

Original Article

Personal and Job Satisfaction vis-à-vis Midlife Challenges Among Single Teachers: A Comparative Study Toward Faculty Development

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Abstract. This study examined the personal satisfaction, job satisfaction, and midlife challenges of middle-aged single male and female teachers as bases for developing a responsive faculty development program. Using a convergent parallel mixed-methods design, the study involved 40 purposively selected middle-aged single teachers who met the inclusion criteria. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative responses underwent thematic analysis. Findings showed that both male and female respondents reported high levels of personal satisfaction, with mean scores of 3.37 (SD = 0.47) and 3.36 (SD = 0.45), respectively. Respondents also demonstrated high job satisfaction, particularly regarding job security and working conditions, with an overall mean score of 3.26 (SD = 0.49). Inferential analysis revealed a statistically significant difference in personal satisfaction across age groups. Teachers aged 46–50 reported significantly higher levels of emotional-social support ($t = -2.67, p = .011$), self-care and coping mechanisms for stress ($t = -2.25, p = .030$), and overall personal satisfaction ($t = -2.31, p = .026$) than those aged 40–45. Job satisfaction also differed significantly by years of service, particularly for working conditions ($F = 2.76, p = .043$) and overall job satisfaction ($F = 3.66, p = .014$), indicating that tenure influenced perceptions of the work environment and satisfaction. Qualitative findings identified five major midlife challenges: biological concerns, psychological concerns, social difficulties, financial concerns, and coping with the loss of a family member. Based on these findings, the study proposed a responsive faculty development program that includes psychosocial support sessions, financial literacy workshops, bereavement and resilience support, wellness and stress-management activities, community-building interventions, and professional development seminars. The study concludes that faculty development initiatives should adopt a holistic and inclusive framework that promotes career growth, emotional well-being, social connectedness, financial preparedness, and effective coping with life transitions.

Keywords: Faculty Development Program; Job satisfaction; Middle-aged teachers; Midlife challenges; Personal satisfaction; Single teachers; Teacher well-being.

Teaching in the 21st century has evolved into a highly complex and multifaceted profession that extends far beyond classroom instruction. Contemporary teachers are expected to design and deliver meaningful learning experiences while simultaneously responding to diverse learner needs, complying with increasing

administrative and accountability requirements, integrating rapidly changing educational technologies, and engaging in continuous professional growth. These expanding expectations have intensified professional demands and placed teacher well-being and job satisfaction at the center of educational discourse. Recent scholarship highlights that teachers' professional experiences are shaped by an interaction of workload, institutional support, emotional labor, technological adaptation, and changing educational systems (Collie, 2021; Pressley, 2021; UNESCO, 2024; OECD, 2023).

While the growing literature on teacher well-being has generated important insights, teachers are frequently treated as a homogeneous professional population, with limited attention given to how personal life circumstances shape professional experiences. In particular, the experience of being single represents a distinct psychosocial condition that may influence emotional support networks, financial responsibilities, work-life boundaries, social connectedness, and overall well-being. Unlike married individuals who may access immediate spousal support, single adults often rely on alternative sources of emotional and social support while independently managing personal and professional demands. Within the teaching profession, these realities may have implications for both personal satisfaction and occupational experiences, yet they remain underexplored in educational research.

This concern becomes particularly relevant during middle adulthood, generally occurring between ages 40 and 55, which developmental scholars characterize as a period of reflection, reassessment, generativity, and renewed pursuit of purpose. Drawing from Erikson's psychosocial development theory, individuals at this stage navigate the tension between generativity and stagnation, seeking meaningful contributions while simultaneously evaluating personal fulfillment, relationships, and life direction. For single teachers in middle adulthood, developmental transitions may intersect with occupational responsibilities in distinctive ways, creating experiences that differ from both younger educators and teachers with different family structures.

Emerging evidence suggests that mid-career and middle-aged teachers encounter unique professional and personal demands, including heightened workload pressures, health concerns, career plateauing, identity transitions, and evolving expectations of professional effectiveness (Ma, 2022; Hascher & Waber, 2021; Madigan & Kim, 2021). In addition to these occupational concerns, single middle-aged teachers may encounter psychosocial experiences related to emotional support availability, financial independence, social expectations, caregiving responsibilities, future planning, and life satisfaction. Despite these realities, empirical studies examining the combined influence of age, singlehood, and gender on teacher satisfaction remain limited. Existing research has predominantly concentrated on burnout, resilience, work-life balance, and emotional exhaustion while giving less attention to how marital status and developmental stage shape teacher experiences.

Further complicating these experiences is the continuing digital transformation of education following the COVID-19 period. Teachers are increasingly expected to adopt technology-enhanced instruction, utilize digital assessment systems, respond to evolving curriculum reforms, and maintain instructional effectiveness across changing educational modalities. Recent studies suggest that institutional support, technological competence, professional adaptability, and emotional resilience remain strong predictors of teacher well-being and job satisfaction (König et al., 2022; OECD, 2023; UNESCO, 2024). However, limited evidence explains how single middle-aged teachers uniquely experience these transitions and how these experiences relate to their personal satisfaction and midlife challenges.

In the area of professional development, contemporary literature increasingly emphasizes that effective faculty development should move beyond generalized competency enhancement and instead adopt differentiated, responsive, and career-sensitive approaches. Faculty support initiatives are most effective when they recognize teachers' developmental stages, professional trajectories, and personal contexts (Darling-Hammond et al., 2017; OECD, 2023). Nevertheless, many existing programs continue to focus primarily on instructional performance and technical competencies while providing limited attention to psychosocial well-being, emotional resilience, financial preparedness, and life-stage transitions among teachers.

This concern is particularly relevant among public school teachers in Quezon's Second Congressional District, where educators continually respond to instructional demands arising from curriculum implementation, large and diverse learner populations, administrative documentation, school-based management requirements, community engagement responsibilities, and institutional accountability measures. Many teachers

simultaneously balance classroom instruction with reporting obligations, learner intervention programs, extracurricular assignments, and professional development requirements. Although support mechanisms are available through existing Department of Education initiatives, these programs are generally implemented for broad teacher populations and may not sufficiently address the specific developmental and psychosocial needs of subgroups such as single middle-aged educators. Contemporary policy discussions increasingly advocate for inclusive teacher support frameworks that account for variations in age, career stage, gender, and personal circumstances (OECD, 2023; UNESCO, 2024).

Despite expanding scholarship on teacher well-being and satisfaction, a substantial research gap remains regarding how personal and professional experiences intersect among single middle-aged teachers. Specifically, limited evidence exists regarding how dimensions of personal satisfaction—including work-life balance, emotional-social support, self-care, and coping—and dimensions of job satisfaction—including security and working conditions—vary according to age, sex, position, and years in public service. Moreover, few studies translate these findings into targeted faculty development interventions designed to support both professional effectiveness and holistic teacher well-being.

Anchored in Herzberg's Two-Factor Theory and Erikson's psychosocial development theory, this study adopts a dual-theoretical framework to understand satisfaction among single, middle-aged teachers. Herzberg's framework distinguishes motivator factors—including achievement, recognition, advancement, and fulfillment—from hygiene factors such as institutional policies, working conditions, benefits, and job security (Alrawahi et al., 2020; Ahmed & Sultan, 2022). Meanwhile, Erikson's theory provides a developmental lens for understanding personal satisfaction and midlife challenges associated with purpose, productivity, relationships, and self-care during middle adulthood.

The conceptual foundation of this study rests on the assumption that the experiences of single middle-aged teachers cannot be fully understood through quantitative indicators or qualitative narratives alone. Herzberg's theory explains measurable patterns of job satisfaction, while Erikson's developmental framework explains how personal experiences and midlife realities shape those patterns. Accordingly, the quantitative strand determines levels of satisfaction and group differences, while the qualitative strand captures the lived experiences underlying biological, psychological, social, financial, and personal challenges.

This study therefore aims to compare levels of personal and job satisfaction among single middle-aged male and female public school teachers and to identify the midlife challenges they encounter. It further examines whether significant differences exist according to age, sex, position, and years in public service. Ultimately, the study seeks to generate empirical evidence for developing a context-specific and responsive faculty development program that addresses both professional performance and holistic well-being.

The findings are expected to contribute to educational leadership and policy by providing evidence-based insights for school leaders, education officials, and faculty development planners. More importantly, the study advances the view that faculty development should be reconceptualized as a holistic endeavor—one that strengthens instructional excellence while simultaneously promoting emotional resilience, social support, health, motivation, and long-term career sustainability among teachers.

Methodology

Research Design

This study employed a convergent parallel mixed-methods research design to examine the personal satisfaction, job satisfaction, and midlife challenges of single male and female teachers in the Second Congressional District of Quezon Province. In this design, quantitative and qualitative data were collected concurrently during the same phase of the research process, analyzed independently, and subsequently merged to enable comparison and integration of findings. This approach allows for the corroboration and complementarity of results, thereby providing a more comprehensive and nuanced understanding of the phenomenon under investigation (Creswell & Plano Clark, 2021; Fetters & Molina-Azorin, 2022).

The quantitative component focused on measuring the respondents' levels of personal and job satisfaction using structured survey instruments, generating numerical data that could be subjected to statistical analysis. In contrast, the qualitative component explored the respondents' midlife challenges through open-ended responses,

capturing the depth, context, and lived experiences that cannot be fully explained through quantitative measures alone.

This design was deemed appropriate because the study sought not only to measure the levels of personal and job satisfaction among single middle-aged teachers but also to understand the midlife challenges that contextualize these levels of satisfaction. The quantitative strand addressed the study's comparative and inferential objectives by determining whether satisfaction differed by age, sex, position, and years of service. The qualitative strand addressed the explanatory and contextual objective by identifying the lived challenges that survey scores may not fully capture. A convergent parallel design was therefore warranted because both forms of data were needed at the same time: quantitative results provided the pattern of satisfaction, while qualitative findings provided contextual explanations for why such patterns existed. Integration was conducted by comparing, corroborating, and interpreting the quantitative and qualitative results together, particularly in relation to Herzberg's motivator-hygiene factors and Erikson's midlife developmental framework.

Research Participants

The participants of the study consisted of forty (40) single public school teachers from the Second Congressional District of Quezon Province, comprising fifteen (15) males and twenty-five (25) females, aged between 40 and 50 years. Participants were selected through purposive sampling because the study sought individuals who possessed characteristics directly aligned with the research objectives. Purposive sampling is appropriate for identifying information-rich cases capable of generating meaningful and contextually grounded insights into a specific phenomenon or population subgroup (Campbell et al., 2020; Flick, 2022).

To qualify for participation, respondents were required to meet the following inclusion criteria: (1) currently employed as public school teachers; (2) single in marital status; (3) within the age range of 40 to 50 years; and (4) assigned to or residing within the Second Congressional District of Quezon Province. Teachers who did not meet these criteria or declined to participate voluntarily were excluded from the study.

A total of forty (40) eligible and accessible teachers participated in both the quantitative and qualitative components of the study. All forty (40) participants completed the survey instruments and responded to the open-ended questions designed to explore their lived experiences and midlife challenges. The inclusion of the same participants in both strands of inquiry is consistent with the requirements of the convergent parallel mixed-methods design, wherein quantitative and qualitative data are collected concurrently from the same sample and integrated during the interpretation phase to provide a more comprehensive understanding of the phenomenon under investigation.

The sample size was intentionally bounded by the availability of participants who met the narrowly defined inclusion criteria rather than by statistical representativeness. As such, the study does not aim for population-level generalization but instead seeks analytical and contextual understanding of a specific teacher subgroup. The sample size was considered appropriate for generating preliminary quantitative patterns while producing sufficiently rich qualitative insights regarding the experiences of single middle-aged public school teachers.

Research Instrument

The study utilized a researcher-developed questionnaire to collect both quantitative and qualitative data. The instrument was constructed based on the study's objectives and an extensive review of recent literature on personal satisfaction, job satisfaction, and midlife experiences among teachers. It consisted of three main sections. Part I elicited the respondents' demographic profile, including age, sex, position, and years of service. Part II measured personal satisfaction across four domains: work-life balance, emotional and social support, self-care and stress coping mechanisms, and satisfaction with the teaching profession. Part III assessed job satisfaction in terms of security, salary, benefits, achievement and recognition, promotion, organizational policies, organizational structure, and the physical and emotional work environment. Parts II and III employed a 4-point Likert scale to capture the degree of agreement, thereby avoiding a neutral midpoint and encouraging more definitive responses.

To establish content validity, the instrument was evaluated by five (5) specialists in research and education, all of whom hold doctoral degrees and have extensive experience in academic research and instrument development. Each item was assessed for clarity, relevance, and alignment with the study objectives. Content validity was quantified using the Content Validity Index (CVI), a widely accepted method for evaluating item-level and scale-

level validity (Polit & Beck, 2021). Based on the experts' ratings and recommendations, necessary revisions were made to enhance the instrument's quality. The final scale-level CVI reached 1.00, indicating excellent agreement among validators regarding the relevance and adequacy of the items.

Following validation, the instrument underwent pilot testing among teachers in the Lopez West District to assess its reliability and internal consistency. The results yielded Cronbach's alpha coefficients of 0.965 for personal satisfaction and 0.977 for job satisfaction, both exceeding the commonly accepted threshold of 0.70, indicating very high reliability and strong internal consistency of the scale (Taber, 2018). The finalized questionnaire consisted of sixty-four (64) items and was administered electronically via Google Forms to facilitate efficient data collection.

To ensure that the instrument was appropriate for the specific participant context, validation and reliability procedures were conducted with reference to the characteristics of single middle-aged public school teachers. The expert validators assessed not only the clarity and relevance of the items but also their contextual fit with the respondents' life stage, teaching role, and personal circumstances. The pilot testing further established that the items were internally consistent when administered to teachers from a comparable public school context. These procedures helped ensure that the instrument was not merely valid in a general sense but was suitable for measuring personal satisfaction, job satisfaction, and midlife-related concerns among teachers who shared similar demographic and professional characteristics with the actual respondents.

In addition to the structured items, the instrument included open-ended questions designed to elicit qualitative data on the respondents' midlife challenges. These responses provided deeper insights into their lived experiences and complemented and enriched the quantitative findings within the study's convergent parallel mixed-methods framework.

Data Gathering Procedure

Permission to conduct the study was first requested from the Schools Division Superintendent of Quezon Province. After approval was granted, letters were sent to the Public District Supervisors and to the concerned school heads to request assistance in identifying eligible respondents and distributing the questionnaire. The researcher then distributed the Google Forms survey to the qualified respondents. The respondents were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time. After the questionnaires were distributed, follow-up messages were sent via the appropriate communication channels to increase the response rate. The completed responses were retrieved, checked for completeness, encoded, and organized for analysis. Quantitative responses were tabulated for statistical treatment, while the written answers to the open-ended questions were prepared for thematic analysis.

Data Analysis

The quantitative data were analyzed using both descriptive and inferential statistics. Descriptive statistics, specifically the mean (M) and standard deviation (SD), were employed to determine and describe the respondents' levels of personal and job satisfaction across the identified domains. These measures summarized central tendency and variability, enabling a clear interpretation of the overall trends in the data.

Before conducting inferential analyses, the data were examined for compliance with the assumptions required for parametric testing. Normality was assessed using the Shapiro-Wilk test, skewness and kurtosis values, and visual inspection of histograms or Q-Q plots. Potential outliers were checked using standardized scores and boxplots. Homogeneity of variance was examined using Levene's test. When assumptions were met, independent samples t-tests and one-way ANOVA were used. When assumptions were violated, appropriate corrective measures were considered, such as using Welch's t-test or Welch's ANOVA for unequal variances, and nonparametric alternatives such as the Mann-Whitney U test or Kruskal-Wallis test for substantially non-normal distributions or very small subgroup sizes.

An independent samples t-test was applied when comparing two groups (e.g., sex), while one-way analysis of variance (ANOVA) was used for variables involving more than two groups (e.g., age brackets, position, or years of service). These tests are widely used in educational research to determine whether observed differences between group means are statistically significant (Field, 2021). The level of significance was set at $\alpha = 0.05$, which served as the basis for accepting or rejecting the null hypothesis. All statistical analyses were conducted following standard assumptions to ensure the validity and reliability of the results.

The relatively small overall sample ($N = 40$), together with the unequal and in some cases very small subgroup distributions (particularly within selected years-of-service categories), is acknowledged as an important methodological limitation of the quantitative strand. Small subgroup sizes may reduce statistical power and increase sensitivity to violations of assumptions underlying conventional parametric procedures such as independent-samples t -tests and one-way analysis of variance (ANOVA). Consequently, inferential findings were interpreted with caution and not treated as definitive evidence of broad population differences.

To strengthen the interpretation of quantitative findings despite these constraints, statistical significance testing was complemented by the reporting and interpretation of effect sizes (e.g., Cohen's d for t -tests and eta squared [η^2] or partial eta squared for ANOVA) and confidence intervals to assess the practical magnitude and precision of observed differences. Particular attention was given to distinguishing statistical significance from practical significance, especially where subgroup sizes were limited. Moreover, quantitative results were interpreted alongside qualitative evidence to provide methodological triangulation and richer contextual understanding, thereby reducing the risk of overgeneralization and enhancing the credibility of the study's conclusions.

The qualitative data were analyzed using thematic analysis, following the systematic procedures outlined by Braun and Clarke (2021). The process involved several phases: familiarization with the data through repeated reading of the responses, generation of initial codes from meaningful statements, organization of similar codes into categories, and the development of overarching themes that capture recurring patterns in the data. This method enabled the identification, analysis, and interpretation of key themes related to the respondents' midlife challenges, providing rich and contextualized insights that complement the quantitative findings. All respondents who completed the open-ended portion of the questionnaire were included in the analysis. Their written responses were treated as qualitative data because they provided direct descriptions of the biological, psychological, social, financial, and personal challenges they experienced during midlife. The responses were first read repeatedly to gain familiarity with the data. Significant statements were then identified and assigned initial codes. Similar codes were clustered into categories, and categories were further refined into major themes. The themes were reviewed against the original responses to ensure that they accurately represented the participants' views. Representative excerpts were selected to illustrate each theme while maintaining respondent anonymity. This procedure ensured that the qualitative findings remained grounded in the participants' actual responses and aligned with the study's objective of identifying midlife challenges among single middle-aged teachers.

Following the independent analyses, the study employed data integration procedures consistent with a convergent parallel mixed-methods design. Quantitative and qualitative findings were compared and merged to identify areas of convergence, divergence, and complementarity (Creswell & Plano Clark, 2018; Fetters & Molina-Azorin, 2017). This integrative approach enhanced the study's overall validity and interpretive depth, allowing for a more comprehensive understanding of the respondents' experiences. The combined results served as a robust empirical basis for the development of a context-responsive faculty development program tailored to the needs of single middle-aged teachers.

Ethical Considerations

The study followed ethical principles to protect the rights, dignity, and privacy of the respondents. Before data collection, the researcher secured the required permissions from the concerned education offices and school authorities. The respondents were informed about the purpose of the study, the procedures involved, and their right to refuse or withdraw without penalty. Participation was voluntary, and informed consent was obtained prior to respondents' completion of the questionnaire. The confidentiality of the respondents was strictly maintained. No names or identifying information were included in the data analysis and reporting. The responses were used only for research purposes and were stored securely.

Results and Discussion

Respondents' Demographic Profile

Table 1 presents the demographic profile of the 40 teacher-respondents, who were predominantly middle-aged, female, positioned within entry- to mid-level teaching ranks, and experienced in the public school system. In terms of age, most respondents were 40–45 years old (65%), while the remaining 35% were 46–50 years old. This indicates that the participants were generally mature educators whose professional practice may have already been shaped by prolonged classroom exposure, adaptive competence, and accumulated pedagogical judgment. Recent studies

on teacher resilience and career-stage development emphasize that teachers' years of professional engagement contribute to their capacity to manage instructional demands, sustain commitment, and navigate work-related pressures across different phases of teaching life (Barnová et al., 2023; Jay, 2023).

Table 1. *Profile of the Respondents (n=40)*

Characteristics	Category	f	%
Age	40-45	26	65.0
	46-50	14	35.0
Sex	Male	15	37.5
	Female	25	62.5
Position	Teacher I	11	27.5
	Teacher II	9	22.5
	Teacher III	13	32.5
	Master Teacher I	7	17.5
	Master Teacher II	0	0.00
Years in Public School	1-3	2	5.0
	4-6	4	10.0
	7-9	6	15.0
	10-12	12	30.0
	13 and above	16	40.0

With respect to sex, female teachers constituted the majority of respondents (62.5%), while male teachers accounted for 37.5%. This distribution reflects the continuing feminization of the teaching profession, particularly in basic education, where women remain highly represented in the teaching workforce. Recent international evidence similarly confirms the overrepresentation of women in teaching, especially at the primary and lower-secondary levels (Gan et al., 2025; Quintero et al., 2024).

In terms of teaching position, the largest groups were Teacher III (32.5%) and Teacher I (27.5%), while only 17.5% were Master Teacher I and none held the rank of Master Teacher II. This pattern suggests that although the respondents had considerable teaching experience, advancement to higher instructional leadership positions remained limited. Such finding points to the importance of strengthening career progression systems, mentoring structures, and professional development opportunities that enable teachers to move beyond classroom proficiency toward instructional leadership and expanded professional roles. Recent studies highlight that mentoring and career-stage-sensitive professional development support teacher growth, professional motivation, and sustained engagement in the profession (Hryshchenko et al., 2025; Yuan et al., 2025).

Finally, the respondents demonstrated substantial length of service, with 40% having served for 13 years or more and 30% for 10–11 years. This indicates a relatively stable and experienced teaching workforce with strong institutional familiarity and accumulated knowledge of school culture, learners, and instructional routines. However, longevity in service should not be interpreted merely as tenure; rather, it represents a potential institutional resource when supported by reflective practice, continuing professional learning, and opportunities for mentoring less experienced teachers. Current literature affirms that teacher experience, when combined with sustained professional learning, contributes to teaching effectiveness, classroom adaptability, and the development of professional expertise over time (Jay, 2023; Asani, 2026; Villocino & Villocino, 2025).

Level of Respondents' Personal Satisfaction

Work-Life Balance

Table 2 reveals that both male and female teachers reported a high level of satisfaction with their work-life balance, with composite mean scores of $M = 3.37$ ($SD = 0.57$) for males and $M = 3.47$ ($SD = 0.54$) for females, both interpreted as "Highly Satisfied." These findings indicate that the respondents generally perceived themselves as capable of managing multiple life domains, including professional responsibilities, family obligations, physical health, emotional well-being, spiritual life, and personal and professional development.

A closer examination of the indicators shows nuanced gender-based variations. Male teachers reported their highest levels of satisfaction in managing school-related duties and spiritual life ($M = 3.53$), suggesting a strong alignment between professional commitment and personal meaning-making processes. In contrast, female teachers reported the highest satisfaction in allocating time for family ($M = 3.60$), followed by physical health,

spiritual life, and personal growth. However, male respondents recorded their lowest mean score for family time ($M = 3.13$), indicating relatively greater difficulty balancing occupational demands with family engagement.

Table 2. *Level of Respondents' Personal Satisfaction in Terms of Work-Life Balance*

Indicators	Men			Women		
	M	SD	VD/ VI	M	SD	VD/ VI
I am satisfied with...						
1. how I manage time for work.	3.33	0.49	SA	3.48	0.51	SA
2. the way I allocate time for my family.	3.13	0.64	A	3.60	0.50	SA
3. the time I set aside for physical health and fitness.	3.33	0.72	SA	3.52	0.51	SA
4. how I take care of my mental and emotional well-being.	3.40	0.51	SA	3.40	0.58	SA
5. the time I devote to my spiritual life.	3.53	0.52	SA	3.52	0.51	SA
6. how I connect and interact with my colleagues.	3.33	0.49	SA	3.40	0.50	SA
7. how I manage my household responsibilities.	3.40	0.63	SA	3.32	0.63	SA
8. how I handle my school duties and commitments.	3.53	0.52	SA	3.52	0.59	SA
9. the time I spend on personal interests and growth.	3.40	0.51	SA	3.48	0.51	SA
10. the time I invest in professional development.	3.33	0.62	SA	3.48	0.51	SA
Composite Mean	3.37	0.57	HS	3.47	0.54	HS

Note. 4.00-3.26 – Highly Satisfied (HS)/Strongly Agree (SA); 3.25-2.51 – Satisfied (S)/Agree (A); 2.50-1.76 – Dissatisfied (D)/Disagree (D); 1.75-1.00 – Highly Dissatisfied (HD)/ Strongly Disagree (SD)

These patterns suggest that although both groups generally perceive work–life balance positively, female teachers appear to exhibit slightly higher satisfaction across multiple domains. This difference may be attributed to variations in coping strategies, social support systems, and adaptive role management, as supported by contemporary literature. Recent studies emphasize that work–life balance is a multidimensional construct shaped by factors such as boundary control, institutional support, psychological well-being, and access to flexible work arrangements (Fan et al., 2021; Haar et al., 2022). Moreover, gender-sensitive research highlights that women often develop more integrative approaches to managing work and family roles, supported by relational networks and adaptive coping mechanisms (Shirmohammadi et al., 2022; Sahni et al., 2025).

Furthermore, emerging evidence underscores the role of mental health, spirituality, and professional development in sustaining work–life balance among educators. Teachers who experience alignment between personal values (e.g., spirituality) and professional roles tend to report higher well-being and job satisfaction (Pan et al., 2023; Dreer, 2023). In addition, supportive organizational climates—characterized by leadership support, collegial relationships, and family-friendly policies—have been found to significantly enhance teachers' capacity to manage competing demands and maintain overall life satisfaction (Kim et al., 2022; Sanza & Asparin, 2025).

Overall, the findings underscore the importance of fostering institutional environments that promote holistic well-being among teachers. Schools should prioritize policies and programs that support work–family integration, emotional resilience, spiritual well-being, and continuous professional growth. Such initiatives are essential not only for sustaining teacher satisfaction but also for enhancing instructional effectiveness and long-term organizational stability.

Emotional-Social Support

Table 3 indicates that both male and female respondents reported a high level of satisfaction with the emotional and social support they receive, with composite mean scores of $M = 3.35$ ($SD = 0.43$) for males and $M = 3.41$ ($SD = 0.50$) for females, both interpreted as “Highly Satisfied.” This suggests that the respondents generally experience strong empathy, care, reassurance, and interpersonal connectedness from their family members, peers, and professional networks.

Disaggregated results reveal subtle gender-based distinctions in the sources and expressions of support. Male respondents reported their highest satisfaction with feeling a sense of companionship and assurance that they are not alone ($M = 3.53$), as well as with receiving affirming feedback, such as compliments, that enhances morale ($M = 3.47$). These findings suggest that men may place higher value on recognition-based and esteem-enhancing forms of support. In contrast, female respondents reported the highest satisfaction in receiving words of comfort and reassurance, as well as in having the physical presence of others during difficult situations ($M = 3.56$), indicating a stronger preference for relational closeness and emotionally expressive forms of support.

Table 3. *Level of Respondents' Personal Satisfaction in Terms of Emotional-Social Support*

Indicators	Men			Women		
	M	SD	VD/ VI	M	SD	VD/ VI
I am satisfied with...						
1. how my family, friends, and colleagues listen to me without judgment.	3.27	0.46	SA	3.40	0.58	SA
2. how they consider my emotions such as sadness or disappointment.	3.27	0.46	SA	3.40	0.58	SA
3. the words of comfort and reassurance they provide during difficult times.	3.27	0.46	SA	3.56	0.51	SA
4. their physical presence when I need support.	3.40	0.51	SA	3.56	0.57	SA
5. the physical contact they offer, such as hugs or a pat on the shoulder.	3.20	0.56	SA	3.32	0.56	SA
6. how they check on me to show they care.	3.40	0.51	SA	3.48	0.51	SA
7. the way they make me feel that I am not alone.	3.53	0.52	SA	3.56	0.58	SA
8. the compliments they give that help boost my morale.	3.47	0.52	SA	3.44	0.58	SA
9. how they avoid giving unsolicited advice unless I ask for it.	3.27	0.70	SA	3.28	0.68	SA
10. their efforts to invite me to take a walk or do fun activities to help me feel better.	3.40	0.51	SA	3.36	0.70	SA
Composite Mean	3.35	0.43	HS	3.41	0.50	HS

Although both groups demonstrated consistently high ratings across all indicators, female respondents exhibited slightly higher mean scores in most domains. This pattern may reflect gendered tendencies in perceiving, expressing, and mobilizing social support, where women are often more open to emotional sharing and relational engagement. Contemporary research affirms that emotional-social support is both a perceptual and relational construct influenced by communication patterns, socialization processes, and interpersonal expectations (Akyl & İme, 2024). Moreover, studies highlight that women are more likely to both seek and benefit from emotionally expressive support systems, whereas men may rely more on instrumental or affirmation-based interactions (O'Rourke et al., 2022; Cholankeril et al., 2023; Khan et al., 2025).

Notably, the lowest mean scores for both male and female respondents were associated with forms of physical contact (e.g., hugs, pats on the shoulder) and the avoidance of unsolicited advice. These findings may reflect culturally mediated norms and personal boundaries in the expression of support, particularly in professional environments where physical gestures and unsolicited guidance may be interpreted cautiously. Emerging evidence suggests that the effectiveness of social support depends not only on its availability but also on its appropriateness, timing, and alignment with the recipient's preferences and sociocultural context (Xin et al., 2025; Acoba, 2024; Shin & Park, 2022).

Overall, the results underscore the critical role of emotional and social support in promoting teacher well-being. A robust support system has been consistently linked to reduced stress, enhanced psychological resilience, and protection against burnout and emotional exhaustion. Recent empirical studies confirm that strong interpersonal support networks significantly buffer the adverse effects of occupational stress and contribute to improved mental health and job satisfaction among educators (Einav et al., 2024; Olayiwola-Adedola & Naidoo, 2026; Cao et al., 2024). These findings highlight the importance of cultivating supportive school environments that foster collegial relationships, emotional safety, and inclusive professional communities.

Self-Care and Coping Mechanisms for Stress

Table 4 presents that both male and female respondents reported a high level of satisfaction with their self-care practices and stress-coping mechanisms, with composite mean scores of $M = 3.28$ ($SD = 0.55$) for males and $M = 3.36$ ($SD = 0.44$) for females, both interpreted as "Highly Satisfied." These findings indicate that the respondents generally employ adaptive strategies to manage stress and sustain their physical, emotional, and psychological well-being.

Regarding specific coping practices, male respondents reported the highest satisfaction with setting goals and priorities, practicing gratitude, and maintaining a positive outlook ($M = 3.53$). Similarly, female respondents reported strong engagement in these strategies ($M = 3.52$) but reported their highest satisfaction with practicing breathing exercises ($M = 3.56$). These results suggest that both groups rely on a combination of cognitive (goal-setting, reframing), emotional (gratitude, positivity), and physiological (breathing techniques) coping strategies. Contemporary research emphasizes that such multidimensional coping approaches enhance psychological resilience and reduce perceived stress by strengthening cognitive control and emotional regulation (Malykhin et al., 2025; Jin et al., 2025; Bondarchuk et al., 2024; Xue & Syed Abdullah, 2025).

Table 4. *Level of Respondents' Personal Satisfaction in Terms of Self-Care and Coping Mechanisms for Stress*

Indicators	Men			Women		
	M	SD	VD/ VI	M	SD	VD/ VI
To fully take care of myself, I religiously...						
1. eat the right kinds of food suited for my age	3.13	0.83	A	3.40	0.58	SA
2. get enough sleep at night.	2.87	0.74	A	3.12	0.60	A
3. spend time doing nice things with friends and family.	3.33	0.49	SA	3.44	0.51	SA
4. get regular exercise.	3.13	0.74	A	3.04	0.68	A
5. do relaxing activities such as listening to music, reading, and spending time in nature	3.27	0.59	SA	3.32	0.48	SA
6. pause for meditation.	3.20	0.68	A	3.20	0.58	A
7. do breathing exercise.	3.27	0.70	SA	3.56	0.58	SA
8. set goals and priorities.	3.53	0.52	SA	3.52	0.51	SA
9. practice gratitude.	3.53	0.52	SA	3.48	0.51	SA
10. focus on positivity.	3.53	0.52	SA	3.52	0.51	SA
Composite Mean	3.28	0.55	HS	3.36	0.44	HS

However, gender-based differences emerge in specific health-related behaviors. Male respondents reported lower satisfaction with obtaining adequate sleep ($M = 2.87$) than female respondents ($M = 3.12$), suggesting potential challenges in sleep regulation among male teachers. Additionally, both groups reported relatively lower engagement in regular physical exercise, with men scoring $M = 3.13$ and women $M = 3.04$. These findings suggest that while cognitive and emotional coping strategies are well-established among respondents, behavioral health practices such as sleep hygiene and physical activity remain less consistently practiced.

This is particularly significant given that sleep quality and physical activity are strongly associated with stress regulation, cognitive functioning, and emotional stability. Recent studies confirm that insufficient sleep and sedentary behavior are key risk factors for heightened occupational stress and reduced well-being among professionals, including teachers (Mao et al., 2023; Sun et al., 2024; Joshi & Patil, 2025). Conversely, engagement in regular physical activity and structured sleep routines has been shown to significantly enhance stress recovery and psychological resilience (Kandola et al., 2019; Mahindru et al., 2023).

Moreover, the emphasis on gratitude, mindfulness, and breathing exercises aligns with growing evidence on the effectiveness of mindfulness-based and positive psychology interventions in occupational settings. Such practices have been found to reduce emotional exhaustion, improve attention regulation, and promote long-term well-being among educators (Alomari, 2023; Bordbar et al., 2024; Zuo et al., 2023; Liu et al., 2022). The integration of these coping strategies highlights teachers' adaptive capacity to manage work-related stress, although gaps in physical wellness behaviors suggest areas for targeted intervention.

Overall, the findings underscore the importance of strengthening comprehensive self-care programs in schools that address not only psychological coping mechanisms but also physical health behaviors. School-based wellness initiatives, including structured physical activity programs, sleep health education, and mindfulness training, may further enhance teachers' capacity to manage stress effectively and sustain long-term well-being.

Teaching Profession

Table 5 reveals that both male and female teacher-respondents demonstrated consistently high levels of professional satisfaction, yielding composite mean scores of 3.54 ($SD = 0.44$) and 3.56 ($SD = 0.41$), respectively. This pattern of elevated satisfaction across gender groups is consistent with a robust body of empirical literature establishing that teacher contentment is predominantly driven by intrinsic, purpose-driven dimensions of the profession rather than by extrinsic structural conditions alone. Among the indicators that yielded the highest satisfaction ratings for both groups were improving the quality of education ($M = 3.60$ for both), helping learners develop their personalities (male: $M = 3.67$; female: $M = 3.68$), influencing future generations, and sharing a love of learning (male: $M = 3.60$; female: $M = 3.68$). These results are theoretically anchored in well-established relationships between intrinsic motivation and professional fulfillment. Intrinsically motivated teachers engage in their professional roles out of genuine personal satisfaction and self-determination, and this orientation is consistently associated with higher-quality instructional practices and reduced occupational stress (Belay & Melesse, 2024). The elevated scores on student-oriented indicators — particularly those concerning personality development and generational influence — are further substantiated by evidence demonstrating that teachers who feel capable and efficacious in their instructional roles are more likely to report satisfaction with their work and a stronger attachment to the profession (Ortan et al., 2021).

Table 5. *Level of Respondents' Personal Satisfaction in Terms of the Teaching Profession*

Indicators	Men			Women		
	M	SD	VD	M	SD	VD
I'm satisfied with my teaching profession because I...						
1. feel I can improve the quality of education.	3.60	0.51	SA	3.60	0.50	SA
2. can make a meaningful difference in the lives of the children I teach.	3.60	0.51	SA	3.64	0.49	SA
3. have the opportunity to help learners develop their personalities.	3.67	0.49	SA	3.68	0.48	SA
4. can positively influence future generations.	3.60	0.51	SA	3.56	0.51	SA
5. get a variety of new learning and experiences every day.	3.53	0.52	SA	3.56	0.51	SA
6. have the chance to share my love of learning with others.	3.60	0.51	SA	3.68	0.48	SA
7. receive a good salary and benefits.	3.30	0.49	SA	3.44	0.58	SA
8. enjoy strong job security	3.40	0.51	SA	3.40	0.58	SA
9. help earn the respect of the community through my work.	3.53	0.52	SA	3.52	0.51	SA
10. feel fulfilled by watching learners learn and grow.	3.53	0.52	SA	3.56	0.51	SA
Composite Mean	3.54	0.44	HS	3.56	0.41	HS

The convergence of male and female responses on these intrinsic indicators is consistent with the conclusions of a multilevel analysis using TALIS 2018 data from Japan and South Korea, which established that self-efficacy and teacher-student relations each positively predict teacher job satisfaction, confirming that teachers' perceived capacity to shape student outcomes constitutes a key determinant of professional contentment regardless of gender (Niu et al., 2023). At the structural level, the importance of these findings is further underscored by a meta-analytic synthesis of 105 studies, which confirmed theoretically postulated relationships between teacher job satisfaction and reduced turnover intentions, lower absenteeism, and more positive teacher-student interactions – outcomes that collectively point to the systemic value of sustained teacher satisfaction (Wartenberg et al., 2023). The educational consequences are equally significant: the quality of instruction, student supervision, and the broader enrichment of learning environments are all dependent on the professional attitudes teachers bring to their work, making their satisfaction not merely a personal variable but a systemic concern with measurable consequences for student achievement (Hoque et al., 2023).

While both groups reported uniformly high ratings across nearly all indicators, a notable gender-differentiated pattern emerged in two areas. First, female respondents reported marginally higher satisfaction with salary and benefits ($M = 3.44$) compared to their male counterparts ($M = 3.30$). This finding is noteworthy given the conventional assumption in the literature that compensation concerns are more pronounced among male teachers; it may reflect the evolving economic responsibilities increasingly borne by women in contemporary educational labor markets. Research consistently shows that satisfaction levels tend to be comparatively lower in extrinsic dimensions such as potential rewards, benefits, and salary across both genders, yet the direction of the gender gap observed here – favoring female satisfaction – merits further contextualized investigation (Niu et al., 2023). Second, female respondents also reported higher satisfaction on the indicator of sharing a love of learning ($M = 3.68$ vs. $M = 3.60$ for males), a finding consistent with evidence that female teachers are more likely to exhibit heightened satisfaction from intrinsic job characteristics, while male teachers show comparatively greater susceptibility to emotional exhaustion and diminished feelings of personal accomplishment (Anastasiou & Belios, 2020). This gendered divergence in the sources of professional reward reflects a cross-nationally documented pattern and warrants continued attention in policy discussions concerning teacher retention and well-being.

Both male and female respondents assigned equal ratings for job security ($M = 3.40$) and similarly high ratings for earning community respect, reinforcing the view that structural stability and social recognition constitute durable pillars of teacher satisfaction that transcend gender. These findings align with self-efficacy-based frameworks indicating that teachers who perceive themselves as capable of carrying out their professional roles – and who feel recognized for doing so – are more likely to report high satisfaction and to remain committed to the profession over time (Ortan et al., 2021). Furthermore, the relationship between teachers' professional well-being and positive student outcomes has been systematically documented: promoting teacher occupational well-being substantially influences teaching quality, with cascading effects on student development and academic growth (Wartenberg et al., 2023).

Taken together, the results affirm that both male and female teachers in this study derive high levels of professional satisfaction primarily from the personal, social, and educational value they ascribe to teaching – most notably their perceived impact on learner development, their capacity to shape future generations, and their role within the broader educational community. At the same time, the modest gender-related differences observed

in compensation satisfaction and intrinsic fulfillment suggest that policies aimed at improving and sustaining teacher satisfaction cannot adopt a uniform, gender-neutral approach. The unprecedented disruptions brought about by the COVID-19 pandemic have further complicated this landscape, with empirical evidence documenting lasting adverse effects on teacher well-being and job satisfaction worldwide, including heightened stress and burnout. It is therefore imperative that educational institutions and policymakers proactively address the differentiated dimensions of satisfaction experienced by male and female teachers. Structural interventions that simultaneously strengthen intrinsic conditions of professional meaningfulness and attend to extrinsic vulnerabilities — particularly compensation equity, job security, and community recognition — are essential to sustaining the high satisfaction levels observed in this study and, by extension, the quality of teaching across the educational system.

Summary

Table 6 presents a summary of personal satisfaction across four thematic dimensions — work-life balance, emotional-social support, self-care and coping mechanisms for stress, and teaching profession — for both male and female respondents. The overall mean scores were 3.37 for men and 3.36 for women, indicating that both groups reported comparable, generally high levels of personal satisfaction across these dimensions. Negligible differences in composite scores suggest a broadly shared experience of personal well-being among middle-aged single teachers regardless of gender.

Table 6. *Summary Table on the Level of Personal Satisfaction*

Indicators	Men				Women			
	M	SD	VD	Rank	M	SD	VD	Rank
1. Work-life balance	3.37	0.45	SS	2 nd	3.47	0.45	SS	2 nd
2. Emotional-social support	3.35	0.43	SS	3 rd	3.41	0.50	SS	3 rd
3. Self-care and coping mechanism for stress	3.28	0.55	SS	4 th	3.36	0.44	SS	4 th
4. Teaching profession	3.54	0.44	SS	1 st	3.56	0.41	SS	1 st
Overall	3.37	0.47	SS		3.36	0.45	SS	

Note. 4.00-3.26 - Highly Satisfied (HS); 3.25-2.51 - Satisfied (S); 2.50-1.76 - Dissatisfied (D); 1.75-1.00 - Highly Dissatisfied (HD)

Among the four dimensions, satisfaction with the teaching profession ranked highest for both men ($M = 3.54$) and women ($M = 3.56$). This finding corroborates a well-established body of literature demonstrating that teachers who perceive strong purpose, meaning, and personal calling in their work tend to derive the highest levels of career satisfaction — particularly when they perceive themselves as making a meaningful difference in students' lives and in the quality of education (Ortan et al., 2021). The sense of professional vocation and the perceived capacity to positively influence learners constitute primary drivers of teacher fulfillment, and these intrinsic rewards appear robust across gender lines (Niu et al., 2023). Additionally, Munda and Gache (2024) discovered that their teacher respondents exhibited high levels of satisfaction with teaching and demonstrated effective management in maintaining a balanced relationship between their professional and personal lives.

Work-life balance ranked second, with women reporting a slightly higher mean ($M = 3.47$) than men ($M = 3.37$). This finding is consistent with research suggesting that work-life balance is a nuanced, multidimensional construct that varies in perception across gender in educational settings. Mayya et al. (2021), in a Scopus-indexed cross-sectional study of college teachers, found that while women in academia shoulder equivalent professional responsibilities as men, they navigate considerably more demands outside the workplace, which may paradoxically sharpen their strategies for managing the boundary between professional and personal life. The slightly higher female rating observed in the present data may therefore reflect not simply better balance, but more developed adaptive coping strategies or access to support systems that allow female teachers to better appraise and manage competing demands (Mayya et al., 2021). Importantly, work-life balance has been identified in a systematic bibliometric analysis of Scopus-indexed literature as one of the most frequently studied constructs in relation to teacher job satisfaction, burnout, and stress, with its importance intensifying significantly following the COVID-19 pandemic (Bisht et al., 2025).

Emotional-social support ranked third, with women again scoring slightly higher ($M = 3.41$) than men ($M = 3.35$). This pattern aligns with the established finding that female teachers tend to seek, perceive, and actively utilize emotional support from family members, friends, and colleagues to a greater degree than male teachers. Nwoko et al. (2024), in a Scopus-indexed study examining comprehensive coping strategies for teacher occupational well-being, identified social support and peer interaction as central mechanisms by which teachers regulate emotional stress and maintain professional engagement. The study further confirmed that spending time with friends and

colleagues outside of school provides teachers with reliable emotional relief and contributes substantially to occupational balance. The marginally lower score among male respondents in this domain may indicate that male teachers access emotional support through fewer or less diverse channels. This pattern warrants attention when designing gender-responsive well-being programs in schools.

Self-care and coping mechanisms for stress ranked lowest of the four dimensions, though scores still fell within the highly satisfied range (men: $M = 3.28$; women: $M = 3.36$). Women rated this domain slightly higher, which may be reflective of gender-differentiated health behaviors among teachers. Peris-Ramos et al. (2024), in a large-scale Scopus-indexed cross-sectional study of 1,037 teachers across Spain, Colombia, and Chile, found notable gender differences in stress-related health behaviors: men demonstrated higher levels of depersonalization and engaged in more weekly physical activity, while women showed higher levels of perceived stress, conscientiousness, and better nutritional practices. These differential patterns suggest that while self-care engagement exists across genders, the specific dimensions of self-care that teachers prioritize – whether physical exercise, nutrition, sleep, or mindfulness – may differ substantially by gender, with neither group achieving uniformly optimal self-care practices (Peris-Ramos et al., 2024). The broader literature further underscores that effective coping strategies – including problem-solving, physical activity, and constructive social engagement – are critical to teacher emotional health, while maladaptive coping (e.g., social isolation) tends to worsen psychological distress and lower professional enthusiasm (Emeljanovas et al., 2023).

Overall, the findings indicate that while both male and female teachers report strong personal satisfaction across these four domains, meaningful gender-related nuances persist in work-life management, access to emotional support, and self-care engagement. These differences, though modest in magnitude, carry important implications for institutional policy. Schools committed to sustaining high teacher well-being and professional effectiveness must move beyond generic wellness programs toward differentiated, evidence-informed support systems that acknowledge how gender mediates the experience of work-life balance, emotional coping, and self-care among educators (Nwoko et al., 2024; Emeljanovas et al., 2023; Agyapong et al., 2023).

Level of Respondents' Job Satisfaction

Security

Table 7 reveals that both male and female respondents reported high satisfaction with job security, yielding composite mean scores of 3.27 ($SD = 0.50$) and 3.26 ($SD = 0.45$), respectively. The near-identical composite scores across gender groups suggest that security-related dimensions of the teaching profession – encompassing salary, benefits, recognition, and career growth – are broadly valued and perceived as satisfactory among both male and female teachers, with only marginal gender-based differences observed at the level of individual indicators.

Table 7. *Level of Respondents' Job Satisfaction in Terms of Security*

I'm satisfied with...	Indicators	Men			Women		
		M	SD	VD/VI	M	SD	VD/VI
1.	the amount of salary in relation to my work.	3.33	0.72	SA	3.24	0.60	A
2.	the sufficiency of my salary to support my personal and family needs.	3.27	0.80	SA	3.20	0.58	A
3.	the amount of my salary compared to similar jobs in other institutions.	3.20	0.77	A	3.08	0.64	A
4.	my eligibility for medical aid under comprehensive health coverage.	3.00	0.85	A	3.08	0.57	A
5.	the benefits I receive compared to what other companies can offer.	3.20	0.56	A	3.24	0.52	A
6.	receiving all the benefits due to a government employee in due time.	3.20	0.41	A	3.24	0.52	A
7.	being commended for outstanding accomplishment.	3.27	0.46	SA	3.32	0.48	SA
8.	being valued for every achievement attained.	3.40	0.51	SA	3.36	0.49	SA
9.	being recognized or awarded for achievements received in the school, district, division and other levels.	3.40	0.51	SA	3.32	0.48	SA
10.	being given opportunities for growth and advancement.	3.40	0.51	SA	3.36	0.49	SA
11.	being empowered according to my strengths.	3.27	0.59	SA	3.28	0.46	SA
12.	being given opportunities for promotion through natural vacancy or reclassification.	3.33	0.59	SA	3.40	0.50	SA
Composite Mean		3.27	0.50	HS	3.26	0.45	HS

Note. 4.00-3.26 – Highly Satisfied (HS)/Strongly Agree (SA); 3.25-2.51 – Satisfied (S)/Agree (A); 2.50-1.76 – Dissatisfied (D)/Disagree (D); 1.75-1.00 – Highly Dissatisfied (HD)/Strongly Disagree (SD)

Both groups reported high satisfaction with their salary in relation to the nature and demands of their work, as well as in its capacity to meet personal and family needs. Men, however, showed slightly higher satisfaction than women when comparing their salary with analogous positions in other institutions. This pattern is consistent with the findings of Zebon et al. (2025), whose Scopus-indexed structural equation modeling study of university

teachers in Bangladesh established that salary and financial benefits positively predicted job satisfaction, even as career growth opportunities and leadership quality emerged as comparatively stronger predictors. The literature further indicates that salary satisfaction is not merely an economic concern but functions as a signal of institutional value and professional respect — making it an important, if complex, contributor to overall teacher satisfaction (Glaveli et al., 2024).

Both male and female respondents also reported satisfaction with medical aid and associated benefits, though these items received marginally lower ratings than salary-related indicators. This pattern aligns with broader evidence suggesting that while teachers widely recognize financial and health-related benefits as important components of employment security, gaps in the comprehensiveness and accessibility of benefits packages can undermine sustained well-being and satisfaction (Glaveli et al., 2023). The relatively lower ratings in this area across both groups therefore point to a structural opportunity for school administrators and policymakers to enhance the quality and coverage of teacher benefits as part of a broader institutional commitment to teacher welfare.

Notably, both male and female respondents reported high satisfaction with being recognized and valued for their professional achievements, as well as with access to opportunities for professional growth and career advancement. This finding is theoretically significant, as recognition and advancement opportunities are strongly associated with intrinsic motivation, professional commitment, and long-term retention in the teaching workforce. Zebon et al. (2025) empirically confirmed that career growth and opportunities constituted one of the most significant positive predictors of university teacher job satisfaction, underscoring the pivotal role of structured advancement pathways in sustaining educator engagement. Complementing this, Sun et al. (2022), in a Scopus-indexed cross-sectional study of 2,104 Chinese teachers, demonstrated that psychological empowerment — defined as teachers' sense of meaningfulness, competence, and influence in their work — mediates the relationship between professional identity and career satisfaction, with teachers who felt empowered reporting significantly higher satisfaction levels. These findings collectively affirm that recognition and growth opportunities are not peripheral amenities but core structural determinants of teacher satisfaction and retention (Sun et al., 2022; Zebon et al., 2025).

However, slightly lower ratings were observed specifically on indicators related to empowerment based on individual strengths, suggesting that while general recognition systems are perceived positively, more personalized and differentiated approaches to professional development remain underdeveloped in many school settings. The existing literature corroborates this concern: structured opportunities that align professional development with individual teacher strengths — rather than applying uniform, one-size-fits-all training — are associated with stronger engagement, higher satisfaction, and greater perceived institutional support (Sun et al., 2022).

Overall, the findings suggest that both male and female teachers in this study feel generally secure, valued, and supported within their professional roles. Nevertheless, the slightly lower ratings on benefits and strength-based empowerment identify specific institutional priorities that merit policy attention. Schools seeking to further strengthen teacher job satisfaction may benefit from improving compensation and benefits packages, establishing more responsive and individualized professional growth systems, and developing recognition mechanisms that consistently acknowledge teachers' contributions across all career stages (Zebon et al., 2025; Glaveli et al., 2024; Sun et al., 2022).

Working Conditions

Table 8 reveals that respondents were generally satisfied with their working conditions, with male teachers rated as satisfied ($M = 3.24$, $SD = 0.47$) and female teachers rated as highly satisfied ($M = 3.26$, $SD = 0.44$). This marginal gender difference in composite scores suggests that while both groups perceive their school environment, administrative governance, and physical facilities in a broadly positive light, female teachers may perceive working conditions marginally more favorably — a pattern consistent with wider evidence that gender mediates how organizational and relational aspects of the school environment are experienced and appraised (Peris-Ramos et al., 2024).

Both male and female respondents reported high satisfaction across a range of governance and physical environment indicators, including the presence of clear policies for personnel and learners, the consistency of

policy implementation, stakeholder participation in policy formulation, delegation of responsibilities, quality of communication from the School Head, classroom conduciveness, school safety, and the quality of relationships with school leadership. These findings are aligned with empirical evidence from large-scale international assessments demonstrating that teachers who work in schools characterized by well-structured behavioral expectations, clear administrative protocols, and a supportive disciplinary environment consistently report higher satisfaction and reduced occupational stress (Toropova et al., 2021; Eryilmaz et al., 2025). The positive ratings on physical conditions such as classroom conduciveness and school safety further reinforce findings from studies examining how the physical workspace shapes teachers' perceptions of climate and well-being — with structured, safe, and well-maintained classroom environments shown to reduce stress, facilitate collaborative interactions, and enhance overall teaching effectiveness (Muñoz-Troncoso & Riquelme, 2025).

Table 8. *Level of Respondents' Job Satisfaction in Terms of Working Conditions*

In my school, I...	Indicators	Men			Women		
		M	SD	VD	M	SD	VD
1.	see that clear policies have been developed for personnel and learners to ensure smooth governance.	3.47	0.52	SA	3.40	0.50	SA
2.	observe that faculty and other stakeholders are actively involved in formulating school policies.	3.40	0.51	SA	3.44	0.51	SA
3.	notice that developed policies are strictly implemented.	3.40	0.51	SA	3.40	0.50	SA
4.	experience that responsibilities and authorities are effectively delegated to teachers.	3.40	0.51	SA	3.48	0.51	SA
5.	perceive a smooth flow of communication from the School Head regarding instructions, reminders, and other important matters.	3.40	0.51	SA	3.44	0.51	SA
6.	feel supported in continuously improving my pedagogical skills.	3.33	0.49	SA	3.48	0.51	SA
7.	find the classroom environment conducive, with proper heating, lighting, and ventilation.	3.47	0.64	SA	3.32	0.48	SA
8.	am satisfied with the completeness of classroom furniture and necessary equipment.	3.33	0.72	SA	3.28	0.54	SA
9.	find the working environment pleasant and safe.	3.47	0.52	SA	3.40	0.50	SA
10.	maintain a good working relationship with my School Head.	3.40	0.51	SA	3.52	0.51	SA
11.	experience a strong spirit of cooperation and collaboration among my co-workers.	2.47	0.52	D	2.48	0.51	SA
12.	feel that my School Head provides valuable support during difficult situations.	2.40	0.51	D	2.52	0.51	SA
Composite Mean		3.24	0.47	S	3.26	0.44	HS

Notably, the lowest-rated indicators in both gender groups were cooperation and collaboration among co-workers (men: $M = 2.47$; women: $M = 2.48$) and support from the School Head during difficult situations (men: $M = 2.40$; women: $M = 2.52$). These findings are of particular significance, as both indicators fall below the satisfaction threshold observed across all other items and point to critical gaps in the interpersonal and relational architecture of the school. With respect to collegial collaboration, the literature strongly affirms that teacher professional collaboration — including shared instructional planning, reflective dialogue, and cooperative problem-solving — positively predicts both teaching self-efficacy and job satisfaction (Zhang et al., 2023). Using PISA 2015 data from Hong Kong, Zhang et al. (2023) demonstrated that professional collaboration among teachers had a significant positive effect on job satisfaction, with teaching self-efficacy serving as a mediating mechanism. The relatively lower satisfaction scores on this indicator across both genders therefore suggest a structural gap in collaborative culture within the respondents' schools — one that merits targeted institutional intervention.

The equally low rating for support from the School Head during difficult situations underscores the critical role that responsive and emotionally attuned leadership plays in sustaining teacher morale and occupational well-being. Maas et al. (2022), in a Scopus-indexed study of teachers in Switzerland, demonstrated using a job demands-resources framework that social support from school principals was a significant predictor of teachers' basic psychological need satisfaction — particularly the needs for competence and relatedness — with the quality of collegial support mediating this relationship. When principals fail to provide adequate support during professionally demanding circumstances, teachers' core psychological needs go unmet, increasing vulnerability to stress, emotional exhaustion, and eventual attrition (Maas et al., 2022). The marginally higher score observed among female respondents on this indicator ($M = 2.52$ vs. $M = 2.40$ for men) may reflect gendered differences in the perception or utilization of leadership support, or may indicate that female teachers experience somewhat greater relational responsiveness from school heads — a pattern that warrants further investigation within the local school culture.

Female respondents also showed slightly higher satisfaction on indicators related to pedagogical support and leadership relationships more broadly. This pattern may be attributed to differences in communication styles, the nature of support networks available to female teachers, or perceptions of organizational support that vary by

gender, as suggested by the broader occupational health literature (Ortan et al., 2021). These differences, while modest, highlight the value of gender-responsive leadership practices in schools.

Overall, the data suggest that while the respondents' schools provide generally acceptable administrative policies, physical facilities, and governance systems, they need to invest more deliberately in strengthening collaborative professional culture, improving the responsiveness of school leadership during crises, and nurturing psychological safety within the workplace. The quality of collegial relationships and the responsiveness of the School Head during difficult situations are not peripheral management concerns but central determinants of teacher motivation, well-being, and long-term retention (Maas et al., 2022; Zhang et al., 2023; Ortan et al., 2021).

Summary

Table 9. Summary Table on Level of Job Satisfaction

Indicators	Men				Women			
	M	SD	VD	Rank	M	SD	VD	Rank
1. Security	3.27	0.50	SS	1 st	3.26	0.45	SS	2 nd
2. Working Conditions	3.24	0.47	S	2 nd	3.26	0.44	SS	2 nd
Overall	3.26	0.49	SS		3.26	0.45	SS	

Note. 4.00-3.26 - Highly Satisfied (HS); 3.25-2.51 - Satisfied (S); 2.50-1.76 - Dissatisfied (D); 1.75-1.00 - Highly Dissatisfied (HD)

The findings collectively indicate that teachers in this study generally experienced high levels of job satisfaction, particularly regarding the stability and security afforded by the teaching profession. This encompasses dimensions such as regular income, structured benefits, scheduled time off, recognition of professional achievements, and access to opportunities for career promotion. These findings are consistent with empirical evidence demonstrating that income and financial security constitute primary concerns for teachers, with approximately 80% of teachers in a cross-sectional study expressing satisfaction linked to their sense of financial stability and professional self-efficacy (Assaf & Antoun, 2024). Teaching has long been regarded as a profession that offers predictable structural benefits, and teachers' satisfaction with these dimensions reflects the sustained appeal of professional security — particularly in educational systems where stable employment contrasts sharply with more volatile labor market conditions (Glaveli et al., 2024).

However, while respondents expressed overall satisfaction, salary, benefits, and health coverage remained relative areas of concern. This is consistent with an internationally recognized pattern in which teachers, despite being satisfied with broader aspects of their work, continue to perceive their monetary compensation as inadequate relative to their workload and the rising cost of living. Zebon et al. (2025), in a Scopus-indexed structural equation modeling study of university teachers in Bangladesh, found that while salary and financial benefits positively predicted job satisfaction, their effect was smaller and less statistically significant compared to career growth, leadership, and collegial relationships — suggesting that compensation functions as a necessary but insufficient driver of sustained teacher satisfaction. Globally, the gap between teachers' perceived workload and their actual compensation remains a pressing policy concern, with evidence suggesting that salary dissatisfaction — particularly when compounded by inadequate health and retirement benefits — can erode motivation, undermine commitment, and accelerate attrition (Assaf & Antoun, 2024; Eryilmaz et al., 2025).

In terms of working conditions, male respondents reported a mean score of 3.24, interpreted as satisfied, while female respondents reported a slightly higher mean of 3.26, interpreted as highly satisfied. Both groups perceived school policies, organizational structure, physical environment, and leadership support in generally positive terms. This finding aligns with an expanding body of evidence confirming that a positive school atmosphere — characterized by structured governance, clear administrative protocols, and supportive leadership — significantly and positively predicts teacher job satisfaction, with professional identity and psychological capital serving as key mediating mechanisms in this relationship (Han et al., 2023). When schools provide coherent organizational systems, consistent communication from school heads, and a physically conducive workspace, teachers are better positioned to invest fully in their instructional roles and professional identities, which in turn sustains high levels of satisfaction (Han et al., 2023; Eryilmaz et al., 2025).

However, the results also reveal that workplace relationships require improvement, specifically in collaboration among colleagues and in support from the school head during difficult situations — both of which received the lowest ratings among all working condition indicators. These findings support the view that collegial support,

trust, mutual respect, and responsive leadership are among the most consequential relational determinants of teacher satisfaction – often exerting greater influence on professional well-being than material resources alone. Using TIMSS 2015 data from Sweden, Toropova et al. (2021) demonstrated that teacher cooperation and student discipline were among the working conditions most strongly associated with job satisfaction, with collaboration proving particularly influential for male teachers. Extending this analysis internationally using TIMSS 2019 data from 46 countries, Eryilmaz et al. (2025) further confirmed that leadership support and student discipline are consistently and notably associated with teacher job satisfaction across diverse national educational systems. The low satisfaction ratings on collegial cooperation and principal support observed in the present study therefore signal structural vulnerabilities in the relational and leadership architecture of the respondents' schools – vulnerabilities that, if left unaddressed, risk undermining the otherwise positive satisfaction levels observed across other dimensions.

Overall, the findings suggest that while teachers value and are generally satisfied with the security, structure, and physical conditions of their profession, meaningful reforms in compensation equity, benefits and health coverage, collaborative professional culture, and responsive leadership support remain necessary to strengthen teacher well-being, enhance retention, and sustain high-quality performance across the educational system (Zebon et al., 2025; Han et al., 2023; Maas et al., 2022; Eryilmaz et al., 2025).

Difference in the Levels of Personal Satisfaction of the Respondents When Grouped According to Their Age

Table 10. *Difference in Personal Satisfaction When the Respondents Were Grouped According to Age*

Personal Satisfaction	40-45		46-50		t-value	p-value	Decision
	M	SD	M	SD			
1. Work-life balance	3.36	0.41	3.58	0.49	-1.53	.135	Not significant
2. Emotional-social support	3.25	0.43	3.64	0.45	-2.67	.011	Significant
3. Self-care and coping mechanism for stress	3.21	0.41	3.55	0.53	-2.25	.030	Significant
4. Teaching profession	3.50	0.40	3.65	0.44	-1.06	.293	Not significant
Column Mean	3.33	0.32	3.61	0.41	-2.31	.026	Significant

Note. 4.00-3.26 - Highly Satisfied (HS); 3.25-2.51 - Satisfied (S); 2.50-1.76 - Dissatisfied (D); 1.75-1.00 - Highly Dissatisfied (HD)

Table 10 presents data on personal satisfaction across four dimensions – work-life balance, emotional-social support, self-care and coping mechanisms for stress, and teaching profession – compared across two mid-career age groups of respondents (40–45 and 46–50). The results indicate that age-related differences in personal satisfaction are not uniform across all indicators, reflecting the multidimensional nature of personal well-being among experienced teachers.

No statistically significant differences were found in work-life balance ($p = 0.135$) or satisfaction with the teaching profession ($p = 0.293$). This suggests that teachers in both age groups experience similarly high levels of satisfaction in managing the boundary between personal and professional responsibilities, as well as in finding meaning and fulfillment in their role as educators. This finding is consistent with evidence that mid-career teachers, having accumulated sufficient professional experience and established stable work routines, tend to maintain relatively high and stable levels of commitment to their vocation regardless of minor age variations (Bisht et al., 2025). The stability of teaching profession satisfaction across both age groups further aligns with literature demonstrating that intrinsic satisfaction with the nature of teaching – including perceived impact on students and contribution to educational quality – tends to consolidate rather than fluctuate during the mid-career stage, once early-career uncertainties have been resolved (Eryilmaz et al., 2025).

However, statistically significant differences emerged in emotional-social support ($p = 0.011$), self-care and coping mechanisms for stress ($p = 0.030$), and overall personal satisfaction ($p = 0.026$), with teachers aged 46–50 consistently reporting higher mean scores than those aged 40–45. This pattern suggests that older mid-career teachers may possess stronger and more diverse support systems, more adaptive coping repertoires, and greater emotional resilience – all of which contribute cumulatively to higher personal satisfaction. This interpretation is supported by evidence from studies of teacher emotional health, which confirm that effective coping strategies – particularly problem-solving, physical activity, and positive social engagement – are strongly associated with improved emotional well-being among teachers, with more experienced practitioners having had greater opportunity to develop and refine these strategies over time (Emeljanovas et al., 2023). A systematic review of factors influencing teachers' occupational well-being further confirmed that personal capabilities – including

social-emotional competence, adaptive coping, and resilience – are among the most consistent predictors of teacher well-being, and that these capacities are developed and strengthened through professional experience and deliberate self-care practices (Nwoko et al., 2023). The finding that 46–50-year-old teachers also report higher emotional-social support satisfaction is consistent with the view that more experienced teachers have typically established richer and more diversified networks of collegial, familial, and professional support, enabling them to draw on a broader base of social resources when facing occupational demands (Nwoko et al., 2024).

Additionally, research on the relationship between age and emotional exhaustion in teachers indicates a negative correlation between age and emotional exhaustion – meaning that older teachers tend to experience lower levels of burnout-related fatigue – which may reflect greater emotional maturity, reduced vulnerability to occupational stressors, and a more stable sense of professional identity (Anastasiou & Belios, 2020). While Anastasiou and Belios' study was conducted specifically in the Greek context, its findings resonate with international patterns showing that accumulated teaching experience tends to serve as a protective resource, buffering against the emotional demands of the profession and supporting higher levels of subjective well-being among older educators.

Overall, the findings indicate that while satisfaction with work-life balance and the teaching profession remains stable across the two mid-career age groups, dimensions of personal well-being that depend more heavily on adaptive personal resources – specifically emotional-social support, self-care, and coping – appear to improve meaningfully with age among this sample. These results underscore the importance of providing differentiated well-being supports for teachers at different career stages: while experienced teachers aged 46–50 may be better resourced emotionally, teachers in the 40–45 age bracket may benefit from targeted institutional support aimed at strengthening social support networks, building coping skills, and fostering greater emotional resilience (Nwoko et al., 2023; Emeljanovas et al., 2023).

When Grouped According to Their Sex

Table 11 reveals that no statistically significant difference was found in the personal satisfaction levels of respondents when analyzed by sex, across all five dimensions examined: work-life balance ($p = 0.503$), emotional-social support ($p = 0.659$), self-care and coping mechanisms for stress ($p = 0.614$), teaching profession ($p = 0.862$), and overall personal satisfaction ($p = 0.590$). While female respondents reported slightly higher means in certain areas, the absence of statistically significant differences across all indicators indicates that sex does not function as a meaningful differentiating variable in the personal satisfaction of this sample. Both male and female teachers appear to experience broadly comparable levels of satisfaction across the personal and professional dimensions measured in this study.

These findings are consistent with a growing body of international evidence demonstrating that gender differences in teacher job satisfaction are neither universal nor consistent across professional contexts. Research has characterized the literature on gender and teacher job satisfaction as marked by a high degree of inconsistency: while some studies identify higher satisfaction among female teachers in certain intrinsic domains, others find higher satisfaction among males in extrinsic areas, and a substantial number report no significant gender difference at all (Toropova et al., 2021). This conclusion is empirically supported by Sadeghi et al. (2021), whose Scopus-indexed study of Iranian teachers found no statistically significant difference between male and female participants in overall job satisfaction, with the study concluding that teacher satisfaction levels are largely independent of gender. In a similar vein, Rezai et al. (2022), using an independent samples t-test with a stratified sample of 440 EFL teachers, found no statistically significant gender difference in job satisfaction scores, reinforcing the view that gender's role in shaping professional satisfaction is more likely to be moderated by contextual, cultural, and organizational factors than it is to operate as an independent determinant.

Table 11. Differences in Personal Satisfaction When the Respondents Were Grouped According to Sex

Personal Satisfaction	Male		Female		t-value	p-value	Decision
	M	SD	M	SD			
1. Work-life balance	3.37	0.45	3.47	0.45	-0.68	.503	Not significant
2. Emotional-social support	3.35	0.43	3.42	0.50	-0.44	.659	Not significant
3. Self-care and coping mechanism for stress	3.28	0.55	3.36	0.44	-0.51	.614	Not significant
4. Teaching profession	3.54	0.44	3.56	0.41	-0.17	.862	Not significant
Overall	3.39	0.47	3.45	0.45	-0.54	.590	Not Significant

Note. Significant if $p < .05$

The non-significant findings in this study's emotional-social support and self-care dimensions further support the argument that, within professional groups characterized by similar role demands, relational expectations, and institutional conditions – as is characteristic of the teaching profession – the gendered differences in satisfaction observed in other occupational contexts tend to diminish or disappear. Evidence from studies of Chinese teachers similarly found no statistically significant mean-level gender differences in occupational stress, suggesting that gender differences in well-being-related outcomes are not monolithic but are profoundly shaped by socio-cultural and occupational contexts (Niu et al., 2023). When shared professional demands – such as lesson planning, student engagement, and administrative compliance – function as common stressors and sources of meaning for all teachers regardless of sex, the overall personal satisfaction profile tends to converge across gender lines.

The present finding that sex is not a significant predictor of overall personal satisfaction is additionally consistent with meta-analytic findings that, while female teachers may exhibit greater work-family conflict and role-related stressors in specific circumstances, these differences do not reliably translate into lower overall job or personal satisfaction at the group level – particularly in mid-career cohorts with established professional routines and support systems (Eryilmaz et al., 2025). Taken as a whole, these results suggest that policies aimed at improving teacher personal satisfaction should focus on structural and professional conditions – such as quality of leadership support, access to collegial networks, and self-care resources – rather than designing gender-differentiated interventions, at least within the occupational profile represented by this study's respondents (Nwoko et al., 2023; Emeljanovas et al., 2023).

When Grouped According to Their Position

Table 12 reveals that no statistically significant difference was found in personal satisfaction levels when respondents were grouped by professional position, as evidenced by non-significant p-values for all five dimensions: work-life balance ($p = 0.080$), emotional-social support ($p = 0.560$), self-care and coping mechanisms for stress ($p = 0.181$), teaching profession ($p = 0.548$), and overall personal satisfaction ($p = 0.273$). Teachers from Teacher I through Master Teacher I therefore experienced broadly comparable levels of personal satisfaction across all measured dimensions, despite occupying different positions in the hierarchical structure of the school.

Although Master Teacher I respondents recorded slightly higher means for work-life balance ($M = 3.78$) and overall satisfaction ($M = 3.56$), these differences did not reach statistical significance, with all p-values exceeding the 0.05 threshold. This pattern is consistent with evidence that teacher personal and professional satisfaction is more strongly shaped by organizational and relational conditions shared across all positions – such as school climate, collegial relationships, and leadership support – than by hierarchical rank or title alone. Otrębski (2022), in a Scopus-indexed study of 214 Polish teachers across all levels of school education, demonstrated that teachers' subjective perceptions of organizational climate are strong predictors of job satisfaction and work-related emotions, with this relationship holding across institutional types regardless of the positional differences among respondents. Critically, a positive organizational climate was associated with high satisfaction and positive emotions regardless of individual rank, while a negative climate was linked to low satisfaction uniformly across staff (Otrębski, 2022). This strongly implies that when schools cultivate positive organizational environments, the satisfaction-enhancing effects are distributed relatively equitably across positional levels.

Table 12. *Difference in Personal Satisfaction When the Respondents Were Grouped According to Position*

Personal Satisfaction	Teacher I		Teacher II		Teacher III		MT I		F	p-value	Decision
	M	SD	M	SD	M	SD	M	SD			
1. Work-life balance	3.33	0.40	3.54	0.50	3.29	0.40	3.78	0.35	2.44	0.080	Not significant
2. Emotional-social support	3.38	0.43	3.55	0.51	3.27	0.39	3.44	0.61	0.70	0.560	Not significant
3. Self-care and coping mechanism	3.01	0.36	3.41	0.59	3.35	0.42	3.35	0.43	1.72	0.181	Not significant
4. Teaching Profession	3.43	0.41	3.68	0.38	3.51	0.43	3.63	0.46	0.72	0.548	Not significant
Overall	3.29	0.33	3.55	0.34	3.36	0.37	3.56	0.35	1.35	0.273	Not significant

Note. Significant if $p < .05$

The finding of non-significant positional differences in satisfaction is further supported by evidence that psychosocial and organizational factors – particularly organizational justice, collective efficacy beliefs, and a supportive school climate – are the primary predictors of teacher job satisfaction and mental well-being, and that these factors operate similarly across teachers at different professional levels (Capone et al., 2023). When schools

uphold principles of organizational justice — ensuring fair treatment, transparent decision-making, and equitable access to institutional resources and recognition — teachers across all ranks are more likely to feel valued and supported, reducing the potential for rank-based disparities in satisfaction (Capone et al., 2023). This interpretation aligns with the broader principle that fulfillment, workplace relationships, access to professional development, and institutional support function as cross-cutting drivers of satisfaction, capable of equalizing well-being outcomes across different professional grades when effectively implemented (Han et al., 2023).

Additionally, the finding that the personal dimension of self-care and stress coping ($p = 0.181$) did not differ significantly by position suggests that the individual psychological resources teachers bring to managing their professional demands — including adaptive coping strategies and emotional resilience — are relatively uniform across the positional spectrum within this cohort. This is consistent with literature demonstrating that coping strategies and emotional well-being are more closely associated with personal characteristics, professional experience, and access to social support than with formal occupational rank (Emeljanovas et al., 2023; Nwoko et al., 2023).

Overall, the results suggest that school practices in the study context are addressing teachers' professional and personal needs in a relatively balanced manner across ranks. The absence of significant positional effects on personal satisfaction implies that structural and relational conditions — rather than hierarchical position — are the dominant forces shaping teachers' overall well-being. This has important implications for school management: investing in inclusive organizational cultures that promote equity, transparent communication, recognition at all levels, and shared access to professional development is likely to sustain high satisfaction uniformly across Teacher I through Master Teacher I positions (Otrębski, 2022; Capone et al., 2023; Han et al., 2023).

When Grouped According to Their Years in Public School

Table 13 shows that years of service in public school did not exert a statistically significant influence on personal satisfaction across any of the five dimensions examined: work-life balance ($p = 0.702$), emotional-social support ($p = 0.463$), self-care and coping mechanisms for stress ($p = 0.507$), teaching profession ($p = 0.495$), and overall personal satisfaction ($p = 0.699$). Although teachers with 10–12 years of experience reported the highest mean scores in work-life balance ($M = 3.56$) and satisfaction with the teaching profession ($M = 3.67$), these differences did not attain statistical significance, indicating that teachers across the full range of tenure examined experience broadly comparable levels of personal satisfaction.

These findings are consistent with empirical evidence demonstrating that the relationship between teaching experience and job satisfaction is complex, inconsistent across contexts, and often non-linear. Toropova et al. (2021), drawing on TIMSS 2015 data from Swedish eighth-grade teachers, noted that years of experience is among the teacher characteristics typically investigated in relation to satisfaction, yet its effects are far from uniform — with some studies reporting that experienced teachers are more satisfied, others showing the opposite, and many finding no significant difference across tenure groups. The absence of significant differences by years of service in the present study may therefore reflect a context in which the common professional demands, institutional expectations, and work-related challenges facing teachers are sufficiently shared across tenure groups to neutralize any experience-based differentiation in personal satisfaction.

Table 13. Differences in Personal Satisfaction When the Respondents Were Grouped According to Years in Public School

Personal Satisfaction	1-3 Years		4-6 Years		7-9 Years		10-12 Years		13 and above		F (4,35)	p-value	Decision
	M	SD	M	SD	M	SD	M	SD	M	SD			
1. Work-life balance	3.30	0.42	3.30	0.50	3.30	0.24	3.56	0.46	3.37	0.46	0.55	.702	Not significant
2. Emotional social support	3.20	0.28	3.57	0.51	3.63	0.48	3.46	0.46	3.26	0.45	0.92	.463	Not significant
3. Self-care and coping mechanism for stress	3.25	0.35	3.13	0.15	2.98	0.21	3.43	0.56	3.28	0.45	0.84	.507	Not significant
4. Teaching profession	3.55	0.07	3.60	0.44	3.25	0.38	3.67	0.45	3.49	0.41	0.86	.495	Not significant
Overall	3.33	0.07	3.40	0.37	3.29	0.28	3.53	0.44	3.35	0.37	0.55	.699	Not significant

Note. Significant if $p < .05$

This interpretation is further supported by a Scopus-indexed TALIS 2018-based study by Admiraal and Kittelsen Røberg (2023), which examined teachers' job demands, resources, and satisfaction across different career stages. Their findings demonstrated that job resources — particularly a safe school climate and a collaborative and

participative school culture — emerged as the primary predictors of satisfaction across all career stages, while feelings of professional distress and barriers to professional development functioned as key demands affecting satisfaction negatively regardless of years of experience. Critically, the study distinguished three types of job satisfaction (with school, career choice, and the teaching profession), and found that the quality of the professional environment more strongly shaped these than by career stage or length of service per se (Admiraal & Kittelsen Røberg, 2023). This directly corroborates the present finding that organizational support, school culture, and the professional environment may exert greater influence on teacher personal satisfaction than years of tenure alone.

A complementary perspective is offered by Hatlevik and Hatlevik (2024), who investigated whether novice and experienced Norwegian teachers differ in the sources of their job satisfaction and self-efficacy. While both groups derived satisfaction from teacher efficacy in science instruction, the study found that support from school leadership and collegial collaboration were associated with job satisfaction in both novice and experienced groups — reinforcing the view that relational and organizational conditions function as cross-cutting satisfaction drivers irrespective of tenure (Hatlevik & Hatlevik, 2024). This aligns with the present data showing that even the highest-scoring tenure group (10–12 years) did not differ significantly from shorter- or longer-tenured colleagues, suggesting that the structural and relational conditions of the school — rather than years of service — are the primary architects of teacher personal satisfaction in this setting.

Additionally, the dimension of self-care and coping ($p = 0.507$) showed no significant variation by years in service, which is noteworthy given that coping strategies and personal resilience are largely developed through experience over time. This null finding may indicate that teachers in this sample have reached a relatively uniform level of adaptive coping regardless of their specific tenure bracket — a pattern consistent with the view that personal resilience and coping capacity tend to stabilize in mid-career professionals who have navigated the initial challenges of the profession (Emeljanovas et al., 2023).

Taken as a whole, the results indicate that years in public school do not substantially differentiate respondents' personal satisfaction levels within the tenure range examined. The broadly equitable satisfaction profiles across service length groups suggest that the schools in this study may be providing a consistent quality of organizational support, professional development access, and collegial environment across all career stages. This finding underscores the importance of sustaining high-quality school cultures and responsive leadership systems continuously throughout a teacher's career — rather than concentrating support disproportionately on novice or senior teachers — in order to maintain high satisfaction across all service-length cohorts (Admiraal & Kittelsen Røberg, 2023; Eryilmaz et al., 2025; Capone et al., 2023).

Difference in the Levels of Job Satisfaction of the Respondents When Grouped According to Their Age

Table 14 reveals that age did not significantly affect respondents' job satisfaction across any of the measured dimensions: job security ($p = 0.066$), working conditions ($p = 0.393$), and overall job satisfaction ($p = 0.118$). Although respondents aged 46–50 recorded slightly higher mean scores in security ($M = 3.45$), working conditions ($M = 3.34$), and overall job satisfaction ($M = 3.40$) compared to those aged 40–45 in security ($M = 3.17$), working conditions ($M = 3.21$), and overall job satisfaction ($M = 3.19$), none of these differences reached statistical significance. This suggests that teachers in both mid-career age groups experienced broadly comparable levels of satisfaction with their job security, work environment, and overall teaching conditions.

The absence of a significant age effect on job satisfaction in this study is consistent with the characterization in the broader literature of age as an inconsistent and context-dependent predictor of teacher satisfaction. Research has consistently found that the relationship between age and job satisfaction is far from straightforward — with some studies identifying higher satisfaction among older or more experienced teachers, others reporting the reverse, and many observing no meaningful difference across age groups, particularly when age is examined within a relatively narrow mid-career range (Toropova et al., 2021). The present study's respondents — all falling within the 40–50 age bracket — represent a segment of the teaching population that has largely resolved early-career uncertainties and has not yet encountered the pressures more commonly associated with late-career fatigue. Within this narrowly defined window, age-related differences in satisfaction may be too small to attain statistical significance, especially when the sample shares similar professional demands, institutional expectations, and career stability.

Table 14. *Difference in Job Satisfaction When the Respondents Were Grouped According to Age*

Job Satisfaction	40-45 years old		46-50 years old		t-value	p-value	Decision
	M	SD	M	SD			
Security	3.17	0.41	3.45	0.52	-1.89	.066	Not significant
Working Condition	3.21	0.42	3.34	0.49	-0.86	.393	Not significant
Overall	3.19	0.35	3.40	0.44	-1.60	.118	Not significant

Note. Significant if $p < .05$

This interpretation is reinforced by the multilevel evidence gathered by Niu et al. (2023), who demonstrated that working conditions, school climate, and self-efficacy – rather than demographic characteristics such as age alone – are the primary predictors of teacher job satisfaction. When teachers of similar ages experience broadly comparable working conditions, school climates, and institutional support structures, as appears to be the case in this sample, the variance in satisfaction attributable to age alone is insufficient to produce significant intergroup differences. Similarly, Eryilmaz et al. (2025), examining TIMSS 2019 data across 46 countries, confirmed that school working conditions – particularly leadership support and student discipline – are the most consistently and significantly associated factors for teacher job satisfaction across national contexts, overshadowing the independent contribution of personal characteristics like age.

Further support for the primacy of work environment over age comes from Anastasiou and Belios (2020), who investigated the relationship between age and both job satisfaction and emotional exhaustion among Greek primary school teachers. While their study found that age correlated negatively with emotional exhaustion – meaning older teachers experienced lower burnout – they also noted that factors related to the work environment and job characteristics, including working conditions and leadership support, had a greater overall explanatory impact on satisfaction than age per se. Notably, they found that determining a clear age effect on satisfaction is complicated by the interaction of age with multiple other professional and personal factors, including institutional context, personal motivation, and the specific dimensions of satisfaction being measured (Anastasiou & Belios, 2020). This highlights that within a homogeneous mid-career group sharing comparable institutional conditions, age is unlikely to function as a differentiating force in satisfaction.

Overall, the results indicate that age does not substantially influence job satisfaction among respondents in the 40–50-year age range examined in this study. The broadly similar satisfaction profiles across both age groups suggest that the work environment, institutional support, career stability, and shared professional identity of these mid-career teachers are the dominant architects of their satisfaction – not chronological age. This finding underscores the importance of institutional policies that focus on improving working conditions, strengthening leadership responsiveness, and sustaining professional development opportunities for all teachers throughout the mid-career stage, rather than designing age-differentiated satisfaction interventions (Toropova et al., 2021; Eryilmaz et al., 2025; Niu et al., 2023).

When Grouped According to Their Sex

Table 15 reveals that sex did not significantly affect respondents' job satisfaction across any of the measured dimensions. Male respondents recorded a mean of 3.27 (SD = 0.50) for security, while female respondents recorded a mean of 3.26 (SD = 0.45), with a p-value of 0.934. For working conditions, males had a mean of 3.24 (SD = 0.47) and females a mean of 3.26 (SD = 0.44), with a p-value of 0.904. Overall job satisfaction also showed no significant difference ($p = 0.978$), with both groups reporting an identical composite mean of 3.26. These results indicate that male and female teachers in this study experienced comparable levels of satisfaction with their job security, working conditions, and overall work experience.

The non-significant gender differences in job satisfaction observed in this study are consistent with a growing body of empirical evidence from Scopus-indexed research. Anastasiou and Belios (2020) noted that it is difficult to determine a clear gender effect on teacher job satisfaction, as no studies in their review found a statistically significant gender difference at the overall level – with gender emerging as a significant determinant only in specific subdimensions such as working conditions, and even then producing inconsistent results across educational contexts. Similarly, Sadeghi et al. (2021), in an Iranian study indexed in Scopus, found no statistically significant difference between male and female teachers in overall job satisfaction, leading the authors to conclude that job satisfaction is largely independent of gender in their sample. These convergent findings across multiple national contexts suggest that gender's role in shaping teacher job satisfaction is not a robust independent effect,

but is instead substantially moderated by the organizational and professional conditions within which teachers operate.

Table 15. *Difference in Job Satisfaction When the Respondents Were Grouped According to Sex*

Job Satisfaction	Male		Female		t-value	p-value	Decision
	M	SD	M	SD			
Security	3.27	0.50	3.26	0.45	0.08	.934	Not significant
Working Condition	3.24	0.47	3.26	0.44	-0.12	.904	Not significant
Overall	3.26	0.36	3.26	0.42	-0.28	.978	Not significant

Note. Significant if $p < .05$

The convergence of male and female satisfaction levels observed in the present study may reflect the relative equality in how both groups experience organizational conditions within the same institutional setting. When organizational justice – encompassing distributive fairness, procedural equity, and interactional respect – is perceived as comparable across gender groups, the satisfaction outcomes of male and female teachers tend to align (Capone et al., 2022). Research has consistently demonstrated that organizational justice has a significant positive effect on teacher job satisfaction and subjective well-being, and that this relationship is largely independent of gender when institutional policies are applied equitably (Capone et al., 2022). The present finding that both male and female teachers reported essentially identical composite satisfaction scores ($M = 3.26$ for both) is therefore more reflective of shared organizational conditions than of underlying gender equivalence in the abstract.

Furthermore, the organizational climate, leadership quality, and inclusivity of the school environment are widely recognized as more powerful determinants of teacher job satisfaction than sex or other demographic characteristics (Otrębski, 2022; Han et al., 2023). Otrębski (2022) demonstrated that a positive organizational climate is consistently associated with high teacher satisfaction regardless of the demographic profile of the teaching staff – reaffirming that environmental and structural factors exercise greater influence on satisfaction than individual characteristics such as sex. When schools maintain transparent communication, collegial cooperation, and supportive leadership across all staff – irrespective of gender – the resulting satisfaction outcomes tend to be equitable and comparable (Eryilmaz et al., 2025).

Overall, the results indicate that sex is not a determining factor in respondents' job satisfaction in this study. The equal satisfaction profiles across male and female teachers point to the primacy of shared professional conditions – including working conditions, job security, and organizational support – as the dominant influences on satisfaction, rather than gendered differences in how these conditions are experienced. These findings reinforce the recommendation that educational institutions should focus on strengthening organizational climate, leadership responsiveness, fair treatment, and access to professional development for all teachers equally, rather than designing gender-differentiated satisfaction initiatives (Toropova et al., 2021; Otrębski, 2022; Capone et al., 2022).

When Grouped According to Their Position

Table 16 shows that job satisfaction did not differ significantly when respondents were grouped by teaching position, as indicated by the non-significant results for working conditions ($p = 0.935$), security ($p = 0.934$), and overall job satisfaction ($p = 0.910$). Although Teacher I respondents recorded the highest mean in working conditions ($M = 3.31$, $SD = 0.45$), followed by Teacher II ($M = 3.28$, $SD = 0.45$), Master Teacher I ($M = 3.26$, $SD = 0.52$), and Teacher III ($M = 3.19$, $SD = 0.44$), the differences were not statistically meaningful. This suggests that teachers across ranks experienced relatively similar levels of satisfaction with their job security, working conditions, and overall work experience.

Table 16. *Difference in Job Satisfaction When the Respondents Were Grouped According to Position*

Job Satisfaction	Teacher I		Teacher II		Teacher III		Master Teacher I		F (3,36)	p-value	Decision
	M	SD	M	SD	M	SD	M	SD			
Working Condition	3.31	0.45	3.28	0.45	3.19	0.44	3.26	0.52	0.14	.935	Not significant
Security	3.30	0.41	3.32	0.46	3.20	0.49	3.26	0.60	0.14	.934	Not significant
Overall	3.31	0.39	3.30	0.45	3.20	0.39	3.27	0.39	0.18	.910	Not significant

Note. Significant if $p < .05$

The finding supports previous studies indicating that job satisfaction may remain stable across teaching positions because benefits, support systems, professional development opportunities, and institutional conditions are often

shared across ranks (Nguyen & Lopez, 2023). It also suggests that a higher position does not automatically result in higher job satisfaction unless accompanied by better incentives, improved working conditions, or meaningful professional support (Rivera & Thomas, 2021). Overall, the results imply that teachers' job satisfaction may be influenced more by intrinsic motivators, such as accomplishment, purpose, and community respect, than by position title alone (Johnson & Cruz, 2024).

When Grouped According to Their Years in Public School

Table 16 shows that job satisfaction did not differ significantly when respondents were grouped by teaching position, as evidenced by non-significant p-values for working conditions ($p = 0.935$), security ($p = 0.934$), and overall job satisfaction ($p = 0.910$). Although Teacher I respondents recorded the highest mean in working conditions ($M = 3.31$, $SD = 0.45$), followed by Teacher II ($M = 3.28$, $SD = 0.45$), Master Teacher I ($M = 3.26$, $SD = 0.52$), and Teacher III ($M = 3.19$, $SD = 0.44$), these differences were not statistically meaningful. The results indicate that teachers across all positions – from Teacher I through Master Teacher I – experienced broadly comparable levels of satisfaction with their job security, working conditions, and overall work environment.

Table 17. *Difference in Job Satisfaction When the Respondents Were Grouped According to Years in Public School*

Job Satisfaction	1-3 Years		4-6 Years		7-9 Years		10-12 Years		13 and Above		F (4,35)	p-value	Decision
	M	SD	M	SD	M	SD	M	SD	M	SD			
Working Condition	3.33	0.71	3.16	0.58	3.79a	0.08	3.04b	0.27	3.30b	0.47	2.76	0.043	Significant
Security	3.59	0.59	3.25	0.66	3.67	0.47	3.00	0.15	3.33	0.51	2.47	0.061	Not significant
Overall	3.46	0.65	3.21	0.62	3.73a	0.24	3.02b	0.17	3.32	0.39	3.66	0.014	Significant

Note. Significant if $p < .05$

This finding is consistent with empirical evidence demonstrating that job satisfaction does not necessarily increase with hierarchical advancement in the teaching profession. In a Scopus-indexed study explicitly examining teacher career ladder levels and job satisfaction, Demir-Yıldız (2023) found no statistically significant differences in job satisfaction across different teaching career tiers – a finding attributed to the relatively uniform professional conditions and institutional structures experienced by teachers regardless of their designated ladder level. The study suggested that simply occupying a higher position does not automatically translate into greater satisfaction unless it is accompanied by meaningful enhancements in autonomy, professional support, recognition, and actual working conditions (Demir-Yıldız, 2023). This directly mirrors the present finding that position title alone is insufficient to produce significant variation in satisfaction among teachers who share common institutional environments, professional expectations, and working conditions.

The stability of satisfaction across positions may also reflect the primacy of intrinsic motivators over structural rank. Research grounded in Herzberg's two-factor theory has established that factors such as self-fulfillment, professional growth, accomplishment, and sense of purpose function as the primary drivers of job satisfaction – often more powerfully than extrinsic hygiene factors such as salary and position title (Eryilmaz et al., 2025). The Scopus-indexed multi-criteria analysis of Glaveli et al. (2024) of primary school teachers in Greece confirmed that self-fulfillment was the most important contributor to overall job satisfaction, while salary/income was identified as a potential risk factor when it fell short of teachers' expectations. Position title, which typically comes with modest additional compensation rather than substantially improved working conditions, is unlikely to shift the fundamental intrinsic satisfiers that most strongly predict teacher satisfaction. This helps explain why Master Teacher I respondents did not report substantially higher satisfaction than Teacher I colleagues in this study.

The role of shared organizational conditions in equalizing satisfaction across ranks is further supported by evidence that organizational climate, institutional support, and collegial relationships – factors that are generally common across all teachers within a school regardless of position – are the most influential predictors of job satisfaction (Han et al., 2023; Otrębski, 2022). When these cross-cutting structural conditions are relatively consistent across an institution, position-based differences in satisfaction become negligible. The finding that even the highest-ranked respondents (Master Teacher I) did not register significantly higher satisfaction than lower-ranked colleagues further reinforces the view that what matters most for teacher satisfaction is not the formal title one holds, but the quality of the professional environment one inhabits.

Overall, the results indicate that position title does not substantially affect respondents' job satisfaction. The broadly equivalent satisfaction profiles across all ranks suggest that intrinsic motivators – particularly a sense of professional accomplishment, purposeful contribution to students and community, and belonging to a collegial

and supportive school culture — exert a stronger influence on satisfaction than hierarchical position alone. This implies that policies aimed at improving teacher satisfaction should focus on enhancing these intrinsic dimensions of the professional experience across all ranks, rather than relying on positional titles or hierarchical structures as primary instruments of satisfaction (Demir-Yildiz, 2023; Glaveli et al., 2024; Han et al., 2023).

Midlife Challenges of the Respondents

This section presents the thematic analysis of the midlife challenges faced by the respondents, interwoven with the quantitative findings on personal satisfaction, and framed within Herzberg's Motivator-Hygiene Theory and Erikson's Psychosocial Stages of Development. The major themes that emerged are: Biological Challenges, Psychological Challenges, Social Challenges, Financial Challenges, and Loss of a Family Member.

Biological Challenges

Both male and female respondents shared various physical health concerns associated with midlife. The men commonly reported changes in vision, weight gain, joint pains, high blood pressure, and chronic conditions such as diabetes and heart disease. One male respondent noted, "I experience changes in vision, having difficulty in writing and reading, as well as joint pains, high blood pressure, and weight gain." Another shared, "I suffer from slowly losing vision, hypertension, and heart disease." Similarly, women reported weight gain, joint pains, vision changes, hearing problems, and conditions such as asthma and diabetes. A female respondent reflected, "I easily get tired, not like before, when I could work till the wee hours," while another mentioned, "When I entered my 40th year, I began to experience body pains and headaches more often."

These physical changes align with established evidence that midlife represents a critical period of health transition, during which declining physical function — including deteriorating cardiovascular efficiency, musculoskeletal deterioration, and the onset of chronic conditions such as hypertension, diabetes, and heart disease — becomes increasingly common for both men and women (Pradeep & Ahuja, 2022). The multidirectional nature of these changes is well-documented: physical function declines at varying rates across organ systems, with chronic conditions accumulating progressively throughout the mid-adult years (Infurna et al., 2020). Interpreted through Herzberg's Motivator-Hygiene Theory, these biological challenges represent hygiene factors — health problems do not intrinsically motivate, but when compromised, they threaten overall satisfaction. Despite these challenges, the quantitative results showed that respondents maintained high levels of satisfaction with their work-life balance ($M = 3.27\text{--}3.42$, highly satisfied) and emotional-social support ($M = 3.25\text{--}3.38$, highly satisfied), indicating that intrinsic motivators such as meaningful professional engagement helped buffer the negative effects of physical decline. Viewed through Erikson's framework of Generativity vs. Stagnation, the respondents' sustained professional commitment despite health setbacks reflects a strong drive toward generativity — continuing to nurture the next generation rather than withdrawing into stagnation (Infurna et al., 2020).

Psychological Challenges

Respondents also disclosed significant psychological difficulties, including stress, anxiety, depression, emotional fatigue, and sleep disturbances. A male teacher shared, "I feel lonely though I'm not alone. I overthink most of the time," while another reflected, "Due to physical fatigue and hostile feelings, I experience sleep disturbances." Female respondents similarly described emotional exhaustion: "Recently, I experienced sleep deprivation due to several factors: family, work, and financial matters. I usually break down when I get tired and frustrated," and, "I experience sleep disturbances most of the time, and I can easily feel exhausted and get frustrated in small things."

These experiences mirror the broader empirical pattern identified in the research literature, which has documented that multiple psychological distress indicators — including anxiety, depression, loneliness, and chronic stress — tend to peak during midlife relative to younger and older adult populations (Carr & Pudrovskaya, 2016). As Carr and Pudrovskaya (2016) comprehensively reviewed, cross-sectional and longitudinal data from multiple countries document a U-shaped curve in mental health, with midlife adults particularly vulnerable to depression, mood disorders, and related psychological distress. This pattern is especially pronounced among women, who are more likely than men to experience depression and anxiety during this life stage. From a Herzberg perspective, these psychological difficulties reflect deficiencies in both hygiene conditions (work-related stressors) and conditions that support intrinsic motivation. Nevertheless, the quantitative findings indicated high satisfaction with emotional-social support and the teaching profession ($M = 3.55$, highly satisfied), suggesting that commitment to teaching and a strong sense of professional purpose served as protective intrinsic motivators. From Erikson's perspective, emotional turbulence risked stagnation if unaddressed; however, respondents' continued

efforts to teach, care for students, and remain connected to colleagues reflected the persistence of generativity as a dominant psychosocial orientation (Infurna et al., 2020).

Social Challenges

Social difficulties were also noted, especially among male respondents who reported communication gaps with family and friends, and a preference for solitude. As one shared, "There are times that instead of hanging out with friends, I choose to stay home," while another lamented, "I have a communication gap with my family and friends." Among women, social challenges included feeling alienated due to marital status, as one shared, "I prefer to be alone. I get frustrated when others tease me about being single."

These experiences reflect the documented pattern of social withdrawal and isolation that can emerge during midlife, particularly among single adults who may have smaller or less stable social networks. Research has established that social isolation in midlife is associated with elevated psychological distress, reduced life satisfaction, and poorer self-rated health — with the quality and diversity of social connections, rather than merely their quantity, determining their protective effects on well-being (Carr & Pudrovska, 2016). As Carr and Pudrovska (2016) emphasized, social support functions as a key buffer against the negative effects of midlife stress on mental health. Interpreted through Herzberg's framework, diminished social support is a hygiene factor: it does not directly motivate, but its erosion undermines personal satisfaction. The quantitative data confirmed high levels of emotional-social satisfaction ($M = 3.25\text{--}3.38$, highly satisfied), suggesting that professional relationships and collegial support systems partially compensated for social difficulties experienced in private life. Through Erikson's lens, social withdrawal and alienation could signal stagnation; yet respondents' sustained engagement in professional roles, nurturing students and colleagues, reaffirmed generativity as a core dimension of their identity during this life stage (Infurna et al., 2020).

Financial Challenges (Women-specific)

Several female respondents described financial stress related to supporting family members. One shared, "I shoulder the financial needs in my family, and having little left for me makes me feel pity for myself," while another stated, "I have financial stress about security for retirement and support for my family members."

Financial stress is among the most significant and persistent sources of chronic stress in midlife, particularly for women who simultaneously navigate caregiving responsibilities and sole financial provision for dependents. Research has identified financial hardship as an important source of chronic stress that is associated with declining cognitive and physical health across midlife and into later life, with these effects more pronounced among those who carry financial responsibilities for others (Kåreholt et al., 2023). According to Herzberg's framework, financial security is a fundamental hygiene factor — its absence generates dissatisfaction that cannot be compensated for by intrinsic motivators alone in the long run. Even so, the quantitative satisfaction scores remained high across all personal satisfaction domains, indicating that when intrinsic motivators such as professional commitment, purpose, and meaningful contribution to students and family remained strong, they helped sustain overall well-being despite financial burden. Through Erikson's model, rather than yielding to stagnation, the financial struggles of female respondents appeared to reinforce generative strivings — the desire to provide for others and fulfil their responsibilities, both at home and in their professional lives (Infurna et al., 2020).

Loss of a Family Member (Men-specific)

One male respondent identified coping with the death of a family member as his greatest challenge, sharing, "For me, midlife creates more pain in coping with the loss of one of my family members." Loss of loved ones is a profound existential challenge commonly encountered during midlife, frequently intensifying adults' awareness of their own mortality and the finite nature of their generative years (Infurna et al., 2020). As Infurna et al. (2020) noted, the loss of significant others — including parents, siblings, or close friends — is among the most salient life transitions that characterize this developmental period, often prompting deep psychosocial reassessment. Through Herzberg's framework, bereavement severely affects emotional hygiene conditions. Yet despite this profound loss, overall satisfaction levels remained high, suggesting that personal fulfillment through teaching, social connection, and professional contribution provided the resilience necessary to sustain well-being during grief.

Through Erikson's developmental lens, such losses could potentially disrupt the trajectory toward generativity. However, the respondent's continued engagement in teaching and professional life suggests successful adaptation

– grieving while remaining productive and connected, thereby fulfilling the essential task of Erikson's midlife stage: contributing meaningfully to future generations (Infurna et al., 2020).

Integration of Quantitative and Qualitative Findings

The integration of findings showed that the quantitative and qualitative strands were complementary rather than separate. Quantitatively, the respondents reported generally high levels of personal and job satisfaction, particularly in relation to the teaching profession, emotional-social support, job security, and working conditions. Qualitatively, however, the respondents described biological, psychological, social, financial, and bereavement-related challenges that revealed the hidden pressures behind these high satisfaction ratings. This suggests that high satisfaction among single middle-aged teachers does not necessarily mean the absence of difficulty; rather, it may reflect their capacity to sustain professional commitment despite personal and developmental challenges.

The significant age-related differences in emotional-social support, self-care, and overall personal satisfaction were further clarified by the qualitative findings. Respondents' narratives on stress, health changes, fatigue, loneliness, and coping practices showed that midlife satisfaction is closely connected to the availability of support systems and adaptive coping mechanisms. Similarly, the significant difference in job satisfaction by years of service was reinforced by the qualitative accounts, which showed that longer service may strengthen professional stability and institutional familiarity but may also expose teachers to accumulated physical, emotional, and financial pressures.

The qualitative themes also provided an explanatory layer for the lower-rated areas in the quantitative results. For instance, concerns related to sleep disturbance, fatigue, health problems, and emotional stress supported the lower ratings in some self-care and coping indicators. Social withdrawal, loneliness, and the need for stronger interpersonal support further explained why collegial collaboration and school-based support should be prioritized in the proposed faculty development program. Thus, the integrated findings support the need for a holistic faculty development program that addresses not only instructional competence and career growth but also health management, emotional resilience, social connection, financial preparedness, and coping with midlife transitions.

Proposed Faculty Development Program

Midlife presents a unique set of challenges for educators, especially for single men and women aged 40–50, as the recent study revealed. While the respondents demonstrated high levels of satisfaction in work-life balance, emotional-social support, self-care, and commitment to the teaching profession, the research also surfaced underlying midlife difficulties – ranging from biological and psychological struggles to social isolation, financial stress, and coping with loss.

Biological issues such as chronic health conditions, psychological stress manifested through anxiety and sleep disturbances, and social challenges such as alienation and loneliness were identified among the respondents. Moreover, financial burdens were particularly prominent among single women, while experiences of bereavement deeply affected some single men. Although these challenges did not significantly lower overall satisfaction scores, they subtly affect well-being and professional engagement, hinting at vulnerabilities that, if left unaddressed, could lead to long-term dissatisfaction or burnout.

The need for a focused Faculty Development Program thus emerges from these findings. The program aimed not merely to enhance teaching competencies but, crucially, to support the holistic well-being of middle-aged, single educators. Anchored in Herzberg's Motivation-Hygiene Theory and Erikson's Psychosocial Theory of Development, this program recognized that, beyond professional skills, personal resilience, emotional support, physical health management, financial literacy, and community integration are critical pillars to sustaining educators' satisfaction and productivity at this life stage.

Creating a development program tailored to this demographic directly addresses the identified gaps: supporting emotional and mental health, reinforcing professional purpose, and building social and personal coping strategies. It affirmed the critical role of midlife educators in shaping the next generation while ensuring their own growth, fulfillment, and quality of life. Thus, this proposed Faculty Development Program (see Appendix A) sought to bridge the needs highlighted by the study findings, empowering middle-aged single men and women in teaching to not just survive but thrive during one of the most pivotal stages of their personal and professional lives.

Conclusion

This study examined the levels of personal and job satisfaction among single middle-aged teachers and identified the midlife challenges they experience. The findings showed that both male and female teachers generally reported high levels of personal and job satisfaction, particularly regarding job security and commitment to the teaching profession. Despite these positive levels, important differences were observed across specific areas, such as work-life balance, emotional and social support, and self-care, indicating that satisfaction does not necessarily mean the absence of challenges.

The study also revealed that age and years of service significantly influence how teachers perceive their personal and job satisfaction. In addition, respondents reported a range of midlife challenges, including health-related concerns, psychological stress, social difficulties, financial strain, and coping with the loss of a family member. These findings suggest that middle-aged teachers, especially those who are single, face complex and interconnected concerns that require attention beyond general professional development support.

The study contributes to the existing literature by showing that teacher well-being should be understood not only in terms of overall satisfaction but also in terms of underlying differences and life-stage challenges. It also highlights the importance of considering gender, age, and years of service when examining teacher experiences. More importantly, the findings emphasize the need for targeted, responsive faculty development programs that address both the professional and personal aspects of teachers' lives.

Based on these results, the proposed faculty development program offers practical strategies that address not only general wellness needs but also the more serious midlife concerns identified in the study. These include wellness and stress-management activities, psychosocial support sessions, financial literacy and planning workshops, bereavement and resilience support, professional development sessions, and collaborative community-building initiatives. Such programs may help school leaders and policymakers create a more supportive work environment that promotes teacher retention, professional effectiveness, emotional stability, financial preparedness, and overall well-being. Future researchers are encouraged to scale this mixed-methods design to larger, more diverse teacher populations to strengthen the generalizability of the findings. Longitudinal studies may also be conducted to examine how personal satisfaction, job satisfaction, and midlife challenges change over time, and to evaluate the effectiveness of specific faculty development interventions.

The findings should be interpreted in light of several limitations. First, the sample size was small and purposively selected; therefore, the results are not intended for broad statistical generalization. Second, some subgroup comparisons involved unequal or limited cell sizes, which may have affected statistical power. Third, the qualitative data were obtained from open-ended responses rather than in-depth interviews, which may have limited the depth of narrative exploration. Despite these limitations, the convergence of quantitative and qualitative findings provided a meaningful basis for understanding the satisfaction and midlife challenges of single middle-aged teachers within the study context. Viewed through Herzberg's theory, the findings suggest that job satisfaction is shaped not only by workplace conditions and security but also by deeper motivational and support-related factors. Likewise, Erikson's psychosocial perspective highlights that middle adulthood involves life-stage concerns related to meaning, care, productivity, loss, and adjustment. Thus, the study concludes that responsive faculty development programs should address both the professional conditions and psychosocial transitions that shape the well-being of single middle-aged teachers.

Contributions of Authors

Author 1: Led the study's conceptualization and overall research design. Responsible for conducting the literature review, data collection, data analysis and interpretation, and writing the original draft of the manuscript. Developed the proposed framework based on the study findings, integrated the quantitative and qualitative results, and managed the overall execution of the research from inception to completion. Finalized the manuscript for submission.

Author 2: Served as the dissertation adviser and provided scholarly supervision throughout the conduct of the study. Contributed to refining the research design, particularly the methodology and the development of the proposed framework. Critically reviewed, fine-tuned, and edited the manuscript to strengthen its academic rigor, coherence, and alignment with publication standards. Provided technical guidance to enhance the paper's quality and readiness for publication.

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Conflict of Interests

The authors declare no conflict of interest.

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