

Online Supplement

Satisfied and High Performing? A Meta-Analysis and Systematic Review of the Correlates of Teachers' Job Satisfaction

The supplement includes a detailed overview of the search terms and search strategies used in the three different databases, PsycINFO, Web of Science, and OpenGrey (Table S1), an overview of the studies included in the meta-analysis (Table S2), and the reference list of the studies included (Table S3). Table S4 provides a detailed overview of the definition and operationalization of constructs considered as correlates of teachers' job satisfaction. Forest plots for the meta-analyses of the correlates of teachers' job satisfaction are provided in Figures S1 to S8. An overview of the relationship between specific job satisfaction facets and the performance outcomes (Table S5) and of the longitudinal studies are provided (Table S6). Additionally, forest plots for subgroup analyses report the effect sizes for teachers' self-reports and external reports of teacher-student interactions separately (Figures S9–14).

Table S1*Detailed Summary of the Search Strategies Applied in the Different Databases*

Database	Search term and operator
PsycINFO	exp Preschool Teachers OR exp Junior High School Teachers OR exp Teachers OR exp High School Teachers OR exp Elementary School Teachers OR exp Middle School Teachers
and	exp job satisfaction exp well-being OR exp mental health
Web of Science	TS = (teacher* NOT preservice teacher* NOT special education teacher* NOT university teacher*)
and	TS = (job satisfaction OR work satisfaction)
and	TS = (absenteeism* OR sick-day* OR sick-leave OR “turnover intention*” OR “intention* to quit” OR “career change” OR “teaching quality” OR “emotional support” OR “social support” OR “classroom management” OR “classroom organi?ation” OR “instructional support” OR “instruction* quality” OR “teacher student interaction*” OR “classroom interaction*” OR “cognitive activation” OR student* NEAR/0 achievement OR student* NEAR/0 motivation OR student* NEAR/0 interest OR student NEAR/0 “basic need satisfaction” OR student* NEAR/0 “basic psychological need”)
not	TS = (qualitative)
not	LA = (Arabic OR Chinese OR Japanese OR Korean OR Russian)
not	DT = (Biographical-Item OR Book Review OR Editorial Material OR Letter OR Meeting Abstract OR Review)
Open Grey	“Teacher* Job Satisfaction”

Note. The asterisk (*) represents any group of characters, including no character; the command NEAR/0 indicates that two terms must directly follow each other, TS = Topic, LA = Language, DT = Document Type, exp = expands the results of terms entered and includes more specific related topics.

Table S2

Overview of Studies Included in the Meta-Analyses on the Relationship between Teacher Job Satisfaction and Professional Outcomes

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
Abós et al. (2019)	Spain	584	57.0	2	s	JS	TI	-.43
Addimando (2019)	Switzerland	1.370	75.0	0	s	JS	IS	[.14; .28]
Aldrup et al. (2020)	Germany	91	71.40	0	s	JS	ES + CM + Intg	[-.05; .04]
Bellibas et al. (2020)	Mixed	104.358	64.80	2	s	JS	Intg	.28
Besse et al. (2015)	USA	3.003	78.19	0	s	JS	TI + ABS	[-.24; -.08]
Billingsley, & Cross (1992)	USA	493	82.00	–	s	JS	TI	-.31
Blömeke et al. (2021)	Mixed	154.959	69.00	–	s	JS	IS	.09
Bogaert et al. (2014)	Belgium	1.066	68.00	2	s	JS	ABS	-.16
Borg, & Riding (1991)	Malta	545	36.00	2	s	JS	TI + ABS	[-.30; -.16]
Broiles (1982)	USA	314	63.00	0	s	JS	ABS	-.21
Casagrande (1989)	Brazil	545	100.00	1	o	JS	Intg	.16
Cha (2008)	USA	1.563	77.80	0	s	JS	TI	-.39
Conley, & You (2009)	USA	178	–	2	s	JS	TI	-.25
Conley, & You (2021)	USA	177	63.30	2	s	JS	TI	-.45
Cousin (2000)	USA	166	90.00	0	s	JS	TI	-.79
Cullis (2009)	USA	114	71.00	1	s	JS (CR + CF)	TI	[-.28; -.20]

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
Da'as (2021)	Israel	2.573	–	1	o	JS	ABS	–.25
Diggs (2020)	USA	613	–	0	s	JS	TI	–.42
Douglas (2015)	USA	87	72.41	0	s	JS	TI	–.51
Earl (1986)	Canada	654	100.00	1	s	JS	ABS	–.20
Ehrhardt, & Ensher (2021)	USA	129	67.00	2	s	JS	ABS	–.30
Eldor & Shoshani (2017)	Israel	423	88.00	0	s	JS	TI	–.56
Evans-Dobbs (2018)	Georgia	728	81.20	–	s	JS	TI	–.41
Finster (2013)	USA	3.290	72.60	0	s	JS	TI	–.77
Frank (1982)	USA	30	26.67	1	o	JS (NoW)	CM + SA	[–.14; –.08]
Galloway et al. (1984)	New Zealand	296	–	1	s	JS	ABS	–.13
Gonzales et al. (2020)	Philippines	446	75.10	–	s	JS	TI	–.66
Greenwood, & Soar (1973)	USA	39	100.00	1	o	JS	ES + Intg	[–.06; .05]
Handley (2005)	USA	325	82.50	0	s	JS	TI	–.49
Høigaard et al. (2012)	Norway	191	65.60	–	s	JS	TI	–.57
Houlfort et al. (2014)	Canada	335	77.01	0	s	JS	TI	[–.47; –.20]
Joo (2020)	Korea	2.655	67.10	2	s	JS	IS	.25
Jou (2009)	Taiwan	81	80.25	2	s	JS	SA	–.04
Ke et al. (2020)	China	478	64.60	0	s	JS	Intg	.68
Kelly et al. (2019)	Australia	2.377	75.00	0	s	JS	TI	–.45

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
					s	NoW + CR + CF + PB	TI	[-.28; -.21]
Kelly, & Northrop (2015)	USA	1.510	68.00	0	s	JS	TI	-.23
Kengatharan (2020)	Sri Lanka	703	36.30	—	s	JS	CM + SM	[.42; .43]
Klusmann et al. (2008)	Germany	318	43.40	2	o	JS	ES + CM + IS + SM + SA	[.06; .18]
Kosi et al. (2015)	Ghana	203	31.50	2	s	JS	TI	-.79
Kwiatkowski (1996)	USA	109	64.22	2	s	JS (NoW)	TI	-.60
Kyriacou, & Sutcliffe (1979)	England	218	46.79	—	s	JS	TI + ABS	[-.44; -.23]
Lambert et al. (2012)	USA	158	69.20	2	s	JS	TI	1.75 ¹
Latif et al. (2017)	Pakistan	210	100.00	2	s	JS	TI + Intg + SA	[-.28; .34]
Lerang et al. (2021)	Norway	81	70.40	2	o + s	JS	IS	[.26; .46]
Li et al. (2019)	China	2.353	39.60	0	s	JS	TI	[-.49; -.17]
Li et al. (2022)	China	505	60.79	—	s	JS	TI	-.65
Litt, & Turk (1985)	USA	291	—	2	s	JS	TI + ABS	[-.39; -.31]
Liu (2012)	China	510	71.00	2	s	JS (NoW + CR + CF)	TI	[-.30; -.18]
Lobene, & Meade (2013)	USA	170	86.10	0	s	JS	TI	[-.55; -.16]
Lopez (2018)	USA	45	13.30	1	s	JS (NoW + CR + CF + PB)	TI	[-.78; -.18]
Manthei et al. (1996)	New Zealand	135	53.50	2	s	JS	TI + ABS	[-.50; -.14]

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
Manthei, & Solman (1988)	New Zealand	640	57.00	2	s	JS	TI	[−.36; −.34]
Martin et al. (2012)	USA	631	78.80	0	s	JS	TI + IS	[−.84; .35]
Matteucci et al. (2017)	Italy	287	64.00	2	s	JS	IS	.21
Mattingly (2007)	USA	743	79.00	0	s	JS	TI	−.54
McCarthy et al. (2010)	USA	158	69.60	2	s	JS	TI	−.39
McInerney et al. (2018)	Hong Kong	1.109	98.40	0	s	JS	TI	[−.46; −.45]
Merida-Lopez et al. (2022)	Spain	1.079	60.33		s	JS	TI	−.42
Meyer (2021)	Germany	218	80.90	1	s + o	JS	ES + CM + IS + Intg + SM + SA	[.02; .18]
Moè et al. (2010)	Italy	399	71.00	0	s	JS	IS	[.09; .22]
Moriana, & Herruzo (2006)	Spain	200	58.00	2	o	JS	ABS	−10.68 ¹
O'Reilly (2014)	USA	132	77.70	0	s	JS	TI	−.60
Opdenakker, & van Damme (2006)	Belgium	78	51.00	2	s	JS	CM	.27
Ostroff (1993)	USA	533	63.50	2	s	JS (NoW + CR + CF)	TI + ABS	[−.36; .08]
Patrick (2007)	USA	116	—	2	o	JS	SA	.16 ²
Pelaez-Fernandez et al. (2021)	Spain	685	62.90	0	s	JS	TI	−.41
Perera and John (2020)	Australia	452	75.40	1	o	JS	Intg + SA	[.14; .17]
Perrachione (2005)	USA	201	92.00	1	s	JS	TI	−.18

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
Plax et al. (1986)	USA	351	–	0	s	JS (NoW)	CM	[.12; .25]
Polat, & Gungor (2014)	Turkey	688	52.47	0	s	JS	TI	–.55
Pomaki et al. (2010)	Canada	36	80.30	–	s	JS	TI	[–.73; –.60]
Randklev (1984)	USA	85	89.41	1	o	JS	IS + Intg	[–.03; .04]
					o	NoW + CR + CF + PB	IS + Intg	[–.27; .04]
Reeves et al. (2022)	USA	736	68.00	2	s	JS	Intg	.11
Richter et al. (2022)	Germany	238	57.40	–	s	JS	TI	–.70
Sasic, & Soric (2010)	Croatia	123	87.80	2	s	JS	CM + IS + Intg	[.01; .29]
Schad, & Johnsson (2019)	Sweden	401	76.10	0	s	JS	ABS	–.16
Schonfeld (1990)	USA	67	56.72	0	s	JS	TI	–.55
Schonfeld (2001)	USA	184	100.00	0	s	JS	TI	–.43
Severiens et al. (2019)	Netherlands	1.912	55.00	2	s	JS	CM	.15
					s	CF	CM	.19
Shah, & Jumani (2015)	Pakistan	860	–	2	s	JS	TI	–.86
					s	NoW + CR + PB	TI	[–.65; –.91]
Shim et al. (2020)	USA	143	70.00	0	s	JS	IS	[.03; .27]
Shoshani, & Eldor (2016)	Israel	273	92.00	0	o	JS	SM	.08
Sims (2020)	England	2.028	64.00	2	s	JS	CM	.09
Sinclair et al. (2002)	USA	4.208	74.10	0	s	JS	TI	–.31

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
Skaalvik and Skaalvik (2011a)	Norway	2.569	72.00	0	s	JS	TI + CM	[−.65; .21]
Skaalvik and Skaalvik (2011b)	Norway	231	66.00	0	s	JS	TI	−.64
Skaalvik & Skaalvik (2017a)	Norway	760	69.00	2	s	JS	TI	[−.70; −.64]
Skaalvik and Skaalvik (2017b)	Norway	546	—	2	s	JS	TI + CM + SM	[−.61; .27]
Smith (2002)	USA	166	68.70	—	s	JS	TI	[−.31]
					s	NoW + PB	TI	[−.29; −.27]
Sulemana (2015)	Ghana	203	31.50	2	s	JS	TI	−.49
Tickle et al. (2011)	USA	35	—	—	s	JS	TI	−.27
Topchyan, & Woehler (2021)	USA	247	51.00	—	s	JS	ES	.28
van der Sijde (1987)	Netherlands	14	—	2	o	JS (NoW + CR + CF)	ES + CM + Intg	[−.36; .81]
Vekeman et al. (2017)	Belgium	997	88.60	0	s	JS	TI	[−.65; −.47]
Virtanen et al. (2019)	Norway	79	69.60	2	o	JS	Intg	.65 ²
Wang et al. (2015)	Canada	523	85.40	0	s	JS	TI	−.58
Wang et al. (2021)	Canada	1.086	80.58	—	s	JS	SM	.34
Wang et al. (2022)	Canada	947	82.30	—	s	JS	TI	−.53
Wang, & Hall (2019)	Canada	1.086	81.30	0	s	JS	TI	−.53

Authors (Year)	Country	N	% Female	Grade Level	Outcome Measure	IV	DV	Effect Size (range)
Wolf et al. (2019)	Ghana	444	97.50	1	o	JS	ES + IS + Intg + SA	[.01; .19]
Zhao et al. (2022)	China	313	95.50	1	s	JS	TI	-.55

Note. *P* = Primary, *S* = Secondary, *M* = Mixed, *s* = Self-Report, *o* = Other, *IV* = Job Satisfaction: *JS* = Global Job Satisfaction, *NoW* = Nature of Work, *CR* = Collegial Relationships, *CF* = Context Factors, *PB* = Pay and Benefits, *DV* = Dependent Variable: *TI* = Turnover Intentions, *ABS* = Absenteeism, *ES* = Emotional Support, *CM* = Classroom Management, *IS* = Instructional Support, *Intg* = Interactions general, *SM* = Student Motivation, *SA* = Student Achievement, ¹effect size from t-Test, ²effect size calculated based on mean differences.

S3

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Table S4*Overview of the Definition and Operationalization of the Correlates of Teachers' Job Satisfaction*

	Variable	Definition	Operationalization (sample scales/sample items)
Shortage	Turnover Intentions	Mental consideration of and affective desire of occupational change (intention, desire, plan).	(1) "Are you seriously considering leaving your current job?" (2) "I wish I had a different job to being a teacher." (3) "I often think of leaving the teaching profession."
	Absenteeism	Frequency or duration of absences due to illness.	(1) How many days have you been absent from school because of illness in the last term? (2) District reports/school records
Teacher-Student Interactions	Emotional Support	Facilitation of a positive and supportive learning environment that results from teacher sensitivity to academic, social, and emotional difficulties of students, as well as the perception and consideration of students' needs and ideas.	(1) Classroom Assessment Scoring System (Pianta et al., 2012) (2) Teacher as Social Context Questionnaire (Belmont et al., 1988) (3) Classroom Environment Scale (Foley & Murphy, 2015) (4) Situations-in-School Questionnaire (Aelterman et al., 2019)
	Classroom Management	Proactive management of student misbehavior, absence of classroom disruptions, and maximized instructional learning time.	(1) Pupil Behavior Patterns Scale (Friedman, 1995) (2) Perceived Disruptive Behavior Scale (Evers et al., 2004) (3) Multidimensional Motivational Climate Observation System (Smith et al. 2015)
	Instructional Support	Facilitation of student interest and active engagement in learning activities, as well as the understanding of content and knowledge acquisition through varied instructional strategies, the clarification of learning objectives, and the facilitation of meta-cognitive learning strategies.	(1) Behavioral Coding System (Ansari et al., 2020) (2) Goal Structure Questionnaire (Lüftenegger et al., 2017) (3) Patterns of Adaptive Learning Scale (Midgley et al., 2000) (4) Teacher Instructional Practices and Processes System (Seidman et al., 2013) (5) Instructional Management Scale (Martin & Sass, 2010)
	General Teacher-Student Interactions	Scales that did not allow for an explicit categorization into one of the three interaction domains.	(1) Student Teacher Relationship Scale (Pianta, 2001) (2) Early Childhood Environmental Rating Scale (Harms & Clifford, 1980) (3) Caregiver Interaction Scale (Arnett, 1989)
Students' Development	Student Motivation	Central force that drives specific actions, decisions, and general behavior.	(1) Student Engagement: Classroom Assessment Scoring System (Pianta et al., 2012) (2) Basic Need Satisfaction: Intrinsic Need Satisfaction in Class Scale (Kunter et al., 2007) (3) Interest: e.g., "Many of my students show little interest in schoolwork" (4) Autonomous Motivation: Self-Regulation Questionnaire (Vansteenkiste et al., 2009)
	Student Achievement	Students' general performance in class, knowledge acquisition, and development of important competencies and cognitive skills.	(1) Grades (2) International Development and Early Learning Assessment (Pisani et al., 2015) (3) PISA (mathematics achievement) (4) PIRLS (reading achievement)

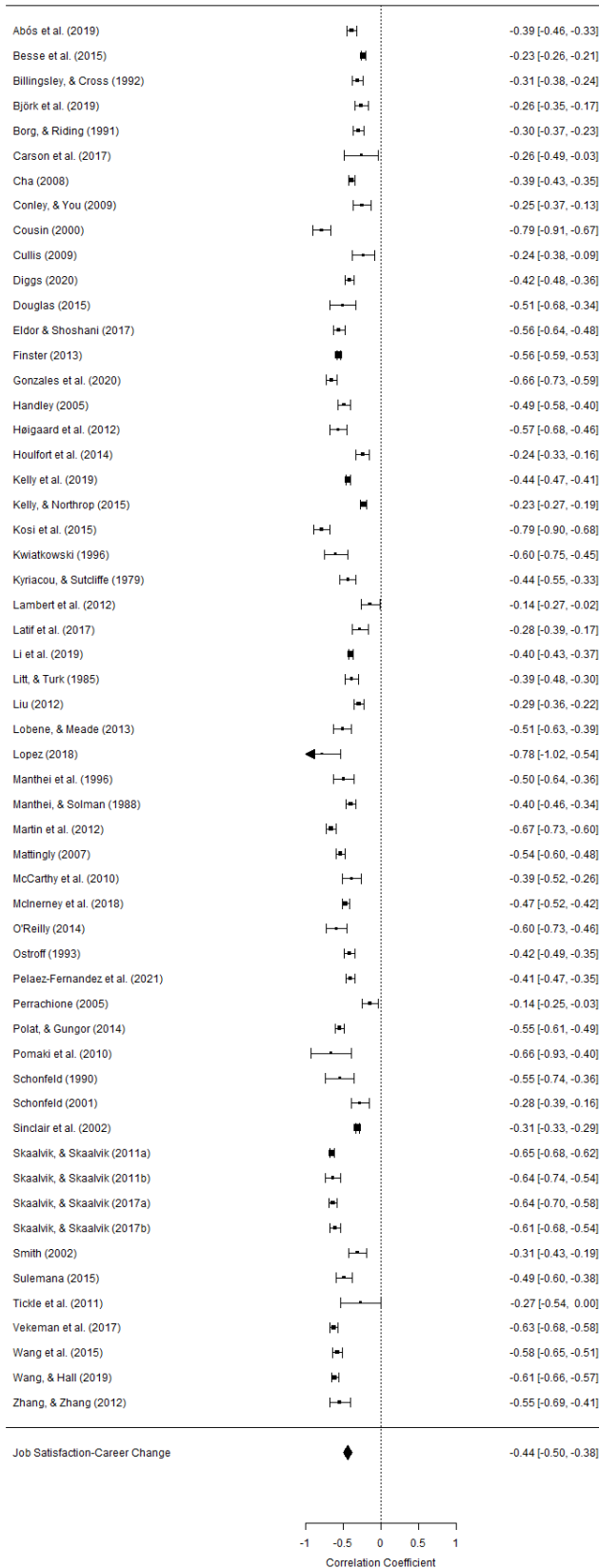
Figure S1*Forest Plot for the Relationship between Job Satisfaction and Turnover Intentions*

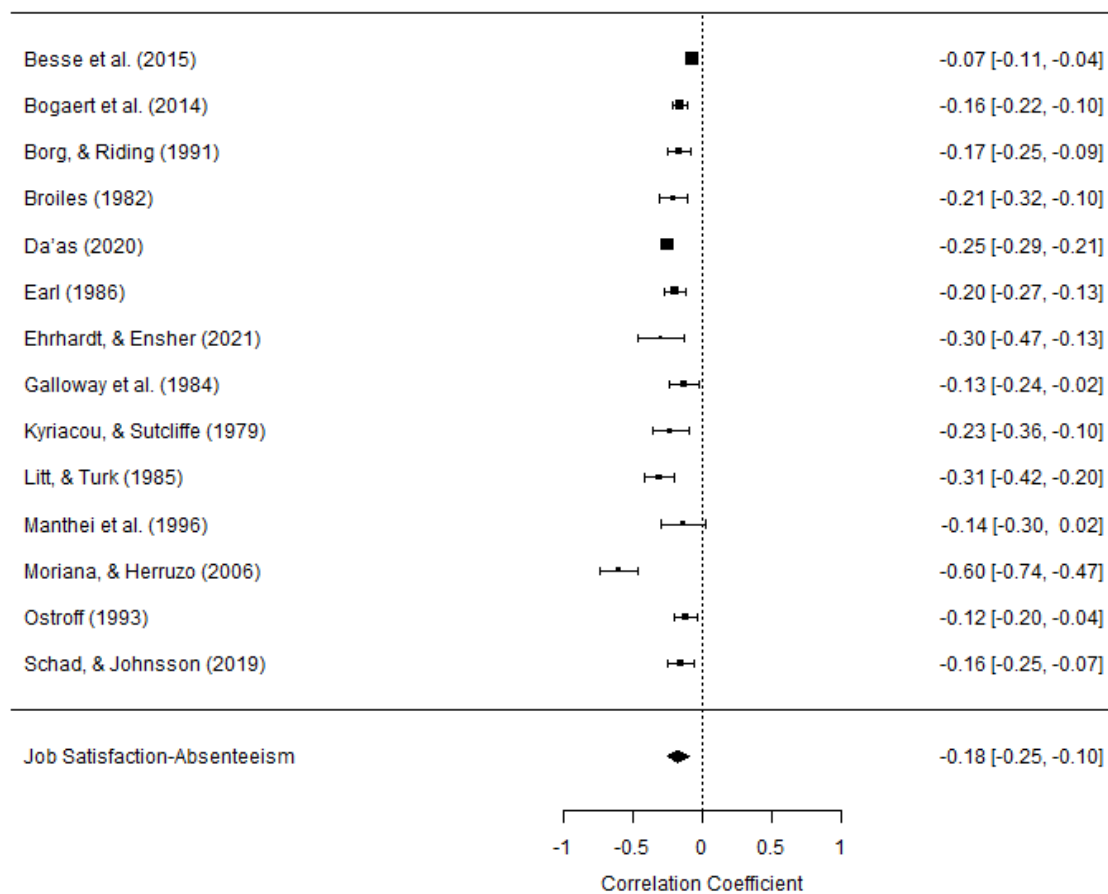
Figure S2*Forest Plot for the Relationship between Job Satisfaction and Absenteeism*

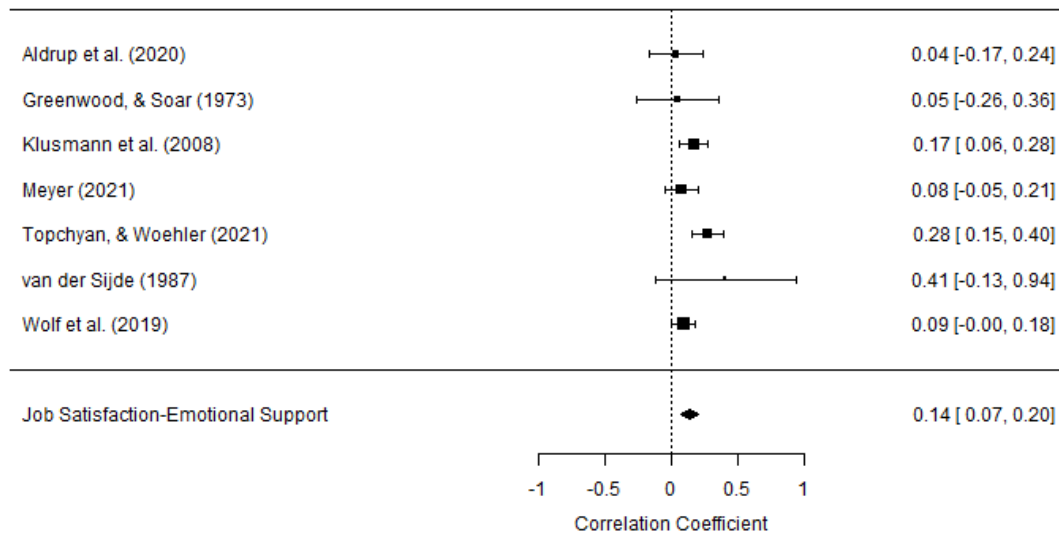
Figure S3*Forest Plot for the Relationship between Job Satisfaction and Emotional Support*

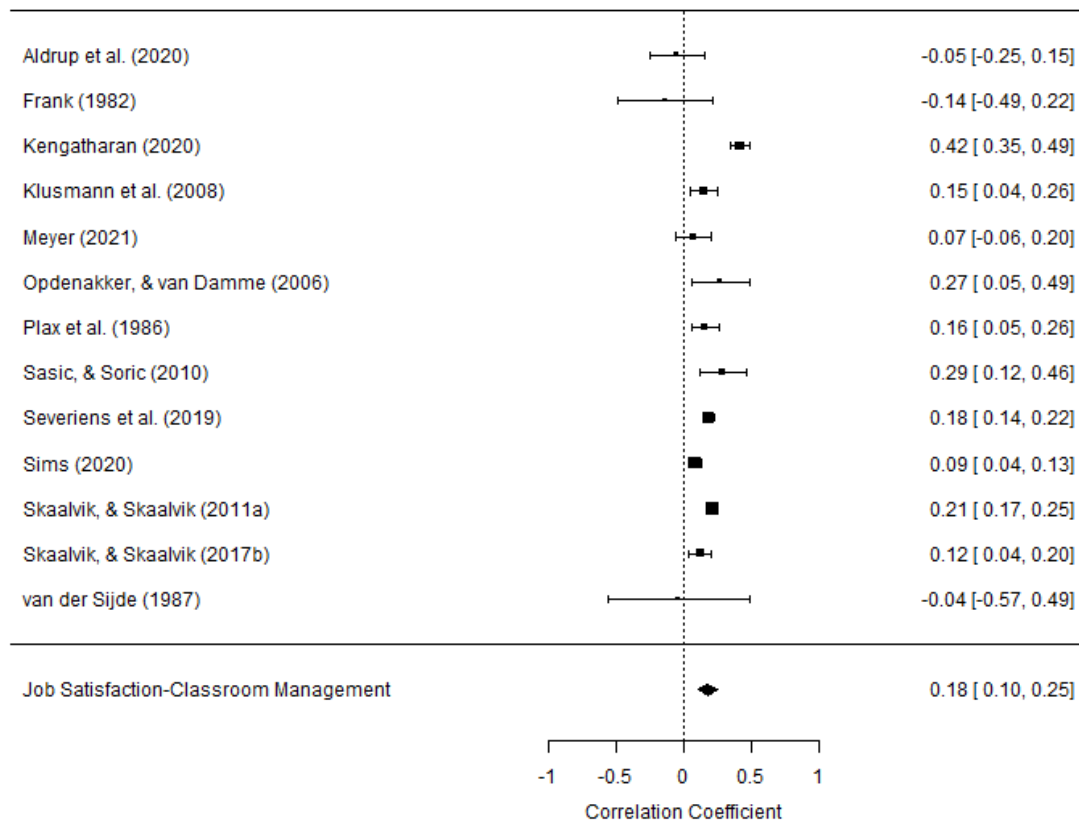
Figure S4*Forest Plot for the Relationship between Job Satisfaction and Classroom Management*

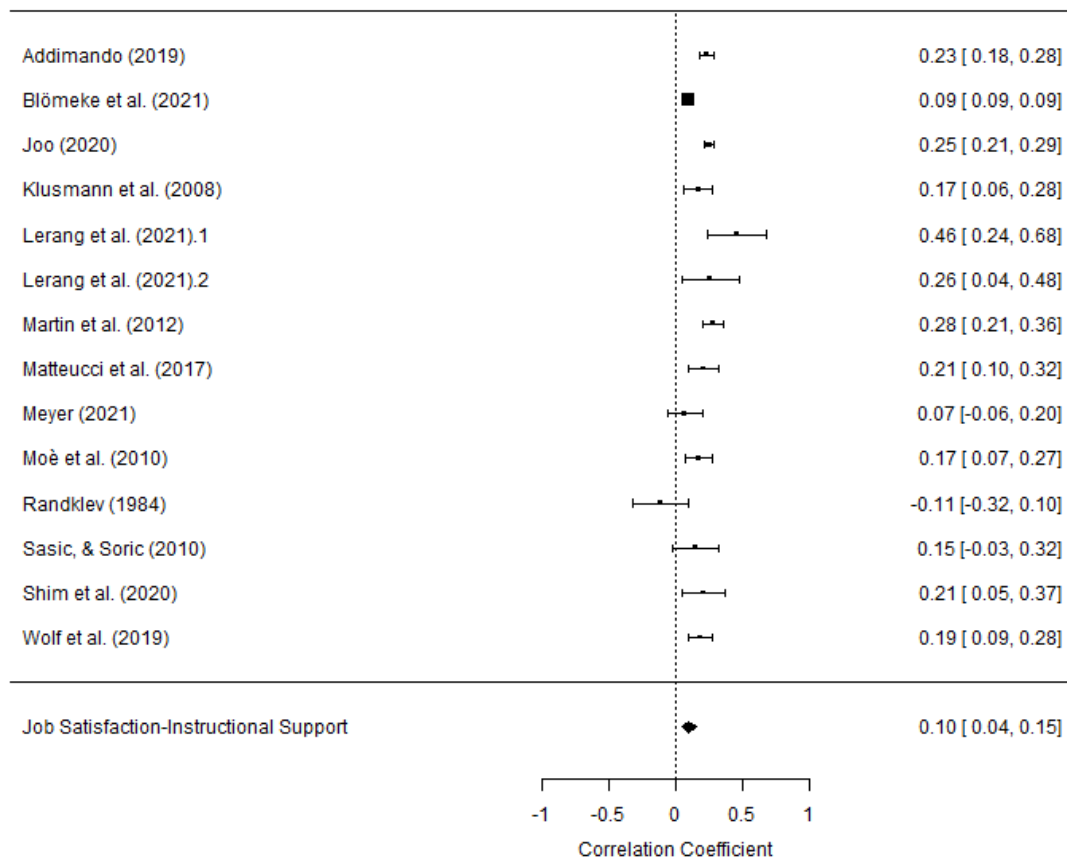
Figure S5*Forest Plot for the Relationship between Job Satisfaction and Instructional Support*

Figure S6

Forest Plot for the Relationship between Job Satisfaction and General Teacher-Student Interaction

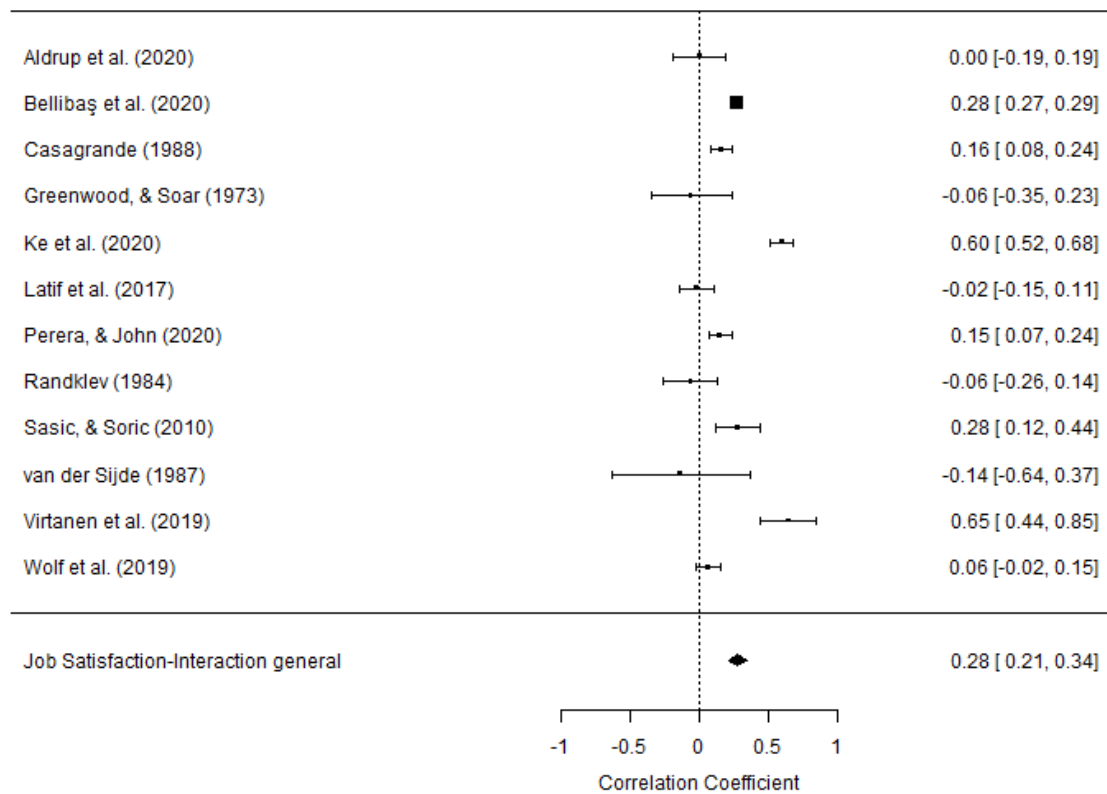


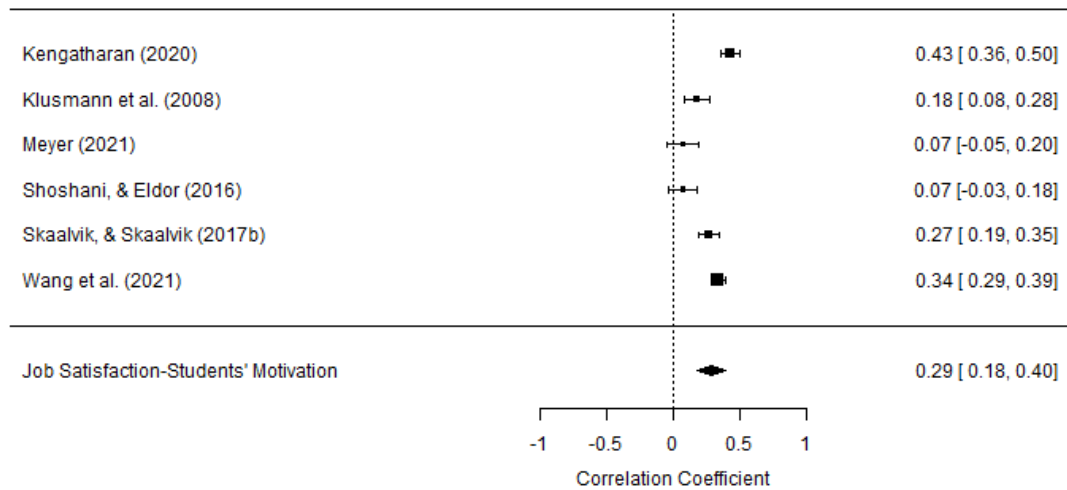
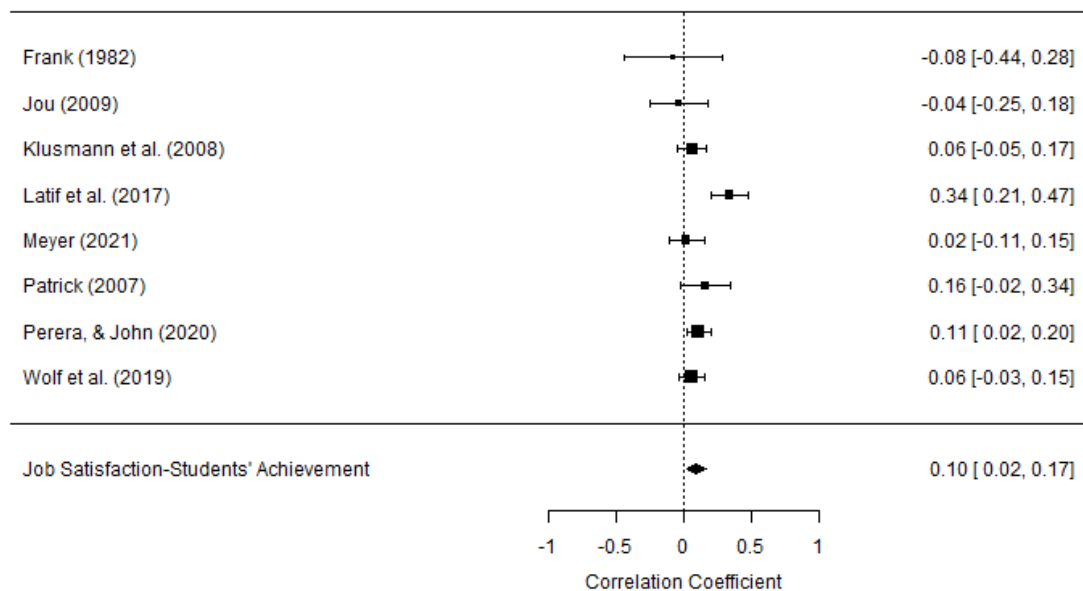
Figure S7*Forest Plot for the Relationship between Job Satisfaction and Students' Motivation***Figure S8***Forest Plot for the Relationship between Job Satisfaction and Students' Achievement*

Table S5*Relationship between Specific Job Satisfaction Facets and Performance Outcomes*

		<i>N</i>	Effect Size Range (<i>r</i>)
Nature of Work	Turnover Intention	7	[−.67; −.19]
	Absenteeism	1	[−.13; −.10]
	Emotional Support	1	.30
	Classroom Management	3	[.12; .28]
	Instructional Support	1	[−.15]
	Teacher-Student Interaction	2	[−.36; −.06]
	Student Achievement	1	−.08
	Student Motivation	0	—
Relationships with Colleagues	Turnover Intention	6	[−.65; −.18]
	Absenteeism	1	[−.20; −.15]
	Emotional Support	1	.39
	Classroom Management	1	[−.26; .29]
	Instructional Support	1	[−.05; .04]
	Teacher-Student Interaction	2	[−.16; .04]
	Student Achievement	0	—
	Student Motivation	0	—
Context Factors	Turnover Intention	5	[−.55; −.22]
	Absenteeism	1	[−.15; −.12]
	Emotional Support	1	[.81; .15]
	Classroom Management	2	[−.28; .36]
	Instructional Support	1	−.21
	Teacher-Student Interaction	2	[−.36; .20]
	Student Achievement	0	—
	Student Motivation	0	—
Pay and Benefits	Turnover Intention	4	[−.91; −.21]
	Absenteeism	0	—
	Emotional Support	0	—
	Classroom Management	0	—
	Instructional Support	1	−.27
	Teacher-Student Interaction	1	[−.24; −.18]
	Student Achievement	0	—
	Student Motivation	0	—

Note. *N* = number of studies investigating the relationship

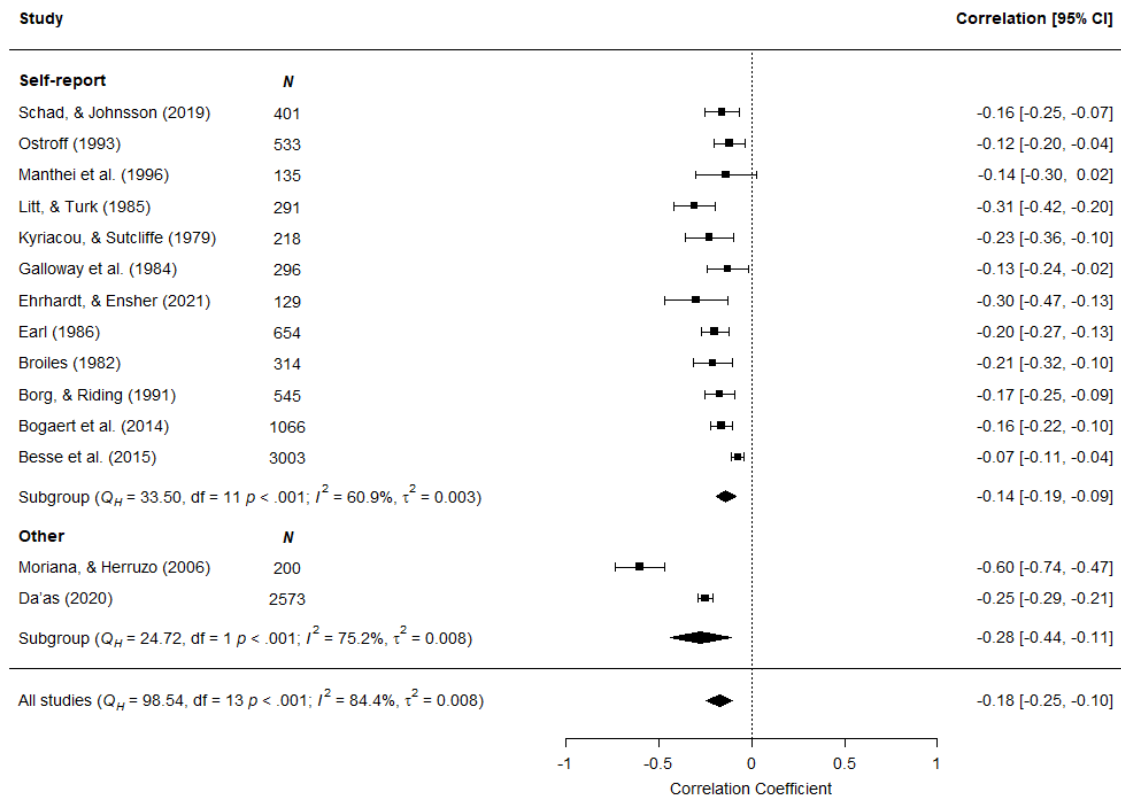
Table S6*Longitudinal Correlations between Job Satisfaction and Performance Outcomes*

Authors (Year)	N	Intervention	# T	T1-T2	DV	Effect Size (range)
Houlfort et al. (2014)	335	0	2	730	Turnover Intentions	[−.35; −.20]
Jou (2009)	81	0	2	365	Student Achievement	−.051 ¹
Pomaki et al. (2010)	36	0	2	244	Turnover Intentions	−.55
Peele, & Wolf (2021)	444	1	2	274	Absenteeism	−.01
Schonfeld (2011)	184	0	2	152	Turnover Intentions	−.23
Stockard, & Lehman (2004)	379	0	2	365	Classroom Management	.06
Wang et al. (2021)	1086	0	2	-99	Student Motivation	0.20
Wolf et al. (2019)	143	1	2	244	Emotional Support	0,24
					Instructional Support	0,08
					General Interaction	[−.04; .06]
					Student Achievement	[−.06; −.04]
Wolf, & Peele (2019)	153	1	2	608	Emotional Support	0.07
					Instructional Support	0.09
					General Interaction	[.01; .16]

Note. N = number of studies investigating the relationship, Intervention: 0 = no, 1 = yes, #T = Number of measurement points, T1-T2 = Time interval between measurement points (days), DV = Dependent variable, for intervention studies effect sizes are reported for the control group, ¹ β reported

Figure S9

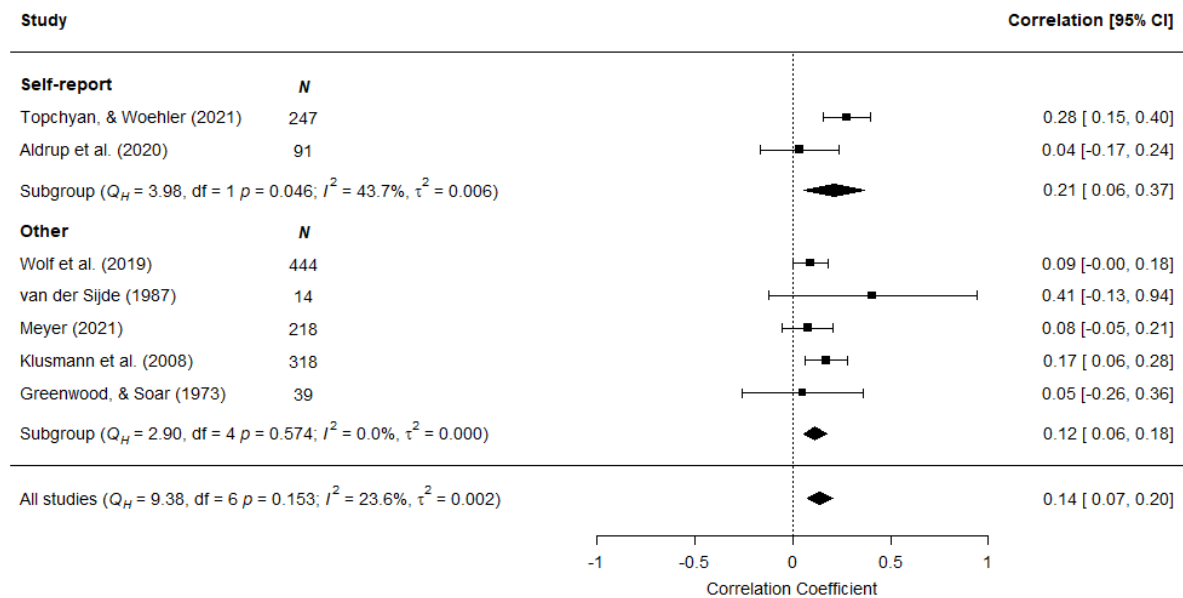
Forest Plots for the Relationship between Job Satisfaction and Absenteeism Including Subgroup Analyses Differentiating between Teacher Self-Report and External Report



Note. Self-report = Teacher self-report, Other = School records, Effect sizes from subgroup analyses result from separate meta-analyses. Therefore, the results are similar, but not equivalent to the results of the moderator analyses.

Figure S10

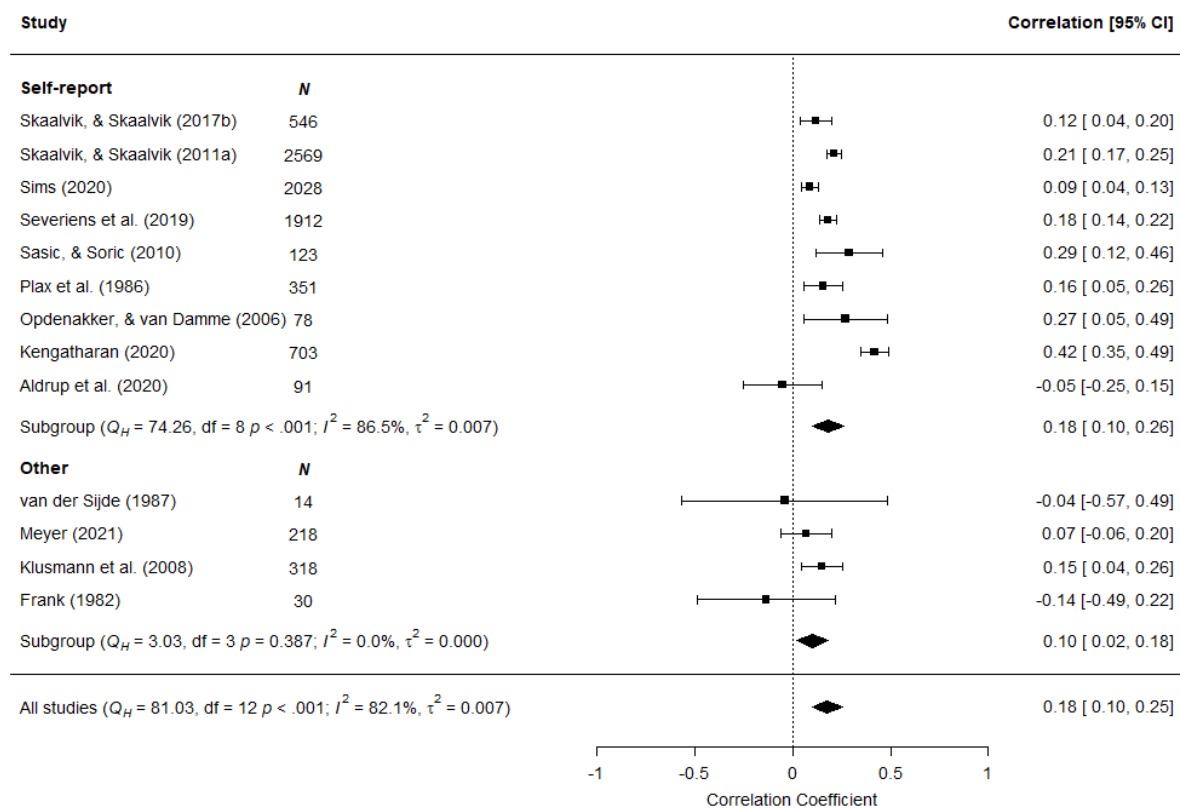
Forest Plots for the Relationship between Job Satisfaction and Emotional Support Including Subgroup Analyses Differentiating between Teacher Self-Report and External Report



Note. Self-report = Teacher self-report, Other = Student rating or classroom observation, Effect sizes from subgroup analyses result from separate meta-analyses. Therefore, the results are similar, but not equivalent to the results of the moderator analyses.

Figure S11

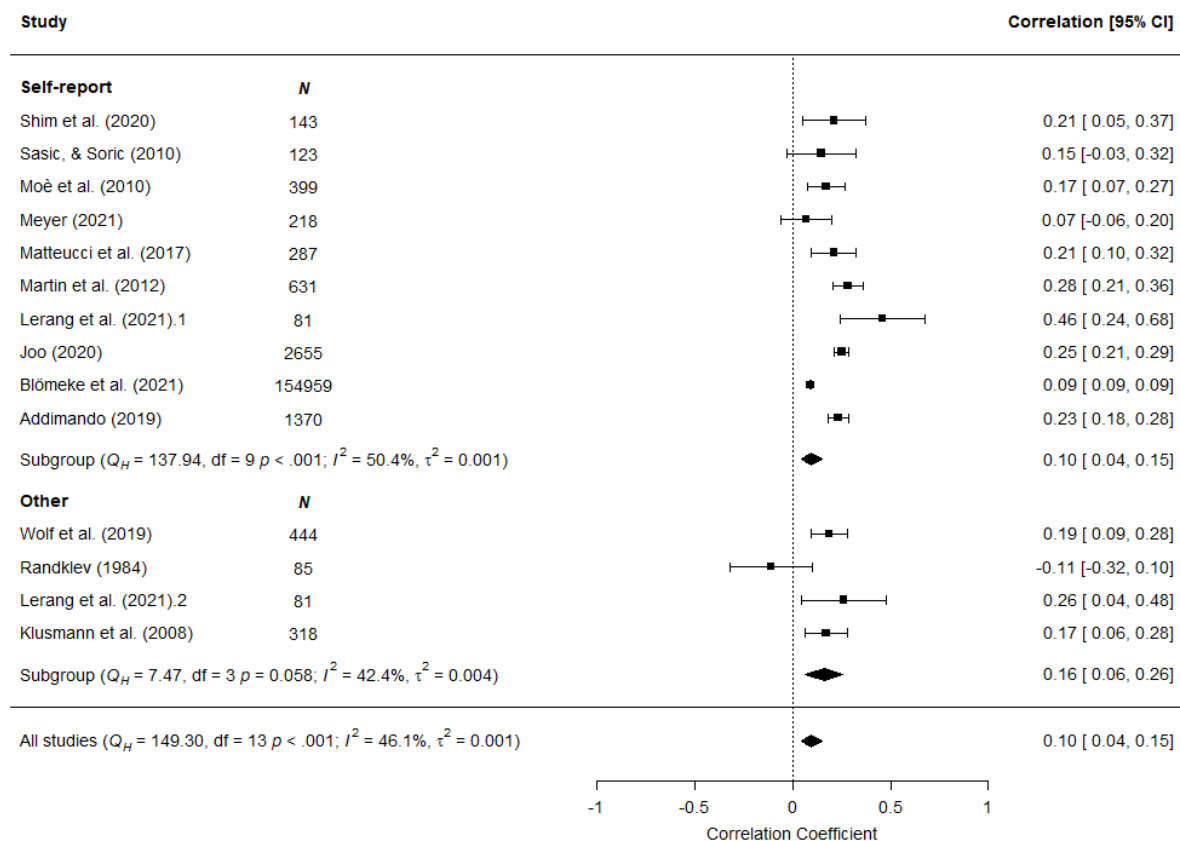
Forest Plots for the Relationship between Job Satisfaction and Classroom Management Including Subgroup Analyses Differentiating between Teacher Self-Report and External Report



Note. Self-report = Teacher self-report, Other = Student rating or classroom observation, Effect sizes from subgroup analyses result from separate meta-analyses. Therefore, the results are similar, but not equivalent to the results of the moderator analyses.

Figure S12*Forest Plots for the Relationship between Job Satisfaction and Instructional Support*

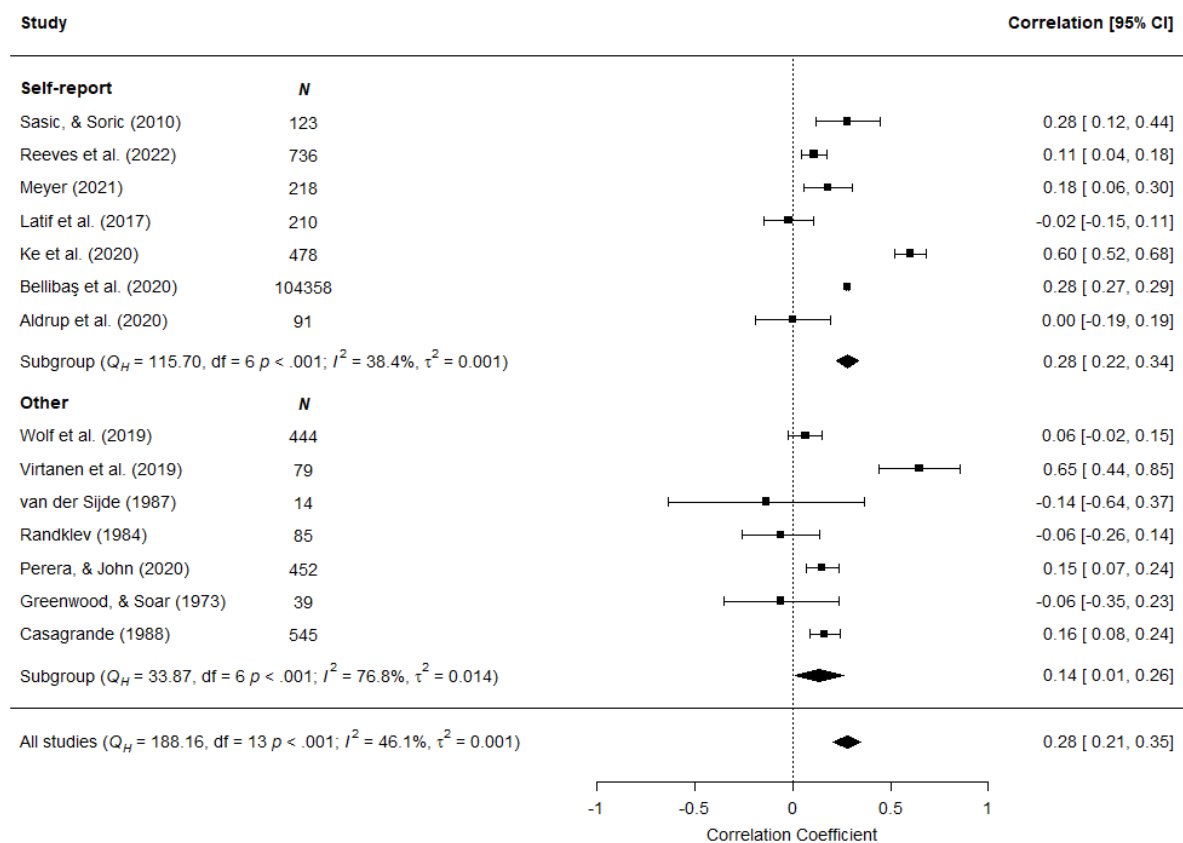
Including Subgroup Analyses Differentiating between Teacher Self-Report and External Report



Note. Self-report = Teacher self-report, Other = Student rating, classroom observation, or principal rating, Effect sizes from subgroup analyses result from separate meta-analyses. Therefore, the results are similar, but not equivalent to the results of the moderator analyses.

Figure S13

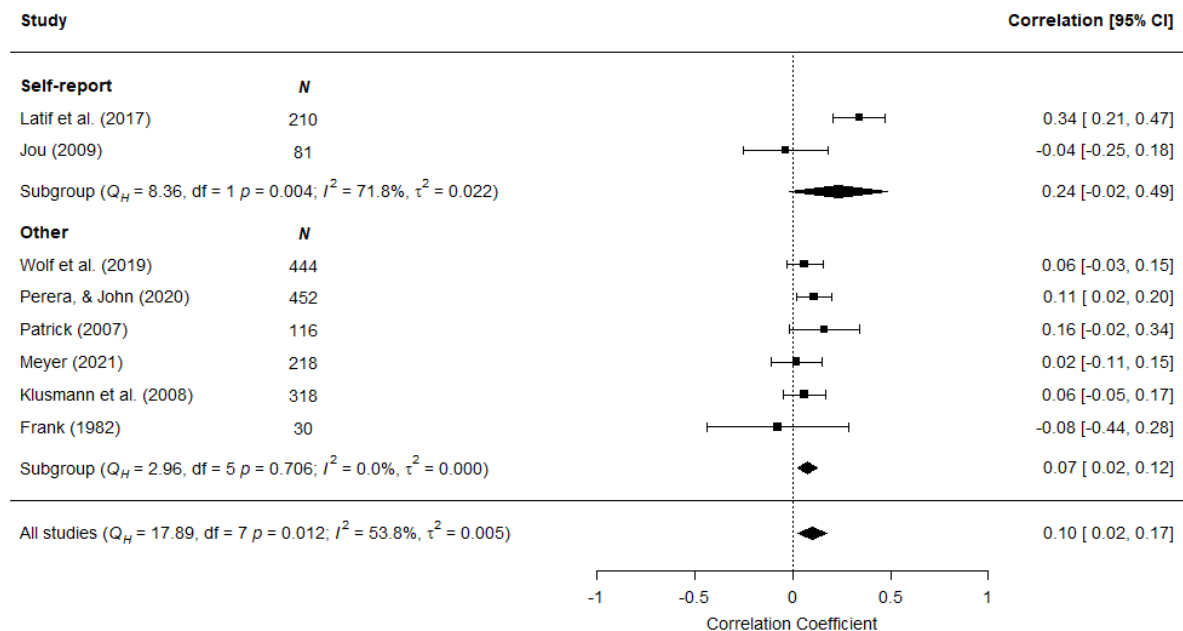
Forest Plots for the Relationship between Job Satisfaction and General Teacher-Student Interaction Including Subgroup Analyses Differentiating between Teacher Self-Report and External Report



Note. Self-report = Teacher self-report, Other = Student rating, classroom observation, or principal rating, Effect sizes from subgroup analyses result from separate meta-analyses. Therefore, the results are similar, but not equivalent to the results of the moderator analyses.

Figure S14

Forest Plots for the Relationship between Job Satisfaction and Students' Motivation Including Subgroup Analyses Differentiating between Teacher Self-Report and External Report



Note. Self-report = Teacher self-report, Other = Student rating, Effect sizes from subgroup analyses result from separate meta-analyses. Therefore, the results are similar, but not equivalent to the results of the moderator analyses.