



# **RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION AND JOB PERFORMANCE IN HIGHER EDUCATION: A SYSTEMATIC REVIEW**

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## **ABSTRACT**

**Purpose** – The report aims to develop a systematic literature review (SLR) on the relationship between teachers' job satisfaction and job performance in higher education during 2018-2022 through a review of 38 articles published in different journals.

**Design/methodology/approach** – A qualitative technique for conducting SLR was used. Conceptually we try to see the relationships between Job satisfaction and job performance journals until 2022 were considered for this review.

**Findings** – this search found that 10 out of 38 papers specifically analyze. Descriptive results of the review, this paper highlights that none of the contributions takes into account qualitative analysis of the relationship between Job satisfaction and job performance.

**Practical implications** – this paper suggests to politicians, educational leaders, human resource managers and international stockholders who have a contribution to help the pursuit of quality education across the world.

**Originality/value** – the study contributes to having more knowledge of the relationship between job satisfaction and job performance in the literature review.

**Key terms:** - Systematic literature review, job satisfaction, job performance, higher education

## **INTRODUCTION**

One of the most challenging issues modern managers face when managing their human resources is job satisfaction. Numerous studies have shown that work motivation and job satisfaction are typically significantly impacted. On the other hand, motivation affects output and, consequently, the Performance of commercial organizations. Unfortunately, academics and administrators of different commercial organizations have not given some regions critical attention (Aziri, 2011).

Job customization is the proactive behaviour of employees to balance the demands on their time and resources at work and is linked to job satisfaction, work engagement, and teaching Performance (Alonso et al., 2019).

The Performance of the instructors' jobs and job satisfaction are moderately positively correlated. Additionally, it was discovered that aspects of salary and benefits, contingent compensation, the actual work itself, supervision, and promotion seemed to impact teachers' job success (Rezaee et al., 2018).

One important factor affecting workplace well-being and job performance is teachers' job satisfaction. Changes in the teaching methodology (such as the switch to online classes and an increase in teaching hours) have developed with the outbreak of COVID-19, impacting job satisfaction. It is crucial to examine teachers' job happiness predictors and how much they have affected teaching satisfaction throughout the COVID-19 epidemic (Fute et al., 2022).

The study discovered a significant relationship between emotional intelligence, job satisfaction, and commitment. The results of the subsequent test revealed that family conflict had only a negative impact on job performance. However, loyalty and job satisfaction had little impact on Job Performance (Alonso et al., 2019).



The relationship between the principal and the teachers at the school is crucial to achieving academic achievement. Since principal leadership style is linked to teachers' job happiness, it may directly or indirectly impact the school's ability to realize a goal or vision. The current study aims to assess how a group of chosen secondary school teachers perceive the impact of administrators' leadership behaviour on teachers' job satisfaction (Yan-Li & Hassan, 2018).

Lecturers' Performance will impact the standard and sustainability of an organization, in this example, the university. The Performance of lecturers is considerably and simultaneously affected by job satisfaction and organizational commitment (Suryaman, 2018).

In a school setting, it is crucial to consider aspects that affect teachers' job satisfaction because they might impact their motivation and Performance. Based on the Social Cognitive Model of Teacher Job Satisfaction and the level of collective teacher efficacy, this study aims to uncover the dimensions of satisfaction among basic education instructors (Ramos et al., 2018).

The study's results indicated that leadership, work culture, work ethics, and performance bonuses all directly impacted teacher effectiveness and job satisfaction. The impact of leadership, work culture, work discipline, and performance allowance on teachers' Performance was moderated by job satisfaction (Gupta & Geetika, 2020).

The connections between factors affecting teachers' perceived school environments, job satisfaction, and motivation and examining teacher motivation in terms of individual and group self-efficacy as well as instructional goal orientations (i.e. mastery and Performance). Perceived variables related to the school environment included perceived issues with discipline, supervisory support, relationships with peers, parental worries, and school goal frameworks (i.e. mastery and Performance) (Kodan & Akyol, 2018).

In today's human resources profession, topics like Performance, work efficacy, and engagement at work are crucial since they affect individuals and organizations. Only a few studies examine these issues, primarily focusing on pre-university teachers. After evaluating the factors affecting teachers' job engagement, work efficacy, and work performance, we could determine how these variables varied depending on the teacher's seniority in the profession and where the high school was among the best in the country. Our study examines the connection between pre-university instructors from Romanian high schools' work engagement and Performance (Mişu et al., 2022).

The study examined a favourable and statistically significant correlation between employee performance and work satisfaction parameters (Sahibzada et al., 2022).

Numerous studies conducted to identify the relationship between employee performance and work satisfaction have addressed this issue (Hira & Waqas, 2012).

## **RESEARCH QUESTION**

This systematic literature review about the relationship between job satisfaction and job performance aims to answer research questions about the relationship, to continue adding the body of knowledge on the human resource topics and to be able to provide suggestions and ideas about the current and future development of these higher institutions. Based on the findings, we analyzed the literature to determine the historical lessons learnt, discussed potential future scenarios, and offered a future agenda.

## **RESEARCH GAP**

This paper aims to explore the relationship between job satisfaction and job performance with the consequences to show the right research direction to increase awareness in countries amid higher institutions.

## **METHODOLOGY**

To reply to the research questions of this paper

**Search strategy:** We developed a search strategy to identify relevant literature for the systematic search strategy. This search strategy was one database: Scopus and the search terms used were the following: "job satisfaction", "job performance", and "higher education" all searches spanned from database inception 2018-2022 and included journal articles, review papers, and research reports, published in English only.

The term "systematic review methodology" refers to a review of existing research on a specified subject using systematic and explicit methods to uncover, select, and critically evaluate relevant research as well as to extract and analyze data and findings from the studies chosen for review (Christofi et al., 2017).

**Selection criteria:** The criteria were based on the PRISMA framework statement (Moher et al., 2009). The preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) research method was applied. PRISMA is a minimal set of elements for systematic reviews and meta-analyses based on evidence (Pahlevan-Sharif et al., 2019). The search mainly focused on mapping existing literature on War in social sciences, arts and humanities, medicine, earth and planetary sciences, econometrics and finance, and others. The search then narrowed to the social science fields. The search span was from the year 1989 – 2022. All articles before 1989 were excluded from the search. A total of 145 research articles were excluded at this stage. There were 44 records extracted at this stage.

**Quality assessment:** Only original research publications and review papers served as the study's foundation. All duplications were carefully inspected to maintain the review's calibre. To ensure the calibre and applicability of academic literature included in the review process, the abstracts of the papers were thoroughly examined for analysis and purification. Later on, the research article underwent a thorough evaluation. The next exclusion criterion was to limit the report to being published in the English language only. We selected 38 articles after assessing each article on the inclusion and exclusion criteria. Figure 1 shows the literature inclusion and exclusion at every stage (PRISMA statement).

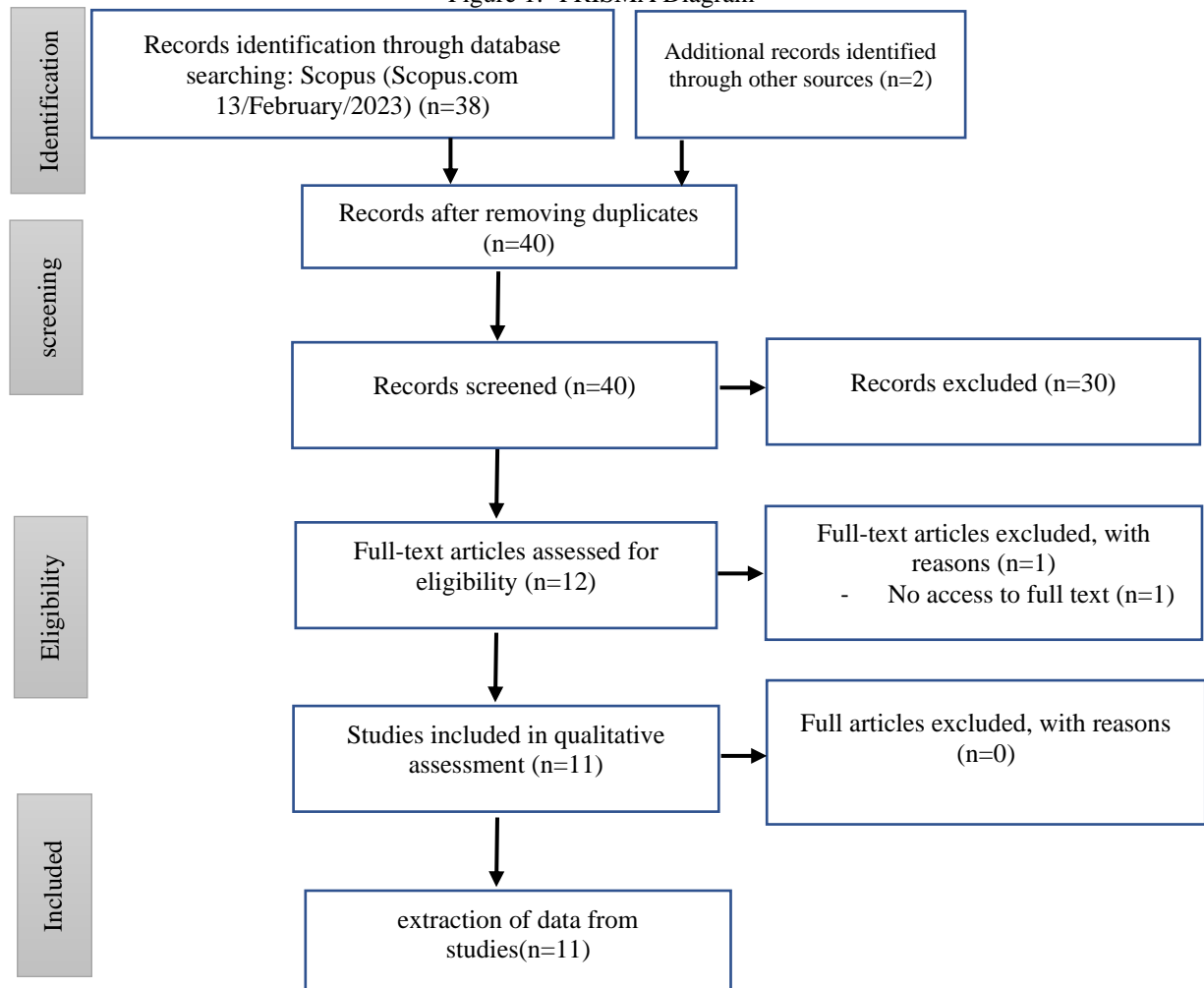
**Data extraction:** In the data extraction phase, 38 articles were selected, and the characteristics extracted were:

1. Articles must be original papers or review papers. Published reports.
2. The article must be in English language and from the field of social sciences.
3. Extracted articles were published between 2018 – 2022.
4. The extracted papers were from all counties.

### DATA TOOL AND COLLECTION

The data of this study was in a textual form; in other words, it is secondary data. On 13 February 2023, Scopus academic search engine data was retired (<https://www.scopus.com>). Furthermore, through Advance search terms were used as TITLE-ABS-KEY ( teachers AND satisfaction AND Performance) AND ( LIMIT-TO ( PUBSTAGE, "final" ) ) AND ( LIMIT-TO ( OA, "all" ) ) AND ( LIMIT-TO ( PUBYEAR, 2023 ) OR LIMIT-TO ( PUBYEAR, 2022 ) OR LIMIT-TO ( PUBYEAR, 2021 ) OR LIMIT-TO ( PUBYEAR, 2020 ) OR LIMIT-TO ( PUBYEAR, 2019 ) OR LIMIT-TO ( PUBYEAR, 2018 ) ) AND ( LIMIT-TO ( DOCTYPE, "ar" ) ) AND ( LIMIT-TO ( SUBJAREA , "SOCI" ) ) AND ( LIMIT-TO ( EXACT KEYWORD, "Teaching" ) OR LIMIT-TO ( EXACT KEYWORD, "Job Satisfaction" ) ) AND ( LIMIT-TO ( LANGUAGE , "English" ) ) search terms. The results showed 38 documents. With the All-open access, year (2018 - 2022), Document type (article), key words teaching, job satisfaction and English language condition years of publication to 2023/February/13. with below flow.

Figure 1:- PRISMA Diagram

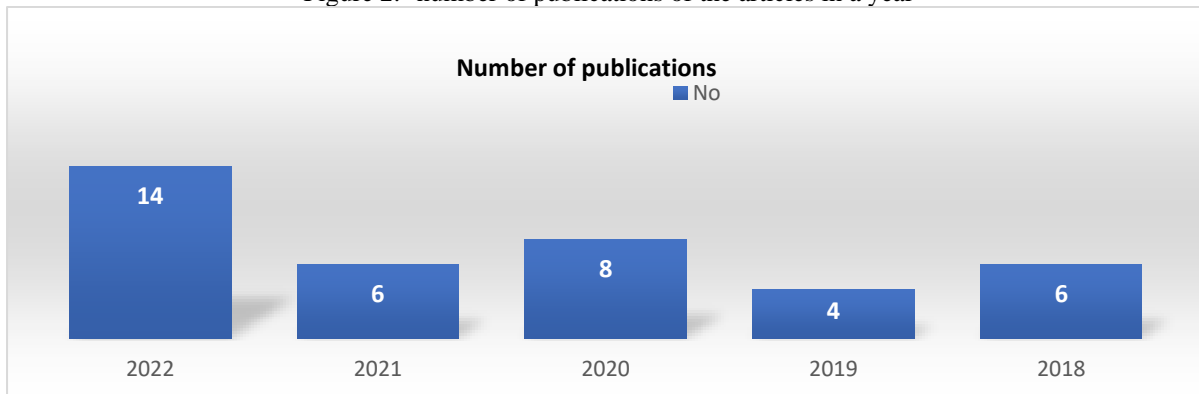


## RESULTS

The result section sets out a summary of the systematic literature review (SLR). The authors identified that up to date, 2022 reviewed 11 review papers. The study selection process has been summarized in Fig.1. While the literature search against the databases and search engines resulted in 38 records, 2 additional and 30 were eliminated as they were not thorough systematic reviews. Analysis of Qualitative data was done through ATLAS.ti 22.

### Descriptive analysis of the year of publication

Figure 2:- number of publications of the articles in a year

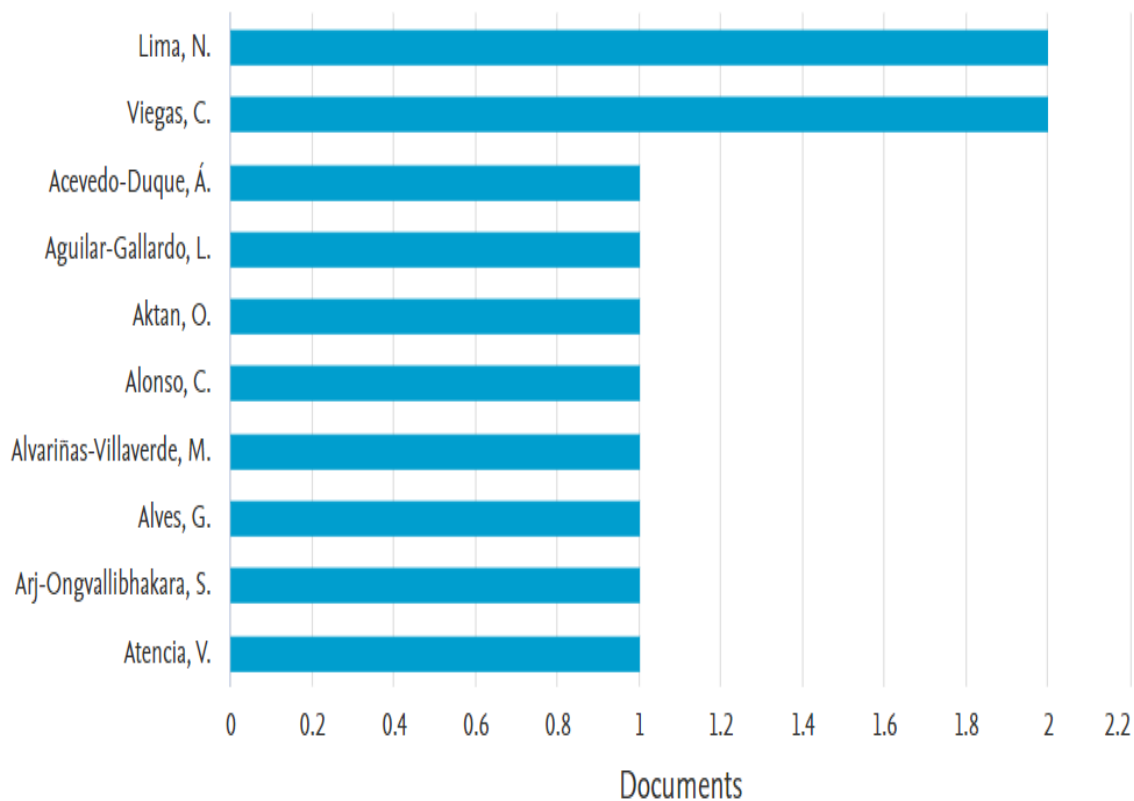


The Bar Chart (Figure 2) shows the descriptive data of the number of publications of the articles in a year.

Figure 3: - descriptive data of documents by authors

### Documents by author

Compare the document counts for up to 15 authors.







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