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Job Satisfaction of University Teachers: A Comparative Study of Gender, Age and Marital Status

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Abstract

This study was conducted to compare the job satisfaction of university teachers regarding gender, age and marital status. The study was quantitative in nature and descriptive method and survey technique were used for the collection of data. The population of the study consisted of 164 teachers of University of Kotli. One hundred and thirteen teachers were selected as sample of the study by using simple random sampling technique. The reliability of the instruments was .911. The researcher personally visited university teachers and collected the data. A statistical package for social science (SPSS) was used for the analysis of data. The researcher applied frequency, percentage, mean, independent sample t-test and analysis of variance for the data analysis. It is concluded that teachers receive recognition from immediate supervisor and they give assistance when they needed. Moreover, immediate supervisor appreciates good teaching and provide assistance for improving instruction. On the other hand, immediate supervisor does not provide backup to teachers and they not willing to listen suggestion from teachers.

Keywords: Job Satisfaction, Gender, Age, Marital Status, Teachers.



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Introduction

Job satisfaction can be a pleasant emotional state resulting from an evaluation of one's work as achieving or facilitating the realization of the values of one's work. Job satisfaction is a person's overall evaluation of his or her job as favorable or unfavorable. Personal traits such as situation, personality, and work stress can affect people's job satisfaction. Job satisfaction is related to many factors important to human resource management, such as performance, counterproductive behavior, turnover, and employee health (Ali, *et al.*, 2023). Job satisfaction is related to many factors that are important for human resource management, such as performance, counterproductive behavior, turnover, and employee health. (Nemteanu & Dabija, 2021). It is a state of well-being and well-being in a person's performance in the workplace and its environment. It can be a good determinant of productivity within an organization. Employee satisfaction inspires positive energy, creativity and a greater drive to succeed. Some intervening factors include employee attitudes at work, toward leaders and coworkers, and employee expectations (Purwanto, 2022).

If job satisfaction is the degree to which the needs of employees are satisfied, it becomes the basis for evaluation and assessment of the organization. Therefore, it is highly recommended to maintain efficiency at all stages of employee return and succession planning. Decreased satisfaction and lack of commitment lead to ineffectiveness and sluggishness among teachers and students (Ilies, *et al.*, 2018). Measures help in the assessment of satisfaction with salary, career stability, sense of pride in the institute and participation in local customs and traditions (Qudus, *et al.*, 2022). Satisfaction measures include "lifestyle, pay, work" environment and supervision at work. Happy employees have a very constructive attitude towards work, while dissatisfied and dissatisfied employees have a destructive and negative attitude towards work. Attitudinal changes refer to complex arrangements of behavioral cognitions, emotions, behavioral tendencies and general ways of working (Rasheed, 2017).

The existing literature cannot fully explain the nature of this difference, as it persists even when job characteristics are controlled. On average, women are more satisfied than men, and this difference persists even when we take into account a wide range of personal, work and family characteristics. However, this gap disappears when we consider work priorities, as women place more emphasis on work-life balance and the intrinsic desire to work (Redmond & McGuinness, 2020).

Women have higher average job satisfaction than men. In an influential paper, Clark has shown that the gender gap in job satisfaction in the UK persists, even after controlling for a number of personal and professional characteristics. Clark believes that this can be explained by fewer career prospects for women, gender pay, discrimination and limited opportunities for promotion. Thus, although women may be in jobs that are "objectively worse" than men, lower expectations may result in higher job satisfaction for women (Redmond, *et al.*, 2020).

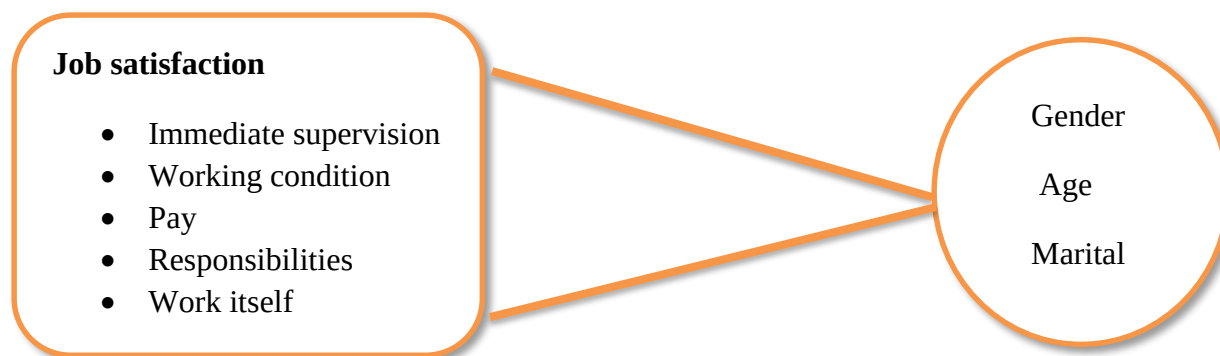
Age wise job satisfaction included that younger university teachers may be more excited and eager to make a positive impact in their field. They may be excited about the opportunity to share their knowledge and engage with students (Gazi, *et al.*, 2022). However, they may also face challenges such as balancing teaching responsibilities with research or dealing with limited experience. As teachers gain more experience and become more mature in their careers, their job satisfaction may change. They may find satisfaction in mentoring and mentoring younger colleagues, conducting research, or gaining tenure. However, they may also face challenges such as administrative responsibilities or heavier workloads (Mahmood, *et al.*, 2019).

The marital status of college professors may affect their job satisfaction. For some college professors, being married or in a committed relationship can provide a sense of stability and support, which can have a positive impact on their overall job satisfaction (Mahmood, *et al.*, 2019). Having a partner who understands their professional needs and provides emotional support can help increase happiness and job satisfaction. (Kaelen, *et al.*, 2021). There are also benefits to being single or single as a college professor. This can provide more flexibility and freedom to focus on their career and professional development without the added responsibilities and commitments of the relationship. This can lead to higher levels of job satisfaction for some people (Rice & Smith, 2023).

Job satisfaction among university teachers has been studied, but there's a gap in understanding how it differs based on gender, age, and marital status. While some research exists on job satisfaction, few studies directly compare these demographic factors. This study aims to fill that gap by examining how these factors influence job satisfaction among university teachers. Understanding these differences can help institutions better support their faculty members. This research could lead to tailored strategies to enhance job satisfaction and improve working conditions for all university teachers.

Job satisfaction is important because it directly impacts employee motivation, morale and commitment to their work, leading to increased productivity and reduced turnover rates within institution. Job satisfaction among university teachers is poor and the reason behind this is immediate supervision, working condition, pay, and responsibilities and work itself. However, there is a need to systematically understand these factors to promote the well-being and success the university teachers. It is essential to identify the different component experiences by university teachers such as gender, age and marital status. Therefore, the study was conducted to find out the job satisfaction of teachers at university level.

Conceptual Framework



Method and Materials

The current study was conducted to compare the job satisfaction of university teachers regarding gender, age and marital status. The study was quantitative in nature and the researcher used cross-sectional survey technique for the collection of data. The population of the study consisted on one hundred sixty-four teachers from university of Kotli AJ&K. By using simple random sampling technique, the researcher selected one hundred and thirteen teachers as sample of the study. A standardized questionnaire was developed by Lester (1984) to check the job satisfaction of teacher's scale consisted of nine (9) aspects (supervision, colleagues, working condition, pay, responsibilities, work itself, advancement, security, recognition) and seventy-seven (77) statements was adapted by the researcher and the irrelevant statements were omitted comprised on

five (5) aspects (supervision, working condition, pay, responsibilities and work itself) and forty-five (45) statements. Five point Likert scale were used for gathering the responses from the respondents. Validity of the instrument was checked by the experts of the department of education. For pilot testing, data were collected from 30 respondents and by using Cronbach's alpha statistical technique with the help of SPSS, the value of reliability was found 0.87 which was good. The data were collected by personal visits. Statistical Package for Social Science (SPSS) was used for the analysis of data. The researcher applied frequency, percentage, mean, independent sample t-test and analysis of variance (ANOVA) for the analysis of data.

Data Analysis

Demographic Analysis

Table 01: Gender Analysis

Gender	Frequency	Percent
Male	68	60.2
Female	45	39.8
Total	113	100

Table 01 indicates that 60.2% respondents were male and 39.8% respondents were female of the study.

Table 02: Age Analysis

Age	Frequency	Percent
20-30years	4	3.5%
31-40 years	82	73%
41-50years	25	22%
Above 50years	02	1.5%
Total	113	100%

Table 02 indicates that 3.5% respondents were age twenty to thirty years, 73% respondents were age thirty-one to forty years, 22% respondents were age forty-one to fifty years and 1.5% respondents were above age fifty.

Table 03: Marital Status Analysis

Marital Status	Frequency	Percent
Married	83	74%
Unmarried	16	14%
Widow	14	12%
Total	113	100%

Table 03 indicates that 74% respondents were married, and 14% respondents were unmarried and 12% respondents were widow.

Table 04: Analysis of Supervision

S.#	Statements	SA	A	N	D	SDA	Mean
1	My immediate supervisor turns one teacher against another.	4(3.5)	4(3.5)	1(0.9)	9(8)	96(85)	1.30
2	I receive recognition from my immediate supervisor.	49(43.4)	37(32.7)	8(7.1)	19(16.8)		4.03
3	My immediate supervisor gives me assistance when I need help.	42(37.2)	36(31.9)	23(20.4)	10(8.8)	2(1.8)	3.94
4	My immediate supervisor praises good teaching.	42(37.2)	33(29.2)	23(20.4)	15(13.3)		3.90
5	My immediate supervisor provides assistance for improving instruction.	9(8)	60(53.1)	27(23.9)	15(13.3)	2(1.8)	3.52
6	My immediate supervisor does not back me up.	9(8)	17(15)	21(18.6)	58(53.3)	8(7.1)	2.65
7	My immediate supervisor explains what is expected of me.	13(11.5)	54(47.8)	21(18.6)	17(15)	8(7.1)	3.42
8	My immediate supervisor is not willing to listen to suggestions.	11(9.7)	31(27.4)	22(19.5)	16(14.2)	33(29.2)	2.74
9	My immediate supervisor treats everyone equitably.	12(10.6)	37(32.7)	26(23)	30(26.5)	8(7.1)	3.13
10	My immediate supervisor makes me feel uncomfortable.	8(7.1)	35(31)	18(15.9)	28(24.8)	24(21.2)	2.78
11	When I teach a good lesson, my immediate supervisor notices.	17(15)	41(36.3)	17(15)	32(28.3)	6(5.3)	3.27
12	My immediate supervisor offers suggestions to improve my teaching.	10(8.8)	54(47.8)	27(23.9)	15(13.3)	7(6.2)	3.40
13	My immediate supervisor makes available the material I need to do my best.	12(10.6)	33(29.2)	42(37.2)	19(16.8)	7(6.2)	3.21
14	I receive too many meaningless instructions from my immediate supervisor.	9(8)	14(12.4)	19(16.8)	59(52.2)	12(10.6)	2.55

Table 04 shows the descriptive analysis of supervision. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 93% (8% DA + 85% SDA) disagreed that immediate supervisor turns one teacher against another. Moreover, mean score (1.30) also reflects not in the favor of statement. On the other hand, the lowest statement in this table also depicted that 39.8% (10.6% SA+ 29.2% A) teachers agreed that

immediate supervisor makes available the material I need to do my best. Moreover, mean score (3.21) also reflects that it is moderately favor of statement.

Table 05: Analysis of Working Condition

S.#	Statements	SA	A	N	D	SDA	Mean
15	Working conditions in my institution are good.	7(6.1)	67(59.3)	16(14.2)	15(13.3)	12(10.6)	2.55
16	Working conditions in my institution are comfortable.	5(4.4)	62(54.9)	23(20.4)	20(17.7)		3.51
17	Physical surroundings in my institution are unpleasant.	4(3.5)	17(15)	25(22.1)	61(54)	6(5.3)	2.58
18	The administration in my institution does not clearly define its policies.	9(8)	14(12.4)	25(22.1)	61(54)	4(3.5)	2.67
19	The administration in my institution communicates its policies well.	17(15)	12(10.6)	24(21.2)	58(51.3)	2(1.8)	2.86
20	Working conditions in my institution could not be worse.	13(11)	22(19.5)	40(35.4)	21(18.6)	17(15)	2.94
21	Working conditions in my institution can be improved.	48(42)	37(32.7)	8(7.1)	14(12.4)	6(5.3)	3.95

Table 05 shows the descriptive analysis of working condition. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 75.2% (42.5% SA+ 32.7% A) agreed that working conditions in institution can be improved. Moreover, mean score (3.95) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 35.4% respondents were neutral about the statement that working conditions in my institution could not be worse. Moreover, mean score (2.94) also reflects that it is moderately favor of statement.

Table 06: Analysis of Pay

S.#	Statements	SA	A	N	D	SDA	Mean
22	Teacher income is barely enough to live on.	45(39.8)	28(24.8)	13(11.5)	18(15.1)	9(8)	3.73
23	Teacher income is adequate for normal expenses.	7(6.2)	30(26.5)	20(17.5)	46(40.5)	10(8.8)	2.81
24	Teaching provides me with financial security.	15(13.3)	50(44.2)	16(14.2)	17(15)	15(13.3)	3.29
25	I am well paid in proportion to my ability.	11(9.7)	55(48.7)	10(8.8)	30(26.5)	7(6.2)	3.29
26	Insufficient income keeps me from living the way I want to live.	15(13)	14(12)	16(14)	59(53)	9(8)	2.71
27	Teacher income is less than I deserve.	11(9.7)	24(21.2)	54(47.8)	15(13.3)	9(8)	3.12
28	Pay compares with similar jobs in other school districts.	12(10.6)	17(15)	28(24.8)	47(41.6)	9(8)	2.79

Table 06 shows the descriptive analysis of aspect of job satisfaction Pay. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 64.6% (39.8% SA + 24.8% A) agreed that teacher income is barely enough to live on. Moreover, mean score (3.73) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 47.8% teacher's neutral about the statement that teacher's income is less then I deserve. Moreover, mean score (3.12) also reflects in the favor of statement.

Table 07: Analysis of Responsibilities

S.#	Statements	SA	A	N	D	SDA	Mean
29	I get along well with my students.	52(46)	22(19.5)	18(16)	15(13.3)	6(5.3)	3.88
30	I try to be aware of the policies of my school.	51(45.1)	25(22.1)	16(14.2)	15(14.2)	5(4.4)	3.89
31	I am not interested in the policies of my school.	30(26.5)	18(16)	14(12.4)	39(34.5)	12(10.6)	3.13
32	I do have responsibility for my teaching.	49(43.4)	27(24)	16(14.2)	17(15)	4(3.5)	3.88
33	My students respect me as a teacher.	58(51.3)	26(23)	13(11.5)	8(7.1)	8(7.1)	4.04
34	I am responsible for planning my daily lessons.	54(48)	29(26)	8(7)	13(11)	9(8)	3.94
35	Teaching provides me the opportunity to help my students learn.	59(52.2)	24(21.2)	16(14.2)	8(7.1)	6(5.3)	4.08
36	I am not responsible for my actions.	14(12.4)	7(6.2)	13(11.5)	30(26.5)	49(43.4)	2.18

Table 07 shows the descriptive analysis of aspect of job satisfaction of teacher responsibility. The table further indicated that the respondents agreed with most of the statements. Furthermore, the majority of the teachers 74.3% (51.3% SA + 23% A) agreed that students respect me as a teacher. Moreover, mean score (4.04) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 45.1% (34.5% DA+ 10.6% SDA) teachers disagreed that I am not interested in the policies of my institution. Moreover, mean score (3.13) also reflects that it is moderately favor of statement.

Table 08: Analysis of Work Itself

S.#	Statements	SA	A	N	D	SDA	Mean
37	Teaching discourages originality.	2(1.8)	14(12.4)	16(14.2)	25(22.1)	56(49.6)	1.95
38	Teaching is very interesting work.	43(38.1)	21(19)	14(12.4)	25(22.1)	10(8.8)	3.55
39	Teaching encourages me to be creative.	44(39)	23(20.4)	18(16)	23(20.4)	5(4.4)	3.69
40	Teaching does not provide me the chance to develop new methods.	41(36.3)	19(17)	25(22.1)	24(21.2)	4(3.5)	3.61
41	The work of a teacher consists of routine activities.	17(15)	43(38.1)	25(22.1)	21(18.6)	7(6.2)	3.37
42	Teaching provides an opportunity to use a variety of skills.	38(33.6)	21(18.6)	31(27.4)	18(16)	5(4.4)	3.37
43	I am indifferent toward teaching.	7(6.2)	49(43.4)	26(23)	20(17.7)	11(10)	3.19
44	I do not have the freedom to make my own decisions.	12(10.6)	22(19.5)	17(15)	54(47.8)	8(7.1)	2.79
45	The work of a teacher is very pleasant.	44(39)	17(15)	18(16)	18(16)	16(14.2)	3.49

Table 08 shows the descriptive analysis of the aspect of job satisfaction of teacher work itself. The table further indicated that the respondents agreed with most of the statements. Furthermore, the majority of the teachers 71.7% (22.1% DA + 49.6% SDA) disagreed that teacher discourages originality. Moreover, mean score (1.95) also reflects it is not in the favor of statement. On the other hand, the lowest statement in this table also depicted that 49.6% (6.2% A + 43.4% SA) teachers agreed that teacher is different towards teaching. Moreover, mean score (3.19) also reflects in the favor of statement.

Table 09: Analysis of Independent Sample T-Test Regarding Supervision

Gender	N	Mean	SD	T	Df	P
Male	68	3.12	0.59	-.232	111	.721
Female	45	3.14	0.55			

Table 09 shows the result of the independent sample t-test regarding gender and supervision. The table further indicated that the value of $p = .721$ which was greater than 0.05, showed that there was no significant difference found in gender and supervision. The mean scores of male $M = 3.12$ and female $M = 3.14$, teachers also indicated that there is no significance difference regarding the practices of supervision.

Table 10: Analysis of Independent Sample T-Test Regarding Gender and Working Condition

Gender	N	Mean	SD	T	Df	P
Male	68	3.12	0.603	-.187	111	0.654
Female	45	3.14	0.705			

Table 10 shows the result of the independent sample t-test regarding gender and working condition. The table further indicated that the value of $p = .654$ which was greater than 0.05, showed that there was no significant difference found in gender and working condition. The mean scores of male $M = 3.12$ and female $M = 3.14$, teachers also indicated that there is no significance difference regarding working condition.

Table 11: Analysis of Independent Sample T-Test Regarding Gender and Pay

Gender	N	Mean	SD	T	Df	P
Male	68	3.17	0.878	1.042	111	0.889
Female	45	3.00	0.833			

Table 11 shows the result of the independent sample t-test regarding gender and pay. The table further indicated that the value of $p = .889$ which was greater than 0.05, showed that there was no significant difference found in gender and pay. The mean scores of male $M = 3.17$ and female $M = 3.00$, teachers also indicated that there is no significance difference regarding pay.

Table 12: Analysis of Independent Sample T-Test Regarding Gender and Responsibilities

Gender	N	Mean	SD	T	Df	P
Male	68	3.659	0.835	0.484	111	0.494
Female	45	3.580	0.878			

Table 12 shows the result of the independent sample t-test regarding gender and responsibilities. The table further indicated that the value of $p = .494$ which was greater than 0.05, showed that there was no significant difference found in gender and responsibilities. The mean scores of male $M = 3.659$ and female $M = 3.580$, teachers also indicated that there is no significance difference regarding responsibilities.

Table 13: Analysis of Independent Sample T-Test Regarding Gender and Work Itself

Gender	N	Mean	SD	T	Df	P
Male	68	3.254	0.900	0.092	111	0.574
Female	45	3.239	0.833			

Table 13 shows the result of the independent sample t-test regarding gender and work itself. The table further indicated that the value of $p = .574$ which was greater than 0.05, showed that there was no significant difference found in gender and work itself. The mean scores of male $M = 3.254$ and female $M = 3.239$, teachers also indicated that there is no significance difference regarding work itself.

Table 14: Analysis of Variance Regarding Age and Supervision

Age	Mean	F	P
Between groups	.235	.697	.559
Within groups	.337		

Table 14 represents the analysis of variance regarding age and supervision. The table further stated that there is no significance difference in the mean scores of age and supervision as the value of $F=.697$ and $p=.559$.

Table 15: Analysis of Variance Regarding Age and Working Condition

Age	Mean	F	P
Between groups	.174	.418	.741
Within groups	.417		

Table 15 represents the analysis of variance regarding age and working condition. The table further stated that there is no significance difference in the mean scores of age and working condition as the value of $F=.418$ and $p=.741$.

Table 16: Analysis of Variance Regarding Age and Pay

Age	Mean	F	P
Between groups	.372	.491	.689
Within groups	.758		

Table 16 represents the analysis of variance regarding age and pay. The table further stated that there is no significance difference in the mean scores of age and pay as the value of $F=.491$ and $p=.689$.

Table 17: Analysis of Variance Regarding Age and Responsibilities

Age	Mean	F	P
Between groups	.531	.732	.535
Within groups	.725		

Table 17 represents the analysis of variance regarding age and responsibilities. The table further stated that there is no significance difference in the mean scores of age and responsibilities as the value of $F=.732$ and $p=.535$.

Table 18: Analysis of Variance Regarding Age and Work Itself

Age	Mean	F	P
Between groups	1.227	1.664	.179
Within groups	.737		

Table 18 represents the analysis of variance regarding age and work itself. The table further stated that there is no significance difference in the mean scores of age and work itself as the value of $F=1.664$ and $p=.179$.

Table 19: Analysis of Variance Regarding Marital Status and Supervision

Marital status	Mean	F	P
Between groups	.361	1.092	.356
Within groups	.330		

Table 19 represents the analysis of variance regarding marital status and supervision. The table further stated that there is no significance difference in the mean scores of marital status and supervision as the value of $F=1.092$ and $p=.356$.

Table 20: Analysis of Variance Regarding Marital Status and Working Condition

Marital status	Mean	F	P
Between groups	.038	0.89	.966
Within groups	.424		

Table 20 represents the analysis of variance regarding marital status and working condition. The table further stated that there is no significance difference in the mean scores of marital status and working condition as the value of $F=.89$ and $p=.966$.

Table 21: Analysis of Variance Regarding Marital Status and Pay

Marital status	Mean	F	P
Between groups	.029	2.875	0.039
Within groups	.706		

Table 21 represents the analysis of variance regarding marital status and pay. The table further stated that there is no significance difference in the mean scores of marital status and pay as the value of $F=2.875$ and $p=.039$.

Table 22: Analysis of Variance Regarding Marital Status and Responsibilities

Marital status	Mean	F	P
Between groups	.772	1.070	.365
Within groups	.721		

Table 22 represents the analysis of variance regarding marital status and responsibilities. The table further stated that there is no significance difference in the mean scores of marital status and responsibilities as the value of $F=1.070$ and $p=.365$.

Table 23: Analysis of Variance Regarding Marital Status and Work Itself

Marital status	Mean	F	P
Between groups	.432	.563	.641
Within groups	.767		

Table 23 represents the analysis of variance regarding marital status and work itself. The table further stated that there is no significance difference in the mean scores of marital status and work itself as the value of $F=.563$ and $p=.641$.

Discussion

Supervision and Working Conditions show that many teachers feel supported by their immediate supervisors, especially when it comes to receiving praise for good teaching and getting help when needed. However, several teachers also shared negative experiences, such as receiving too many unnecessary instructions and feeling uncomfortable around their supervisors. Some also mentioned that their supervisors do not defend them or try to create conflict between teachers. When it comes to working conditions, most teachers find them generally comfortable but believe there is still room for improvement. Despite this, they feel that the physical environment is not very pleasant and that the institution's policies are not clearly defined, even though these policies are communicated. Pay and Responsibilities shows that Teachers expressed concerns about their pay. Most feel their income is barely enough to meet basic needs and believe they deserve more based on their abilities. Some even stated that their low income prevents them from living the life they desire. However, others feel their income is enough for regular expenses. On the positive side, teachers feel that their job allows them to help students, and they are respected by the students. They also take responsibility for their teaching tasks, such as planning daily lessons, and understand that they are accountable for their actions.

Nature of Teaching Work revealed that many teachers find their job to be interesting and enjoyable. They feel that teaching gives them the chance to be creative and use a wide range of skills. Most view teaching as pleasant and fulfilling work. On the other hand, some teachers feel that the system does not encourage originality. Still, many believe they have the freedom to make their own decisions in their teaching practice, which contributes positively to their job satisfaction. Job Satisfaction and Demographics the results also show that there are no major differences in job satisfaction between male and female teachers, or among teachers of different age groups. This suggests that all teachers, regardless of gender or age, feel similarly about their job. However, marital status does make a difference when it comes to how teachers feel about their working conditions and pay. This means that married and unmarried teachers may experience job satisfaction differently in these areas, even though they feel the same about supervision, responsibilities, and the nature of teaching work.

Conclusion

Based on the findings, it is concluded that most teachers feel supported by their immediate supervisors through recognition, assistance, and praise for good teaching. However, some teachers also reported negative aspects, such as receiving too many unhelpful instructions, lack of backing from supervisors, and discomfort in their interactions. Regarding working conditions, teachers generally found them comfortable but suggested improvements were needed, particularly in the physical environment. They also noted that the administration often failed to clearly define policies, although communication of these policies was considered adequate. Concerning pay, many teachers felt their income was barely sufficient, not reflective of their abilities, and limited their lifestyle. While some stated that it was enough for basic expenses, the majority believed it did not meet their expectations.

Teachers expressed satisfaction with their roles, highlighting opportunities to support student learning, student respect, and responsibility for lesson planning and teaching. They found teaching to be interesting, creativity-encouraging, and skillful work, though some felt it restricted originality. Teachers also felt they had decision-making freedom. Regarding job satisfaction factors such as supervision, working conditions, pay, responsibilities, and the nature of the work itself, there were no significant differences based on gender or age, indicating similar levels of satisfaction across these groups. However, marital status showed a difference in satisfaction levels related to pay and working conditions, while it had no impact on other factors. This suggests that personal circumstances like marital status can influence how teachers perceive specific aspects of their work environment.

Conflict of Interest

The authors showed no conflict of interest.

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