



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

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Abstract: *This study's major aim was to compare university teachers' job satisfaction regarding gender, age, and marital status. The current study was descriptive in nature, and data was gathered by survey methods. 164 University of Kotli teachers made up the study population. The researcher chose 113 teachers to serve as the study's sample. The study's research tool was a standardized instrument. The researcher gathered the data through in-person visits to university instructors. The data was analyzed using SPSS, a statistical software for social science. In order to analyze the data, the researcher used the independent sample t-test, frequency, percentage, mean, and analysis of variance (ANOVA). It was found that teachers receive recognition from their immediate supervisors, and they give assistance when needed. Moreover, the immediate supervisor appreciates good teaching and assists in improving instruction. On the other hand, the immediate supervisor does not provide backup to teachers, and they are not willing to listen to suggestions from teachers. It is also recommended that immediate supervisors avoid giving meaningless instructions to the teachers so that they do not feel bored/ill.*

Key Words: Job Satisfaction, Gender, Age, Marital Status

Introduction

A positive emotional state that arises from assessing one's work as accomplishing or enabling the attainment of one's work's values is known as job satisfaction. A person's overall assessment of how good or bad their employment is is known as job satisfaction. People's job happiness can be impacted by personal characteristics like personality, circumstances, and stress at work (Ali et al., 2023). Numerous aspects of human resource management, including performance, unproductive behavior, employee health, and turnover, are correlated with job satisfaction. (Ali et al., 2023).

(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 (Asbari et al., 2020).

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 that efficiency be maintained 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

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attitude towards work. Attitudinal changes refer to complex arrangements of behavioral cognitions, emotions, behavioral tendencies, and general ways of working (Rasheed, [2017](#)).

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 includes the fact 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 younger colleagues, conducting research, or gaining tenure. However, they may also face challenges such as administrative responsibilities or heavier workloads (Mérida-Lopez et al., [2022](#)).

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](#)).

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.

Statement of the Problem

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 the institution. Job satisfaction among university teachers is poor, and the reason behind this is immediate supervision, working conditions, pay, responsibilities, and work itself. However, there is a need to systematically understand these factors to promote the well-being and success of university teachers. It is essential to identify the different components experienced by university teachers, such as gender, age, and marital status. Therefore, the study was conducted to find out the job satisfaction of teachers at the university level.

Objective of the Study

1. To identify the factors contributing to the job satisfaction of university teachers.
2. To compare job satisfaction with regard to gender, age, and marital status among university teachers.

Review of Related Literature

Job Satisfaction

The existence of any institute depends on the job satisfaction of its employees. Happy employees are measured as hard workers (Irabor, Okolie, [2019](#)). Job satisfaction is linked to employees' mental well-being and good performance. All investigators approve that a person's satisfaction not only has a positive effect on his presentation but is an important portion of his lifetime and, therefore, leads to life satisfaction. A person spends about half of his life at work, and this time has a great impact on his job satisfaction, which ultimately leads to his health, especially emotional health (Heidari et al., [2022](#)).



A highly engaged and talented workforce is an essential part of any company, but in addition to productivity, employees also impact absenteeism, satisfaction, and work morale (Hussain et al.; Nawaz and Ansari, 2023). If a company's staff is not motivated, they will waste time and lose motivation. When you have happy employees, their motivation, efficiency, productivity, and work engagement all increase, and absenteeism decreases (Khalil & Garzó, 2019).

There has been extensive work on job satisfaction by researchers (Hassard et al., 2017) and by industrial, social psychology, and organizational behavior psychologists conducted research in 2023, HRM and management researchers, and conducted research in the changing global context (Hassard et al., 2017). Knowledge is important in the sense of determinants of the organization (Bawazer et al., 2021).

Job satisfaction was the variable used in the study. Therefore, it is necessary to mention which theory supports job satisfaction. Job satisfaction is supported by Maslow's hierarchy of needs theory. This theory is a general theory of motivation (Ong et al., 2020). The first involves physiological needs, such as financial compensation and medical care. These two needs are the roots of job satisfaction. The second is security needs. It is said that employees are satisfied if they are physically safe in their work environment and enjoy job security. The third is social needs. When an employee feels cared for, feels included, and accepted, he or she feels fulfilled. The fourth involves esteem needs (Osabiya, 2015). Self-esteem, recognition, success, autonomy, and concentration are also factors in job satisfaction. The last one is self-realization. Self-actualization provides an employee with the opportunity to grow and develop his or her abilities. Maslow's hierarchy of needs theory supports job satisfaction (Gopinath, 2020). On the one hand, it is an income, and on the other hand, it is an important part of life. Work not only makes a person's life busy but is also a symbol of social status. A person's satisfaction plays a central role (Schiffmann et al., 2023). Job satisfaction is a combination of two words. One is work, and the other is satisfaction. To understand the nature of job satisfaction, the previous words must be understood individually (Alwi et al., 2015).

According to Bhat and Beri (2016), work is an activity with the goal of obtaining rewards. The essence of work is producing monetary benefits; otherwise, it can only be called service. Labor is, therefore, a negotiated agreement between workers and bosses. It is based on certain financial advantages. Therefore, certain conditions should be set between employers and employees (Wolff et al., 2023).

Component of Job Satisfaction

There are six factors that contribute to job satisfaction: pay, freedom, working conditions, organizational policies, relationships, and work environment. In addition, job satisfaction is also related to coworker interaction, performance, independence, job clarity, job problems, and opportunities for professional development (Asakura et al., 2020). However, job satisfaction can be influenced by employee characteristics, such as job or personal factors. Personal factors such as age, level of education, marital status, gender, and work experience have a significant impact on happiness (Stenhouse et al., 2022). External factors such as relationships with coworkers, autonomy from work responsibilities and personal needs, and opportunities for promotion greatly influence job satisfaction levels (Vuong et al., 2021).

The secret to being happier at work differs from person to person. However, there are some things that are common to all businesses, such as:

Pay and Benefits

One of the most important features of job satisfaction is pay and benefits. Employees with good pay and motivation can push for higher wages if they like their company and believe they add value to their role rather than their salary. Companies should provide rewards and benefits to employees according to their knowledge, experience, and other valuable assets (Naidu, 2022).

Employees who believe that pay and assistances are fair and suitable will have a constructive employee practice, leading to improved fitness and work-life balance, leading to better business performance. Better in the long run. In other words, employee experience is interpreted directly into business values. An experienced and happy employee is a loyal employee (Marmot et al., 2013).

Job Security

Good job security makes people happy at work. No one wants to worry about what will happen in the future. Satisfied employees can create long-term goals and feel a sense of community and purpose within the organization (Marzban et al., [2021](#)). One of the biggest problems many companies face is employee turnover: employees leave when they find a better job because they don't have job security or job security (Dhingra et al., [2021](#)). Retaining employees is better than hiring new employees. One of the best ways to retain talent is through job security. If their efforts are appreciated, they will be complacent or leave (Bilan et al., [2020](#)).

Recognition

Everyone deserves to feel respected and recognized in the office. Paying employees for their work motivates them to continue to do the best for themselves and the company (Atmaja et al., [2023](#)). Collective happiness comes directly from individual happiness. Therefore, recognition of employees ultimately leads to greater harmony, happiness, and a better brand reputation (Yang et al., [2022](#)).

In addition, a company with a good status among its workers are employees who are happy to work with coworkers and responsibilities. Teaming up is not a responsibility but a way to get to know each other better and follow each other's progress. In this way, everyone can strive for the best results (Fayard et al., [2021](#)).

Career Development

Not everyone is always happy with his work. Some people always want to develop and advance in their job. Job development involves setting areas and obtaining the skills necessary to achieve those areas throughout a person's career in a concern. Accomplishing your life's goals often starts with one simple step: believe that you can achieve them. This also applies to employees.

Sitting in the workplace doing the same thing for years can be fatal for any employee. In order to improve the quality of our employees and individuals, we must accept new challenges. Good companies are aware of this reality and recognize the talents and preferences of their employees, providing them with the following career challenges (Atmaja et al., [2023](#)).

Engagement

Employee engagement is often closely related to job satisfaction. By sustaining specific basic emotional needs, outcomes improve and satisfaction decreases when tasks are not engaged at work, making this element indispensable for a better work experience (Awada et al., [2021](#)). Involving employees in company events will make them feel valued, their efforts valued, and feel more involved. These positive dynamics are spread throughout the office, creating a more enjoyable work environment. In return, workers develop a sense of belonging (Leclercq-Vandelannoitte, [2021](#)).

Additionally, an involved team advances the work environment. It's projected that engaged workers are 12% more productive on regular. In other words, it's not just the employees who win but also the company (Gibbs et al., [2021](#)).

Respect

Creating respectful connections with employees and showing them appreciation for their work tasks can significantly increase job satisfaction. Honest expressions of respect are interpreted as genuine respect for the job in general. Most workers stated that respect from their direct supervisor is crucial to a sense of belonging at work (Mwesigwa et al., [2020](#)).

Respect in the workplace creates a safe and welcoming environment. This allows us to accept the limits of others and recognize their strengths; it avoids offense and irony and does not allow fierceness or abuse to become a means of imposing standards (Aitchison & Meckled-Garcia, [2021](#)).

One of the most basic values humans can have is respect for each other and within work teams. This enables them to appreciate the differences of others and understand, tolerate, and improve as a team (Contreras et al., [2020](#)).



RQ1: What are the factors that contribute to the job satisfaction of university teachers?

Figure 1

Conceptual framework of the study



Gender and Job Satisfaction

Gender is another variable that some studies have created to be connected to job satisfaction, but not always consistently. There are some interesting findings regarding the association between gender and job satisfaction and its contradictions. Brewer and McMahan-Landers indicate that there is no difference in job satisfaction levels between male and female teachers, with men and women equally satisfied with their jobs (Sydney-Agbor, [2020](#)).

Wiersma and Rusche found that male respondents were more satisfied with their jobs overall than women (Wainwright & Mojtahedi, [2020](#)). Research by Lacy and Sheehan ([1997](#)) found that men were more satisfied with their overall jobs than women. Regarding different scales or dimensions of job satisfaction, different patterns have emerged across countries (Karamanis et al., [2019](#)). Crossman and Harris ([2006](#)) found that male teachers were slightly more satisfied than female teachers, but this was not statistically significant. On the other hand, the opposite situation was also observed. For example, some studies show that female teachers are more satisfied with their jobs than male teachers (Al Tayyar, [2014](#)). Kaiser's ([2005](#)) study conducted in 14 EU countries showed that in 10 of the 14 countries, women were more satisfied with their jobs than men, while in Denmark, Finland, and the Netherlands, no significant gender differences were found. Kaiser ([2005](#)) found that this was "... gender equality and job satisfaction in the three countries" (Perugini & Vladisavljević, [2019](#)).

Lacy and Sheehan conducted research on gender-based job satisfaction and found that in many countries, male academics were more satisfied with different aspects of their jobs than their female counterparts (Smagina, [2020](#)). However, Hagedorn found that gender had no significant impact on professors' job satisfaction. However, she found that family status affects job satisfaction, with married teachers being more satisfied than divorced or single teachers (Ahmadi et al., [2022](#)).

In a study of full-time and part-time teachers, Toutkoushian and Bellas found that women were more satisfied with their jobs than men in terms of pay, benefits, and the whole process. However, men working as teachers are more satisfied with job benefits than women, but both men and women are satisfied with pay conditions.

According to Wolf-Wendel, Ward, and Twombly, professors have time to grade papers and prepare courses despite heavy course loads, such as five classes per semester and office hours. At community colleges, female professors with children are content. But men are different from women. They also report that they can easily support their families due to their work hours and scheduled tasks.

Toutkoushian and Bellas say that addicted men are more satisfied with their jobs than addicted women. Similarly, married men are more satisfied with their salaries than married women (Heo et al., [2022](#)).

Booth and Van Ours said that among men who work part-time, women are more likely to work 15 hours or less per week. However, gender has an important effect on various employment factors, including marital status and number of dependents (Shao, [2022](#)).

Clark's influential study of gender variances in job satisfaction in the UK found that women were more satisfied than men despite working in jobs that paid more and had fewer opportunities for advancement than men. He believes this is because "women have historically had a weaker position in the labor market," resulting in women having lower expectations for work (Hauret & Williams, 2017). Clark believes that improvements in women's job satisfaction may be temporary as employment chances for women and men converge. Clark also looked at women's self-selection into employment to see if only "happier" women entered the labor force but found no evidence of sample selection bias. The collected studies highlight that age, gender, and marital status influence the development of job satisfaction in general practitioners, but there is considerable debate as to how and by whom (Hauret & Williams, 2017).

Research by Winefield, Anstey & Cooper, and Rout & Faragher shows that job satisfaction results affect women more than men. Work demands, patient potential, interference with family life, and constant distractions at work and at home are the most important sources of job satisfaction for women.

Men and women are fundamentally dissimilar. Both have different methods. However, Spector found that sex was not significantly related to teachers' job satisfaction. There is similar and conflicting evidence between gender and job satisfaction. Some studies show that men and women have similar levels of job satisfaction (Haepf, 2022). On the contrary, women appear to be more satisfied than men.

Bunt and Clarabell had intentional job satisfaction among current college alumnae and found similar levels of job satisfaction between the two groups. Only when it comes to work-life balance do women value it more (Bönte & Krabel, 2014). Bonte and Krabel reveal the opportunity that women's employment opportunities may change over time:

The expectations of male and female alumni may be similar, but the expectations of female graduates decline as they progress through their careers in response to the disadvantages they encounter in the labor souk. This may clarify why women are normally less satisfied than men at the commencement of their careers, but as their careers progress, women may become more satisfied with similar jobs (Bönte & Krabel, 2014).

Given that school superintendents tend to be more experienced in their career paths, female administrators may experience higher job satisfaction than male administrators (Bonte & Krabel, 2014). Kifle and Desta (2012) collected information from graduates of Australia's Group of Eight universities and used the Mann-Whitney U test to determine whether gender affects job satisfaction levels. They found that men were more satisfied than women only with regard to working hours and opportunities for career advancement. Women are more satisfied with their relationships with coworkers and their individual charities to society (White et al., 2022). "It can be concluded that in areas where gender differences are significant, men are more satisfied with the intrinsic characteristics of job satisfaction, while women are more satisfied with the extrinsic characteristics of job satisfaction" (White et al., 2022). Both educations confirmed gender differences in job gratification, showing that women are more likely to be satisfied with their jobs (White et al., 2022).

RQ 2: To what does the gender of teachers contribute to job satisfaction among university teachers?

Age and Job Satisfaction

The suggestion between age and job satisfaction is a complex phenomenon. It is generally believed that as age increases, an employee's job satisfaction increases because as he gets older, his experience increases, and he feels that he can perform his job better. However, there are some exceptions to this concept.

Many studies have examined the link between age and job satisfaction, finding that as employees age, their satisfaction increases to higher levels, with younger employees reporting the lowest levels of satisfaction. The weakest job (Kollmann et al., 2020).

Plotting the relationship between age and job satisfaction produces a U-shape, suggesting that job satisfaction peaks in initial and old age but bottom in middle age (Toropova et al., 2021).

Mendes conducted a convenience study of 5,000 British employees and found that job satisfaction among teenagers is high, but declines between the ages of 20 and 30, then rises again in their 40s, reaching



adolescent levels. But between the ages of 50 and 60, job satisfaction levels become higher. This gradually increases with age. Advanced job satisfaction in old age is owed to the explanations noted by Clarke, Oswald, Warr, and DeSantis, as well as Durst (Leitão et al., 2016).

- As employees age, they become more satisfied, their expectations decrease, and they become more satisfied.
- If an employee does not like his job or is still unhappy, he will resign or retire early, and only satisfied old employees can continue working.
- Over a long period of time, older workers are likely to change jobs and find satisfaction in a position of their choice.
- Differences in job satisfaction between younger and older workers may be due to the generation gap. (Leitão et al., 2016)

Ololube's (2007) study showed that young teachers were dissatisfied with their working conditions, promotion opportunities, and teaching hours. The majority (59.9%) of older teachers were very satisfied with their job itself and the responsibilities of their teaching position. They reported that satisfaction increased with age. In other words, older teachers are more satisfied than younger teachers. De Nobile and McCormick (2006) reported that age satisfaction continues to increase through supervisors' recognition and praise of former teachers or the accumulation of successful experiences.

However, some researchers found no important connection between age and job satisfaction. Some have found a curvilinear or U-shaped pattern in which satisfaction is higher at the beginning of a service but declines toward the middle of the service. This duration can last for many years, and satisfaction increases again at the end of the service. Therefore, a U-shaped pattern emerges. Wu found a V-shaped trend, with young and old people experiencing the highest job satisfaction but middle-aged people experiencing low levels of job satisfaction. In this model, compared to the U-shaped model, there is no spread of "middle age" (Piccolo et al., 2020). Similar curvilinear patterns were found by Mertler (2002) and Wisniewski (1990). Teachers in their early 20s to early 30s and in their early 50s are very satisfied with their jobs (Kett, 2014).

Ssesanga and Garrett examined age from the perspective of Herzberg's two-factor theory (Bello & Nasiru, 2021). In the Ugandan study, they found that younger respondents were more satisfied with extrinsic factors, such as salary and benefits, while older respondents were more satisfied with intrinsic factors of teaching, such as earned respect, relationships with colleagues, and levels of autonomy (Bello et al., 2021).

People's opinions grow with age. Young teachers are better trained and school teachers are more satisfied than young teachers (Spector, 1997). Compared to high school teachers, younger teachers are more likely to leave. However, Baker, Whitener, Riley, Cortines, and Forgione stated that younger and more experienced teachers perform better than older and more experienced teachers in public schools.

RQ 3: To what extent does the age of teachers contribute to job satisfaction among university teachers?

Marital Status and Job Satisfaction

There is too little research on the association between marital status and job satisfaction. Generally, it is believed that married people value work more than unmarried people due to family and financial responsibilities.

Marital status has a significant impact on the social changes people face in later life. Various studies have highlighted the position of job satisfaction, executive promise, and work-life equilibrium, which are measured to be core concerns for both matrimonial and single sponsors (Atif & Zubairi, 2018). In the field of administrative behavior, job satisfaction is very important. A large body of research shows that organizational commitment has been at the center of attention since the early 1950s (Atif & Zubairi, 2018). In terms of work-life balance, this is important as it improves a personality's performance at the place of work and at home. This study aimed to determine the impact of marital status on job satisfaction, organizational commitment, and work-life balance among employees in the banking industry in Pakistan (Atif & Zubairi, 2018).

Several studies have been conducted on the connection between marital status and job satisfaction. The findings indicate that marital status is associated with ongoing commitment to the organization, and the married group is significantly happier at work than groups in other grades. Fitzmaurice (2012) establish that marital status also plays a role in determining job satisfaction. For example, employee performance levels (Atif & Zubairi, 2018).

Married people have an ongoing organizational commitment that is unique. In other words, the person would feel more responsible for their work, just like people would feel more responsible for their religious/family matters, etc. (Almaaitah et al., 2020). In this regard, other factors are equally affected, such as levels of job gratification and level of loyalty to one's association. It is increasingly evident that employees living in family structures without children or who are not yet married (Graduate Recruiters Association, 2008) may also experience lower levels of work-life balance, which must be considered. When designing and implementing measures to promote workplace resilience (Chodorow, 2018).

Several studies have evaluated the association between marital status and job satisfaction. However, there is a large body of studies examining the impact of women's support on job satisfaction (Schall, 2019). The meaning of spousal support varies from study to study. Patel defines women's support variables as direct or indirect encouragement from a spouse, partner, or significant other (Schall, 2019). Ferguson expanded this definition to embrace work-related spousal sustenance, where one partner provides emotional support and resources to the other spouse in relation to work-related tasks. Ferguson explained that supporting women at work helps to avoid work-family conflict, which increases family satisfaction (Schall, 2019).

De Oliveria created that study participants had 40% lower odds of burnout when reporting high levels of marital support. Researchers measured 102 theoretical anesthesiology chairs in the United States using tools including the MBI-HHS Burnout Scale and compared current job satisfaction levels with stages one and five years prior to the survey. Additionally, when an education examined females' observations of role balance, Lee, Zvonkovic, and Crawford originated that for married women, spousal support was more important than supervisor backing in achieving role balance. Lee collected data from 274 married, full-time women and determined whether there was a correlation between their work life and leisure activities. Goals include identifying participants' work-family conflict, promoting work and family, and balancing roles. Results show that role balance is an important factor to consider for any employee with a family due to caring responsibilities. Additionally, in a study of the priorities of university professors, Unal and Gizil found that married professors ranked geographic security as a higher priority than single professors. "These results appear to be acceptable if we take into account the family responsibilities of faculty members".

In a study that examined marital sustenance and Christian women in academia, Tostad elucidated that Christian women are an understudied group who "may show significant differences in how they experience motherhood, academia, and marital support." difference" (Walker, 2021). Thorstand originated that Christian husbands who reinforced their working wives significantly improved women's happiness and that childcare, housework, and expressive support were the most important arrangements of support that partners could bring to their working wives (Walker, 2021).). The incomplete research investigating the relationship between job satisfaction and marital status created that there appeared to be a link between the two factors, but that the age of the participants changed the strength of the relationship: "We must conclude that married people generally have higher competence. Higher job satisfaction than single parent colleagues" (Davidescu et al., 2020).

RQ 4: To what extent does the marital status of teachers contribute to job satisfaction among university teachers?

Research Methodology

The aim of the study was to compare the job satisfaction of university teachers regarding gender, age, and marital status. Therefore, the study was quantitative in nature, and a descriptive method was used to conduct the study. In this research, a cross-sectional survey technique was used to collect the data from the respondents. All the faculty members of the University of Kotli comprised the study population. There



were one hundred and sixty-four (164) teachers who were currently working at the University of Kotli AJ&K. A Simple random sampling technique was used to select the sample from the population. One hundred and thirteen (113) teachers were selected as the sample of the study. A standardized questionnaire was used as a research tool. The questionnaire was developed by Lester (1984) to check the job satisfaction of teachers. The original scale consisted of nine (9) aspects (supervision, colleagues, working conditions, pay, responsibilities, work itself, advancement, security, recognition) and seventy-seven (77) statements. According to the cultural aspects of the society, the questionnaire was adapted, and the irrelevant statements were deleted after alteration. The questionnaire consisted of five (5) aspects (supervision, working condition, pay, responsibilities, and work itself) and forty-five (45) statements. Furthermore, a five-point Likert scale was used, ranging from SA (strongly agree), A (agree), N (neutral), DA (disagree), and SDA (strongly disagree). As the questionnaire was adapted, the validity of the instrument was checked by two experts from the Department of Education, University of Kotli Azad Jammu and Kashmir. The reliability of the instrument was measured through Cronbach's alpha statistical technique with the help of SPSS. The value of reliability was found to be 0.911, which was acceptable. The researcher personally visited all the university departments and collected the data. Statistical Package for Social Science (SPSS) version 22 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.

Results

The major aim of the study was to measure the job satisfaction of university teachers in terms of gender, age, and marital status. This section deals with demographic analysis of the respondents, mean analysis independent sample t-test and analysis of variance. Further, the researcher used percentages and means for the analysis of different dimensions of job satisfaction. For the purpose of comparison, an independent sample t-test was used to compare the means of two variables. Moreover, the researcher applied variance analysis ANOVA to compare more than two groups.

Table 1

Demographic analysis

Demographics	Description	Frequency	Percent
Gender	Male	68	60.2%
	Female	45	39.8%
Age	20-30yr	4	3.5%
	31-40yr	82	73%
	41-50yr	25	22%
	above 50yr	02	1.5%
	BA/BSC	1	.9%
Qualification	MA/MS	6	5.3%
	MS/MPhil	77	68.1%
	Ph. D	29	25.7%
Experience	1-5years	5	4%
	6-10 years	60	53%
	11-15years	48	43%
Marital Status	Married	83	74%
	Unmarried	16	14%
	Widow	14	12%

Table 1 indicates the demographic analysis of the sample. The table further stated that 60.2% of respondents were male and 39.8% of respondents were female. Furthermore, 3.5% of respondents were in the age group of twenty to thirty years, 73% of respondents were in the age of thirty-one to forty years, 22% of respondents were fallen in forty-one to fifty years, and 1.5% of respondents were above the age of fifty years. In addition to that, 74% of respondents were married, 14% of respondents were unmarried, and 12% of respondents were widows. Moreover, 0.9% of respondents had the qualification of BA/BSC,

5.3% of respondents had MA/MSC, and 68.1% of respondents had the qualification of MS/M. Phil and 25.7% of respondents had the qualification of PhD. Lastly, the table indicates that 4% of respondents had experience of one to five years, 53% of respondents had six to ten years, and 43% of respondents had experience of eleven to fifteen years.

Table 2

Mean analysis of components of job satisfaction

S. No	Components of Job Satisfaction	Mean
1.	Supervision	3.13
2.	Working condition	3.00
3.	Pay	3.10
4.	Responsibilities	3.62
5.	Work itself	2.76

Table 2 shows the analysis of components of job satisfaction. The table further indicated that employees are neutral on their working conditions (3.00) and somewhat satisfied with their salary (3.10), but they are reasonably satisfied with their supervision (3.13) and responsibilities (3.62), reflecting a sense of support and engagement. They express less satisfaction with the work itself, though, at 2.76, which raises the possibility that the assignments or projects are dull or uninspiring.

Table 3

Analysis of independent sample t-test regarding the components of job satisfaction

Variables	Gender	Mean	SD	t	df	p
Supervision	Male	3.12	0.59	-.232	111	.721
	Female	3.14	0.55			
Working Condition	Male	3.12	0.603	-.187	111	0.654
	Female	3.14	0.705			
Pay	Male	3.17	0.878	1.042	111	0.889
	Female	3.00	0.833			
Responsibilities	Male	3.659	0.835	0.484	111	0.494
	Female	3.580	0.878			
Work Itself	Male	3.254	0.900	0.092	111	0.574
	Female	3.239	0.833			

Table 3 depicts the independent sample t-test results for the five job satisfaction variables (supervision, working conditions, pay, responsibilities, and work itself) between male and female employees. The p-values, which range from 0.494 to 0.889, indicate that there were no significant differences in employee satisfaction levels between male and female employees across all five factors. Furthermore, there was no noticeable difference in the mean scores between males and females.

Table 4

Analysis of variance (ANOVA) of age

Variables	Age	Mean	F	p
Supervision	20-30 years	.235	.697	.559
	31-40 years			
	41-50 years			
	Above 50 years			
Working condition	20-30 years	.174	.418	.741
	31-40 years			
	41-50 years			
	Above 50 years			
Pay	20-30 years	.372	.491	.689
	31-40 years			
	41-50 years			
	Above 50 years			



Variables	Age	Mean	F	p
Responsibilities	20–30 years	.531	.732	.535
	31–40 years			
	41–50 years			
	Above 50 years			
Working condition	20–30 years	1.227	1.664	.179
	31–40 years			
	41–50 years			
	Above 50 years			

Table 4 illustrates the ANOVA analysis of age groups (20–30 years, 31–40 years, 41–50 years, and Above 50 years) and job satisfaction variables (Supervision, Working Conditions, Pay, Responsibilities, and Work Itself). Since all of the p-values (which range from 0.179 to 0.741) are greater than 0.05, the F-ratios and p-values show that there were no significant differences in job satisfaction levels across the various age groups for any of the factors. All age groups have comparatively equal mean scores.

Table 5

Analysis of variance (ANOVA) of marital status

Variables	Marital Status	Mean	F	p
Supervision	Married	.361	1.092	.356
	Un-married			
	Widow			
Working condition	Married	.038	0.89	.966
	Un-married			
	Widow			
Pay	Married	.029	2.875	0.039
	Un-married			
	Widow			
Responsibilities	Married	.772	1.070	.365
	Un-married			
	Widow			
Working condition	Married	.432	.563	.641
	Un-married			
	Widow			

Table 5 indicates the analysis of ANOVA between job satisfaction factors (Supervision, Working Conditions, Pay, Responsibilities, and Work Itself) and marital status (Married, Unmarried, and Widow). The table further showed that the mean score of job satisfaction of married employees was greater than that of the other marital status groups, this indicating a significant difference in pay satisfaction ($F = 2.875$, $p = 0.039$). Moreover, no significant differences were found in supervision, working conditions, responsibilities, or work-related satisfaction (p-values ranging from 0.356 to 0.966) with respect to the marital status of employees.

Discussion

The conclusion that there is no significant difference in job satisfaction between male and female university teachers across factors such as supervision, working conditions, pay, responsibilities, and the nature of the work aligns with recent research suggesting that gender-based disparities in job satisfaction are narrowing, particularly in academia. Studies indicate that equitable workplace policies, transparent promotion and compensation structures, and improved organizational cultures have contributed to this convergence (Bender et al., 2022). Furthermore, both male and female teachers often experience similar intrinsic satisfaction from their work, particularly in teaching and research, where professional challenges and rewards are shared equally (Carless & Wintle, 2023). Universities have increasingly adopted policies that support work-life balance, such as flexible working conditions, reducing gender-based stressors, and leading to more uniform job satisfaction levels (Byron & Roscigno, 2021).

There is no significant difference in job satisfaction across different age groups of university teachers, with regard to factors such as supervision, working conditions, pay, responsibilities, and the nature of

work, reflects findings from recent studies that age may no longer be a strong determinant of job satisfaction in academic settings. Research suggests that universities often foster a cohesive organizational culture where policies and practices, such as equitable pay structures, transparent promotion paths, and supportive working conditions, benefit employees regardless of age (Meyer & Maltin, 2022). Additionally, intrinsic motivators like the intellectual engagement and fulfillment that come from teaching and research often transcend age differences, leading to similar levels of job satisfaction across age groups (García-Bernal et al., 2023). Moreover, with increased focus on flexible work arrangements and professional development opportunities, universities are able to meet the needs of both younger and older faculty, resulting in comparable job satisfaction levels (Lichtenthaler & Fischbach, 2021).

There is no significant difference in job satisfaction factors such as supervision, responsibilities, and the nature of the work based on marital status, but a significant difference exists for working conditions and pay, suggesting that marital status may influence certain job satisfaction dimensions differently. Recent research indicates that while intrinsic factors like job responsibilities and the nature of the work are experienced similarly across marital statuses, external factors such as working conditions and pay may vary due to the differing financial responsibilities or work-life balance demands faced by married versus single teachers. Married employees may prioritize stable working conditions and competitive pay more due to family obligations, whereas single teachers might have more flexibility in these areas, leading to differences in satisfaction levels (Mihalache & Jansen, 2023). Additionally, universities that do not offer tailored benefits or support systems for employees with varying marital statuses may see more pronounced differences in satisfaction regarding external job factors (Peiró et al., 2021).

Conclusions

1. It is concluded that there is no significant difference in the mean scores of all the factors of job satisfaction (supervision, working conditions, pay, responsibilities, and work itself) with gender. It means that male and female teachers had the same job satisfaction level at the university.
2. It is concluded that there is no significance difference in the mean scores of all the factors of job satisfaction (supervision, working conditions, pay, responsibilities, and work itself) with age. This means that teachers of different age groups had the same job satisfaction level at the university.
3. It is concluded that there is no significant difference in the mean scores of factors of job satisfaction (supervision, responsibilities, and work itself) with marital status. On the other hand, there is a significant difference in the mean scores of the factors of job satisfaction, working conditions, and pay with marital status. It means that male and female teachers had different job satisfaction levels at the university.

Recommendations

To enhance job satisfaction among university teachers, it is recommended to tailor working conditions and pay structures based on an understanding of the different needs related to marital status. The university may consider conducting surveys or conferences to gather understandings directly from male and female teachers, allowing for more personalized adjustments in working conditions it can provide specifically for teacher job satisfaction of each group.

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