Exploring the relationship between entrepreneurial behavior and teachers' job satisfaction - DTU Orbit (17/01/2019)

Exploring the relationship between entrepreneurial behavior and teachers' job satisfaction

This exploratory study has two goals: exploring the relationship between entrepreneurial behavior and job satisfaction among teachers, and identifying the demographic characteristics associated with both variables. Using a snowball technique, a sample of 385 K-12 Brazilian teachers from public and private schools responded to the survey. Statistical analysis revealed a moderate correlation between entrepreneurial behavior and job satisfaction. Results also show that gender and educational level are associated with entrepreneurial behavior. The discussion includes theoretical and practical implications.

General information
State: Published
Organisations: Department of Mechanical Engineering, Engineering Design and Product Development, Davenport University
Contributors: do Carmo Amorim Neto, R., Rodrigues, V. P., Panzer, S.
Pages: 254–262
Publication date: 2017
Peer-reviewed: Yes

Publication information
Journal: Teaching and Teacher Education: An International Journal of Research and Studies
Volume: 63
ISSN (Print): 0742-051X
Ratings:
BFI (2019): BFI-level 2
Web of Science (2019): Indexed yes
BFI (2018): BFI-level 2
Web of Science (2018): Indexed yes
BFI (2017): BFI-level 2
Web of Science (2017): Impact factor 2.473
Scopus rating (2017): CiteScore 3 SJR 1.501 SNIP 2.138
Web of Science (2016): Impact factor 2.183
Scopus rating (2016): CiteScore 3.12 SJR 1.608 SNIP 2.469
Web of Science (2015): Impact factor 1.823
Scopus rating (2015): CiteScore 2.97 SJR 1.903 SNIP 2.481
BFI (2014): BFI-level 2
Scopus rating (2014): CiteScore 2.48 SJR 2.041 SNIP 2.173
Web of Science (2013): Impact factor 1.413
Scopus rating (2013): CiteScore 2.41 SJR 1.933 SNIP 2.131
Web of Science (2012): Impact factor 1.607
Scopus rating (2012): CiteScore 2.06 SJR 1.793 SNIP 1.946
BFI (2011): BFI-level 2
Scopus rating (2011): CiteScore 2.06 SJR 1.793 SNIP 1.946
Web of Science (2011): Impact factor 1.322
BFI (2010): BFI-level 2
Scopus rating (2010): SJR 1.377 SNIP 1.76
Web of Science (2010): Impact factor 1.264
BFI (2009): BFI-level 2
Scopus rating (2009): SJR 1.362 SNIP 1.778
BFI (2008): BFI-level 2
Scopus rating (2008): SJR 1.321 SNIP 1.899