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Research Article

Job Satisfaction, Lifelong Learning, Perspectives and Readiness for Change among Secondary Education Teachers

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Abstract

The importance of continuous learning and professional development, as well as the level of satisfaction teachers have with their professional environment, are critical factors for the success and overall growth of the educational system, especially during periods characterized by rapid social and technological change. This study focused on analyzing and understanding the relationships between the parameters of lifelong learning, job satisfaction, and readiness for change, through the perspectives of secondary education teachers. The convenience sampling method was utilized to recruit 496 Greek teachers aged between 21 to 51 years. The data analysis included Exploratory Factor Analysis (EFA) and Structural Equation Modelling (SEM) to evaluate the relationships among the variables. The results showed significant positive correlations between job satisfaction, readiness for change, self-directedness, and learning intention. Notably, job satisfaction influenced readiness for change, self-directedness, and learning intention. The study concluded that fostering job satisfaction and self-direction is key to enhancing educators' readiness for change and engagement in lifelong learning, which contributed to their professional development.

Keywords: job satisfaction; lifelong learning; self-directedness; learning intention; education; teachers; readiness for change.

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Lifelong learning constitutes a cornerstone for the development of modern societies, fostering personal and professional growth, employability, and civic participation (Field, 2006; UNESCO, 2016). Defined as the acquisition of knowledge and skills beyond traditional education, it incorporates formal, non-formal, and informal learning and spans all life stages, from early childhood to old age (European Commission, 2001; Merriam et al., 2007). This concept highlights the importance of continuous education as a response to technological advancements and globalization. Lifelong learning was initially conceptualized as "l'éducation permanente" by Edgar Faure (UNESCO, 1972). European and global initiatives emphasize the connection between lifelong learning and labour market demands, while simultaneously fostering individual empowerment and societal progress (European Council, 2000). Researchers stress the importance of teaching individuals self-directed learning strategies to navigate changing societal and professional landscapes (Candy et al., 1994; Knapper & Cropley, 2000). However, challenges persist in evaluating learning outcomes and adapting methodologies for diverse learning contexts (Fejes, 2013; Zimmerman, 2008).

Lifelong learning is broadly defined by international bodies such as UNESCO and the European Commission, emphasizing continuous learning opportunities across formal and informal settings to enhance knowledge, skills, and competencies (Jarvis, 2009; Tuijnman & Boström, 2002). Learning motivation plays a critical role in successful participation and completion of lifelong learning activities (Wu et al., 2015). Studies reveal that platforms and methodologies fostering interactivity and adaptability are more effective than reliance on rigid models or "learning styles" (Richardson, 2000; Riener & Willingham, 2010). Panaretos and Koroni (1999) categorize participants into groups (e.g., "Devoted" or "Passive") based on their motivation and engagement. Strategies for enhancing participation focus on personal relevance and practical benefits, particularly for underrepresented groups.

In light of rapid social, economic, and technological changes, teacher training has shifted from a compensatory measure to a necessity (Ball, 2006). Teachers must continuously adapt to multicultural classrooms, integrate technology, and address modern challenges like school violence and evolving curricula (Grek, 2013; Sofou & Dieronitou, 2015). Continuous training

strengthens educators' competencies, improving teaching methods and fostering innovation (Sachou, 2012). Moreover, it equips educators to align their practice with global educational trends, ensuring they meet the needs of diverse student populations and societal demands (Ntouranou, 2007).

The distinction between learning, education, and training is crucial to understanding the mechanisms of skill and competence development. Learning is defined as the process of acquiring knowledge and skills, while education and training concern structured activities from organizations or institutions (Illeris, 2018). Opportunities to participate in such activities and the positive experience strengthen confidence and the intention for future learning. People with a positive attitude toward learning are more likely to engage in related activities due to characteristics such as curiosity, resilience, and the acceptance of learning as a development tool (Merriam & Bierema, 2013; Noe & Wilk, 1993). At the same time, perceptions of personal and professional development, such as the need for acquiring new knowledge and career importance, play a decisive role in participation decisions (Brookfield, 2009).

Self-Directed Learning (SDL), as described by Knowles (1975), emphasizes the learner's initiative in planning, executing, and evaluating their learning. Recent developments show that SDL is facilitated by technology, offering access to flexible and personalized learning resources (Song & Hill, 2007). Learners actively participating enhance their self-regulation and self-esteem skills, while also adapting better to modern challenges (Brookfield, 2009). The socio-cultural dimension of SDL emphasizes that learning is influenced by the environment and interpersonal relationships, while critical thinking is a key element for success (Merriam & Baumgartner, 2020). Professional development (PD) is critical for improving educational practices. Self-directed PD involves the initiative of educators to develop skills and knowledge through collaboration with colleagues and researchers (Avalos, 2011). However, challenges remain in integrating effective methods that lead to improvements in teaching (Soebari & Aldridge, 2015).

Technological advancement enhances self-directed strategies in lifelong learning and careers. The psychological employment contract and career models, such as Schein's (1997) "career anchors model," offer new perspectives for strengthening personal and professional development. Learning and professional development are influenced by a combination of positive experiences, personal motivations, and supportive environments. Policy strategies that encourage participation and leverage technology are essential for lifelong development.

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For reduction and focus on the most recent and relevant material from the above text, I will highlight the key points with an emphasis on modern literature and critical sources.

Lifelong learning is a critical factor for professional development, enhancing teachers' skills and helping them remain adaptable in a changing educational landscape. It improves self-esteem, boosts confidence, and supports autonomy—all of which contribute to job satisfaction (Day, 2004; Guskey, 2002). Teachers who actively engage in continuous learning often find greater meaning in their work, reducing stress and improving overall well-being in the workplace (Schleicher, 2016). However, despite these benefits, barriers such as time constraints and lack of administrative support limit teachers' participation in professional development (Kwakman, 2003). Solutions such as providing financial incentives and integrating professional learning into the daily school structure can help address these challenges (Guskey, 2002). Furthermore, lifelong learning is essential for organizational change as it equips employees with the tools they need to adapt to new processes or technologies (Kotter, 1996). In schools, fostering teachers' readiness for change through training helps them implement innovative practices effectively (Baylor & Ritchie, 2002). Self-directed learning and intrinsic motivation are key in this process, as they promote greater engagement with learning initiatives (Deci & Ryan, 1985).

In addition, self-directed learning allows teachers to take responsibility for their own professional development, which is directly linked to their readiness for change (Knowles, 1975). Teachers who engage in self-directed learning tend to be more adaptable and capable of adopting new practices, thereby enhancing both their individual and organizational growth (Tschannen-Moran & Hoy, 2000). Moreover, teachers' intention to learn, combined with their willingness to embrace change, significantly impacts the success of educational reforms (Wanberg & Banas, 2000). By cultivating a culture of support, trust, and collaboration among teachers, schools can promote greater participation in professional development, leading to organizational success (Tschannen-Moran & Hoy, 2000). Lastly, organizational change requires not only structural adjustments but also changes in organizational culture. Lifelong learning helps reduce resistance by introducing new values and practices, strengthening employees' commitment to the change process (Kotter & Heskett, 1992). Leadership is essential for fostering a learning culture that strengthens adaptation and resilience in dynamic environments (Bass & Riggio, 2006).

Job Satisfaction Among Educators

Job satisfaction is a critical indicator in organizational behavior, defined as the positive emotional response of employees to their work (Weiss, 2002). Recent studies show that it is

influenced by factors such as organizational conditions, culture, and growth opportunities (Saari & Judge, 2004). Factors that determine job satisfaction include working conditions, leadership, interpersonal relationships, and autonomy (Kunter et al., 2013). Positive relationships with colleagues and support from leadership significantly impact satisfaction (OECD, 2020). Teacher job satisfaction is directly linked to educational quality and personal well-being. Flexibility and autonomy in the teaching process, along with cooperation among teachers, promote satisfaction and reduce stress (OECD, 2020; Skaalvik & Skaalvik, 2014).

Factors affecting teacher satisfaction are interconnected and crucial to creating a positive and productive educational environment. Firstly, the leadership style within a school unit plays a significant role. Participatory leadership, which fosters collaboration and active involvement, has been shown to enhance teacher commitment and satisfaction. This is especially true when leadership is accompanied by support and recognition, which help to create a sense of value and motivation among teachers (Sun & Xia, 2018). Secondly, collaboration with colleagues is a key factor. The exchange of good practices, coupled with mutual support, not only reduces feelings of isolation but also strengthens the sense of community within the school. When teachers collaborate, they share knowledge and experiences, which contribute to a more supportive work environment and increase overall job satisfaction (Toropova et al., 2020). Moreover, autonomy and professional competence also significantly impact teacher satisfaction. Teachers who experience greater autonomy in their teaching practices tend to have higher levels of job satisfaction and are able to achieve better outcomes with their students. Autonomy empowers educators to be more creative and adaptable, which in turn fosters a sense of accomplishment (Deci et al., 1989; Ryan & Deci, 2000). Finally, achieving a healthy work-life balance is fundamental for maintaining teacher well-being. When teachers can reduce administrative burdens and have opportunities for professional development, they are better able to maintain a balanced life, which supports their emotional and physical health. By prioritizing professional development, schools enable teachers to grow and improve, ultimately enhancing their satisfaction and quality of life (Greenhaus & Allen, 2011). In conclusion, fostering participatory leadership, encouraging collaboration, providing autonomy, and promoting work-life balance are all essential factors that contribute to the overall satisfaction of teachers in the workplace.

The multidimensional nature of job satisfaction requires strategies that include improving working conditions, involvement in leadership, and the development of collaborations. The well-being of teachers and the quality of their work can be enhanced with well-designed policies (OECD, 2020; Skaalvik & Skaalvik, 2016).

Readiness for Change

Organizational change is a dynamic, ongoing process essential for adaptation in rapidly evolving environments. Modern definitions emphasize proactive strategies that drive innovation and efficiency (Mullins, 2007). Successful change involves flexible cultures that promote employee engagement and readiness (Burke, 2017). Recent perspectives highlight leadership and collective efforts as central to effective adaptation. Trust and collaboration are critical factors for overcoming resistance and achieving sustainable transformation (Bernerth, 2004). Readiness for change reflects the willingness and capacity of individuals and groups to adopt transformations that enhance organizational outcomes (Holt et al., 2007). It is shaped by cognitive, emotional, and collective factors, such as trust in leadership, clear communication, and alignment with organizational goals (Bouckenooghe et al., 2009; Walker et al., 2007). Transparency and adequate resources significantly influence readiness and minimize resistance (Santhidran et al., 2013).

Based on the literature review, the main hypothesis was, there would be a positive association between lifelong learning, job satisfaction, and readiness for change among secondary school teachers.

Method

The aim of the study was to identify the degree of readiness for change and job satisfaction, as well as their impact on lifelong learning. Lifelong learning is a key pillar for continuous professional development, while job satisfaction affects performance, mental health, and retention in the profession. Moreover, readiness for change helps teachers adapt to the constant changes brought about by technological advancements and educational policies.

The study used a quantitative methodology with a structured questionnaire, where job satisfaction, readiness for change, and self-directedness were defined as independent variables, while learning intention was the dependent variable. The questionnaire also included demographic questions to accurately describe the sample. Special emphasis was placed on ensuring anonymity and confidentiality, with strict data storage measures and comprehensive participant briefings, who took part voluntarily.

Participants

The study collected data from a total of 496 secondary education teachers through both printed and electronic questionnaires. The distribution of the questionnaires was conducted in person and via email, including schools in Thessaloniki and the Secondary Education Directorates across Greece. Despite extensive distribution efforts, teacher response rates

were low, with only one-third of the printed questionnaires returned (40 out of 120) and limited participation in the electronic format, despite its wide dissemination.

The sample included 356 women (71.77%) and 140 men (28.23%). The majority of participants were over 51 years old (47.98%), while 55.25% held a Master's degree, 38.31% a Bachelor's degree, 5.85% a Doctorate, and only three teachers (0.6%) held a Postdoctoral degree. Permanent teachers represented 83.67% of the sample, with the largest group (36.69%) having 16-24 years of teaching experience. Data collection for printed questionnaires took place between October 30 and November 30 during the 2024-2025 school year, with the electronic period extended until December 15.

The research process ensured anonymity, confidentiality, and voluntary participation.

Measurements

The assessment of *Readiness for Change* was carried out using a scale developed by Bouckenooghe et al. (2009), which categorizes readiness into three dimensions: emotional, cognitive, and voluntary readiness. The scale initially included thirteen items, but following Exploratory Factor Analysis (EFA), seven items were retained. Notably, the emotional readiness dimension included items like "I experience change as a positive process" and "I feel good about changes," while the voluntary readiness dimension included "I want to commit to the process of change" and "I am willing to contribute significantly to the change." The Cronbach's Alpha for emotional readiness was .862, for voluntary readiness was .845, and for the overall scale was .873, indicating good internal consistency and reliability of the tool used for measurement.

For *Job Satisfaction*, three items from Seashore et al. (1983) were employed, including "Overall, I am satisfied with my job" and "Overall, I like working here." Following EFA, the Cronbach's Alpha value for job satisfaction was found to be .790, suggesting adequate reliability for the scale, with significant item-total correlations supporting the inclusion of both positive and reverse-coded items for balanced measurement of satisfaction.

In terms of *Lifelong Learning*, multiple tools were used. The "Learning Intention" tool from Kyndt et al. (2011) which includes four items assessing the intention to engage in learning activities related to one's work, and yielded a Cronbach's Alpha of .760. This tool evaluates individuals' motivation to participate in learning activities, linking to Lifelong Learning as it reflects the readiness to acquire new skills. Another tool, the "Self-Directedness in Career Processes" scale, with six items, showed a Cronbach's Alpha of .829. This scale evaluates

the initiative individuals take in managing their career development, directly relating to lifelong learning practices. Lastly, the “Characteristics of Lifelong Learners” tool was found unreliable, as none of its items passed the consistency threshold (Cronbach's Alpha < .70) after EFA and was excluded from the analysis.

Overall, the results from these scales emphasized the strong interconnections between emotional, cognitive, and voluntary readiness, job satisfaction, and lifelong learning characteristics, reinforcing the importance of motivation and self-direction in professional and personal growth. The reliability and internal consistency of the tools demonstrated their effectiveness in evaluating these critical constructs within an organizational context.

Procedure

Five-point Likert scale was used for the measurement of the research factors. The five-point Likert scale is widely used in research practice, as it offers flexibility for respondents to express strong or moderate opinions while also providing a "neutral" point at the centre of the scale for those without a clear stance. One of the main advantages of the five-point scale is its efficiency in terms of both time and space, without compromising its effectiveness in data collection. This scale enables participants to accurately express their level of agreement or disagreement with the stated questions, thereby enhancing the clarity and reliability of the responses (Zafeiropoulos, 2005).

The questions were structured in sections, each evaluating different research factors. Participants were asked to select one of the five options corresponding to specific levels of agreement: 1 = "Strongly Disagree", 2 = "Disagree", 3 = "Neither Agree nor Disagree", 4 = "Agree", 5 = "Strongly Agree". This structure ensured clear understanding of the scale by the participants and contributed to the collection of rich and high-quality data for the statistical analysis of the research. Furthermore, the use of the Likert scale was proven to be effective in measuring attitudes, opinions, and behaviours, offering reliability and validity in the collected data (Zikmund et al., 2013). Therefore, it was chosen as the primary measurement tool for this study.

Results

This study presents the findings derived from an in-depth data analysis aimed at exploring key relationships between various constructs. Initially, an Exploratory Factor Analysis (EFA) was conducted using IBM SPSS Statistics 23, with necessary adjustments made to reverse negatively worded items (Recode) and transform qualitative data into numerical format. The primary purpose of the EFA was to group questionnaire items into factors that would allow for

a clearer analysis. Based on this classification, variables were grouped and assigned to their respective factors, as outlined in Table 1. To assess the adequacy of the sample, the Kaiser-Meyer-Olkin (KMO) test was performed, yielding a KMO value of .845, which indicated a high degree of sample suitability. Additionally, Bartlett's Test of Sphericity confirmed the appropriateness of the data for factor analysis, with a significant result ($p < .05$), as outlined in Table 2.

Following the completion of EFA, a Structural Equation Model (SEM) was developed using SMART-PLS software to examine the underlying theoretical constructs. Reliability and validity checks were conducted, revealing that the Cronbach's Alpha values from the previous analysis remained consistent, as detailed in Table 1. Further analysis using SMART-PLS facilitated a deeper exploration of the model, confirming the internal consistency and interrelationships among the study's factors. All reliability indices, including Composite Reliability and Average Variance Extracted (AVE), surpassed the acceptable thresholds of 0.8 and 0.5, respectively, thus ensuring the accuracy and reliability of the measurements.

Table 1.
Pattern matrix.

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
9LL	.822				
7LL	.811				
6LL	.722				
10LL	.607				
5LL	.580				
11LL	.472				
27OC		.939			
28OC		.866			
26OC		.735			
r29OC		.555			
2LL			.809		
3LL			.741		
4LL			.672		
1LL			.464		
38OC				.874	
37OC				.855	
36OC				.601	
41JS					.796
39JS					.746
r40JS					.696

Note. Extraction Method: Maximum Likelihood.
Rotation Method: Promax with Kaiser Normalization. Rotation converged in six iterations.

To validate the instrument's construct validity, discriminant validity was assessed using the Fornell-Larcker criterion. The results confirmed that the instrument demonstrated sufficient discriminant validity, providing a solid foundation for interpreting the model and conducting

further research. The proposed theoretical model, presented in Figure 1, illustrates the relationships among key variables, such as Emotional Readiness for Change (ERC) and Intentional Readiness for Change (IRC), both of which contribute to the overall Readiness for Change (OC) and function as mediators between Job Satisfaction (JS), Learning Intention (LI), and Self-Directedness (SD).

Table 2.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.845
Bartlett's Test of Sphericity	Approx. Chi-Square	4421.912
	df	190
	p	.000

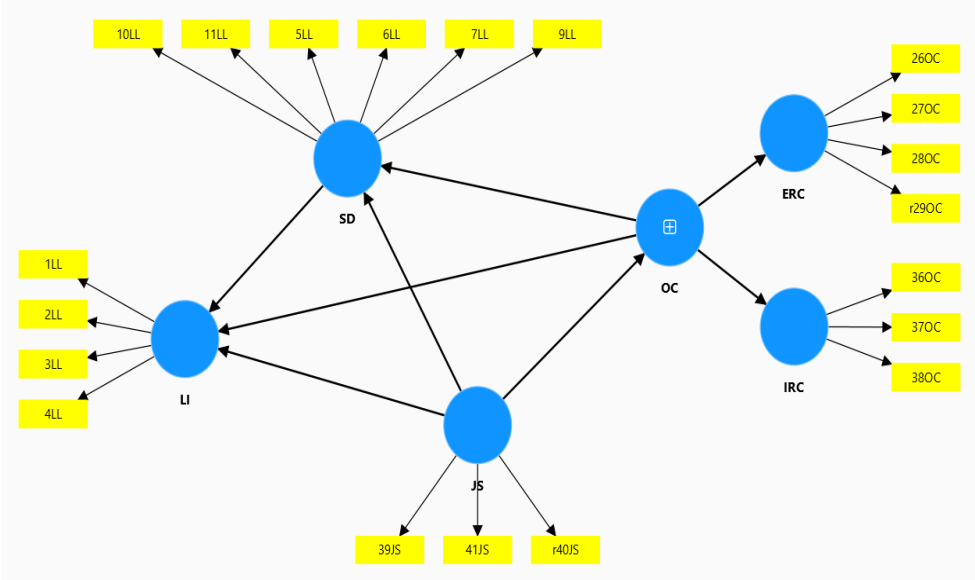

Figure 1: *Proposed relationship model*

Initially, the structural equation model contained several first-, second-, and third-order factors. However, following the two-step approach suggested by Lowry and Gaskin (2014), the model was simplified to provide a clearer representation of the variables' interrelationships, as shown in Figure 2.

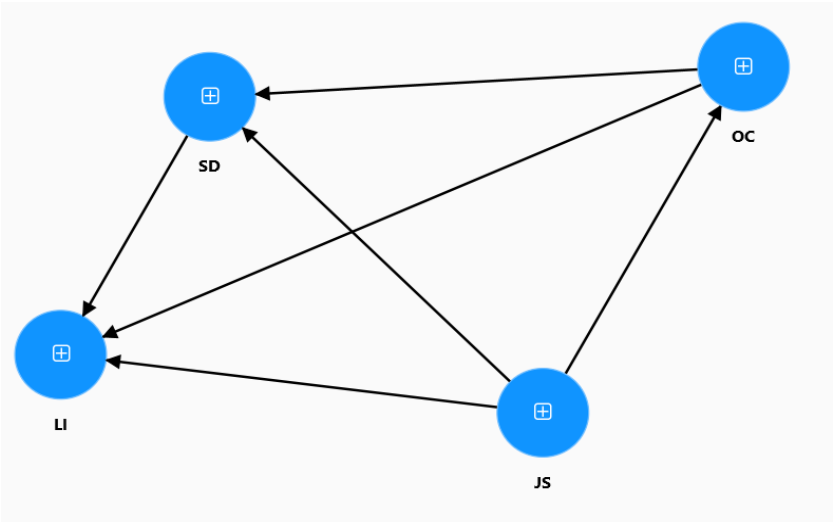

Figure 2: *Two-Step Approach Model*

This revision allowed for more straightforward statistical analysis, with hypothesis validation carried out through the bootstrapping method using 1,000 sub-samples. Key statistical indicators, including *t*-statistics and *p*-values, revealed significant relationships among the variables. Table 3 summarizes the results, demonstrating that all hypotheses were statistically significant with *p*-values under .05, further substantiating the validity and robustness of the theoretical model.

Table 3.
Total effects.

	Original sample	*M*	*SD*	*t*	*p*
Job Satisfaction → Learning Intention	0.229	0.233	0.046	5.024	.000
Job Satisfaction → Readiness for Change	0.194	0.197	0.054	3.611	.000
Job Satisfaction → Self-directedness	0.185	0.190	0.054	3.407	.001
Readiness for Change → Learning Intention	0.281	0.284	0.047	5.993	.000
Readiness for Change → Self-directedness	0.306	0.311	0.051	6.047	.000
Self-directedness → Learning Intention	0.355	0.359	0.050	7.035	.000

The integration of Exploratory Factor Analysis (EFA) and Structural Equation Modelling (SEM) led to a comprehensive understanding of the dynamic relationships among critical factors such as Job Satisfaction, Learning Intention, Organization Change, and Self-Directedness. These findings offer valuable insights that can be applied within educational

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and organizational contexts to facilitate better decision-making and implementation of effective strategies.

This study investigated the relationships among learning intention, readiness for change, job satisfaction, and self-directedness in secondary education teachers. The analysis explored both direct and indirect relationships between these factors, utilizing statistical data from Tables 3 and 4 to confirm their validity. For instance, job satisfaction positively influenced learning intention (Path Coefficient = 0.130, *p* = .002), readiness for change (Path Coefficient = 0.194, *p* = .000), and self-directedness (Path Coefficient = 0.126, *p* = .026). Similarly, readiness for change and self-directedness were positively correlated with both learning intention and each other, demonstrating a clear interdependence among these variables.

Table 4.

Path Coefficients

	Original sample	*M*	*SD*	*t*	*p*
Job Satisfaction → Learning Intention	0.130	0.13	0.04	3.132 **	.002
Job Satisfaction → Readiness for Change	0.194	0.19	0.05	3.611 ***	.000
Job Satisfaction → Self-directedness	0.126	0.12	0.05	2.231 **	.026
Readiness for Change → Learning Intention	0.172	0.17	0.04	3.784 ***	.000
Readiness for Change → Self-directedness	0.306	0.31	0.05	6.047 ***	.000
Self-directedness → Learning Intention	0.355	0.35	0.05	7.035 ***	.000

**$p < .01$, ***$p < .001$

The indirect relationships were examined in Table 5, revealing that job satisfaction positively affected self-directedness through readiness for change (T-Statistics = 3.070, *p* = .002), while it also influenced learning intention via self-directedness (T-Statistics = 2.076, *p* = .038). Additionally, readiness for change mediated the relationship between job satisfaction and both self-directedness and learning intention. These findings emphasized the central role of self-directedness as a mediator between the examined factors, highlighting its contribution to enhancing learning intention and readiness for professional development.

Table 5.

Specific Indirect Effects

	Original sample	*M*	*SD*	*t*	*p*
Job Satisfaction → Readiness for Change → Self-directedness	0.059	0.06	0.01	3.070	.002
Job Satisfaction → Self-directedness → Learning Intention	0.045	0.04	0.02	2.076	.038
Job Satisfaction → Readiness for Change → Learning Intention	0.033	0.03	0.01	2.426	.015
Job Satisfaction → Readiness for Change → Self-directedness → Learning Intention	0.021	0.02	0.01	2.683	.007
Readiness for Change → Self-directedness → Learning Intention	0.109	0.11	0.02	4.476	.000

In summary, the study reinforced the significant interconnections between job satisfaction, readiness for change, self-directedness, and learning intention, providing insights into the complex dynamics that can be leveraged to promote continuous professional development and positive responses to change in educational settings.

Discussion

The findings revealed a significant positive correlation between these factors, supporting established theories such as Knowles' self-directed learning and models of job satisfaction and adaptability. These insights highlighted the importance of fostering these elements to enhance organizational performance and continuous professional development.

Notably, the "Characteristics of Lifelong Learner" tool showed low reliability in this study, suggesting the need for tailored approaches to lifelong learning for different populations. High job satisfaction was linked to increased learning intention and readiness for change, fostering adaptability, initiative, and competitive skill development. Self-direction was emphasized as essential for organizations to adapt to external changes and drive long-term success. Readiness for change significantly influenced the educational process and highlighted the need for employee engagement in organizational transitions to develop professional skills.

The interplay of job satisfaction, self-direction, and readiness for change underscored the necessity of creating dynamic, flexible work environments that support continuous learning.

Enhancing job satisfaction and autonomy emerged as strategies to build resilient organizations and foster a culture of creativity and learning.

While the study offered actionable strategies, there is an acknowledgement of its limitations, including a small sample size and the exclusion of special education teachers. Future research should include diverse demographic groups and larger samples to improve representativeness. The study advocates for specialized interventions, emphasizing technology to enable flexible, accessible education, critical for skill development and system-wide adaptability.

Limitations

Key limitations include a small sample size and low participation rates, which limited generalizability. The study's focus on Greek educators constrained applicability to other cultural and legal contexts. The voluntary nature of participation could have introduced bias, as engaged educators might be overrepresented. Temporal limitations and potential for socially desirable responses also affected validity. Moreover, the dominance of general education teachers in the sample precluded conclusions about special education contexts. These limitations highlight the need for future studies with more representative samples, longitudinal designs, and a focus on underrepresented groups, particularly special education teachers. Addressing these gaps will enhance the reliability and applicability of findings to diverse educational environments. Future research should aim to improve validity and representativeness by increasing sample size and diversity, including educators from various educational levels and contexts. Expanding to a global comparative framework can highlight universal and culturally specific factors affecting professional development. Longitudinal studies can uncover long-term trends between factors like job satisfaction, readiness for change, and self-directed learning. The development of tailored interventions focusing on self-directedness and lifelong learning is critical, integrating elements like autonomy, goal-setting, and reflection. Technology plays a pivotal role in enabling flexible, accessible, and continuous education, overcoming barriers of time and location. Investigating external influences such as socio-economic conditions, policies, and societal attitudes will enhance understanding of systemic impacts. Including variables like leadership styles and collegial support could further illuminate team-level development and organizational learning. Special attention should be given to special education teachers, who face unique challenges and require targeted support. Finally, translating research into actionable policy recommendations can empower educators, improve educational quality, and foster systemic progress.

Conclusion

This study highlighted the significant positive correlation between job satisfaction, readiness for change, self-directedness, and learning intention, emphasizing their pivotal role in employees' professional development. The primary hypothesis regarding the relationship between lifelong learning, job satisfaction, and readiness for change was validated within a sample of secondary school teachers in Greece. The findings aligned with theories such as Knowles' (1975) self-directed learning, affirming that a supportive work environment fosters openness to change and active participation in learning activities.

Job satisfaction emerged as a multifaceted construct influencing both learning intention and readiness for change. Moreover, the study corroborated models proposed by Candy (1991) and Wanberg and Banas (2000), which emphasized the dynamic interaction between job satisfaction, self-directedness, and readiness for change. These elements collectively contributed to enhanced employee engagement and autonomy, consistent with Deci and Ryan's (1985) self-determination theory.

Ultimately, the study demonstrated how integrating psychological, social, and organizational factors can drive professional growth and contribute to the sustainable development of organizations. These results resonated with models such as Bakker and Demerouti's (2008) Job Demands-Resources model and Meyer and Allen's (1991) organizational commitment framework.

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Competing Interests

The authors have declared that no competing interests exist.

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