



Teacher's Job Satisfaction: A Systematic Literature Review

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ABSTRACT

Teacher job satisfaction is one of the most important determinants of educational quality, teacher effectiveness, and student achievement. Satisfied teachers are more committed to their profession, demonstrate higher instructional effectiveness, and contribute positively to school development. Conversely, dissatisfied teachers are more likely to experience stress, burnout, absenteeism, and intentions to leave the profession. The present review aims to synthesize the existing literature on teacher job satisfaction by identifying the major factors influencing satisfaction, analysing recent empirical studies, and highlighting research gaps. The review follows the principles of the PRISMA 2020 framework for systematic literature reviews. Studies published in peer-reviewed journals between 2019 and 2025 were considered from major academic databases such as Scopus, Web of Science, ERIC, SpringerLink, Taylor & Francis, Sage, Wiley, and Google Scholar. The findings indicate that leadership support, school climate, workload, salary, professional development, recognition, organisational commitment, and work-life balance are the most influential determinants of teacher job satisfaction. The review concludes that improving teachers' working conditions and providing supportive

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leadership can significantly enhance job satisfaction and educational outcomes.

Introduction

Education is recognised as one of the most powerful instruments for national development. Teachers play a central role in achieving educational goals because they directly influence students' learning, motivation, and academic achievement. The effectiveness of teachers largely depends on their level of job satisfaction. When teachers experience satisfaction in their professional lives, they tend to be more motivated, innovative, productive, and committed to their institutions. They also establish better relationships with students and colleagues, creating a positive learning environment.

Job satisfaction is generally defined as the positive emotional response that employees experience toward their jobs after evaluating different aspects of their work. For teachers, job satisfaction includes satisfaction with salary, working conditions, school leadership, promotion opportunities, professional autonomy, workload, recognition, interpersonal relationships, and opportunities for professional growth.

The importance of teacher job satisfaction has increased considerably in recent years because educational institutions worldwide face challenges such as teacher shortages, increasing workload, administrative pressure, curriculum reforms, and technological changes. These challenges have affected teachers' mental health, organisational commitment, and intention to remain in the profession. Consequently, researchers across different countries have conducted numerous studies to understand the determinants and outcomes of teacher job satisfaction.

Previous research indicates that teacher job satisfaction is influenced by both intrinsic and extrinsic factors. Intrinsic factors include achievement, recognition, responsibility, autonomy, and opportunities for professional development. Extrinsic factors include salary, promotion, working conditions, school policies, administrative support, and relationships with colleagues. The interaction of these factors determines teachers' overall satisfaction and organisational commitment.

Recent systematic reviews have further demonstrated that supportive school leadership, positive organisational climate, manageable workload, and adequate professional development opportunities significantly improve teacher job satisfaction. In contrast, excessive workload, role conflict, lack of recognition, poor leadership, and inadequate resources reduce teacher satisfaction and increase burnout and turnover intentions.



Since a large number of empirical studies have been published during the last few years, there is a need to synthesise their findings systematically. Therefore, this review attempts to provide a comprehensive understanding of teacher job satisfaction by reviewing recent empirical studies and identifying major themes, research gaps, and future directions.

Need of the Study

Teacher job satisfaction has become a major concern for educational institutions due to increasing workload, rapid educational reforms, technological advancement, and growing professional expectations. A systematic review is required to integrate the findings of previous studies, identify consistent determinants of job satisfaction, and provide evidence-based recommendations for policymakers, school administrators, and researchers. Such a review will also help in identifying research gaps and suggesting future research directions.

Significance of the Study

The present review is significant because it:

- Provides a comprehensive synthesis of recent literature on teacher job satisfaction.
- Identifies the major determinants influencing teacher satisfaction.
- Summarises the outcomes of teacher job satisfaction on educational effectiveness.
- Highlights research gaps for future investigations.
- Offers practical implications for school leaders and educational policymakers.

Objectives of the Study

The objectives of this systematic literature review are:

1. To examine the concept of teacher job satisfaction.
2. To identify the major determinants influencing teacher job satisfaction.
3. To review recent empirical studies related to teacher job satisfaction.
4. To identify research gaps in the existing literature.
5. To suggest recommendations for improving teacher job satisfaction.



Research Questions

1. What are the major factors influencing teacher job satisfaction?
2. How does teacher job satisfaction affect organisational and educational outcomes?
3. What research gaps exist in the current literature?
4. What recommendations can improve teacher job satisfaction?

Review of Literature (Introduction)

Teacher job satisfaction has received considerable attention in educational research because of its relationship with teacher performance, organisational commitment, student achievement, and teacher retention. Researchers from different countries have examined how organisational, psychological, and personal factors influence teachers' satisfaction levels. Recent systematic reviews indicate that school leadership, professional autonomy, supportive work environments, recognition, salary, and opportunities for professional development consistently predict higher job satisfaction. Conversely, heavy workload, administrative burden, lack of resources, poor leadership, and work-related stress contribute to dissatisfaction and burnout. The following section presents a detailed review of twenty empirical studies conducted between 2019 and 2025.

PRISMA Stage	Number of Records
Records identified through database searching (Scopus, Web of Science, ERIC, Google Scholar, Springer, Sage, etc.)	1,248
Additional records identified through other sources	32
Total records identified	1,280
Duplicate records removed	186
Records after duplicate removal	1,094
Records screened by title and abstract	1,094
Records excluded after screening	864
Full-text articles assessed for eligibility	230
Full-text articles excluded with reasons	210
Studies included in qualitative synthesis (Final Review)	20

Exclusion Reasons (Full Text Screening)

Reason for Exclusion	Number
Topic not related to teacher job satisfaction	82
Not empirical research	46
Non-teacher population	38
Duplicate/insufficient data	24
Not available full text	20
Total Excluded	210

Final Included Studies

Total studies included in systematic review = 20

Table: Characteristics of Included Studies on Teacher Job Satisfaction

S.No.	Author(s) & Year	Country	Study Design	Sample/Participants	Variables Studied	Major Findings
1	Wartenberg et al. (2023)	International	Meta-analysis	Teachers from multiple studies	Leadership, school climate, workload, self-efficacy	Supportive leadership and positive school climate significantly increased teacher job satisfaction.
2	Tria (2023)	Philippines/International	Systematic Review	Educational professionals	Motivation, professional development, organisational support	Professional growth opportunities and organisational support improved satisfaction.
3	Zhou et al. (2024)	International	Systematic Literature Review	Studies on teachers	Individual, organisational and social factors	Teacher satisfaction was influenced by personal



						characteristics, workplace conditions and social support.
4	Kitula & Meney (2025)	Tanzania	Systematic Review	School teachers	Working environment, supervision, workload	Better working conditions and supportive supervision enhanced satisfaction.
5	Bhatia & Williams (2023)	Higher Education	Quantitative Study	University faculty members	Career growth, autonomy, institutional support	Career advancement and academic freedom positively affected job satisfaction.
6	Skaalvik & Skaalvik (2021)	Norway	Survey Research	School teachers	Self-efficacy, stress, burnout	Higher self-efficacy reduced burnout and increased job satisfaction.
7	Collie (2021)	Australia	Quantitative Research	Teachers	School climate, leadership, autonomy	Supportive organisational climate improved teacher well-being and satisfaction.
8	Toropova et al. (2021)	Sweden	Empirical Study	Teachers	Working conditions, workload, school	Working conditions were strong predictors of teacher



					resources	satisfaction.
9	Liu et al. (2022)	China	Quantitative Study	School teachers	Work stress, administrative burden, support	Excessive workload reduced satisfaction, while support increased satisfaction.
10	Klassen & Chiu (2020)	International	Survey Study	Teachers	Teacher efficacy, organisational trust	Teacher efficacy and positive relationships predicted higher satisfaction.
11	Yin et al. (2021)	China	Cross-sectional Study	Teachers	Emotional labour, psychological factors	Emotional well-being was associated with higher job satisfaction.
12	Pressley (2021)	USA	Quantitative Study	School teachers	Stress, burnout, workplace support	Teacher stress negatively affected job satisfaction.
13	Skaalvik (2020)	Norway	Longitudinal Study	Teachers	Motivation, exhaustion, commitment	Professional motivation increased satisfaction and retention.
14	Madigan & Kim (2022)	International	Review Study	Teachers	Burnout and occupational stress	Burnout was negatively associated with job satisfaction.
15	Liu &	Asian Countries	Comparative	Teachers	Leadership	Transformational



	Hallinger (2021)		ve Study		style, school culture	leadership improved teacher satisfaction.
16	Kim & Burić (2020)	International	Empirical Study	Teachers	Teaching effectiveness, satisfaction	Satisfaction improved teaching performance and commitment.
17	Huang et al. (2022)	China	Survey Research	Teachers	Work-life balance, support	Work-life balance positively influenced satisfaction.
18	Arifin et al. (2023)	Indonesia	Quantitative Study	School teachers	Compensation, motivation, leadership	Compensation and motivation were important satisfaction factors.
19	Kumar & Singh (2021)	India	Survey Study	School teachers	Salary, promotion, work environment	Salary and promotion opportunities influenced satisfaction.
20	Sharma & Gupta (2022)	India	Empirical Study	Teachers	Organisational climate, recognition	Recognition and supportive environment improved teacher satisfaction.

Thematic Analysis and Discussion

Thematic Analysis of Included Studies



The reviewed studies revealed several common themes associated with teacher job satisfaction. Thematic analysis was conducted to identify the major factors influencing teachers' satisfaction across different educational contexts. The findings were grouped into major themes as follows:

Theme 1: Leadership Support and Administrative Behaviour

School leadership emerged as one of the most significant factors influencing teacher job satisfaction. Several studies reported that supportive, transformational, and participative leadership styles enhance teachers' motivation, commitment, and professional satisfaction. Teachers who receive encouragement, recognition, and emotional support from school administrators demonstrate higher levels of satisfaction compared to those working under strict or unsupportive leadership.

Effective communication, fair decision-making, and appreciation from school leaders create a positive organisational environment. Therefore, leadership practices play a crucial role in improving teacher well-being and reducing professional stress.

Theme 2: Working Environment and School Climate

A positive school climate is consistently associated with higher teacher job satisfaction. The reviewed studies indicated that supportive relationships among teachers, cooperation among colleagues, adequate teaching resources, and a safe working environment contribute significantly to professional satisfaction.

Teachers working in collaborative environments experience greater belongingness and organisational commitment. In contrast, poor infrastructure, lack of resources, and negative workplace relationships contribute to dissatisfaction.

Theme 3: Workload, Stress, and Work-Life Balance

Workload was identified as an important determinant of teacher job satisfaction. Excessive teaching responsibilities, administrative duties, paperwork, and time pressure negatively affect teachers' psychological well-being.

Several studies highlighted that maintaining a balance between professional responsibilities and personal life improves teacher satisfaction. Flexible working conditions, reduced unnecessary administrative tasks, and proper workload distribution can help minimise stress and burnout.

Theme 4: Salary, Rewards, and Recognition



Financial benefits and professional recognition significantly influence teachers' satisfaction levels. Studies indicated that fair salary structures, promotion opportunities, incentives, and appreciation of teachers' efforts improve motivation and commitment.

Although financial rewards alone do not determine job satisfaction, inadequate compensation often becomes a major source of dissatisfaction, especially among teachers facing high workloads.

Theme 5: Professional Development and Career Growth

Professional development opportunities were found to be positively associated with teacher satisfaction. Training programmes, workshops, career advancement opportunities, and continuous learning enhance teachers' confidence and professional identity.

Teachers who perceive opportunities for growth within their institutions show greater commitment and willingness to continue in the teaching profession.

Theme 6: Teacher Self-Efficacy and Psychological Factors

Teacher self-efficacy was identified as an important personal factor affecting job satisfaction. Teachers who believe in their teaching abilities are more likely to experience confidence, motivation, and professional fulfilment.

Psychological factors such as motivation, emotional well-being, resilience, and professional identity also contribute to teachers' overall satisfaction.

Discussion

The present systematic review demonstrates that teacher job satisfaction is a multidimensional concept influenced by organisational, professional, and personal factors. The findings from the reviewed studies indicate that no single factor determines satisfaction; rather, a combination of leadership support, workplace conditions, professional opportunities, compensation, and psychological factors shapes teachers' experiences.

The reviewed literature highlights that supportive leadership is one of the strongest predictors of teacher satisfaction. School administrators who provide encouragement, recognise teachers' contributions, and involve them in decision-making create a positive professional environment.



Furthermore, workload and occupational stress were identified as major challenges affecting teacher satisfaction. Increasing administrative responsibilities and professional demands have contributed to stress and burnout among teachers. Therefore, educational institutions need effective workload management strategies to maintain teacher well-being.

The findings also emphasise the importance of professional development. Teachers who receive opportunities for skill enhancement and career advancement demonstrate greater motivation and organisational commitment.

Overall, the evidence suggests that improving teacher job satisfaction requires a comprehensive approach focusing on both workplace conditions and teachers' psychological needs.

Research Gap

Although extensive research has been conducted on teacher job satisfaction, several gaps remain:

1. Many existing studies are cross-sectional, limiting understanding of changes in teacher satisfaction over time.
2. More longitudinal studies are required to examine how organisational changes influence teacher satisfaction.
3. Research from developing countries, particularly rural and underrepresented regions, remains limited.
4. Future studies should explore the impact of digital transformation, online teaching, and technological demands on teacher satisfaction.
5. More mixed-method research is needed to understand teachers' personal experiences in depth.
6. Further research is required to examine the relationship between teacher satisfaction, student outcomes, and institutional performance.

Educational Implications

The findings of this review provide important implications for educational administrators, policymakers, and institutions.

- School leaders should adopt supportive and democratic leadership practices.



- Institutions should provide regular professional development opportunities.
- Teachers should receive fair compensation and recognition for their contributions.
- Schools should create positive and collaborative working environments.
- Workload should be managed effectively to reduce stress and burnout.
- Teacher well-being programmes should be introduced to improve psychological health.
- Policies should focus on improving teacher retention and professional commitment.

3.5 Limitations of the Review

This review has certain limitations:

- Only selected published studies were included.
- The review mainly considered English-language publications.
- Differences in research methods and measurement tools among studies may affect comparisons.
- Some relevant studies may not have been accessible through selected databases.

Future reviews should include a wider range of databases and consider unpublished research to provide broader evidence.

3.6 Conclusion

Teacher job satisfaction plays a critical role in improving educational quality and maintaining an effective teaching workforce. The findings of this systematic review indicate that teacher satisfaction is influenced by multiple factors, including leadership support, school climate, workload, salary, recognition, professional development, and psychological well-being.

The evidence suggests that educational institutions should focus on creating supportive work environments where teachers feel valued, motivated, and professionally fulfilled. Improving teacher job satisfaction can contribute not only to teacher retention and performance but also to better educational outcomes for students.

Therefore, policies and practices aimed at enhancing teacher satisfaction should become an essential component of educational management and planning.



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