



“Teachers’ Satisfaction in Salesian School: A Bibliometric Approach using Biblioshiny”

Esther Rani C A¹, Banhi Guha^{2*}, and Prof. (Dr.) Manodip Ray Chaudhuri³

¹ Research Scholar, Xavier Business School, St. Xavier’s University, 9051771261

² Xavier Business School, New Town Rd, Action Area I, IIIB, Newtown, Kolkata, West Bengal 700160, India.

ORCID: 0000-0001-8231-5329

³ Professor and Ex-Dean, Xavier Business School, St. Xavier’s University

*Corresponding author

Date of Submission: 13-06-2025

Date of Acceptance: 27-06-2025

I. Structured Abstract

1.1 Purpose: This paper aims to explore academic roots and research directions of teachers’ satisfaction in Salesian School. The study focuses on understanding the unique organizational culture and values of Salesian institutions and their impact on teacher satisfaction.

1.2 Design/Methodology/Approach: Based on a dataset of 4678 publications obtained from the SCOPUS database between 2014 and 2025, this study incorporates bibliometric analyses using biblioshiny, including Annual Scientific Production, Average Citation per Year, Most Relevant Sources Authors’ Production over time, Corresponding Authors’ Countries, Country Scientific Production, and others.

1.3 Findings: The findings identify the leading academic authors are John Marshall Reeve, Rafael Burgueño and others, Institutions, and countries like USA, China and Spain contributing more than 300 articles to this field. Results show that interest in the area of teachers’ satisfaction has significantly increased, particularly after 2018. The study also highlights major research themes, keywords and topics, such as job satisfaction, self-determination theory, work engagement, autonomy support, resilience, inclusive education, blended learning, teacher retention, burnout, adolescence, social support and others.

1.4 Practical Implications: The results of the study offer insights to management of school, principals regarding scientific development, regarding motivating teachers’, increasing work-life balance, policy formulation for teacher retention targeted training & capacity building. For researchers and academicians, a better understanding of factors leading to teachers’ satisfaction is identified which will contribute to designing policies to set up priorities for increasing the well-being of teachers in school, so that the image of school is improved.

1.5 Originality/Value: This study is among the first to apply a comprehensive bibliometric analysis using Biblioshiny to the specific context of teacher satisfaction within Salesian schools, a niche yet globally relevant educational environment. By merging the analytical depth of bibliometrics with the distinctive values and organizational culture of Salesian pedagogy, the study provides a novel lens for understanding well-being of Teachers. Unlike traditional satisfaction surveys, this research leverages over a decade of global scholarly output (2014–2025), identifying emerging trends, influential authors, thematic hotspots and international research contributions. The originality lies in its dual contribution: advancing both methodological practice in educational research and offering actionable insights tailored for faith-based and value-driven institutions like the Salesian network.

Keywords: Teachers’ satisfaction, biblioshiny, Salesian school, Scopus.

II. Introduction

A wide variety of professional pursuits have influenced human civilization throughout history. Professions have always reflected the requirements and values of their respective eras, from the earliest days of farming, toolmaking, and trading to the rise of scribes, doctors, architects, and teachers in ancient communities. Four border economic paradigms—agriculture, industry, information economy and hunting and gathering—have been seen and identified worldwide (Elliott and Jacobson, 2002). Teachers became **respected social figures** from the agricultural economy when the emergence of **formal education in religious institutions** like monasteries, gurukuls and temple schools started when the priests and scribes were teachers. In Industrial Economy, mass public education developed to support industrialization



which produce skilled, disciplined, literate workforce and weight on standardized curriculum, classroom discipline and vocational training where actually the teaching became part of a bureaucratic system (Gill, 2023; Rani and Kumari, 2020; Bora, 2022).

Teachers prepare future generations with the skills and knowledge needed for economic advancement and societal well-being. The development of a nation's workforce and the alleviation of social problems are closely tied to the quality of its education system and teachers (Sharma, 1995; Çoban, 2023; Ayodele & Oyewole, 2012; Mogboh, 2017; Daulay et al., 2023). All professions—such as medicine, engineering, and law—originate from the foundational work of teachers. The success of these sectors in developed countries can be traced back to the strength of their teaching profession (Mogboh, 2017; Daulay et al., 2023). There is a strong relationship between a country's educational level and its economic health. States with advanced economics typically have high educational standards, and vice versa (Çoban, 2023).

Teachers introduce innovative teaching methods that enhance students' practical skills, critical thinking, and adaptability—qualities essential for economic competitiveness (Ravi, 2022). Teachers not only impart academic knowledge but also model ethical behaviour and communication, shaping the character and values of future citizens (Daulay et al., 2023). In countries facing rapid change and global competition, repositioning and empowering the teaching profession is vital for overcoming developmental obstacles and achieving national goals (Ayodele & Oyewole, 2012; Mogboh, 2017).

Sustained investment in teacher's education and professional growth is necessary to

maintain high standards and adapt to evolving educational needs (Tatto, 2021; Loughran, 2014). For teachers to fulfill their crucial role, they require adequate economic, social, and professional support from governments and communities (Çoban, 2023; Ayodele & Oyewole, 2012; Mogboh, 2017; Mertens & Yarger, 1988; Oplatka, 2007).

Teacher satisfaction is a critical topic in educational research, influencing teacher's retention, student outcomes, and overall school effectiveness. Bibliometric analysis provides a systematic overview of research trends, influential themes, and emerging directions in the study of teacher satisfaction. Four main subtopics frequently studied are **leadership, engagement, self-efficacy, and retention** (Hoang, 2022; Sihite et al., 2023; Wang et al., 2024; Zhang et al., 2024).

a. Leadership Styles: Recent research emphasizes the impact of various leadership styles and professional identity on teacher satisfaction, highlighting the interdisciplinary nature of educational management (Hoang, 2022; Sihite et al., 2023).

b. Self-Efficacy: Teacher self-efficacy, especially among language teachers, is a growing area, which links to job satisfaction, burnout, and professional development (Wang et al., 2024; Zhang et al., 2024).

c. Work Stress and Burnout: Teacher's work stress, job burnout and turnover intentions are closely related to job satisfaction and are current research hotspots (Hà, 2024; Zhang et al., 2024).

The table 1 highlights that teacher satisfaction is multi-dimensional, influenced not only by the school environment but also by personal beliefs and institutional leadership. Improving any of these areas can lead to more motivated, committed, and effective teachers.

Determinant	Influence on Satisfaction	Source(s)
Interpersonal Relations	Strong positive predictor	(Lopes & Oliveira, 2020; Toropova et al., 2020)
School Working Conditions	Substantial association	(Toropova et al., 2020)
Teacher Characteristics	Gender, professional development	(Toropova et al., 2020)
Leadership and Management	Significant impact	(Hoang, 2022; Sihite et al., 2023)
Self-Efficacy	Positive correlation	(Wang et al., 2024; Toropova et al., 2020; Zhang et al., 2024)

Table1: Determinants and Correlates

With the exception of public/private school status, teacher-level factors (such as self-efficacy and interpersonal relationships) are often better indicators of work satisfaction than school-level

factors. (Lopes & Oliveira, 2020; Toropova et al., 2020).

Salesian Identity: Following in the footsteps of St. John Bosco, the Salesian organizations set out to promote the holistic development of young people



through programmes overseen by the Daughters of Mary Help of Christians and the FMA (Salesian Sisters) and the motto of "reforming the lives of the young people." The preventive system, with its trinomials of **REASON, RELIGION, AND LOVING KINDNESS**, is a great legacy that Don Bosco bequeathed for our educational apostolate. The Salesian organization is committed to the way of "amorevolezza," which is solidarity with the poor and marching with them towards a world of peace and harmony. They believe in Don Bosco's apostolic dream.

According to the Salesian Charismatic Identity, which assumes that spirituality can lead to a network of brotherly relationships and active collaboration, St. John Bosco felt that a well-planned and structured catechesis was at the core of all of his endeavours. Salesian organizations place a strong focus on the characteristics of gentleness, humility, and simplicity—all of which are gospel values that Jesus Christ exemplified. Gentleness, patience, humility and freedom of spirit are its defining characteristics.

The educational philosophy of the Salesian organizations was developed based on the core principles of Salesian spirituality. Don Bosco's Preventive System endures as a pedagogical legacy which many still study more than a century later. The framework invites teachers to cultivate genuine affection for their students so that growth of both mind and character can unfold without punitive measures.

An expanding body of literature shows that workplaces where professional relationships are both strong and sincere tend to keep teachers in their posts. When principals and coordinators act out of clear ethical convictions and morale does not just survive; it rises. In fact, Sihite et al. (2023) found that leadership embedded in stated values can eclipse even salary in predicting how satisfied staffs feel. Wang et al. (2024) pushes the argument further by telling teachers self-belief and the wider organizations backing directly to daily job enjoyment. Within that frame, Salesian classrooms offer a telling example. Their constant tilt towards service and a tight-knit community helps educators latch onto meaning in the grind of term time. Madriaga (2016) and Mundanmani (2003) both identified that sort of fulfilment as a silent guardrail against burnout. Put simply, the ethos cultivated by Salesian schools—thoughtful commitment, shared ethics, room for personal growth—turns out to be more than tradition. It serves as a working blueprint

for keeping teachers engaged in faith-inspired systems.

Research on teacher satisfaction is expanding, with increasing attention to leadership, self-efficacy, and work environment factors. Interpersonal relations and teacher-level characteristics are key predictors of satisfaction. Despite progress, more international collaboration and exploration of under-researched areas, such as online education and cross-cultural comparisons, are needed to deepen understanding and improve teacher well-being in Salesian Schools.

Teaching pedagogy in school has witnessed variety of changes in modern India, from skill-based education to wisdom-based education to knowledge-based education (Aswale et al., 2024) and then COVID-19 has disrupted the teaching learning pedagogy altogether where a new form of teaching-online based education was implemented to continue with learning due to pandemic restriction. This has affected the teachers' satisfaction level also as the teachers are not able to see the facial expression of students or learners and not able to judge whether they have grasped the knowledge or not because teachers are contended if students understand the concept.

Hence there is a need to identify the key elements that influence teachers' well-being through bibliometric analysis and visualization graphs to underneath directional research trajectories, and uncovering underexplored areas for the last ten years. Therefore, the present study addresses the following objectives (a) To identify and analyze the bibliometric trends, influential themes, and key contributors in research on teachers' satisfaction. (b) reviewing recent advancements in several clusters, and (c) describing the findings' implications for policy and future research directions.

III. Methodology

3.1 Data Source and Extraction:

The current analysis uses Scopus, which Elsevier started in 2004, as a data source for the 2014–2025 timeframe. For data aggregation, we therefore used the Scopus phrases "Teachers' Satisfaction," and the search was conducted in June 2025.

The query string used in data retrieval as follows: teachers' AND satisfaction on June 2025.

"TITLE-ABS-KEY (teachers' AND satisfaction) AND PUBYEAR > 2013 AND PUBYEAR < 2026 AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "BUSI")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (



SRCTYPE , "j")) AND (LIMIT-TO (LANGUAGE , "English"))”

The search strategy targeted documents where the title, abstract, or author keywords included combinations of key terms such as “teachers’ satisfaction”. The search was further refined by applying specific filters to enhance the relevance and quality of the results. Only documents published between 2014 and 2025 were considered, and the scope was limited to two core subject areas: Social Sciences and Business, Management and Accounting. To maintain focus on high-quality

academic output, the search included only journal articles, excluding conference papers, reviews, and other non-peer-reviewed formats. Additionally, only articles marked as final publications and written in English were retained. This structured approach ensured the inclusion of literature that was both academically rigorous and thematically aligned with the research objective. A total of 4678 peer-reviewed journal articles were chosen for bibliometric analysis after the predetermined criteria were applied and duplicates were eliminated. Table 2 below lists all of the data retrieval steps..

Step	Screening criteria	Description	Total
1	Keywords	Keywords used “teachers’ AND satisfaction”	14,836
2	Year Range	2014-2025	10,519
3	Subject Area	“Social Science” AND “Business, Management and Accounting”	6,506
4	Document Type	ARTICLE	5,540
5	Publication Stage	FINAL	5,366
6	Source Type	JOURNAL	5,360
7	Language	ENGLISH	4,678
8.	Open Access	ALL	4,678

Table 2: Steps of Data Retrieval from Scopus Database

3.2 Research method applied:

The retrieved data was then analysed Bibliometrix R-package (version 4.5.0) and R-Studio (2025.05.0) via Biblioshiny interface for network visualization. Duplicate entries were removed where necessary. Only journal articles were included; conference papers, editorials, and book chapters were excluded

We focused 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, 2020).

The process begins with the extraction of the data identified and included for review in *.csv file format. Subsequently, the following command was used in R-Studio (2025.05.0):

```
install.packages("bibliometrix") # Install bibliometrix package
library(bibliometrix) # Load the library
biblioshiny() # Launch Biblioshiny
```

Upon execution of the code in R-Studio, the Bibliometrix virtual library was processed, incorporating the CSV file taken from Scopus containing the data necessary for accurate analysis. A table is presented illustrating the data completeness status, with five columns: the first column contains the metadata abbreviation, the second column provides the description or name of the metadata, and the third column indicates the count of missing metadata based on the uploaded files. The absent counts are presented as a percentage. The final column displays the status of the metadata, enabling authors to utilize it conveniently based on the specified criteria as shown in Table 3

Metadata	Description	Missing Counts	Missing %	Status
AB	Abstract	0	0.00%	Excellent
DT	Document Type	0	0.00%	Excellent
SO	Journal	0	0.00%	Excellent
LA	Language	0	0.00%	Excellent
PY	Publication Year	0	0.00%	Excellent



TI	Title	0	0.00%	Excellent
TC	Total Citation	0	0.00%	Excellent
AU	Author	1	0.02%	Good
CR	Cited References	19	0.41%	Good
C1	Affiliation	33	0.71%	Good
DI	DOI	322	6.88%	Good
DE	Keywords	334	7.14%	Good
RP	Corresponding Author	925	19.77%	Acceptable
ID	Keywords Plus	3797	81.17%	Critical
WC	Science Categories	4678	100.00%	Completely missing

Table 3: Summary table of imported data from Bibliometrix

IV. Results and Discussion

The results of the research that were interpreted and used to identify potential patterns, trends, and strengths and weaknesses of the scientific output on teachers' satisfaction are listed below. These studies were part of the bibliographic review.

4.1 Yearly Publications

This Table 4 displays the number of academic documents (publications) w.r.t teachers' satisfaction produced each year from 2014 to 2025 (partial) — usually used in bibliometric analysis to measure research activity over time. Beginning with 211 documents in 2014, there has been a steady increase, peaking at 710 publications in 2024. The data for 2025, though only up to May, already shows 328 publications, indicating a potential for matching or exceeding the previous year's output. This growth reflects rising scholarly interest in the field, especially post-2018, possibly influenced by global developments such as the COVID-19 pandemic. The consistent output from 2022 onwards suggests that the research area has matured and continues to engage the academic community actively due to plateaued formation after 2020.

Year	No of Documents
2014	211
2015	221
2016	252
2017	258
2018	273
2019	359
2020	432
2021	506
2022	564
2023	564
2024	710
2025 (till May 2025)	328

Table 4: Trend Analysis

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



Documents by year

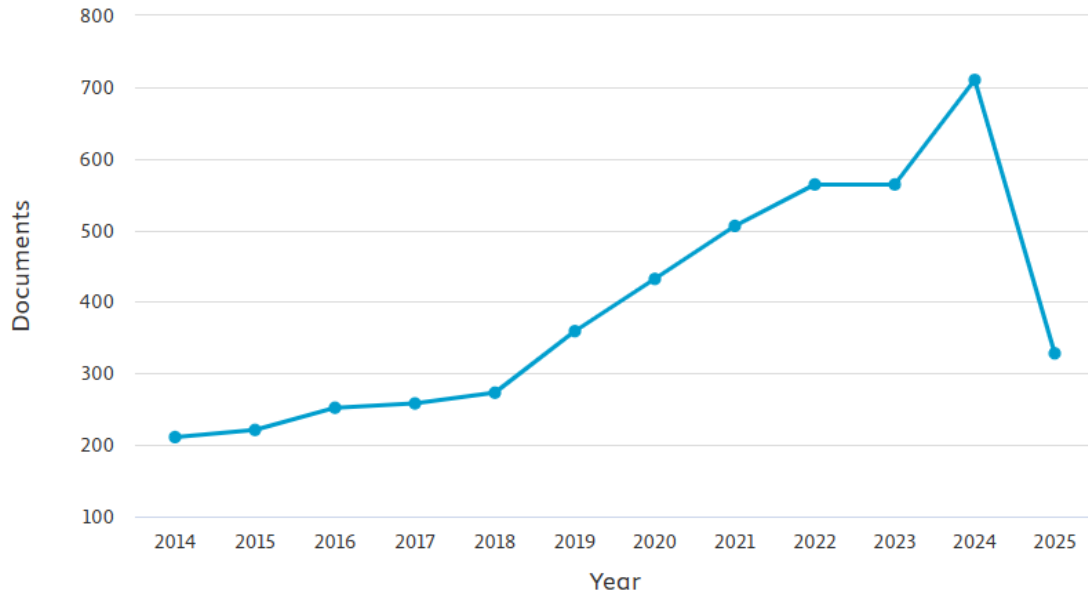


Figure 1: Year on Year Article published from 2014 to 2025

4.2 Citation Trend

According to the average number of citations per year, the following Table 5 is detailed, where the MTCA (Average total citations per article) and the MTCY (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 CY (Citable Years).

It was identified that the year with the highest MTCA index belongs to 2016 with 33.27. The total number of published articles was 252 and citable

years (n = 10), reflecting that earlier articles accumulated more citations over time. The MTCA went down after 2016 and rose again and touched its peak around 2020, meaning articles from around 2014-2015 were being cited quite actively during their early years.

As newer articles accumulate fewer years since publication (lower CY), both MTCA and MTCY tend to be lower, which is expected because citations generally take time to build.

Year	MTCA	N	MTCY	CY
2014	26.25	211	2.19	12
2015	29.55	221	2.69	11
2016	33.27	252	3.33	10
2017	27.43	258	3.05	9
2018	22.23	273	2.78	8
2019	20.78	359	2.97	7
2020	25.25	432	4.21	6
2021	16.37	506	3.27	5
2022	10.56	564	2.64	4
2023	5.83	564	1.94	3
2024	2.98	710	1.49	2
2025 (till May 2025)	0.52	328	0.52	1

Table 5: Average citation (Year on Year)



4.3 Most Relevant Sources

Table 6 lists the most relevant publication sources based on the number of articles contributed or published, with more than 25 articles each. The top three sources are: Sustainability (Switzerland) with 110 articles, likely a leading journal

specializing in sustainability topics. BMC Medical Education with 103 articles, probably a prominent journal in medical education and Teaching and Teacher Education with 99 articles, focusing on teacher training and educational methods.

Sources	Articles
Sustainability (Switzerland)	110
BMC Medical Education	103
Teaching and Teacher Education	99
Education Sciences	70
Frontiers in Education	55
Cogent Education	51
Education and Information Technologies	51
International Journal of Educational Management	40
Psychology in The Schools	40
Sage Open	38
Social Psychology of Education	35
Interactive Learning Environments	32
International Journal of Learning, Teaching and Educational Research	32
International Journal of Emerging Technologies in Learning	31
International Journal of Instruction	30
Nurse Education Today	29
Behavioral Sciences	28
Turkish Online Journal of Educational Technology	26
Asia-Pacific Education Researcher	25

Table 6: Publication Source

4.4 Bradford Law

Bradford's Law states that if journals are arranged in order of decreasing productivity (number of articles published) on a given subject, they can be divided into three zones:

Zone 1: A small number of core journals that publish the majority of the articles. In this zone 55 journals are present with 1552 articles published

Zone 2: A moderate number of journals that produce a smaller portion of articles. In this zone 223 journals are present with 1584 article published

Zone 3: A large number of journals that contribute a few articles each. In this zone 964 journals are present with 1542 articles published.

The number of journals in each zone increases geometrically while the number of articles in each zone remains approximately the same.

4.5 Source local impact

The table 7 lists journals along with their h-index, g-index, m-index, total citations (TC), number of publications (NP), and the year they started contributing to this field (PY_start). Among these, "Teaching and Teacher Education" leads with the highest h-index (35) and total citations (4204), indicating strong influence and productivity in this research area. Other notable journals include Sustainability (Switzerland), Computers and Education, and Contemporary Educational Psychology. The m-index (which adjusts h-index by number of years since first publication) helps identify journals with rapidly growing impact. For instance, Education Sciences has a high m-index (2.0) despite a recent entry in 2019, showing a fast-rising contribution. 26 journals have an h-index greater than 10, reflecting their strong and sustained academic contribution in the field of teacher



satisfaction, education psychology, and educational leadership.

Source	h_index	g_index	m_index	TC	NP	PY_start
Teaching and Teacher Education	35	64	2.91	4204	99	2014
Sustainability (Switzerland)	23	34	2.55	1723	110	2017
Computers and Education	18	25	1.5	1418	25	2014
Nurse Education Today	18	27	1.5	742	29	2014
BMC Medical Education	17	34	1.42	1334	103	2014
Contemporary Educational Psychology	17	17	1.42	4374	17	2014
International Journal of Educational Management	17	26	1.42	749	40	2014
Education and Information Technologies	16	25	1.6	709	51	2016
Educational Management Administration and Leadership	15	22	1.25	959	22	2014
Interactive Learning Environments	15	26	1.36	722	32	2015
Education Sciences	14	22	2	611	70	2019
Social Psychology of Education	14	29	1.16	886	35	2014
Teachers and Teaching: Theory and Practice	14	24	1.16	776	24	2014
Physical Education and Sport Pedagogy	13	21	1.08	886	21	2014
International Journal of Instruction	12	19	1.09	411	30	2015
Journal of Educational Psychology	12	12	1.09	1312	12	2015
Journal of Teaching in Physical Education	12	23	1	558	23	2014
Learning and Individual Differences	12	19	1	600	19	2014
Psychology in The Schools	12	20	1.2	458	40	2016
Asia-Pacific Education Researcher	11	22	0.92	503	25	2014
International Journal of Emerging Technologies in Learning	11	15	1	293	31	2015
Sage Open	11	19	0.92	390	38	2014
Cogent Education	10	14	1	258	51	2016
European Physical Education Review	10	15	0.91	330	15	2015
Journal of Information Technology Education: Research	10	12	1.11	257	12	2017
School Mental Health	10	15	1.11	323	15	2017

Table 7: Source Local Impact by H-Index



4.6 Source Production Over Time

Table 8 with Figure 2 displays the year-wise publication trends in five prominent academic journals contributing to the field of education and teacher satisfaction research. The five journals are: Sustainability (Switzerland), BMC Medical Education, Teaching and Teacher Education, Education Sciences and Frontiers in Education. All five sources show a significant rise in publication

count, especially from 2019 onward, reflecting a growing academic interest in education-related research. For example, Sustainability (Switzerland) had 0 publications in 2014, but jumped to 115 by 2025. Across all journals, there's a clear post-2020 spike — likely due to the global shift in education models post-COVID-19 and increased focus on teacher satisfaction, resilience, digital education, and mental health.

Year	Sustainability (Switzerland)	BMC Medical Education	Teaching and Teacher Education	Education Sciences	Frontiers in Education
2014	0	5	3	0	0
2015	0	5	6	0	0
2016	0	8	11	0	0
2017	1	11	21	0	0
2018	6	14	28	0	0
2019	13	18	33	3	0
2020	30	24	39	4	1
2021	46	33	48	14	6
2022	80	51	63	27	18
2023	99	65	76	42	27
2024	111	89	87	62	50
2025	115	103	99	70	55

Table 8: Source Production overtime

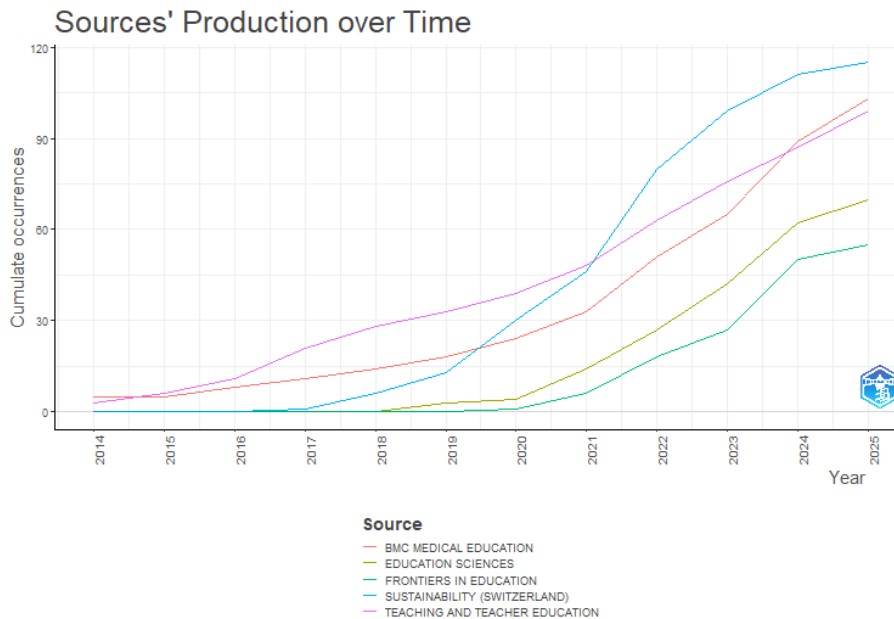


Figure 2: Line diagram of Source production overtime



4.7 Most Relevant Authors

Table 9 with figure 3 presents the most prolific authors in the field of teacher satisfaction and related educational research, based on a bibliometric analysis. It includes two key metrics: Articles: The total number of publications by the author, and Articles Fractionalized: Adjusted count accounting for co-authorship (i.e., a measure that divides credit among co-authors).

Authors like Reeve and Yin have high fractional scores, suggesting frequent lead or solo authorship, indicating deep expertise and leadership in teacher motivation, satisfaction, and psychology. Authors with lower fractional scores may collaborate on large teams, reflecting networked research ecosystems rather than individual dominance.

Authors (More than 10 Articles)	Articles	Articles Fractionalized
REEVE, JOHNMARSHALL	14	4.29
BURGUENO, RAFAEL	13	3.22
HAERENS, LEEN	13	2.44
GARCÍA-GONZÁLEZ, LUIS	12	2.4
ABÓS, ÁNGEL	11	2.27
RICHARDS, K. ANDREW R.	11	3.15
VANSTEENKISTE, MAARTEN	11	2.33
PERERA, HARSHA N.	10	3.39
SEVIL-SERRANO, JAVIER	10	2.03
WANG, HUI	10	3.25
YIN, HONGBIAO	10	3.58

Table 9: Most Relevant Author

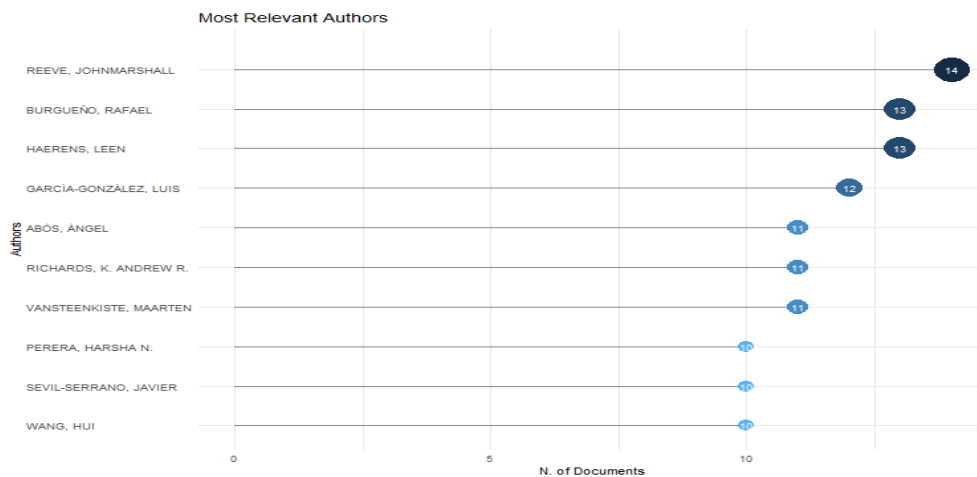


Figure 3: Author's with number of articles

4.8 Authors' Local Impact

Based on bibliometric markers, Table 10 offers insights into the local scholarly effect of authors who have significantly advanced the subject of teacher satisfaction. Authors like Reeve and Haerens reflect long-term leadership, while Chiu and Abós represent newer, rapidly rising scholars. m-index values around or above 1 suggest

sustained productivity and impact per year. Authors with high TC and moderate h-index (like Reeve and Vansteenkiste) show fewer but highly impactful publications.



Author (More than 5 h_index)	h_index	g_index	m_index	TC	NP	PY_start
Haerens Leen	11	13	0.92	732	13	2014
Reeve Johnmarshall	11	14	1	1494	14	2015
Vansteenkiste Maarten	9	11	0.75	921	11	2014
Yin Hongbiao	9	10	0.82	495	10	2015
AbósÁngel	8	11	1	248	11	2018
Aelterman Nathalie	8	8	1	412	8	2018
Chiu Thomas K.F.	8	9	2	646	9	2022
García-González Luis	8	12	0.67	263	12	2014
Richards K. Andrew R.	8	11	0.8	198	11	2016
Sevil-Serrano Javier	8	10	0.67	252	10	2014
Burgueño Rafael	7	10	1	120	13	2019
Cheon Sung Hyeon	7	9	0.64	786	9	2015
Moè Angelica	7	7	0.7	484	7	2016
Perera Harsha N.	7	10	0.7	657	10	2016
Katz Idit	6	7	1	276	7	2020
Mcilveen Peter	6	7	0.6	258	7	2016
Valero-Valenzuela Alfonso	6	6	0.86	142	6	2019
Wang Hui	6	10	0.55	485	10	2015
Washburn Nicholas S.	6	7	0.67	129	7	2017

Table 10: Authors' Impact

4.9 Most Relevant Affiliations

Based on the quantity of papers published in the teacher satisfaction domain, Table 11 shows the local influence of educational institutions. Asian institutions (especially from Hong Kong and mainland China) dominate the top ranks, reflecting the region's strong research momentum in education.

Ghent University (Belgium) emerges as a major global player—likely due to prolific authors like Haerens, Vansteenkiste, and Aelterman. The presence of Anglo-American and European institutions (Toronto, UC, Granada, Zaragoza) shows the broad global collaboration in the field.

Affiliation (Above 40 Articles)	Articles
GHENT UNIVERSITY	89
THE EDUCATION UNIVERSITY OF HONG KONG	66
THE UNIVERSITY OF HONG KONG	58
BEIJING NORMAL UNIVERSITY	57
CENTRAL CHINA NORMAL UNIVERSITY	55
THE CHINESE UNIVERSITY OF HONG KONG	54
UNIVERSITY OF TORONTO	46
UNIVERSITY OF ZARAGOZA	46
UNIVERSITY OF GRANADA	45
UNIVERSITY OF CALIFORNIA	44
AUSTRALIAN CATHOLIC UNIVERSITY	43
UNIVERSITI PUTRA MALAYSIA	41
NANYANG TECHNOLOGICAL UNIVERSITY	40

Table 11: Relevant Affiliation



4.9 Country Scientific Production

Table 12 and Figure 4 represents the frequency of publications by country, it gives a clear picture of which countries are most active in contributing to the global knowledge base.

North America (USA, Canada) maintains a foundational role in theory and applied research in teachers' satisfaction. Asia (China, India, Malaysia, Indonesia, South Korea) shows high growth, reflecting policy push and institutional development. Europe (Spain, UK, Germany, Netherlands, Italy) offers depth in qualitative and theory-based research. Middle East (Iran, Israel, Turkey): Emerging regions with increasing publication trends.

CHINA	1630
SPAIN	1302
AUSTRALIA	627
INDONESIA	541
TURKEY	398
UK	395
MALAYSIA	388
GERMANY	375
THAILAND	323
INDIA	311
CANADA	294
NETHERLANDS	290
IRAN	281
ITALY	246
SOUTH KOREA	242
ISRAEL	206

Region (More than 200 Article)	Freq
USA	2451

Table 12: Countries Article publication

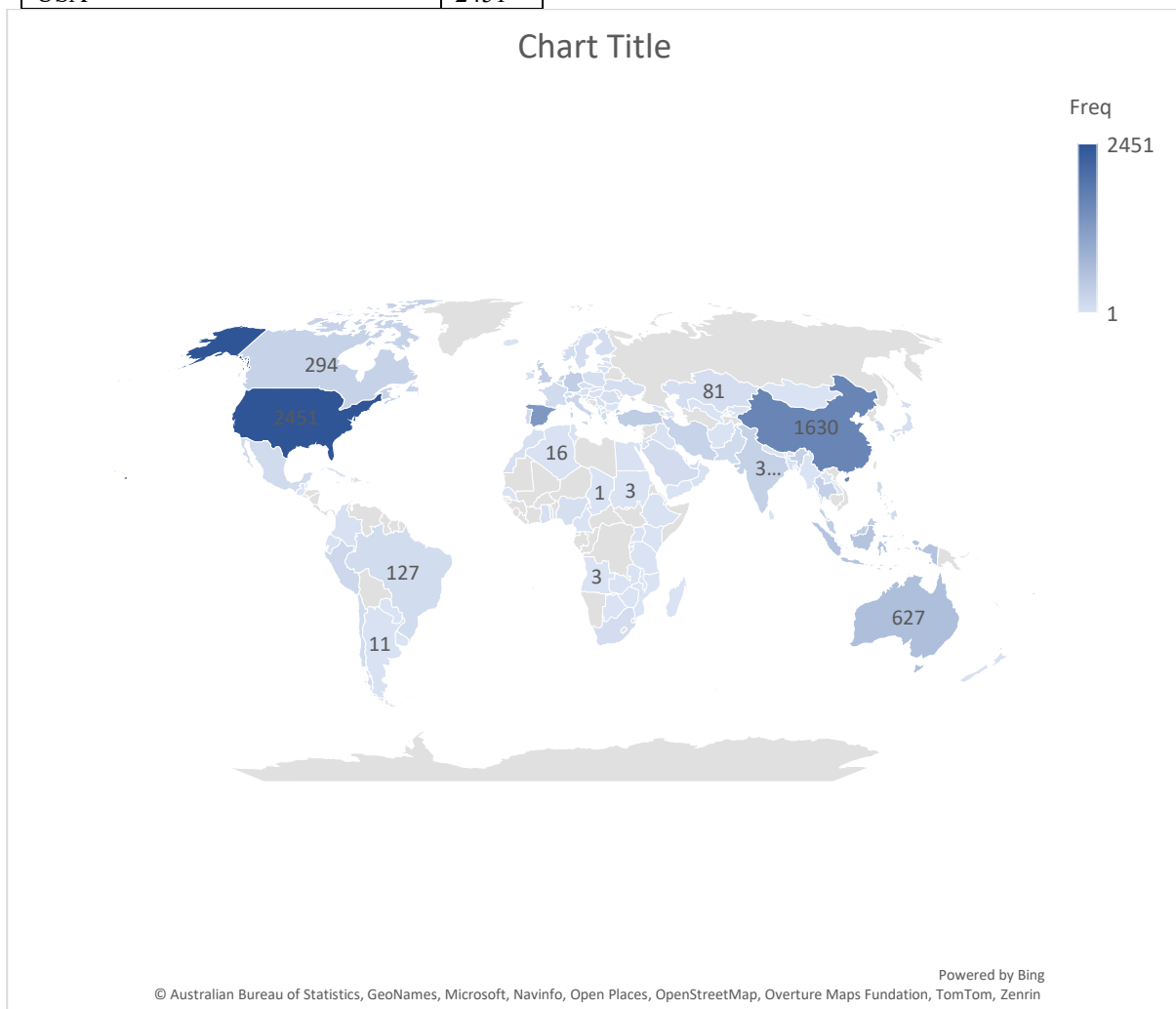


Figure 4: Choropleth Map of Scientific production



4.10 Coupling Map

Figure 5 shows groups of research topics or themes, plotted based on their impact and centrality. Three clusters are formed Cluster 1- High Impact & High Centrality, {Top right with Job satisfaction (54.1%), Teacher job satisfaction (76.9%) and Teachers (50%)} Cluster 2 - Moderate Impact & Centrality {Centre Cluster with Job satisfaction (45.9%), Self-efficacy (71.4%) and Self-determination theory (40.7%)} and Cluster 3 - Low Impact & Low Centrality {Bottom-Left Cluster with Self-determination theory (59.3%), Need satisfaction (90.9%) and Autonomy support (100%)}

Cluster 1 highlights the most influential and interconnected topics related to teacher satisfaction and job satisfaction. This group

represents research strongly connected across the network, with high influence and central importance. These are key themes likely central to the field, dealing with job satisfaction among teachers and related topics. Cluster 2 - The centre shows emerging or less central themes involving self-efficacy and self-determination. These topics are influential but not as core or widespread. They serve as important sub-themes or emerging areas within the field and the Cluster 3 The bottom-left areas contain niche or highly specific topics with less network influence but high internal citation. These topics are less central, possibly more niche or emerging, with high citation levels within the specific sub-area but lower influence across the wider network.

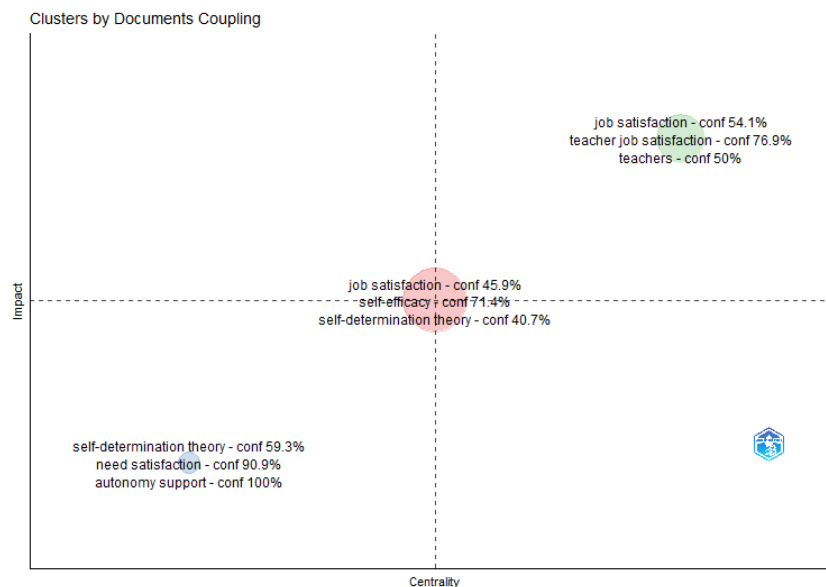


Figure 5: Document Coupling

4.11 Co-Citation Network

Figure 6 shows the co-citation network which reveals two main clusters, represented by red and

blue nodes. The nodes correspond to individual authors or researchers, and the edges (lines connecting nodes) indicate co-citation relationships.

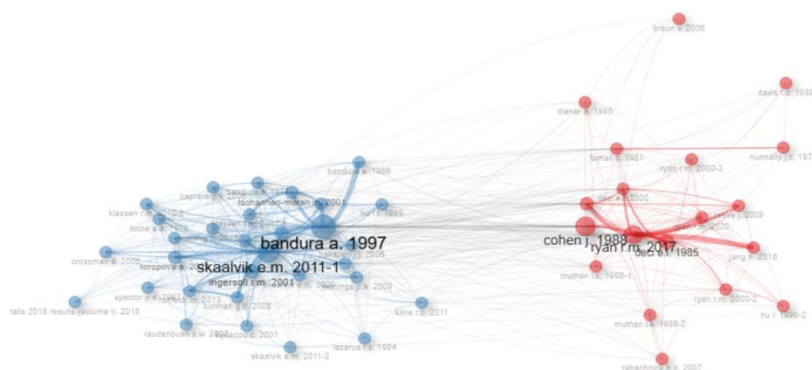


Figure 6: Collaboration network

4.12 Collaborative World Map

The figure 7 visualization showing international collaboration via co-authorship or research partnerships across different countries. The map depicts worldwide connections with lines (edges)

linking various countries, indicating collaborations or shared research efforts. Top three collaboration are between USA-China, China-Honk Kong, and USA-Korea.

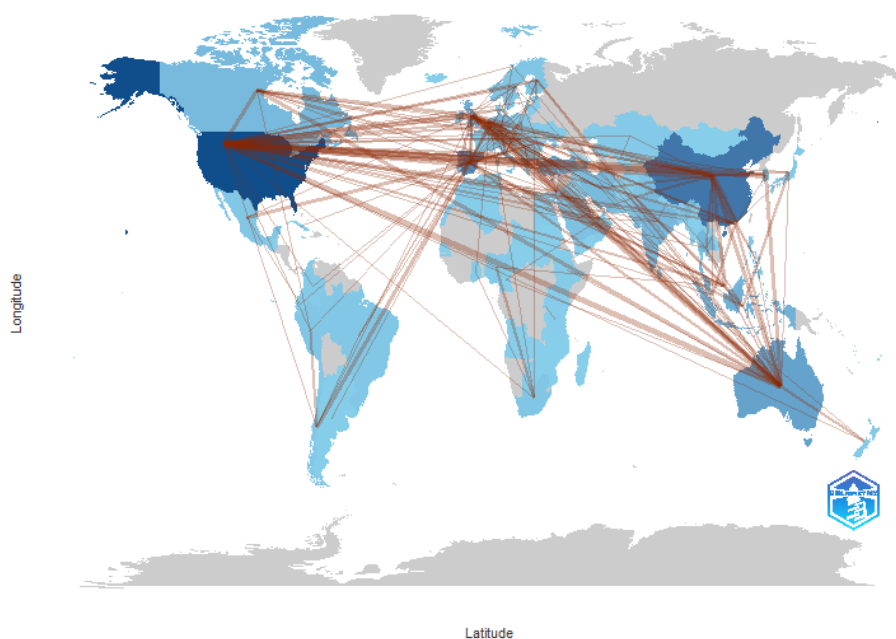


Figure 7: Collaborative Map

V. Implications

The findings of this bibliometric study carry several important practical implications for stakeholders in Salesian and similar educational institutions. Firstly, school administrators and policymakers can leverage the identified key themes—such as teacher self-efficacy, leadership styles, and work environment—to design targeted programs that enhance teacher satisfaction and retention. Emphasizing the organizational culture rooted in Salesian values—like community

engagement, ethical conduct, and personal growth—can foster a supportive environment that boosts teacher morale. Additionally, the insights into influential research topics guide institutions to invest in professional development areas such as leadership training, stress management, and innovative pedagogical approaches. Implementing policies that promote relational bonds, social support, and opportunities for teacher engagement can translate scholarly insights into tangible improvements in teacher well-being and



performance. Moreover, fostering international collaboration and cross-cultural exchange programs can broaden perspectives and enrich practices within these institutions.

VI. Future Research

The recent bibliometric survey sets a solid foundation, yet many pressing questions remain unanswered. One obvious gap is the effect of online and hybrid delivery on teachers job satisfaction; that issue demands urgent attention, especially now that the pandemic shock has begun to fade. Regional context matters, too, so researchers should compare cross-cultural samples to see how local factors shape educator well-being. Long-term observations would also help, particularly in faith-based schools where routines shift slowly over time. Leaders choices, community backing, and policy tweaks can either fortify or erode job morale, another angle begging for in-depth study. Relying solely on survey numbers misses the stories behind them, which makes interviews or case studies a necessary counterbalance. Finally, scholars from different countries ought to join forces; shared projects can translate localized insights into strategies that teachers everywhere find useful.

VII. Conclusions

A bibliometric window onto the years 2014-2025, focused on teacher satisfaction in Salesian schools, shows an unmistakable uptick in citations and research output. One consequence is a sharper alignment between the literature and practitioners who highlight well-being, retention, and the broader health of the institution. Resonant themes clustered around ethical leadership, relational trust, and community support frequently recur in published articles, book chapters, and conference proceedings. Their presence signals the field is drifting toward holistic, culturally embedded evaluation frameworks. Diligent authorship networks, including both veteran Salesian scholars and newer contributors from outside the tradition, shape the conversation through an array of cross-institutional projects. Ongoing inquiry is urged to test how variables like emergency online teaching and shifting cultural contexts alter these satisfaction drivers. Policymakers and academic planners may draw on these insights as they design environments where educators feel both valued and effective.

Conflicts of interest declaration

The present authors collectively affirm that no known competing financial interests, undisclosed grants, or personal entanglements have arisen that

might influence the research finding. Formal disclosures, to the best of their knowledge, remain blank on such conflicts.

Reference

- [1]. Elliott, R. K., & Jacobson, P. D. (2002). The Evolution of the Knowledge Professional. *Accounting Horizons*, 16(1).
- [2]. Gill, D. D. K. (2023). Impact of socio-religious reform movements on education in Punjab (1849-1947).
- [3]. Bora, K. (2022) A STUDY ON IMPACT OF EDUCATION IN ANCIENT INDIA IN HUMAN DEVELOPMENT. In *Quest of Human Development*, 59.
- [4]. Rani, L., & Kumari, P. (2020), ROLE OF RELIGIONS IN DEVELOPMENT OF INDIAN EDUCATION SYSTEM *Multidisciplinary International Journal* 6.
- [5]. Sharma, C. (1995). Essentials of effective teaching. *International Journal of Sociology and Social Policy*, 15, 68-85. <https://doi.org/10.1108/EB013216>
- [6]. Çoban, A. (2023). Ülkemizde Eğitim Yönetiminin Gelişim Süreci ve Öğretmenlik Mesleğinin Karakteristiklerinin İncelenmesi. *Journal of Social Research and Behavioral Sciences*. <https://doi.org/10.52096/jsrbs.9.18.33>
- [7]. Ayodele, J., & Oyewole, B. (2012). Repositioning the Teaching Profession to Meet Developmental Challenges in Nigeria. *Mediterranean journal of social sciences*, 3, 47-47. <https://doi.org/10.5901/MJSS.2012.V2N3P47>
- [8]. Mogboh, V. (2017). THE TEACHING PROFESSION: AN INTERESTING JOURNEY. **.
- [9]. Tatto, M. (2021). Professionalism in teaching and the role of teacher education. *European Journal of Teacher Education*, 44, 20 - 44. <https://doi.org/10.1080/02619768.2020.1849130>
- [10]. Daulay, R., Irawan, R., Nurhalizah, S., Murtadho, W., Siahaan, A., & Amiruddin, A. (2023). Basic Concepts of the Teaching Professionalism in Elementary Education Institutions. *Jurnal Basicedu*. <https://doi.org/10.31004/basicedu.v7i2.4826>
- [11]. Ravi, R. (2022). Innovation in Teaching–“An Encouraging Environment for Education”. *International Journal of Social Science and Human Research*. <https://doi.org/10.47191/ijsshr/v5-i8-34>



- [12]. Loughran, J. (2014). Professionally Developing as a Teacher Educator. *Journal of Teacher Education*, 65, 271 - 283. <https://doi.org/10.1177/0022487114533386>
- [13]. Mertens, S., & Yarger, S. (1988). Teaching as a Profession. *Journal of Teacher Education*, 39, 32 - 37. <https://doi.org/10.1177/002248718803900108>
- [14]. Oplatka, I. (2007). The context and profile of teachers in developing countries in the last decade. *International Journal of Educational Management*, 21, 476-490. <https://doi.org/10.1108/09513540710780019>
- [15]. Hoang, A. (2022). A bibliometrics analysis of research on teachers' satisfaction from 1956 to 2022. *International Journal of Educational Management*. <https://doi.org/10.1108/ijem-01-2022-0009>
- [16]. Sihite, M., Widiatsih, A., Judijanto, L., & Handayani, N. (2023). A Bibliometric Analysis of the Relationship Between Leadership Styles and Teacher Satisfaction in Education Management Research. *The Eastasouth Journal of Learning and Educations*. <https://doi.org/10.58812/esle.v1i03.165>
- [17]. Lopes, J., & Oliveira, C. (2020). Teacher and school determinants of teacher job satisfaction: a multilevel analysis. *School Effectiveness and School Improvement*, 31, 641 - 659. <https://doi.org/10.1080/09243453.2020.1764593>
- [18]. Özyurt, Ö., & Ayaz, A. (2022). Twenty-five years of education and information technologies: Insights from a topic modeling based bibliometric analysis. *Education and Information Technologies*, 27, 11025 - 11054. <https://doi.org/10.1007/s10639-022-11071-y>
- [19]. Hà, L. (2024). A Bibliometric Analysis of Teacher's Turnover Intention. *Journal of Education Culture and Society*. <https://doi.org/10.15503/jecs2024.2.471.485>
- [20]. Wang, D., Jia, Q., & Mao, L. (2024). Systematic Review of Language Teachers' Self-efficacy Research over the Past Twenty Years: A Bibliometric Analysis. *Sage Open*. <https://doi.org/10.1177/21582440241289194>
- [21]. Guo, X., & Li, X. (2023). Development of online education satisfaction research in 2011-2022: A systemic review based on bibliometric and content analysis. *Educ. Inf. Technol.*, 29, 3461-3496. <https://doi.org/10.1007/s10639-023-11894-3>
- [22]. Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73, 71 - 97. <https://doi.org/10.1080/00131911.2019.1705247>
- [23]. Zhang, M., Surienty, L., & Hu, D. (2024). Bibliometric visualization analysis of teachers' work stress. *IJERI: International Journal of Educational Research and Innovation*. <https://doi.org/10.46661/ijeri.10257>
- [24]. Aswale, N., Kulkarni, N., Singh, R., & Singh, A. (2024). Transitioning pedagogies in evolving India. *Advances in Technological Innovations in Higher Education: Theory and Practices*, 16.
- [25]. Moreno-Guerrero, A. J., Jurado de los Santos, P., Pertegal-Felices, M. L., & Soler Costa, R. (2020). Bibliometric study of scientific production on the term collaborative learning in web of science. *Sustainability*, 12(14), 5649.
- [26]. Rodríguez-García, A. M., Trujillo Torres, J. M., & Sánchez-Rodríguez, J. (2019). Impacto de la productividad científica sobre competencia digital de los futuros docentes: aproximación bibliométrica en Scopus y Web of Science.
- [27]. Madriaga, C. A. (2016). Lay Leaders' Empowerment in the Salesian Schools. *International Journal of Education and Research*, 4 (5), 393.
- [28]. Mundanmani, P. (2003). *Manager or visionary: Leadership of Salesian high and higher secondary schools in India as perceived by the principals and their faculty*. University of San Francisco.