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STUDYING THE MODEL OF PSYCHOLOGY OF WORKING THEORY AMONG TEACHERS IN PORTUGAL:
PREDICTORS AND OUTCOMES OF DECENT WORK

Fevereiro de 2024

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Abstract

Teachers have a challenging job. High levels of fatigue, anxiety, and burnout decrease teachers' wellbeing. Accessing decent work brings a balance between teachers' capabilities and their physical, psychological, and contextual situations, and as an outcome, they feel satisfied with their jobs and lives. Increasing teachers' wellbeing has a positive influence on their work performance and consequently, it impacts the student's mental health and motivation and the education system in general (Benevene et al., 2020). The present thesis applied the "Psychology of Working Theory" (PWT, Duffy et al., 2016) to examine the predictors and outcomes of decent work among teachers in Portugal. The role of Contextual factors such as economic constraints and social status as the predictors of decent work, and job and life satisfaction as the outcomes of decent work are examined in this thesis. Moreover, we examined the mediating role of work volition, career adaptability, and work needs satisfaction in these models. In study one, we tested the psychometric features of the work volition scale (WVS, Duffy et al., 2012) among Portuguese working adults. Study two and study three applied Psychology of working theory among teachers. Study two examined the relationship between economic constraints and decent work among teachers through the mediating role of work volition and career adaptability. The third and final study is a model testing the link between decent work with job and life satisfaction through the mediating role of work needs satisfaction. Data was gathered by self-report online questionnaires and analysis was done by SPSS and Mplus. The results of study one showed that the Work Volition Scale has appropriate psychometric properties among the Portuguese working population.

Although the three-factor model, second-order model, and bifactor model produced a good fit, the bifactor model showed the best fit to the data. In addition, convergent and predictive validity supports that the WVS and three subscales are associated with related variables (job satisfaction, decent work, vigor, dedication, absorption, exhaustion, cynicism, withdrawal intention, and life satisfaction scales). These findings demonstrated that the Work Volition Scale is an appropriate instrument for future research in Portugal. The results of study two showed economic constraints are a predictor of decent work among teachers in Portugal, and model testing explained work volition is a mediator in this path. The results of study three supported the fact that decent work predicts job and life satisfaction through meeting needs. Decent work fulfills survival needs, needs for competence, relatedness, social contribution, and autonomy. By meeting the needs, decent work is linked to job and life satisfaction. The findings of the present thesis highlight the importance of implementing and promoting decent work policies within the education sector in Portugal. Economic constraints seem to be an important predictor of decent work. It is important to focus on preparing supportive and motivating working conditions for teachers including fair compensation, job security, and opportunities for professional development. This thesis also highlights the importance of decent work in providing teachers with the opportunity to fulfill their needs to enhance their job and life satisfaction.

Sumário

Os professores têm uma tarefa desafiadora. Elevados níveis de fadiga, ansiedade e esgotamento diminuem o bem-estar dos professores. Acesso a um trabalho digno traz um equilíbrio entre as capacidades dos professores e as suas situações físicas, psicológicas e contextuais, e como resultado, sentem-se satisfeitos com o seu trabalho e vida. Aumentar o bem-estar dos professores tem uma influência positiva no seu desempenho no trabalho e, consequentemente, afeta a saúde mental e motivação dos alunos e o sistema educativo em geral (Benevene et al., 2020). A presente tese aplicou a "Teoria da Psicologia do Trabalho" (PWT, Duffy et al., 2016) para examinar os preditores e resultados do trabalho digno entre os professores em Portugal. O papel de fatores contextuais, como restrições económicas e status social, como preditores de trabalho digno, e satisfação no trabalho e na vida como resultados do trabalho digno, são examinados nesta tese. Além disso, examinamos o papel mediador da volição no trabalho, adaptabilidade de carreira e satisfação das necessidades de trabalho nestes modelos. No primeiro estudo, testamos as características psicométricas da escala de volição no trabalho (WVS, Duffy et al., 2012) entre adultos que trabalham em Portugal. O segundo e terceiro estudos aplicaram a Teoria da Psicologia do Trabalho entre os professores. O segundo estudo examinou a relação entre restrições económicas e trabalho digno entre os professores, através do papel mediador da volição no trabalho e adaptabilidade de carreira. O terceiro e último estudo testou o elo entre trabalho decente, satisfação no trabalho e na vida através do papel mediador da satisfação das necessidades no trabalho. Os dados foram recolhidos através

de questionários online de auto-relato e a análise foi realizada utilizando o SPSS e o Mplus. Os resultados do primeiro estudo mostraram que a Escala de Volição no Trabalho apresenta propriedades psicométricas adequadas para a população trabalhadora portuguesa. Embora o modelo de três fatores, o modelo de segunda ordem e o modelo bifatorial tenham apresentado bom ajuste, o modelo bifatorial mostrou o melhor ajuste aos dados. Além disso, a validade convergente e preditiva suporta que a WVS e as três subescalas estão associadas a variáveis relacionadas (satisfação no trabalho, trabalho digno, vigor, dedicação, absorção, exaustão, cinismo, intenção de retirada e satisfação a vida). Estes resultados sugerem que a Escala de Volição no Trabalho é um instrumento adequado para futuras pesquisas em Portugal. Os resultados do segundo estudo mostraram que as restrições económicas são um preditor do trabalho digno entre os professores em Portugal, e o teste do modelo sugere que a volição no trabalho é um mediador significativo nessa relação. Os resultados do terceiro estudo apoiaram o facto de que o trabalho digno prevê a satisfação no trabalho e na vida através da satisfação das necessidades. O trabalho digno satisfaz as necessidades de sobrevivência, competência, relacionamento, contribuição social e autonomia. Ao atender às necessidades, o trabalho digno está associado à satisfação no trabalho e na vida.

Os resultados da presente tese destacam a importância da implementação e promoção de políticas de trabalho digno no setor educacional em Portugal. As restrições económicas parecem ser um importante preditor do trabalho digno. É importante focar na criação de condições de trabalho favoráveis e motivadoras para os professores, incluindo uma compensação justa, segurança no emprego e oportunidades de desenvolvimento profissional. Esta tese também destaca a importância do trabalho digno

sendo criadas condições que proporcionem aos professores a oportunidade de satisfazer as suas necessidades para melhorar a sua satisfação no trabalho e na vida.

Palavras-chave: Trabalho digno, teoria psicológica do trabalhador, satisfação no trabalho, satisfação com a vida, professores portugueses

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List of Abbreviations and Acronyms

CAAS – Career Adapt-Abilities Scale

CFA – Confirmatory Factor Analysis

CFI – Comparative Fit Index

DWS – Decent Work Scale

ECS – Economic Constraints Scale

ILO – International Labor Organization

OECD – Organization for Economic Co-operation and Development

PWF – Psychology of Working Framework

PWT – Psychology of Working Theory

RMSEA – Root Mean Square Error of Approximation

SDT – Self- Determination Theory

SEM – Structural Equation Model

SLWS – Satisfaction with Life Scale

SRMR – Standardized Root Mean Square Residual

SWLS – Satisfaction with Life Scale

TLI – Tuckker-Lewis index

UWES – Utrecht Work Engagement Scale

WHO – World Health Organization

WNSS – Work Need Satisfaction Scale

WVS –Work Volition Scale

Introduction

In every community, educators play a crucial role in nurturing future generations. The health and emotional wellbeing of teachers are significant factors that contribute to providing children with the chance to fulfill their potential and grow in an appropriate mental and physical environment (Evers & Tomic, 2004; Santana-Monagas et al., 2022). Similar to many other professionals in human service fields, teachers are vulnerable to experiencing burnout due to the substantial stress they face in their job, which can lead to mental and physical health issues in their personal lives (Evers & Tomic, 2004; Skaalvik & Skaalvik, 2020). It is clear when this happens, it can negatively affect their profession and personal lives, their students' lives, and the education system (Saloviita & Pakarinen, 2021). In a country such as Portugal which is dedicated to improving its educational system, teachers' needs and well-being would be a critical topic to study (OECD Portugal, 2009). Numerous studies were done on the role and effectiveness of teachers in their workplace. Only recently, research has focused on the wellbeing and job satisfaction of teachers. Wellbeing pertains to the physical and mental health of teachers, which helps them to achieve balance in various challenges they face such as environmental, social, individual, physical, and psychological factors. Teachers' positive thoughts and emotions can lead to job and life satisfaction, and a sense of fulfillment (Benevene et al., 2020). Fulfilling their basic needs through their careers is an important factor that contributes to their wellbeing (Santana-Monagas et al., 2022). When the teachers' needs are satisfied through their jobs, they can experience adjustment, growth, and flow. In this state, they become more receptive to interacting with their environment (Skaalvik & Skaalvik, 2020). According to studies, this can lead to increased engagement with both their students and their work (Korthagen & Evelein, 2016).

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In this thesis teacher's wellbeing was seen from the perspective of the "Psychology of Working Theory" (PWT; Duffy et al., 2016). The concept was developed by conducting a comprehensive review of published studies on work in the 21st century. The primary objective is to delve deeply into how individuals can enhance their wellbeing through their work life (Blustein et al., 2023; Allan et al., 2021). Additionally, it examines the challenges faced by minority groups who are limited in their ability to choose a career path freely. It also focuses on social and contextual barriers that prevent people from accessing decent work (Duffy et al., 2021, 2023; Blustein et al., 2023). According to PWT (Duffy et al., 2016) the relationship of social constraints (e.g., poverty, marginalization, or challenging labor markets) with access to decent work could be mediated by individual strengths (e.g., career adaptability and work volition) (Atitsogbe et al., 2020). The Psychology of Working Theory explains that decent work is positively related to work fulfillment and wellbeing through reaching people's basic needs (Duffy et al, 2023; Blustein et al, 2022).

About this thesis

The **aim of this thesis** is to apply the Psychology of Working Theory (PWT) to examine the predictors and outcomes of decent work among teachers in Portugal. Decent work plays a central role in the PWT model (Duffy et al., 2016). Contextual and social factors like social status and economic constraints are associated with decent work. Low income, lack of access to health facilities, education, housing, and low-quality environment are some factors that affect people's access to decent work (Blustein et al., 2022). According to PWT, psychological factors such as work volition and work adaptability can mediate this relationship. On the other side, wellbeing and work fulfillment are the outcomes of decent work which happens through reaching the needs (Duffy et al., 2023).

Part I in present thesis focusses on theoretical background review and previous studies about the role of work in people's life and the meaning of secure work. PWT and all the variables of this model are explained in this part. **Part II** is about the teaching profession and teachers' lives. The factors that are important in teachers' wellbeing, what makes an effective teacher, and the factors impacting teacher's burnout rates. **Part III** includes the first study about validating the work volition scale (WVS) among Portuguese working adults. **Part IV** is a study in which we examined the predictors of decent work among Portuguese teachers. Moreover, the mediating role of work volition and career adaptability is examined. **Part V** encompass the study on outcomes of decent work among teachers in Portugal and assessing the mediating role of needs satisfaction in this path. **Part VI** includes Conclusions, Implications for Research and Practice and Future Directions of the thesis.

Theoretical Background

1. Work in people's lives

Work plays an important role in people's lives as it provides a source of income, helps to establish a sense of purpose and identity, and can contribute to one's overall wellbeing and happiness (Richardson, 1993; Ferreira et al., 2019). For many individuals, work is not just a means of earning money, but it also provides a sense of fulfillment and meaning in life (Blustein et al., 2023). Through work, people can develop new skills, build social connections, and contribute to society in meaningful ways (Douglass et al., 2017; Duffy et al., 2020; Blustein et al., 2023). However, work can also have negative impacts on people's lives if it is stressful, demanding, or harmful to one's health. Job-related stress can lead to burnout, mental health problems, and even physical illness (Steger et al., 2012; Allan et al., 2016, Duffy et al., 2019). Therefore, it is important to find a balance between work and other aspects of life, such as leisure time, family, and personal relationships. This balance can help to promote overall wellbeing and lead to a more fulfilling and satisfying life (Richardson, 1993; Parker et al., 2003).

Changes in the global economy, technological advancements, and demographic shifts have transformed the nature of work and its effects on people (Masdonati et al., 2019; Massoudi et al., 2018; Blustein et al., 2023). Less stable and more complicated work situation make it difficult for people to cope with the social, cultural and environmental challenges they face in the process of work-related decision making (Fouad, 2007; Massoudi et al., 2018). Furthermore, work-related stress and burnout have become increasingly common issues, with long working hours, high job demands, and limited autonomy and control over work contributing to poor mental health outcomes (Allan, 2018; Wan & Duffy, 2022; Duffy et al., 2021). Despite these challenges, work can also be a source of fulfillment, purpose, and social connections. Having a job that aligns with one's interests and priorities

can enhance life and job satisfaction. However, It can be challenging to find a balance between work and other aspects of life to maintain mental health and wellbeing (Fouad, 2007; Duffy et al., 2021). In recent decades, psychologists have conducted extensive research to understand the impact of work on various aspects of human psychology. Psychologists from different fields of psychology such as organizational psychologists, vocational psychologists, educational psychologists, and health psychologists have suggested that work can play a crucial role in people's lives (e.g. Richardson, 1993; Blustein, 2006, Ferreira et al., 2019; Duffy et al., 2016; Quick & Tetrick, 2002; Lowman, 1993). Many studies in vocational psychology have shown that work is strongly associated with mental health (e.g. Harvey et al., 2013; Allan et al., 2018; Blustein et al., 2023; Duffy et al., 2021; Tokar et al., 2023) and life satisfaction (e.g. Mérida-López & Extremera, 2020; Haar et al., 2014). Work can be a strong tool to use in recovery from mental illnesses (Allan et al., 2016). From a social perspective, work can reduce disparities caused by marginalization, such as race, disabilities, and poverty (Blustein et al., 2018). By promoting supportive work environments, vocational psychologists aim to enhance workers' mental health, job satisfaction, and overall wellbeing (Duffy et al., 2021). This can be achieved by addressing workplace stressors, providing training and resources for employees, and encouraging a positive work-life balance (Richardson, 2004; Tokar et al., 2023). Additionally, vocational psychologists aim to increase access to meaningful employment opportunities for individuals from marginalized communities, ultimately reducing inequalities in society (Blustein, 2008; 2023). Understanding the psychological and contextual factors that can assist individuals in making better career choices and developing their careers effectively can elevate their psychological wellbeing (Richardson, 2004; Blustein, 2023; Duffy, 2021).

At present, the job market largely determines the work situation, resulting in a range of limitations and uncertainties for people (Wan & Duffy, 2022). Finding and sustaining a job

that aligns with one's preferences and psychological needs, while minimizing stress and anxiety, demands variety of research (Allan et al., 2016, 2021; Duffy et al., 2021). The job market is influenced by various economic and social factors, which can make it challenging for individuals to find fulfilling work (Blustein et al., 2017). In many cases, people may have to compromise on their preferences and priorities due to limited job opportunities, low wages, or poor working conditions (Allan et al., 2021). To address these issues, it's essential to conduct studies that provide a comprehensive understanding of the factors that influence work-related decision-making. Researchers can identify the key factors that contribute to job satisfaction, mental health, and overall wellbeing (Duffy et al., 2021; Tokar et al., 2023). This information can be used to inform policy and practice, promoting better working conditions, and improving people's access to meaningful employment opportunities. Ultimately, this can enhance the quality of life for individuals and contribute to the broader social and economic wellbeing of a society (Blustein et al., 2023).

One concept that aligns with these values is "decent work" which was developed by the International Labour Organization (ILO) in 1999. As a concept, decent work encompasses various factors that contribute to a fulfilling and rewarding work experience. These include fair wages, safe and healthy working conditions, opportunities for personal and professional development, and the ability to balance work and personal life. By promoting decent work, psychologists can contribute to the wellbeing of individuals, organizations, and society in large scale. Decent work can improve mental health outcomes, reduce inequalities, and promote economic growth and stability (ILO, 1999; 2013, 2022).

1.1 The important role of work in wellbeing

Throughout history, work has played a crucial role in human health and has the potential to impact individuals positively or negatively. Galen, an ancient Greek physician, believed

that work was essential to human happiness, referring to it as "nature's physician." Health and safety in the workplace have always been significant factors in people's lives. As evident from the dangers faced by workers in ancient Roman mines who were at risk of mercury poisoning (Marmot & Bell, 2012). While the industrial revolution brought about extensive positive changes in work and people's lives, it also introduced new health problems due to the use of hazardous materials, chemicals, and challenging work conditions (Blustein et al., 2023). In recent decades, numerous studies have examined the role of work in human wellbeing (e.g., Blustein, 2008; Duffy et al., 2021; Blustein at al., 2023; Herr, 2014; Tokar et al., 2023). Studies have also established a connection between unemployment and various wellbeing issues such as anxiety and depression (e.g., Harvey et al., 2013; Gallea et al., 2021), diabetes (e.g., Tokar et al., 2012), and chronic diseases (e.g., Semmer & Meier, 2009). The concept of decent work is gaining popularity as an attempt to eliminate harmful factors in the workplace. This concept involves ensuring that work is both fulfilling and safe, and that employees are adequately compensated and supported. By prioritizing decent work, we can help to promote better wellbeing outcomes for individuals (Litchfield et al., 2016).

1.2 Working context and the barriers to career development

According to the report of ILO (International Labor Organization) in May of 2002, the production processes are the same all over the world, like agriculture, industry, extraction, and construction, but the situations in which people are working are different and can make problems for the employees. These situations can be:

Environmental problems: Factors like temperature, climate change, pollution (chemicals, minerals, and industrial pollution), level of knowledge of danger prevention, contagious diseases, hours of working and shifts (ILO, 2002; Takala, 2002).

Mental problems: The level of stress that can cause physical illness such as cancer, heart problems, spinal problems, or serious mental problems such as depression, anxiety, suicide, and drug abuse. These factors are different from workplace to workplace. There is a variety of reasons that can cause stress at work. Income, working hours and shifts, amount of responsibility that workers have, the decision-making process in critical moments, or the kind of communication between workers and organization could increase the level of stress in workplaces (ILO, 2002, 2022).

Aggression and violence in workplace: Aggression in workplaces points to all the aggressive behaviors from people at work which cause a mental or physical problem for an employee. If this behavior harms a person physically, this is violence. So, it includes all the violence that comes from aggressive behaviors (Piquero et al., 2013). The studies show that since 1990, the level of violence in the workplace has decreased but it differs depending on demographic features like sex, age and background factors in the victims or aggressors like mental disorders or substance abuse (LeBlanc & Kelloway, 2002). In today's world, the shape of assault has changed. It could be in the form of data theft, software viruses, or bugs which could be as harmful as physical violence (Piquero et al., 2013).

Marginalization and social exclusion: it cannot be denied that sometimes some factors in people's identity like sex, sexual orientation, race, economic constraints, migration, physical disability, and family issues put them a in a minority group, and consequently, having decent work would be more difficult for them (Douglass, Velez, Conlin, Duffy, & England, 2017). With the process of globalization, people move to other countries, and they are expected to adapt to a different culture, language, and environment. These groups of people experience barriers to finding a decent job, as they experience a societal divide between "us" and "those" (Triandis, 2003, p. 486). A similar issue can be observed when organizations move to another country as has happened for reasons like resources or worker

availability or lower wage reasons. The difference between the organizational culture and the national culture creates complexities (Van Esbroek, 2002).

It is widely acknowledged that the work environment can have a significant impact on an individual's sense of self and self-esteem (Bano & Malik, 2013; Han & Ha, 2016). Factors such as access to special positions, working hours and breaks, workplace behaviors and opportunities can have a profound effect on people's lives (Takala, 2002). This holds particularly true with regard to race, gender, nationality, and socio-economic status. These factors can make a significant difference in how individuals perceive themselves and their opportunities for success and fulfillment in the workplace (Herr, 1996). The workplace is shaped by a complex interplay of political, economic, cultural, and interpersonal factors. These factors influence the character and values of organizations, which can vary widely (Irimie et al., 2015; Rana, 2013). For example, some organizations emphasize competition and assertiveness, while others prioritize collaboration, stress reduction, and a family-friendly environment. These contexts have a significant impact on the interactions and expectations of employees and can contribute to the marginalization of certain groups in specific ways (Herr, Cramer, & Niles, 2004). To ensure that all individuals have equal access to decent work opportunities, it is crucial to provide quality education that promotes job-related skills, as well as skills related to effective communication, stress management, emotional regulation, and assertiveness (Rana, 2013). Addressing issues of gender and sexual orientation, as well as providing accommodations for individuals with disabilities to pursue their preferred careers is also essential. It is important to recognize that all individuals, regardless of their sociodemographic background or status as a minority, deserve access to decent work (Herr, 2008).

Communications: In certain workplaces, the way workers interact with the organization can be a significant issue for individuals (Gochhayat et al., 2017). Despite studies and

guidelines aimed at promoting effective communication in the workplace (e.g., Rana, 2013; Keyton et al., 2013), there may be obstacles to openly addressing problems with the organizations. This can lead to increased levels of stress and pressure for employees. When employees feel being understood and respected by the organization, their level of job satisfaction and productivity significantly increase (Keyton et al., 2013).

Hazards and risks: Workplace safety has been a major concern for organizations and despite their efforts to promote safer workplaces, accidents and incidents continue to occur, causing significant costs for companies (Takala, 2002; Irimie et al., 2015). These incidents not only affect the physical and mental health of workers but also their families (Irimie et al., 2015). Additionally, economic factors such as wages, compensation, disability and death benefits, and insurance coverage play a crucial role in ensuring that workers have dignified work. It is essential for organizations to prioritize workplace safety and provide fair compensation and benefits to their employees (Takala, 2019).

1.3 Work-related security

In recent decades, changing in the world of work and labour market have influenced work-related security (Fouad, 2007). Job insecurity is a core factor in employment instability and can appear in different forms. People all over the world report and show the different levels of insecurity in their jobs. The form and level of this insecurity depend on the country, social class, gender, and race are different (Benach et al., 2014). Perceived job insecurity causes people to feel their job is in danger and they are not able to fulfill personal, family, and social needs. So, their quality of life reduces which results in mental health problems such as anxiety, depression, drug abuse, and social isolation (De witte, 2005). Challenges that precarious work creates in peoples' lives will influence their mental health negatively and prevent them from reaching their needs (Kalleberg, 2018; Allan et al., 2021;

Blustein et al., 2023). When individuals do not experience financial, educational, social, and family support within in the workplace, they will face lots of problems related to their wellbeing, quality of life, and social integrations (Ferreira et al., 2019). All people have the right to have dignified work in which they feel freedom, equal opportunities, security and respect (Ojeda et al., 1972; Duffy & England, 2017). Work-related security should be in all aspects of work such as:

- *Labour market security:* enough and decent opportunities for employment and appropriate employment policy by the governments.

- *Employment security:* protecting from firing and help to have stable jobs, regarding to the economic situation.

- *Job security:* Significant association between career position, qualification, and skills.

- *Work security:* protecting from accidents, disease, hours of working, shifts, considering demographic features of workers.

- *Skill reproduction security*: opportunity for updating the skills and obtaining new skills, training, etc.

- *Income security:* considering wages, taxes, and income in a decent way

- *Representing security*: proper communication between workers and organization through unions and associations (Standing, 2002).

2. What is decent work?

In 1984, the United Nations Declaration of Human Rights mentioned the importance of work in peoples' lives and also expressed that we should consider the following as a human right: a) all people have the right to choose and have a proper work and have protection from unemployment; b) people are equal and regardless of any discrimination, they should have

the equal opportunity (Ahmed, 2003). Since 1999, the ILO (International Labor Organization) in its 87th session, has been focused on promoting decent and dignified work for people all around the world. At that time, for the first time, ILO defined the concept of decent work as "opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity" (ILO, 1999, p. 3). Decent work refers to all kinds of work, from formal industrial work to daily paying work or self-employment. It also includes unemployment and working from home. Decent work refers to security and health at work, the equal opportunity to work without any discrimination (like race, social class, migration, sexual tendency, etc.) and considering all labours' fundamental rights, security for all workers and fair salary. Social conversation is one of the factors that is considered. Social interaction between workers and organization to express their opinion, interests and perspectives in the work context (Draham, 2003). ILO (1999, 2018) defined five features for decent work as: 1) interpersonally and physically safe working environments; 2) free time for rest and leisure; 3) organizational values aligned to individual and family values; 4) adequate compensation; and 5) access to appropriate healthcare (Blustein et al., 2019; Duffy et al., 2023). Consequently, ten substantive factors were defined related to the five features. These ten dimensions are:

 (i) Employment opportunities

(ii) Adequate earnings and productive work

(iii) Decent working time

(iv) Combining work, family, and personal life

(v) Work that should be abolished

(vi) Stability and security of work

(vii) Equal opportunity and treatment in employment

(viii) Safe work environment

(ix) Social security

(x) Social dialogue, employers' and workers' representation (ILO, 2013)

Recently, psychologists have paid attention to decent work. They can also use their expertise to advocate for policies and practices that support decent work. This includes working with employers to create more supportive work environments, advocating for fair labor standards, and promoting diversity and inclusion in the workplace. Ultimately, by prioritizing decent work, psychologists can help to bring equality and justice to a society, where all individuals can thrive both personally and professionally (Blustein, Kenny, Di Fabio, et al., 2019). The pandemic Covid-19 impacts all aspects of people's lives and attaining decent work became more challenging than before (ILO, 2021). The objective of promoting decent work is to strike a balance between fulfilling human psychological needs and promoting overall wellbeing, while also navigating the complex economic landscape. The goal is to provide equal opportunities for individuals to pursue their preferred careers, regardless of any contextual barriers (Blustein, 2023; Duffy & Dik, 2009; Duffy et al., 2021).

2.1 Globalization and decent work

Globalization has had a significant impact on the world of work, with technology and industries constantly evolving and creating new jobs. While this can be beneficial in some ways, it can also result in the loss or replacement of existing jobs. As a result, many people feel uncertain about their job security and may not feel stable in their current positions. One of the challenges of globalization is that job positions may disappear in one country and re-emerge in another and create a sense of instability and insecurity for workers (Sassen, 2014). Additionally, it can take time for countries to adjust to the changes brought about by globalization, which can result in job losses in the short-term period of time. Despite these

challenges, there are steps that can be taken to mitigate the negative impacts of globalization on the world of work. For example, policy makers can invest in retraining and education programs to help workers adapt to new industries and job opportunities. Companies can also focus on creating more secure and stable employment opportunities for their workers, such as through long-term contracts or other forms of job security. It is important to recognize that globalization is a complex and ongoing process that will continue to shape the world of work in the years to come (Auer, 2006).

2.2 Decent work in various contexts

During recent years Duffy and colleagues developed a scale of decent work (DWS; Duffy et al., 2017). This scale was developed based on five dimensions of decent work, work security, time for rest, family and social value, adequate compensation, and health care. This scale examines and validates in different groups of people such as sexual minorities (Douglass, Velez, Conlin, Duffy, & England, 2017), workers with medical condition for instance malformation (Tokar & Kaut, 2018), racial and ethnic minority adults (Duffy et al., 2018), Also in different countries such as Portugal (Ferreira, Haase, Santos, Rabaça, Figueiredo, Hemami, & Almeida, 2019), Switzerland (Masdonati, Schreiber, Marcionetti, & Rossier, 2019),Turkey (Buyukgoze-Kavas & Autin, 2019), Italy (Di Fabio & Kenny, 2019), France (Vignoli, Prudhomme, Terriot, Cohen-Scali, Arnoux-Nicolas, Bernaud, & Lallemand, 2020), Korea (Nam & Kim, 2019), United kingdom (Dodd, Hooley, & Burke, 2019) China (Yin et al., 2022), Zimbabwe (Sanhokwe & Takawira, 2022).

2.3 Decent work during pandemic (Covid-19)

The Covid-19 outbreak, first reported in Wuhan in China, has made a huge impact on peoples' lives. During the pandemic around 105 million people got sick and more than 2.3

million died (WHO, 2021). Many people lost family or friends to illness or found their livelihood affected as people. Jobs were lost or income decreased dramatically (Blustein et al., 2021). Lockdown results in unemployment and an increase in poverty. All these situations profoundly impacted peoples' wellbeing (Hughes et al., 2021; Blustein et al., 2021). We are witnesses of a problematic global economic and mental health which impacts our life seriously (Rahman et al., 2020). Losses and lack of connection caused a massive mental health problem which made people much more fragile in such hard conditions (Fouad, 2020; Blustein et al., 2021). There could be additional factors contributing to a potential decline in labor supply. For instance, the capacity and inclination of individuals to work might diminish due to the pandemic's impact on childcare services, educational opportunities, and the accessibility of various home and family healthcare services (Dingel et al., 2020). This is against decent work tenets and when individuals are not able to have a decent job and they have to work just to manage the expenses, the level of wellbeing and the quality of life will go down (Duffy et al., 2023). The Covid-19 pandemic caused big losses in many perspectives such as family and relationships, physical and mental health, job and income. In the world of work people have lost safety at work, connections, and their routine at work. Some people remained without job, and all these bring fear, anxiety, and insecurity (Guerrieri et al. 2020; Blustein et al., 2021). In this situation, psychological approaches and interventions can offer significant and meaningful assistance to promote work-life balance again and it can help people finding significance solutions and facilitating recovery in their work life (Harris, 2020; Blustein, 2021).

3. **Psychology of Working Framework and Psychology of Working Theory**

Psychology of Working Framework (PWF; Blustein, 2006) was developed based on multidisciplinary studies about the work in people's lives to focus on the peoples' rights at

workplace and the role of psychological, social, and economic factors on work. Moreover, PWF paid attention to the work-life of people in the exclusion groups who do not have enough freedom in their career decision making because of the different barriers that limit them to follow their preferences (Blustein, 2006, 2018, 2023). Also, PWF explained the role of work in peoples' life through meeting their needs such as survival needs, social connection needs and self-determination (Blustein, 2018, 2023). Following that, Psychology of Working Theory (PWT; Duffy et al., 2016), was developed based on PWF. Decent work in this theory has a central role. Indeed it focusses on work experiences of all individuals especially the people in social exclusion groups and marginalized groups such as the ones from different races, gender, sexual orientation, age, poor background or lack of education, which cause discrimination and reduce the chance of finding decent work (Blustein et al., 2016, 2023; Duffy et al., 2016, 2023). PWT considers the contextual factors that predict decent work, psychological mediators in this relationship and the outcomes of securing decent work (figure 1). In the PWT model, two factors of economic constraints and social status are the main predictor variables of decent work. To explain more, high level of economic constraints and marginalization can decrease the level of access to decent work. In this relationship two psychological factors are important as mediator variables. The first one is "work volition" which refers to ones' freedom of choosing a job (Duffy et al., 2012; Blustein, Kenny, Autin, et al., 2019; Duffy, 2023). The second one is "career adaptability" which refers to the psychological ability to manage challenges and planning for doing the tasks related to the worked-based goals (Savickas & Porfeli, 2012). According to PWT, the outcomes of having decent work are work fulfillment and wellbeing. It happens through satisfaction of needs: survival needs, social connection, and self-determination. Survival needs refer to resources such as food, shelter, and health care. Social connection is the need to be a part of a community and having collaboration with another people and the third need

is self-determination, the ability to make their own decision and set their goal and having the control of their behavior to reach their goals. In fact, PWT explains that increasing the access to decent work is possible by considering and improving the contextual, systematic and individual factors (Blustein, Kenny, Di Fabio, et al., 2019; Blustein et al., 2023). In today's world which the working condition is changing rapidly, accessing decent work is getting more difficult (International Labor Organization (ILO), 2017, 2021). All these efforts arise with the intention to include and integrate all people regardless of social and political factors cause discrimination, to have the same opportunity for having decent work. Inclusion also helps to remove the discrimination and inequality to engage all people in work (Blustein, 2001,2017). Societal prejudices and discrimination based upon race, ethnicity, social class, sexual orientation, religious affiliation, migrant status, and other social identities often present harsh barriers along the pathways through school and into the world of work (Blustein et al., 2016). According to PWT, psychological factors play a role to reach the goal of having decent work. By improving psychological factors such as work volition and career adaptability, individuals can overcome feelings like self-blaming for the challenges they experienced and up their confidence with the belief they can get what they want and so diminish the negative effect of micro level economic and social factors (Blustein et al., 2023). It can promote self-determination in people who experienced exclusion in their life (Kenny et al., 2019).

Figure 1

Psychology of Working Theory
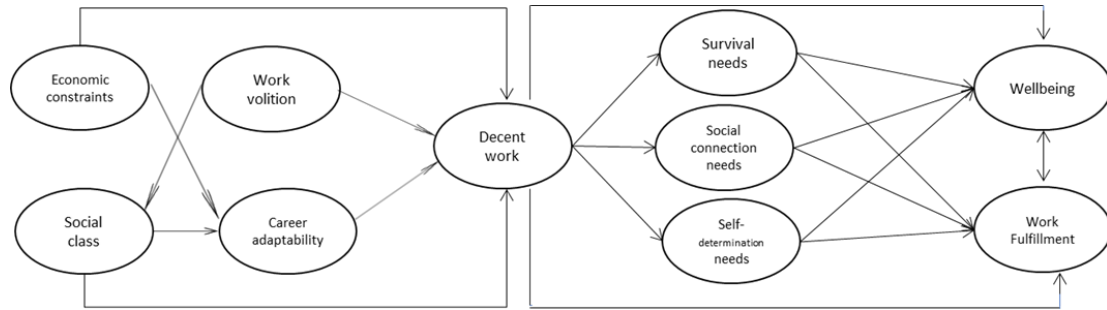
For a better understanding of the model, first let's describe every component of the model. As can be seen in the model," Decent work" is a central variable which we talked about previously. We are going to explain the variables which count as predictors, outcomes, and mediators in this model.

3.1 Predictors of Decent work in PWT

3.1.1 Economic constraints and social status

The possibility of accessing decent work is defined by the opportunities in the world of work. One of the essential components which is related to these opportunities is social status. Social status is a presenter of the position of an individual or a group of people in a society. In PWT, social status is measured by subjective tools like MacArthur's ladder or objective ways such as socioeconomic questionnaires with elements focusing on income, education, and occupational situation. It shows how much a person has access to economic resources. The psychology of working theory focusses on the limitations that prevent some people from accessing economic resources. Economic constraints point to the lack of economic resources such as income or family wealth which counts as a barrier to prevent people from having decent work (Duffy et al., 2023). One of the reasons that economic constraint strongly affects the possibility of having decent work is that it prevents children and young

adults' access to facilities such as education materials, training, and different social groups. Moreover, cognitively, and emotionally they do not feel free to choose their career. Less experience, less materials, high stress, low quality of parenthood and the feeling of being apart from society decrease the chance of being successful in the work life. It means economic resources like financial status and social connections bring the opportunities for the parents to provide more meaningful work and internships through social networks for their children that help them to be able to choose a career that matches their interests and abilities and advance their careers (Chaves et al., 2004). In addition, parents with decent economic resources can spend more time with their children and provide them with extra education such as music lessons, sports and plans for leisure time. These skills help increase cognitive abilities, functional memory, self-efficacy, self-discipline, and flexibility that are important factors to be successful in life (Diamond, 2013).

3.1.2 Work volition and career adaptability as mediators

As can be seen in the PWF and PWT, there are two mediator psychological variables which are dynamic, and we can change them by some intervention. These two variables are work volition and work adaptability. These theories rise to show the role of socioeconomic factors and freedom of choice and managing self in career selection and fulfillment (Blustein et al., 2016, 2023)

Work volition

"Volition refers to the capacity of humans, and other animals, to initiate actions based on internal decision and motivation" (Haggard & Lau, 2013, p. 285). "Work volition defined as the perceived capacity to make career decisions, despite constraints" (Duffy et al., 2012, p. 401). The Psychology of Working Theory (PWT) proposes that contextual factors such as marginalization and economic constraints are related to decent work through considering

the role of people's perception of choice and career decision making. Work volition is associated to many work related factors such as career maturity, sense of control, and academic satisfaction in students, job satisfaction and person- environment fit (Blustein et al., 2023; Duffy et al., 2012, 2023). PWT shows that work volition is related to the likelihood of engaging in decent work. In addition, in the PWT model, the contextual factors such as marginalization and economic constraints are negatively related to decent work and work volition is a mediator in this relationship (Duffy et al., 2016; Blustein et al., 2016).

Career adaptability

Career adaptability refers to a psychological structure in which people use their resources to cope with a variety of tasks, problems, different people, and traumas in workplaces which represent the level of social integration (Savickas & Porfeli, 2012). We can say that career adaptability is a kind of self-regulation ability that helps people to cope better with different problems in work and solve them in an appropriate way (Autin et al., 2021). This is not such an individual trait, people gain it through person-environment interaction, through education and experience (Savickas & Porfeli, 2012; Leung et al., 2022). Actually, career adaptability is a "psychological cap" or "psycho cap" which is defined as an individual's positive mental development includes: (1) having confidence and making an effort to handle tough tasks (self-efficacy); (2) maintaining a positive outlook on current and future success (optimism); (3) sticking to goals and adjusting paths if needed (hope); and (4) bouncing back from challenges to achieve success (resilience) (Luthans, Youssef, & Avolio, 2007). Adaptability as a psychological resource is more changeable than psychological traits. It is grown by interaction between internal and external factors. The context and culture play an important role in the level of career adaptability (Johnston, 2016). There are four self-regulation abilities which are components of career adaptability: concern, control, curiosity, and confidence. Concern points to awareness of the future and finding a perspective about what

is going on around oneself. Control is managing the self and the environment by having self-discipline, hard work, and persistence (Savickas & Porfeli, 2012). This can guide people to have curiosity to observe and learn more about themselves and the ways they can elevate their confidence in their job and what they are doing in life. In other words, people tend to actualize and design their life (Luthans et al., 2007). Studies show that career adaptability is related to work-related variables such as wellbeing (e.g., Maggiori et al., 2013), job satisfaction (e.g., Koen et al., 2010; Zacher, 2014), and career anxiety (e.g., Chen et al., 2020). Career adaptability is positively related to wellbeing and negatively associated to job strain and job insecurity (Maggiori et al., 2013; Leung et al., 2022). A study showed that career adaptability is related to optimism, hope, and time perspective (Luthans, Youssef, & Avolio, 2007). Young unemployed with higher levels of career adaptability, had high level of time perspective and more accurate goals and in long term (10 years). They got better chances to develop their careers goals (Santilli et al., 2014). In the Psychology of Working Theory, career adaptability is one of the mediator variables in the relationship of social status and economic constraint with decent work (Duffy et al., 2016; Ferreira et al., 2019). According to PWT, a high level of career adaptability is associated with being more involved in decent work. People who come from higher social class with less experience of marginalization developed more career adaptability. In PWT, marginalization and economic constraint are negatively associated with career adaptability and also career adaptability can partially explain the relationship of these contextual factors with decent work (Duffy et al., 2016).

3.2 Outcomes of decent work in PWT

3.2.1 Wellbeing

Wellbeing is a key outcome of various fields of psychology. Recently, outside of psychology, other researchers such as economists and sociologists started to consider wellbeing in their studies (Martela & Sheldon, 2019). Wellbeing is one of the outcomes of decent work. According to PWT, when the work needs are satisfied, it leads to wellbeing. One of the components of work needs is survival needs that is met by decent work. When individuals financially don't have problems, the survival needs will be met and the level of wellbeing increases (Duffy et al., 2023). The point is that extra income does not bring extra happiness and wellbeing, but lack of money is negatively related to happiness and general wellbeing (Kaheman & Deaton, 2010). In addition, we can see the positive relationship between social connection need and wellbeing. For instance, when people feel connected to the goals and interests of the workplace, they feel connected to a larger society, social identity, and self-esteem (Grant, 2007; Allan et al., 2019). In this way, more social connection in the workplace brings positive performance in daily life. In the opposite way, the feeling of loneliness and being apart from others is related to less feeling of wellbeing (Allan et al., 2019). Moreover, studies show that fulfilling self-determination is positively associated to wellbeing. According to the self-determination theory, following the intrinsic goals brings a high level self-esteem, self-actualization and less level of depression and anxiety (Ryan & Deci, 2017, 2022).

3.2.2 Work fulfillment

Work fulfillment encompasses work meaning, work engagement, and job satisfaction. The low level of burnout and withdrawal also shows fulfillment at work. PWT proposes that decent work causes wellbeing and fulfillment through meeting needs (Duffy et al., 2019, 2023). According to the PWT, satisfaction in needs leads to work fulfillment. At the first

level of needs, when people are not able to earn enough money, they cannot meet their survival needs such as food and shelter and they feel less satisfied and fulfilled at their job (Blustein et al., 2023). Lower social class is related to lower feeling of having meaningful job. One study explains people from different social class backgrounds have different levels of meaning from the same source. People who have a higher social class background report more feeling of meaning at work (Allan et al., 2014). Social connection need is also connected to work fulfillment (Blustein 2008, Duffy 2021). satisfying the needs helps being effective and feel more meaning and satisfaction in the workplace (Duffy, 2021). Another component of needs is self-determination. Studies explain that the more people have a feeling of belonging to the workplace, the more they internalize it and this makes them more self-motivated. (Rosso et al., 2010; Blustein, 2023). Deci and Ryan (2001) explained that, for workers in both the United States and Bulgaria, need satisfaction positively relates to work engagement and well-being at work. Work engagement is defined as an opposite of burnout which is a positive and fulfilling state of mind in the workplace with three components: vigor, dedication, and absorption (Schaufeli, Salanova, Gonzalez-Romá, & Bakker, 2002; Mazzetti et al., 2021). People who are engaged in their work feel energetic and they are well connected to their work. They can cope with the challenges and deal with the work demands (Schaufeli et al., 2002; Robijn et al., 2020). Engagement is more than being persistent in some tasks. Vigor is characterized by high levels of energy and mental resilience during work, and the willingness to do effort in one's work, also being persistent in coping with problems. Dedication refers to being deeply involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is defined by being fully concentrated and happily involved in work, it is like time passes quickly and it seems difficult to detach from work. Accordingly, vigor and

dedication are considered direct opposites of the core burnout dimensions of exhaustion and cynicism (Maslach, Schaufeli, & Leiter, 2001, Mazzetti et al., 2021).

Another factor that can describe the work fulfillment is the level of job satisfaction. Job satisfaction is a sense of achievement and success in work which employees feel when their needs are met at work (Wan & Duffy, 2022). The studies show the level of safety in the work environment, income, free time, and values predict job satisfaction (Duffy et al., 2017; Wan & Duffy, 2022). Job satisfaction is associated with being recognized, income, career development and the sense of success, and through these achievements, one reaches the feeling of fulfillment (Kaliski, 2007). Lack of job satisfaction can have bad consequences such as lack of loyalty, high number of accidents, which has a negative effect on wellbeing for workers and hinders organizations in achieving their goals. As much as the employees have job satisfaction, they can interact in a positive way with other employees and organization and that would be a sign of employee effectiveness (Aziri, 2011). Studies showed   a positive relationship between decent work and job satisfaction (Chen et al., 2020).

3.3 Need Satisfaction as a Mediator

According to the Self-determination Theory (SDT; Deci & Ryan, 2000, 2017, 2022), behavior comes from interaction between people's environment, satisfaction of their needs, and the pattern with which they regulate their motivations. The base of self-determination theory is that behavior is guided by "innate psychological needs". Fulfilling these needs brings integrity, growth, and wellbeing. Psychological needs are essential factors for human development, by activating and managing human behavior. Self-determination theory defined three innate needs: autonomy, competence, and relatedness. The need for autonomy is described by the individuals' need for feeling free to choose their actions and behaviors. Competence is the need to feel enough and effective. Relatedness happens when people feel

they belong to caring groups and get adequate support by Significant others (Deci et al., 2009; Ryan & Deci, 2022). PWT explains that decent work impacts on wellbeing and job satisfaction through meeting needs. These needs are survival needs, competence, social contribution, relatedness, and autonomy. Survival needs such as food, shelter, and healthcare. The need for competence is to have the ability to control the situation and feel capable in the job. Relatedness is the need for being part of community, receiving care and giving care. Social contribution or connection refers to feel connected to something beyond oneself, and autonomy refers to feel free to decide and feel being in harmony with oneself (Blustein, 2023; Duffy et al., 2016, 2021). According to a study that was done by Kim, Fouad, Maeda, Xie, & Nazan (2017), there is a link between reaching survival needs and wellbeing in midlife adults. Another study showed that when job pressure increases, it can negatively impact the satisfaction of basic needs, which leads to ill health (Bartholomew et al., 2014). Moreover, results explained the link between the need satisfaction for autonomy and emotional exhaustion. One study showed when these needs are met, teachers experience job satisfaction, personal development, and an optimal work experience which enables them to connect more deeply with their work environment (Ryan & Deci, 2000).

3.4 Moderators in Psychology of Working Theory

Since developing Psychology of Working Theory (PWT: Duffy at al., 2016), the number of studies in this area is growing and researchers are doing more studies to apply PWT. Recent studies propose some moderators for PWT model. Critical Consciousness is one the variables that is proposed to be a moderator (Autin et al., 2022, Duffy et al., 2023). Another variable is proactive personality which has a moderator role in a study (Kim et al., 2020). The results of this study showed that proactive personality influences the impact of low social status on work volition (Kim et al., 2020; Duffy et al., 2023). There are also some

studies showing no support for moderating role of proactive personality (e.g., Douglass et al., 2020; Kenny et al., 2020). So, it needs more study to be done. Social support is another variable that is proposed to be a moderator in PWT model. There are studies showing that social support can play a moderator role in the relationship of socioeconomic status with work volition and career adaptability (Wang et al., 2019; Kenny et al., 2022). It seems more studies need to be done to identify more moderators in the PWT model.

Part II

Work-life balance in the teaching profession

1. Introduction

The best thing we can do for children to have a good life is to prepare high quality education. For reaching this goal we need excellent, capable, and motivated teachers (Santana-Monagas et al., 2022). How can this be made possible? Simply said, to reach this goal the teachers need to be *well* (Price et al., 2015). In recent decades, it has become clear that teachers' mental health and wellbeing should be the priority because they educate the whole society (Daniels & Strauss, 2010; Saloviita & Pakarinen, 2021). In fact, teaching is a demanding challenging profession with many burnouts, reports of fatigue, and it needs specific attention on the matter of well-being (Saloviita & Pakarinen, 2021). Wellbeing is not just the absence of illness; it refers to the ability to make a balance between teachers' resources and their challenges in work and daily life. Wellbeing in teachers is a multidimensional feature that is related to many factors such as psychological, family, organizational, and environmental facets (Splite et al., 2011; Benevene et al., 2020). We must notice that the level of teachers' wellbeing can influence the students' mental health and performance (Benevene et al., 2020).

2. Working as a Teacher

The education system plays an essential role in a society's growth. Educating young people and leading them to develop their personalities and reach their potential has a highly effective impact on developing a healthy society (Pozas et al., 2023). The level of success in students learning depends on their skills, preferences, expectations, motivations, and the support they receive from their family, school, and peers (Benevene et al., 2020; OECD, 2009). School constitution, curriculum and content, and the teachers' skills, behavior, and activities are fundamental elements in this process. Building a dynamic education

environment is possible through having effective teachers. Effective teachers are creative and can provide a proper learning environment for different types of students (OECD, 2009).

2.1 Who is the effective teacher?

Walker (2008) listed the factors for a successful teacher that he obtained from the qualitative data during fifteen years, asking students to list the features of "memorable teachers". According to the answers, an effective teacher is:

- Always prepared for the class

- Keep a positive attitude in teaching and interact well with all types of students.

- Tries to be creative during the teaching process.

- Is fair to all types of students.

- Shows personal care and touch with students.

- Building a sense of belonging in the classroom.

- Is compassionate to the students.

- Has a sense of humor and doesn't take things personally.

- Respects students' character and makes them feel confident.

- Forgiving.

- Open to mistakes

3. Teachers in the changing globalizing world

In today's world, teachers are working in a complicated context. They must provide learners with a wide range of knowledge and skills which are constantly changing. Learners come from different types of backgrounds with different levels of abilities (Zhao & Jeon, 2023; Pozas et al., 2023). Teachers must educate autonomous learners who can take responsibility for their lives in the global world (Pozas et al., 2023). In this context, teachers

need to update their skills as a lifelong task. To manage this autonomous education environment, teachers should take a bigger responsibility to monitor the process and day by day extending borders of their knowledge by doing research, practice, and completely engaging with the education system. This presents a big challenge for them in comparison to the traditional education systems (Zhao & Jeon, 2023). According to the European Commission, the quality of teachers and their abilities is a crucial factor for the education system and developing the student's skills (Organisation for Economic Co-operation and Development, 2009). On the other hand, the number of well-qualified teachers is decreasing in many countries, because teachers are struggling with attrition in their job. According to the studies, the reason can be related to working conditions, teachers' personality, teachers' life condition, and their responsibilities (Skaalvik & Skaalvik, 2011; Casely-Hayford et al., 2022).

4. Teachers' wellbeing and job satisfaction

Teachers' well-being and job satisfaction is getting more attention in recent decades. The noticeable amount of burnout among teachers in different countries and cultures motivated researchers in these areas to do studies on factors related to teachers' wellbeing (Saloviita & Pakarinen, 2021). Nowadays, keeping the context well qualified is getting to be a big challenge and day by day more teachers quit their jobs (Skaalvik & Skaalvik, 2011; Ruitenburg & Tigchelaar, 202; Rasanen, 2020). For instance, studies showed that almost 30 % of young teachers in their first three years of working and almost half of beginning-level teachers leave their job in the first five years of their working (e.g. Chang, 2009; Sim & Jerim, 2020). Teaching is a critical, challenging job profession that reports a high amount of fatigue, stress, and anxiety (Casely-Hayford et al., 2022). Wellbeing in teachers refers to the balance between teachers' individual characteristics, the environmental context , and

physical and mental challenges they encounter in their daily life (Benevene et al., 2020; Casely-Hayford et al., 2022). A decent level of well-being is related to a positive interaction with students, colleagues, family, and friends (Benevene et al., 2020). Job satisfaction in teachers lead to wellbeing, turnover, and their performance at work (Blomeke et al., 2017; Tett & Meyer, 2006; Fütterer et al., 2023). Job satisfaction and wellbeing are related in teachers. Teachers who are more satisfied with their job report higher level of wellbeing (Mostafa & Pal, 2018, p. 15; Toropova et al., 2021). Teachers with high level of job satisfaction stay in their job (Blomeke et al., 2017) ask less for replacement (Skaalvik & Skaalvik, 2011) or leave their job (Sim & Jerim, 2020; Räsänen et al., 2020). Barriers like financial resources or various work expectations make them be worried about their work condition and feel less satisfied with their job (Räsänen et al., 2020).

One of the factors that is directly associated with job satisfaction is work engagement. Studies show work engagement positively correlates to positive relations with students, career choice satisfaction, and mastery of instructional practices (Guglielmi, Bruni, Simbula, Fraccaroli, & Depolo, 2016). In addition, work engagement is positively related to job satisfaction and negatively related to mental health problems (Simbula & Guglielmi, 2013; Burger et al., 2021). According to Skaalvik & Skaalvik (2011), teachers' job satisfaction depends on a) intrinsic rewards, which refers to the teaching and seeing the students developing and learning, the relationships between teachers and students, the emotions and values that is kind of motivation to continue stronger. b) extrinsic factors about the school, like evaluations of the school, changes in the teaching methods, negative feedback in social media. And c) school-based factors, such as the relation with colleagues, students, parents, etc (Skaalvik & Skaalvik, 2017).

Teachers' psychological wellbeing and job satisfaction are highly related to their actual behaviour. A weak psychosocial atmosphere in a classroom can result in misconduct of

students and consequently have a negative impact on teachers' and students' general wellbeing and mental health. If teachers' mental health needs are neglected, they will be unable to consider mental health problems of the students (Pozas et al., 2023). When teachers' emotional health is in a bad situation, it reduces their job satisfaction and their ability to support and respond to pupils' needs appropriately (Skaalvik & Skaalvik, 2020), which creates further difficulties within the education system and more emotional distress for students and teachers (Sisask et al., 2014; Pozas et al., 2023).

4.1 Teachers' wellbeing and work needs satisfaction

According to the career development theories such as self-determination theory (SDT; Ryan & Deci, 2000, 2020), Psychology of working framework (PWF, Blustein et al., 2006), and psychology of working theory (PWT, Duffy et al., 2016), a human being has a natural and instinctive tendency to self-development and self-actualization. He is always seeking to shape himself through interaction with an educational or work-related environment (Santana-Monagas et al., 2022). These theories describe needs with components such as survival needs, the need for competence, autonomy, relatedness, and self-determination. When these needs are reached, the human being feels integrated and fulfilled in life (Deci & Ryan, 2009; Ryan &Deci, 2020; Duffy et al., 2019; Santana-Monagas et al., 2022). Therefore, in a working context, for maintaining the wellbeing and increasing the intrinsic motivation, teachers need to recognize themselves as an effective and productive self, who is capable to conduct the tasks in a certain context (Burger et al., 2021). In another word, they need to feel themselves as a source of action. Moreover, they need to regulate their behavior and actions in an autonomous way and be able to solve the problems and cope daily challenges (Santana-Monagas et al., 2022). Teachers need to feel related to the school context, teams, colleagues, and have the feeling of acceptance, belonging and interaction

(Collie et al., 2021). Fulfilling these needs results in work engagement, joy, happiness, self-development, and productivity. If these needs remain ignored, teachers experience demotivation, negative affect, and lack of development (Burger et al., 2021). Reaching the needs is essential for teachers to develop their career and maintain their wellbeing. In a study done by Collie et al (2018), the results show that the teachers who feel they get enough autonomy support from the school experience less emotional exhaustion and disengagement in their work. Another study explains that when teachers have a need supportive workplace, they grow inner resources to cope better with challenges at work (Collie et al., 2021). The idea that every organism tends to interact with the environment and wants to influence and deal with the environment, explains the need for competence in managing the classes, influencing and interaction between teachers, students, and the school environment (Santana-Monagas et al., 2022). Good support, facilities and practical training is crucial for teachers to develop their competence and consequently to preserve their wellbeing. Otherwise, teachers turn to withdrawal from action, feel anxiety and uncertainty, and avoidant behavior (Haw et al., 2023). When teachers' need for relatedness in the classroom is fulfilled during teaching, they show positive response towards reinforcing this connection which causes an increase in adjustment and a decrease in avoiding behavior, sadness or frustration. (Korthagen & Evelein, 2016). To fulfill the need for autonomy, they should have space to manage the class with their ideas and their own choices (Santana-Monagas et al., 2022). Studies show that if people don't express their own way and idea in their job, some reactions such as self-protection and defensive attitudes and anger will be active in their approaches to their job (Collie et al., 2021). According to the studies, the cope patterns of fight (the tendency to resist), flight (the tendency to withdraw from the situation), and freezing (the tendency to avoid to act) happen when we suppress fulfilling of the basic needs. (Skinner & Edge, 2002; Santana-Monagas et al., 2022). In research among physical

education teachers, results explained that reaching the needs is related to decrease in teachers' job pressure and burnout. According to studies, meeting the need for competence is a predictor for somatic complaints (Bartholomew, Ntoumanis, Cuevas, & Lonsdale, 2014). When the needs are reached, teachers feel satisfied with their life and job, growth, and optimal experience in their workplace. Like the experience of flow, they connect more to the environment (Ryan & Deci, 2000, 2020).

Reviewing studies in need fulfillment in education, they mostly concentrate on students need fulfillment. There are few studies focusing on teachers' needs fulfillment. Slemp et al., (2020) explained that having autonomy supportive school leaders related to autonomous motivation and teachers' wellbeing. A study by Taylor, Ntoumanis, and Standage (2008) among 204 physical education teachers in the UK, has shown that need fulfillment among the teachers predict the degree to which they tried to gain an understanding of their students and provide them with instrumental help and support. Roth, Assor, Kanat-Maymon, and Kaplan (2007) showed that Israeli teachers' self-reported autonomous motivation for teaching promote their students' self-reported autonomous behavior. This finding concurs with an earlier study by Pelletier, Seguin-L, Evesque, and Legault (2002), who examined first to twelfth-grade Canadian teachers. They found out when these teachers perceived pressure from above (e.g., because of an imposed curriculum or school standards), the less autonomous they were in their teaching. This lower autonomous orientation was shown to be correlated with more controlling teaching behavior. More fulfillment of the teachers' need for autonomy was associated with giving their students more freedom (Pelletier et al., 2002).

4.2 Stress and burnout in teaching profession

Teaching is a stressful occupation. In the situations that there is a task to do, and people feel they are not able to do it well, stress arises (Skaalvik & Skaalvik, 2017, 2020). On the

one hand, one should finish the task and on the other hand, he/she must manage the bad emotion during this time (Hobfoll, 2011). This stressful situation leads to increasing exhaustion. Long-term stress causes to decrease in the level of factors related to job satisfaction resulting in increased burnout and fatigue (Leiter et al., 2014; Saloviita & Pakarinen, 2021). Factors such as burnout and depression could impact teachers' mental health, leading to negative personal and work outcomes (Schonfeld & Bianchi, 2016; Skaalvik & Skaalvik, 2020; Zhao & Jeon, 2023). Burnout is a long-term effect that has different aspects (individual, organizational and institutional). People who work in human service jobs, are more likely to experience burnout in their job (Saloviita & Pakarinen, 2021). Especially in education context teachers may feel different kinds of stress in their jobs and experience burnout. The studies show that most teachers who are suffering from burnout in their job find it difficult to quit the job because there are difficulties in finding a decent job with a good salary and fitting geographic location (Skaalvik & Skaalvik, 2020). Because of Barriers like this, most teachers prefer to remain in their position despite suffering from burnout (Hughes, 2001; Burger et al., 2021; Skaalvik & Skaalvik, 2020). Moreover, when teachers feel burnout in their job, emotional exhaustion, and cynicism (or depersonalization) can influence their performances and develop negative emotion and cognitive perspectives about their achievements in work and life (Schaufeli, Bakker, & Van Rhenen, 2009; Zhao & Jeon, 2023). That influences themselves, the students, and the educational system (Hughes, 2001; Saloviita & Pakarinen, 2021). It brings the feeling of exhaustion from work and causes teachers to feel a mental distance from their work that has an impact on their performance and interaction with students and colleagues. It makes them feel negative about their performance and reduces their professional efficacy (Smetackova et al., 2019). Teachers show the highest levels of emotional exhaustion compared to other professions. This requires high priority attention because emotional exhaustion in teachers

can strongly impact their interaction with the student, their performance and mental health (Mérida-López & Extremera, 2017; Pozas et al., 2023). Studies show that burnout is associated with efficacy beliefs (Skaalvik & Skaalvik, 2011), perceived fairness at work (Kausto, Elo, Lipponen, & Elovainio, 2005), and school climate (Grayson & Alvarez, 2008; Saloviita & Pakarinen, 2021). The school environment is highly related to teachers' job satisfaction, for instance, the feeling of inequality and unfairness is related to increasing burnout and decreasing work engagement (Skaalvik & Skaalvik, 2020). Also, the factors such as the level of support from the school, discipline, teachers' level of autonomy, and freedom of choice about teaching methods, are associated with the level of burnout and satisfaction in their job (Capone et al., 2019; Santana-Monagas et al., 2022). According to the studies burnout in teachers is related with work engagement and job satisfaction and tendency to leave the job (Den Brok et al., 2017; Skaalvik & Skaalvik, 2020; Collie et al., 2018).

Skaalvik and Skaalvik (2011) studied the relationship between burnout and efficacy beliefs, external control, and strain factors in Norwegian teachers. The results showed that the two dimensions of burnout, emotional exhaustion, and cynicism, are related to school context variables such as discipline, teachers' feeling of having autonomy regarding the choice of teaching methods, teachers' feeling of emotional support from the school leadership, external control, and to self- efficacy. The study revealed a link between teacher self-efficacy and the teacher burnout (Skaalvik & Skaalvik, 2017; Prasojo et al., 2020; Saloviita & Pakarinen, 2021). There are many symptoms in common between burnout and depression. They are maladaptive reactions to stressful situations. Symptoms such as fatigue, withdrawal, lack of motivation, and problems involving in work can be seen when burnout or depression happens. Moreover, there is a significant relationship between burnout and depression in teachers (Bakker et al., 2000; Saloviita & Pakarinen, 2021).

Schonfeld and Bianchi (2016) found out the relationship between burnout and depression in teachers. These variables have some overlaps and mostly run from burnout to depression. This is shown in three studies and results explain that a high level of burnout can increase depression (Hakanen & Schaufeli, 2012; Pozas et al., 2023). Another study yielded that dimensions of burnout would mediate the relationship between psychosocial work environment variables and teacher's depression (Capone et al., 2019).

4.3 Teachers' job satisfaction and wellbeing during pandemic (Covid-19)

The unprecedented Covid-19 pandemic changed people's lives and brought difficulties for humanity globally. For workers in the field of education the pandemic meant dealing with new challenges. Teachers had to adjust to teaching remotely or in rotating schedules of partial attendance (Svicher et al., 2021). Where it was possible to maintain physical attendance safety measures had to be thought up and implemented. All these measures were put into practice without pre-existing plans. Whilst this experience demonstrated the flexibility of the workers in the field, this extra 'thinking on your feet' did pile extra pressure on an already overburdened sector. All these challenges in the teaching profession during the Covid-19 pandemic had an impact on the teacher's mental health and job satisfaction that should be considered (Chen, 2022). The covid-19 pandemic changed the shape of peoples' job Insecurity, instability and sudden changes in work context changed peoples' life condition (Svicher et al., 2021). The situation compelled all the teaching professionals to work from home and find different ways to teach children and of course this happened without being prepared. It changed people's lifestyle and working style: using online teaching instead of going to school. Many educational institutions changed their teaching ways and working style during the time this unpredictable time. For many decades teachers got involved in face-to-face teaching which is also called traditional teaching. Teaching

involves eye contact, direct discussion between teachers and students. Now, the situation made the teachers work from home that could be the future pedagogy. So, a big change happened in the process of wellbeing, the organization wellbeing, the workload wellbeing, and the student and teachers' interaction wellbeing. It is clear that all these changes bring significant amount of anxiety and stress, especially in such an unknown situation with people experiencing more stress (Jellis et al., 2021).

Study 1:

Validation of the Portuguese Version of the Work Volition Scale

Abstract

The Work Volition Scale (WVS, Duffy et al., 2012) was developed with the aim of providing a clear measurement instrument to assess the level of work volition. The aim of this study was to translate the Work Volition Scale into Portuguese (using translation and back-translation) and then evaluate its reliability and validity among working adults in Portugal. The participants were 332 working adults aged 22 to 74 (217 females and 115 males) recruited via email and social media from institutions and organizations in the Central region of Portugal. The results indicated that the Work Volition Scale has appropriate psychometric properties. Although the three-factor model, second-order model, and bifactor model produced good fit statistics, the bifactor model showed the best fit to data. Additionally, the scale demonstrated convergent and predictive validity supporting the study that the WVS and three subscales are linked with related variables (job satisfaction, decent work, vigor, dedication, absorption, exhaustion, cynicism, withdrawal intention, and life satisfaction scales). These findings suggest that the Work Volition Scale is a suitable instrument for future research in Portugal.

1. Introduction

Over the past few decades, vocational psychologists have focused on studying the factors involved in the occupation decision-making process. Several studies have been conducted to investigate how individuals choose their careers. The results suggest that psychological and environmental factors play a crucial role in the career choice process (Jadidian & Duffy, 2012).

"Volition is the ability of humans and other animals to start actions based on internal decisions and motivations" (Haggard & Lau, 2013, p. 285). Work volition refers to an individual's ability to overcome barriers and pursue an occupation they prefer (Duffy,

Diemer, Perry, Laurenzi, & Torrey, 2012). In today's interconnected world, with a fast-changing economy and advancements in technology, it has become harder for individuals to find and choose the right job that matches their interests and preferences. Many people don't feel the freedom to pursue their desired career path due to various personal and structural barriers that limit their choices (Blustein et al., 2023; Lan et al., 2022). The work volition concept is crucial in the Psychology of Working Framework (PWF; Blustein, 2006) which explains that social and economic constraints impact career decision-making process, which is important because work plays a vital role in meeting our basic survival needs, relatedness, and self-determination need. By meeting these needs, work can contribute significantly to finding greater purpose, fulfillment, and overall satisfaction in life (Blustein, 2006, 2023). The psychology of working Theory (PWT; Duffy et al., 2016) explains that economic and social constraints are related to decent work via work volition. In other words, work volition mediates the relationship between socioeconomic factors and decent work (Duffy et al., 2016, 2021; Autin et al., 2019). People with high levels of work volition can overcome barriers and attain a career that aligns with their preferences and requirements. These barriers include financial resources, immigration status, sexual orientation, race, disability, poverty, and gender can limit people from freely choosing an occupation (Blustein, Kenna, Gill, & Devoy, 2008; Duffy, Bott, Torrey, & Webster, 2013, Duffy, 2021).

2. Theoretical background

The Psychology of Working Theory (PWT, Duffy et al., 2016) explains that contextual and psychological factors affect access to decent work. According to PWT, individuals with high levels of career adaptability and work volition are better equipped to overcome these barriers and access secure decent work which helps them meet their survival and psychological needs and feel satisfied with their life and job (Douglass, Velez, Conlin, Duffy, & England, 2017; Blustein et al., 2023). The WV scale (Duffy et al., 2012),

encompasses three components. The first component is Volition, which measures people's confidence in finding or switching jobs. The second component is Financial Constraints, which assesses an individual's perception of the financial barriers that hinder their ability to obtain better employment. The third component is Structural Constraints, which examines an individual's perception of societal or labor market factors that influence their career decision-making process. This tool is especially useful during economic crises (Cheung, Wu, & Yeung, 2016; Duffy et al., 2023).

Studies on work volition indicate that individuals who overcome barriers to attain a career they like, tend to be more satisfied than those who are compelled to work just to resolve financial issues (Mohanty & Aamir, 2018; Kenny, Blustein, Liang, Klein, & Etchie, 2019). Moreover, it is assumed that more constraints make people feel less volitional during their career decision-making process (Duffy, Bott, Allan, & Autin, 2014; Duffy & Dik, 2009). De Cuyper and De Witte (2008) demonstrated how work volition impacts decision-making in temporary employment. Recent studies show that there is a positive relationship between social status and career adaptability with work volition (Duffy et al., 2012; Tokar & Kaut, 2018). Other studies explain the positive relationship of work volition with positive affect, core self-evaluations, person-environment fit, work meaning, and job satisfaction among employed people (Duffy et al., 2015, 2013). According to Jadidian and Duffy (2012), between students, work volition is the moderator variable in the relationship between career self-efficacy and academic satisfaction. Their research indicated that an individual's level of work volition can impact their satisfaction with academic performance. The level of work volition also affects the relationship between self-efficacy and academic satisfaction. Moreover, another study demonstrated that work volition mediates the relationship between a supportive work environment and job satisfaction. More studies

explain that work volition is positively correlated to life satisfaction, optimism, job search self-efficacy, and job search support (Duffy et al., 2013).

Given the fact that the level of precariat work, low paid work, and unemployment in Portugal has increased over the past few decades, obtaining decent work has become challenging. This process is more exhausting for those in socially excluded groups, such as the homeless, immigrants, and individuals with disabilities or minor sexual orientations. (Ferreira et al., 2019). In this context, conducting work-related studies is necessary, and measuring factors such as work volition would be crucial for future research that can impact decent work in Portugal. The essential step is to have dependable instruments.

3. Method

3.1 Participants

The participants included 332 working adults (217 females and 115 males) in Portugal between the ages of 22 and 74 (M=44.7, SD=10.82) who were selected via email and social media from institutions and organizations located in the Central region of Portugal. Table 1 presents the participants' demographic characteristics.

Table 1
Demographic features of participants

Qualification	n	%	Self-reported social class	n	%
Less than high school	23	6.9	lower class	17	4.9
High school diploma	46	13.9	low middle class	95	28.6
3-year college degree	11	3.3	middle class	184	55.4
5-year college degree	157	47.3	upper middle class	35	10.5
Master's degree	68	20.5	and upper class	1	0.3
Ph.D. degree	27	8.1			
Employment status	n	%	Job experience	n	%
Employed full-time	284	85.5	less than a year	40	11
Employed part-time	6	1.8	from 1 to 5 years	52	15.7
Self-employed full-time	30	9	6 to 10 years	41	12.3
Self-employed part-time	6	1.8	11 to 15 years	30	9
other	6	1.8	>15 years	169	50

Table 1 presents the demographic features of the participants in the study. It provides information on the participants' qualifications, self-reported social class, employment status, and job experience. Regarding the qualifications, less than high school (n = 23, 6.9% of the total), high school diploma (n = 46, 13.9%), 3-year college degree (n = 11, 3.3%), 5-year college degree (n = 157, 47.3%), master's degree (n = 68, 20.5%), and Ph.D. degree (n = 27, 8.1%). The social class categories mentioned in the table are lower class (n = 17, 4.9%), low middle-class (n = 95, 28.6%), middle-class (n = 184, 55.4%), upper middle-class (n = 35, 10.5%), upper-class (n = 1, 0.3%). The employment status categories as employed full-time (n = 284, 85.5%), employed part-time (n = 6, 1.8%), self-employed full-time (n = 30, 9%), self-employed part-time (n = 6, 1.8%), and other (n = 6, 1.8%). Moreover, the table also provides information on the job experience of the participants. Less than a year (n = 40, 11%), 1 to 5 years (n = 52, 15.7%), 6 to 10 years (n = 41, 12.3%), 11 to 15 years (n = 30, 9%), and more than 15 years of working experience (n = 169, 50%).

3.2 Procedure

After obtaining approval from the Institutional Review Board (IRB) at the University of Coimbra, a web-based page was created with an online link. This page contained both an informed consent form and the survey, along with instructions. Participants were notified of the time it takes to fill in the survey and were thanked for their participation, although no compensation was provided for completing the survey. All questionnaires used in the study were written in Portuguese. To expand the sample size and account for the possibility that certain working adults might lack internet access or find online surveys inconvenient, a paper-pencil version of the survey was also made available.

3.3 Instruments

The instruments which were used in this study were the work volition scale (WVS), job satisfaction, life satisfaction, decent work, work engagement, withdrawal intentions and burnout.

Work Volition Scale (WVS)

According to Duffy and his colleges (2012), work volition can be defined as "the perceived capacity to make occupational choices despite constraints" (P. 401). The work volition scale includes 13 items with three subscales: volition (4 items) for example "I can do the kind of work I want, despite external barriers," financial constraints (5 items) like "when looking for job, I will take whatever I can get," and structural constraints (4 items), for instance "I feel able to change the job if I want to". This scale is a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). This scale has shown good internal consistency reliability and correlates with related scales such as core self-evaluations, career barriers, work locus of control, and job satisfaction (Duffy et al., 2012). To develop a Portuguese version of the WVS, experts in career psychology carried out a translation and back-translation process with the original survey (Duffy et al., 2012). The scales within the survey were first translated into Portuguese and then translated back into English. These translations were carefully examined and assessed to ensure accuracy and cultural relevance within the Portuguese language and culture. This rigorous evaluation process aimed to maintain the integrity and appropriateness of the survey in its adapted Portuguese version. In the original version, the total WVS scale had an internal consistency of .86 and the three subscales had Cronbach's estimates of .78 (Volition), .81 (Financial Constraints), and .70 (Structural Constraints) (Duffy et al., 2012). In current study, the Cronbach coefficient for each subscale was .63, .80, and .74, respectively.

Decent Work Scale (DWS)

Decent work was assessed by using the 15-item Decent Work Scale (DWS; Duffy et al., 2017). This scale includes five subscales: (a) safety working environments, for example, "I feel physically safe interacting with people at work"; (b) appropriate health care, "I have a good healthcare plan at work"; (c) adequate compensation "I am not properly paid for my work"; (d) free time "I have no time to rest during the work" and (e) values "The values of my organization match my family values". The DWS is a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The internal consistency reliability of Portuguese version for total score .81 and for each dimension it was 0.80 (the safe condition), .94 (access to healthcare), .83 (adequate compensation), .85 (free time), and .92 (values).

Job Satisfaction Scale

Judge, Locke, Durham, and Kluger (1998) developed this scale which have five items to show the level of people's satisfaction with their jobs. This scale is a 7-point Likert from 1 (strongly disagree) to 7 (strongly agree). For instance, "I consider my job rather unpleasant". Duffy, Bott, Allan, Torrey, and Dik (2012) reported .92 for the internal consistency reliability of the scale. In the current study, internal consistency reliability was .86.

Withdrawal Intentions Scale

This scale was developed by Blau (1985), includes three items to assess the level of individuals' intention to withdraw from their works. The items are "I am thinking about leaving my current occupation", "I intend to stay in my current occupation for some time" and "I am actively searching for an alternative to my occupation". Blau reported a test-retest

reliability of .60. Duffy et al. (2017) reported 0.89 for internal consistency and in the current study, the value was .78.

Exhaustion and Cynicism of the MBI–General Survey (MBI-GS)

We used two subscales of the Portuguese version of the MBI-GS (MBI-GS; Schaufeli, Leiter, Maslach, & Jackson, 1996; Chambel et al., 2015). A sample item for the Exhaustion subscale is" I feel exhausted in my work" and for Cynicism "I lost enthusiasm to my job". Item are scored in a 7-point scale ranging from never (1) to every day (7). In the current study, internal consistencies were .92 for Exhaustion and .79 for Cynicism.

Utrecht Work Engagement Scale (UWES)

Work engagement was measured with a Portuguese version of the Utrecht Work Engagement Scale (UWES; Schaufeli, Bakker, & Salanova, 2006; Chambel, Castanheira, Oliveira-Cruz, & Lopes, 2015). Work engagement scale encompasses three components of vigor, dedication, and absorption. The sample items are "In my job, I feel full of energy", or "My work inspires me", and "I forget to rest when I am working". This scale is a 7-point scale ranging from never (1) to every day (7). In the current study internal consistency reliability for each dimension was .89 (Vigor), .90 (Dedication), and .65 (Absorption).

Satisfaction with Life Scale (SWLS)

The Satisfaction with Life Scale (SWLS) developed by Pavot and Diener (1993) was used in this study to measure individuals' overall life satisfaction. The SWLS consists of five items, rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Example items include "In am satisfied with my life." The internal consistency reliability of the SWLS in this study was .90.

4. Results

Model testing

To examine the factor structure of the Work Volition Scale (WV), three different models of confirmatory factor analysis (CFA) were used: (1) a 3-factor model incorporating the three factors of work volition, (2) a second-order model, and (3) a bifactor model with three factors plus a general factor that loads on all items.

3-Factor model

VWS items were allowed to load on their predicted factor and constrained to zero on the remaining factors. The model was identified by fixing the factor variances to unity. Using the criteria for evaluating goodness of fit suggested by Hu & Bentler (1999), the value of RMSEA is less than .08, and CFI and TLI are equal or more than .90 which shows a good fit in the model. The 3-factor model fits the data remarkably well ($\chi^2(62) = 135.15$, p < .001, CFI = .91, TLI = .89, RMSEA = .06 [0.049 0.078], SRMR = .06). These amounts in 3-Factor model are very similar to second order model.

Second-order model

The second-order model was defined by allowing the correlations among the 3 first-order factors to be explained by a second-order factor of work volition. By standard criteria the 2nd order model also fits the data reasonably well, $\chi^2 (62) = 135.14$, p < .001,

CFI = .91, TLI = .89, RMSEA = .06, and SRMR = .06, but the 2nd order model has a significantly worse fit to the data than the 3-factor model and bifactor model.

Bifactor model

In addition to estimating the loading of each indicator on its designated specific factor, the bifactor model simultaneously regressed each indicator onto general work volition

(Ferreira et al., 2019). The bifactor model shows the best fit in this study, $\chi^2 (52) = 68.95$, $p < .001$, CFI = .98, TLI = .97, RMSEA = .03, SRMR = .03. The remaining criteria for the structural equation models (SEM) are quite similar across the two models. In the current sample, the correlated 3-factor CFA model fits the data well, almost as well as the more complex bifactor model. However, to explore how much a bifactor model might contribute to the conceptual understanding of the construct of work volition, further examination of the characteristics of the bifactor model is required (Figure 2).

Figure 2

Bifactor CFA model of the work volition items
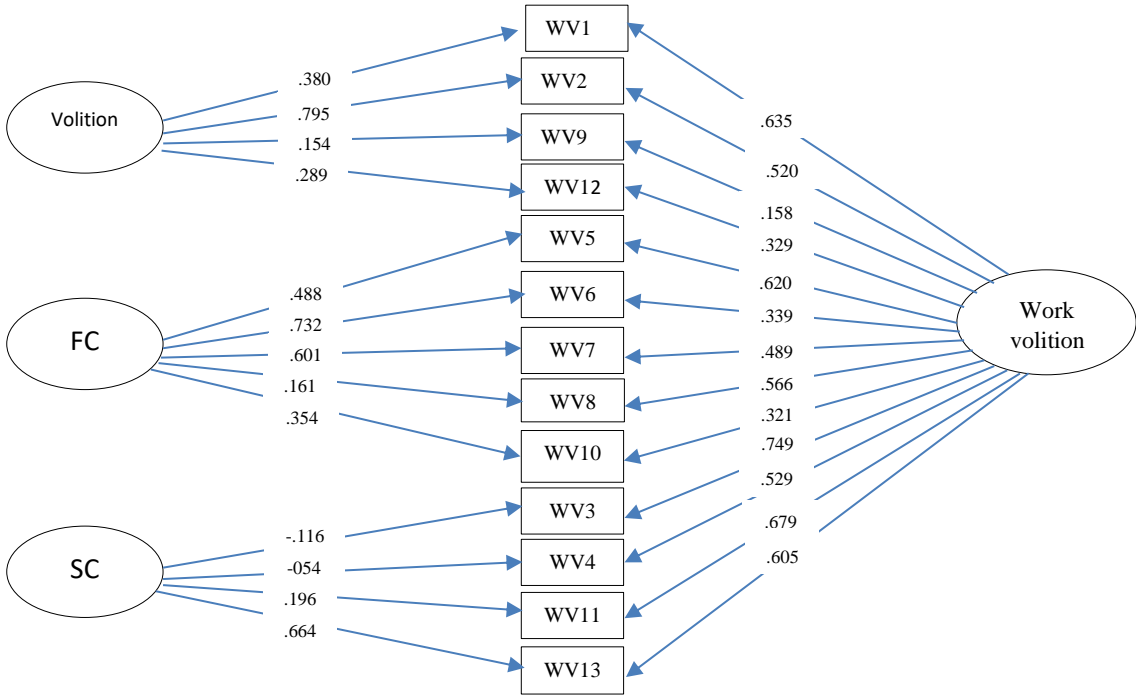
Note. Factors loadings are standardized. All the loading amounts are significant at *p < .01*

Convergent validity

For examining convergent validity, we measured the correlation between WVS subscales and total score with decent work total score, work engagement subscales (vigor, dedication, and absorption), withdrawal, burnout subscales (exhaustion and cynicism), job satisfaction and life satisfaction (table2). The expectation was positive relation to decent work, work engagement, job satisfaction and life satisfaction, and negative relation to withdrawal and burnout. As can be seen in table 2, the work volition scale is positively related to decent work ($r = .37$), work engagements components, vigor ($r = .41$), dedication ($r = .49$), and absorption ($r = .32$). Also, the table shows the positive relationship with life satisfaction ($r =.52$) and job satisfaction ($r = .45$). As we expected WVS is negatively associated with exhaustion ($r = -.41$), cynicism ($r = -.46$) and withdrawal ($r = -.40$). With the subscales all the correlations are also significant. Moreover, all subscales are strongly correlated to the total WV score ($r = .74$, $r = .84$ and $r = .83$).

Table 2
Means, Standards, and correlations of Work volition subscales, total scales, and validity scales

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Work Voltion	-												
2. Volition	.74**	-											
3. FC	.83**	.40**	-										
4. SC	.84**	.48**	.54**	-									
5. Decent work	.37**	.38**	.24**	.30**	-								
6. Vigor	.41**	.41**	.25**	.35**	.48**	-							
7. Dedication	.49**	.44**	.34**	.42**	.43**	.85**	-						
8. Absorption	.32**	.35**	.20**	.26**	.27**	.72**	.73**	-					
9. Withdrawal	- .40**	- .30**	- .28**	- .40**	- .39**	- .52**	- .52**	- .36**	-				
10. Exhaustion	- .41**	-.37**	- .32**	- .31**	- .51**	- .47**	- .38**	- .16*	.40**	-			
11. Cynicism	- .46**	- .37**	- .35**	- .39**	- .40**	-.57**	- .66**	- .38**	.50**	.58**	-		
12. Job satisfaction	.45**	.43**	.28**	.40**	.53**	.69**	.73**	.55**	- .69**	- .51**	- .63**	-	
13. Life satisfaction	.52**	.45**	.40**	.42**	.44**	.40**	.43**	.21**	- .30**	- .32**	- .32**	.40**	-
M	61.45	16.47	26.43	18.53	62.26	16.44	16.49	16.09	6.16	18.17	13.52	25.44	17.62
SD	13.97	4.97	6.51	5.76	14.60	3.86	4.19	3.62	3.26	8.02	6.64	6.85	4.88

*$p< .05$ ** $p < .01$

Predictive validity

To further examine predictive validity of WVS, we examined the predictive ability of three components of the work volition on total score of the work volition, decent work, job satisfaction, withdrawal intentions, life satisfaction, engagement vigor, engagement dedication, engagement absorption, burnout exhaustion, and burnout cynicism (table 3).

Table 3
Regression analysis of work volition subscales predicting work related variables

Decent work $R = .41$ $R^2 = .17$					
Subscales		B	β	SE B	95% CI
Volition		.88	.30	.17	.54,1.21
FC		.14	.06	.13	-.12, .42
SC		.30	.12	.16	-.01, .61

Job satisfaction $R = .48$ $R^2 = .24$					Life Satisfaction $R = .53$ $R^2 = .28$				
Subscales	B	β	SE B	95% CI	Subscales	B	β	SE B	95% CI
Volition	.41	*.30*	.07	.26, .56	Volition	.27	.27	.05	.16, .38
FC	*.04*	.04	.06	-.07, .16	FC	.14	.18	.04	.05, .22
SC	.27	.23	.07	.13, .42	SC	.15	.18	.05	.05, .25

Withdrawal $R = .42$ $R^2 = .18$					Vigor $R = .45$ $R^2 = .20$				
Subscales	B	β	SE B	95% CI	Subscales	B	β	SE B	95% CI
Volition	-.08	-.12	.03	-.15, -.06	Volition	.24	.31	.04	.15, .33
FC	-.03	-.06	.03	-.09, .02	FC	.03	.02	.03	-.05, .08
SC	-.17	-.31	.03	-.24, -.10	SC	.12	.19	.04	.04, .21

Dedication $R = .52$ $R^2 = .26$					Absorption $R = .36$ $R^2 = .13$				
Subscales	B	β	SE B	95% CI	Subscales	B	β	SE B	95% CI
Volition	.24	.29	.04	.15, .33	Volition	.20	.28	.04	.12, .29
FC	.06	.09	.03	-.01, .13	FC	.00	.00	.03	-.06, .07
SC	.16	.23	.04	.08, .25	SC	.07	.12	.04	-.003, .15

Exhaustion $R = .42$ $R^2 = .18$					Cynicism $R = .46$ $R^2 = .21$				
Subscales	B	β	SE B	95% CI	Subscales	B	β	SE B	95% CI
Volition	-.41	-.25	.09	-.60, -.22	Volition	-.28	-.21	.07	-.43, -.13
FC	-.21	-.17	.07	-.36, -.06	FC	-.15	-.14	.06	-.27, -.30
SC	-.12	-.08	.08	-.29, .05	SC	-.23	-.21	.07	-.38, -.09

As it is shown in Table 3, the subscales of work volition explained between 13% and 28% of the variance in the outcome variables. All three components of work volition (Volition, financial constraints, and structural constraint) predict life satisfaction positively. Volition and structural constraints predict job satisfaction positively as well as work engagement components. In addition, volition and structural constraints predict withdrawal intentions negatively. Moreover, all three components of work volition predict burnout cynicism negatively and volition and financial constraints negatively predict exhaustion.

5. Discussion

The purpose of this study was to establish the Portuguese version of the work volition scale (WVS; Duffy et al., 2016) in Portugal with working adult people. This scale has three components: volition, financial constraints, and structural constraints. First, the original version of WVS was translated to Portuguese and then the psychometric features of the Portuguese version were tested. The results of factor analysis showed that bifactor model was the best fit to the data. For assessing the factor structure, three measurement models were used: three-factor model, second-order model, and bifactor model. All the models fit well, and the results were rather similar, but the bifactor model showed the best fit for the scale. CFI = .98, TLI = .97, RMSEA = .03, SRMR = .03. This result is consistent with the original research (Duffy et al., 2012) and the research conducted in China (Lan et al., 2022)

For predictive validity, we examined the predictive ability of the WV subscales and total scores of job satisfaction life satisfaction, decent work, work engagement, burn out, and withdrawal intentions. All three components of work volition predict work engagement and life satisfaction positively. The relationship of work volition with life and job satisfaction is also shown in other studies (e.g., Duffy et al., 2016; Masdonati et al., 2019).

Two components of volition and structural constraints predict job satisfaction (positively) and withdrawal intentions (negatively). In addition, all three components of work volition significantly predict burnout cynicism and only volition and financial constraints predict exhaustion. Work volition plays a crucial role in Psychology of Working Theory. It predicts work related outcomes such as job satisfaction, life satisfaction and work engagement. Concerning these years with high number of unemployment in Portugal, economic crisis and growing job instability, doing effective interventions to improve individuals' work volition helps people increase their satisfaction with life and job fulfillment (Van Horn, 2014; Nam & Kim, 2019).

5.1 Implications for practice

Portugal passed a big economic crisis, the number of unemployment increased dramatically and consequently, the level of poverty, social exclusion and mental problems increased. Today, a sharp decline can be seen in the amount of unemployment. According to OECD, in August 2023 the unemployment rate was 5.1% and youth (15-24 years old) unemployment rate was 20.3%. The new data shows that there are more jobs created, but still with low wages and precarious contracts. Considering all these barriers, it is very important to study the factors that can help people to attain a decent work and live with a high level of well-being (Ferreira et al, 2019). work volition is a dynamic factor that psychologist can do interventions to help individuals cope better with the tough situation in the work contexts and access to decent work and consequently increase satisfaction and wellbeing in the society (Duffy et al., 2012).

5.2 Limitation and future studies

One limitation of this study is that the study was conducted on working people in Portugal with mostly high qualifications. The findings may not be applicable to other populations.

It is recommended for future studies to consider including participants from excluded groups such as migrants, low education people, unemployed people, and people with disability or senior workers.

According to the results, the instrument seems to be reliable. However, in one component (volition), the Cronbach alpha was lower than the suggested .70 threshold. Internal consistency for the components was volition = .63, Financial constraint = .80, structural constraints = .70. Noticing the original scale (Duffy et al., 2012), we can see this diversity of Cronbach coefficients in different samples, that can be seen in one study two subscales showed less than .70 threshold, but in another study with more diverse sample differs (volition = .78), (Financial constraint = .81), (structural constraints = .70). The reason can be because the scale is more internally consistent with participants with more diversity (Duffy et al., 2012). So, future studies should consider this.

Moreover, this study was quantitative. Some qualitative studies might add great value to this study by concentrating on the process and subjective experiences (Masdonati et al., 2019). It is recommended for future studies to do some qualitative research. By incorporating qualitative research and quantitative research, we can gain deeper insights into the cultural and contextual factors that influence the quantitative data, helping researchers to explore the complexities, and rich details that may not be captured through quantitative measures, contributing towards a deeper understanding of work volition.

English and Portuguese items of Work Volition Scale

Work Volition Scale	Escala de Volição de Trabalho
1. I've been able to choose the jobs I have wanted.	1. Tenho conseguido escolher o trabalho que sempre quis.
2. I can do the kind of work I want, despite external barriers.	2. Posso fazer o tipo de trabalho que quero, independentemente dos obstáculos que encontrar.
3. The current state of the economy prevents me from working in the job I want (r).	3. A atual conjuntura económica impede-me de trabalhar no que quero.
4. The jobs I would like to pursue don't exist in my area (r).	4. O trabalho que gostaria de encontrar não existe na minha área.
5. Due to my financial situation, I need to take any job I can find (r).	5. Perante a minha situação financeira tenho que aceitar qualquer trabalho que consiga encontrar.
6. When looking for work, I'll take whatever I can get (r).	6. Quando procuro trabalho aceito qualquer coisa que me apareça.
7. In order to provide for my family, I often have to take jobs I do not enjoy (r).	7. Para sustentar a minha família, muitas vezes tenho que aceitar trabalhos que não gosto.
8. I don't like my job, but it would be impossible for me to find a new one (r).	8. Não gosto do meu trabalho, mas seria impossível para mim encontrar outro.
9. I feel able to change jobs if I want to.	9. Se quisesse conseguia mudar de trabalho.
10. The only thing that matters in choosing a job is to make ends meet (r).	10. A única coisa que interessa na escolha de um trabalho é que permita suportar as despesas.
11. I feel that outside forces have really limited my work and career options (r).	11. Sinto que as minhas opções de trabalho e de carreira foram limitadas por fatores externos.
12. I feel total control over my job choices.	12. Sinto controlo total sobre as minhas escolhas de trabalho.
13. Negative factors outside my personal control had a large impact on my current career choice (r).	13. Fatores negativos fora do meu controle pessoal tiveram um impacto grande na minha escolha de carreira.

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Study 2:

Examining the Relationship between Economic Constraints and Decent Work, with the Mediating Role of Work Volition and Career Adaptability among Portuguese Teachers

Abstract

The aim of this study was to apply the Psychology of Working Theory (PWT, Duffy et al., 2016) to examine the relationship between economic constraints and decent work among teachers in Portugal. For this study, 223 teachers in Portugal answered our questionnaires via an online survey. The structural equation model (SEM) results revealed that economic constraints directly and partially indirectly through work volition predict decent work. The findings support the mediating role of work volition in this model among teachers in Portugal. The findings indicate that economic limitations can play a substantial role in affecting teachers' ability to secure decent work, directly influencing their willingness to work. By prioritizing and strengthening the notion of work volition within the teaching profession, we can actively assist educators in overcoming economic challenges and gaining improved access to favorable employment conditions.

Keywords: Psychology of working theory, decent work, work volition, career adaptability, Portuguese teachers

1. Introduction

The significance of the education system in advancing society cannot be overstated. Educating young individuals, guiding them toward personal growth, and realizing their potential profoundly impact cultivating a thriving society (Pozas et al., 2023). However, educators face a highly challenging framework in today's complex world. Their role involves equipping students with a broad range of knowledge and skills to adapt and make good decisions (Organization for Economic Co-operation and Development, 2009). Factors such as burnout and depression impact teachers' mental health and lead to negative personal and work outcomes (Schonfeld & Bianchi, 2016; Saloviita & Pakarinen, 2021). While many teachers experiencing burnout may wish to leave their profession, they often remain in their roles due to various constraints. Barriers such as limited opportunities to find decent work

alternatives, economic status and geographical restrictions can make them stay in their unpleasant job. These barriers often compel many teachers to endure the consequences of burnout and continue in their current positions (Hughes, 2001). In this thesis, we applied psychology of working theory to examine economic constraints as a predictor of decent work among teachers. Moreover, the role of psychological factors such as work volition and career adaptability was examined in this relationship.

2. Theoretical background

Gaining suitable and stable employment has emerged as a significant obstacle in the current labor market. The nature of work is being transformed due to technological advancements and digitalization (Masdonati et al., 2019). Consequently, factors such as unemployment, insufficient employment opportunities, and income disparities can lead to social exclusion and access to decent work becomes even more difficult. The Psychology of Working Theory (PWT, Duffy et al., 2016) focuses on the contextual, economic, and psychological factors that influence career development and attaining decent work. The International Labor Organization (ILO, 2013; 2022) defines decent work using five key elements: a) ensuring physical and interpersonal safety, b) providing sufficient time for rest and leisure, c) promoting organizational values that respect family and social norms, d) offering fair compensation, and e) granting access to adequate healthcare (Ferreira et al., 2019; Blustein et al., 2023). PWT explains that contextual factors such as economic constraints and social status impact accessing decent work via psychological factors such as work volition and career adaptability. Decent work influences people's job satisfaction and well-being through psychological needs satisfaction (Duffy et al., 2016, 2021).

Mediating role of work volition and career adaptability in PWT

PWT suggests that psychological factors play a role in the pathway to decent work. The PWT model explains that two psychological factors, work volition and career adaptability

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mediate the relationship between economic constraints with decent work (Blustein et al., 2023; Duffy et al., 2021, 2023). Work volition refers to the ability to make career choices despite existing limitations, encompassing financial and structural barriers. Work volition has three dimensions: volition, financial constraints, and structural constraints. Examining PWT with the volition dimension is the best choice to assess the perception of career choice to find decent work (Duffy et al., 2021). Therefore, to align with past studies (such as Duffy et al., 2017, 2023; Tokar & Kaut, 2018; Wang et al., 2019), we just used the volition facet in the current study. Another mediator in PWT is career adaptability which represents an ability to effectively cope with job-related challenges, adapt to the situation, and solve problems in the workplace. Career adaptability includes four dimensions: concern, control, curiosity, and confidence. PWT explains that increasing work volition and career adaptability helps individuals overcome economic constraints better and gain access to decent work (Douglass et al., 2023; Tokar& Kaut, 2018; Duffy et al., 2021).

The present study

The aim of this study was to examine the PWT among teachers in Portugal. In this process, the direct effect of economic constraints on decent work facets, and the indirect effect of economic constraints via work volition and career adaptability was examined.

3. Method

3.1 Participants

In this study, 223 teachers, 197 (88.3%) female and 26 (11.7%) participated. Participants (teachers) were between 24 and 64 years old with an average of 45 years old. They were selected from schools in Portugal. Firstly, they were asked for some demographic information such as gender, age, economic status, and educational level (Table 4).

Table 4

Demographic information of the participants, gender, profession, Type of contract, qualification

	N	%
Gender		
Female	197	88.3
Male	26	11.7
Total	223	100.0
Profession		
Kindergarten educator	13	5.8
Teacher of the first cycle	86	38.6
Teacher of the second cycle	37	16.6
Teacher of the third cycle	66	29.6
Other	21	9.4
Type of contract		
Final nomination board	113	50.7
Pedagogical zone board	49	22.2
Contractor	45	22.0
Other	16	7.2
Qualification		
Bachelor's degree	15	6.7
License degree	156	70.0
Master's degree	56	23.3

Of the 223 teachers that answered the survey, 5.8% (N = 13) were kindergarten educators, 38.6% (N = 86) were teacher of the first cycle, 16.6% (N = 37) were teacher of the second cycle, 29.6% (N = 66) teacher of third cycle, and 9.4% (N = 21) others such as teacher of specialized artistic teaching (1st, 2nd and 3rd cycles), special education teacher, teacher of specialized English teaching, and trainer. Participant's experience of work was between 1 to 43 years. The type of collaboration according to Portuguese roles, divided into final nomination board 50.7% (N = 113), pedagogical zone framework 22.2% (N = 49), Hired 22% (N = 45), and other types 7.2% (N = 16).

3.2 Instruments

Social status: According to Duffy et al. (2016), social status as a representative of economic resources will measure two subjective items. The first item measures current social class by asking "How would you describe your current social class?" This item used a 5-point Likert-type scale ranging from 1 (lower class) to 5 (upper class).

The MacArthur scale of subjective social status: (Adler, Epel, Castellazzo, & Ickovics, 2000) is the second item with a 1 (bottom rung) to 10 (top rung) scale, which includes a picture of a ladder as well as this instruction: "Think of this ladder as representing where people stand in our society. At the top of the ladder are the people who are the best off, those who have the most money, the most education, and the best jobs. At the bottom are the people who are the worst off, those who have the least money, least education, and worst jobs or no job." People will be asked where in this ladder would place themselves on this ladder.

Economic Constraints Scale: The 5-item Economic Constraints Scale (ECS; Duffy et al., 2019) was used to measure perceived economic constraints. It was developed to measure the limited economic resources (e.g., household income, family wealth) which represent a critical barrier to securing decent work (Duffy et al., 2020). This seven-point Likert scale ranges from Strongly Disagree to Strongly Agree. The questions are like these examples: "For as long as I can remember, I have had very limited economic or financial resources" and "Throughout most of my life, I have struggled financially". In this study, internal consistency reliability was 0.95.

Work Volition Scale: The 13-item work volition scale (WVS; Duffy et al., 2012) is to assess participants' perceptions of their ability to make vocational choices despite constraints. Sample items include "I've been able to choose the jobs I wanted", "Due to the financial situation, I need to take any job I can find", and "I feel that outside forces have

really limited my work and career options". It has a 7- point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Duffy et al. (2012) found that WVS correlates the expected directions with work locus of control, job satisfaction, and discrimination and found the volition subscale scores to have an internal consistency reliability of .78. Douglas et al. (2017) report reliability of .85 in their research. We translated this scale to Portuguese, after examining all the psychometric features, it was ready to use. In current study we used the Portuguese version of the scale (Ferreira, Haase, Santos, Rabaça, Figueiredo, Hemami & Almeida, 2019). In this study, internal consistency reliability was 0.80.

Career Adaptability Scale: The 24-item Career Adapt-Abilities scale (CAAS; Savickas & Porfeli, 2012). We used the Portuguese version (Duarte et al., 2012), which has 28 item and like the original CAAS uses a 5-point Likert-type scale ranging from 1 (not strong) to 5 (strongest) and includes four subscales: Concern, Control, Curiosity, and Confidence. Sample items include "Realizing that today's', choices shape my future", "Counting on myself" "Observing different ways of doing things", and "Performing tasks efficiently". Savickas & Profeli reported the total scale scores to have internal consistency reliability of .92. Responses to the CAAS have demonstrated support for reliability and validity across 13 countries (Savickas & Porfeli, 2012). Douglas et al. (2012) reported internal consistency for a total score of .91 and Duarte et al. (2012) reported the internal consistency reliability of .90. In the current study, the internal consistency reliability was .95.

Decent Work Scale: Decent work was assessed by using the 15-item Decent Work Scale (DWS; Duffy et al., 2017). We used the Portuguese version of the scale (Ferreira, Haase, Santos, Rabaça, Figueiredo, Hemami & Almeida, 2019). This scale includes five subscales addressing different dimensions of decent work: (a) interpersonally and physically safe working environments, for example, "I feel physically safe interacting with people at work"; (b) access to adequate health care, "I get good healthcare benefit from my job"; (c) adequate

compensation, "I am not properly paid for my work"; (d) adequate rest and free time, "I have no time to rest during the work" and (e) organizational values that are in complement with family and social values, "The values of my organization match my family values". The DWS is a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Ferreira et al., (2019) reported the internal consistency reliability of the Portuguese version for total score 0.81 and for each dimension it was 0.80 (the safe condition), 0.94 (access to healthcare), 0.83 (adequate compensation), 0.85 (free time and rest), and 0.92 (complementary values). In the current study the total score reliability for DWS was 0.82 and for each dimension it was 0.84 (safety), 0.94 (access to healthcare), 0.79 (adequate compensation), 0.87 (free time and rest), and 0.91 (complementary values).

3.3 Procedure

For this thesis, we should have had all the questionnaires in Portuguese. Some questionnaires (work volition and decent work) were only in English, so we translated them to Portuguese and measured the psychometric parameters. After the ethical committee of University of Coimbra confirmed the survey, the digital version was prepared in LimeSurvey. Because this study was done during the pandemic (Covid-19), we did not have paper base versions of questionnaires and we only made them available online.

After participants answered the questionnaires, the data was analyzed through descriptive and inferential statistics. SPSS was used for descriptive statistics and multiple hierarchical regression models. Mplus was used for examining structural equation models (SEM).

4. Results

Preliminary analysis

We used the IBM SPSS 27.0 for conducting preliminary analyses. In this study, no missing values were present in the data because the survey was online, and participants could submit their answers only when they answered all the questions. The data does not contain any outlier. We examined skewness and kurtosis, and all scales were normal. Table 5 shows the mean, standard deviation, and correlation of the variables (Social status, economic constraints, work volition, career adaptability, and decent work).

Table 5

Means Standard Deviations, and correlations among study variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Social status	-																
2. Economic constraints	-.47**	-															
3. Work volition total	-.05	-.35**	-														
4. Volition	.33**	-.22**	.08	-													
5. Financial constraints	.25**	-.40**	-.80**	.38**	-												
6. Structural constraints	.08	-.34**	-.79**	.26**	.53**	-											
7. Career adaptability total	-.02	-.04	-.20**	.15*	.23**	.21**	-										
8. Concern	.02	.05	-.08	.06	.15*	.01	.77**	-									
9. Control	-.02	-.10	-.21**	.12	.21**	.22**	.90**	.60**	-								
10. Curiosity	.07	-.06	-.14*	.19**	.23**	.15*	.84**	.59**	.70**	-							
11. Confidence	.01	-.01	-.23**	.09	.19**	.26**	.91**	.60**	.80**	.66**							
12. Decent work total	.30**	-.20**	-.20**	.30**	.36**	.19**	.06	.08	.04	.14**	-.02						
13. Physical safety	.25**	-.25**	-.26**	.40**	.43**	.29**	.27**	.16*	.26**	.29**	.21**	.71**					
14. Healthcare	.24**	-.10	-.01	.05	.07	-0.1	-.13*	-.01	-.11	-.06	-.22**	.70**	.21**				
15. Compensation	.15*	-.21**	.05	.02	.08	.02	-.09	-.12	-.07	-.03	-.10	-.05	-.038	.20**			
16. Free time	.18**	-.24**	.09	.31**	.13*	-.06	.07	-.01	.07	.22**	-.02	.12	.13**	.01	.32**		
17. Values	.12	-.10	-.13	.30**	.32**	.12	.01	.01	-.03	.12	-.08	.69**	.46**	.20**	-.07	.34**	-
M	7.81	21.40	46.87	16.63	24.48	17.17	107.35	21.75	23.66	22.09	23.46	68.08	15.30	11.14	5.87	8.08	13.10
SD	1.57	6.93	9.93	4.46	6.28	5.09	15.26	3.66	3.20	4.23	4.15	10.33	4.32	5.12	3.39	4.55	4.57

** $p < 0.01$ * $p < 0.05$

As Table 5 shows, economic constraints negatively correlate decent work and work volition: decent work total (r = -.20, $p < .01$), physical safety (r = -.25, $p < .01$), compensation(r = -.21, $p < .01$), free time (r = -.24, $p < .01$), volition (r = -.22, $p < .01$),

financial constraints (r = -.40, $p < .01$), structural constraints (r = -.34, $p < .01$), and work volition total (r = -.35, $p < .01$). Between career adaptability and economic constraints, there was no significant relationship. Social status is significantly related to decent work total (r = .30, $p < .01$), physical safety (r = .25, $p < .01$), compensation (r =.15, $p < .05$), healthcare (r = .24, $p < .01$), and free time (r =.18, $p < .01$). Also, social status is positively related to volition (r =.33, $p < .01$), and financial construction (r = .25, $p < .01$). Between decent work and work volition components there is a positive correlation: volition (r = .30, $p < .01$), financial construction (r = .36, $p < .01$), and structural construction (r = .19, $p < .01$). Moreover, we can see a significant correlation between career adaptability and volition (r= 0.15, $p < .01$), financial construction (r = .23, $p < .01$), and structural construction (r = .21, $p < .01$).

Regression models

For analyzing the amount of variance explained in a dependent variable (the components of decent work) by predictor variables, hierarchical multiple regression was applied, and the predictors were entered in four steps. In step one demographic variables were entered. In step two, economic constraints, step three work volition, and in step four career adaptability were entered. Our goal was to see if each model explains a significant proportion of variance in decent works' facets and if each model determines the change created by the next set of variables.

Table 6 shows the variables in four steps and the percentage of the variability in the physical and interpersonal safety that can be determined by the predictors.

Table 6

Hierarchical multiple regression of different variables predicting physical and interpersonal safety among teachers.

Variable	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Step 1						.00	.00
Constant	14.18***	9.29	19.08	2.48			
Age	1.12	-.74	2.99	.95	.08		
Gender	-.01	-17	.13	.079	-.03		
Experience	.03	-.10	.16	.06	.07		
Step 2						.07***	.07***
Constant	18.11***	13.01	23.21	2.58			
Age	.66	-1.15	2.48	.92	.05		
Gender	.01	-.14	.15	.07	.01		
Experience	-.01	-.13	.12	.06	-.01		
Economic constraints	-.16***	-.25	-.08	.04	-.27***		
Step 3						.18***	.11***
Constant	13.47***	8.36	18.58	2.60			
Age	5.44	-1.17	2.26	.87	.04		
Gender	-.04	-.19	.09	.07	-.09		
Experience	.02	-.09	.15	.06	.05		
Economic constraints	-.12**	-.20	-.04	.04	19**		
Work volition	.33***	.20	.45	.06	.34***		
Step 4						.24***	.06***
Constant	6.72*	.88	12.56	2.96			
Age	.86	-.80	2.52	.84	.06		
Gender	-.05	-19	.08	.07	-.11		
Experience	.01	-.10	.13	.06	.03		
Economic constraints	-.12**	-.19	-.04	.04	-.19**		
Work volition	.30***	.17	.41	.06	.30***		
Career adaptability	.07***	.03	.10	.01	.25***		

Note. CI = confidence interval; LL = lower limit; UL = upper limit   *$p < .05$. **$p < .01$. ***$p < .001$.

Table 6 shows the variables entered in each model. In model one demographic variables were entered. As seen in the table, the amount of R Square is insignificant in step one and there are no significant changes. In model two, economic constraints (β = -.27, p < .001) added some value to the model and the amount of R square (R^2 = .07) and change in R square (ΔR^2 = .07) was significant (p < .001). That means economic constraints add 7% to the proportion of variance in physical and interpersonal safety. Model three, shows that work volition (β = .34, p < .001) adds 11% to the predictivity power of variables. Model four

indicated that career adaptability ($\beta = .25$) can determine 6% of the variance in physical and interpersonal safety. All variables together can account for 24% of physical and interpersonal safety variance.

As table 7 shows, for the healthcare component, the models show a weak percentage of R^2 and a significant beta coefficient related to the predictive power of economic constraints. The same state can be seen in Table 5 about the compensation facet. Just economic constraints added 4% to the variance of compensation.

Table 7

Hierarchical multiple regression of different variables predicting healthcare among teachers.

Variable	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Step 1							
Constant	15.93**	10.18	21.70	2.92		.02	.02
Gender	-.52	-2.72	1.68	1.12	-.03		
Age	-.07	-.26	.10	.09	-.13		
Experience	-.01	-.17	.14	.08	-.03		
Step 2							
Constant	18.46***	12.31	24.63	3.12		.04	.02*
Gender	-.82	-3.02	1.38	1.12	-.05		
Age	-.06	-.25	.12	.09	-.10		
Experience	-.04	-.20	.12	.08	-.08		
Economic constraints	-.10*	-.21	-.01	.05	-.15*		
Step 3							
Constant	17.94***	11.39	24.51	3.33		.04	.00
Gender	-.83	-3.04	1.37	1.12	-.05		
Age	-.07	-.25	.11	.09	-.11		
Experience	-.03	-.19	.12	.08	-.07		
Economic constraints	-.10*	-.21	.00	.05	-.14*		
Work volition	.03	-.12	.20	.08	.03		
Step 4							
Constant	21.15***	13.40	28.92	3.94		.05	.01
Gender	-.98	-3.19	1.22	1.12	-.06		
Age	-.06	-.25	.12	.09	-.10		
Experience	-.03	-.19	.12	.08	-.06		
Economic constraints	-.10*	-.20	.00	.05	-.14*		
Work volition	.05	-.10	.22	.08	.05		
Career adaptability	-.03	-.08	.01	.02	-.10		

Note. CI = confidence interval; LL = lower limit; UL = upper limit   *$p < .05$. **$p < .01$. ***$p < .00$

Table 8

Hierarchical multiple regression of different variables predicting compensation among teachers.

Variable	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Step 1						.01	.01
Constant	2.65	-1.21	6.51	1.96			
Gender	-.01	-1.48	1.47	.75	.00		
Age	.08	-.04	.20	.06	.20		
Experience	-.03	-.13	.07	.05	-.08		
Step 2						.06	.04**
Constant	5.15*	1.07	9.22	2.07			
Gender	-.30	-1.76	1.15	.74	-.03		
Age	.10	-.02	.22	.06	.23		
Experience	-.05	-.16	.05	.05	-.15		
Economic constraints	-.11**	-.17	-.04	.03	-.22**		
Step 3						.06	.00
Constant	5.81*	1.48	10.14	2.20			
Gender	-.29	-1.74	1.17	.74	-.03		
Age	.10	-.02	.22	.06	.25		
Experience	-.06	-.16	.04	.05	-.17		
Economic constraints	-.11***	-.18	-.05	.03	-.23***		
Work volition	-.05	-.15	.06	.05	-.06		
Step 4						.07	.10
Constant	7.97**	2.84	13.09	2.60			
Gender	-.39	-1.84	1.07	.74	-.04		
Age	.11	-.01	.23	.06	.26		
Experience	-.06	-.16	.05	.05	-.16		
Economic constraints	-.11***	-.18	-.05	.03	-.23***		
Work volition	-.03	-.14	.07	.05	-.05		
Career adaptability	-.02	-.05	.01	.02	-.10		

Note. CI = confidence interval; LL = lower limit; UL = upper limit   *$p < .05$. **$p < .01$. ***$p < .001$

Table 9 shows hierarchical multiple regression of different variables predicting free time among teachers. All predictors together can determine 17% of the variance in the free time variable. Except for gender, all variables show a significant beta coefficient in all models.

Table 9

Hierarchical multiple regression of different variables predicting free time among teachers.

Variable	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Step 1							
Constant	-1.29	-6.33	3.74	2.55		.06	.06**
Gender	1.24	-.68	3.17	.98	.09		
Age	.25	.09	.41	.08	.44**		
Experience	-.18	-.31	-.04	.07	-.37*		
Step 2							
Constant	2.60	-2.65	7.86	2.67		.12	.06***
Gender	.78	-1.09	2.66	.95	.06		
Age	.27	.12	.42	.08	.48***		
Experience	-.21	-.35	-.08	.07	-.45**		
Economic constraints	-.17	-.25	-.08	.04	-.25***		
Step 3							
Constant	-.69	-6.13	4.76	2.76		.17	.04***
Gender	.70	-1.13	2.53	.93	.05		
Age	.23	.08	.38	.08	.41**		
Experience	-.19	-.32	-.06	.07	-.40**		
Economic constraints	-.13	-.22	-.05	.04	-.20**		
Work volition	.24	.10	.37	.07	.23***		
Step 4							
Constant	-1.97	-8.44	4.50	3.28		.17	.00
Gender	.76	-1.08	2.60	.93	.05		
Age	.23	.08	.38	.08	.41**		
Experience	-.19	-.32	-.06	.07	-.40**		
Economic constraints	-.13	-.22	-.05	.04	-.20**		
Work volition	.23	.09	.36	.07	.22***		
Career adaptability	.01	-.02	.05	.02	.05		

Note. CI = confidence interval; LL = lower limit; UL = upper limit   *$p < .05$. **$p < .01$. ***$p < .001$.

Table 9 shows that the Age (β = .41; $p < .01$) and experience (β = -.40; $p < .01$) variables have the highest amount of beta. For economic constraint (β = -.20; $p < .01$) and for work volition (β = .22; $p < .001$). Career adaptability does not contribute to this model and did not add any value to the R square.

Table 10 shows the model with the same variables predicting the values facet of decent work.

Table 10

Hierarchical multiple regression of different variables predicting values among teachers.

Variable	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Step 1							
Constant	13.44***	8.20	18.69	2.66		.00	.00
Gender	.89	-1.11	2.90	1.02	.06		
Age	-.04	-.20	.13	.08	-.07		
Experience	.02	-.12	.16	.07	.05		
Step 2							
Constant	14.76***	9.11	20.41	2.87		.01	.00
Gender	.74	-1.28	2.75	1.02	.05		
Age	-.03	-.20	.14	.08	-.05		
Experience	.01	-.13	.15	.07	.02		
Economic constraints	-.06	-.15	.03	.05	-.08		
Step 3							
Constant	10.02	4.30	15.74	2.90		.10	.09***
Gender	.62	-1.31	2.54	.98	.04		
Age	-.09	-.25	.07	.08	-.15		
Experience	.04	-.10	.18	.07	.09		
Economic constraints	.00	-.09	.09	.05	-.01		
Work volition	.34***	.20	.48	.07	.32***		
Step 4							
Constant	11.04**	4.23	17.84	3.45		.10	.00
Gender	.57	-1.37	2.50	.98	.04		
Age	-.08	-.24	.08	.08	-.15		
Experience	.04	-.09	.18	.07	.09		
Economic constraints	.00	-.09	.09	.05	-.01		
Work volition	.35***	.20	.49	.07	.33***		
Career adaptability	-.01	-.05	.03	.02	-.04		

Note. CI = confidence interval; LL = lower limit; UL = upper limit   *$p < .05$. **$p < .01$. ***$p < .001$.

As table 10 explains, just work volition (β = .32, $p < .001$) added 9% to the amount of R square in model 3.

Results of model testing

Model testing was done by Mplus7 (Muthén & Muthén, 2012). The important criteria that we evaluate for the fit of the model, are the Comparative Fit Index (CFI), Tuckker-Lewis index (TLI), Standardized Root Mean Square Residual (SRMR), Root Mean Square Error

of Approximation (RMSEA), and Chi-Square Test of Model Fit (Bentler, 1990, Byrne, 2001). We consider a model to be acceptable if the TLI and CFI > .95 and RMSEA < .08, or if we want to be less conservative, TLI and CFI > .90, RMSEA < .1 are considered for an acceptable fitting model (Hu & Betler, 1999; Weston & Gore, 2006). These amounts are useful when we consider the sample size. For the structural equation model, a minimum sample size of N = 200 is suggested (Weston & Gore, 2006).

In this study, we examined the pathway from economic constraints to five components of decent work. The role of work volition and career adaptability as mediators were examined. Previous research (Douglass et al., 2017; Tokar & Kaut, 2018; Wang et al., 2019) tested the model with the volition subscale of the work volition scale to assess peoples' level of work volition. To ensure the similarity of the research, only the volition subscale as a latent variable in the model, represented by its four items. The model shows fit, but the model was not good enough ($\chi 2$ (1291) = 3396.90, p < .001; RMSEA = .088, CFI = .74; TLI = .73, SRMR = .091 (Figure 3).

Therefore, we removed career adaptability from the model and subsequently the model fitted well. After eliminating career adaptability from the model, it showed an appropriate fit. Structural equation model in which economic constraints predict decent work through the mediation role of volition showed a decent fit. ($\chi 2$ (231) = 339.97, p < .001; RMSEA = .046, CFI = .93; TLI = .92, SRMR = .058. So, volition is the mediator in this model (Figure 2).

Figure 3

Structural Equation Model. Economic constraints predicting decent work components, Work volition and career adaptability as mediators.
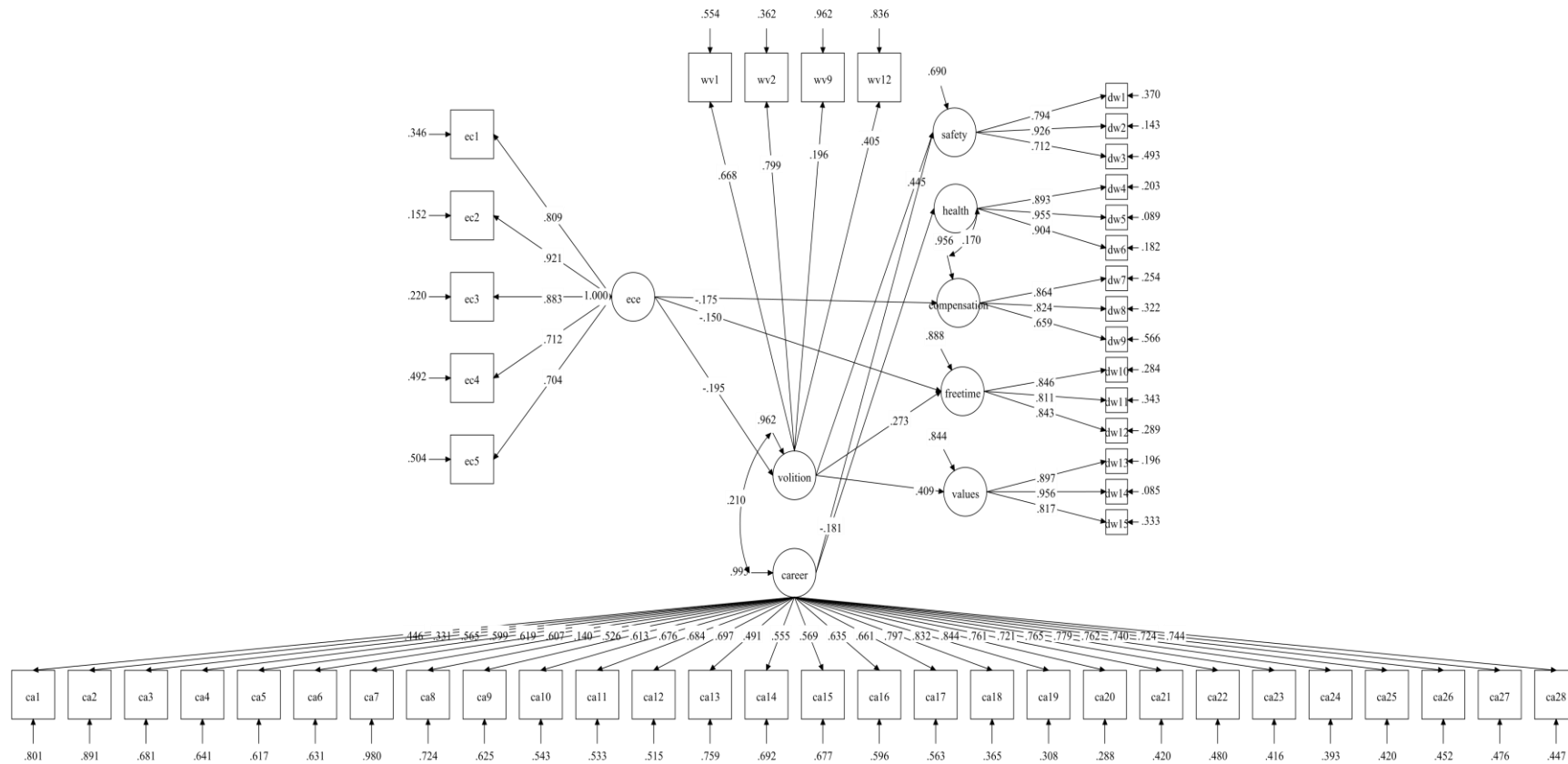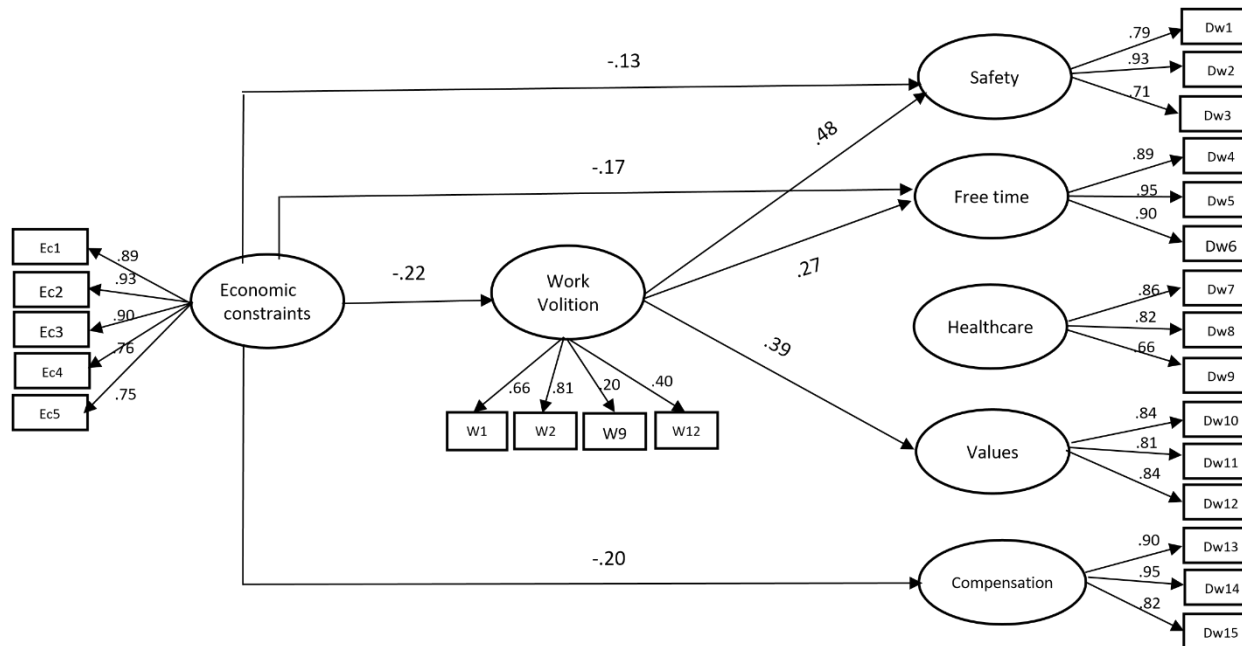
Figure 4

Structural Equation Model. The path between economic constraints and decent work with mediating role of work volition.

Direct effects

The results show that economic constraints directly affect work volition and provide evidence that high economic constraint is related with low work volition. Moreover, individuals with a high level of work volition can overcome economic constraints. Also, the results demonstrate the direct path from work volition safety, free time, and values which means work volition partially has a direct effect on decent work.

Table 11

Standardized estimates, direct effects

Paths	Estimate	S.E	Est./S.E.	P-Value
EC -> Volition	-.22	.07	-2.82	.005
Volition ⟶ Safety	.48	.07	6.70	.00
EC ⟶ Safety	-.14	.07	-1.99	.04
Volition ⟶ Healthcare	.03	.07	.48	.63
EC ⟶ Healthcare	-.04	.07	-.60	.56
Volition ⟶ Compensation	-.06	.08	-.70	.50
EC ⟶ Compensation	-.20	.07	-2.97	.003
Volition ⟶ Free time	.30	.07	3.72	.00
EC ⟶ Free time	-.17	.07	-2.40	.017
Volition ⟶ Values	.39	.06	6.06	.00
EC ⟶ Values	.03	.07	.43	.66

Note. EC=Economic Constraints

According to the model, The amounts of standardized coefficient, standard error, and Est./S.E (Z) value (significant value of Z is bigger than 1.96 or less than -1.96) at the level of .05, help us to detect the significant path. As can be seen in Table 8, there is a significant direct effect from economic constraints to work volition (B = -.22, SE = .07, Z = -2.82, p = *.00)*. The safety facet of decent work has a significant direct effect with work volition (B = .48, SE =.07, Z = 6.70, p =.00) and economic constraints (B = -.14, SE = .07, Z = -1.99, p = 04). Compensation significantly is predicted by economic constraints (B = -.20, SE = .07, Z = -2.97, p = .00). Free time has a significant direct path to work volition (B = .30, SE = .07, Z = 3.72, p = .00) and economic constraints (B = -.17, SE = .07, Z = -2.40, p = .01). Lastly,

there is a significant direct path from value to work volition ($B = .39$, SE $= .06$, $Z = 6.06$, p $= .00$). From healthcare, there is no significant coefficient to work volition and economic constraints. Moreover, Economic constraints did not significantly predict values.

Indirect effect

The indirect effect of economic constraints on five components of decent work gives a clear perspective on the link between economic constraints and decent work. According to the results, work volition partially mediates the relationship between economic constraint and decent work. Table 12 shows the indirect paths between economic constraints and decent work components.

Table 12

Standardized indirect effects

	Estimate	S.E.	Est./S.E.	P-Value
EC —→ volition —→ safety	-.10	.04	-2.47	.01
EC —→ volition —→ healthcare	-.01	.02	-.50	.63
EC —→ volition —→ compensation	.01	.02	.70	.50
EC —→ volition —→ free time	-.05	.02	-2.27	.02
EC —→ volition —→ values	-.08	.03	-2.40	.01

According to the model testing, the indirect effect of economic constraints on safety (B = -.10, S.E = .07, Z = -2.47, p = .01) free time (B = -.05, S.E = .02, Z = -2.27, P = .02) and values (B = -.08, S.E = .03, Z = -2.40, P = .01) through work volition are significant. That means economic constraints have an indirect effect on three decent work components and partially predict decent work through the work volition effect.

5. Discussion

The present study was done based on the psychology of working theory (PWT; Duffy et al., 2016) and examined the pathway from economic constraints to decent work among teachers in Portugal. We assessed the direct link between economic constraints to decent work and the indirect path through work volition and career adaptability. According to the results, the economic constraints variable has a negative direct link to work volition, and three components of decent work (safety at work, compensation, and free time). Work volition positively predicts safety at work, free time, and values. Moreover, we examined the indirect effect of economic constraints on decent work. This result was consistent with previous studies the structural equation model showed a decent fit for economic constraints partially predicting decent work via mediating role of work volition. (Duffy et al., 2016; Tokar & Kaunt, 2018; Masdonati et al., 2019; Williams et al., 2023). We examine the model by removing career adaptability from equation, following similar procedures as some previous studies (Blustein et al., 2017; Wang et al., 2019; Duffy et al., 2020). The results indicated a better fit model without career adaptability. Among teachers in Portugal, career adaptability is not so functional in the model, and it does not have a significant effect on teachers' capacities to attain decent work. These results are similar to the study done by Douglass et al. (2017) among sexual minority people, and also the study by Williams et al (2023) among US black workers, and the study done by Duffy et al (2019) in which they examined essential measures in the PWT and the result showed that career adaptability was not predicted by decent work and economic constraints. Recently Duffy et al. (2023) mentioned that career adaptability does not seem to be a good fit for the PWT and probably needs to be eliminated or replaced with another measure. Economic constraints have a negative indirect effect on safety at work, free time for rest, and values. This result shows among teachers, the ones who have a better social status and fewer financial resources

limitation have more chance to choose a job that matches their interests and decent work (Douglass et al., 2017, 2023; Duffy 2021; Wang et al., 2019). The results explain that economic constraints can significantly influence the attainment of decent work in teachers by directly impacting their work volition. Emphasizing and reinforcing the concept of work volition among teachers, we can effectively help them to overcome economic constraints and get better access to satisfactory employment conditions.

5.1 Implication of practice

The findings of this study highlight the importance of implementing and promoting decent work policies within the education sector in Portugal. Economic constraints can contribute to teachers' burnout and turnover. Policymakers and educational authorities should focus on creating supportive and sustainable working conditions for teachers, including fair Compensation, job security, and opportunities for professional development (OECD, 2009). Work volition acts as a mediator in the relationship between economic constraints and decent work. Therefore, it is crucial to develop a sense of autonomy and intrinsic motivation among teachers. Administrators should encourage teachers' active participation in decision-making processes, allowing them to have a voice in matters that affect their work. This study provides valuable insights into the relationship between economic constraints and decent work in teachers. It is essential to continue researching and monitoring these factors to adapt policies and practices continually. By addressing economic constraints and understanding the mediating role of work volition, these practical implications can lead to positive changes in the teaching profession.

5.2 Limitations and Future Directions

In addressing the limitations of this study, the current research employed a cross-sectional design, which inherently possesses some limitations. To gain a deeper

understanding of the model, future research should consider employing a longitudinal approach that provides valuable insights into the dynamic nature of the study, enabling a more comprehensive understanding of their development and potential causal pathways. Therefore, it is recommended that future research consider incorporating longitudinal designs to build upon the findings of this cross-sectional study.

The second limitation of this study is that the current research was based on a quantitative approach. While this methodology offers valuable insights and statistical analysis, it may not capture the rich contextual details that a qualitative study can provide. Thus, to be more comprehensive, future studies are recommended to consider incorporating a mix-methods research design.

An additional limitation of this study was the instrument used for assessing career adaptability. It seems that the effectiveness of the career adaptability scale in examining the PWT model in diverse contexts was not optimal. This is in line with a recent study done by Duffy et al. (2023) which recommends future studies consider either revising the existing scale or replacing it with a new measurement tool.

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Study 3:

Testing the Link between Decent Work to Life and Job Satisfaction among Teachers in Portugal, the Mediating Role of Work Needs Satisfaction

Abstract

The purpose of this study was to apply Psychology of Working Theory (PWT, Duffy et al., 2016) for model testing of decent work outcomes (life and job satisfaction) among teachers in Portugal. We tested the mediator role of need satisfaction in this model. For this study, 223 teachers in Portugal answered the questionnaires and the structural equation model results showed a positive relationship between decent work and job and life satisfaction. Moreover, findings demonstrated work needs satisfaction positively relates to life and job satisfaction. According to the results, work needs satisfaction partially mediates the relationship between decent work with life and job satisfaction among teachers in Portugal. Promoting decent work conditions is a key for having satisfied teachers in Portugal. School administrators and policymakers should implement empowering strategies to meet teachers' needs through decent work and enhance overall satisfaction among them.

Keywords: Psychology of Working Theory, decent work, need satisfaction, life satisfaction, job satisfaction, Portuguese teachers

1. Introduction

A teacher plays a crucial role in facilitating a learner's acquisition of knowledge and moral values. Individuals working in the teaching profession carry great responsibility and sensitivity in their profession. When responsibilities increase, the need for satisfaction becomes crucial (Suganya & Sankareshwari, 2020; Pozas et al., 2023). Job satisfaction among teachers is a multifaceted construct influenced by various factors. So, it becomes a crucial area of research in educational psychology and organizational behavior. Recently, some studies have been done on the satisfaction of teachers with their job and life. Evidence suggests that educators' burnout and turnover rates are high (Benevene et al., 2020). The level of teachers' satisfaction is associated with factors like emotional fatigue, the demands of their roles, the surrounding work-related factors, stress levels, desire for competence and

autonomy, the culture prevailing within the organization, and certain demographic characteristics (Santana-Monagas et al., 2022). The importance of fulfilling basic needs in relation to both wellbeing and the professional development of teachers has been consistently emphasized in teacher training (Burger et al., 2021). The level of stress they experience in their daily life, increases their exhaustion and influences burnout rate in their work by denying needs such as the need for competence and relatedness (Aldrup, Klusmann, & Lüdtke, 2017; Saloviita & Pakarinen, 2021). Satisfaction of basic needs acted as a mediator between job pressure and wellbeing (Lonsdale, 2014). An unpleasant psychosocial atmosphere in a classroom makes students engage in misconduct, and adversely impacts the overall wellbeing and mental health of both teachers and students. If the mental health requirements of teachers are disregarded, they will be unable to perform well and address the mental health issues faced by their students. It diminishes their job satisfaction and impacts their capacity to effectively assist and respond to students' needs, facing the challenges within the education system and causing additional emotional distress for students and teachers (Sisask et al., 2014). The current study was done by applying psychology of working theory (Duffy et al., 2016) to examine how decent work among teachers impacts their job and life satisfaction through meeting their work needs.

2. Theoretical background

Psychology of Working Theory

Psychology of Working Theory (PWT; Duffy et al., 2016) was developed to explain how contextual factors, like economic constraints and marginalized status, impact individuals' ability to find decent work. Also, how decent work affects their job and life satisfaction (Duffy et al., 2023). The International Labor Organization (ILO, 2012, 2017) established the concept of decent work, which comprises five essential components: a) guaranteeing the safety and wellbeing of workers both physically and in their interpersonal

interactions, b) providing enough time for rest and leisure to maintain a healthy work-life balance, c) emphasizing the fostering of organizational values that honor family and social norms, d) ensuring that workers receive fair compensation for their efforts, e) ensuring employees' access to sufficient healthcare services. (Douglass et al., 2023). We can say PWT model has two main parts: the first part involves identifying the predictors of decent work with the mediating role of psychological factors such as work volition and career adaptability. The second part examines the outcomes of securing decent work. The connection between decent work with work fulfillment and wellbeing through the lens of needs satisfaction (Masdonati et al., 2021).

The mediating role of work needs satisfaction

PWT explains the effect of decent work on both work fulfillment and wellbeing through the mediator of needs satisfaction (Duffy, 2016, 2021). When people access decent work, they meet financial, psychological, and social needs and are more likely to experience higher levels of job satisfaction and wellbeing. Decent work allows individuals to meet their basic needs for survival, social connection, competence, relatedness, and autonomy that lead to increased job satisfaction and wellbeing (Autin et al., 2019; Ferreira et al., 2019). Bartholomew et al (2014) showed that when job pressure increases, it can negatively impact the satisfaction of basic needs, which leads to ill mental health. Moreover, results explained the link between the need satisfaction for autonomy and emotional exhaustion (Santana-Monagas et al., 2022). In line with that, another study conducted by Collie, Granziera, & Martin (2018) revealed that when teachers perceive their school environment as supportive of their autonomy, they experience better adaptability and lower levels of emotional exhaustion (Skaalvik & Skaalvik, 2020). They suggest that a supportive and autonomy promoting school environment can positively affect the well-being of teachers. When the need for competence is undermined, it becomes a significant indicator of physical

complaints (Bartholomew, Ntoumanis, Cuevas, & Lonsdale, 2014). When these needs are satisfied, teachers experience job satisfaction, personal development, and an optimal work experience like the state of flow, enabling them to connect more deeply with their work environment (Ryan & Deci, 2000). In a study done among physical education teachers in the UK, the results showed that needs fulfillment in teachers predicts job stress and burnout, and the degree to which they tried to gain an understanding of their students' needs (Taylor, Ntoumanis, & Standage, 2008).

The current study examines the pathway from decent work to job and life satisfaction among teachers and the mediating role of need satisfaction in this relationship between these factors.

3. Method

3.1 Participants

This research involved a total of 223 teachers, of which 197 (88.3%) were female and 26 (11.7%) were male. The age of the participants ranged from 24 to 64 years, with an average age of 45 years. These teachers were selected from various schools in Portugal. Initially, the participants were requested to provide certain demographic details, including their gender, age, economic status, and educational level. Out of the 223 teachers who took part in the survey, the distribution was based on educational roles as follows: 5.8% (N = 13) were kindergarten educators, 38.6% (N = 86) taught in the first cycle, 16.6% (N = 37) taught in the second cycle, 29.6% (N = 66) taught in the third cycle, and 9.4% (N = 21) fell under other categories, including specialized artistic teaching (1st, 2nd, and 3rd cycles), special education teaching, specialized English teaching, and trainers. Regarding their work experience, the participants had varying levels of experience ranging from 1 to 43 years. In terms of collaboration types, as per the Portuguese roles, the distribution was as follows: 50.7% (N = 113) were part of the final nomination board, 22.2% (N = 49) were part of the

pedagogical zone framework, 22% (N = 45) were hired, and 7.2% (N = 16) were categorized under other types of collaboration.

3.2 Measures

Decent work: For the assessment of decent work in this study, we used the Decent Work Scale (DWS; Duffy et al. in 2017), a 15-item questionnaire. This scale comprises five subscales that examine different aspects of decent work: (a) interpersonally and physically safe working environments, (e.g., "At work, I feel safe from emotional or verbal abuse of any kind"); (b) access to adequate health care, (e.g., "I have a good healthcare benefits from my job"); (c) adequate compensation, (e.g., "I am rewarded adequately for my work"); (d) adequate rest and free time, (e.g., "I have free time during the work week") and (e) organizational values that are in complement with family and social values, (e.g., "The values of my organization match my family values"). The DWS uses a 7-point Likert scale, where participants rate their level of agreement with each statement, ranging from 1 (strongly disagree) to 7 (strongly agree). For this study, we used the Portuguese version of the DWS which was developed by Ferreira et al. (2019). They reported internal consistency reliability for the total score of 0.81 and for each dimension it was 0.80 (the safe condition), 0.94 (access to healthcare), 0.83 (adequate compensation), 0.85 (free time and rest), and 0.92 (complementary values). In the current study the total score reliability for DWS was 0.82 and for each dimension it was 0.84 (safety), 0.94 (access to healthcare), 0.79 (adequate compensation), 0.87 (free time and rest), and 0.91 (complementary values).

Work need satisfaction: Participants were given the 20-item questionnaire Work Need Satisfaction Scale (WNSS; Autin et al., 2019) with the sample item "My work allows me to feel like I am good at what I do" and "My work allows me to buy enough food for myself and my family". Each item is answered on a 7-point scale ranging from strongly disagree to strongly agree. Autin et al. (2019) reported the internal consistency reliability of each of

these subscales as follows: survival (α= .95), social connection (α = .94), competence (α = .93), relatedness (α = .93), and autonomy (α = .82). In current study internal consistency reliability of Survival (α= .86), social connection (α =. 89, competence (α = .94), relatedness α= .95, and autonomy (α=.92). Internal consistency reliability of the total score was .93.

Job satisfaction: This scale was developed by Judge, Locke, Durham, and Kluger (1998) and includes five items to assess the level of people's satisfaction with their jobs. For instance, "I feel fairly well satisfied with my present job" or "I consider my job rather unpleasant". Participants use a 7-point Likert scale to answer from 1 (strongly disagree) to 7 (strongly agree). Duffy, Bott, Allan, Torrey, and Dik (2012) reported 0.92 for the internal consistency reliability of the scale. In the current study, internal consistency reliability was 0.86.

Life satisfaction: The cognitive aspect of subjective well-being was assessed using the Portuguese version of the Satisfaction with Life Scale (SLWS; Pavot & Diener, 1993; Simões, 1992). In our study, the five items of the SWLS were rated on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Sample items are: "In most ways, my life is close to my ideal;" and "If I could live my life over, I would change almost nothing." In the current study, internal consistency reliability for the scale was .90.

3.3 Procedure

Once the ethical committee at the University of Coimbra approved the survey, we prepared the digital version using LimeSurvey. After the participants completed the questionnaires, we proceeded with data analysis using descriptive, inferential statistics, and structural equation models (SEM). Descriptive and inferential statistics were performed by using SPSS, while the examination of structural equation models (SEM) was done by Mplus 7 (Muthén & Muthén, 2012).

4. Results

Preliminary analysis

For the initial analyses, we utilized IBM SPSS 27.0 software. Since the survey was conducted online, there were no missing values in the data, as participants were required to respond to all the questions before submitting their answers. Furthermore, during the data examination, we found no outliers present. To ensure the data's normality, we examined the skewness and kurtosis of all scales, with all showing a normal distribution. Table 13 shows the means, standard deviation, and correlations between decent work, work needs satisfaction, life satisfaction, and job satisfaction.

Table 13
Means, standard deviation, and correlations between decent work, work needs satisfaction, life satisfaction, and job satisfaction

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Decent work														
2	Physical safety	.72**													
3	Healthcare	.68**	.21**												
4	Compensation	-.05	-.04	.20**											
5	Free time	.12*	.23**	.01	.32**										
6	Values	.69**	.46**	.20**	-.07	.34**									
7	Connectedness	.25**	.28**	.14**	-.09	.01	.08								
8	Survival	.34**	.32**	.19**	-.02	.15*	.21**	.28**							
9	Competence	.46**	.57**	.15*	-.06	.20**	.35**	.46**	.27**						
10	Relatedness	.54**	.55**	.25**	-.02	.31**	.44**	.47**	.41**	.74**					
11	Autonomy	.42**	.49**	.17**	.14*	.36**	.35**	.20**	.39**	.49**	.64**				
12	Needs total	.55**	.61**	.24**	-.02	.30**	.40**	.59**	.63**	.80**	.88**	.77**			
13	Job satisfaction	.33**	.43**	.05	.03	.29**	.30**	.41**	.27**	.50**	.60**	.52**	.62**		
14	Life satisfaction	.40**	.41**	.20**	.19**	.35**	.36**	.28**	.35**	.38**	.52**	.55**	.57**	.55**	
	Mean	68.09	15.30	11.15	8.09	13.11	24.06	21.70	21.79	20.37	17.26	105.17	23.05	14.56	
	SD	10.33	4.32	5.12	4.55	4.57	3.60	4.63	5.12	4.79	5.67	17.98	7.74	5.00	

** *p* < .01   * *p* < .05

The relationship between decent work and needs were significant: Survival need ($r = .34$, $p < .01$), need for connectedness ($r = .25$, $p < .01$), need for being competence ($r = .46$, $p < .01$), relatedness ($r = .54$, $p < .01$), and autonomy ($r = .42$, $p < .01$). The correlation between all needs components and physical safety is significant: connectedness ($r = .28$, $p < .01$), survival needs ($r = .32$, $p < .01$), competence ($r = .57$, $p < .01$), relatedness ($r = .55$, $p < .01$), autonomy ($r = .49$, $p < .01$). With healthcare, the correlations with connectedness ($r = .14$, $p < .05$), survival needs ($r = .19$, $p < .01$), competence ($r = .15$, $p < .01$), relatedness ($r = .25$, $p < .01$), and autonomy ($r = .17$, $p < .01$). The correlation between four components of needs satisfaction with free time: survival ($r = .15$, $p < .05$), competence ($r = .20$, $p < .01$), relatedness ($r = .31$, $p < .01$), and autonomy ($r = .36$, $p < .01$). The correlation between components of needs and values are Survival ($r = .21$, $p < .01$), competence ($r = .35$, $p < .01$), relatedness ($r = .44$, $p < .01$), autonomy ($r = .35$, $p < .01$). The relationship between job satisfaction with decent work ($r = .32$, $p < .01$), with physical safety ($r = .43$, $p < .01$), free time ($r = .29$, $p < .01$), values ($r = .30$, $p < .01$).

Results of model testing

We used structural equation model (SEM) to evaluate our model. To test the model, the factors that are crucial for a model to fit, are the Comparative Fit Index (CFI), Tuckker-Lewis index (TLI), Standardized Root Mean Square Residual (SRMR), Root Mean Square Error of Approximation (RMSEA), and Chi-Square Test of the Model Fit (Bentler, 1990, Byrne, 2001). For a fit model, TLI > .90, CFI > .90, and RMSEA < .1 are considered acceptable (Hu & Betler, 1999; Weston & Gore, 2006). These criteria require a minimum sample size (N = 200) (Weston & Gore, 2006). The model does not show a good fit in some indictors such as the CFI and the TLI, revealing the following results: ($\chi2$ (889) = 1303.12, p < .001; RMSEA = 0.046, CFI = 0.83; TLI = 0.81, SRMR = 0.081. According to the results, we proceeded by examining the model separately for each component of the work needs

satisfaction scale. The tested five models showed a decent fit. First, we examined the structural equation model in which decent work predicts life and job satisfaction with the mediation role of survival needs satisfaction. The results were ($\chi2$ (349) = 547.60, p < .001; RMSEA = 0.051, CFI = 0.90; TLI = 0.89, SRMR =0.06. The results for the model with mediating role of relatedness were ($\chi2$ (349) = 575.34, p < .001; RMSEA = 0.05, CFI = 0.89; TLI = 0.87, SRMR =0.06. The results for the model decent work predicting life and job satisfaction with the mediation role of social connection showed appropriate fit, ($\chi2$ (349) = 492.22, p < .001; RMSEA = 0.043, CFI = 0.92; TLI = 0.91, SRMR =0.05. The next model examines decent work predicting life and job satisfaction with the mediation role of competence shows the following results: ($\chi2$ (349) = 561, p < .001; RMSEA = 0.052, CFI = 0.90; TLI = 0.89, SRMR =0.061. These results for the model with the mediating role of autonomy were: $\chi2$ (349) = 522.38, p < .001; RMSEA = 0.04, CFI = 0.91; TLI = 0.90, SRMR =0.05.

Table 14
Direct and indirect effects of decent work on life and job satisfaction, survival need as a mediator.

Paths	Estimate	S.E	Est./S.E.	P-Value
safety ⟶ job satisfaction	.31	.06	5.45	.00
safety ⟶ survival needs ⟶ job satisfaction	.02	.01	1.44	.15
health ⟶ job satisfaction	.02	.05	.45	.65
health ⟶ survival needs ⟶ job satisfaction	.02	.01	1.80	.07
compensation ⟶ job satisfaction	-.01	.05	-.12	.92
compensation ⟶ survival needs ⟶ job satisfaction	-.01	.01	-1.60	.10
free time ⟶ job satisfaction	.23	.06	4.11	.00
free time ⟶ survival needs ⟶ job satisfaction	.01	.06	4.11	.00
values ⟶ job satisfaction	.05	.06	.92	.35
values ⟶ survival needs ⟶ job satisfaction	.06	.01	.65	.51
safety ⟶ life satisfaction	.21	.05	4.20	.00
safety ⟶ survival needs ⟶ life satisfaction	.03	.02	1.75	.08
health ⟶ life satisfaction	.10	.05	1.20	.04
health ⟶ survival needs ⟶ life satisfaction	.10	.01	2.10	.03
compensation ⟶ life satisfaction	.06	.05	1.14	.25
compensation ⟶ survival needs ⟶ life satisfaction	-.02	.01	-1.83	.06
free time ⟶ life satisfaction	.23	.06	4.07	.00
free time ⟶ survival needs ⟶ life satisfaction	.02	.01	1.57	.11
values ⟶ life satisfaction	.20	.06	3.41	.00
values ⟶ survival needs ⟶ life satisfaction	.01	.01	.68	.46

Figure 5

Model testing the outcomes of decent work among teachers with mediating role of survival needs.
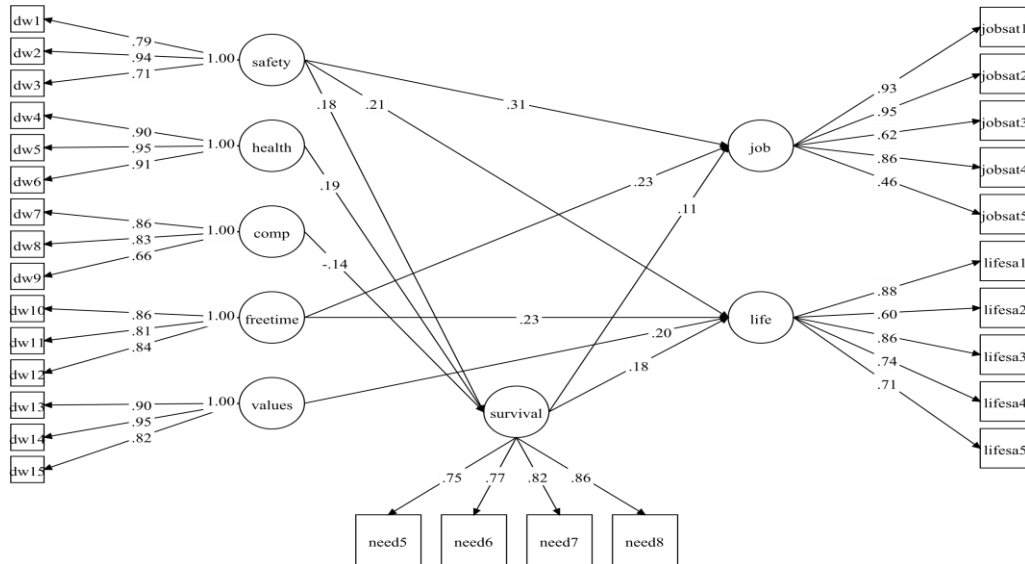
Note. The lines represent significant paths. Decent work components predict job and life satisfaction with mediating effect of survival needs.

Structural equation model shows survival needs partially mediates the relation between decent work and job and life satisfaction (figure5). As can be seen in figur1, survival needs mediate the relationship between safety with job satisfaction and safety with life satisfaction. Figure 6 shows the significant paths of structural equation model with the mediating role of relatedness and Table 15 shows the direct and indirect effects in this model. The results (figure 6) show that the need for relatedness mediates the relationship between safety at work and job satisfaction and the relationship between free time and job satisfaction. Moreover, the need for relatedness mediates the relationship between safety, compensation, and free time with life satisfaction.

Table 15

Direct and indirect effects of decent work on life and job satisfaction, relatedness as a mediator.

Paths	Estimate	S.E	Est./S.E.	P-Value
safety ⟶ job satisfaction	.14	.06	2.09	.03
safety ⟶ relatedness ⟶ job satisfaction	.20	.03	4.56	.00
health ⟶ job satisfaction	.04	.04	.99	.03
health ⟶ relatedness ⟶ job satisfaction	.06	.02	2.32	.01
compensation ⟶ job satisfaction	.06	.04	1.39	.16
compensation ⟶ relatedness ⟶ job satisfaction	.07	.03	2.422	.01
free time ⟶ job satisfaction	.14	.05	2.61	.00
free time ⟶ relatedness ⟶ job satisfaction	.10	.03	3.31	.00
values ⟶ job satisfaction	.00	.05	.11	.91
values ⟶ relatedness ⟶ job satisfaction	.06	.03	1.82	.06
safety ⟶ life satisfaction	.13	.06	2.21	.02
safety ⟶ relatedness ⟶ life satisfaction	.10	.02	4.50	.00
health ⟶ life satisfaction	.06	.05	1.38	.16
health ⟶ relatedness ⟶ life satisfaction	.03	.01	2.38	.01
compensation ⟶ life satisfaction	.10	.05	2.03	.04
compensation ⟶ relatedness ⟶ life satisfaction	.03	.01	2.24	.02
free time ⟶ life satisfaction	.20	.06	3.20	.00
free time ⟶ relatedness ⟶ life satisfaction	.05	.02	2.77	.00
values ⟶ life satisfaction	.17	.06	2.76	.00
values ⟶ relatedness ⟶ life satisfaction	.03	.02	1.63	.10

Figure 6
Model testing of outcomes of decent work with mediating role of relatedness
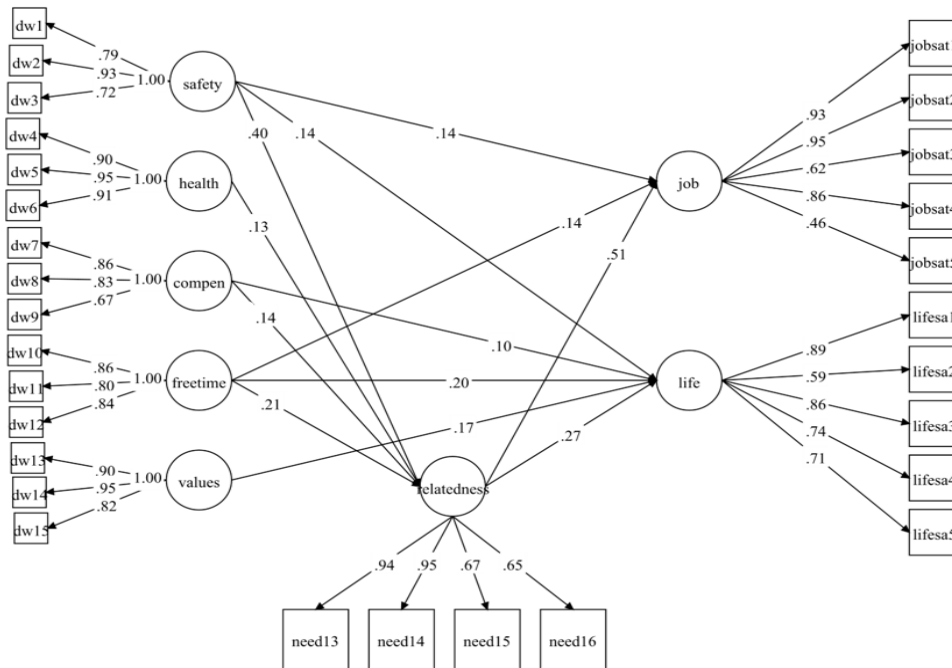
Note. The lines represent significant paths. Decent work components predict job and life satisfaction with mediating effect of relatedness

Table 16 shows direct and indirect paths in the structural model with mediation role of competence. Also figure 7 shows the significant paths of structural equation model with mediating role of competence.
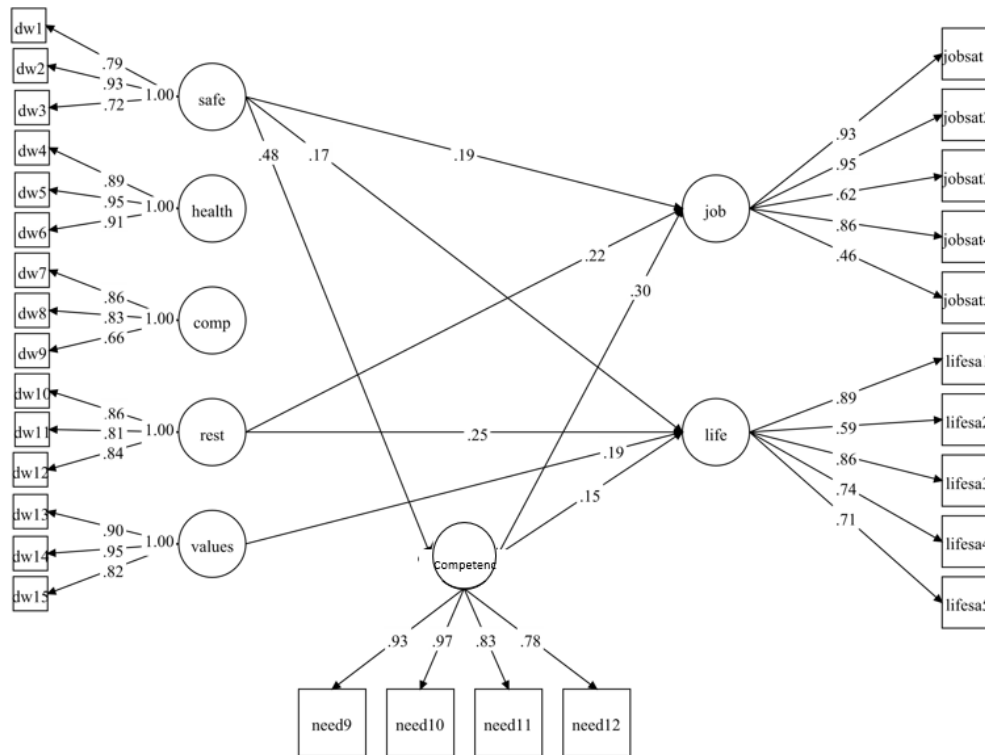
Table 16. Direct and indirect effects of decent work on life and job satisfaction, competence as a mediator.

Paths	Estimate	S.E	Est./S.E.	P-Value
safety ⟶ job satisfaction	.18	.07	2.70	.00
safety ⟶ competence ⟶ job satisfaction	.15	.03	4.34	.00
health ⟶ job satisfaction	.01	.05	.19	.85
health ⟶ competence ⟶ job satisfaction	.01	.01	.86	.40
compensation ⟶ job satisfaction	.02	.05	.36	.71
compensation ⟶ competence ⟶ job satisfaction	.03	.01	1.45	.14
free time ⟶ job satisfaction	.21	.06	3.72	.00
free time ⟶ competence ⟶ job satisfaction	.03	.02	1.62	.10
values ⟶ job satisfaction	.03	.06	.50	.62
values ⟶ competence ⟶ job satisfaction	.02	.02	1.09	.27
safety ⟶ life satisfaction	.17	.06	2.45	.01
safety ⟶ competence ⟶ life satisfaction	.07	.02	2.80	.00
health ⟶ life satisfaction	.09	.05	1.80	.07
health ⟶ competence ⟶ life satisfaction	.00	.01	.92	.35
compensation ⟶ life satisfaction	.08	.05	1.33	.18
compensation ⟶ competence ⟶ life satisfaction	.01	.01	1.267	.20
free time ⟶ life satisfaction	.24	.06	3.74	.00
free time ⟶ competence ⟶ life satisfaction	.01	.01	1.32	.18
values ⟶ life satisfaction	.19	.06	3.03	.00
values ⟶ competence ⟶ life satisfaction	.01	.01	.96	.33

The results show competence is the mediator in the relationship of safety at work with job and life satisfaction.

Figure 7

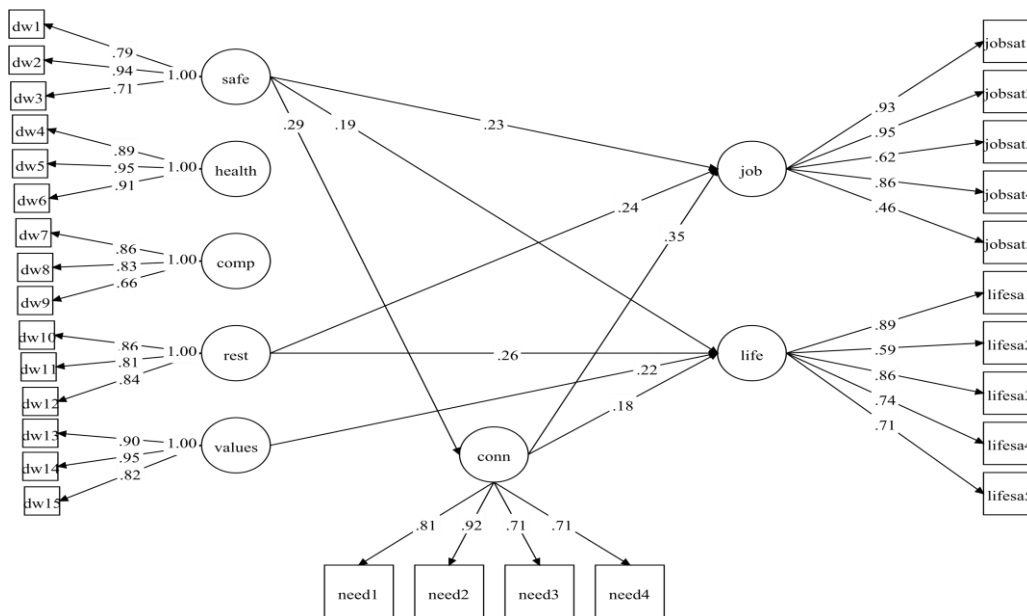Model testing of outcomes of decent work with mediating role of competence

Note. The lines represent significant paths. Decent work components predict job and life satisfaction with mediating effect of competence.

Table 17 shows direct and indirect paths in the structural model with mediating role of social connection. Also figure 8 shows the significant paths of structural equation model with mediating role of social connection. Safety is related to job and life satisfaction through social connection.

Table 17. Direct and indirect effects of decent work on life and job satisfaction, social connection as a mediator.

Paths	Estimate	S.E	Est./S.E.	P-Value
safety —→ job satisfaction	.22	.06	3.65	.00
safety —→ social connection —→ job satisfaction	.10	.02	3.75	.00
health —→ job satisfaction	.01	.05	.18	.85
health —→ social connection —→ job satisfaction	.03	.02	1.44	.15
compensation —→ job satisfaction	.03	.06	.60	.54
compensation —→ social connection —→ job satisfaction	.04	.03	1.53	.12
free time —→ job satisfaction	.24	.05	4.13	.00
free time —→ social connection —→ job satisfaction	.00	.02	.23	.81
values —→ job satisfaction	.08	.05	1.52	.12
values —→ social connection —→ job satisfaction	.03	.02	1.22	.22
safety —→ life satisfaction	.18	.05	3.18	.00
safety —→ social connection —→ life satisfaction	.05	.01	2.89	.00
health —→ life satisfaction	.08	.05	1.60	.11
health —→ social connection —→ life satisfaction	.01	.01	1.42	.14
compensation —→ life satisfaction	.08	.05	1.53	.12
compensation —→ social connection —→ life satisfaction	.02	.01	1.47	.14
free time —→ life satisfaction	.25	.06	4.03	.00
free time —→ social connection —→ life satisfaction	.00	.013	.23	.81
values —→ life satisfaction	.22	.06	3.60	.00
values —→ social connection —→ life satisfaction	.01	.01	1.165	.24

Figure 8
Model testing of outcomes of decent work with mediating role of social connection

Note. The lines represent significant paths. Decent work components predict job and life satisfaction with mediating effect of social connection

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Table 18 shows direct and indirect paths of the model with mediating role of autonomy.

Figure 9 represents the significant paths in this model.

Table 18

Direct and indirect effects of decent work on life and job satisfaction, autonomy as a mediator.

Paths	Estimate	S.E	Est./S.E.	P-Value
safety ⟶ job satisfaction	.16	.06	2.51	.01
safety ⟶ autonomy ⟶ job satisfaction	.17	.03	4.63	.00
health ⟶ job satisfaction	.01	.05	.19	.85
health ⟶ autonomy ⟶ job satisfaction	.01	.02	.63	.52
compensation ⟶ job satisfaction	-.03	.05	-.67	.50
compensation ⟶ autonomy ⟶ job satisfaction	.02	.02	1.08	.28
free time ⟶ job satisfaction	.16	.06	2.50	.01
free time ⟶ autonomy ⟶ job satisfaction	.09	.03	3.12	.00
values ⟶ job satisfaction	.01	.05	.27	.80
values ⟶ autonomy ⟶ job satisfaction	.04	.02	1.50	.13
safety ⟶ life satisfaction	.05	.06	.81	.41
safety ⟶ autonomy ⟶ life satisfaction	.19	.03	5.13	.00
health ⟶ life satisfaction	.08	.05	1.85	.06
health ⟶ autonomy ⟶ life satisfaction	.01	.02	.63	.53
compensation ⟶ life satisfaction	.03	.05	.67	.49
compensation ⟶ autonomy ⟶ life satisfaction	.03	.03	1.09	.30
free time ⟶ life satisfaction	.16	.06	2.551	.01
free time ⟶ autonomy ⟶ life satisfaction	.10	.03	3.04	.00
values ⟶ life satisfaction	.16	.05	2.83	.00
values ⟶ autonomy ⟶ life satisfaction	.04	.06	2.83	.00

Figure 9

Model testing of outcomes of decent work with mediating role of autonomy

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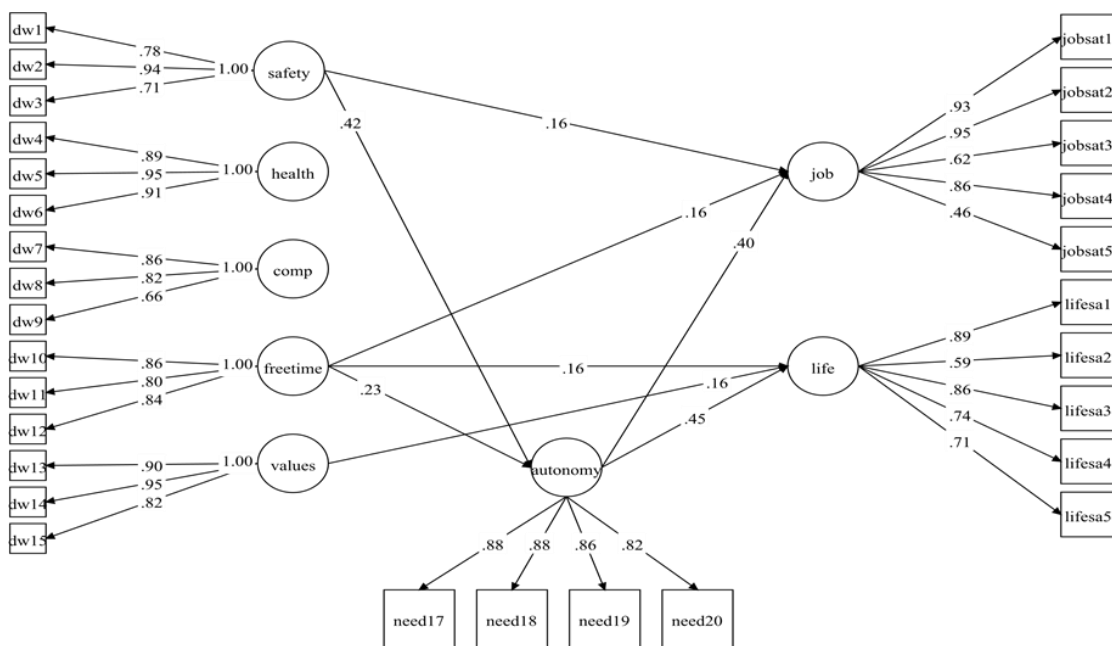
Results show that autonomy is mediator in the relation of safety with job satisfaction and the relation of free time component with life satisfaction.

5. Discussion

The present study investigated the link between decent work and job and life satisfaction based on PWT (Duffy et al., 2016) among teachers in Portugal, with a particular focus on the mediating role of work needs satisfaction. The results of this research provide valuable insights into understanding the factors that influence teacher job and life satisfaction and shed light on the importance of decent work and work needs satisfaction in this context. The results showed a significant positive relationship between decent work and job satisfaction and life satisfaction in teachers which explains decent work lead to better performance in work place and satisfaction in life. Moreover, the results demonstrate a positive relationship between needs satisfaction with life and job satisfaction. The structural equation model showed needs satisfaction partially mediates the relationship between decent work with life satisfaction and job satisfaction. These results are in line with the PWT previous studies (Duffy et al., 2016; 2021; Autin et al., 2019; Kim & Kim, 2022; Blustein, 2023). Also, the findings of this study align with research by Chen and Aryee (2007), who reported that work needs satisfaction partially mediated the relationship between job characteristics and job satisfaction. We can also point to the study done by Van den Broeck et al. (2008) which explains fulfillment of needs partially mediates the link between job demands and exhaustion.

The current study expands on existing literature by exploring the mediating role of work needs satisfaction in the relationship between decent work and job satisfaction among teachers. Work needs satisfaction has been recognized as a crucial determinant of job satisfaction and employee wellbeing. A study by Deci and Ryan (2000) emphasized the

importance of fulfilling employees' psychological needs for autonomy, competence, and relatedness to enhance intrinsic motivation and overall job satisfaction.

In the context of teachers, work needs satisfaction may encompass factors such as recognition for their efforts, opportunities for professional growth, and a supportive work environment that encourages autonomy in their teaching methods (Collie et al., 2016).

5.1 Implication for practice and policy

The findings of this study underscore the importance of promoting decent work conditions for teachers in Portugal, as they significantly contribute to increased job satisfaction and overall wellbeing. The study reveals that addressing specific work needs, including survival, social contribution, autonomy, competence, and relatedness, plays a crucial mediating role in connecting decent work to job and life satisfaction. School administrators and policymakers are encouraged to implement strategies that empower teachers, meet their distinct needs, and enhance job and life satisfaction. Furthermore, integrating these findings into educational policies emphasizes the pivotal role of decent work conditions and the fulfillment of specific work needs in improving teachers' satisfaction and wellbeing. Establishing continuous monitoring mechanisms for teacher satisfaction and work conditions allows for ongoing adjustments and improvements in policies and practices. Active engagement with teachers, unions, and stakeholders in the policymaking process ensures that interventions align with the real needs and experiences of educators. Developing training and support programs, particularly in areas related to autonomy, competence, and social connection, is crucial for fostering a positive work environment. Implementation of these recommendations by policymakers and practitioners can contribute to a more satisfying and supportive work environment for teachers in Portugal, ultimately positively impacting their overall job and life satisfaction.

5.2 Limitations and Future Directions

This research is based on a quantitative approach. To achieve a more comprehensive understanding of the subject, it is advisable for future research to include a qualitative research design. This would allow researchers to delve deeper into the experiences and perspectives of participants, providing a more in-depth and holistic view of the model by adding Qualitative research. Qualitative research helps to explore the broader context in which teachers in Portugal experience decent work, life and job satisfaction. It can help uncover the social, cultural, and educational system factors that influence their experiences. Moreover, adding qualitative research will uncover other variables which can impact this relationship.

In addition, this study was cross- sectional. To gain a more profound insight into the model, future research may apply a longitudinal approach. This will enable a more comprehensive understanding of the participants' development over time. Another limitation could be that the research was based on self-reported data, which may introduce common method bias. Future studies may use mixed method approaches or collect data from multiple sources to enhance the reliability of the findings.

Conclusion

In conclusion, this study adds to the growing body of knowledge on the link between decent work and job satisfaction among teachers. It highlights the importance of providing teachers with decent work conditions and fulfilling their work needs to enhance their job satisfaction. By recognizing the mediating role of work needs satisfaction, educational institutions and policymakers can develop targeted interventions to improve teacher well-being and, consequently, the overall quality of education in Portugal.

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Conclusions, Implications for Research and Practice and Future Directions

1. Overall Conclusion

This doctoral thesis applied the psychology of working theory (PWT; Duffy et al., 2016) to investigate the predictors and outcomes of decent work in Portuguese teachers and educators. PWT places decent work as the core variable which predicts work and life fulfillment (Blustein et al., 2023). The world of work has been changing very fast recently. Technology, digitalization and globalization have made a big impact on attaining decent work (International Labor Organization (ILO), 2017, 2022). This transformation has influenced the shape of employment in the world. We can see an increase in the level of precarious work, unemployment, inequalities, and a lack of job security (ILO, 2022). This situation has given rise to the concept of decent work to protect people and to help them attain better jobs which respect their rights and security in work. In this respect, ILO (1999, 2017, 2022) mentioned five essential aspects of decent work as essential criteria of descent work such as Ensuring safety in working environments; Sufficient time for rest and leisure; Harmonizing organizational principles with individual and familial values; Providing fair and adequate compensation; and Granting access to suitable healthcare services (Duffy, 2016; 2023; Blustein, 2023). In fact, ILO established the concept of decent work and its criteria as an acceptable work condition for people all over the world (Allan et al., 2021; Blustein et al., 2022). Studies have shown that work can impact individuals' mental health by meeting needs and diminishing psychological distress. And unemployment is related to high level of mental health problems such as anxiety, depression, and psychosomatic problems (Allan et al., 2021; Autin et al., 2022).

For this thesis, we chose teachers and educators as the participants because teaching is a highly challenging job with high levels of fatigue and burnout. The increasing number of teachers who quit their job in different countries and cultures, motivated researchers to do more studies on teachers' wellbeing (Saloviita & Pakarinen, 2021). In conclusion, this

comprehensive investigation into the psychology of working theory among teachers and its implications for decent work has yielded valuable insights. Through three distinct studies, this research has shed light on the multifaceted nature of teachers' work experiences, the factors influencing their perception of decent work, and the consequential outcomes for both their professional lives and overall well-being.

Study One was done to examine the psychometric properties of the Work Volition Scale (WVS) within the Portuguese working population. The bifactor model showed the best-fit representation in comparison to the three-factor model and second-order model. The established convergent and predictive validity of the WVS and its subscales confirmed that WVS is an appropriate instrument for future research within the Portuguese working people.

Study Two was done to examine the predictors of decent work among teachers in Portugal. In addition, the mediating role of work volition and career adaptability was assessed. The structural equation model yielded that economic constraints directly and partially indirectly predict decent work via mediating role of work volition. This result was consistent with previous studies (Duffy et al., 2016; Tokar & Kaunt, 2018; Masdonati et al., 2019; Williams et al., 2023).

Study Three sheds light on the importance of providing teachers with decent work and fulfilling their work needs to enhance their job and life satisfaction. By recognizing the mediating role of work needs satisfaction, educational institutions and principles can provide better interventions to improve teacher wellbeing. Consequently, this impacts the overall quality of education in Portugal.

1.1 Implications for Research and Practice

The findings of this thesis have several implications for both research and practice. These results help further investigation into the dynamics of psychology of working theory and its impact on teachers' wellbeing across various contexts. It also invites more studies into

potential moderating and mediating factors that are involved in these relationships. Moreover, it helps researchers doing comprehensive studies of the causes and risk factors for teacher wellbeing issues. This can involve exploring the impact of workload, classroom management, administrative support, and external factors on teachers' mental and physical health. In practice, the insights from this research can be useful for policy makers to improve teachers' working conditions, job satisfaction, and overall quality of life. Investigators and policy makers should work on the effectiveness of various interventions and support programs designed to enhance teacher well-being. Research should explore the impact of stress-reduction strategies, professional development, and workplace policies on teachers' mental and physical health. Schools can organize workshops and training sessions to help teachers recognize and manage their emotions and reduce stress, anxiety, and burnout. These sessions can provide coping strategies, self-esteem and self- efficacy, problem solving skills and decision-making ability and resources for seeking help when needed. Offering self-compassion, mindfulness and relaxation practices, meditation, yoga, and deep breathing exercises, can help teachers manage stress and improve their overall wellbeing. The psychology of working theory and other career development theories can be used to design these sessions and interventions. As an example we can name Work Intervention Network (WIN) program that recently was designed for unemployed people based on different theories such as of Psychology of working theory (Duffy et al., 2016), relational theories (Blustein, 2011; Richardson, 2012), shame/self-blame (Cinamon & Blustein, 2020; Sharone, 2013), and critical consciousness; Cadenas & McWhirter, 2022) for unemployed and underemployed jobseekers (Blustein et al., 2023; Autin et al., 2022). Another intervention program we can mention is JOB Program (Price & Vinokur, 2014) which includes different interventions such as social support, problem-solving and decision-making skills, self-esteem, self-efficacy to increase the level of reemployment (Price &

Vinokur, 2014; Blustein et al., 2021). The psychology of working theory and other work-related theories give us better insight for designing holistic workshops and training programs for teachers to meet their needs and lead them to high levels of job and life satisfaction.

Recognizing the crucial role of decent work in fostering life and job satisfaction can help education related organizations to improve teachers' work-life balance and increase their life and job satisfaction. These findings also highlight the importance of accessing decent work for teachers to improve the educational system in society and nurture the next generation. In conclusion, the findings of this thesis highlight the multifaceted nature of teachers' work- life balance, the significance of decent work, and the outcomes through the fulfillment of work needs satisfaction. In addition, the importance of evolving the integration of psychological theories and empirical evidence in the education system could play a crucial role in shaping policies and practices that support teachers' job and life satisfaction, and in a large scale, the quality of education they provide for the society.

1.2 Limitations and future directions

This research provides valuable contributions to our understanding of the psychology of working theory and the factors influencing teachers' job and life satisfaction. There are some limitations that may be considered for future studies. The data were gathered from a specific sample of teachers in Portugal who volunteered to respond to the questionnaires. Moreover, the measures we used in this thesis were Self-Report Measures which always contains potential biases. Future studies could use more objective measures or mixed method approaches to complete the previous studies.

This thesis employed a cross-sectional approach. In future research, longitudinal research could provide deeper insights into the temporal dynamics of the variables under investigation. Some Longitudinal Research can help assessing how different factors or

interventions influence the model over time after the implementation of specific interventions or policies. While this research explored significant predictors and outcomes, there may be additional variables that contribute to teachers' access to decent work and job and life satisfaction which is very helpful to consider in future studies.

This thesis did not have any support from any organization and a part of that was done in the covid-19 pandemic which limited us in many ways. With more support and facilities, the future research can dive deeper with a larger number of participants and through qualitative research.

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