

Enthusiasm, Recognition, and Satisfaction in Teaching Practice: Challenges and Perspectives for Organizational Climate

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ABSTRACT

The enthusiasm, recognition, and satisfaction are crucial components for the motivation and quality of life of teachers, directly impacting the quality of education and the dynamics of interactions within the school context. In the educational sphere, these elements play a vital role in creating a healthy organizational environment, which influences both teacher performance and student progress. Understanding the interaction of these variables is essential for improving teaching practices and fostering a more cooperative and efficient work environment. The methodology employed for this research utilized a qualitative approach to deepen the understanding of the relationships between enthusiasm, recognition, and satisfaction in teaching practice, particularly within the context of school inclusion and organizational environment. To achieve this, a research procedure known as bibliographic review was used, allowing for a thorough evaluation of 57 scientific works related to the topic in question. The overall aim of this research is to investigate the relationship between enthusiasm, recognition, and satisfaction in teaching practice, analyzing their challenges and perspectives for school inclusion and

organizational climate, with the intention of contributing to the improvement of educational practices and the school environment. The study provides new insights into the analysis of teachers' roles in the school environment and activities aimed at enhancing the educational setting. The investigative process generated a significant increase in knowledge that will be disseminated within the academic and educational community, stimulating discussions on the most effective practices to enhance teachers' enthusiasm and recognition.

Keywords: *Enthusiasm; Recognition; Teacher Satisfaction; Organizational Climate.*

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I. INTRODUCTION

The practice of teaching is a field characterized by various demands and challenges that go beyond the mere dissemination of knowledge. The role of the educator involves managing a dynamic and challenging teaching environment, where elements such as enthusiasm, recognition, and satisfaction are fundamental to establishing a healthy organizational climate. When properly understood and implemented, these components have the potential to enhance the quality of education, impacting not only student progress but also the well-being and motivation of teachers. Within schools, analyzing these variables is crucial for fostering inclusive education and creating a conducive learning environment.

The methodology employed for this research utilized a qualitative approach to deepen the understanding of the relationships between enthusiasm, recognition, and satisfaction in teaching practice, particularly in the context of school inclusion and organizational environment. To achieve this, a research procedure known as bibliographic review was employed, allowing for a thorough evaluation of 57 scientific works related to the topic in question.

The overall objective of this research is to investigate the relationship between enthusiasm, recognition, and satisfaction in teaching practice, analyzing their challenges and perspectives for school inclusion and organizational climate, with the aim of contributing to the improvement of educational practices and the school environment. The specific objectives are as follows: to examine the dimensions of enthusiasm and recognition that influence teacher satisfaction in teaching practice, identifying the main challenges they face in promoting a positive and inclusive educational environment; to analyze the characteristics of the organizational climate in educational institutions, comparing it with the organizational climate in business contexts to understand how these factors impact teaching experience and the effectiveness of inclusive educational practices.

This article is structured into four sections. The first section, the introduction, describes the subject matter, the rationale for the research, and presents the objectives of the entire study. The second section details the methodology employed, focusing on the literature review procedure. In the third section, a theoretical foundation is provided that analyzes key discussions on enthusiasm, recognition, satisfaction, and organizational climate within both educational and corporate contexts. Finally, the concluding section presents a summary of findings and proposals for future studies. This structure was selected to provide fluidity in presenting data, assisting readers in understanding the subject under study and its practical implications.

II. MATERIAL AND METHODS

The present study entitled "Enthusiasm, Recognition, and Satisfaction in Teaching Practice: Challenges and Perspectives for Organizational Climate" utilized a qualitative approach to deepen the understanding of the relationships between enthusiasm, recognition, and satisfaction in teaching practice, particularly within the context of school inclusion and the organizational environment. This approach aims to ensure a comprehensive and critical evaluation of the phenomena addressed in the theoretical framework.

To achieve this, the research procedure known as bibliographic review was employed, enabling a thorough assessment of 57 scientific works related to the topic at hand. This selection of works encompassed a variety of sources, primarily consisting of scientific articles published in prestigious journals, books, theses, and book chapters, all recognized for their importance and methodological rigor in the fields of education and school administration.

The literature review was conducted with an emphasis on two central axes addressed in the theoretical framework: 1. Enthusiasm, Recognition, and Satisfaction in Teaching Practice: We analyzed the definitions and implications of these concepts in educators' daily lives, as well as the dimensions that comprise enthusiasm and the attributes that characterize an enthusiastic teacher. 2. Organizational Climate in Business and Educational Settings: An evaluation was made of the similarities and discrepancies between organizational climate in business environments and educational contexts, aiming to understand how these elements impact pedagogical practice and the teaching environment.

The evaluation of the selected works adhered to an inclusion criterion that favored studies with empirical evidence or critical reviews that contributed to the discussion on enthusiasm, recognition, and satisfaction within

the educational environment. The data were structured to facilitate the detection of patterns and trends in the studies while establishing a robust foundation for discussing the practical implications of the findings.

The findings from the bibliographic review were organized and discussed based on the provided theoretical framework, allowing not only for an analysis of current practices but also for suggestions to enhance the organizational environment and promote school inclusion, grounded in teachers' experiences and challenges. Therefore, the approach utilized enabled a more comprehensive and detailed understanding of the connections between the main themes of the research, aiding in the formation of a more solid knowledge base in the educational field.

III. THEORETICAL FRAMEWORK

The theoretical framework presented below is structured into two subtopics that aim to expand the understanding of the main themes of this study. In the subtopic "Motivation, Recognition, and Satisfaction in Teaching Practice: Challenges and Perspectives for Teachers," the elements that affect teacher motivation are addressed, as well as how recognition and satisfaction influence their performance in the classroom. In the subtopic "Organizational Climate in Business or Educational Settings," a brief comparison is made between the organizational environment of educational institutions and businesses, analyzing the similarities and discrepancies regarding their impact on professional performance and well-being. The focus will be on pedagogical practice and the effectiveness of interactions within the educational context.

3.1 Enthusiasm, Recognition, and Satisfaction in Teaching Practice: Perspectives and Challenges for Teachers

Enthusiasm in the teaching profession is a fundamental element that directly affects the quality of education and student engagement. Teachers who exhibit enthusiasm and motivation in their tasks tend to establish a more vibrant and stimulating teaching environment. This enthusiasm not only sparks students' interest but also creates a positive atmosphere that fosters proactive participation and cooperation. Research suggests that teachers' enthusiasm can be contagious, influencing students' willingness to learn and engage with the presented content (Born, Moriconi, & Lozano, 2021).

Thus, it is essential to cultivate this enthusiasm in teacher training and educational policies. The appreciation of teachers' work is another critical factor that enhances satisfaction in pedagogical practice. When educators receive positive recognition for their contributions, it not only boosts their motivation but also intensifies their commitment to their careers. Appreciation can be expressed in various ways, whether through praise from colleagues, institutional recognition, or even through students' success in their tasks. According to studies, schools that encourage a culture of recognition tend to have happier and more engaged teachers (Silva, Miranda, & Bordas, 2021).

This satisfaction is vital for retaining talent in education and advancing innovative teaching methods. Ultimately, satisfaction in teaching is directly related to teachers' perception of the impact they have on their students. When teachers observe progress in their students' learning and skill development, it evokes a sense of personal and professional fulfillment. Satisfaction can be enhanced by implementing methods that promote inclusion and diversity within the school context, allowing all students to feel valued (Cruz, Fradão, & Rodriguez, 2023).

The concept of teacher enthusiasm has evolved over the years. Some scholars argue that teachers' enthusiasm is initially experienced internally and later manifested in their actions. Therefore, it now encompasses both experienced enthusiasm (a feeling of joy, excitement, contentment, and satisfaction when teaching) and manifested enthusiasm (non-verbal expressiveness) as complementary components (Lima, Souza, & Sampaio, 2024).

According to Corrêa (2021), satisfaction is a categorical sentiment that helps understand teachers' perceptions and approaches to learning challenges while allowing for the identification of strategies employed to manage their emotions and maintain motivation. It is necessary to acknowledge that understanding the teaching-learning process is challenging; however, positive feelings such as satisfaction and serenity arise when teachers can overcome obstacles. Teachers' positive feelings serve as indicators of their self-efficacy and job satisfaction, which in turn affect the enthusiasm they experience.

For Ferreira et al. (2020), self-efficacy is a concept rooted in social cognitive theory (SCT) and refers to teachers' beliefs about their ability to positively impact student learning. Research on educators' emotions indicates that education is an intrinsically emotional activity (Furlan & Méa, 2024), with teachers' emotions directly related to their well-being and the quality of instruction they provide (Supervía & Bordás, 2018; Santos, 2018).

Thus, a teacher's enthusiasm reflects the teaching methodology that expresses their internal emotions; these feelings are essential for motivating students. Gomes (2020), in one of his qualitative studies, revealed that attributes such as availability, a positive attitude towards students, love for teaching, and a desire to spend time with them are essential characteristics of a passionate educator.

Research indicates that teacher enthusiasm consists of two distinct dimensions: enthusiasm for the task of teaching and enthusiasm for the subject matter being taught. These dimensions can be distinguished according to the specific characteristics of the educational environment. In this work, we will conceptualize teacher enthusiasm as a persistent passion for the content and a commitment to the profession (Bao, Zhang, & Dixon, 2022; Chen & Zhang, 2022).

3.1.1 Dimensions of Enthusiasm

In various investigations, teacher motivation is directly assessed through their own statements, and typically, five dimensions of teacher enthusiasm are examined in greater depth (Davoglio & Santos, 2017; Flores, Vieira, & Cunha, 2023).

According to the findings of these studies, a deep understanding of the subject matter (the first dimension) is crucial for becoming an enthusiastic educator. Research primarily recommends two actions that teachers should undertake: staying updated on discipline-specific innovations and frequently participating in training courses and conferences to enrich their knowledge, reading articles from various publications, sharing resources, and engaging in dialogues with subject matter experts (Garcia, 2019; Farina & Benvenuti, 2024).

Teachers have the capacity to utilize creativity and innovation (the second dimension) to make the teaching process more enjoyable and personalized. Research confirms that creative teachers employ enhanced content, innovative presentation methods, and incorporate new ideas and experiments into their lessons. They also promote innovative and creative ideas from students and collaborate to enhance their problem-solving skills (Souza & Pinho, 2016; Garcia, 2019; Farina & Benvenuti, 2024).

As noted by Farina and Benvenuti (2024),

It is necessary to go beyond technical training and include critical reflection on practice, the development of socio-emotional skills, and the promotion of creativity and innovation in the classroom. It is important to adopt a collaborative and participatory approach in continuing education, involving teachers as active subjects in their own professional development. (p. 143)

A passion for teaching (the third dimension) is a quality of enthusiastic teachers that motivates them to invest even more in the teaching-learning process. They dedicate more time, energy, and resources to improving their pedagogical techniques (Arcanjo, 2019; Carvalho, 2020; Godoy, 2020; Silva & Barcelos, 2021).

Professional growth has been recognized as the fourth dimension of enthusiastic teachers since they are constantly seeking professional development and acquiring new skills for a better understanding of pedagogy. They appreciate the application of new technologies to enhance pedagogical understanding (Hobold, 2017).

The fifth and final dimension is interest and engagement, which are linked to enjoyable learning experiences. A passion for education results in rewarding education, participatory learning, and collective planning aligned with reality (Day, 2009; Kariou et al., 2021; Sampaio et al., 2021).

3.1.2 Characteristics of the Enthusiastic Teacher

The direct involvement of teachers and other members of the school community is a necessary component in the organizational dynamics of an educational institution. Teachers who demonstrate passion for their subject and profession show a strong commitment to their work, evidenced by their interest, happiness, and enthusiasm. These feelings reflect their pedagogical practice focused on the development of their students as well as themselves, for example, when they are engaged in pedagogical training.

According to Darling-Hammond et al. (2019), this participation brings advantages to teachers who actively engage in internships, consistently observing the teaching process, closely collaborating with more experienced teachers, and striving to apply what they are learning.

Several studies indicate that enthusiasm is one of the main attributes that enhances teaching effectiveness, positively affecting both student learning and performance (Gatti, 2016; Gaxiola & Armenta, 2016; Castigo, 2017; Hippolyto, 2018; Lopes, Sousa, & Santos, 2020).

Pacheco, Barbosa, and Fernandes (2017) state that "student performance is strongly linked to teacher training efforts, which cannot be separated from pedagogical theory and practice, where epistemological knowledge acquired during teacher training is applied." (p. 07)

Enthusiastic teachers tend to cultivate positive thoughts and a strong desire to teach, which drives them to actively engage students in their learning process. They can quickly capture students' attention and stimulate their interest in studies (Ramos et al., 2019; Lopes, Sousa, & Santos, 2020; Goulart, 2022; Santos, Kieckow, & Kieckow, 2024).

Teachers exhibit an unwavering passion for education and the advancement of their careers while encouraging learning among themselves and with their students. An engaging pedagogical approach is beneficial as it enhances both learning and enjoyment within the school context. The enthusiasm of educators is crucial for stimulating students (Santos, Almeida, & Zanotello, 2018; Galvão & Casimiro, 2023; Pereira et al., 2024).

This significant appreciation for teacher enthusiasm can be credited to their ability to positively influence student progress and learning. Educators have the capacity to inspire and motivate students through their genuine enthusiasm and love for education without relying on external factors such as financial incentives (Wunsch, 2018; Teixeira & Guazzelli, 2023).

Classrooms with enthusiastic teachers promote positive motivational growth in students. Analysis indicates that teacher enthusiasm benefits both educators and students. Teacher well-being is linked to their passion for the profession; therefore, enthusiastic teachers exhibit higher levels of life satisfaction and job contentment while avoiding burnout (Abreu, Cruz & Soares, 2023; Boicko, Poli & Marques, 2023).

It is noteworthy that teacher enthusiasm is positively related to their happiness, health, and quality of mentorship while also being connected to their understanding of the teaching career and specific subject mastery. Additionally, teacher motivation is associated with course quality, pedagogical autonomy, collaboration, and support among colleagues (Born, Moriconi & Lozano, 2021; Sampaio et al., 2021).

Meeting teachers' needs directly contributes to their enthusiasm while neglecting these needs can have the opposite effect. Therefore, it is essential to prioritize these needs to stimulate student motivation and enthusiasm (Ferreira et al., 2020). This has a significant impact on various aspects of education including classroom management, support for student learning, and the educational environment (Santos, Almeida & Zanotello, 2018).

Research shows that enthusiastic teachers use humor to make the learning process more enjoyable; their body language is contagious and accompanied by a constant smile. This demeanor is reflected in students who respond similarly, fostering a friendlier and more participatory environment. Teacher excitement is positively associated with student motivation as well as performance on exams, memory retention, attention span during tasks, and attitudes towards learning (Davoglio & Santos, 2017; Santos Almeida & Zanotello, 2018; Gomes, 2020; Corrêa, 2021).

Students perceive greater autonomy and value in tasks when taught by an engaged instructor reporting less boredom and frustration. Teacher enthusiasm exerts a positive influence on students' social engagement and behavior (Flores, Vieira, & Cunha, 2023).

Enthusiastic educators are always engaged in positive thinking and possess a strong desire to teach. This excitement motivates them to actively involve students in the learning process quickly capturing their attention while igniting interest in studies. These teachers nurture a constant love for education and their professions assisting not only in student learning but also in the growth of colleagues and other members of the school community (Gomes, 2020; Teixeira, & Guazzelli, 2023).

Teacher motivation positively influences both student learning outcomes. Additionally, these educators innovate in their practices serve as facilitators of learning seek to inspire students focus on personal professional growth exhibit good humor along with a cordial attitude. Teacher enthusiasm is a consistent trait characterizing excellent educators whose positive emotions are evident in their pedagogical actions (Davoglio, & Santos, 2017; Supervía, & Bordás, 2018).

Enthusiasm is commonly viewed as the educator's ability to ignite interest in students regarding learning while also serving as an effective means of sharing knowledge. Establishing an environment that promotes information sharing while valuing this interaction elevates teacher motivation. A positive organizational environment regardless of institutional nature correlates with high levels of satisfaction and positive feelings while a negative organizational environment correlates with low levels of satisfaction along with negative feelings irrespective of type (Wang, Zhang, & Zhang, 2022).

3.2 Organizational Climate in Business or Educational Settings

The organizational environment/climate is composed of two fundamental components: the organization and the environment. The organization refers to a group of two or more individuals working together to achieve a shared goal. This collaborative model encompasses human, physical, labor, and collaborative elements that collectively constitute an organizational entity. Various researchers have interpreted the term organizational climate in different ways (Araújo et al., 2017; Portela, Alves, & Costa, 2024).

Portela, Alves, and Costa (2024) state that:

When discussing the concept of organizational climate, it refers to the atmosphere present within organizations. Within an entity composed of various elements, such as management systems, interdepartmental relationships, and so forth, the members of the entity, leadership competencies, and working conditions play a role. It is important to highlight that working conditions in a company influence employee motivation, reflecting the degree of health or lack thereof in the relationship between the company and its employees. (p. 02)

According to Chiavenato (2022), organizational climate represents the internal environment, the human environment where individuals perform their functions, revealing the particularities of an organization. In reality, organizational climate is influenced by each company's structure, financial conditions, the significance attributed

to work in that environment, employee selection and development processes, how they are evaluated and compensated, as well as leadership styles. Therefore, organizational climate is fundamental in organizational contexts since working conditions create stimulating environments for enhancing efficiency and satisfaction among organizational members.

Despite similarities in the organizational environment across various institutions, variations may arise in specific sectors. Consequently, the concept of "organizational climate" can change depending on the context in which it is used. Currently, this term is applied to school environments. The educational institution is not merely a space for disseminating knowledge; the quantity of interactions between human resources and the school environment directly impacts these interactions. Administrative, economic, and political issues may arise due to inadequate working conditions (Pena & Remoaldo, 2019; Narcife, 2022).

Many authors consider schools as umbilical entities since they are conceived and established by a central administrative body; however, their connections with this entity are never entirely severed. These ties affect the school's organizational environment, distinguishing it from other entities. Although defining organizational climate is complex, it can provide educators with a clearer understanding of how educational institutions operate. It is essential for the efficient functioning of educational institutions and has significant implications for understanding any entity's success (Santos, 2021; Schein, 2022).

From a philosophical perspective, the organizational environment of an institution can be seen as its heart and soul while psychologically reflecting its personality. The school environment refers to the sensations and behaviors it provokes (Santos et al., 2019).

It emerges from the interaction between human relationships, physical settings, and psychological climates. According to Santos and Adam (2022), school climate is associated with "the broad perspective of relational processes occurring within the school and is one aspect of assessing school climate that must be considered." (p.13)

Taking into account the various areas that comprise the institution fosters reflection on its materiality while focusing on an incessant search for answers to problems that are often unsolvable due to a lack of competence to investigate them.

Their suggestion not only promotes but also encourages reflection on the meanings of actions taken based on school logic—a crucial determinant in shaping community members' behaviors. In this context, the school environment represents a shared understanding. Incorporated into daily life, it facilitates both changes in actual living conditions through evaluation and maintenance through ignorance of the need for implementing new educational practices. Therefore, it regulates individuals' systematic actions within the school as it presents an opportunity to observe collective perceptions regarding urgent issues needing change within the institution (Lück, 2017).

In the current context, organizational climate is viewed as the perception of the quality of the environment. Some research highlights four aspects (dimensions) of organizational climate that stand out in relation to school organizational climate: teachers' views on leadership, organizational structure and design, interpersonal interactions, and the quality of members. These four dimensions represent the structural characteristics of organizational climate that were utilized to obtain data in this study. Leadership is characterized as the social influence exerted by a leader for the execution of a collective task, encompassing individuals' perceptions regarding the support, guidance, warmth, and supervision provided by the administrator (Hoy & Miskel, 2015; Oliveira & Waldheim, 2016; Correia & Sá, 2021).

It is important to emphasize that organizational structure and design are based on the hierarchy of individuals within a department, reflecting how organizational tasks are segmented, structured, and coordinated. Organizational structure controls the distribution of information, encompassing the work environment, expectations regarding teachers, and performance evaluation (Santos et al., 2017; Maciel et al., 2023).

Research indicates that size and organization are external factors affecting the organizational environment. Interpersonal relationships encompass interactions among colleagues, including both team spirit and recognition from managers and peers, as well as communication flow at various levels within the organization (Sobral & Peci, 2013; Maciel et al., 2023).

Further studies have indicated that elements such as leadership, communication, and feedback can influence the psychological environment. The quality of members—a fundamental aspect—is linked to teachers who must possess a deep understanding of subject content, curriculum, classroom management methods, and the standards to which they must adhere (Oliveira & Waldheim, 2016; Correia & Sá, 2021).

The organizational environment, whether in a business or educational context, has been seen as a fundamental element for organizational management, particularly following constant transformations in globalization and internationalization processes. Managing organizational climate has become a foundational strategy, especially for organizations dedicated to quality management since one cannot ensure product or service quality without ensuring quality in the personal and professional lives of those who deliver them (Lozano et al., 2018).

According to Prado and Cardoso (2023), the human element plays a crucial role in the rise of successful organizations, further emphasizing its relevance in the information age. Additionally, this supports the idea that the primary differentiator and competitive advantage of companies are obtained through the individuals who operate within them. Therefore, in the case of school environments, by valuing enthusiasm, recognition, and satisfaction, we can establish a virtuous cycle that benefits both teachers and students while generating a more productive and balanced learning environment.

IV. DISCUSSION AND CONCLUSION

The conclusions of this study confirm that the proposed objectives were fully achieved. The analysis of 57 scientific works was crucial for the theoretical foundation of the article, providing a robust basis for evaluating the connections between enthusiasm, recognition, and satisfaction in teaching practice, as well as the impact of these variables on the organizational environment and school inclusion. The readings conducted allowed for a comprehensive understanding of the main obstacles faced by teachers and how these elements affect their motivation and well-being in the workplace.

The study revealed that enthusiasm and recognition play a crucial role in teacher satisfaction, directly impacting the quality of education and the creation of a favorable organizational environment within educational institutions. It was noted that neglecting these dimensions leads to significant obstacles in creating a productive and inclusive educational environment.

Furthermore, the analysis of organizational climate in educational institutions and corporate environments highlighted significant differences but also identified points of convergence that could enhance teaching practices. Therefore, this study provides new perspectives for analyzing the role of teachers in the school environment and activities aimed at improving the educational setting. The investigative process generated a significant increase in knowledge that will be disseminated within the academic and educational community, stimulating discussions on the most effective practices to enhance teachers' enthusiasm and recognition. The excellence of the findings enables a renewed understanding of the connections between teacher satisfaction and student performance, providing valuable insights for managers and educators who wish to foster more receptive and efficient teaching environments.

For future studies, it is recommended to deepen research on the interactions between organizational climate and teaching practices, particularly in varied educational environments. Empirical research examining the practical implementation of this study's conclusions across different institutions, including public and private schools, could offer additional insights for developing more effective educational policies. Moreover, it would be important to investigate more thoroughly the connection between teacher recognition and continuous training policies, analyzing how these can positively affect teacher performance and education excellence.

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