

# RELATIONSHIP BETWEEN *JOB SATISFACTION* and *WORK ENGAGEMENT* in TEACHERS

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## **Resumen**

Es un hecho que la docencia se considera una de las profesiones más estresantes, son múltiples los estudios que avalan la importancia de un clima organizacional óptimo en la salud mental de éstos. Aspectos como la satisfacción laboral y el work engagement contribuyen positivamente al aumento tanto del bienestar emocional como de la eficiencia del trabajador.

La tendencia de estudio ha ido en aumento los últimos años, esto se debe a la ampliación de las demandas laborales existentes, que comparadas con la escasez de recursos disponibles para hacer frente a dichas demandas, han generado un incremento en el malestar del sector docente, elevando a su vez la tasa de abandono laboral en este sector.

Desde una perspectiva de psicología positiva y a través del presente trabajo, conocemos que los constructos satisfacción laboral y work engagement se encuentran estrechamente relacionados, no obstante se infiere la necesidad de conocer en qué grado se relacionan y la repercusión que tienen en el rol docente. Para ello, en esta revisión sistemática, se ha realizado una búsqueda de la literatura actual bajo el método PRISMA, utilizando como principales fuentes de datos las bases *Web of Science* y *Scopus*. Tras una exhaustiva selección y posterior elección de los artículos tratados, se ha realizado una síntesis de los resultados, los cuales sitúan la satisfacción laboral como variable predictora del work engagement.

Por todo ello se concluye que es necesario aplicar medidas en las organizaciones que promuevan el aumento de la satisfacción laboral de los profesores, para poder así aumentar el work engagement y mejorar el bienestar de los docentes.

**Palabras clave:** work engagement, satisfacción laboral, docentes, secundaria.

## **Abstract**

It is a fact that teaching is considered one of the most stressful professions, and there are many studies that support the importance of an optimal organizational climate in the mental health of teachers. Aspects such as job satisfaction and work engagement contribute positively to increasing both the emotional well-being and the efficiency of the worker.

The trend in the study has been increasing in recent years, due to the increase in existing work demands, which compared to the scarcity of resources available to meet these demands, has led to an increase in discomfort in the teaching sector, in turn increasing the dropout rate in this sector.

From a positive psychology perspective and through the present work, we know that the constructs of job satisfaction and work engagement are closely related, however, it is necessary to know to what extent they are

related and the impact they have on the teaching role. For this purpose, in this systematic review, a search of the current literature was carried out using the PRISMA method, using the *Web of Science* and *Scopus* databases as the main sources of data. After an exhaustive selection and subsequent selection of the articles treated, a synthesis of the results has been made, which place job satisfaction as a predictor variable of work engagement. Therefore, it is concluded that it is necessary to apply measures in organizations that promote the increase of teachers' job satisfaction, in order to increase work engagement and improve teachers' well-being.

**Keywords:** work engagement, job satisfaction, teachers, high school.

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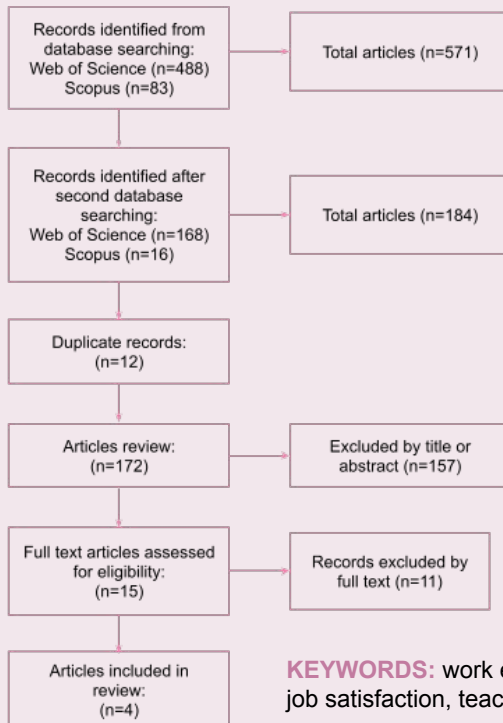
## INTRODUCTION

Teaching has been considered one of the most stressful professions (Golg and Roth, 1993), the disparity between demands and resources is one of the causes that can trigger burnout in teachers, so it is recommended to establish an adequate organisational climate. Positive psychology addresses this problem by focusing on the variables job satisfaction and work engagement. Teachers who feel satisfied in their work are those who produce and perform better (León, 2011).

## OBJECTIVE

1. Know the relationship between job satisfaction and engagement in the educational field.
2. Address this relationship in depth in order to know the degree to which the relationship of both constructs positively influences high school teachers.

## METHODOLOGY based on PRISMA method (Page et al., 2021)



**KEYWORDS:** work engagement  
job satisfaction, teachers, high school.

## RESULTS

AUTHORS	SAMPLE	KEYWORDS	METHODS	REL. BETWEEN VARIABLES	REL. WITH OTHER VARIABLES
Antoniou et al., 2024	N=664	Work engagement; Professional burnout; Job satisfaction; Special educational needs Teachers; Cluster Analysis; Profiles; Hierarchical clustering; K-means clustering	Utrecht Work Engagement Scale (UWES), Job Satisfaction Survey (JSS), Maslach Burnout Inventory (MBI)	Work engagement - job satisfaction	Work engagement - burnout
Ren et al., 2022	N=530	Rural PE teacher; Education in rural; Career planning; Career development; Work enthusiasm	Questionnaire of delay of gratification, Utrecht Work Engagement Scale (UWES), The job satisfaction scale	Work engagement - job satisfaction	Work engagement - job satisfaction - delay of gratification
Mérida et al., 2017	N=288	Engagement; Work-related stress; Role ambiguity; Role conflict; Emotional intelligence; Teachers; Interaction	Wong and Law Emotional Intelligence Scale (WLEIS), Role Stress Scale, Utrecht Work Engagement Scale (UWES)	Work engagement - job satisfaction	EI - engagement - job satisfaction
Skaalvik et al., 2014	N=2569	Teacher self-efficacy, perceived autonomy, teacher engagement, job satisfaction, emotional exhaustion	Teacher Self-Efficacy Scale, Utrecht Work Engagement Scale (UWES), Teacher Autonomy Scale, Teacher Job Satisfaction Scale, Maslach Burnout Inventory		Self-efficacy - teacher autonomy - work engagement - job satisfaction

## CONCLUSIONS

1. **Job satisfaction** is a key *predictor* of **work engagement**; this variable, together with the favorable perception of working conditions, directly impacts the work engagement and emotional well-being of teachers.
2. **Job satisfaction** as a *mediating* and *predictor* variable in the relationship between **delay of gratification** and **work engagement**, teachers who experience adequate job satisfaction are more likely to maintain a high level of work engagement.
3. Teaching **self-efficacy** *positively predicts* **work engagement** and **job satisfaction**, *autonomy*, *predicts* and also it is *positively associated* with these variables.



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