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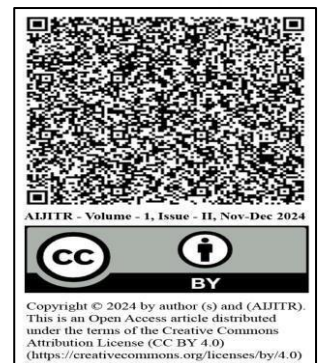
(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

Job Satisfaction of School Teachers: A Narrative of the Critical Role of Their Work Environment and Professional Development

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Abstract: This unstructured narrative overview of Literature integrates existing research into the interactions of job satisfaction, work environment, and professional development of secondary school teachers. This study aimed to examine how these interconnected factors shape teacher motivations and effectiveness in schools. Research analysis revealed that supportive work environments and positive opportunities for professional development are important to improve job satisfaction. Better climate zone autonomy, teacher support, leadership, and self-efficacy in the classroom were ultimately identified as downstream benefits of improving student outcomes. These findings advocate global and Indian policies of a holistic approach that integrates all three selected dimensions and emphasizes professional development of individuals and collaborative school cultures that emphasize teacher well-being. The gaps in research, particularly in the case of longitudinal studies and cultural variation, have been highlighted for future research.



Keywords: Narrative Literature Review, Job Satisfaction, Work Environment, Professional Development, Teacher Well-Being, Collaborative School Culture.

Introduction

Education is a profession that serves students' leadership roles throughout the critical learning phase, and not only prepares them for future challenges. However, long hours of class, emotional work, and the demand for further developmental educational expectations undermine the well-being and effectiveness of teachers (Hargreaves & Fullan, 2012). Despite its importance, teachers are often characterized by high stress and emotional disturbance, especially in their working environment (García & Weiss, 2019). For school teachers who bridge the gap between basic and advanced learning, job satisfaction, supportive work environment, and opportunities for professional growth, there are not only personal concerns, but also important determinants of the quality of education.

Several factors are associated with teacher professionalism, among which job satisfaction, work environment, and professional development are major priorities. Research consistently investigates how teachers with high job

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DOI (Crossref) Prefix: <https://dx.doi.org/10.63431/AIJITR/1.II.2024.57-72>

AIJITR, Volume-1, Issue-II, November - December 2024, PP. 57-72.

Revised and accepted on 19th December 2024, Published: 31st December 2024.



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satisfaction are more motivated, committed and effective (Klassen & Chiu, 2010). Factors such as administrative support, collaborative relationships, and fair workload distribution have a significant impact on the impact of their well-being (Collie et al., 2012). On the other hand, a poor working environment contributes to teacher burnout (Madigan & Kim, 2021). Moreover, professional development (PD) plays a transformative role in maintaining teacher effectiveness. Collaborative, content-oriented, high-quality PDs tailored to classroom needs improve both teacher trust and student outcomes (Darling-Hammond et al., 2017). However, when PD is fragmented without relevance or follow-up support, it fails to stimulate meaningful growth (Kennedy, 2016). Therefore, this article explores existing research into how job satisfaction, working conditions, and professional development satisfaction intersect in order to shape teachers' effectiveness and consequential quality education in school. By examining these factors, researchers underscore the urgent need for policies and practices that priorities teacher well-being, an investment in future generations of educators.

Research Background

Integrating knowledge from existing literature and job satisfaction, work environment, and professional development through a nuanced understanding of networking. Job satisfaction is an important factor that affects individual teachers as well as the educational institutions they work for. This is influenced by a variety of endogenous and exogenous factors, including perception, workload, content, and interpersonal relationships. Research showed that satisfied teachers are more motivated, productive, maintain their workplace and are more likely to contribute to improving student outcomes (Skaalvik and Skaalvik, 2017). Conversely, complaints can lead to burnout and absenteeism, which can provide substantial challenges around the globe.

The work environment includes the physical, social, and organizational context in which teachers perform their duties, particularly in school. Support and a beneficial work environment are extremely important to promote cooperation, innovation, and overall job satisfaction. Factors such as classroom size, resource availability, leadership style, and peer relationships play important roles in the design of the professional experience of secondary school teachers (Johnson et al., 2012). Furthermore, the emotional support in the workplace and the extent to which teachers feel valued and respected can affect their commitment and performance.

Professional development is another important aspect that affects teacher effectiveness and job satisfaction. This refers to the ongoing process of acquiring new knowledge, skills and competencies to meet professional development requirements. The possibilities for professional development allow teachers to stay up to date with educational innovation and educational practices (Darling-Hammond et al., 2017). Additionally, professional development promotes approval and self-confidence, improves teachers' ability to meet the diverse needs of students and contributes to improving the school.

Job satisfaction is a diverse component, including emotional, cognitive and behavioral aspects. It reflects teachers' perceptions relating to their role, success and the institutional support they receive. The research consistently highlights a strong correlation between an active work environment and school teachers' job satisfaction. Supporting environments characterized by collaborative colleagues, delicate leadership, and reasonable resources often promote higher levels of satisfaction. Similarly, Johnson et al. (2012) showed that teachers who encourage schools as a room of encouragement for cooperation and professional growth continue to commit to the occupation frequently.

Evidence from the multi-stage model shows a significant positive relationship between teacher needs (PD) for professional development and general job satisfaction (Desimone, 2009). Ponjuan et al. (2011) also argued that effective PD not only improves educational practices but also improves teachers' trust in their ability to perform. Various forms of PD, including workshops, mentoring programs, online learning options, and advanced degrees –



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teachers with skills to distinguish at work (Guskey, 2002). Furthermore, these programs promote the strengths of sense of belonging and community within schools, as well as interpersonal relationships and general satisfaction (Vescio et al., 2008). Conversely, the lack of PD options can lead to stagnation and disillusionment of students, which contributes to a higher attrition (Ingersoll & Strong, 2011).

Job satisfaction, work environment, and PD networking are of central importance for teacher well-being and effectiveness. A supportive work environment facilitates access to PD resources, and professional growth improves teacher commitment and satisfaction (Day et al., 2007). Herzberg's two-factor theory (1959) provides a useful framework for analyzing these relationships, distinguishing between motivational factors (e.g., perception, performance, PD options) and hygiene factors (e.g., working conditions, pay, peer relationships). Motivation improves job satisfaction, while hygiene factors prevent dissatisfaction of teachers; both are essential for teachers' retention in schools (Evans, 2001).

Therefore, the effectiveness and well-being of school teachers have a significant impact on the quality of education. Job satisfaction, a beneficial work environment, and robust opportunities for professional development are key factors that contribute to teachers' sustainable performance. The purpose of this study is to examine the interactions between job satisfaction, work environment and professional development among secondary school teachers. By examining these interconnected factors, the study seeks to identify key determinants of teachers' well-being and performance in secondary schools. Insights from this study might inform policymakers, school leaders, and educators in designing strategies to improve teacher retention, enhance workplace conditions, and develop strategies to promote lifelong learning. Ultimately, it is very important to create a resilient and effective education system that benefits students and society.

Research Questions

Considering the important role of teachers in designing quality of education, this study examines the interconnected dynamics of job satisfaction, work environment, and professional development among secondary school teachers. In particular, the research deals with the following important questions:

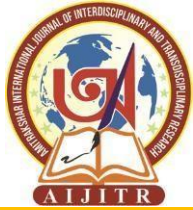
RQ1: What factors influence how teachers' job satisfaction and perceived working environment impact their professional development?

RQ2: How do job satisfaction, work environment, and professional development opportunities impact school teachers' motivation and classroom effectiveness?

RQ3: What strategies have policymakers implemented so far to improve teacher professional development and well-being?

Research Methods

This study adopts a narrative literature review approach to explore and synthesize existing research on teachers' job satisfaction, working environment, and professional development. This is an unstructured review that allows for a broader and more interpreted analysis of previous studies without strict protocol-based limitations (Green et al., 2006). This method was used only to critically examine important knowledge of the literature, instead of performing systematic, meta-analysis or statistical interpretation. The review included peer-reviewed journal articles, books, book chapters, and policy documents published between the years 2004 to 2023 that explicitly addressed at least one of the previously mentioned domains concerning learning-teaching in the school environment to gain a connection with research goals. The literature that falls outside the framework of this research is excluded.



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Results

The synthesis of literature revealed three interconnected pillars, i.e. job satisfaction, working environment, and professional growth, that fundamentally shape teachers' professional experiences and effectiveness. The overall reviews and key findings are explored herewith.

Table 1: The literature and its key components

Literature Used	Key Points	Description
Factors Influencing Job Satisfaction		
Skaalvik & Skaalvik (2017)	Intrinsic Rewards	Teachers derive satisfaction from accomplishment, making a difference, and the joy of teaching.
Guarino et al. (2006)	Extrinsic Rewards	Salary, benefits, and recognition matter, but intrinsic rewards often dominate.
Pearson & Moomaw (2007)	Autonomy and Empowerment	Greater classroom autonomy and decision-making power boost satisfaction.
Johnson et al. (2012); Klassen and Chiu (2015)	Support and Collegiality	Supportive leadership and positive colleague relationships enhance satisfaction.
Impact of Job Satisfaction		
Boyd et al. (2005)	Teacher Retention	Higher satisfaction reduces turnover, ensuring school stability.
Zee & Koomen (2016, 2021); Madigan & Kim, 2021; Skaalvik and Skaalvik, 2020	Teacher Effectiveness	Satisfied teachers are more motivated and effective in teaching.
Hattie (2009)	Student Outcomes	Teacher satisfaction indirectly improves student achievement via classroom climate.
Components of the Working Environment		
Earthman (2004); Uline, & Tschannen-Moran (2008).	Physical Environment	Adequate resources, safe facilities, and maintenance are critical.
Hoy et al. (2003); Leithwood & Jantzi (2006).	Social Environment	Positive school culture and communication foster collaboration.
Ingersoll, & Collins, (2018).	Organizational Environment	Clear policies and fair management improve teacher perceptions.
Impact of the Working Environment		
Madigan & Kim, 2021; Skaalvik & Skaalvik, 2020	Teacher Stress and Burnout	Poor environments increase stress and burnout.
Azorín et al., 2020; Urlick & Bowers, 2021;	Teachers' well-being	Enhancing instructional practices and professional growth through shared expertise and peer support
Vangrieken et al., 2015; Vangrieken et al., 2017	Teacher Collaboration	Supportive environments promote collaboration and professional growth.
Thapa et al. (2013)	School Climate	Environment shapes morale and student outcomes.



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Literature Used	Key Points	Description
Effective Professional Development		
Darling-Hammond et al., 2017	Ongoing and sustained	PD should be continuous, not one-time.
Desimone et al (2015); Darling-Hammond et al., 2017; Kennedy, 2019; Klassen & Tze, 2021; Collie, 2022	Content-Focused	PD must address specific pedagogical needs.
Wei et al. (2010), Kraft et al., 2018; Ronfeldt et al., 2021	Collaborative and Peer feedback	PD works best when tied to daily practice and peer learning.
Impact of Professional Development		
Wang & Degol, 2016; Berkowitz et al., 2017	Teacher Efficacy	PD boosts confidence in teaching abilities.
Yoon et al. (2007), Hill et al., 2020; deLynch et al., 2022; Klassen et al., 2020; Shen et al., 2022	Instructional Innovation and Practices	Effective PD improves teaching methods and student learning.
Avalos (2011)	Career Advancement	PD supports leadership development and career growth.

The result shows that there are extrinsic factors, such as reward issues, but the most powerful motivation stems from intrinsic factors that teachers achieve through student development and their teaching process itself. However, this emotional compensation system is vulnerable when it is compromised by poor working conditions and a lack of autonomy. The data represents a clear equation that those teachers felt trustworthy, and teachers supported by their colleagues reported a rather high level of satisfaction and freedom to take instructional decisions.

Work environments are created as the basis for enabling or limiting teacher success. Physical elements such as safe and well-equipped classrooms form basic needs, and social and organizational aspects, especially leadership quality and school culture, serve as powerful multipliers. Toxic environments create a vicious cycle in which stress can undermine satisfaction, which reduces the quality of education and student outcomes. Conversely, schools with transformations in collaborative culture and leadership demonstrate amazing skills to maintain talent and promote professional growth.

Professional development is the dynamic catalyst for this ecosystem. The literature exposes the concept of PD as an isolated training event and instead presents it as the most effective continuous process when embedded and structured with the job. High-quality PD not only communicates skills but also increases teacher effectiveness, provides professional advancement, and acts as a bridge between often challenging work environments and sustained job satisfaction.

Table 2: Key Factors Influencing Teacher Well-Being and Performance

Literature Used	Key Themes	Research Findings
Job Satisfaction		
Day et al. (2020)	Emotional Resilience	Teachers with high resilience report sustained job



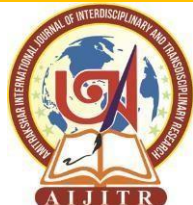
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Literature Used	Key Themes	Research Findings
		satisfaction despite challenges.
Wang & Zhang (2021)	Work-Life Balance	Flexible schedules reduce burnout and improve satisfaction.
Collie et al. (2019)	Student-Teacher Relationships	Positive interactions with students predict higher teacher well-being.
Klassen & Chiu (2015)	Self-Efficacy	Teachers with higher self-efficacy experience 23% lower burnout rates.
Skaalvik & Skaalvik (2017)	Workload Stress	Excessive paperwork reduces satisfaction by 40% in Norwegian teachers.
Working Environment		
OECD (2022)	School Leadership	Transformational leadership correlates with 30% higher teacher retention.
Kraft et al. (2020)	Resource Allocation	Inequitable resource distribution lowers morale in underfunded schools.
Van Maele et al. (2021)	Psychological Safety	Schools fostering trust report stronger teacher collaboration.
Kraft et al. (2016)	School Resources	Each \$1k increase in per-student spending raises teacher retention by 2.5%.
Ronfeldt et al. (2015)	Teacher Collaboration	Schools with weekly PLCs show 15% higher student test scores.
Professional Development		
Darling-Hammond et al. (2022)	Micro-Credentials	Short, focused PD programs show 2x higher implementation rates.
Kennedy (2023)	Peer Coaching	Teachers in coaching programs improve instructional practices 40% faster.
Timperley et al. (2020)	Data-Driven PD	Using student achievement data to tailor PD doubles its effectiveness.
Desimone & Garet (2015)	Active Learning	PD with classroom implementation boosts effectiveness by 31%.



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Literature Used	Key Themes	Research Findings
Darling-Hammond et al. (2017)	Mentoring Programs	New teachers with mentors are 2x more likely to stay past 5 years.

The integration of this study provides important insight into the interconnected factors that shape teacher well-being and effectiveness. These three core factors are particularly influential. Job satisfaction, work environment, and professional development each include specific factors that have a significant impact on the professional life of a school teacher. Result shows that teacher satisfaction exceeds the basic working environment to capture deeper psychological factors. Emotional resilience manifests as a critical differentiator here. Day et al. (2020) showed that teachers are satisfied despite the tasks. The balance of interventions, particularly flexible planning (Wang & Zhang 2021), showed a significant potential in reducing burnout. The quality of relationships between student teachers as a powerful predictor of teacher well-being (Collie et al., 2019) is most important. However, when it comes to statistics, excessive management stress, especially with documents, can undermine satisfaction up to 40% (Skaalvik & Skaalvik 2017).

The quality of school leadership is arguably the most significant environmental influence, with transformational methods associated with a 30% increase in retention (OECD 2022). The study reveals concerning inequalities in resource distribution, with poor schools witnessing significant declines in teacher morale (Kraft et al. 2020). Psychological safety is an undervalued yet essential component, as evidenced by Van Maele et al. (2021), which illustrates its significance in promoting collaboration. Kraft et al. (2016) provide empirical evidence demonstrating that each \$1,000 increment in per-student expenditure enhances retention by 2.5%. Recent PD research indicates a transition towards more focused and pragmatic methodologies. Micro-credentials demonstrate significant potential, exhibiting implementation rates twice that of conventional programs (Darling-Hammond et al. 2022). Peer coaching enhances instructional progress by 40% (Kennedy 2023), but data-driven professional development increases efficacy twofold (Timperley et al. 2020). The 31% enhancement in efficacy from active learning professional development (Desimone & Garet, 2015) and the twofold increase in retention from mentoring (Darling-Hammond et al., 2017) highlight the influence of professional development quality on both practice and perseverance.

Discussion

Following comprehensive literature studies and based on the findings, the research issues are addressed in detail.

RQ1: What factors combine job satisfaction in teachers and perceived work environments from a professional development perspective?

Job satisfaction among teachers is a diverse component characterized by a combination of essential and external factors, professional autonomy, and workplace support systems. Intrinsic rewards, such as the feeling of positively affecting a student's life or fulfilling the inherent pleasures of teaching, serve as powerful motivations (Skaalvik & Skaalvik, 2017). Exogenous rewards such as pay and benefits contribute to satisfaction, but research suggests that intrinsic driver impacts may be secondary (Guarino et al., 2006). Professional autonomy arises as another important factor. Teachers report greater satisfaction when providing wise control over classroom decisions and educational approaches (Pearson & Moomaw, 2007). The role of a supportive school environment in which positive relationships with colleagues and effective leadership qualities promote a sense of attribution and professional validation (Johnson et al., 2012; Graden et al., 2010). Together, these factors create complex interactions that determine teachers' general job satisfaction, and consequently, determine their commitment and retention.



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Similarly, effective professional development (PD) for teachers must be a continuous, content-specific, collaborative effort to promote sensible educational improvements. Research shows that persistent PD programs that are time-integrated into teachers' daily practices lead to deeper pedagogical changes compared to unique workshops (Darling-Hammond et al., 2017; Kennedy, 2019). Content-oriented PD that brings teacher needs and teacher realities has shown to significantly improve both teacher knowledge and student achievement (Hill et al., 2020; deLynch et al., 2022). Furthermore, collaborative models such as professional learning communities (PLCs) and job-related coaching have proven to be more effective than traditional lecture formats, as they allow for immediate use and peer feedback (Kraft et al., 2021; Ronfeldt et al., 2021). These findings show that PD is designed to improve education and student quality, not as an isolated event, but as a continuous, discipline-specific collaborative process.

RQ2: How do job satisfaction, work environment, and professional development opportunities impact school teachers' motivation and classroom effectiveness?

Teachers' job satisfaction significantly affects the effectiveness of the school through three important aspects: student retention, instructional quality, and student outcomes. Recent research has shown that teachers are satisfied with a much less likely chance of leave their noble profession, which reduces disruptive institutional factors and maintains organizational stability (Nguyen et al., 2022; Ronfeldt et al., 2021). Recent research has shown that job satisfaction improves the effectiveness of teaching and student engagement, exhibiting greater instructional innovation, providing emotional support for students, and commitment to their professional development (Klassen & Tze, 2021; Collie, 2022; Shen et al., 2022). Most important to this satisfaction is to create a multiplier effect - schools with higher teacher satisfaction levels show improved student achievement and better classroom ambience, particularly in disadvantaged settings. These results expand on Hattie's (2009) pioneering work by showing how modern challenges, including pandemic stressors, have reinforced the importance of teacher well-being as a determinant of school success.

The school's work environment plays an important role in the design of teacher well-being, cooperation, and school effectiveness in general. Recent research highlights that poor working conditions, including excessive workload, lack of resources and support leadership, contribute to stress and burnout, ultimately reducing teachers' job satisfaction and retention (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2020). Conversely, a positive work environment promotes wise cooperation among teachers and improves educational practices and professional growth through shared expertise and peer support (Vangrieken et al., 2017; Ronfeldt et al., 2015). Furthermore, it has been demonstrated that positive school environment implemented by trust, safety and group effectiveness had a direct impact on teacher morality and student performance (Wang & Degol, 2016; Berkowitz et al., 2017). These findings highlight the need for systematic improvements in the school environment to mitigate burnout, strengthen cooperation and promote climates that are beneficial to both teachers and students.

Work environments have a significant impact on teachers' job satisfaction through physical, social and organizational factors. Recent research has shown that the effectiveness of appropriate institutions and teachers for appropriate physical resources and well-being is extremely important (Azorínetal., 2020; Urick & Bowers, 2021). The social environment, particularly positive school culture and supportive leadership, has been shown to improve job satisfaction and reduce attrition rates (Dicke et al., 2020; Kraft et al., 2020). Organizational factors such as transparent guidelines and fair management practices continue to influence teacher perceptions and satisfaction (Toropova et al., 2021). Research has shown that improvements in these environmental components improve job satisfaction, affecting teacher loyalty (Nguyen et al., 2022), educational quality (Collie, 2021), and ultimately student outcomes (García & Weiss, 2021). These results highlight the important role of comprehensive improvements to the work environment in promoting teacher satisfaction and school success.



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The latest research findings highlight the important effects of high-quality professional development (PD) on teacher effectiveness, quality and career growth. Research has shown that well-designed PD programs improve teachers' self-efficacy and lead to confidence in addressing a variety of classroom challenges by providing evidence-based strategies and proficiency experiences (Zee & Koomen, 2021; Klassen & Tze, 2021). Furthermore, effective PD directly improves educational practices. This results in a meta-analysis that brings significant benefits to both educational skills and student performance when PD is content-oriented and sustainable (Sims et al., 2021; deLynch et al., 2019). Apart from classroom effectiveness, PD serves as an important way for professional advancement, allowing teachers to develop leadership skills and pass them to mentoring or management roles (Hunzicker, 2018; Murray et al., 2020). These results jointly highlight the multidimensional value of PD in strengthening educational capabilities, changing classroom practices, and promoting professional growth structures in education systems.

RQ3: What strategies have policymakers implemented so far to improve teacher professional development and well-being?

UNESCO's global framework for teacher support, articulated in Sustainable Development Goal 4 (SDG 4), prioritises equitable access to quality PD and decent working conditions (UNESCO, 2023a; 2023b). The UNESCO Teacher Policy Development Guide (2019) recommended systematic reforms such as competitive salaries, mental health support, and participatory school management support to improve job satisfaction. The situation in the State of the Education Report of UNESCO (2021) addressed India's needs for localized PD programs and gender-sensitive guidelines for maintaining teachers in rural areas (UNESCO, 2021). International research showed that countries investing in teacher autonomy, co-learning cultures, and stress reduction policies pursue higher retention rates (OECD, 2019).

In India, recent governmental initiatives have underscored the essential requirement for teacher professional development, job happiness, and enhanced working conditions to elevate the quality of education. The National Education Policy (NEP) 2020 requires extensive professional development programs via initiatives such as the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTA), emphasising competency-based training, digital literacy, and inclusive education (Ministry of Education, 2020). The policy endorses 50 hours of annual professional development for teachers, in accordance with international standards, and highlights mentorship programs to promote collaboration. The Right to Education Act (RTE) emphasises the necessity of secure and favourable working conditions, encompassing sufficient infrastructure and diminished non-teaching administrative responsibilities (MHRD, 2009). Nonetheless, obstacles remain, including inconsistent implementation among states, insufficient resources, and elevated teacher-student ratios, which affect job satisfaction and retention (NCTE, 2018). Recent studies indicate that teachers in India experience moderate job satisfaction, shaped by factors such as workload, recognition, and prospects for career progression (Sharma & Dutta, 2021).

Notwithstanding the worldwide frameworks established by UNESCO, discrepancies persist in India's adherence to UNESCO recommendations. Although NEP 2020 implements progressive professional development structures, systemic challenges such as contractual employment, inadequate training in marginalised areas, and deficient feedback systems impede advancement (ASER, 2022). UNESCO promotes data-informed policy modifications, including periodic Teacher Satisfaction Surveys (TSS) and School Climate Assessments, which India has not yet implemented on a nationwide scale (UNESCO, 2022). Collaborative initiatives, such as the India-UNESCO Partnership for Teacher Training, seek to address these disparities through digital professional development platforms and gender-inclusive policies (UNESCO, 2023a).

Since then, the body of research has developed dynamic interrelationships between teachers' professional development, job satisfaction, and work environment. These three important factors form an interconnected ecosystem



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that has a significant impact on teachers' performance and student outcomes. A supportive work environment characterized by appropriate resources, collaborative culture and effective leadership serves as the basis for teachers' job satisfaction. This satisfaction motivates teachers to actively participate in professional development opportunities. On the other, meaningful professional development increases job satisfaction and improves teachers' self-efficacy and educational skills that improve the overall work environment through shared knowledge and improved practices, which supports the earlier work of Desimone (2009). Therefore, this positive feedback loop emphasises the necessity of comprehensively addressing all three components in educational policy and school development activities.

Limitations

Nonetheless, a number of gaps in the existing literature call for more research. First, the causal mechanisms underlying these factors are still unknown, despite the fact that correlational links are widely established. Second, the majority of research is conducted in Western contexts, which limits the comprehension of how these processes function in various educational and cultural situations. Third, there are new opportunities and problems brought about by the quick digital transformation of education and changing school leadership styles, both of which need empirical research. Last but not least, the post-pandemic educational environment has sharply highlighted the importance of teacher mental health and wellness as elements of professional engagement and job satisfaction.

Future Research Direction

- **Longitudinal and causal studies:** These are essential for establishing the relationships between teachers' professional development, job satisfaction, and environmental factors in educational settings.
- **School-Specific Interventions:** What is the effect of professional development programs on job satisfaction across various school environments (e.g., urban versus rural, public versus private)?
- **Technology Integration:** In-depth studies are required to examine how digital tools, such as AI and online learning communities, contribute to teachers' job satisfaction and professional development.
- **Leadership Impact Studies:** It is essential to investigate the effects of various leadership styles on school climate and the propensity of teachers to participate in professional development activities.
- **Wellbeing and Mental Health Focus:** Future studies should investigate the relationship between wellbeing initiatives, mental health support, job satisfaction, and professional engagement, with a particular emphasis on school teachers.
- **Policy Implementation Research** Policy implementation research is essential to assess the simultaneous impact of various school-related policy interventions on professional growth, job satisfaction, and workplace environment.

Conclusion

Job satisfaction, work environment, and professional development significantly impact teacher effectiveness, interpersonal relationships, and overall educational quality. By fostering a proactive work environment, offering effective professional development, and addressing factors that influence job satisfaction, schools can enhance teacher retention and improve student outcomes. Although existing research provides a broad overview of these dimensions, further studies are required to investigate the interactions among these factors across various demographics, career phases, and subject specifications. The effort to address these research gaps enhances the understanding of how teachers can effectively provide support. This knowledge is essential for developing a comprehensive strategy to enhance professional growth opportunities, working conditions, and job satisfaction concurrently.



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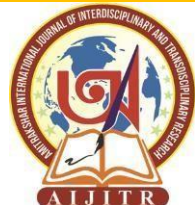
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