Job satisfaction of university teachers: A systematic literature review (2010-2021)

Qi Yang
Universiti Malaya, Malaysia, beatriceyyyyyang@gmail.com

Kazi Enamul Hoque
Universiti Malaya, Malaysia, keh2009@um.edu.my

Recommended Citation

Job satisfaction of university teachers: A systematic literature review (2010-2021)

Abstract

In this study, the authors searched, read, collated and reflected on the past research on the factors affecting university teachers' job satisfaction for the period of 2010-2021. In this systematic literature review, we can understand that the factors that influence the job satisfaction of university teachers are broadly divided into three areas, including the university, the teachers themselves, and the students. The authors have therefore systematically summarized and analyzed a total of ten areas of influence on schools, six variables under teachers' own factors, and two factors under students. Through this literature review, we found that there is still a lack of research on various aspects, and because of this, we hope that through this systematic analysis, we can extend and break through the factors of teachers' job satisfaction in the future, and provide constructive guidelines for the subsequent development of school policies, teacher support work and student evaluation, in order to better and comprehensively improve teachers' job satisfaction, so as to better achieve teaching goals and improve teaching quality.

Practitioner Notes

1. Job satisfaction is the subjective feeling and experience of employees on the job
2. The purpose of this study is to comprehensively review the factors that influence the job satisfaction of university teachers in various aspects of previous research;
3. University teachers' job satisfaction is an important factor to test the effectiveness of university teachers' work, as well as an important factor for teachers' mobility and development;
4. Teachers' job burnout leads to resignation, and teaching accidents may become a negative guide for teachers' job satisfaction;
5. A review and discussion of factors influencing teachers' job satisfaction from three aspects.

Keywords

University teachers, job satisfaction, teachers' well-being, burnout

Introduction

Given that the shortage of teachers remains a serious international problem to be solved, teacher job satisfaction deserves constant and close attention. Not only does job satisfaction contribute to teacher retention, but it also helps teachers and students to improve their well-being and can lead to effective school cohesion and teacher professional status (Toropova et al., 2021). The concept of job satisfaction was first introduced by Taylor (1912), and Feng and Qin (2009) summarised that job satisfaction as either the employee's attitude towards their job or the emotional reflection; or both, the employee's emotional experience of various aspects of the work situation. Guo (2021) emphasized that teachers' job performance and productivity are impacted by their level of job satisfaction, which can also have an impact on how stable their jobs are. The particularly significant and serious headline *'Teachers Are Not OK Now, Even Though We Need Them'* (Will, 2021) appeared in a 2021 Education Week story, and Forbes' February 2022 story noted *'Stress issues are driving teachers out of the workforce'* (Daphne Gomez, 2022). Appearing in the April 2022 issue of Education Week, author Madeline Will presents the serious conclusion that *'teacher job satisfaction has reached an all-time low at the currently time'*. It is because such a viewpoint is presented that allows us to reflect on why the extent of teacher satisfaction, which is continually and constantly discussed and researched, has changed so much. Because such reports never cease, they provoke us to think deeply about what teachers are going through, how they are performing in their current jobs and what triggers them to think deeply about job satisfaction.

In Iran, in a study on the relationship between English as a Foreign Language (EFL) teachers' job satisfaction and their job performance, a moderate positive correlation was found (Rezaee et al., 2018). In a study on private universities in Bangladesh, it was shown that working conditions were an important determinant of teachers' job satisfaction (Masum et al., 2015). Sahito and Vaisanen (2017) concluded in their study on teacher satisfaction in Pakistan that teachers' job satisfaction is directly proportional to their effectiveness, and that teachers perform better when they show higher levels of motivation and drive. Such findings were also confirmed by Theresia et al. (2018) in a related study on teachers' job satisfaction. Finally, in Safi's (2021) study of job-related satisfaction in Afghanistan, job satisfaction was found to play an intermediate role in the link between overall performance and final performance presentation for the job.

As a group of talents with higher levels of social status, education, personal quality, university teachers are generally considered to be a social group with higher levels of well-being, and in such a social and cultural context, the grasp and study of their actual work and life status presents a lesser situation (Guo Zhan & Xiao Zuming, 2019). As society develops and education policies are improved and upgraded, social pressure and industry competitiveness increase, the presentation of the well-being of university teachers in such an environment and the influencing

factors they face becomes one of the factors we need to identify and adapt to. After all, the values, outlook and attitudes of university teachers, as well as their educational qualities and standards, are reflected and directly influenced by their students and their teaching activities, as they provide quality professionals for society and carry a heavy burden. Therefore, university teachers' job satisfaction is an important factor in testing the effectiveness of university teachers' work, also an important factor in teachers' mobility and development. Improving the job satisfaction of university teachers will therefore enable them to complete their teaching work and tasks with a positive and optimistic mindset, improve the quality of teaching, and gain satisfaction from their achievements, as well as bring a positive impact on students' outlook on life and values.

Practical implications of studying teacher job satisfaction

There are two sides to people's subjective ideas about things, and so do teachers, they may show different directions in terms of work status, environment and also performance. Positive emotional performance can drive teachers to ease in teaching and further increase their job satisfaction. Negative, on the other hand, lead to teacher burnout, which can subsequently lead to such as emotional exhaustion, low achievement and depersonalization, and reduce teachers' levels of job satisfaction, which will have a negative impact on them both physically and psychologically. According to Ryan and Deci (2001), subjective well-being is a crucial factor in human society's growth and development, making it a prerequisite for personal fulfilment. Additionally, as with the following point regarding teacher burnout, teachers' subjective perceptions will affect their subsequent teaching decisions, career advancement, and professional development, and their positive feelings of well-being will further promote the growth of positive feelings and direct their actions. Because of this, we must pay close attention to the activities that teachers forecast and direct regarding their working environment. Therefore, in this study the authors will further illustrate the importance of teachers' subjective states through the conceptual orientation of subjective well-being as a positive direction of job satisfaction and burnout as a negative development of satisfaction, as the basis of the conceptual structure underlying this study, to further substantiate the long-term significance of exploring teachers' job satisfaction.

Teacher well-being

For well-being, it expresses a positive emotional expression, on the one hand, the sum of specific environmental factors, and on the other hand, the harmonious expression of teachers' personal needs and expectations (Aelterman et al., 2007). Therefore, the expression of well-being and the trend of emotional development will give people a positive emotional expression on the one hand, and on the other hand, can make people's personal development smoother or produce more positive results through positive emotional expression. Ryff (2014) emphasized the role and positive impact of happiness on people's lives in the six-factor model of psychological well-

2

being, and proposed: as well-being is a very important indicator, which is closely related to people's development in personal potential. A desire to develop, build positive social relationships and engage in creative building activities for social development is linked. At the same time, Ryff (2014) conceptualizes this subjective state performance as follows: like the multifaceted theoretical explanations of an individual's subjective well-being, an individual's psychological well-being as a complex, multiple and holistic phenomenon of subjective consciousness, and characterized by the individual's subjective positive performance, expresses a subjective state experience of life satisfaction and influences and predicts the development and realization of personal potential, and this positive subjective well-being depends on the interaction between the individual and the environment and produces de-specific influential properties.

Occupational well-being as a positive emotional experience that arises when people's needs are met and make their values manifest while engaging in their professional affairs (Yu & Zhang, 2018). The teacher, as a leader of the students both within and outside the classroom, is required to produce pedagogical actions that meet the needs of the students in terms of educational responsibility. With this in mind, teachers should be able to control their emotions during the school day (Farhah et al., 2021). At the same time, Farhah et al. (2021) explain that happiness decreases when teachers feel unhappy in their work or when they feel that they are not being adequately rewarded. Teachers' subjective manifestations of well-being are explained as their perceptions of health and life at work or in school (Renshaw et al., 2015). Silveira et al. (2017) also suggest that well-being is one of the foundations that promotes healthy development as well as positive embodiment of teachers' work. Barker and Martin (2009) and Noddings (2005) explained that when teachers feel happy, they tend to transfer this pleasant emotional experience to the overall teaching and learning. It is clear that on teachers' well-being, have a positive impact on the teaching environment, students' learning and teachers' quality of teaching.

We can consider teachers as emotion workers because they need and are good at controlling their emotions as they need to be emotionally sensitive in their work and teaching (Yin, 2015). Numerous previous studies have shown that teachers' emotions will have an impact on their performance, job effectiveness, job satisfaction, and burnout levels. Kaur and Singh (2019) argue that a sustained focus on teachers' well-being may be the best way to assist in the development of teachers' personal and professional advancement. In Rusu and Colomeischi's (2020) study of Romanian teachers' well-being, it was found that when teachers held a sense of well-being they showed engagement in their work, were actively involved in all aspects of their work, and showed positive performance in terms of environmental control and autonomy. In Italy, a decrease in psychological well-being was found to have an impact on the level of work engagement of workers (Tesi et al., 2018). Addimando (2019) conducted a related study in a Swiss educational context and concluded that providing a supportive and satisfying work environment was effective in enhancing teachers' well-being and enabled teachers were able to

engage more actively in teaching activities and made teaching and learning activities to have diverse and positive effects.

Job burnout

The term burnout was first introduced by Freudenberger (1977), who used burnout to describe the state of physical and mental exhaustion that occurs when people work long hours, work intensely and have a high workload. With the far-reaching nature of the functions and meanings of teaching, teaching itself is a stressful profession (Sawhney & Bansal, 2013); stress, burnout and readiness to leave are often present in this particular profession. Azadeh (2012) explained that high levels of stress are characteristic of the teaching profession and that although teaching is deeply developmental and progressive, it has negative elements, such as teaching stress when teachers encounter unmotivated and struggling students, inadequate teaching resources, and large class sizes that sometimes lead to teacher burnout.

Maslach (1988) noted that negative manifestations of burnout typically include low job satisfaction, loss of motivation and emotional detachment, gradual emotional exhaustion, diminished personal fulfilment and even depersonalization (Wang, 2004). Some of the stresses that occur as part of the education profession are quite high, but if left unattended, unregulated and uncorrected, then years after teaching, teachers may be prone to a state of stress that exceeds their limits, then burnout begins to manifest itself. Prolonged burnout and the consequent loss of interest in the job not only has an impact on the effectiveness of teaching and others but may also result in the loss of an academic who has a key role to play in the future development of society. Therefore, the subjective change in teachers' emotional attitudes towards burnout can have a long-term and significant negative impact on their performance, which has a direct impact on their output and diminishes the quality of teaching and learning.

Job satisfaction concept definition

Job satisfaction is the subjective feelings and experiences of working employees about their jobs, a set of positive or negative, beneficial, or disempowering feelings and emotional manifestations of how employees perceive and relate to their jobs. Teacher job satisfaction as teachers' emotional reactions to the job or teaching role they rub out (Umut & Ertan, 2022). Due to the nature of teachers' work and the specificity of the educational target, teachers' job satisfaction affects their own work status and their orientation towards physical and mental health development, and the quality of learning outcome of their students. Job satisfaction was first introduced by Hoppock (1935), who considered job satisfaction to be a comprehensive concept consisting of various dimensions, including the work environment, the work itself and psychological aspects. Job satisfaction is generally regarded as a tool to measure the level of satisfaction of individuals or the majority of employees in society with the job they hold, and it plays an important role as a positive motivator for work (Qian Yi et al., 2021). Furthermore,

4

Locke (1976) argued that job satisfaction can be described as the pleasurable and positive psychological state that an individual feels about their job and what they experience at work. That's exactly why when individuals are satisfied with the work they are involved in and undertaking, they display a pleasant and positive attitude (Bholane, 2015).

Moreover, job satisfaction can be a good way to help individuals develop and build good attitudes towards work (Greenberg & Baron, 2000), and it is a fundamental point that needs to be improved and emphasized for workers, and organizations. Job satisfaction is made up of both internal and external factors. The internal factors are a person's expectations and requirements for the job. External factors include: qualifications for the job; organizational unit or government factors; salary; working conditions; colleagues; professional development and supervision. (Aydınay, 1996; Köktürk, 1997; Mitchell & Larson, 1987).

Gilmer (1971) pointed out that the emotions, logic, and behavioural tendencies of social individuals at work can influence and contribute to a range of attitudes, including negative ones, at work. All situations have the necessary influence or drive on the outcome of the work. It is because for the social individual, approximately 70 percent of each person's time will be spent at work (Erdoğan, 1997). Therefore, people will expect more satisfaction from their work to influence their positive attitude towards work. This also confirms that increased job satisfaction has a positive effect on lifelong career development. Also, for the economic benefit of the organization, teachers' job satisfaction can play an important role (Aronson et al., 2005). Because good job satisfaction not only improves the working status of teachers, but also improves the economic validity of the organization's human resources issues. Saner and Eyüpoğlu (2013) emphasized that teacher job satisfaction can play the most critical role in the effectiveness and innovation of the education system, and teacher job satisfaction can succinctly explain the health of the academic environment in colleges and universities and positivity. Therefore, as a knowledge imparter in higher education, measuring and evaluating teachers' job satisfaction is an effective predictor of teachers' teaching quality and students' learning performance.

To sum up, it is precisely because job satisfaction is so profoundly and positively important for teacher effectiveness and even retention that we cannot deny that teacher shortages and attrition are also difficult issues that we are constantly facing. It is for this reason that we need to continue to explore and evaluate ways to improve and enhance teachers' job satisfaction to ensure that education is delivered properly and with quality. It is against this background that the authors propose the following *research question* for this study: *What are the factors that influence the job satisfaction of university teachers?*

Methods

Regarding the fundamental purpose of this research, the authors hope to find a breakthrough in job satisfaction in the context of many existing researchers and obtain further reflection and future direction guidance from it, so as to be more effective in teaching teachers the status quo of job satisfaction should be better understood and the phenomenon improved. The process of systematically exploring the current key through retrieval, reading, exploration and in-depth research, and putting forward reasonable suggestions and reform measures through the current status of research variables. The process of examining a field or topic, comparing and contrasting previous studies, looking at differences between authors in the same field, highlighting typical and emerging gaps between studies, and comparing a range of relationships to previous studies, such a research and reflection methods can better find new breakthroughs and generate longer-term research directions and innovative suggestions for topics. Following on from Bearman et al.'s (2012) point about the importance of systematic reviews: a growing sense of inquiry in systematic evaluation research will be an important asset to the development of higher education; and the findings from evaluation and analysis will provide far-reaching conclusions for higher education policy makers and practitioners.

Procedure

The nine-stage process of systematic review mentioned by Bearman et al. (2012) was followed for the subject matter of this paper for research question identification, setting inclusion and exclusion criteria, searching, screening, extraction, assessing quality (analysis), summarising and evaluating

Search and screening

In this systematic literature review, the authors use conceptual keywords such as "job satisfaction of university teachers" and "factors influencing job satisfaction", such as "university teachers". The 21st century is the fastest growing period in society, given the changes and deepening reforms in education in the last decade, as well as the perspective of the span of academic development of university teachers, the significance of education, and the timeline for the development of titles for university teachers. Further, it is worth noting the unexpected shift in the overall means of teaching and learning that began with the raging epidemic in 2020, and it is as this point that the authors ultimately limited the search to the period 2010-2021 and created a systematic search for scholarly articles in education only (see Table 1).

6

Table 1

Setting the screening range: inclusion and exclusion criteria

Inclusion Criteria	Exclusion Criteria
• Empirical study on the job satisfaction of university teachers;	• Research not empirical studies, not research publications, not conference papers, not books, not literature reviews;
• Research in the area of education;	
• Study period between 2010 and 2021;	• Research not in the field of education;
• Publications equal to or more than 10 citations.	• Study period not between 2010-2021;
	• Publications less than 10 citations.

Therefore, the literature screening process and selection process for this systematic evaluation study is shown in Figure 1. In the initial stage, the authors searched for 11190 records (9781 from Scopus, Web of Sciences, Google Scholar; 1363 from Science Direct; and 46 from the Chinese knowledge base search engine – CKNI) using the keyword 'job satisfaction'. Next, as the research target is educators, therefore the number of articles was reduced to 268 by locating the research element using the keyword "teacher job satisfaction". Further, the authors recorded the search results (literature data) using Excel and after further reading of the titles and abstracts, 84 target articles were left for thematic reading on 'Factors influencing teachers' job satisfaction'. Immediately following, the authors removed articles on job satisfaction factors for teachers appearing at other levels (including primary school teachers, secondary school teachers, high school teachers and vocational school teachers) from the next step of the search, resulting in 54 research papers being saved in the database for further reading, analysis and review.

Figure 1.

PRISMA Statement
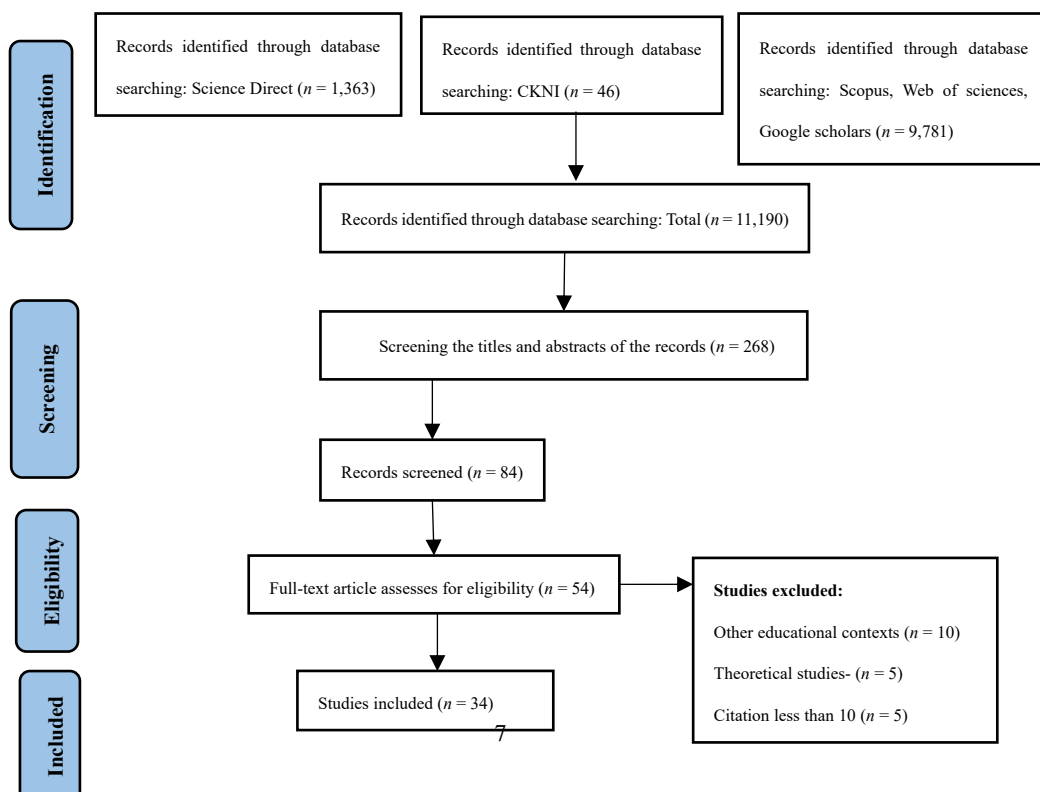
After reading and analysis of 54 research articles, it is important to emphasise that the purpose of this literature review is to analyse and summarise the factors that have influenced job satisfaction among university teachers over the last decade. After a detailed reading, the authors found that some of the studies listed were site-specific (e.g., city, university) relationship validation explorations using validated factor variables, and therefore the authors excluded such studies from the analysis framework of this review. The authors assessed and screened each research publication by using the screening criteria listed in Table 1 for inclusion/exclusion to determine whether the literature was ready for the next review and for use in this literature review. A final total of 34 articles were used in this analysis, which were systematically analysed and reviewed by the authors; a total of 19 reviews were conducted on school dimension, 12 on teachers themselves and 3 on students. The specific search process is shown in Figure 1. In addition, of these 34 articles, quantitative articles make up the majority, with 30 articles, while a total of four qualitative articles were included in this systematic review study. Another 20 research articles were excluded as they don't meet the inclusion criteria. Total 10 articles were excluded as they were not directly related to university teachers' perception. Another 5 articles were excluded due to non-empirical (review studies) in nature though they reflect the perception of university teachers. The rest of the articles (5) were excluded as they had less than 10 citations though they were published in between 2012-2015.

Findings

Job satisfaction is a dynamic structure under the interaction of many factors (Yuh & Choi, 2017). Torres (2019) believes that it is precisely because of the special nature of the teaching profession that job satisfaction presents a multidimensional structure. In fact, the research on factors of job satisfaction has been extensive, and some scholars have done corresponding systematic reviews. At the beginning of the systematic review of this study, the authors will use the author's own collected information about teachers in the past ten years about the factors of university teachers' job satisfaction, and at the same time combined with Umut and Ertan (2022), Polatcan and Cansoy (2019) in an earlier review of the factors of university teachers' job satisfaction and aggregated the overall job satisfaction factors of teachers into a complete summary chart, as shown in Figure 2 below, which gives the most concerned research on the factor of university teachers' job satisfaction during 2010-2021.

From Figure 2 we can visually see that researchers have mostly studied the factors influencing university teachers' job satisfaction in three broad directions including schools, teachers and students, mostly through quantitative studies to determine whether the variables are correlated with teachers' job satisfaction, although, because teacher satisfaction as popular study that does not recede, many researchers have conducted systematic reviews of series on teacher satisfaction. However, in this systematic review, the authors have read and analysed in depth specifically teachers working in higher education, and have more complete directions listed in

Figure 2 to produce a more comprehensive analysis.

Firstly, from school dimension, the authors summarized the topics that researchers have been most interested in exploring over the last decade, including the location, the type of schools, the appearance and environmental, working conditions, leadership, salary and benefits, the organizational culture, organizational support, and school policies on teachers' professional development and school facilities in total ten aspects. Secondly, from teacher personal dimension, the authors outlined a total of six areas, including teachers' teaching skills and knowledge base, work-life balance, academic autonomy, participation in decision-making, gender factors, and teachers' work experience. Finally, from student dimension, the main factors that emerged in the last decade were class size and student discipline. A systematic review of the literature on each of these factors is presented in the Findings section of the article, where the authors provide a detailed explanation and description.

Figure 2

Factors affecting university teacher's job satisfaction (2010-2021)

9
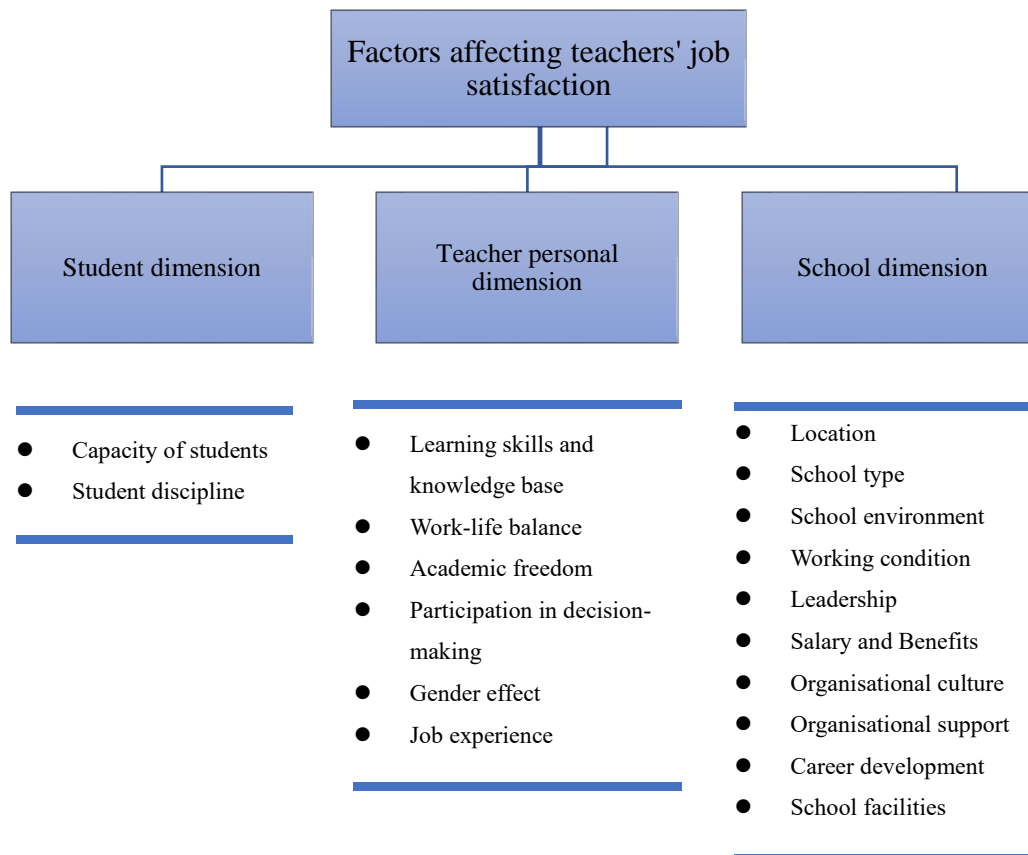
Although, everyone's level of satisfaction can vary significantly depending on their personal values (Sudirman et al., 2021). Since the inception of the concept of job satisfaction, a range of factors and relationships of teachers' job satisfaction have been continuously researched by researchers worldwide over the past decades. With the rapid development of the times, the increasing demand for productivity, innovation and creativity, and the changing needs of society, the level of employee satisfaction is an important predictor of future production line output. It is for this reason that "job satisfaction" has been studied globally for almost forty years and is still a hot topic of research that can generate new innovations. The data presented in this systematic review of the literature provides a more intuitive synthesis and in-depth consideration.

Results

School premises

Okeke et al. (2014) and Afshar and Doosti (2016) have highlighted the role of the external environment of the school and the condition of the school building on the mood state of teachers in this way in their study, where they emphasized that a positive work environment is important for the physical, mental and emotional well-being of workers. Okeke and Dlamini (2013) explained that schools, including dilapidated buildings around the school grounds; grass that is too tall and not repaired in time and bushes full of weeds, can make teachers feel discomforted. Zeng et al. (2019) shows that the housing conditions and campus construction provided to teachers by universities have a very high degree of influence on teachers' job satisfaction. The construction of the physical environment in universities can further ensure the stability of teachers in universities and further promote their professional development and development.

Working condition

Regarding the working conditions in schools, including working hours (Velmurugan, 2016; Wang, Xiaolian, 2021), and the working environment in which schools bring a sense of security to teachers as well as a good atmosphere of cooperation. Through Raziq and Maulabakhsh (2015) in their quantitative study on working conditions and teachers' job satisfaction, their findings showed that the working conditions in schools are positively related to job satisfaction and emphasized that the condition of the working conditions will play a pivotal role in the degree of job satisfaction obtained by teachers.

School facilities

Study by Jhupa (2021) on the impact of the schoolwork environment on job satisfaction, including adequate space, classrooms, materials, equipment, toilets, drinking water and so on. When teachers find that all the materials, they need for their work are available, they are better able to perform their duties and gain job satisfaction. After all, the availability of resources in

10

teaching activities is an indispensable factor in enabling teachers to achieve job satisfaction (Gikunda, 2016).

Organisational support

Han et al. (2020) revealed that job satisfaction can be enhanced by the school's support for teaching, social and administrative aspects. During their working life, university teachers expect to receive the support they deserve in all aspects of their work and teaching, including working conditions, learning opportunities and funding for research. For example, in the case of office facilities and digital resources, which are fundamental to the work of teachers in higher education, adequate preparation is required to be able to better exploit their potential and demonstrate their ability to achieve high levels of effectiveness. On the other hand, including opportunities to study and further their education, can also enhance their motivation to work. Cullen et al., (2014) explain that teachers who receive appropriate support from their schools feel happier and have higher levels of satisfaction because they feel secure and engage in a process of self-fulfilment. Bernarto et al. (2020) concluded in their study that organisational support has a positive effect on teachers' job satisfaction and that job satisfaction then has a positive effect on life satisfaction.

Salary and benefits

Salaries and benefits include salaries, insurance, housing subsidies (according to policy), and holiday benefits for teachers. By relying on the salaries and benefits they receive, teachers in higher education can meet their livelihood needs. Zhu Zhaohui (2019) points out that particularly young teachers working in universities are often in a position where they have elderly people to take care of and children to raise. To be able to relieve the pressure that life brings and to improve the quality of life. Only by working harder and insisting on maintaining their competitive edge in their professional profession can they obtain a better system of pay and benefits to support their lives and adequate material security. Because of this, most university teachers will meet the demands of this by working more intensely, which also makes and increases the pressure on university teachers, and as a result, the job satisfaction of young teachers in higher education is often reduced.

Even in terms of salary payment alone, Singh and Loncar (2010), Jhupa (2021) and Velmurugan (2016) explains that the degree to which a job is paid reasonably and whether or not it is paid on time affects a person's perception of their job to some extent. When teachers feel that they are paid adequately and sufficiently to maintain their living conditions, they will have a positive sense of satisfaction with their work.

Location of the school

On the issue of school location (Jhupa, 2021), teachers' job satisfaction is further enhanced when they live closer to the school, or when they can commute without the need for transport, given the daily demands of teaching and other school tasks. Rajeswaran et al. (2021) suggests that the location of the school has a negative impact on teachers' job satisfaction.

Type of school opening

As far as school types are concerned, research in this area never ceases. Latif et.al (2011) list six reasons why teachers in public universities show more satisfaction than those in private, including teachers' academic background, the nature of their work at school, salary, job security, career competition and professional development opportunities, and the work-life balance. Susmitha and Raghavaya (2018) reveal that teachers in public schools feel more secure about their jobs and are hence happier than teachers in private schools.

Career opportunities

In terms of promotion opportunities for teachers, they should exist as an important part of their job satisfaction. After all, when a teacher works in a well-developed university whether it is stuck, and will develop a range of negative emotions, or even seek another job. Conversely, when a teacher is promoted or developed, he or she will develop self-confidence in their own professional and work status. After all, the opportunity for promotion means that the individual will have the chance to advance to a higher level in job position, and such an opportunity creates the opportunity for the individual to progress and grow in a positive direction (Nyange, 2013). As Kosteas (2010) suggests, the creation of opportunities for advancement can increase one's job satisfaction, as advancement means the potential for people to move to higher positions and higher salaries relative to their colleagues.

Organisational culture

The culture that exists in an organization also greatly influences job satisfaction (Morris & Bloom, 2002; Mukhtar et al., 2018), the overall performance and competence of teachers contribute to the organizational culture (Hosseinkhanzadeh et al., 2013), and the organizational culture creates the teachers. The influential role of organizational culture has also been demonstrated by a number of scholars, who pointed out that job satisfaction, teachers' job performance, and the role relationship with organizational culture show a positive correlation (Liu & Ramsey, 2008), while it is slightly highlighted that in previous studies, Liu and Ramsey (2008), Tasnim (2006), and Aidla and Vadi (2007) have also highlighted organizational culture as one of the fundamental elements that serve as the level of job satisfaction presented by members of each organization. Organisational culture exists in the overall organization as a

12

collection of values, expectations and practices that guide and direct the actions of organizational members. The culture of a good organization develops a connotation relative to its definition, which is presented in the behavioural performance of the organization.

School leaders

In the study by Abbas et al. (2013), it was experimentally verified that factors such as leadership style, school management, and the manner and extent of rewards were significantly related to job satisfaction. It is also because the values of the leader are also fundamental in shaping and creating the organizational culture, the contextual conditions of the total appeal. Tan (2016) highlights that when team leaders have a clear commitment, cooperation with the organization's staff, motivational style, and effective communication, they are effective in predicting the level of job satisfaction of teachers in the organization. Ilgaz et al. (2015) concluded that the headmaster's supervisory and instructional approach characterized by the improvement and development of teaching and teachers in the school predicted different levels of teacher job satisfaction. Finally, Yılmaz & Altınkurt (2012) concluded that the designation and implementation of rewarding policies by school administrators significantly and positively predicted the job satisfaction status of teachers.

Academic autonomy

A range of work environments including teachers having greater autonomy, diversity in their work and participate in decision-making have also been explained as a factor influencing job satisfaction (Jiang et al., 2017; Da Wan et al., 2015). Furthermore, in terms of academic freedom or academic autonomy, Mgaiwa (2021) indicated that when teachers can carry out academic tasks without external control, they are more willing to engage in academic work and achieve academic results to satisfy their sense of professional accomplishment.

Gender of teachers

Kumas and Deniz (2010) conducted a gender comparison of the job satisfaction of male and female teachers and concluded that women's job satisfaction was higher than men's; because men as the head of the family, were responsible for most of the burdens of the household and were the mainstay of the family and had more family responsibilities and obligations, whereas for teaching it was more suitable for women. Wang Xiaolian (2021) identifies three reasons for the higher job satisfaction of female teachers in Chinese universities in Beijing: firstly, universities provide a more friendly environment and system, have more flexible working hours. Second, the career development for female teachers in the university environment is not affected by the issue of maternity. Finally, the constant interaction with other teachers, colleagues and students also contributes to the level of satisfaction of female teachers. However, Fattah (2010) concluded differently that women's job satisfaction was lower than male teachers, also the case

13

in Mennon and Reppa (2011), Sahin (2013) and Tasinm (2006). Thus, in addition to gender differences in the comparison of satisfaction between genders, it can be argued that socio-cultural and socio-economic changes and the urban-rural divide may also have an impact on the social status and working life roles of both genders.

Work experience

Demirtas (2010) presents that teachers' job satisfaction varies by age, those with 6-10 years of seniority had the highest level of job satisfaction among the teachers measured. This was followed by teachers with 16-20 years of experience, while teachers with five years of experience presented the lowest levels of job satisfaction as they had not been teaching for long and were still in the process of accumulating professional and teaching experience. However, Houtte (2012) explained that teachers' seniority and their job satisfaction showed a negative correlation. According to Xiaolian (2021), there is a high correlation between the trends in the three variables of teachers' age, teaching experience and job position, indicating that teachers under the age of 30, within five years of teaching, and at the junior level show higher levels of job satisfaction than others.

Work-family balance

Yifan (2018) and Xiaolian (2021) both concluded that there is a negative relationship developing between conflict between work and family and teachers' job satisfaction. The issue of work-family balance was described in this way, stating that conflict between work and family can cause more stress and thus diminish teachers' energy, thus failing to find a balance between work and family, and such a situation is prone to negative emotions, which in the long run will most likely lead to teachers' burnout. Of course, Rahman et al. (2020) also highlight that when teachers are able to manage and maintain a balance between family and work, this has a significant positive impact on job satisfaction

Teaching skills and knowledge base

In Jhupa's (2021) study, the skills of teachers are emphasized that a teacher's job is to teach, and when a teacher has the relevant expertise and able to provide language fluency and understanding to students, and when a teacher has these abilities, in this case job satisfaction is achieved. The knowledge base is also an important aspect of effective job satisfaction for teachers, as only when teachers are skilled and have solid expertise can they ensure that students have access to the full range of knowledge.

Participation in decision-making

Demirtaş and Alanoğlu (2015) explained that the extent of teachers' participation in school decision making predicts their level of job satisfaction to some extent. Their study showed a

14

positive and significant development of a positive relationship between teachers' job satisfaction and participation in educational decision-making. Zohair and Omar (2018) further explain that when teachers are able to participate in the decision-making process as a useful part of the organization, this positive relationship can provide members with a subjective feeling of respect, appreciation and happiness towards the organization during their time at school. Further when teachers are involved in school decision-making matters such as financial matters, examinations, welfare, disciplinary matters, academic work, etc., higher job satisfaction is shown (Ayegbusi & Lucas, 2020).

Classroom size

As Gkolia, Belias and Koustelios (2014) pointed out, when teachers show satisfaction with their jobs, they usually have a high level of professional competence to demonstrate and feel competent in managing, organizing and performing tasks. Jhupa (2021) suggests that class size may lead to negative job satisfaction; thus, we can recognize that when the number of students exceeds the reasonable capacity of the curriculum, teachers may not be able to cope with the situation, such as not being able to consider each student's learning performance and knowledge absorption. This can lead to anxiety and disappointment in teachers' ability to teach, which can lead to a reduction in job satisfaction.

Student discipline

A series of studies have discussed that teaching activities in challenging environments or situations where students display disruptive behaviour in the classroom can cause teachers to exhibit greater levels of stress (Vassallo, 2014). Buckman and Pittman (2021) agreed that inappropriate or even potentially disruptive behaviours by students in the classroom can be a serious challenge for teachers, who may not be able to deal effectively with the situation in the classroom and may sometimes not be able to complete their daily teaching duties properly. Such negative situations can lead to negative job satisfaction. As documented by Public Agenda (2004), approximately one third of teachers make the decision to leave the profession because of the teaching challenges posed by student behaviours.

Discussion

It is easy to see that there have been a number of rewarding studies on job satisfaction that are worth adopting and reflecting on. However, it is not difficult to find out from the above factors that, although researchers have looked at different cultural and gender differences in job satisfaction levels between male and female teachers, as the authors suggest, there may be different biases in satisfaction levels between male and female teachers depending on the culture of the region (Aytac, 2015). However, there is no research here to consider whether teachers' own job satisfaction status changes as they move through different stages of their lives. We have

15

also not been able to find answers to the question of whether teachers' satisfaction levels change when they are not only teaching, but also when they have other school duties. Further reflection reveals whether the process of adjustment and cross-adaptation of teachers' professional backgrounds has an impact on their satisfaction levels. What if teachers' visions of their own development influence the direction of their job satisfaction? There are no answers to these assumptions in relation to teachers that have been found in previous studies.

Moving beyond the teachers' own factors, we went on to reflect on the school side of the equation. From the school's perspective, Although, the promotion opportunities offered by schools (Nyange, 2013) and the teaching support provided to teachers (Han et al., 2020) play an effective and positive role in enhancing teachers' job satisfaction. But, has the development of long-term plans and requirements for professional development and curriculum development had an impact on or been linked to teachers' job satisfaction? Are there any changes in teacher satisfaction levels in relation to the approach to teacher ratios in the faculty? We have not found any answers to these questions in previous studies. At the same time, there has been a relative lack of consideration and exploration of the student dimension in the last decade of research, so does student performance and student perceptions of teachers have an impact on teacher satisfaction levels? No research has been conducted on these relationships. After all, when it comes to students, only Jhupa (2021) highlights the impact that student size has on teacher satisfaction.

Based on this literature review, it is intuitive that current research on job satisfaction generally exists in terms of objectively existing intuitive environmental conditions (Xiaolian, 2021; Okeke et al., 2014; Afshar & Doosti, 2016; Jhupa, 2021), policy developments and welfare supports (Han et al., 2020; Zhu Zhaohui, 2019; Jhupa, 2021; Nyange, 2013) to conduct a relational analysis on teachers' job satisfaction. But what the authors want to emphasize now is that, as teaching itself, its remit can often be in the classroom itself, so after a systematic analysis and a review of teachers' job satisfaction, what is very intuitive is to return to teaching itself to see whether teachers' job satisfaction is related to the teaching activities carried out? Are teachers' teaching behaviours affected by changes in the level of satisfaction they are experiencing? Do teachers have the emotional regulation or the emotional management to find a balance in their job satisfaction with their teaching? The assessment of these outcomes is difficult to find in studies that currently examine and define them, no research has been conducted to assess the current situation between cause-and-effect factors as well. Therefore, in future research on the relationship between teacher effectiveness in the classroom and overall teacher subjective affective factors, there is a great need to further understand and use research to extend and enhance specific cultural directions, and to suggest more useful interventions and two-way policy support for teacher performance in the future.

What is worthy of deeper attention and reflection is the fact that in all the above studies and

discussions on teachers' job satisfaction, all were conducted on teachers themselves, although there were different stages, different experiences and even a comparison of the relationship between the differences between male and female teachers. But unfortunately, there is also the student as a particular beneficiary of education or, we might say, recipient of knowledge. We can affirm that student assessment is the most direct way of visually testing the effectiveness of teachers' teaching, furthermore student participation in assessment sessions can help to improve the effectiveness of teaching and learning, and teachers can make further adjustments and improvements based on student preferences (Mart, 2017; Constantinou & Wijnen-Meijer, 2022). It is therefore meaningful and necessary to verify, from the students' point of view, whether teachers' subjective emotions influence their teaching behaviour and how they manage their emotions in their teaching, in terms of teachers' job satisfaction. Or in other words subjective emotions such as teachers may or may not be reflected in the teaching classroom. At present we are unable to take any argument from any research and on this basis, research related to teachers' job satisfaction is still missing and not fully comprehensive.

Teachers, as transmitters of knowledge, are agents of innovation in the development of knowledge for a country and society, as well as facilitators of social progress. University teachers are not only the best in their field or profession, but they are also able to play a role in the innovation and development of their profession and guide themselves to professional success. More importantly, as educators at the tertiary level, they are also the guides to the future working life of their students and the builders of knowledge that will lead them to success in the future. The specific state of teachers' development is related to the overall state of their work and teaching, which will have a direct impact on their performance and even on the learning of their pupils, with the subsequent potential for teaching errors, student failure and other negative consequences that we as educators do not want to see. After all, as Ishfaq (2020) points out, low job satisfaction among teachers will lead to more crises in the education sector, such as teacher turnover, teaching errors, and low teaching effectiveness, which can be accompanied by negative teacher satisfaction levels at any time. Therefore, it is important to explore the factors that contribute to teachers' job satisfaction in the light of evolving social factors, and to keep up with the latest support and educational policies to ensure that teachers' job satisfaction is maximized.

Limitations

Although it is true that teachers' job satisfaction has been a popular research topic and the author has conducted a systematic analysis and review based on the research trends of the last decade, there are limitations to this systematic review itself. Firstly, this systematic review is limited by the timeline, as the author has focused on the study of teachers' job satisfaction factors from 2010 to 2021, and therefore has not read and conducted systematic research on other timelines.

The second lies in the number of articles studied is limited. Although the author has stretched

the timeline of the study over a decade, it is inevitable that we cannot categorize and systematically analyse all the factors that have been conducted. At the same time, because the author's focus on satisfaction is limited to university teachers, the teachers at other stages are not involved. Finally, it is also important to note that in conducting the factor analysis and summary, the authors also screened for influential factors.

Implications

In the light of the limitations of this literature review as described by the author of the appeal, the future series of studies on teachers' job satisfaction can be updated on the timeline, for a society that is constantly developing and changing, the requirements and policies for education and teachers are also subject to constant changes and adjustments. In this context, the subjective state of teachers' development and their own subjective state will always give rise to processes and phenomena of adjustment and change, and therefore constant exploration is what we as researchers seek to explore. More with the overview of this study, it is possible to provide a state of reference for future situations that may occur in school organisations such as teachers leaving or negative states such as job burnout, to be able to assess and analyse teachers' satisfaction and job status based on the influencing factors explored in this study in order to obtain possibilities for improvement, and to help build awareness of crisis management of human resource loss.

At the same time, for higher educational managers, it is necessary for effective managers to support and help teachers in their job satisfaction. Firstly, for policy, universities should give different levels of support to teachers at different stages of higher education, for example, teaching guidance for novice teachers, professional development for higher level teachers and effective protection on career advancement, all of which can have a driving effect on teachers' work. Furthermore, government departments and educational institutions should coordinate the development of projects and funding for the overall campus environment and hardware facilities to ensure that they can fully support teachers' teaching activities and academic research projects. It is also necessary to ensure that the number of students and the allocation of teaching are appropriately allocated, and that qualified novice teachers are employed and outstanding professors are rehired to ensure the smooth running of teaching activities. Finally, in order to address the issue of teacher satisfaction, the university should open a counselling room for teachers and tea rooms for teachers to provide them with the necessary psychological support and assistance.

Conclusions

In this systematic review of 34 studies on the relationship between factors affecting university teachers' job satisfaction over the past ten years, and most researchers have focused on the school, the teachers themselves. What is worthy of attention and reflection after this study is, the lack of attention to the series of points of teacher satisfaction as an important prerequisite

for the assurance of teaching and professional development of teachers. In terms of teaching itself, although education is a long term and endless endeavour, what students receive at school will determine their professional and career development in the future, teacher as a provider of professional knowledge and as an intermediary between knowledge and students is profound and unlimited. Although in the current education sector we tend to judge the quality of teaching by the academic performance of our students, the role of the teacher as an influencer of students in many ways is far-reaching, the impact of teaching itself is something we cannot ignore, and so the way teachers teach in the classroom have a different impact on students, schools and academic development in different ways.

Further, we can note that with the importance of teacher satisfaction, there is not enough support for research on the link between family and work, such as whether issues such as teachers' mental state, family responsibilities (including stress and work, despite the emergence of a family-work balance), and the care of family members (elderly, children) have any relevant causal factors in relation to teachers' job satisfaction; these are also causes that we should consider. Last but not the end, in the face of a changing global environment, the development and changes in classroom models currently in place following our response to the pandemic need to be brought to our attention, and the factors associated with job satisfaction related to teachers' current educational environment deserve to be specifically explored in subsequent research to best prepare for the evolving and changing teaching styles using the environment. Therefore, it is hoped that this study will lead to a reflection on the factors that contribute to teachers' job satisfaction, which will lead to different thinking and innovative points of relationship for future research on satisfaction, and provide more support and help for the effectiveness of teaching in the future.

Conflict of interest

There are no perceived or actual conflicts of interest between the author or any other party.

19

References

Addimando, L. (2019). The Effect of Positive Working Conditions on Work Engagement and Teaching Classroom Practices: A Large Cross-Sectional Study in Switzerland. *Frontiers In Psychology*, 10. https://doi.org/10.3389/fpsyg.2019.02129

Aelterman, A., Engels, N., Van Petegem, K., & Pierre Verhaeghe, J. (2007). The well-being of teachers in Flanders: The importance of a supportive school culture. *Educational Studies*, 33(3), 285–297. https://doi.org/10.1080/03055690701423085

Afshar, H. S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.

Aidla, A., & Vadi, M. (2007). Relationships between Organizational Culture and Performance in Estonian Schools with Regard to Their Size and Location. *Baltic Journal Of Economics*, 7(1), 3-17. https://doi.org/10.1080/1406099x.2007.10840438

Al-Zo'bi, Z., & Bataineh, O. (2018). Extent of Participation by Faculty Members of Educational Sciences Colleges in the Jordanian Universities in Decision Making and Its Relationship with Job Satisfaction. *European Journal of Contemporary Education*, 7(4), 893-910.   https://doi.org/10.13187/ejced.2018.4.893

Aronson, K., Laurenceau, J., Sieveking, N., & Bellet, W. (2005). Job Satisfaction as a Function of Job Level. *Administration And Policy In Mental Health*, 32(3), 285-291. https://doi.org/10.1007/s10488-004-0845-2

Asgari, A. (2012). The effects of gender and marital status on burnout of English teachers in Iran. *Pertanika Journal of Social Sciences & Humanities*, 20(3), 635-644.

Ayegbusi, E., & Lucas, A. (2020). Teachers decisional participation and job satisfaction in secondary schools in Ekiti State, Nigeria. *International Journal Of Educational Administration And Policy Studies*, 12(1), 1-11. https://doi.org/10.5897/ijeaps2015.0423

Aytac, T. (2015). The Effect of Gender on Teachers' Job Satisfaction: A Meta-analysis. *The Anthropologist*, 20(3), 385-396. https://doi.org/10.1080/09720073.2015.11891742

Bansal, S. K. (2019). A Study Of The Level Of Job Burnout Among University Teachers With Their Marital Status. *International Journal of Research and Analytical Reviews (IJRAR)*, 6(2), 405-411.

Barker, C., & Martin, B. (2009). Dilemmas in Teaching Happiness. *Journal Of University*

20

Teaching And Learning Practice, 6(2), 5-19. https://doi.org/10.53761/1.6.2.2

Bearman, M., Smith, C., Carbone, A., Slade, S., Baik, C., Hughes-Warrington, M., & Neumann, D. (2012). Systematic review methodology in higher education. *Higher Education Research &Amp; Development*, 31(5), 625-640. https://doi.org/10.1080/07294360.2012.702735

Bernarto, I., Bachtiar, D., Sudibjo, N., Suryawan, I. N., Purwanto, A., & Asbari, M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from indonesian teachers. *International Journal of Advanced Science and Technology*, 29(03), 5495 – 5503.

Bholane, K. (2015). A Study of the Relationship between Job Satisfaction and Organizational Commitment of University Teachers in Maharashtra State. *Management Today*, 5(3). https://doi.org/10.11127/gmt.2015.09.03

Buckman, D., & Pittman, J. (2021). Student Discipline and Teacher Job Satisfaction: A Dual District Analysis. *Georgia Educational Researcher*, 18(2). https://doi.org/10.20429/ger.2021.180202

Constantinou, C., & Wijnen-Meijer, M. (2022). Student evaluations of teaching and the development of a comprehensive measure of teaching effectiveness for medical schools. *BMC Medical Education*, 22(1), 1-14. https://doi.org/10.1186/s12909-022-03148-6

Cullen, K., Edwards, B., Casper, W., & Gue, K. (2014). Employees' Adaptability and Perceptions of Change-Related Uncertainty: Implications for Perceived Organizational Support, Job Satisfaction, and Performance. *Journal Of Business And Psychology*, 29(2), 269-280. https://doi.org/10.1007/s10869-013-9312-y

Da Wan, C., Chapman, D., Zain, A., Hutcheson, S., Lee, M., & Austin, A. (2015). Academic culture in Malaysia: sources of satisfaction and frustration. *Asia Pacific Education Review*, 16(4), 517-526.   https://doi.org/10.1007/s12564-015-9398-1

Daphne Gomez. (2022). Stress Is Pushing Many Teachers Out Of The Profession. *Forbes Coaches Council*. https://www.forbes.com/sites/forbescoachescouncil/2022/02/23/stress-is-pushing-many-teachers-out-of-the-profession/?sh=4b4ddf9942b1

Day, C., Stobart, G., Sammons, P., & Kington, A. (2006). Variations in the work and lives of teachers: relative and relational effectiveness. *Teachers And Teaching*, 12(2), 169-192. https://doi.org/10.1080/13450600500467381

Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia - Social And Behavioral*

Sciences, 9, 1069-1073. https://doi.org/10.1016/j.sbspro.2010.12.287

Demirtaş, Z., & Alanoğlu, M. (2015). ÖĞRETMENLERİN KARARA KATILIMI VE İŞ DOYUMU ARASINDAKİ İLİŞKİ. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 16(2), 83-100.

Farhah, I., Saleh, A., & Safitri, S. (2021). The role of student-teacher relationship to teacher subjective well-being as moderated by teaching experience. *Journal Of Education And Learning (Edulearn)*, 15(2), 267-274. https://doi.org/10.11591/edulearn.v15i2.18330

Feng Jin, & Qin Qiwen. (2009). A Review of Research on Job Satisfaction [in Chinese]. *Psychological Science*, (4), 900-902.

Freudenberger, H. J. (1977). Burn-out: The organizational menace. *Training & Development Journal*, 31(7), 26–27.

Fute, A., Oubibi, M., Sun, B., Zhou, Y., & Xiao, W. (2022). Work Values Predict Job Satisfaction among Chinese Teachers during COVID-19: The Mediation Role of Work Engagement. *Sustainability*, 14(3), 1353. https://doi.org/10.3390/su14031353

Gallie, D. (2002). The quality of working life in welfare strategy. *Why we need a new welfare state*, 96-129.

Gikunda, M. G. (2016). Factors influencing teacher performance in the implementation of geography curriculum in public secondary schools in Imenti South Sub County, Meru County Kenya *(Doctoral dissertation, University Of Nairobi)*. Available at https://bit.ly/34led2D

Gkolia, A., Belias, D., & Koustelios, A. (2014). Teacher's Job Satisfaction and Self-Efficacy: A Review. *European Scientific Journal*, 10 (22), 321–342.

Greenberg, J & Baron, R.A. (2000). Behaviour in organizations. *New Jersey: Seventh Edition, Prentice Hall.*

Güngör, S. (2016). The Prediction Power of Servant and Ethical Leadership Behaviours of Administrators on Teachers' Job Satisfaction. *Universal Journal Of Educational Research*, 4(5), 1180-1188. https://doi.org/10.13189/ujer.2016.040531

Guo Zhan, & Xiao Zuming. (2019). A study of college teachers' well-being and its influencing factors [in Chinese]. *Journal of Jiangxi Institute of Education*.

Hagedorn, L. S. (1998). Implications to postsecondary faculty of alternative calculation methods of gender-based wage differentials. *Research in Higher Education*, 39(2), 143-

22

162.

Han, J., Yin, H., Wang, J., & Zhang, J. (2019). Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. *Educational Psychology,* 40(3), 318-335. https://doi.org/10.1080/01443410.2019.1674249

Hoppock. (1935). Job Satisfaction. *New York: Harper Row*, 236—245.

Hosseinkhanzadeh, A., Hosseinkhanzadeh, A., & Yeganeh, T. (2013). Investigate Relationship Between Job Satisfaction and Organizational Culture Among Teachers. *Procedia - Social And Behavioral Sciences*, 84, 832-836. https://doi.org/10.1016/j.sbspro.2013.06.656

Ishfaq Ahmad Bhat. (2020). An overview of the factors affecting teachers job satisfaction. *Aegaeum Journal*, 8(3).

Jhupa Kumari Budhathoki. (2021). Teachers' Satisfaction: Implications for Job Performance. *Interdisciplinary Research In Education*, 6(2), 79-88. https://doi.org/10.3126/ire.v6i2.43540

Jiang, S., Lambert, E., Liu, J., & Zhang, J. (2017). An Exploratory Study of the Effects of Work Environment Variables on Job Satisfaction Among Chinese Prison Staff. *International Journal Of Offender Therapy And Comparative Criminology*, 62(6), 1694-1719.   https://doi.org/10.1177/0306624x17691533

Kaur, M., & Singh, B. (2019). Teachers' Well-Being: Overlooked Aspect of Teacher Development. *Education And Self-Development*, 14(3), 25-33. https://doi.org/10.26907/esd14.3.03

Khan, T. (2005). Teacher job satisfaction and incentive: A case study of Pakistan. *London: DFID*. http://datatopics.worldbank.org/hnp/files/edstats.

KOSTEAS, V. (2010). Job Satisfaction and Promotions. *Industrial Relations: A Journal Of Economy And Society*, 50(1), 174-194. https://doi.org/10.1111/j.1468-232x.2010.00630.x

Latif, K., Shahid, M. N., Sohail, N., & Shahbaz, M. (2011). Job satisfaction among public and private college teachers of District Faisalabad, Pakistan: A comparative analysis. *Interdisciplinary Journal of Contemporary Research in Business*, 3(8), 235-242.

Liu, X., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the Teacher Follow-up Survey in the United States for 2000–2001. *Teaching And Teacher Education*, 24(5), 1173-1184.   https://doi.org/10.1016/j.tate.2006.11.010

Madeline Will. (2021). Teachers Are Not OK, Even Though We Need Them to Be. *Education*

Week.

Madeline Will. (2022). Teacher Job Satisfaction Hits an All-Time Low. *Education Week*. https://www.edweek.org/teaching-learning/teacher-job-satisfaction-hits-an-all-time-low/2022/04

Mart, C. T. (2017). Student evaluations of teaching effectiveness in higher education. *International Journal of Academic Research in Business and Social Sciences*, 7(10), 57-61. http://dx.doi.org/10.6007/IJARBSS/v7-i10/3358

Maslach, C., & Florian, V. (1988). Burnout, job setting, and self-evaluation among rehabilitation counselors. *Rehabilitation Psychology*, 33(2), 85-93. https://doi.org/10.1037/h0091691

Masum, A., Azad, M., & Beh, L. (2015). Determinants of Academics' Job Satisfaction: Empirical Evidence from Private Universities in Bangladesh. *PLOS ONE*, 10(2), e0117834. https://doi.org/10.1371/journal.pone.0117834

Mengist, W., Soromessa, T., & Legese, G. (2020). Method for conducting systematic literature review and meta-analysis for environmental science research. *Methodsx*, 7, 100777. https://doi.org/10.1016/j.mex.2019.100777

Mgaiwa, S. (2021). Academics' job satisfaction in Tanzania's higher education: The role of perceived work environment. *Social Sciences & Humanities Open*, 4(1), 100143. https://doi.org/10.1016/j.ssaho.2021.100143

Morris, A., & Bloom, J. R. (2002). Contextual factors affecting job satisfaction and organizational commitment in community mental health centers undergoing system changes in the financing of care. *Mental health services research*, 4(2), 71-83.

Mukhtar, A., Modding, B., Latief, B., & Hafied, H. (2018). The Influence of Competence, Organizational Culture and Work Stress on Job Satisfaction and Performance of Sharia Bank Employees in Makassar. *Journal of Research in Humanities and Social Science*, 6(5), 58-64. Available at www.questjournals.org

Noddings, N. (2005). Identifying and responding to needs in education. *Cambridge Journal Of Education*, 35(2), 147-159. https://doi.org/10.1080/03057640500146757

Okeke, C., & Dlamini, C. (2013). An empirical study of stressors that impinge on teachers in secondary schools in Swaziland. *South African Journal Of Education*, 33(1), 1-12. https://doi.org/10.15700/saje.v33n1a607

24

Okeke, C., Adu, E., Drakeand, M., & Duku, N. (2014). Correlating Demographic Variables with Occupational Stress and Coping Strategies of Pre-School Educators. *Journal Of Psychology*, 5(2), 143-154. https://doi.org/10.1080/09764224.2014.11885514

Polatcan, M., & Cansoy, R. (2019). Examining Studies on the Factors Predicting Teachers' Job Satisfaction: A Systematic Review. *International Online Journal of Education and Teaching*, 6(1), 116-134. http://www.iojet.org/index.php/IOJET/article/view/477

Rahman, M., Ali, N., Jantan, A., Mansor, Z., & Rahaman, M. (2020). Work to family, family to work conflicts and work family balance as predictors of job satisfaction of Malaysian academic community. *Journal Of Enterprising Communities: People And Places In The Global Economy*, 14(4), 621-642. https://doi.org/10.1108/jec-05-2020-0098

Rajeswaran, P., Rasanayakam, J., & Kengatharan, N. (2021). The impact of resource management on job satisfaction of teachers (A study based on the teachers of secondary schools in the Jaffna District). *IRSFOE 2021*, 312. Available at https://edu.cmb.ac.lk/wp-content/uploads/2022/04/Proceedings-IRS-2021.pdf#page=355

Raziq, A., & Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics And Finance*, 23, 717-725. https://doi.org/10.1016/s2212-5671(15)00524-9

Renshaw, T., Long, A., & Cook, C. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2), 289-306. https://doi.org/10.1037/spq0000112

Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A Mixed Method Study of the Relationship between EFL Teachers' Job Satisfaction and Job Performance in Iran. *International Journal Of Instruction*, 11(4), 391-408. https://doi.org/10.12973/iji.2018.11425a

Rusu, P., & Colomeischi, A. (2020). Positivity Ratio and Well-Being Among Teachers. The Mediating Role of Work Engagement. *Frontiers In Psychology*, 11. https://doi.org/10.3389/fpsyg.2020.01608

Ryan, R., & Deci, E. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review Of Psychology*, 52(1), 141-166. https://doi.org/10.1146/annurev.psych.52.1.141

Ryff, C.D. (2014). Psychological Well-Being Revisited: Advances in the Science and Practice of Eudaimonia. *Psychotherapy and Psychosomatics*, 83, 10–28.

25

https://doi.org/10.1159/000353263

Safi, S. (2021). Relationship between Job Crafting and Job Performance and the Mediating Effects of Job Satisfaction: A Study of NGOs in Afghanistan. *Kardan Journal Of Economics And Manangement Sciences*, 4 (4) 48–66. https://doi.org/10.31841/kjems.2021.105

Saner, T., & Eyüpoğlu, Ş. (2013). The Gender-marital Status Job Satisfaction Relationship of Academics. *Procedia - Social And Behavioral Sciences*, 106, 2817-2821. https://doi.org/10.1016/j.sbspro.2013.12.324

Sawhney, N., & Bansal, S. (2013). Life satisfaction of professional college teachers in relation to their stress level. *Indian Journal of Health and Wellbeing*, 4(2), 272-277. http://www.iahrw.com/index.php/home/journal_detail/19#list

Shuai Rongmei. (2021). Investigation and analysis on job satisfaction of teachers in local colleges and universities [in Chinese]. *Journal of Minnan Normal University (Natural Science)*, 34(2),5.

Silveira RCP, Ribeiro IKS, Teixeira LN et al. (2017). Wellness And Health Of Teachers In A Public Educational Institution. *Journal of Nursing UFPE on line*, 11(3), 1481-1488. https://doi.org/10.5205/reuol.10263-91568-1-RV.1103sup201721

Sudirman, A., Sherly, S., Candra, V., Dharma, E., & Lie, D. (2021). Determinants of Teacher Performance: Exploring the Role of Satisfaction and Motivation as Mediation. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 68. https://doi.org/10.23887/jpp.v54i1.32417

Susmitha, V. & Raghavaya, K. (2018). A study of job satisfaction in public and private school teachers with reference to Visakhapatnam City. *International Journal of Advance Research in Science and Engineering*, 7(4), 463-471.

Tasnim, S. (2006). Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh *(Master's thesis, The University of Bergen)*.

Tentama, F., Merdiaty, N., & Subardjo, S. (2021). The job satisfaction of university teachers. *Journal Of Education And Learning (Edulearn)*, 15(1), 48-54. https://doi.org/10.11591/edulearn.v15i1.17054

Tesi, A., Aiello, A., & Giannetti, E. (2018). The work-related well-being of social workers: Framing job demands, psychological well-being, and work engagement. *Journal Of Social Work*, 19(1), 121-141. https://doi.org/10.1177/1468017318757397

26

Theresia, L., Lahuddin, A. H., Ranti, G., & Bangun, R. (2018). The influence of culture, job satisfaction and motivation on the performance lecturer/employees. *In Proceedings of the International Conference on Industrial Engineering and Operations Management*, 1841-1841.

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97. https://doi.org/10.1080/00131911.2019.1705247

Velmurugan, R. (2016). Scholars Scitech Research Organization. *Journal of Research in Humanities and Social Sciences*, 1(1), 20-23. available at www.scischolars.com/journals/index.php/jrhss/issue/archive

Wang Fang, & Xu Yan. (2004). Primary and secondary teachers' occupational exhaustion and its relationship with social support [in Chinese]. *International and comparative education*, 25(6), 96-96.

Wang Xiaolian. (2021). Research on the relationship between work-family conflict and job satisfaction of college teachers [in Chinese]. *Social Sciences Journal of Universities in Shanxi*, 33(11), 6.

Yilmaz, K., & Altinkurt, Y. (2012). Okul yöneticilerinin kullandıkları güç kaynakları ile öğretmenlerin iş doyumu arasındaki ilişki. *Kastamonu Eğitim Dergisi*, 20(2), 385-402.

Yin, H. (2015). The effect of teachers' emotional labour on teaching satisfaction: moderation of emotional intelligence. *Teach. Teach*. 21, 789–810. https://doi.org/10.1080/13540602.2014.995482

Yu Shuping, & Zhang Yingrui. (2018). Investigation and analysis of occupational well-being of educational managers in colleges and universities [in Chinese]. *Higher Agricultural Education* (5), 5.

Zeng Liping, Bao Zhenxing, & Luo Xianyu. (2019). Analysis of Environmental Influencing Factors of College Teachers' Job Satisfaction and Research on Its Improvement Path. *Journal of Yangzhou University: Higher Education Research Edition*, 23(1), 5. https://doi.org/10.19411/j.cnki.1007 -8606.2019.01.012

Zhu Zhaohui. (2019). Countermeasures to improve the job satisfaction of young teachers in colleges and universities [in Chinese]. *Journal of Shanxi University of Finance and Economics*, 41(S02), 100-102.