ninth grade and it proved to be — based on the rigorous and transparent application of the steps — a valuable way of exposing the methodological results of the studies analyzed. The information collected in this review allowed us to identify the variables associated with the investigation of influencing teachers' job satisfaction (grades 1–9) and the methodological gaps of the previous studies. Our results show, for example, that 29 of the 32 articles analyzed come from quantitative studies using questionnaires and survey scales. Therefore, the investigation of teachers' job satisfaction from the first to the ninth grade is limited to the variables predetermined by the instruments used in the studies and may ignore other critical variables.

Our study highlights some gaps in the field that should be addressed in future studies, namely (1) since teacher job satisfaction is a complex and multi-determined variable, it would be relevant to conduct studies with qualitative and longitudinal designs that allow for the identification and exploration of variables in a more phenomenological way, in order to discover patterns and trends that are not usually identified by more structured methods; (2) it is important that researchers identify the specific variables of the educational and cultural context in which teachers are inserted; (3) future studies should address specificities of teachers job satisfaction according to different levels of education.

By systematizing information on the variables most frequently associated with job satisfaction among teachers from the first to the ninth grade, the education sector stakeholders — including teachers, principals, and policymakers — can leverage the insights from our study to implement strategies and practices that enhance teacher satisfaction at this educational level. Our findings contribute to a broader understanding of teacher job satisfaction, providing a foundation for further research and informing the development of teacher training and professional development programs. Additionally, these insights can assist school leaders in making evidence-based decisions that promote teacher well-being and, consequently, improve the quality of education.

The analyzed studies' methodological constraint is our review's main limitation. The lack of methodological variability in the area and the essentially descriptive nature of the available research restricted the scope of our review, making it impossible to meet the requirements for conducting a systematic review. Unlike systematic reviews, scoping reviews are suitable for broad topics and aim to recognize and gather the evidence produced by the investigation. Also, due to the temporal restriction of the selected studies sample, limited to the years of 2017 to 2022, and the use of only three databases

(Scopus, Eric, and Scielo) — excluding other databases of lesser international importance — some caution is recommended when generalizing the results. Still, this study provides a valuable overview of this key variable in teachers' professional lives, offering insights that should be considered in its management.

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CAPÍTULO 2

INDIVIDUAL AND ORGANIZATIONAL FACTORS IN BRAZILIAN TEACHERS' JOB SATISFACTION: A MULTILEVEL ANALYSIS USING 2018 TALIS DATA

Individual and Organizational Factors in Brazilian Teachers' Job Satisfaction: a Multilevel Analysis Using 2018 TALIS Data

Abstract

Teachers' job satisfaction is a multifaceted construct shaped by individual and organizational factors. This study examined the effects of teacher-level (Level 1) and school-level (Level 2) variables on job satisfaction using data from the 2018 Teaching and Learning International Survey (TALIS). The Brazilian sample included 185 school principals and 2,447 teachers from sixth- to ninth-grade classes in public and private schools. Multilevel modeling indicated that all teacher-level variables were significantly associated with job satisfaction, with teacher–student relationships emerging as the strongest predictor. Among Level 2 variables, only stakeholder involvement and school–community partnership were significantly associated with job satisfaction. Overall, the findings suggest that teachers' everyday classroom and relational experiences are more strongly associated with job satisfaction than broader organizational conditions, reinforcing the importance of classroom ecology and teacher–student interactions for teacher well-being and retention.

Keywords: teacher job satisfaction; individual variables; organizational variables; multilevel analysis; TALIS 2018

Introduction

School management is a complex process that involves a wide range of variables and stakeholders, including principals, teachers, staff, parents, and students (Wang et al., 2020). The literature indicates that teachers, as key actors in the school context, are strongly associated with educational outcomes and often exert greater influence than contextual factors (Toropova et al., 2021; Vettori et al., 2022). In this regard, student performance is closely related to teachers' professional satisfaction (Hoque et al., 2023; Kengatharan, 2020).

This complexity underscores the importance of continuous research in the field to capture these multiple levels of analysis. Large-scale international initiatives, such as the Teaching and Learning International Survey (TALIS), conducted by the Organisation for Economic Co-operation and Development (OECD), have therefore prioritized teacher satisfaction as a central research focus. TALIS adopts a multilevel perspective to examine how teacher and school-related factors shape job satisfaction across different educational systems.

TALIS 2018 surveyed teachers and principals working in schools at the lower secondary level (ISCED level 2) in more than 40 countries and economies and addressed topics such as initial teacher education, continuing professional development, teaching practices, self-efficacy, job satisfaction, school leadership, and organizational climate. Brazil has participated in all TALIS cycles (2008, 2013, 2018, and 2024 – data recently released), totaling more than 16 years of continuous involvement in the survey.

According to OECD (2019b), although most Brazilian teachers consider the profession worthwhile, they also perceive it as socially undervalued. Slightly over 10% of teachers in the final years of elementary education believe that the profession is valued by society, regardless of whether they work in public or private schools. This proportion is substantially lower than the TALIS 2018 average (32%) and the Latin American average (23%). These findings become even more concerning when considered alongside data from a national survey on the profile and challenges of Brazilian basic education teachers, which indicates that 79.4% have at some point considered leaving the profession (Instituto Semesp, 2024).

Brazil is a country of continental dimensions and therefore requires a large teaching workforce to sustain its basic education system. However, the devaluation of the profession and the growing intention to leave teaching reported by Brazilian educators may compromise the quality and stability of the educational system. Against this backdrop, the present study was motivated by the need to examine job satisfaction among Brazilian lower secondary school teachers and its associated factors using a large and nationally representative dataset, such as TALIS 2018. Understanding how individual and school-level

factors jointly shape teachers' job satisfaction is particularly important in this context, given growing concerns regarding teacher retention, professional devaluation, and inequalities across Brazilian schools.

Although teacher job satisfaction has been widely investigated internationally, multilevel evidence simultaneously examining individual- and school-level determinants remains limited in the Brazilian context. Consequently, it remains unclear whether findings from other educational systems can be generalized to Brazil's distinctive educational and socio-cultural landscape, which may hinder the development of context-sensitive policies to improve teacher well-being, retention, and working conditions. This limitation is particularly relevant in a country marked by strong regional inequalities (e.g., Ribeiro et al., 2018), high levels of teacher attrition (Carlotto et al., 2024; Cassettari et al., 2014), and substantial variation in school conditions (Simielli, 2023), where understanding the relative role of individual and contextual factors may inform more targeted educational policies and teacher support initiatives.

This study uniquely contributes to the literature by providing the first nationally representative multilevel analysis of teacher job satisfaction in Brazil, with particular attention to the relative importance of proximal individual factors and broader organizational conditions in explaining teachers' professional well-being.

Factors Influencing Teacher Job Satisfaction

Teacher job satisfaction is strongly influenced by educators' perceptions of their own professional performance, with higher satisfaction levels reported when teachers believe they are carrying out their duties effectively (Skaalvik & Skaalvik, 2015; Toropova et al., 2021). Higher job satisfaction has been consistently associated with increased motivation, commitment, effort, and enthusiasm for teaching activities (Toropova et al., 2021). Empirical evidence further indicates that greater teacher satisfaction contributes to a more qualified teaching workforce, fosters organizational development, and promotes student achievement – factors that collectively enhance the overall school environment (Chang & Sung, 2024; Demir, 2020; Wang et al., 2020).

Teacher job satisfaction is widely acknowledged as a multifactorial construct; however, the literature presents diverging findings regarding its primary determinants. Various studies have highlighted significant factors associated with teacher satisfaction, including burnout (Zhang & Teng, 2024), occupational stress (Karabatak & Alanoğlu, 2019), and teacher retention (Räsänen et al., 2020). These associations indicate that job satisfaction encompasses multiple levels of analysis. Consequently, recent scholarship suggests that models integrating both individual (teacher) and organizational (school) level variables provide a more holistic understanding of this phenomenon (Niu et al., 2023; Zhu et al., 2024).

A substantial body of research has shown that teacher and school characteristics are critical in explaining job satisfaction (e.g., Chang & Sung, 2024; Haxhihyseni et al., 2023; Wartenberg et al., 2023; Zhou et al., 2024; Zhu et al., 2024). Other studies have emphasized the role of student characteristics in explaining teacher job satisfaction (e.g., Admiraal et al., 2019; Hoque et al., 2023; Kengatharan, 2020; Pedditzi et al., 2021). Still, student-level variables appear less relevant in explaining teacher satisfaction than teacher- and school-level variables (Wang et al., 2020).

At the individual level, teacher characteristics typically include relational experiences within the school, professional self-perceptions (Toropova et al., 2021; Wang & Yao, 2020), and sociodemographic factors such as gender, age, and teaching experience (Lassibille & Gomez, 2020; Toropova et al., 2021). At the school level, explanatory factors include internal processes and climate, such as student behavior, teacher collaboration, and leadership practices (Liu et al., 2020).

Teacher-Level Factors

Empirical evidence indicates that teacher-related factors influence job satisfaction and are strong predictors (Toropova et al., 2021). Demographic variables, such as gender and years of experience, are frequently examined in studies on teacher job satisfaction, but the findings remain inconsistent. For example, Toropova et al. (2021), using data from the Trends in International Mathematics and Science Study (TIMSS) in Sweden, found higher satisfaction levels among female teachers. In contrast, Huang et al. (2024), analyzing data from teachers in Shanghai, Singapore, Canada, and the United States, found no significant gender effects, except for Canada.

Perceived self-efficacy is a recurring construct in studies of job satisfaction (Demir, 2020; Karabatak & Alanoğlu, 2019; Lopes & Oliveira, 2020). Smetackova et al. (2019) reported that teachers with higher job satisfaction also demonstrated greater self-efficacy and more frequent use of positive classroom strategies. Similarly, Lopes and Oliveira (2020) identified self-efficacy as a strong predictor of satisfaction in Portuguese teachers. However, in a study of Italian teachers, Vettori et al. (2022) emphasized the moderating role of cognitive-affective variables in the relationship between self-efficacy and job satisfaction.

The teacher–student relationship also appears to be a critical predictor of job satisfaction. Wang et al. (2019) identified these relationships as key sources of satisfaction with direct implications for teacher well-being. Lopes and Oliveira (2020) further argued that the most salient predictors of teacher satisfaction are interpersonal and immediate, particularly those involving students. Multilevel analysis studies have shown that the classroom disciplinary climate, a teacher-level variable encompassing

teacher–student dynamics, is a significant contributor to job satisfaction (Lopes & Oliveira, 2020; Liu et al., 2020; Niu et al., 2023).

Taken together, the findings at the teacher level highlight the central role of interpersonal and psychological dimensions — particularly teacher–student relationships, self-efficacy, and perceptions of classroom climate — in shaping job satisfaction. These results point to the need for supportive school environments that promote positive classroom dynamics and individual teacher agency. Having established the significance of these individual-level factors, we now turn to the contribution of school-level characteristics in explaining job satisfaction.

School-Level Factors

Having established the significant influence of individual-level factors, the analysis now turns to the exploration of school-level variables and their contributions to job satisfaction dynamics.

Although teacher satisfaction enhances school organizational performance, the reverse also holds: school conditions significantly influence satisfaction (Halimaha et al., 2023; Zhang & Teng, 2024). Studies on school factors affecting teacher satisfaction have explored the impact of school infrastructure, socioeconomic context, leadership, and school climate (Bernarto et al., 2020; Skaalvik & Skaalvik, 2015), all of which have been linked to career satisfaction and teacher retention (Halimaha et al., 2023). In particular, positive relationships between teachers, students, and leadership are associated with higher levels of job satisfaction (Bernarto et al., 2020; Wang et al., 2021).

Bernarto et al. (2020), studying teachers in Indonesia, found that transformational leadership is effective in problem-solving and enhancing both job and personal satisfaction among teachers. However, school leadership can take various forms, with distributed leadership representing one approach. García-Torres (2019) argued that distributed leadership, characterized by a collaborative rather than a hierarchical model, is positively associated with teacher satisfaction.

School climate, closely tied to leadership, is another determinant of job satisfaction (Soe & Alegado, 2024). Don et al. (2021) demonstrated that satisfaction and turnover intentions vary with school climate. This construct encompasses the physical, instructional, and emotional dimensions that shape the school environment and foster a sense of safety, comfort, and belonging (Zhou et al., 2024). A supportive organizational climate is also associated with improved student outcomes (Don et al., 2021; Soe & Alegado, 2024).

The literature review highlights a wide array of factors associated with teacher satisfaction at both the teacher and school levels. This study analyzes variables at both levels, selected for their potential impact on elementary school teachers. Consistent with Raudenbush and Bryk (2002), literature suggests

that variance in outcomes is usually larger between individuals than between schools. Therefore, variables related to teachers are expected to contribute more substantially to explaining job satisfaction than school-related variables. Finally, given that the analyzed variables are limited to the TALIS 2018 dataset, cautious interpretation is warranted regarding the specific influence of school-level factors. Understanding the dynamics of school relationships can directly or indirectly affect interpersonal interactions within the school environment (Halimaha et al., 2023).

Study Objectives

Specifically, this study aims to:

(1) Examine the effects of individual-level factors (i.e., gender, years of experience, teacher self-efficacy, perceptions of disciplinary climate, and teacher–student relationships) on teachers' job satisfaction.

(2) Assess the effects of school-level organizational factors [i.e., dimensions of school climate (e.g., stakeholder engagement, school violence, and academic pressure), and school management] on teachers' job satisfaction.

(3) Examine how individual and school-level factors contribute to variation in job satisfaction among Brazilian lower secondary school teachers through a multilevel approach.

Given the identified gaps and the multilevel nature of the data, a rigorous analytical approach is warranted and is presented in the following methodology section.

Method

Data Source

Our study used publicly available data from TALIS 2018, coordinated by the OECD (Organization for Economic Co-operation and Development). In 48 countries/economies, TALIS administered questionnaires to representative samples of teachers and principals at International Standard Classification of Education (ISCED) levels 2 (core survey) and 1 and 3. This study included only the ISCED Level 2 sample, which included lower secondary education (6th to 9th grade). TALIS data enable the collection of information on teacher, principal, and school characteristics, as well as the processes employed within educational institutions (OECD, 2019a).

This study analyzed data collected through two questionnaires completed by principals and teachers from public and private schools in Brazil. After accounting for missing values, the hierarchical linear model analysis included 2,447 teachers and 185 principals/schools from lower secondary education.

Variables and Measures

The selection of variables was grounded in the literature review, prioritizing those consistently identified in international research as key determinants of teacher job satisfaction (e.g., self-efficacy, teacher–student relationships, and school climate dimensions). These variables were selected not only for their established explanatory relevance but also for their potential implications in the Brazilian educational context, allowing the study to examine whether patterns identified in previous research are replicated in a large, highly heterogeneous educational system. The dependent and independent variables were drawn from the original TALIS 2018 dataset. Independent variables were analyzed at both the teacher level (variables extracted from teacher questionnaires) and the school level (variables extracted from principal questionnaires).

Table 2.1 presents the synthesis of the dependent and independent variables, including the items proposed in TALIS 2018 that were included in this study. Detailed information regarding the composition of the TALIS 2018 research instruments, as well as the construction of scales and indices developed from confirmatory factor analysis (CFA), can be found in the "TALIS 2018 Technical Report" (OECD, 2019c).

Table 2.1

Examples of items for continuous variables

Variable	Item coding	Item example
Teacher-level		
Teacher job satisfaction, overall, teacher	T3JOBSA	All in all, I am satisfied with my job.
Teacher's gender	TT3G01	Male; Female
Years of teaching experience	TT3G11B	Years working as a teacher in total.
Teachers' perceived disciplinary climate	T3DISC	I lose quite a lot of time because of students interrupting the lesson.
Teacher self-efficacy, overall	T3SELF	Control disruptive behaviors in the classroom.
Teacher-student relations	T3STUD	Teachers and students usually get on well with each other.
School-level		
School climate		
Stakeholder involvement, partnership	T3PCOM	The school co-operates with the local community.
School delinquency and violence	T3PDELI	Intimidation or verbal abuse of teachers or staff.
Academic pressure	T3PACAD	Teachers succeed in implementing the school's curriculum.

Variable	Item coding	Item example
School leadership	T3PLEADS	I took actions to support co-operation among teachers to develop new teaching practices.

Note. Data were obtained from the TALIS 2018 Technical Report (OECD, 2019c).

Dependent Variable

The dependent variable is teachers' job satisfaction, operationalized as a multidimensional construct with two subscales: "job satisfaction with the work environment" (T3JSENV) and "Job satisfaction with profession" (T3JSPRO), measured at the individual teacher level. These two subscales formed the multidimensional scale "Job Satisfaction, composite' (T3JOBSA) (OECD, 2019a). All items were measured on a 4-point Likert scale, with 1 indicating "strongly disagree" and 4 indicating "strongly agree." This study analyzed teachers' job satisfaction using the variable T3JOBSA.

Independent Variables

The independent variables at the teacher level were gender (1 for female, 2 for male), years of experience, teachers' perceived disciplinary climate, teacher–student relations, and teacher self-efficacy. The independent variables at the school level included school climate, stakeholder involvement, partnership, delinquency and violence, academic pressure, and school leadership.

Teachers' perceived disciplinary climate (T3DISC) and teacher–student relations (T3STUD) are each composed of four items rated on a 4-point Likert-type scale ('Strongly Disagree' to 'Strongly Agree'). Three subscales and a composite scale were used to measure teachers' self-efficacy. The subscales form the multidimensional Teacher Self-Efficacy Composite (T3SELF). The variable consists of 12 items measured on a 4-point Likert-type response scale: *not at all* (1), *to some extent* (2), *quite a bit* (3), and *A great deal* (4).

School-level variables related to school climate encompass several constructs assessed using Likert-type response scales. Two variables – stakeholder engagement (T3PCOM) and academic pressure (T3PACAD) – were measured using 4-point Likert-type scales, although with distinct response formats. Both were assessed using three and four items, respectively, with the response options: *not at all* (1), *to some extent* (2), *quite a bit* (3), and *very much* (4). In contrast, school delinquency and violence (T3PDELI) were measured using three items on a 5-point Likert-type scale, with the response options: *never* (1), *less than monthly* (2), *monthly* (3), *weekly* (4), and *daily* (5). Another school-level variable, school leadership (T3PLEADS), comprises three items measured on a 4-point Likert-type scale, with response options: *never or rarely* (1), *sometimes* (2), *frequently* (3), and *very often* (4).

Data Analysis

The construction and analysis of the multilevel model followed a sequential procedure appropriate to the hierarchical structure of the data, in which teachers (Level 1) are nested within schools (Level 2). Initially, the dataset was organized using SPSS, integrating variables from both levels into a single file. Teachers were grouped by school, enabling the simultaneous consideration of both individual and contextual characteristics. Given this nested structure, a hierarchical linear modeling (HLM) approach was adopted, as proposed by Raudenbush et al. (2013).

Model estimation was conducted using HLM 7 software and proceeded in three main steps. In the first step, a null (unconditional) model was estimated, with no predictors included at either Level 1 or Level 2. This model was used to assess the extent of between-school variability in teacher job satisfaction, that is, whether a Level 2 effect on the Level 1 intercept exists, which represents the mean of the dependent variable. At this stage, the intraclass correlation coefficient (ICC), model deviance (–2LL), and the design effect were calculated to determine the proportion of variance attributable to the school level and to justify the use of multilevel modeling.

In the second step, a random-coefficient model including Level 1 predictors was estimated. This model allowed examination of the relationships between individual-level variables and job satisfaction, as well as testing whether the effects of these predictors varied significantly across schools.

In the third step, the full model was specified by simultaneously incorporating predictors from both Level 1 and Level 2. In this model, both the intercept and the slopes of the Level 1 predictors were specified as random effects, allowing for the assessment of how school-level characteristics influence not only the average level of teacher satisfaction but also the strength of the relationships between individual predictors and the outcome. To improve parameter estimation and interpretability, Level 1 predictors were group-mean-centered, whereas Level 2 predictors were grand-mean-centered.

The final multilevel model enabled a simultaneous examination of individual and organizational factors, offering a robust, contextually grounded understanding of teacher job satisfaction.

Results

Descriptive Statistics

The descriptive statistics (Table 2.2 and Table 2.3) show that (a) the job satisfaction and self-efficacy of Brazilian teachers are above 10 (the mid-point of the scale); (b) Brazilian teachers are predominantly female (69%); (c) Brazilian teachers are below the mid-point of the scale regarding perceived disciplinary climate (M = 8.76); and (d) school-level variables show positive trends, except for

Brazilian teachers' perception of school delinquency and violence, which is considerably below the midpoint of the scale.

Table 2.2

Descriptive statistics for Level 1 variables (N = 2,447)

	M	*SD*	*Min*	*Max*	*%*
Job satisfaction, overall, teacher	12.08	1.91	4.96	15.26	–
Gender					
Female (1)	–	–	–	–	69.01
Male (0)	–	–	–	–	30.99
Years of teaching experience	15.58	9.04	0	45	–
Teachers' perceived disciplinary climate	8.76	2.13	4.22	13.07	–
Teacher self-efficacy, overall	12.68	1.94	1.80	15.55	–
Teacher-student relations	13.27	2.05	3.85	16.67	–

Table 2.3

Descriptive statistics for Level 2 variables (N = 185)

	M	*SD*	*Min*	*Max*
School climate				
Stakeholder involvement, partnership	10.57	2.14	5.34	14.75
School delinquency and violence	7.20	2.29	4.60	13.58
Academic pressure	11.92	1.81	7.10	14.48
School leadership	11.75	2.12	5.02	15.09

The descriptive statistics reveal patterns of teacher satisfaction that are further explored through multilevel modeling. This approach allows for a nuanced understanding of how individual and school-level factors interact to influence job satisfaction.

Unconditional (or Null) Model

Following the multilevel analysis strategy, an unconditional (null) model was tested, including only a single effect factor and no predictors. This model assessed whether teachers' job satisfaction varied between schools. The following equation represents the unconditional model:

Level 1 Model

$$JobSats = \beta_{0j} + r_{ij}$$

Level 2 Mode

$$\beta_{0j} = \gamma_{00} + u_{0j}$$

In this model, β_{0j} represents the Level 1 intercept term, a function of an intercept term at Level 2 (γ_{00}), and a Level 1 residual term (r_{ij}). The Level 1 intercept term (β_{0j}) is a function of the grand mean (γ_{00}) of schools plus a random term (u_{0j}), which means that the intercept is modeled as a random effect. Table 2.4 presents the results for the unconditional model.

Table 2.4

Unconditional hierarchical linear model

Parameter	Coefficient	*SE*	*t*
Intercept	12.12***	0.07	178
Estimated random effects			
Parameter	*SD*	*VC*	*ICC*
u0 (variation among schools)	0.76	0.57***	0.15
r (variation within schools)	1.79	3.04	

***p < 0.001

ICC = Between-school variance (Between-school variance + Within-school variance)

The intraclass correlation coefficient (ICC) was .15 for teachers' job satisfaction, suggesting that subsequent multilevel analyses were appropriate. Between-school differences accounted for 15% of the variance in teachers' job satisfaction, while within-school differences accounted for 75%.

Multilevel Model: Variables at the Teacher and School Levels

After identifying variations in teachers' job satisfaction across schools, a level 1 regression equation was tested using only teacher-level predictors to assess their potential significance before advancing to the full final model. In this case, all Level 1 variables were found to be statistically significant. Table 2.5 describes the results for the final model, including predictors of teachers' job satisfaction at Levels 1 and 2, namely teacher-level (i.e., gender, years of experience, perceived disciplinary climate by the teacher, teacher self-efficacy, and teacher–student relationship), school level (i.e., school climate – stakeholder engagement/partnership, delinquency and violence in the school, and academic pressure), and school leadership. Thus, the final model for this study was obtained (Table 2.5).

Concerning the final model (Table 2.5), the results indicate that (a) all variables included in Level 1 of the final model are significant predictors of job satisfaction among Brazilian teachers; (b) all Level 1

variables show a positive association with teachers' job satisfaction, except for teachers' perceived disciplinary climate; (c) none Level 2 variables explain teachers' satisfaction; and (d) teacher–student relationships are the strongest positive predictor of teacher satisfaction, while gender is a significant, albeit weaker, negative predictor.

The unexplained variance between schools in the final model was u_{0j} = 0.09, reflecting a 25.3% reduction compared with the null model (u_{0j} = 0.15). The model fit improved substantially from the null model (*AIC* = 2,440,061) to the fully specified multilevel model (*AIC* = 1,833,000), yielding a ΔAIC of −607,061. This marked decrease in the Akaike Information Criterion (AIC) indicates that incorporating both individual- and school-level predictors significantly enhances the model's explanatory power, although some between-school variance remains unexplained (Akaike, 1981).

Table 2.5

Hierarchical linear model for job satisfaction with teacher-level and school-level predictors

Parameter	Coefficient	*SE*
Intercept	8.169***	0.624
Teacher characteristics		
Years of teaching experience	0.012**	0.005
Gender	-0.225**	0.084
Teachers' perceived disciplinary climate	-0.143***	0.019
Teacher self-efficacy	0.108***	0.021
Teacher-student relations	0.271***	0.020
School characteristics		
Stakeholder involvement, partnership	0.014**	0.032
School delinquency and violence	-0.083	0.029
Academic pressure	-0.003	0.041
School leadership	0.008	0.029

Note: **p < 0.01; ***p < 0.001

Model Fit and Explained Variance

The multilevel model showed good fit, with a reduction in unexplained variance at the school level from 0.15 in the null model to 0.09 in the final model, a 25.3% reduction. This result indicates that the model explains a substantial portion of the variance in teachers' job satisfaction. The model, including both individual- and school-level predictors, showed a better fit (*AIC* = 1833000) than the unconditional model (*AIC* = 2440056), supporting the inclusion of these predictors.

Results for Teacher-Level Factors

All individual-level predictors (Level 1) were statistically significant. The strongest positive association was observed between job satisfaction and teacher–student relationships, followed by teacher

self-efficacy and years of experience. teacher–student relationships were the strongest positive predictor of job satisfaction, followed by self-efficacy and years of experience. Female teachers reported lower satisfaction, while poorer perceptions of disciplinary climate were negatively associated with satisfaction.

Results for School-Level Factors

Among school-level variables (Level 2), only stakeholder involvement/partnership was significantly associated with job satisfaction. Other variables, including school leadership and academic pressure, were not significant in the final model. At the school level, only stakeholder involvement and partnership significantly predicted teacher job satisfaction. School leadership, academic pressure, and school violence were not significant. Although the inclusion of school-level variables improved model fit, their effects were weaker than those of individual-level predictors.

The results provide a comprehensive overview of the individual and contextual factors shaping teacher job satisfaction and are discussed below in relation to existing literature.

Discussion

This study examined teacher and school-level factors associated with job satisfaction among Brazilian lower secondary teachers, using multilevel modelling based on 2018 Teaching and Learning International Survey (TALIS) data. Three main objectives guided this study: (1) Examine the effects of individual-level factors on teachers' job satisfaction; (2) Assess the effects of school-level organizational factors on teachers' job satisfaction; (3) Estimate the relative contribution of individual and school-level factors to explain variation in teachers' job satisfaction through a multilevel approach.

Substantial variability in teachers' job satisfaction was observed at the school level. Between-school differences accounted for approximately 15% of the variance in job satisfaction, whereas within-school differences (i.e., between individual teachers) explained the remaining 85%. These findings support the application of multilevel modeling and align with prior research. For instance, Lopes and Oliveira (2020) found that between-school variation explained 7% of job satisfaction in Portugal, while Niu et al. (2023) reported school-level variances of 6.3% in Japan and 10.8% in South Korea.

While significant variations in teachers' job satisfaction across schools were noted, it is crucial to underline that the predominant source of this variability lies at the individual level. This finding suggests that teachers' immediate classroom experiences are more influential than distal school-level ones in explaining job satisfaction. More specifically, the results indicate that variation in teachers' job satisfaction was explained predominantly by individual-level characteristics. In contrast, school-level variables demonstrated comparatively weaker associations with job satisfaction, although broader organizational

dynamics may not be fully captured by the TALIS indicators used in this study. This pattern reinforces the view that teachers' day-to-day interpersonal and classroom experiences may exert a stronger influence on professional well-being than broader organizational conditions. In Brazil, most teachers are employed in public schools, where policies related to salary, workload, career progression, and benefits are largely standardized (Instituto Semesp, 2024). As a result, even when changing schools, the core aspects of teachers' professional experiences remain relatively unchanged. From a broader perspective, the results reinforce relational and classroom-centered approaches to teacher well-being, particularly in educational systems characterized by institutional standardization and heterogeneous working conditions.

Addressing the study objectives, the findings suggest that teachers' everyday professional experiences play a more central role in job satisfaction than broader organizational conditions. Variables associated with teachers' everyday professional interactions — especially teacher–student relationships, classroom climate, and self-efficacy beliefs — consistently showed stronger associations with job satisfaction than school-level organizational characteristics. In contrast, organizational factors demonstrated comparatively limited explanatory power, suggesting that teachers' professional well-being may depend more strongly on immediate interpersonal and instructional experiences than on broader institutional structures.

The prominence of teacher–student relationships reinforce relational perspectives on teacher well-being, suggesting that the quality of classroom interpersonal interactions is a central dimension of professional satisfaction. Teachers who perceived strong positive relationships with their students reported significantly higher job satisfaction. Although the effect size was moderate, it was statistically significant and consistent with a well-established body of literature, highlighting the relevance of this variable to Brazilian teachers' job satisfaction.

In contrast to the inconsistent findings regarding gender, the positive influence of teacher–student interactions is strongly supported in the literature (e.g., Hoque, 2023; Kengatharan, 2020; Niu et al., 2023; Wang et al., 2019). The strong association between teacher–student relationships and job satisfaction align with intrinsic motivation theories, suggesting that the interpersonal dynamics within the classroom may offer more immediate and emotionally satisfying rewards than broader organizational factors (e.g., Klassen et al., 2012; Veldman et al., 2013).

Although demographic characteristics showed comparatively weaker explanatory relevance than classroom-related variables, gender was significantly associated with teachers' job satisfaction. However, the literature remains inconsistent regarding the direction and strength of this relationship across educational contexts (Huang et al., 2024; Lassibille & Gomez, 2020; Niu et al., 2023). In the present

study, female teachers reported lower levels of job satisfaction, a finding that aligns with evidence reported in other contexts, such as Pakistan (Latif, 2024).

Although teaching has historically been a highly feminized profession, the relationship between gender and job satisfaction remains inconsistent across studies and educational contexts (Huang et al., 2024; Lassibille & Gomez, 2020). In the present study, female teachers reported lower levels of job satisfaction, which may reflect the additional emotional and relational demands often associated with teaching roles traditionally attributed to women (Acker, 1995). Nevertheless, compared with classroom-centered and relational variables, demographic characteristics showed comparatively weaker explanatory relevance for teachers' professional well-being. These findings therefore suggest that teachers' day-to-day professional experiences may play a more substantial role in shaping job satisfaction than demographic characteristics alone.

The findings further highlight the importance of classroom ecology in shaping teacher job satisfaction. Teachers who perceived themselves as more capable of managing classroom demands and maintaining positive learning environments reported higher levels of professional satisfaction, whereas perceptions of disruptive disciplinary climates were negatively associated with well-being. For instance, Türker and Kahraman (2021) found that self-efficacy was positively associated with teacher satisfaction, whereas perceptions of a negative disciplinary climate were negatively associated with teacher satisfaction.

The negative impact of perceived disciplinary climate warrants clarification, as it stems from negatively worded survey items. In other words, teachers' job satisfaction tends to decline in schools and classrooms, where rule enforcement is problematic due to the increased time and effort required to manage student behavior (OECD, 2019a). Similar trends were reported in TALIS 2013, where higher incidences of student misbehavior correlated with lower teacher satisfaction (OECD, 2014). Collectively, these findings support the interpretation that teacher job satisfaction is rooted primarily in the quality of teachers' immediate professional experiences rather than in formal organizational structures alone.

Although years of teaching experience emerged as a statistically significant predictor, its effect size in explaining teachers' job satisfaction was relatively small. As with gender, teacher experience has shown inconsistent associations with teacher job satisfaction, raising questions about its predictive validity across different contexts. Some studies have reported a positive association between teaching experience and job satisfaction, whereas others have found the opposite (Latif, 2024; Liu et al., 2020; Wang et al., 2019). Klassen and Chiu (2010) found that job satisfaction tends to increase up to approximately 25 years of teaching experience, after which it declines significantly. Given that the Brazilian teachers in this study

had an average of 15 years of experience, it is plausible that many were still within the upward trajectory of job satisfaction, albeit modestly.

Among the organizational dimensions examined, only stakeholder involvement showed a meaningful association with job satisfaction, suggesting that collaborative relationships between schools, families, and communities may contribute to more supportive professional environments. This construct reflects perceptions of school climate and encompasses collaboration among families, community members, and school staff. Strong partnerships among teachers, families, and the broader community play a critical role in fostering a supportive school climate, which is positively associated with higher levels of teacher job satisfaction. Such partnerships enhance recognition, reduce interpersonal tensions, and promote a shared sense of purpose and mission (Don et al., 2021; Soe & Alegado, 2024; Zhou et al., 2024). Still, although stakeholder involvement showed a statistically significant association with job satisfaction, its comparatively modest effect suggests that broader organizational conditions may exert less influence on teachers' professional well-being than everyday classroom experiences.

Rather than functioning primarily as an organizational outcome, teacher job satisfaction in the Brazilian context appears closely connected to the relational and emotional dynamics of everyday teaching practice. These findings reinforce the importance of classroom-centered and relational perspectives in understanding teacher well-being, particularly in educational systems marked by institutional standardization and heterogeneous working conditions.

From a practical perspective, these findings highlight the importance of professional development initiatives that strengthen teachers' self-efficacy, classroom management, and relational competencies. Brazilian policymakers and school leaders should therefore prioritize supportive work environments that foster positive classroom interactions and support teacher retention and well-being. Future research should further examine how these relationships operate across different educational contexts (e.g., public and private schools) and cultural settings, and through longitudinal designs that clarify causal dynamics over time.

Limitations and Methodological Considerations

This study had several limitations. First, the analysis was constrained to variables available in the TALIS 2018 dataset. Future research could incorporate additional factors, such as student achievement or the perceived social status of the teaching profession, to further explain teacher satisfaction. In addition, although TALIS employs a complex sampling design to ensure national representativeness, sampling weights were not incorporated into the present analyses. While multilevel modeling partially accounts for the nested structure of the data, future studies could further strengthen the robustness and

generalizability of findings by integrating sampling weights and other design features into hierarchical analyses. Second, the cross-sectional nature of the data prevented causal inference, allowing only association identification. Third, reliance on self-reported data may introduce biases, such as social desirability and recall errors. Finally, the study considered variables at the teacher and school levels but did not include student-level data. Incorporating this level into future research could offer deeper insights into the relationship between teacher satisfaction and student outcomes.

Other considerations concern the limited predictive power of Level 2 variables, suggesting that school-level factors exert only a minimal influence on teachers' job satisfaction. From an ecological and organizational perspective, school environments involve complex relational and institutional dynamics that may not be fully captured by the TALIS indicators used in this study. Variables such as organizational trust, collaborative culture, leadership style, teacher autonomy, and qualitative dimensions of school relationships may provide a more nuanced understanding of school-level influences on teachers' job satisfaction. Future studies may benefit from combining large-scale survey data with qualitative methods or more detailed measures of organizational climate, leadership, and collaborative culture to capture these complex school dynamics better.

Although both sectors follow national educational guidelines, private schools in Brazil often have more assets, a higher status, and greater autonomy. According to TALIS 2018, 72% of teachers in private schools agreed that the advantages of being a teacher outweigh the disadvantages compared to 63% in public schools (OECD, 2019b). This discrepancy suggests the potential influence of school type on job satisfaction. The 2023 Brazilian School Census reports that 66.8% of students are enrolled in public schools; this distribution is reflected in the TALIS sample, which is predominantly public.

An important point to consider is that, according to the OECD (2019b), some teachers are employed in more than one school. Although this is uncommon in most TALIS countries (4% or less), it is more prevalent in Brazil, Argentina, Lithuania, and Romania, where over 15% of teachers have reported working in more than one school. Brazil, Chile, and France were the only countries in which this trend increased between 2013 and 2018 (OECD, 2019b). While this may provide opportunities for additional income or resource sharing (Bertoni et al., 2018), it also increases the workload and reduces the time for collaboration, planning, and professional development (Osipov et al., 2021).

Furthermore, it is important to consider that such arrangements may not be voluntary, often reflecting lower job security or precarious employment status. Since many Brazilian teachers work across multiple schools, this should be taken into account when interpreting survey responses. This situation may limit their ability to refer to a single, consistent work environment when responding to school-level

items, potentially introducing ambiguity into the data at that level and further attenuating the effects observed for school-level variables in this study. Future studies could explore methodologies to account for this, such as asking teachers to respond specifically about their primary workplace or developing composite measures that reflect experiences across multiple schools.

Despite these limitations, by delineating the distinct impact of individual and school-level factors on job satisfaction among Brazilian lower secondary teachers, this study not only fills a gap in the Brazilian context but also lays the groundwork for future research to explore the nuanced mechanisms at play.

Implications for Practice

The findings have important implications for school psychology practice, policy, and training, particularly in light of the National Association of School Psychologists Practice Model (2020), which emphasizes data-based decision-making, positive school climates, and socio-emotional development (National Association of School Psychologists [NASP], 2020).

At the level of professional practice, the prominence of individual factors (i.e., teacher–student relationships, teacher self-efficacy, and classroom climate) indicates that school psychologists in Brazil should prioritize teacher-proximal interventions. Key actions include strengthening teachers' socio-emotional and relational skills, enhancing self-efficacy through consultation and coaching, and supporting evidence-based classroom management. The negative association between disciplinary climate and job satisfaction reinforces the importance of effective behavior management.

From a public policy perspective, the results highlight the need to incorporate relational and psychological dimensions into teacher development. Continuing professional development initiatives at the national or regional level should include training in relationship-building, emotional regulation, and classroom management. Moreover, the lower levels of job satisfaction observed among female teachers point to the importance of equity-oriented policies, such as those addressing work–life balance and the emotional demands of teaching.

At the systemic level, although the involvement of social actors showed a relatively small effect, it still supports efforts to strengthen school–family–community partnerships. School psychologists can play a key role in facilitating these partnerships by promoting collaboration and effective communication among stakeholders.

In terms of training, the results suggest a need to strengthen both pre-service and in-service education in school psychology, with greater emphasis on competencies related to classroom-level intervention. These include skills in assessing classroom climate, implementing behavioral interventions, promoting teacher self-efficacy, and supporting teacher well-being. Given the study's limitations (e.g.,

particularly its cross-sectional design and reliance on self-reported data), these implications should be applied cautiously and adapted based on local data and ongoing assessment.

Finally, as a substantial proportion of the variation in job satisfaction among Brazilian teachers occurs within schools, universal interventions alone are unlikely to be sufficient. A multilevel approach is therefore recommended, combining universal strategies with targeted support for more vulnerable individuals or groups. This underscores the strategic role of school psychologists and education managers in promoting more supportive and sustainable educational environments for teachers.

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CAPÍTULO 3

RETROSPECTIVE ASSESSMENTS OF BRAZILIAN TEACHERS' JOB SATISFACTION: PERCEIVED EFFECTS AND ASSOCIATED FACTORS

Retrospective Assessments of Brazilian Teachers' Job Satisfaction: Perceived Effects and Associated Factors

Abstract

This study examines Brazilian elementary and middle school teachers' perceptions of changes in job satisfaction across their careers and how these relate to current professional well-being. Moving beyond cross-sectional approaches, it aimed to: assess whether retrospective perceptions of satisfaction change are associated with current satisfaction, analyze the influence of individual/contextual factors, and identify factors teachers attribute to changes in satisfaction over time. Quantitative data and qualitative narratives were concurrently collected from 102 teachers in public and private schools. Results showed that current job satisfaction was more strongly associated with perceived career-long changes than demographic or qualification variables, and that private school teachers reported higher satisfaction. Qualitative analyses indicated that satisfaction fluctuations were mainly attributed to remuneration, workload-related fatigue, working conditions, and social recognition. Overall, findings highlight the cumulative and context-dependent nature of teacher satisfaction and underscore the need for systemic reforms to improve working conditions and support teacher well-being.

Keywords: teacher, job satisfaction, retrospective assessments, elementary and middle school, Brazilian education

Introduction

Teacher job satisfaction has been extensively studied because of its direct impact on teaching quality, career retention, and professional well-being (Kengatharan, 2020; Skaalvik & Skaalvik, 2015). Across educational contexts worldwide, it has been identified as a key indicator of academic outcomes, as research consistently shows that satisfied teachers are more likely to provide stronger learning support to their students and deliver higher-quality education (Hoque et al., 2023; Kengatharan, 2020). Moreover, studies in this field indicate that more satisfied teachers tend to be more engaged in school initiatives and motivated to achieve goals, leading to improved organizational performance (Kim et al., 2024; Sant, 2025).

Several studies have identified variables associated with teacher satisfaction at different levels of analysis (Lopes & Oliveira 2020; Niu et al., 2023; Poloni et al., 2025). These findings indicate that teacher satisfaction results from the interaction between personal and contextual factors in the school environment. However, to achieve a comprehensive understanding of teacher satisfaction, it is essential to recognize that teachers' perceived satisfaction may fluctuate throughout their careers. Consequently, it is also important to examine how teachers perceive the trajectory of their satisfaction over the years in their profession (Fütterer et al., 2023).

While personal and contextual factors influence job satisfaction, its dynamic nature – with patterns varying considerably across career stages – underscores the need to examine how satisfaction evolves over time, moving beyond static assessments and revealing a more nuanced picture than a single universal pattern. (Admiraal et al., 2023; Hulme & Wood, 2022; Jefferson et al., 2024). Unlike previous research focusing on current job satisfaction, this study examines how teachers retrospectively perceive their career development.

Literature Review

Teaching is a dynamic and demanding profession. The levels of preparation, opportunities for professional development, and working conditions rarely remain stable over the course of a teaching career (Jefferson et al., 2024). Research on teachers' career trajectories indicates that multiple factors contribute to sustaining a sense of professional identity, commitment, and job satisfaction throughout their careers. Shaping this result, teachers' current career stage or trajectory appears to play a significant role in shaping this relationship (Admiraal et al., 2023; Fütterer et al., 2023).

Studies on beginning teachers indicate that they tend to report relatively high levels of satisfaction with the intrinsic aspects of their work (such as teaching itself and their impact on students). However, this group also shows considerable variability and a high risk of early attrition due to heavy workload and

insufficient support, particularly within the first five years of their careers (Hulme & Wood, 2022). As their careers progress, teachers may experience a decline in satisfaction, often linked to career plateaus (Räsänen et al., 2020). Career plateau reviews suggest that professional stagnation tends to decrease satisfaction and well-being unless compensatory factors, such as institutional support and professional development opportunities, are available (Räsänen et al., 2020; Yang, 2019).

Two common trajectories emerge in the literature regarding veteran teachers: (a) sustained enthusiasm and commitment to teaching, often among those who feel confident in their professional roles and perceive their long-term contributions to student learning and achievement (Jefferson et al., 2024), and (b) decline, characterized by feelings of plateau, reduced recognition, health problems, or burnout (Räsänen et al., 2020). The way these trajectories unfold depends largely on institutional resources, perceived organizational support and flexibility, and the personal meaning teachers ascribe to their work (Räsänen et al., 2020; Yang, 2019). Therefore, teaching experience can be understood as comprising distinct phases, including initial enthusiasm, challenges of adaptation, potential periods of strain, and, in some cases, consolidation of a more stable or even increasing level of satisfaction.

To understand the retrospective assessments of job satisfaction central to this study, it is crucial to consider Subjective Well-being (SWB) theories. These theories emphasize that individuals evaluate their quality of life through a combination of affective experiences and cognitive judgments (Diener, 1984; Diener et al., 1999). Rather than being determined solely by objective circumstances, well-being depends on how individuals interpret and compare their experiences with their personal expectations, values, and prior states. This evaluative process integrates both momentary emotions and reflective appraisals, acknowledging that subjective interpretations shape how individuals perceive satisfaction and meaning in various life domains.

In the professional domain, teachers' job satisfaction is a specific manifestation of their subjective well-being. The perception of change in job satisfaction, whether it be improvement, stability, or decline, represents a dynamic cognitive-affective process in which teachers evaluate their current work experiences in relation to the previous stages of their careers. According to Kahneman and Riis (2005), such judgments are influenced by the interaction between the experiencing self, which responds to immediate emotional states, and the remembering self, which reconstructs and evaluates past experiences. Hence, a teacher's perceived trajectory of satisfaction reflects not only their present emotional reactions to work conditions but also retrospective interpretations shaped by memory, meaning, and personal growth.

From the standpoint of the teaching profession, career development typically unfolds through distinct stages associated with variations in motivation, adjustment, and satisfaction (Fütterer et al., 2023; Huberman, 1989; Day & Gu, 2010). From the standpoint of SWB theories, these shifts illustrate how teachers continuously reassess their professional lives as they accumulate experience and redefine their expectations of their work. Conversely, perceiving improvements in job satisfaction over time suggests both favorable working conditions and adaptive cognitive mechanisms that sustain a coherent and positive professional self-concept.

Empirical evidence highlights the influence of both intrinsic and extrinsic factors on teachers' job satisfaction at different stages of their careers, suggesting that intrinsic factors are stronger predictors of job satisfaction (Baroudi et al., 2020; Lopes & Oliveira, 2020; Niu et al., 2023). However, contextual characteristics also play a significant role in moderating this relationship. For instance, a supportive school environment and distributed leadership can enhance the perception of current job satisfaction, even when material conditions such as salary or workload are less favorable (Collie, 2023; Kim & Loadman, 2024).

Thus, the determinants of teacher satisfaction are not only multidimensional but also deeply interconnected, suggesting that effective interventions must simultaneously address both contextual and individual dimensions to promote sustained professional well-being and retention in the teaching profession (Kengatharan, 2020; Niu et al., 2023). Although intrinsic factors such as autonomy, sense of purpose, and personal fulfillment are consistently identified as strong predictors of job satisfaction, they cannot be fully understood in isolation from the institutional and structural contexts in which teachers operate in. Extrinsic conditions, including salary, workload, and institutional support, are critical for maintaining motivation and reducing attrition (Baroudi et al., 2020; Collie, 2023).

Therefore, educational policies and school leadership strategies should adopt an integrated approach that fosters intrinsic motivation through professional development and participatory practices while concurrently improving the extrinsic working conditions. Such a balanced approach is essential for promoting individual long-term well-being, the stability, and effectiveness of educational systems (Kim & Loadman, 2024; Klassen & Chiu, 2010).

The Present Study

By incorporating a reflective temporal dimension into the analysis of teacher satisfaction, this research extends current knowledge beyond the static perspectives common in cross-sectional studies. It tries to contribute to understanding how teachers' subjective interpretations of their professional satisfaction throughout their careers interact with contextual and psychosocial factors to shape their

overall well-being. It also introduces a reflective approach linking retrospective self-assessments to current well-being.

The study's objectives are the following:

(1) To examine whether teachers' retrospective assessments of changes in job satisfaction are associated with their current level of satisfaction.

(2) To explore how professional context and individual characteristics (i.e., length of service, gender, type of school, and academic background) relate to teachers' current job satisfaction.

(3) To identify the factors that teachers associate with changes in their satisfaction across their careers.

Method

This study employed a mixed-methods design, understood as the systematic integration of quantitative and qualitative data within a single investigation (Heyvaert et al., 2013). A convergent parallel design was adopted: quantitative and qualitative data were collected concurrently via an online platform but analyzed independently. This design was selected because the study sought not only to estimate perceived changes in Brazilian teachers' job satisfaction across their careers through quantitative indicators but also to identify, through qualitative accounts, the factors that help explain such perceived changes. Treating both strands as analytically meaningful and complementary allows for a more comprehensive understanding of the phenomenon.

Participants

The sample consisted of 102 Brazilian teachers working in public and private schools who were currently responsible for teaching elementary and middle school grades (1–9). A non-probabilistic convenience sampling strategy was employed, including teachers from the Southeast, South, and Federal District regions of Brazil. Table 3.1 presents the descriptive information of the participants.

Instrument

The instrument used in this study was developed based on an extensive review of the literature to identify variables relevant to elementary and middle school teachers' job satisfaction (Baroudi et al., 2020; Hoque et al., 2023; Poloni et al., 2025). The questionnaire comprised three sections. The first section included items to characterize the participants in terms of sex, age, educational level, school type (public, private, or both), year of career entry, years of professional experience, and the state or federal district in which they worked as teachers.

The second section of the questionnaire assessed perceived changes in job satisfaction relative to the beginning of the participants' careers compared to the current moment. This construct was assessed through a retrospective self-assessment using a single closed-ended item rated on a five-point Likert scale (1 = significantly increased, 5 = significantly decreased). This section was followed by another question aimed at rating their current job satisfaction on a 0–9 rating scale, with 0 indicating "completely dissatisfied" and 9 indicating "completely satisfied."

Finally, the third section of the questionnaire comprised a single, open-ended question, developed in accordance with the research objectives. Participants voluntarily provided their views on the factors that, in their opinion, influence teachers' job satisfaction over the course of their careers. More specifically, if teachers perceived that their level of job satisfaction had changed from the beginning of their careers to the present, they were asked to identify the reasons for this change in their job satisfaction.

Data collection

The questionnaire was administered online using the SurveyMonkey platform (https://pt.surveymonkey.com/r/YZZ3RYB). Participants recruitment targeted Brazilian elementary and middle school teachers through the following channels: (1) contact with the Municipal Department of Education of Vitória (Espírito Santo, Brazil), (2) private WhatsApp (Meta, USA) groups of elementary and middle school teachers, (3) private Facebook (Meta, USA) groups of elementary and middle school teachers, and (4) direct contact with private schools in the city of Vitória through school principals or administrative leaders. There were no incomplete responses or responses subject to exclusion due to disagreement with the terms and consent for the research.

Data analyses

Data analysis was conducted using a mixed-methods approach (Heyvaert et al., 2013). Quantitative data were statistically examined using linear regression models.

Current satisfaction ~ Evolution of satisfaction + control variables

The perceived evolution of satisfaction (i.e., the self-reported change in satisfaction over time) was tested as a predictor of current satisfaction. The control variables included years of service, gender, school type, and academic qualifications. The set of texts containing the responses to the open-ended questions was subjected to inductive content analysis, conducted according to the model proposed by Elo and Kyngäs (2008). The analytical process followed three interrelated stages (1) preparation, which involved exhaustive reading of the responses to achieve familiarity with the content, (2) organization, during which units of meaning were coded and grouped into subcategories and broader categories, and (3) reporting, when the results were synthesized and interpreted in light of the study's objectives. This

inductive approach enabled a systematic and faithful representation of participants' perceptions, ensuring both the traceability and transparency of the analytical process.

During the data organization phase, the units of meaning identified in the responses were subjected to a systematic process of open coding, each representative segment of the content was labeled according to its central ideas. Subsequently, the codes were compared and grouped into subcategories based on their semantic similarities and differences. These subcategories were then consolidated into broader categories that captured recurring patterns and specific dimensions of the phenomenon under investigation. This iterative categorization process aimed to reduce and structure the empirical material in a logical and coherent manner, enabling the construction of an integrated understanding of the data (Elo & Kyngäs, 2008).

The coding of categories and subcategories was carried out manually by two evaluators with research experience in the field of psychology, who analyzed the data independently. After identifying the categories, an analysis of their frequency of occurrence was conducted. The categories and their frequencies are presented in Figure 3.2. Descriptive and frequency analyses were performed using Microsoft Excel (Microsoft, USA)

Ethical considerations

The study received a favorable opinion and was approved by the Ethics Committee for Research in Social and Human Sciences of the University of Minho (approval code: CEICSH 142/2023) on October 17, 2023. The respondents were informed that their responses would remain anonymous, the database would be kept confidential, and only aggregated results, not individual responses, would be reported. They were also advised that they could withdraw from the study at any point without any negative consequences and that their participation would not entail any foreseeable discomfort or harm. No financial compensation or material incentives were provided.

Results

The descriptive statistics for the participating teachers are presented in Tables 3.1 and 3.2.

Table 3.1

Descriptive statistics of the participants (N = 102)

Variables	Counts	% of total	% accumulated
Academic background			
Bachelor's degree	27	26.5 %	26.5 %
Postgraduate degree	61	59.8 %	86.3 %

Variables	Counts	% of total	% accumulated
Master's degree	13	12.7 %	99.0 %
PhD	1	1.0 %	100.0 %
Type of school			
Public	56	54.9 %	54.9 %
Private	30	29.4 %	84.3 %
Both	16	15.7 %	100.0 %
Sex			
Female	83	81.4 %	81.4 %
Male	19	18.6 %	100.0 %

Note. Frequencies of the variables academic background, type of school, and sex.

Table 3.2

Descriptive statistics of the participants' length of service and current level of job satisfaction (N = 102)

	Length of service	Current level of job satisfaction
Missing	0	0
M	15.7	6.39
Mdn	15.0	7.00
SD	9.42	2.04
Min	0	0.00
Max	38	10.0

To examine whether teachers who perceived an improvement in job satisfaction throughout their careers reported higher levels of current satisfaction, even after controlling for sociodemographic and professional variables, a linear regression model was estimated. The dependent variable was current job satisfaction, and the main predictor was the perceived change in satisfaction across the career. Control variables included length of service, gender, school type, and academic background.

The goodness-of-fit statistics indicated a strong multiple correlation between the predictor variables and current satisfaction ($R = 0.701$). The model explained 49.1% of the variance in current satisfaction ($R^2 = 0.491$) (see Table 3.3).

Table 3.3

Linear regression model fit measures

Model	R	R^2
1	0.701	0.491

Table 3.4

Model coefficients: current satisfaction level

Predictor	*β*	*SE*	*t*	*p*
Intercept[a]	7.7423	0.9778	7.92	< .001
Evolution of satisfaction				
2 – 1	-1.6933	0.7863	-2.15	0.034
3 – 1	-1.7209	0.7578	-2.27	0.025
4 – 1	-2.8248	0.7455	-3.79	< .001
5 – 1	-5.3287	0.7745	-6.88	< .001
Length of service	0.0237	0.0176	1.34	0.183
Sex	-0.6584	0.4203	-1.57	0.121
School type	0.7826	0.2128	3.68	< .001
Academic qualifications	0.2838	0.2468	1.15	0.253

Note. [a]Represents the reference level.

Current job satisfaction was modeled based on the predictor variables. Table 3.4 shows the model results.

Table 3.4 indicates that when current job satisfaction was modeled as a function of the predictor variables, perceived improvement in job satisfaction was a significant predictor. Compared with teachers who reported a marked improvement over time (the reference category), all other groups exhibited significantly lower levels of current satisfaction. Specifically, teachers who reported a marked decline in satisfaction (category 5) had, on average, current satisfaction scores 5.33 points lower ($\beta = -5.33$, $p < .001$). All categories (2–5) yielded negative and statistically significant coefficients ($p < .05$).

Collinearity diagnostics indicated no evidence of problematic multicollinearity between the predictors. All variance inflation factors (VIFs) were below 2, which is far below the thresholds typically used in applied research to flag potential concerns (See Table 3.5). Although fixed cutoffs for VIF values should not be applied uncritically (O'Brien, 2007), the present values are comfortably within the range that is generally considered non-problematic and unlikely to bias the parameter estimates or inflate the standard errors.

Table 3.5

Collinearity statistics

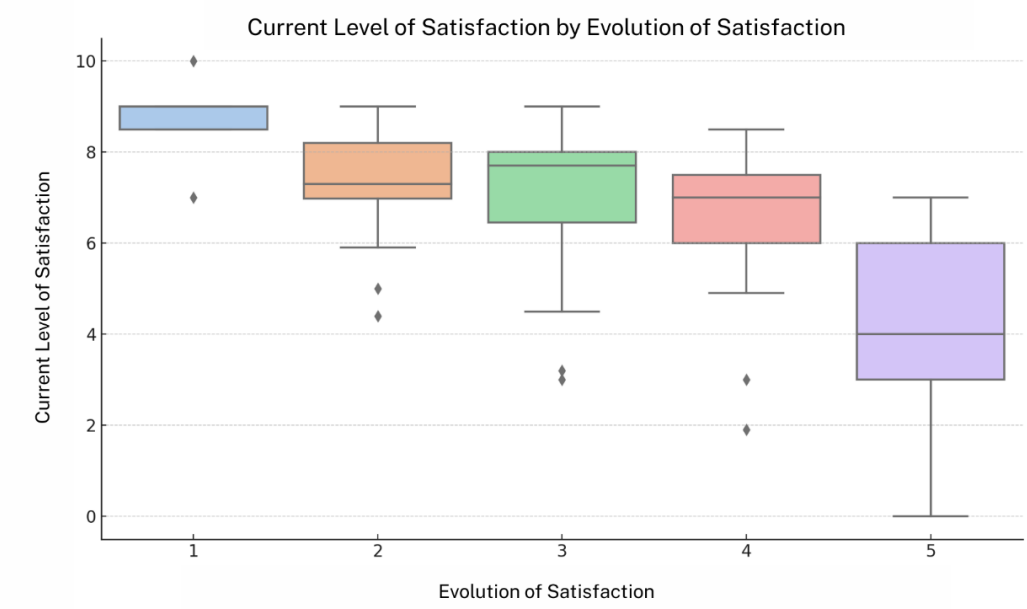
	VIF	*Tol.*
Evolution of satisfaction	1.04	0.961
Length of service	1.10	0.908

	VIF	*Tol.*
Sex	1.09	0.916
School type	1.06	0.948
Academic qualifications	1.06	0.940

The Figure 3.1 displays the current job satisfaction as a function of the perceived change in satisfaction. The values on the x-axis correspond to the categories of perceived change in satisfaction over the course of a teaching career, ranging from 1 (marked improvement) to 5 (marked decrease).

Figure 3.1

Boxplot of current job satisfaction by perceived evolution of satisfaction



Qualitative results were obtained after analyzing responses to the open-ended question "If there has been a change in your level of professional satisfaction from the beginning of your career to the present, please indicate the reason(s)". Content analysis resulted in a total of forty-nine subcategories and twenty mutually exclusive categories. The subcategories were derived from participants' responses, such as:

"Being a public-school teacher and professional stagnation. Lack of incentives and career advancement. Salary increases very little". (P8)

"I have a very tiring work routine. The work isn't just inside the classroom. It feels like I'm a teacher 24 hours a day, 7 days a week". (P14)

"Lack of respect for the class, extremely violent and unruly students, absence of family, disregard for education". (P54)

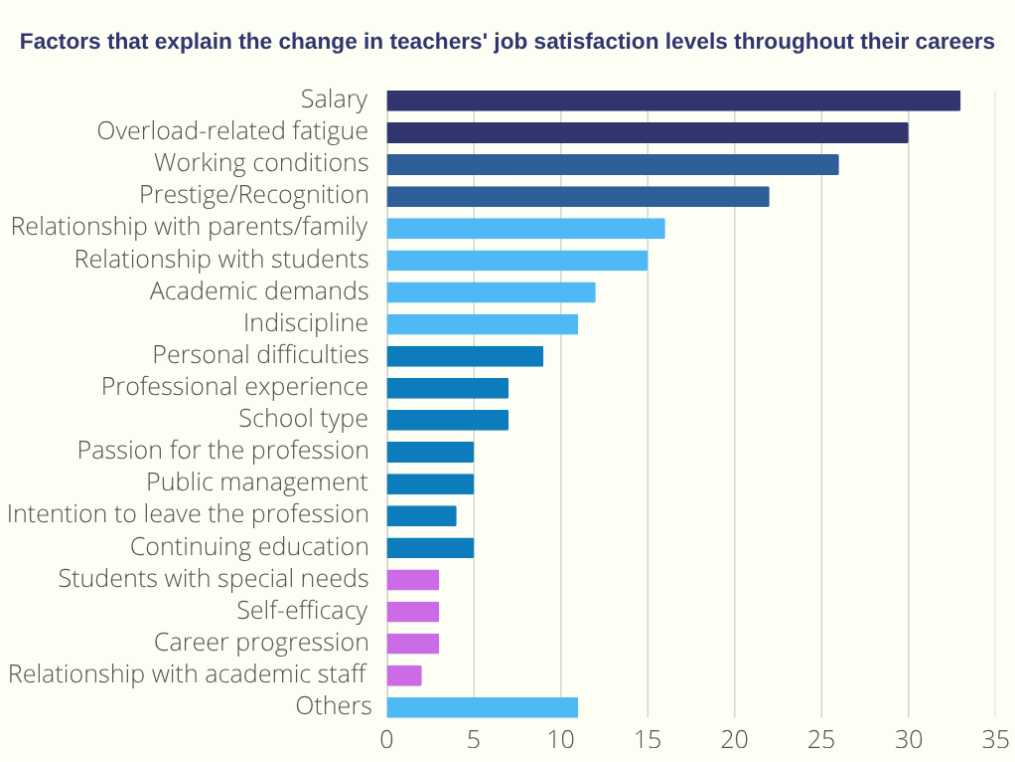
"My worldview, my experience in education". (P73)

Through a semantic examination of the subcategories, twenty broader categories were organized to group conceptually similar subcategories. For instance, the subcategories "demands," "pressure," and "tiredness" were grouped under the category "overload-related fatigue". All twenty categories are shown in Figure 3.2.

An absolute frequency analysis was performed to understand the representativeness of the categories. Five categories emerged as the most prevalent: salary (f = 33), overload-related fatigue (f = 30), working conditions (f = 26), prestige/recognition (f = 22), relationship with parents/family (f = 16). These categories represent the predominant explanations teachers provided for changes in their professional satisfaction throughout their careers. To ensure intercoder reliability, 50% of the responses were independently coded by two researchers. The percentage of agreement between coders was 85%, and Cohen's Kappa was 0.78, indicating substantial agreement (Landis & Koch, 1977).

Figure 3.2

Frequencies of response categories to the open-ended question



Note. Subcategories that occurred only once (i.e., f = 1) were grouped into the "Others" category.

Salary constitutes the most salient factor influencing professional satisfaction among Brazilian elementary and middle school teachers across their careers. Participants reported that fair remuneration and the possibility of salary progression played a central role in shaping their evaluations of job satisfaction. The illustrative responses from teachers in this category included the following:

"I love my job, but I'd like to work in a field with the potential for higher financial gain, although I don't think I'm poorly paid for what I do." (P18)

"The cost of living has increased over the past 20 years, but salaries have not kept pace. Despite this, I love my profession." (P31)

"Although I enjoy what I do, I wish I had chosen a different career with more earning potential. I still dream of making a career transition and starting my own business." (P59)

Discussion

This study aimed to deepen the understanding of job satisfaction among elementary and middle school teachers in Brazil by retrospectively examining their current levels of satisfaction and the changes perceived throughout their careers. Using a mixed-methods approach, this study offers a more comprehensive understanding of teacher professional well-being dynamics. It highlights how subjective perceptions and contextual influences interact to shape satisfaction across different career stages. Specifically, the findings indicate that (a) teachers' current job satisfaction is more strongly associated with perceived career satisfaction than with demographic or qualification variables, (b) the type of school in which teachers work (public vs. private) plays a relevant role in sustaining higher levels of satisfaction, and (c) remuneration, working conditions, workload-related fatigue, and social recognition constitute central determinants of teachers' perceived changes in satisfaction throughout their careers.

The quantitative findings revealed that perceived change in job satisfaction was a strong and significant predictor of teachers' current satisfaction levels. Specifically, teachers who perceived an improvement in their satisfaction throughout their careers reported substantially higher current satisfaction, whereas those who experienced a decline reported markedly lower satisfaction levels. This pattern suggests that teachers' retrospective evaluations of their job satisfaction have a lasting influence on their current sense of well-being at the workplace.

Retrospective assessments of job satisfaction rely on long-term memory, which tends to emphasize salient and influential events (Linton, 1986; Radvansky, 2017). Supporting the value of retrospective evaluations, Radvansky (2017) argued that traditional (or immediate) evaluations may

overlook or overemphasize certain aspects. Although retrospective evaluations can be biased owing to their selective nature and susceptibility to positive memory biases (Adler & Pansky, 2020), they also provide the potential for a more comprehensive understanding of complex circumstances from a mature and reflective standpoint (Nasser-Abu Alhija & Fresko, 2016).

Conversely, the control variables – length of service, gender, and academic background – did not reach statistical significance, suggesting that individual demographic or career characteristics play a secondary role relative to teachers' subjective perceptions of changes in job satisfaction across their careers. This lack of association indicates that, although such characteristics may influence objective working conditions, they do not appear to directly shape teachers' perceptions or evaluations of their current job satisfaction. Previous studies have reported similar findings, suggesting that structural and sociodemographic factors tend to exert a limited impact compared to more subjective dimensions of the teaching experience, such as perceptions of institutional support, autonomy, recognition, and interpersonal relationships within the school environment (Baroudi et al., 2020; Collie, 2023; Klassen & Chiu, 2010).

This interpretation underscores the importance of psychosocial factors as central determinants of job satisfaction among teachers. Elements such as organizational climate, support from school leadership, the quality of interactions with colleagues and students, and perceptions of self-efficacy appear to play a decisive role in shaping positive professional experiences (Hoque et al., 2023; Kim & Loadman, 2024; Skaalvik & Skaalvik, 2015). These findings align with theoretical perspectives that conceptualize job satisfaction as a multi-determined and psychologically mediated phenomenon (Sant, 2025).

In addition to the perceived change in job satisfaction over time, the type of school contributes significantly to teachers' overall job satisfaction. The findings indicate that teachers employed in private schools reported higher satisfaction, which may be attributed to more favorable working conditions, greater professional autonomy, and stronger institutional recognition than those in the public sector. Therefore, understanding the specific characteristics of these two school contexts is essential for fostering more effective pedagogical relationships and practices and informing educational policies aimed at improving teachers' working conditions and enhancing professional well-being across institutional settings.

According to the 2024 Brazilian School Census, conducted by the Ministry of Education (MEC) and the National Institute for Educational Studies and Research Anísio Teixeira (Inep), 19.6% of elementary school students (grades 1–5) are enrolled in private schools, while 17.0% of middle school students (grades 6–9) attend private institutions (Ministry of Education [MEC] and National Institute for

Educational Studies and Research Anísio Teixeira [Inep], 2024). Although public data show that the greatest demand for work among teachers in Brazilian elementary education is in the public sector, evidence from the literature indicates that working conditions in elementary education differ substantially between the public and private sectors, reflecting structural inequalities and specific challenges in each context (Brun et al., 2024; Chimello et al., 2022; Silva et al., 2022).

Comparative studies show that teachers in the public sector face greater job insecurity, multiple employment arrangements, and excessive workloads – conditions associated with professional devaluation policies and the expansion of temporary contracts (Silva et al., 2022; Santos, 2024). In contrast, teachers in the private sector tend to work in environments characterized by productivity pressure, intensified monitoring, and contractual instability, even in schools with better physical infrastructure and salaries (Brun et al., 2024; Chimello et al., 2022). These contrasts suggest that, although the sources of stress and job dissatisfaction take different forms and affect both sectors under distinct management logics, contextual and structural factors play a fundamental role in contributing to higher levels of job satisfaction.

The qualitative findings offered valuable insights into the factors that teachers consider most influential in shaping their perception of job satisfaction throughout their careers. Salary, overload-related fatigue, and overall working conditions emerged as the most salient determinants, underscoring the central importance of fair remuneration and a balanced relationship between job demands and available resources in sustaining teachers' motivation and commitment to their work. Narratives emphasizing issues of prestige and recognition appeared frequently in teachers' responses, underscoring the persistent challenge of social devaluation of the teaching profession in Brazil.

Recent empirical studies have consistently identified salary as a central and non-negotiable factor influencing teachers' job satisfaction (Räsänen et al., 2020; Steiner et al., 2023; Toropova et al., 2020). Quantitative research and large-scale surveys indicate that many teachers perceive their base pay as inadequate, relative to their workload and peers with comparable qualifications. This perception of underpayment is strongly associated with lower job satisfaction and heightened intentions to leave the profession. Evidence from a major study conducted by RAND Education and Labor (a division of the RAND Corporation), along with contemporary analyses of teacher pay disparities, demonstrates how insufficient compensation leads to financial stress, diminished motivation, and constrained career choices, mechanisms that help explain the pervasive recruitment and retention challenges faced by many educational systems (Steiner et al., 2023).

Beyond remuneration, international and review studies have demonstrated strong and consistent associations between teacher satisfaction and job characteristics, such as workload, as well as the availability of material and institutional resources. Systematic reviews and comparative analyses indicate that manageable administrative demands, reasonable class sizes, and safe well-equipped classrooms are positively associated with higher levels of teacher well-being and engagement. Conversely, poor working conditions exacerbate stress, burnout, and disengagement, even when salary levels remain constant (Admiraal et al., 2023; Toropova et al., 2020; Zhou et al., 2024). These findings suggest that policy interventions focused solely on salary increases are unlikely to be effective unless accompanied by tangible improvements in teachers' everyday working conditions.

Studies conducted in Brazil and other middle-income contexts illustrate how low salaries and adverse working conditions interact to produce negative outcomes for teachers and students (Levorato et al., 2023; Santos, 2024; Silva et al., 2022). Brazilian research linking lower job satisfaction to higher absenteeism and poorer health underscores the indirect costs of neglecting teacher remuneration and the quality of the work environment. OECD analyses of the Brazilian education system highlight persistent deficits in pay and working conditions that constrain teacher motivation and overall system performance (Levorato et al., 2023; OECD, 2024). Taken together, this national and international evidence supports the need for integrated policy responses aimed at maintaining a motivated and experienced teaching workforce, as well as improving the educational outcomes that depend on it through coordinated salary reforms, targeted investments in school infrastructure, and initiatives for reducing workload.

Qualitative findings also highlight that perceptions of professional prestige and recognition play crucial roles in shaping teachers' job satisfaction throughout their careers. International evidence indicates that when educators perceive their work as socially undervalued, their sense of professional identity, intrinsic motivation, and well-being tend to decline, even when workplace conditions and wages remain relatively constant. Conversely, contexts in which teachers feel respected and acknowledged for their contributions are more likely to foster professional fulfillment and retention (Baroudi et al., 2020; Niu et al., 2023; Zhou et al., 2024). Therefore, promoting both public and institutional recognition of teachers' roles is a key factor in sustaining job satisfaction throughout their careers.

Conclusion, Implications, and Limitations

The integration of the two analytical approaches proposed in this study revealed a complementary pattern of findings, confirming that job satisfaction stems from multiple determinants and that psychological processes (e.g., needs, exhaustion, and recognition) often mediate these relationships. Moreover, the results indicate that teacher satisfaction cannot be explained solely by individual

perceptions. The systemic dimensions of the work environment, school management, and broader social valuation of the teaching profession also play critical roles in shaping these outcomes.

These findings have important practical and theoretical implications for the field. At a practical level, these findings underscore the urgent need for educational policies that enhance teacher appreciation through improved working conditions, equitable remuneration, and sustained psychosocial support. At a theoretical level, the results are consistent with models of subjective well-being (Diener, 1984; Diener et al., 1999; Kahneman & Riis, 2005), which posit that individuals' retrospective evaluations and temporal comparisons are fundamental determinants of their current affective states. Teachers' self-assessments of the evolution of job satisfaction throughout their careers reflect not only their present circumstances but also integrative judgments regarding long-term professional fulfillment.

It is also important to highlight this study's contribution to the specialized literature, as few investigations have explored how teachers compare their current level of job satisfaction with earlier stages of their careers (e.g., "when I started" or "five to ten years ago"). Moreover, only a limited number of studies simultaneously controlled for variables such as length of service, gender, school type, and academic background when examining perceived changes in satisfaction over time. The current body of literature also indicates a marked shortage of studies examining teachers' perceived job satisfaction throughout their careers, since most investigations concentrate primarily on the early stages or particular transition phases within the profession.

Despite its valuable contributions, this study has some limitations. Firstly, given the exploratory design and limited sample, the findings should be interpreted with caution and not generalized beyond similar contexts. The sample size and the use of a non-probabilistic convenience sampling method limit the generalizability of the findings to the broader population of Brazilian elementary and middle school teachers, particularly given the country's continental dimensions. Another limitation of this study relates to the use of single-item measures, which restrict the psychometric robustness of the analyses. This type of measure makes it difficult to assess internal consistency and may capture the complexity of the constructs investigated in a less comprehensive way. Furthermore, it is more susceptible to measurement errors, requiring caution in the interpretation of the results. It is also important to note that participant recruitment was conducted primarily through electronic means, which may have biased the participant profile obtained (Singh, 2011). Furthermore, the retrospective assessment of job satisfaction may have introduced recall bias, as teachers' current affective states could influence their recollections of their past experiences (Adler and Pansky, 2020).

Future studies could address these limitations by employing longitudinal designs to examine changes in teacher satisfaction over time and by extending the analyses to educators working across different educational levels and regions of Brazil. Additionally, increasing the sample size through a stratified sampling approach that encompasses diverse sociodemographic groups and institutional contexts would enhance representativeness and enable more robust subgroup comparisons. A larger and more diverse sample would also increase statistical power and strengthen the generalizability of the findings. Additionally, qualitative approaches could provide deeper insights into how contextual and political factors shape teachers' perceptions of their current job satisfaction.

In conclusion, the study reinforces the view that teacher satisfaction is a dynamic construct shaped by both material and psychosocial dimensions, contributing to a more nuanced understanding of the implications for teacher professional well-being, retention, and educational quality policies.

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CONCLUSÃO GERAL

Esta tese de doutoramento mostra, de forma consistente, que a satisfação profissional de professores do ensino básico no Brasil constitui um fenómeno complexo, multidimensional e configurado por fatores que operam em múltiplos níveis de análise. A partir de uma abordagem ancorada na literatura internacional e empiricamente sustentada, propôs-se a análise deste constructo com base numa taxonomia estruturada em dois níveis (i.e., individual e organizacional), permitindo uma compreensão integrada das dinâmicas que o sustentam.

Os resultados convergem para a conceptualização da satisfação docente como um processo dinâmico, cumulativo e sensível à interação entre fatores proximais e contextuais, em consonância com modelos contemporâneos da psicologia organizacional e educacional (Liu et al., 2020; Niu et al., 2023; Skaalvik & Skaalvik, 2017). Em particular, evidenciam a centralidade das variáveis individuais e relacionais, a necessidade de aprofundar o papel de fatores organizacionais estruturais e o carácter processual da satisfação ao longo da trajetória profissional.

Em conjunto, os três estudos desenvolvidos não apenas se organizam de forma sequencial, mas articulam-se de modo complementar para sustentar uma compreensão integrada do fenómeno. A revisão de escopo permitiu identificar padrões e lacunas na literatura, orientando a análise empírica subsequente. Esta, ao evidenciar o peso explicativo das variáveis individuais, foi posteriormente aprofundada e reinterpretada à luz da dimensão temporal e subjectiva introduzida no terceiro estudo. Esta articulação evidencia que os fatores proximais ao professor, embora centrais na explicação imediata da satisfação, se inscrevem em trajetórias profissionais e em condições estruturais que moldam, de forma cumulativa, essa experiência (Day & Gu, 2010; Chalandra et al., 2023). Assim, os resultados dos diferentes estudos não apenas convergem, mas também se complementam, evidenciando que a satisfação docente emerge da interação dinâmica entre níveis de análise, temporalidades e contextos.

Neste contexto, o primeiro estudo contribuiu para a sistematização do campo, ao mapear as variáveis mais recorrentes na literatura e identificar lacunas relevantes, nomeadamente no que diz respeito à incorporação de fatores emergentes e à consideração de contextos socioculturais. O segundo estudo, ao testar empiricamente a contribuição relativa de variáveis individuais e organizacionais no contexto brasileiro, evidenciou o peso preponderante de fatores proximais, como o relacionamento professor-aluno, refinando e problematizando tendências previamente identificadas na literatura (Collie, 2021; Eryilmaz et al., 2025). Por sua vez, o terceiro estudo introduziu uma dimensão temporal e interpretativa, demonstrando que a satisfação actual está fortemente associada às mudanças percebidas ao longo da carreira e às condições estruturais do exercício profissional, em linha com estudos anteriores (Brandenburg et al., 2024; Viac & Fraser, 2020).

De forma articulada, estes resultados sugerem que a satisfação profissional docente não pode ser adequadamente compreendida a partir de abordagens estáticas ou exclusivamente transversais. Pelo contrário, trata-se de um fenómeno que se constrói ao longo do tempo, na intersecção entre experiências individuais, relações interpessoais e condições organizacionais e sistémicas. Assim, a análise da satisfação, baseada exclusivamente em delineamentos transversais, revela-se insuficiente para captar a complexidade do fenómeno.

Globalmente, esta tese contribui para a literatura ao integrar diferentes métodos e níveis de análise num enquadramento coerente, evidenciando que explicações centradas exclusivamente no indivíduo são insuficientes para compreender a satisfação docente. Ao articular evidências quantitativas e qualitativas, demonstra-se que, embora as variáveis individuais apresentem maior peso explicativo imediato, são as condições estruturais e contextuais que moldam, de forma cumulativa, a experiência profissional dos docentes.

Os resultados reforçam a necessidade de abordagens analíticas e interventivas integradas, com implicações diretas para a psicologia organizacional educacional e para a formulação de políticas públicas. Por outro lado, a promoção do bem-estar e da permanência na docência exige respostas articuladas que considerem simultaneamente fatores individuais, condições organizacionais e enquadramentos políticos e institucionais, constituindo este um eixo central para enfrentar os desafios contemporâneos da profissão docente.

Limitações

Apesar das contribuições empíricas e teóricas dos três estudos desenvolvidos nesta tese de doutoramento, algumas limitações metodológicas comuns devem ser consideradas na interpretação integrada dos achados e na formulação de implicações práticas.

Em primeiro lugar, observam-se os critérios de inclusão e exclusão adotados no estudo de revisão de escopo, descrito no primeiro capítulo. Com a delimitação desses critérios, buscou-se, por um lado, excluir investigações de baixo rigor metodológico e, por outro, incluir amostras que representassem os docentes do ensino básico. Pesquisas anteriores indicam diferenças relevantes na satisfação profissional entre professores de distintos anos letivos (e.g., Fütterer et al., 2023). Considerou-se, assim, que as especificidades do contexto e dos processos de ensino-aprendizagem, entre professores da educação pré-escolar e do ensino secundário, por exemplo, diferem das características do ensino básico regular. No entanto, os critérios de inclusão e exclusão deste estudo, que fundamentaram as investigações subsequentes, podem ter deixado de fora contribuições científicas relevantes sobre a satisfação profissional docente.

Em segundo lugar, destaca-se a ausência de delineamentos experimentais ou quase-experimentais. Nenhum dos estudos avaliou intervenções específicas ou mudanças institucionais ao longo do tempo, o que limita a possibilidade de estabelecer relações causais robustas entre variáveis individuais e organizacionais e a satisfação docente. Deste modo, os achados devem ser interpretados como associações estatísticas ou percepções subjetivas, e não como evidência de eficácia de determinadas práticas ou políticas. Vale também destacar que a ausência de indicadores objectivos complementares (i.e., dados administrativos sobre rotatividade, afastamentos por adoecimento, carga horária efetiva ou progressão na carreira) restringe análises mais abrangentes do fenómeno.

Outra limitação refere-se à baixa integração entre os níveis sistémicos e as políticas públicas. Embora fatores estruturais, como remuneração, carga de trabalho e reconhecimento social, tenham emergido como relevantes, especialmente nas análises qualitativas, esses elementos não foram examinados de maneira articulada com indicadores macroestruturais ou reformas educacionais específicas. Tal lacuna restringe a compreensão do impacto de políticas públicas na construção da satisfação profissional docente.

Adicionalmente, é possível que haja sub-representação de contextos educacionais mais vulneráveis, como escolas rurais, instituições com infraestrutura precária ou regiões marcadas por desigualdades socioeconómicas mais acentuadas. Como a literatura demonstra que diferenças socioeconómicas e de infraestrutura das escolas parecem ter importante papel preditivo na satisfação docente (Chen, 2022), essa limitação pode comprometer a generalização dos resultados para a totalidade do sistema educacional, especialmente em países caracterizados por elevada heterogeneidade regional, como o Brasil.

Considerando tais limitações, recomenda-se cautela ao generalizar os achados para diferentes contextos educacionais ou ao inferir relações causais entre variáveis. Da mesma forma, a formulação de políticas públicas ou programas institucionais exclusivamente com base em dados transversais e autorreferidos pode conduzir a intervenções insuficientes ou excessivamente centradas no indivíduo, negligenciando determinantes estruturais do bem-estar docente.

Em síntese, embora os estudos ofereçam provas relevantes e complementares sobre a satisfação profissional de professores do ensino básico, a sua integração exige leitura crítica quanto aos limites de mensuração, delineamento e representatividade. O avanço do campo demanda investigações metodologicamente mais robustas, com delineamentos longitudinais, integração de múltiplas fontes de dados e maior articulação entre níveis micro, meso e macro do sistema educacional.

Implicações para Investigações Futuras

Os resultados dos três estudos permitem apresentar algumas implicações e recomendações sobre a satisfação profissional de professores do ensino básico, sobretudo brasileiros. Investigações futuras devem priorizar delineamentos longitudinais prospectivos que permitam examinar trajetórias de satisfação, eventos críticos de carreira e sua relação com desfechos como esgotamento (burnout), envolvimento com a docência e intenção de abandono da profissão.

Com base na integração dos resultados, recomenda-se que pesquisas futuras: (a) desenvolvam modelos multinível mais integrativos, combinando variáveis psicológicas (e.g., identidade profissional, propósito), organizacionais (e.g., liderança transformacional, clima escolar) e sistêmicas (e.g., políticas educacionais); (b) explorem o impacto da intensificação do trabalho e da burocratização como mediadores entre contexto organizacional e satisfação; (c) realizem estudos comparativos internacionais que investiguem o papel do prestígio social docente na satisfação e retenção profissional; (d) no Brasil, conduzam análises comparativas entre redes pública e privada, considerando variáveis regionais e desigualdades estruturais; (e) ampliem o uso de métodos mistos, integrando análises quantitativas e narrativas docentes para captar dimensões subjetivas do fenómeno.

Os achados sustentam a necessidade de intervenções articuladas em três níveis. Ao nível individual, destacam-se a importância de programas de desenvolvimento socioemocional docente, o fortalecimento da autoeficácia e a criação de espaços reflexivos institucionais que podem mitigar estressores cotidianos e fortalecer recursos psicológicos (Jennings & Greenberg, 2009). Ao nível organizacional, prioriza-se a formação de lideranças escolares para a promoção de um clima colaborativo e de reconhecimento profissional. A liderança com foco relacional tem sido associada a maiores níveis de satisfação docente (Collie, 2021). Ademais, a revisão de processos administrativos, visando à redução da sobrecarga burocrática, pode restituir autonomia e sentido ao trabalho pedagógico (Chalandra et al., 2023; Viac & Fraser, 2020). Finalmente, ao nível sistêmico, com foco na valorização salarial, em planos de carreira estruturados e em políticas públicas de bem-estar docente, são fundamentais para promover mudanças sustentáveis. A literatura indica que condições estruturais adequadas são determinantes para retenção e satisfação profissional (Eryilmaz et al., 2025; Viac & Fraser, 2020).

Considerações Finais

Esta tese contribui originalmente para a literatura científica ao integrar, de forma sistemática, diferentes métodos e níveis de análise em um enquadramento único da satisfação profissional de professores brasileiros do ensino básico. Ao operacionalizar uma taxonomia multinível (individual e organizacional), evidencia-se uma lacuna pouco explorada: embora modelos quantitativos destaquem o

peso de variáveis individuais, as narrativas docentes revelam que fatores estruturais moldam de forma cumulativa a experiência profissional. Esse achado desloca o foco de explicações individualizantes para uma compreensão processual e contextual da satisfação, configurada pela interação entre diversos fatores.

Metodologicamente, a articulação entre revisão de escopo, modelagem multinível e análise qualitativa amplia a robustez analítica e possibilita uma compreensão abrangente do fenómeno. Evidencia, igualmente, que a promoção do bem-estar e da permanência na docência depende de respostas articuladas que considerem simultaneamente pessoas, contextos, políticas educacionais e condições estruturais do trabalho. Empiricamente, ao situar os resultados no contexto brasileiro, a tese refina generalizações internacionais e reforça a centralidade do contexto na compreensão do fenómeno. Os resultados ampliam significativamente a compreensão da satisfação profissional de professores da educação básica ao mostrar que políticas e intervenções devem transcender abordagens intrapessoais e incorporar reformas alinhadas com uma perspectiva ecológica da psicologia organizacional e escolar. Esta é uma condição essencial para promover bem-estar sustentável, fortalecimento identitário, permanência qualificada na profissão e, consequentemente, frear a tendência global de falta de docentes no ensino básico.

Em síntese, esta tese mostra que a satisfação profissional docente se configura como um processo dinâmico e cumulativo, emergente da interacção entre fatores individuais, relacionais e estruturais, cuja compreensão e promoção exigem respostas integradas que articulem, de forma indissociável, pessoas, contextos e políticas educacionais.

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ANEXOS

Anexo 1.

Parecer da Comissão de Ética para as Ciências Sociais e Humanas



Universidade do Minho

Conselho de Ética

Comissão de Ética para a Investigação em Ciências Sociais e Humanas (CEICSH)

Identificação do documento: CEICSH 142/2023

Título do projeto: *Satisfação Profissional do Professor: fatores individuais e fatores organizacionais*

Equipa de Investigação: Raiany Stefane Saué Poloni (IR), Doutoramento em Psicologia Aplicada CPLP, Escola de Psicologia, Universidade do Minho; Dr. João Armênio Lamego Lopes (orientador), Escola de Psicologia, universidade do Minho; Dra. Célia Regina Gomes Oliveira (Orientadora), Centro de Investigação em Psicologia da Universidade do Minho e Universidade Lusófona do Porto

PARECER

A Comissão de Ética para a Investigação em Ciências Sociais e Humanas (CEICSH) analisou o processo relativo ao projeto de investigação acima identificado, intitulado *Satisfação Profissional do Professor: fatores individuais e fatores organizacionais.*

Os documentos apresentados revelam que o projeto obedece aos requisitos exigidos para as boas práticas na investigação com humanos, em conformidade com as normas nacionais e internacionais que regulam a investigação em Ciências Sociais e Humanas.

Face ao exposto, a Comissão de Ética para a Investigação em Ciências Sociais e Humanas (CEICSH) nada tem a opor à realização do projeto nos termos apresentados no Formulário de Identificação e Caracterização do Projeto, que se anexa, emitindo o seu parecer favorável, que foi aprovado por unanimidade pelos seus membros.

O Presidente da CEICSH

Assinado por: EMANUEL PEDRO VIANA BARBAS DE ALBUQUERQUE
Num. de Identificação: 07089799
Data: 2023.10.17 12:53:47 +0100

(Emanuel Pedro Viana Barbas Albuquerque)

Anexo: Formulário de identificação e caracterização do projeto

Anexo 2.

Questionário "Pesquisa sobre a percepção do grau de satisfação de professores"

Pesquisa sobre a percepção do grau de satisfação profissional de professores no início da carreira em comparação ao momento atual.

Caro(a) professor(a),

Você está sendo convidado(a) a participar de uma pesquisa sobre a satisfação profissional de professores e a sua opinião é muito importante!

Neste questionário, não existem respostas certas ou erradas. Solicitamos que suas respostas sejam sinceras e que não deixe de responder a nenhuma questão.

Desde já, agradecemos a sua colaboração. Equipe de

Investigação

*Resposta obrigatória

Termo de Consentimento Livre e Esclarecido

Serão resguardados o **sigilo** e o **anonimato** de todas as respostas coletadas, somente sendo divulgados os resultados de grupos de participantes e **NUNCA** resultados individuais. Poderá desistir de participar, a qualquer momento, sem nenhum prejuízo decorrente. O tempo médio para o preenchimento do questionário é de 5 (cinco) minutos. Informações adicionais sobre a pesquisa, favor contatar pelo e-mail: id8853@uminho.pt

Muito obrigado!

Equipe de Investigação

1. Aceito participar **anonimamente** desta pesquisa, nos termos constantes neste documento.

    - ○ Sim, aceito.
    - ○ Não.

2. Sexo*
   - ○ Feminino
   - ○ Masculino
   - ○ Não-binário

3. Idade, em anos completos*

   _____

4. Formação Acadêmica*
   - ○ Graduação
   - ○ Pós-graduação
   - ○ Mestrado
   - ○ Doutorado

5. Ano que iniciou a carreira como professor(a) do ensino fundamental*

   _____

6. Número de anos de atuação como professor(a) do ensino fundamental até o momento presente*

   _____

7. Região do país onde predominantemente atua como professor do ensino fundamental (Unidade da Federação do Brasil)

   _____

8. Considero que o meu grau atual de satisfação profissional em comparação ao início da minha carreira:*
   - ○ Aumentou significativamente
   - ○ Aumentou
   - ○ Não aumentou nem diminuiu
   - ○ Diminuiu
   - ○ Diminuiu significativamente

9. Classifique o seu grau atual de satisfação profissional em uma escala de 0 a 9, em que 0 significa “totalmente insatisfeito(a)” e 9 significa “totalmente satisfeito”:*

0	1	2	3	4	5	6	7	8	9

Totalmente insatisfeito(a) Totalmente satisfeito(a)

10. No caso de ter havido alteração no seu grau de satisfação profissional, do início da carreira para o momento atual, por favor indique a razão (ou razões).