

Job Satisfaction of Teachers in Regular Basic Education Institutions: A Bibliometric Approach

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Abstract

This study analyzed the literature on job satisfaction among elementary school teachers, published in Scopus between 2018 and 2023, using bibliometric indices. A search was conducted using the keywords "job satisfaction," "teachers," and "elementary school," applying open access filters and limiting the period to 2019-2023, without geographical restrictions. A total of 35 studies were selected for analysis, exported in Bibtex format, and processed with Cran-R. The results showed that 2021 and 2019 were the years with the highest scientific production, with 9 and 8 studies, respectively. Four authors stood out for their continued research on the subject. Indonesia had the highest number of publications, followed by the United States. Additionally, the "International Journal of Instruction" was the most frequently published journal, with 3 articles. The study explored the relationship between keywords, authors, publication sources, and other bibliometric indicators, such as documents published with DOI and their citations per year. The study concluded that the topic of job satisfaction among teachers requires greater academic attention, as it is crucial for improving and innovating continuous education worldwide.

Keywords: *Job satisfaction, teachers, elementary school, bibliometric study, review.*

Introduction

Although history is full of professional activities, teaching is not only one of the oldest, it is also the most reverent in the heart of society when it is perceived as the foundation of the school and a vital entity for the firmness and solidity of the objectives of educational institutions.(Machado et al., 2011).

Teachers, drivers of the educational process (Avendaño et al., 2021), are challenged to constantly update themselves, to be at the forefront, to understand the diversity of students and to enrich teaching strategies for meaningful learning in order to meet the new demands of the so-called globalized modern society.(Araújo et al., 2017), (Pereira & Matsu, 2012). Their work process is complex and requires acquiring new skills at a technological level, at a virtual teaching-learning level and socio-emotional skills (Tahuaya Rios, 2021).

In this whirlwind of requirements, job satisfaction appears, which allows us to understand the impressions that the worker has of the characteristics of the organization and which in turn influence their attitudes and behavior, showing signs of motivation and commitment to achieving the goals (Carreno, 2020), (Gomez et al., 2013). This is also considered a favorable or positive emotional state that arises from the subjective appreciation of the work experiences that the worker has and that is reflected in productivity, quality and organizational performance (Estrada & Gallegos, 2021), (Carreno, 2020)It is also defined as the worker's attitude towards his own work (Vallejo, 2010); that is, the willingness to react to the work factors in one's environment and which lead to the desired achievement. This is how, for example, it is linked to various terms such as teaching performance, performance and productivity (Bustamante et al., 2020), (Escudero Vigo, 2021).

Seen in this way, job satisfaction, in the educational field, plays a decisive role in the task of educating and is a globalizing concept that is related to the level of performance of teachers and their effectiveness in achieving educational aspirations (Chiang & San Martin, 2015), (Ramos et al., 2016).

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However, the levels of job satisfaction of each teacher are different, since each of them develops their work in different realities and educational contexts (Mamani Machaca, 2022). The agents that contribute to its realization are related to the equipment and implementation resources, infrastructure conditions, job security, organizational culture (Delgado-Bello & Gahona Flores, 2022), favorable work environment, flexible hours (Irnidayanti et al., 2020), (Garcia et al., 2017), fair wage policies and training to increase productivity (Abarca Valenzuela et al., 2016); therefore, higher levels of performance by teachers can contribute to reliable, responsible, and high-quality work, as well as produce better academic results in student learning and success (Delgado-Bello & Gahona Flores, 2022). In short, job satisfaction interferes with teaching performance and represents the compendium of the different feelings that the worker expresses regarding his work activity (Araújo et al., 2017), (Ramos et al., 2016), (Garcés & Valencia-Arias, 2021).

It is important to recognize that because this is a product of internal and external elements, the contradictions in the explorations are not conclusive and generate discrepancies. (Estrada & Gallegos, 2021) In this regard, it is stated, for example, that the relationship with the directors of an institution or organization are basic generators of job satisfaction, reflecting the importance of efficient and assertive communication within any occupational setting (Parrales-Castro & Puerto-Candela, 2021).

On the other hand, teachers, despite being satisfied with their profession and the interpersonal relationships in their educational context, are dissatisfied mainly with the remuneration they receive and/or with the working conditions in the schools where they teach, showing signs of disinterest, listlessness, lack of commitment, work apathy and of course lateness and absenteeism (Ramos et al., 2016), (Veiga et al., 2017), (Oliveira et al., 2018), (Anaya Nieto & Lopez-Martin, 2015), (Duche et al., 2019).

These results are related to other contradictory contributions in which teachers say they feel comfortable carrying out their teaching work, but claim to be stressed, anxious and depressed, seeking psychological support (Mamani Machaca, 2022).

There are other diagnoses that reveal that the levels of job dissatisfaction are reflected in the lack of motivation of the teaching staff when participating in institutional activities, demonstration of apathetic attitudes when raising agreements and making decisions in planned meetings, as well as evidence of conflicting positions between educational actors (Ministerio de Educación, 2020).

It is from this context that the interest in deepening the subject and carrying out an analysis of the job satisfaction of teachers in regular basic education institutions arises with the following general objective: to study through bibliometric indices the state of the literature published in the Scopus database during the period 2018-2023. The specific objectives of the study are: to determine the state of the annual scientific production of the published studies; analyze the average citations per year; verify the relationship between keywords, authors and sources of the studies included in the review; determine the bibliometric indicators according to information sources, such as the most relevant sources, the dispersion of the literature according to Bradford's law; analyze bibliometric indicators according to the production over time of the authors and their impact indices; determine which are the most relevant affiliations and their production over time; also, verify the scientific production of the countries; carry out an analysis of bibliometric indicators according to authors, documents published with DOI and their citations per year; Finally, according to the conceptual structure, analyze the thematic evolution in two time periods based on the authors' keywords.

Based on the above, the following question arises: What is the status of the literature on job satisfaction of teachers in regular basic education institutions in Scopus between 2018 and 2023?

Methodology

This research follows the guidelines of a personalized methodology of bibliographic review. It focuses on quantifying metrics of the studies that will be included in the review in order to make an analysis and

interpretation of the state of the literature through statistics and the graphical approach of these indexes that are chosen and selected by the authors themselves (Rodríguez-García et al., 2019), (Moreno, 2019).

Regarding the reading and automated analysis phase, it was carried out with the help of the software “Cran-R” and “bibliometrix”. The process begins with the extraction of the data identified and included for review in BibTex format. Subsequently, the following script is used:

```
library(bibliometrix)

biblioshiny()
```

Once the script is loaded, the Bibliometrix virtual library will be executed, where the BibTex file extracted from Scopus with the data collected for its correct analysis will be inserted. Bibliometrix, depending on the file loaded, displays a table with the data completeness status, where 5 columns are detailed: the first is the abbreviation of the metadata, the second is the description or name of the metadata, the third is the count of missing metadata according to the files loaded. Then, the missing counts are shown as a percentage. Finally, the last column shows the status of the metadata so that authors can use it for convenience according to the considered criteria.

TABLE I. COMPLETENESS OF BIBLIOMETRIC DATA FROM BIBLIOMETRIX

Metadata	Description	Missing counts	Missing %	State
AB	Abstract	0	0.00	Excellent
AU	Affiliation	0	0.00	Excellent
DT	Author	0	0.00	Excellent
SW	Cited References	0	0.00	Excellent
THE	Document Type	0	0.00	Excellent
PY	Journal	0	0.00	Excellent
YOU	Language	0	0.00	Excellent
TC	Publication Year	0	0.00	Excellent
CR	Title	0	0.00	Excellent
CI	Total Citation	0	0.00	Excellent
DI	Keywords	1	2.86	Well
OF	DOI	3	8.57	Well
RP	Corresponding Author	4	11.43	Acceptable
ID	Keywords Plus	23	65.71	Critical
NR	Number of Cited References	35	100.00	Complete missing
WC	Science Categories	35	100.00	Complete missing

The aforementioned customized methodology was divided into 5 phases for its correct execution, which is shown in Table II:

TABLE II. BIBLIOMETRIC METHODOLOGICAL DESIGN

Phase	Description	Classification
		What is the status of the

Phase I Questioning	During this phase, the research is questioned.	literature on job satisfaction of teachers in regular basic education institutions in Scopus between 2018 and 2023?
Phase II Efficient search	The topic is clearly identified for keyword extraction and for performing a more accurate and efficient search with the support of Boolean operators (AND).	(TITLE-ABS-KEY ("job satisfaction") AND TITLEABS-KEY ("teachers") AND TITLE-ABS-KEY ("elementary school")) AND PUBYEAR > 2017 AND PUBYEAR < 2024
Phase III data collection	The data are reviewed by the authors for correct interpretation so that the relevant data from the included studies are identified, extracted and normalized: n = 35	<p>Published documents</p> <ul style="list-style-type: none"> ▪ Period: 2018 - 2023 ▪ Unlimited country adjustment. <p>Bibliometric indicators:</p> <ol style="list-style-type: none"> a. Data Overview. b. Bibliometric indicators according to information sources. c. Bibliometric indicators according to authors. d. Bibliometric indicators according to author affiliation. e. Bibliometric indicators according to scientific production of the countries. f. Bibliometric indicators according to authors and documents published with DOI and citations per year. g. Bibliometric indicators according to Conceptual Structure.
Phase IV Construction of analysis material	For the formulation of statistics and data analysis, bibliometric indexes are developed for their understanding with the help of the "R" Language and Bibliometrix.	<p>Visual representation of bibliometric indicators:</p> <ul style="list-style-type: none"> ▪ Annual scientific production. ▪ Average citations per year ▪ Three-Field Plot. ▪ Most relevant sources. ▪ Bradford's law. ▪ Authors' Production over Time. ▪ Authors' Local Impact H-Index, G-Index, M-Index. ▪ Most Relevant Affiliations. ▪ Affiliations'

		<p>Production Over Time</p> <ul style="list-style-type: none"> ▪ Countries' Scientific Production. ▪ Most Global Cited Documents. ▪ Thematic evolution 2018- -2020. ▪ Thematic evolution 2021- -2023.
<p>Phase V Writing and conclusions.</p>	<p>The results obtained are interpreted clearly and concisely for easy understanding and comprehension.</p>	<p>In this stage, the results obtained in stages III and IV are organized and evaluated, taking as a reference the objectives and research questions posed in phase I. Likewise, the main trends, patterns and relationships present in the analyzed data are identified, and the strengths and weaknesses of the scientific production are evaluated, considering the existing literature and the relevance of the findings in the field of study. In addition, conclusions are drawn that summarize the most important results of the research and its contribution to current knowledge.</p>

Results

Below are the results of the 35 studies included in the bibliographic review for their interpretation and identification of possible patterns, trends, strengths and weaknesses of the scientific production on the job satisfaction of teachers in regular basic education institutions.

Abstract – Data Overview

Annual scientific production

Within the field of study, it is important to outline the status of the annual production of studies. It was identified that during the period studied, the year with the highest production index in relation to the job satisfaction of teachers in regular basic education institutions was 2021 with (n = 9), 2019 had 8 published studies. However, in 2022 the index dropped to 6 publications.

These results show that the research topic is of interest, but it is suggested to delve deeper into the topic for future research.

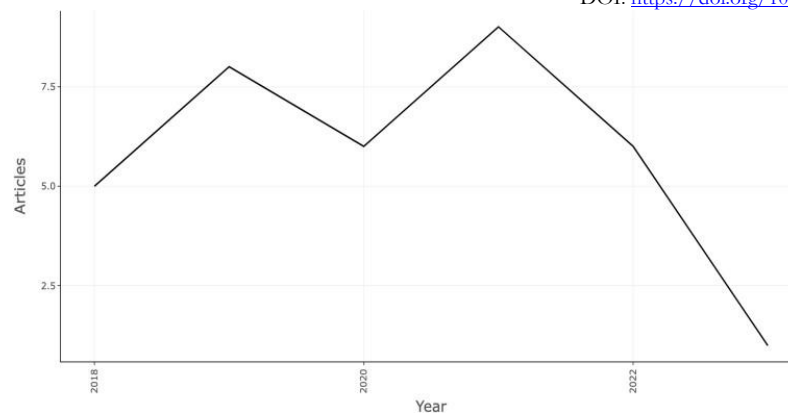


Fig. 1 Linear diagram of the annual production status, according to the bibliometric review. With application of “R” and Bibliometrix.

TABLE III. AVERAGE NUMBER OF CITATIONS PER YEAR

Year	MeanTCperArt	N	MeanTCperYear	Citable Years
2018	21.8	5	3.63	6
2019	20.12	8	4.02	5
2020	10.83	6	2.71	4
2021	5.44	9	1.81	3
2022	1.5	6	0.75	2
2023	0	1	0.00	1

Note: data provided by Language “R” – Bibliometrix on “Average citations per year”

According to the average number of citations per year, the following Table III is detailed, where the MeanTCperArt (Average total citations per article) and the MeanTCperYear (Average total citations per year) can be observed, since the average TC (Total citations) per year is dependent on the average TC per article and the number of citable years (Citable Years).

It was identified that the year with the highest MeanTCperArt index belongs to 2018 with 21.8. The total number of published articles was 5 and citable years ($n = 6$), because the time interval includes all years with at least 1 publication. Likewise, it was detected that this average is decreasing during the period of time, which means that the MeanTCperYear has also shown a decrease, which may mean that more relevant and developed research is needed so that the total citations per article grow, thus reflecting that the topic has depth for future research.

3 field chart

The following Fig. 2. shows the “3-field graph” that measures the relationship between 3 parameters. In this case, in the left column we have DE (Keywords), in the middle column we have AU (Authors), and in the left column we have SO (Sources).

It should be noted that for the execution of this result, only 20 items were considered in each column to analyze their relationship through the “outgoing flow count” and the “incoming flow count”

According to the graph, it is observed that the most frequent keywords with their outgoing flow with respect to the authors are: “teacher” with (outgoing flow count = 7), “Elementary school” with (outgoing flow count = 6), “satisfaction” with (outgoing flow count = 4), “teachers” with (outgoing flow count = 2), “job satisfaction” with (outgoing flow count = 5), among others. Among the authors who presented the greatest use of these words are Werang BR, Wolomasi AK and Asaloel SI. And the sources to which these authors belong are the “International Journal of Evaluation and Research in Education”, “Behavior Therapy” and “Ciencia e Saude Coletiva”, with incoming flow count indices of 3, 2, 2 respectively.

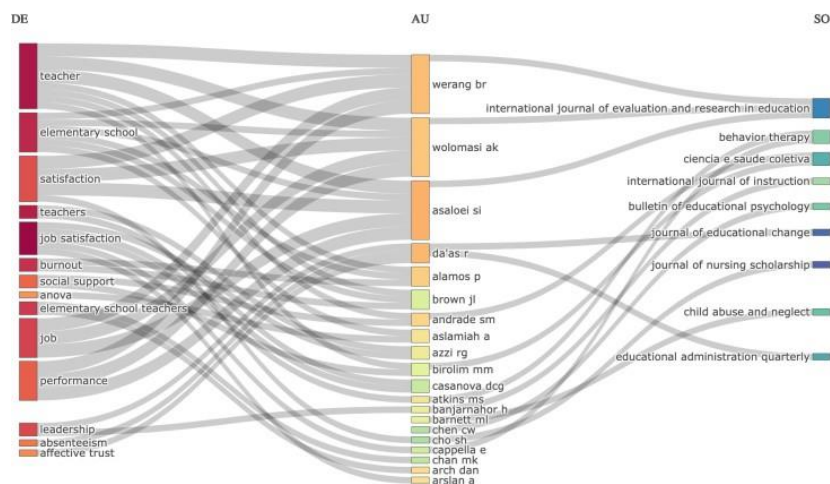


Fig. 2 Three-field graph. With “Cran-R” and Bibliometrix application.

Bibliometric indicators according to information sources

Journals and sources with the greatest impact

TABLE IV. MOST RELEVANT SOURCES

Sources	Articles
International Journal of Instruction	3
Psychological Fears	2
Asia-Pacific Education Researcher	1
Behavior Therapy	1
Bulletin of Educational Psychology	1
Bundesgesundheitsblatt – Gesundheitsforschung - Gesundheitsschutz	1
Child Abuse and Neglect	1
Child and Adolescent Psychiatry and Mental Health	1
Science and Collective Health	1
Educational Administration Quarterly	1

Note: data provided by Language “R” – Bibliometrix

Table IV shows the most relevant sources of the 32 sources that were detected during the identification phase of the Data Overview.

It is observed that the “International Journal of Instruction” is the source with the highest frequency of publication on job satisfaction of teachers in regular basic education institutions with 3 published studies. Similarly, the “Psiholohijske TEME” is the second source with the highest rate of published studies with a value of (n = 2). The rest of the sources showed at least 1 publication during the delimited period of time.

The table shows a wide variety of sources with greater relevance that were included in the research.

Central sources by Bradford's law

TABLE V. BRADFORD'S LAW

SW	Rank	Freq	cumFreq	Zone
International Journal of Instruction	1	3	3	Zone 1
Psychological Fears	2	2	5	Zone 1
Asia-Pacific Education Researcher	3	1	6	Zone 1
Behavior Therapy	4	1	7	Zone 1
Bulletin of Educational Psychology	5	1	8	Zone 1
Bundesgesundheitsblatt – Gesundheitsforschung - Gesundheitsschutz	6	1	9	Zone 1
Child Abuse and Neglect	7	1	10	Zone 1
Child and Adolescent Psychiatry and Mental Health	8	1	11	Zone 1
Science and Collective Health	9	1	12	Zone 1
Educational Administration Quarterly	10	1	13	Zone 1

Note: data provided by “R” Language – Bibliometrix of the Core Zone.

The following table shows the application of Bradford's law within the study, where it shows how the literature is dispersed in different scientific journals to classify them into zones. The law aims to identify which are the most productive sources within the field of study. The law shows the application and expresses it in 5 columns which will be detailed below: SO (sources), Rank, (ranking of position according to Bradford), Freq (the frequency of publications), cumFreq (the cumulative frequency of the production of publications) and Zone (The zone where the journal was arranged according to Bradford).

This law classifies journals into concentric “zones” where zone 1 is characterized by having a higher frequency of published studies, but a lower number of journals. Regarding the above, 9 sources were identified within this zone, which suggests that these sources have produced articles with greater development of the studied topic. As for zone 2, the frequency of studies may be lower, but in a greater volume of journals; according to table V, only 1 journal was within this zone.

This indicator provides a useful view of the dispersion of sources based on the study topic. It is of utmost importance for researchers to know how to identify which are the most relevant sources with respect to the study variables.

Bibliometric indicators according to authors

TABLE VI. AUTHOR'S PRODUCTION OVER TIME

Author	year	freq	TC	TCpY
Alamos P	2019	1	53	10.6
Andrade SM	2019	1	13	2.6
Arch DAN	2021	1	30	10.0
Arslan A	2022	1	0	0.0
Asaloei YES	2019	1	19	3.8
Asaloei YES	2020	1	5	1.25
Aslamiah A	2018	1	4	0.667
Atkins MS	2018	1	63	10.5
Da'as R	2020	1	20	5
Da'as R	2021	1	12	4

Note: data provided by Language “R” – Bibliometrix on the authors’ production over time in relation to the number of citations.

The following Table VI shows the authors' production over time, which is of utmost importance to understand who are the authors with the highest frequency of published studies, their TC (Total Citation) and TCpY (Total Citation per Year).

The authors who presented the highest TC index were Atkins MS, Alamos P and Arch DAN with 63, 53 and 50 respectively. This suggests that they have had a good impact and have been supportive for other studies related to the topic. Also, these 3 authors have the highest TCperYear indexes which are 10.6, 10.5 and 10.0 respectively.

TABLE VII. LOCAL IMPACT OF AUTHORS ACCORDING TO H INDEX, GE INDEX, M INDEX

Element	H-Index	G-Index	M- Index	TC	NP	PY-Start
Asaloei YES	2	2	0.400	24	2	2019
Da'as R	2	2	0.500	32	2	2020
Werang BR	2	2	0.400	24	2	2019
Wolomasi AK	2	2	0.400	24	2	2019
Alamos P	1	1	0.200	53	1	2019
Andrade SM	1	1	0.200	13	1	2019
Arch DAN	1	1	0.200	30	1	2021
Aslamiah A	1	1	0.167	4	1	2018
Atkins MS	1	1	0.167	63	1	2018
Azzi RG	1	1	0.167	3	1	2018

The following Table VII identifies the local impact of the authors according to metric indices of total citations (TC), number of publications (NP) and year the author began publishing on the topic (PY-Start).

There is the H index, which measures productivity and the impact of a researcher's publications. This indicator uses the author's most cited studies and the number of citations they receive from other research. The G index allows the H index to be improved by giving more weight to studies with a higher number of citations. The M index is obtained by dividing the H index by the time the author has started publishing on the research topic, which allows a fair comparison between authors from different time periods.

It is observed that the authors: Asaloei SI, Da'sa R, Werang BR and Wolomasi AK are those who have demonstrated an H index of 2 which suggests that these authors have delved a little deeper into the research topic. Likewise, the rest of the authors shown in the table have at least made one publication. Regarding the total citations, it was identified that Atkins MS is the author with the highest number of TC with (n = 63), Alamos P accumulated (n = 53) which means that their studies have a greater impact on other studies in relation to the job satisfaction of regular basic education teachers.

Bibliometric indicators according to author affiliation

The following table shows the status of the relevance of affiliations according to the number of studies published and included in this study.

It is observed that the University of California is the one with the highest production rate with 4 articles, which suggests an interest on the part of the researchers of that institution. Similarly, the University of Gondar is the second institution with the most studies published during the designated time with (n = 3). Institutions such as: Meda State University, Notreported, Southwest University, Universitas Musamus Merauke and University of Ljubljana have at least published 2 studies each.

The table shows a wide variety of affiliations that have shown interest in the field of job satisfaction in regular basic education teachers. Those affiliations with at least 1 published study indicate an emerging interest that is just beginning to develop. For greater production and incentive on the subject, it is suggested to delve deeper into the topic for future research.

TABLE VIII. MOST RELEVANT AFFILIATIONS

Affiliation	Article
University of California	4
University of Gondar	3
Medan State University	2
Notreported	2
Southwest University	2
Musamus Merauke University	2
University of Ljubljana	2
Şehit Öğretmen M. Ali Durak Secondary School	1
Academic College of Education	1
Ahmad Dahlan University	1

Note: data provided by Language “R” – Bibliometrix on “Most relevant affiliations”.

TABLE IX. PRODUCTION OF AFFILIATIONS OVER TIME

Affiliation	Year	Article
University of California	2019	0
University of California	2020	1
University of California	2021	4
University of California	2022	4
University of California	2023	4
University of Gondar	2019	0
University of Gondar	2020	0
University of Gondar	2021	3
University of Gondar	2022	3
University of Gondar	2023	3

Note: Data provided by “R” Language – Bibliometrix on “Production of affiliations over time”.

Regarding the production over time of the affiliations, the two affiliations with the highest production index during the period 2019 to 2023 were examined to study their periodic growth.

The University of California published a study in 2020 and increased its production to 4 articles by 2021, compared to the University of Gondar, which only published 3 studies in 2021, maintaining that number until 2023.

Both universities have maintained a consistent focus on the job satisfaction of regular basic education teachers during the period evaluated in the table.

Bibliometric indicators according to scientific production of the countries

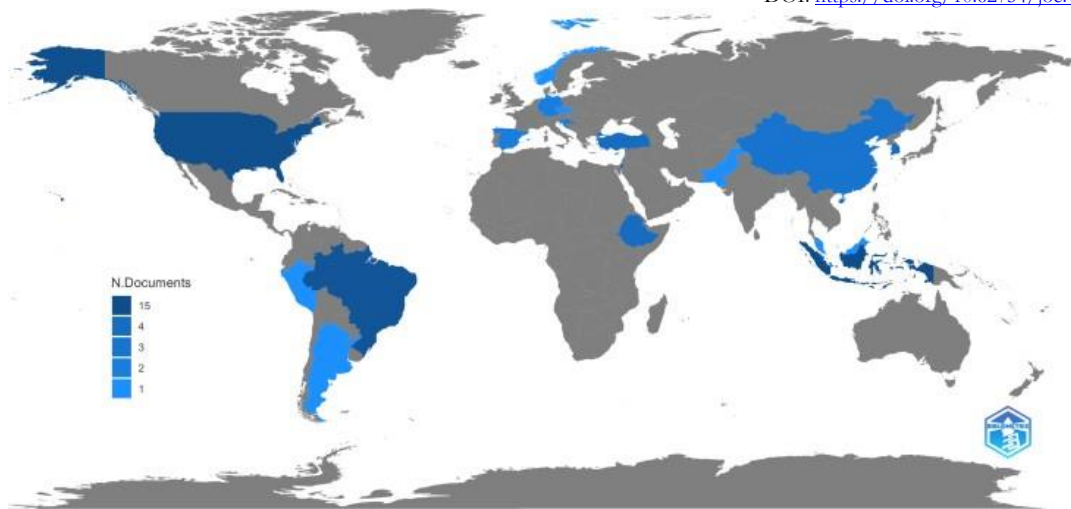


Fig. 3 Scientific production by country. With “Cran-R” application and Bibliometrix

Figure 3 shows the scientific production of countries with respect to the research topic in different countries. Apparently, the production of studies is dispersed in various regions, but there is a high volume of studies published in America.

Indonesia was found to be the leading country with 15 publications, suggesting a strong presence and focus on job satisfaction of regular basic education teachers. The United States, with 14 publications, and Brazil, with 11, demonstrate that they also have interest in the field of study.

For Israel, with 5 publications, Ethiopia, with 4, South Korea, with 4, and Turkey, with 4 publications, a moderate contribution of studies is shown.

Countries such as China, Croatia and Germany have low production rates, which could mean that the topic under investigation does not represent a research priority within these regions, or the topic is probably in its field exploration stages.

Bibliometric indicators according to Authors and published documents with DOI and citations per year.

TABLE X. MOST CITED DOCUMENTS GLOBALLY

Paper	DOI	Total Citations	TC per Year	Normalized TC
Ouellette RR, 2018, behav Ther	10.1016/j.beth.2017.11.011	63	10.5	2.89
Corbin CM, 2019, J Sch Psychol	10.1016/j.jsp.2019.10.001	53	10.6	2.63
ChristianBrandt AS, 2020, Child Abuse Angel	10.1016/j.chiabu.2020.104437	36	9	3.32
Edinger SK, 2018, J Psychol Interdiscip Appl	10.1080/00223980.2018.1489364	32	5.3	1.47
Chan MK, 2021, Sch Psychol	10.1037/spq0000441	30	10	5.51
Smetackov a I, 2019, Front Psychol	10.3389/fpsyg.2019.02287	28	5.6	1.39
De Brito Mota AF, 2019, J Voice	10.1016/j.jvoice.2018.01.022	23	4.6	1.14

Zheng X, 2019, Asia Pac Educ Res	10.1007/s40299-019-00451-7	21	4.2	1.04
Qadach M, 2020, Educ Adm Q	10.1177/0013161X2090 7133	20	5	1.85
Wolomasi AK, 2019, Int J Eval Res Educ	10.11591/ijere.v8i4.2026 4	19	3.8	0.94

Note: data provided by “R” Language – Bibliometrix on the “Most cited documents worldwide”.

The following table X shows the 10 most cited studies on the topic. It details 5 columns, where “paper” refers to the name of the authors, the year of publication and the name of the summarized journal. Also, the “DOI (Digital Object Identifier)” is shown, this being the unique identifier of each study which provides you with a link that redirects to its direct location on the web. In the third column you have the “Total Citations”, which is the total number of times the document has been cited. Then, you have “TCperYear”, which is the average number of citations that the document has received during its period of publication in the journal. Finally, the last column shows the “Normalized TC”, a measure in which the total normalized citations are governed by some factor.

Of the documents analyzed in the table, it was identified that the document with the highest citations is: “Teacher job stress and satisfaction in urban schools: disentangling individual-, classroom-, and organizational-level influences” published in 2018 in the journal Behavior Therapy, with 63 total citations and a normalized citation value of 2.89. Also, the author Corbin CM, with his study entitled: “The role of teacherstudent relationships in predicting teachers' personal accomplishment and emotional exhaustion” published in 2019, which presents 53 total citations and a TCperYear of 10.6. These values mentioned previously suggest that the studies have been frequently studied and reviewed by the scientific community for studies related to the topic. However, when other factors are taken into account (journal impact, number of authors, etc.), they are not necessarily very influential documents. In contrast, author Chan MK is mentioned, with his study titled: “Elementary school teacher well-being and supportive measures amid covid-19: an exploratory study”, which was published in 2021, has a total of 30 citations, a TCperYear of 10, which in contrast to other authors who have an index of 10.5 or 10.6, means that Chan MK has had a greater influence with his research in a shorter time. His normalized total citation index is 5.51, which suggests that his study has had a greater influence relative to its total number of citations, or other variables that could have been considered for its normalization.

Bibliometric indicators according to Conceptual Structure

Regarding the thematic evolution of the topic during the selected time period, it was divided into two time periods: (2018-2020) and (2021-2023). It should be noted that, for the collection and analysis of the thematic evolution regarding the job satisfaction of basic regular education teachers, the authors' keywords were considered.

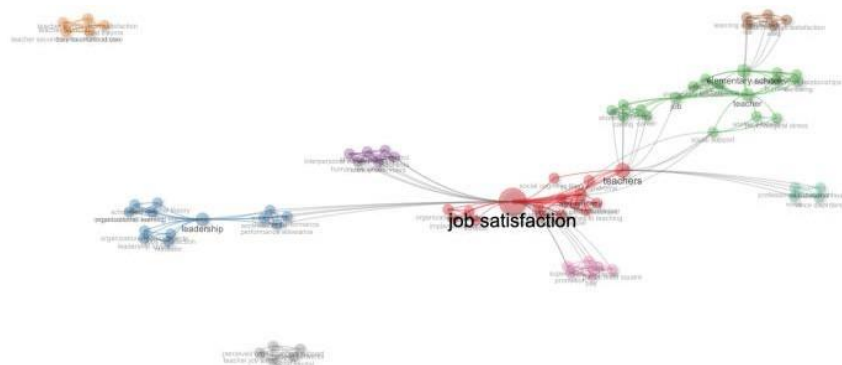


Fig. 4 Thematic evolution from 2018 to 2020.

During the first period, it was identified that the basic topic of study revolved around the keywords: “Job satisfaction”, “teachers” and “self-efficacy”. The topics for further study of topics related to the aforementioned words revolved around the keywords: “leadership”, “learning environment”, “elementary school”, “job”, “occupational health”, etc.

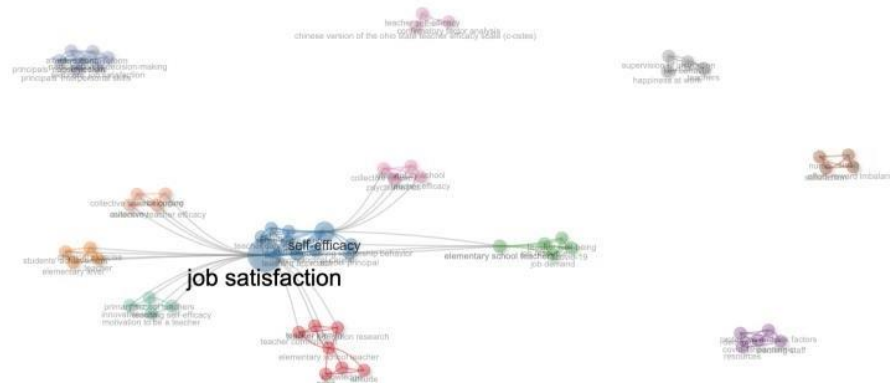


Fig. 5 Thematic evolution of 2021-2023.

In the second interval, the basic topics to be investigated revolved around the keywords: “Job satisfaction”, “self-efficacy”, “burnout”, “teacher caring”, etc. The study suggests that the niches to delve deeper into new emerging topics have to do with the words: “elementary school teachers”, “happiness at work”, “key behavior”, “protective and risk factors”, “students' achievement”, etc.

Conclusions

Through the proposed methodology, specific objectives were determined that helped us understand the study of teacher job satisfaction in regular basic education institutions, identifying that the years 2021 and 2019 were years with greater scientific production, likewise the average citations per year is 21.8 belonging to the year 2018, with a tendency to decrease over time, it was also found that to determine the relationship between keywords, authors and sources and how they impact the study of art, we have that the analysis of keywords helped us find "teacher", "Elementary school", "satisfaction," teachers, "job satisfaction" with the highest outflow, the authors with the highest use of this word are Werang BR, Wolomasi AK and Asaloei SI. And the sources to which these authors belong are the "International Journal of Evaluation. It was also found that the "International Journal of Instruction" is the most frequent source of publication on job satisfaction of teachers in regular basic education institutions with 3 published studies and that the dispersion according to Bradford's law found 9 study sources in zone 1 and for zone 2 only one journal was found. Regarding the production over time of the authors and their impact indices, the author Atkins MS was located with a total of citations ($n = 63$) which means that the topic is of great contribution to the community. On the other hand, the most relevant affiliations and their production over time were detected at the University of California, which published a study in 2020 and increased its production to 4 articles by 2021. Also, in the scientific production of the countries, it was found that it is led by Indonesia with 15 publications. Likewise, of the reviewed documents of the relationship according to authors, documents published with DOI and their citation by year, the one with the highest citations is: "Teacher job stress and satisfaction in urban schools: disentangling individual-, classroom-, and organizational-level influences" published in 2018 in the journal Behavior Therapy, with 63 total citations and a value of 2.89 normalized citations. Finally, according to the Conceptual Structure, it was found that the thematic evolution in two time periods (2018-2020) based on the keywords of authors, were "Job satisfaction", "teachers" and "self-efficacy" and for the second period (2021-2023) "Job satisfaction", "self-efficacy", "burnout", "teacher caring". Which suggests the need to delve deeper into the subject, this being a great contribution to the long-awaited quality education, since if one of the axes of education is broken, as is the case of the teacher who imparts knowledge and is not satisfied, education will be greatly affected.

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