



RESEARCH PAPER

**Work Satisfaction and Its Effect on Teachers' Subjective Well-Being:
Evidence from District Sialkot**

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ABSTRACT

This study examines the relationship between work-related satisfaction and the subjective well-being of university instructors, investigating how elements like their overall life satisfaction, job performance and work satisfaction, economic situation satisfaction, and mental and emotional states affect their subjective well-being. For teachers to have high degree of subjective well-being, their working conditions are essential. The unique environment of Pakistani institutions has not received much attention in previous research; this study fills that gap by looking into. The study adopts a quantitative (deductive approach), cross-sectional research design, which uses the positivism paradigm, with a sample size of 261 teachers from GC Women's University and the University of Sialkot. A survey technique used for data collection by the primary resource tool (questionnaire). The findings showed that while happiness with general life did not emerge as a major predictor of subjective well-being, satisfaction with work and job performance, as well as satisfaction with the economic circumstances and emotional and mental states, did. These results emphasize the significance of promoting a supportive academic environment and providing teachers with autonomy in their work. The non-significant result of one variable is the novelty in this study, this result is based on different contexts and populations. Improving teachers' well-being through supportive policies and practices can lead to more productive and effective educational environment.

KEYWORDS

Subjective Well-Being, Satisfaction, Job Performance, General Life, Economic Situation, State of Mind and Emotions

Introduction

Subjective well-being is crucial for teachers as it directly impacts their job performance, job satisfaction, burnout, and overall quality of life. According to a study by (Acton & Glasgow, 2015), teacher wellbeing is linked to improved student outcomes, teacher retention, and a positive environment in educational sectors. When teachers experience high subjective wellbeing, they are more likely to be motivated, engaged, and effective in the classroom, leading to better academic achievement and student wellbeing (Dorozynska, 2017). By prioritizing teacher wellbeing, institutions can create a supportive and productive learning environment that benefits both teachers and students. In the international context by OECD report, the subjective well-being of teachers is measured to inform the development of policy about increasing the happiness of the nation and providing an understanding of where to target resources (Tinkler & Hicks, 2011). In the UK since late 2010 that a focus on wellbeing has only been part of the national policy (Spence, Powell, & Self, 2011). From a workplace perspective, in which increase the subjective well-being of individuals that beneficial for organization and increases the success of the UK (GOS, 2008).

(OECD, 2005) One major issue that still affects the educational system is the rate of teacher attrition. An estimated 50% of new teachers in the United States quit during the first five years of their employment (Lindqvist, Nordänger, & Carlsson, 2014). Poor work-related well-being is linked to certain decisions to quit the sector. A UNICEF study from 2020 states that several studies show that teaching is one of the most stressful occupations. Its effect on teachers' subjective well-being by multiple factors (surroundings, friend circle, family problem, mental issues, financial etc.). (Stoeber & Rennert, 2008). The research that is currently available shows that teachers' subjective well-being is strongly correlated with (and can predict) their job satisfaction (Skaalvik & Skaalvik, 2010) and that their satisfaction with their jobs and careers affects both their decision to leave and their performance at the institution.

Global Impact on Teacher Shortage in 2019, Awake (OECD) held that growing teacher turnover is lowering the global quality of education (Gorard, Ledger, See, & Morris, 2025). The work environment has deteriorated, indeed, because of high teacher turnover, which causes a vicious cycle of teacher turnover (Viac & Fraser, 2020). Increased awareness of its importance of boosting teachers' well-being and the draw of teaching as a way to improve school quality and teacher retention (Steiner et al., 2022).

Teachers in the twenty-first century face many challenging circumstances at work, which can be detrimental to their well-being (McCallum, 2020). The sector of education still has a lot of issues and controversies that need to be resolved. This study contributes to the sharing of experiences from a developing nation such as Pakistan, where there are several educational systems with varying levels of quality instruction. It makes it easier for academics and researchers at the local and national levels to understand the relationship between work satisfaction and teachers' well-being.

The present study explores the relationship between teachers' subjective well-being. Teachers are regarded as the cornerstones of the younger generation, building a more prosperous society in the process. The following variables are used in this study to assess teachers' subjective well-being (SWB): general life satisfaction, job performance and work satisfaction, economic condition satisfaction, and mental state satisfaction. Legislators and policymakers must raise student academic performance since it is directly related to teachers' effectiveness on the job (Ahmed, Mughal, & Kalhor, 2021). Teachers are regarded as the foundation of each nation. Neglecting their welfare will harm the development of the entire nation. The new study makes a theoretical contribution in addition to its practical implications. There hasn't been much university-level study done in Sialkot to assess this link. The current study makes it easier for local and national scholars to understand teachers' subjective well-being through work satisfaction (Canning & Masika, 2022).

Literature review

Satisfaction with General Life:

Higher levels of life fulfilment and Teacher Subjective Well-Being (TSWB), which include happiness, are associated with happier instructors (Sulandari, Coats, Miller, Hodgkinson, & Johnson, 2024). Additionally, contentment with certain facets of life, such as relationships, health, and job satisfaction, significantly impacts TSWB (Gangwani, Alhalawany, & Sheikh, 2020). For example, contented educators are more likely to be motivated, engaged, and dedicated to their profession, all of which may affect their students' academic success and learning outcomes (Moyer & Sperandio, 2019). Social

support can mitigate the effects of stress and burnout, and contented educators are more likely to have greater levels of social support (Eagle, Hybels, & Proeschold-Bell, 2019). View of the proposed benefits of TSWB and the potential for the effect of TSWB to make a difference in solving the problem of teacher turnover and of course, before we can do anything about TSWB with any degree of confidence, it is important to understand the general and specific aspects of life satisfaction, including their determinants (Leopold, 2022).

Hussain et al., (2022), the prior study examined the connection between the job happiness of Gilgit, Pakistan's secondary school teachers and their general well-being. Men and women from both public and private educational institutions were recruited for this study to target the instructors' population, which is gender-inclusive. Participants were given the World Health Organisation's (WHO) wellness index and a Spector work satisfaction survey (Stride, Wall, & Catley, 2008). The results showed a strong and positive relationship between work satisfaction and teachers' well-being (encompassing compensation, career progression, fringe benefits, contingent incentives, working environment, coworkers, type of work, and communication).

Satisfaction with Job Performance and Work

The degree of job satisfaction among instructors is one of the most significant factors influencing their teachers' subjective well-being (TSWB). Psychological well-being, happiness, and life satisfaction of TSWB have been repeatedly shown to be greater among teachers who are content with their work and job performance (Caprara, Barbaranelli, Steca, & Malone, 2006). Various factors influence job satisfaction and performance, including teacher autonomy, teacher self-efficacy and teacher-student relations (Skaalvik & Skaalvik, 2018). When teachers are happy with their job and work performance, they are more likely to experience joy and excitement and less likely to experience negative feelings like tension and exhaustion. In addition, teachers' motivation and inspectable norms turn into teachers' job satisfaction and performance and consequently affect academic achievement and learning, besides this relationship (Wartenberg, Aldrup, Grund, & Klusmann, 2023).

Given the global teacher shortage and high turnover rates in some nations, school systems stand to gain much from teachers who are content with their jobs since they are healthier, more productive, and more likely to remain in their roles over time. Work satisfaction and job-related well-being are connected. It examines how positive emotions, engagement, connections, purpose, and accomplishment, all elements of well-being, relate to job satisfaction. Teachers' well-being at work, especially the positive emotions they feel there, has a big influence on their job satisfaction and retention.

Satisfaction with the Economic Situation

Teachers' subjective well-being (TSWB) is strongly impacted by how satisfied they are with the state of the economy. Research has indicated that educators who are satisfied with their financial situation tend to exhibit higher levels of psychological health, pleasure, and life satisfaction of TSWB (Easterlin & Schaeffer, 1999). Among the factors influencing economic satisfaction include pay, benefits, job security, and financial stability. Teachers who are content with their financial status are more likely to be happy overall, have more financial stability, and experience less financial stress (Constantinescu, 2013).

In addition, teachers' satisfaction with the performance of the economy is associated with their motivation, engagement and commitment to work, and these may eventually affect the academic achievement of students and their learning outcomes (Ladd, 2011). Satisfaction with the economic aspects of teaching is also one of the drew factors for both staying and leaving the profession, as teachers' with their financial well-being have a higher probability of leaving the occupation (Ingersoll, 2001).

State of Mind and Emotions

Teachers' feeling and mental states shape their TWB in a significant way. Teachers' Subjective Well-Being is negatively related to the feelings of worry, anger and despair, and positively related to the feelings of pride, joy and excitement (Sutton, 2007). Similarly, teacher Well-Being is affected by their emotional states, including mindfulness, self-regulation, and self-awareness (Roeser & Pinela, 2014). When teachers have a better image of themselves and their career, they may be motivated, involved and committed to their occupation more often, with a possible impact on the school performance and learning outcomes of their students. But the more teachers are feeling blue and cranky, the more vulnerable they are to stress, burnout and decline in job satisfaction. As a result of these issues, their TSWB and their academic performance may be harmed (Lee & Ashforth, 1990).

The well-being of high-calibre professionals is essential for their performance and retention at work. High-calibre professionals' performance and retention are directly influenced by their well-being (Van Veldhoven & Peccei, 2014). High levels of stress and burnout, along with subpar performance and absenteeism, are likely to result from extremely demanding jobs (Desart & De Witte, 2019). This highlights the importance of prioritising employee well-being. (Butakor, Guo, & Adebajji, 2021) found that teachers' professional identities and job engagement were positively impacted by emotional intelligence. The complex ties made through the channel of job pleasure, both directly and indirectly. This research shows how mental capacity may be used as a driving force to boost job satisfaction and, thus, encourage teachers' involvement in their work, Butakor et al. (2021).

Hypotheses

H1: Satisfaction with General Life is positively related to teachers' subjective well-being.

H2: Satisfaction with Job Performance and Work is positively related to teachers' subjective well-being.

H3: Satisfaction with the Economic Situation is positively related to teachers' subjective well-being.

H4: State of mind and emotions are positively related to teachers' subjective well-being.

Theoretical Framework

The study's theoretical foundations include Maslow's hierarchy of needs (1943) and Herzberg's two-factor theory (1959). The underlying theory of Herzberg, which distinguished two separate categories of work-related factors, the hygiene factor (e.g., working conditions, salary, coworker relations, etc.) and the motivators factor (e.g., achievements, growth, responsibility, etc.), is closely related to work satisfaction and teachers' subjective well-being (Alshmemri, Shahwan-Akl, & Maude, 2017). Maslow's

theory of the hierarchy of needs, which is based on the five pyramids of needs, physiological, security, social, esteem, and self-actualization, is used as a supporting hypothesis in this study (McLeod, 2007). A teacher's overall well-being can also be directly impacted by unfulfilled needs in the teaching setting, such as those for job stability, belonging, and acknowledgement, which can be analyzed using Maslow's Hierarchy of Needs.

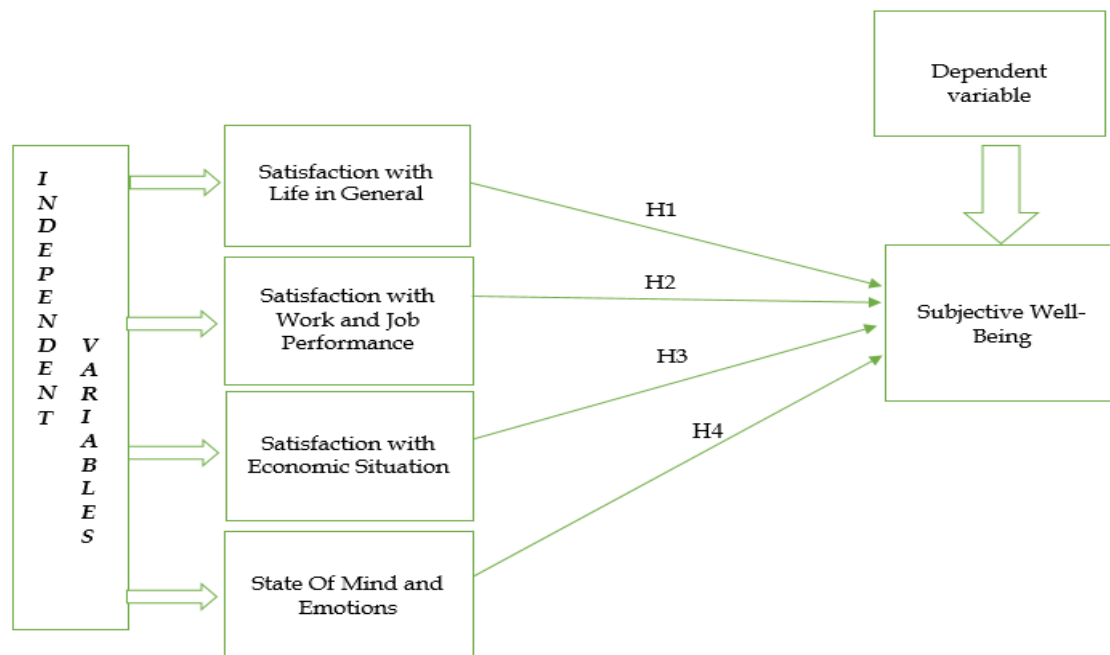


Figure: 1 Conceptual model of the study

Material and Methods

This study employed a quantitative research approach and adopted the positivist research paradigm. The study was carried out in Punjab, Pakistan's District of Sialkot. Teachers at the university in Sialkot, Punjab, served as the study's unit of analysis. The Multistage Sampling technique was used in this research. This stage is carried out for two or more sampling techniques. At the First step, two universities are chosen by a random sampling technique from different universities, such as Grand Asian University, University of Management and Technology, University of Sialkot, Virtual University and GC Women University. These universities are GC Women's University and the University of Sialkot. At the second step, select the university departments of social and natural science by a systematic sampling technique. At the third step, collected data from teachers by convenience sampling. The study targets the 2 universities. The government college's Women's University Sialkot (GCWUS) and the University of Sialkot (USKT) are gathering data from teachers at these universities. The total number of the population at those universities is:

Table 1
Target Population

Area Of Population	Female	Male	Total
GCWUS	144	46	190
USKT	52	68	120

Total Strength: 310

Total population from both universities strengths is 310. The sample size drawn was 174, through by the Morgan Table Krejcie & Morgan, 1970, (Chuan & Penyelidikan, 2006). According to Hair, 2011, to avoid from non-response bias and error in research

we will follow the suggestion of (Kock, 2018), to half double the sample size. The actual sample size was 174 to make the 50%. The value of 50% is 87 and this value adds the actual size. The final sample size to include the 50% is 261. This increase in sample size will improve the reliability of the results, increase estimate precision, and reduce sampling error

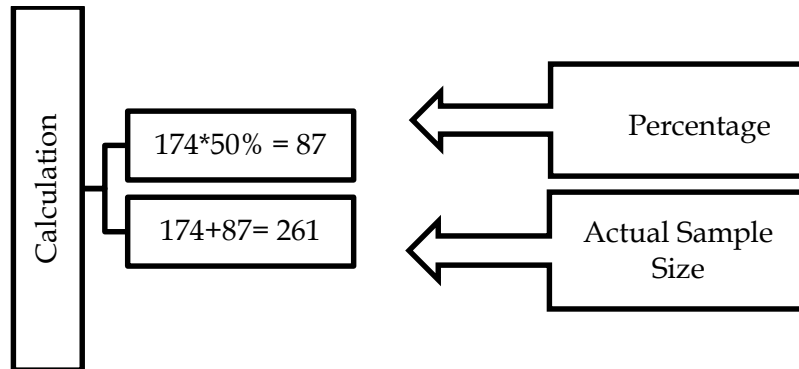


Figure 2: Sampling Framework Based On Percentage Distribution

Measurement

Independent variables

Lyubomirsky & Lepper, (1999) created the Subjective Happiness Scale (SHS), which measures overall subjective happiness. Four items on a five-point Likert-type scale (1 = not at all, 2 = little, 3 = moderately, 4 = significantly, and 5 = entirely) make up the Subjective Happiness Scale. An adaptation of the (Gluyas Fitch, Cadena Pedraza, MarAa del Carmen Romero, & Cinco Basurto, 2017) Economic Situation Satisfaction Measure. Four items make up the measure, which is scored on a 5-point Likert scale from "strongly disagree" to "strongly agree." Using the state-of-mind and emotion scale, (Canaran & Mirici, 2020) found that five questions assessed a negative mood and five questions assessed a good one. A Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used to rate these ten items. The TJS scale was created by the worldwide study teams TIMSS and PIRLS in cooperation with educational specialists. Five questions on a 5-point Likert scale (1 being not at all, 2 being somewhat, 3 being somewhat, 4 being altogether, and 5 being totally) were included in the scale (Pepe, Addimando, & Veronese, 2017).

Dependent Variables

Larsen, Diener, & Emmons, (1985) created the Satisfaction Well-Being Scale (SWB) in 1985. The Life Satisfaction measure (Larsen et al., 1985) consists of five items on a five-point Likert-type scale, with anchors of 1 denoting "strongly disagree" and 5 denoting "strongly agree."

Demographics

Kristine Field & Hendrina Buitendach, (2012) developed a biographical questionnaire to learn more about the demographics of the participants. The data from the sample was evaluated using a biographical questionnaire that asked about age, gender, marital status, education, religious affiliation, year of experience, monthly income, employment status, and family size.

Results and Discussion

Table 2
Description of the Demographic Portion

Variables	Categories	Frequency	Percentage
Gender Of The Respondent	Male	87	33.3%
	Female	174	66.7%
Level Of Education Of The Respondent	MS	156	59.8%
	PhD	105	40.2%
University Where Respondent Serve	Government	145	55.6%
	Private	116	44.4%
The Age Of Respondent	25 to 30	65	24.9%
	30 to 35	93	35.6%
	35 to 40	66	25.3%
	40 and above	37	14.2%
Marital Status Of The Respondent	Single	73	28.0%
	Married	178	68.2%
	Divorced	9	3.4%
	widowed	1	0.4%
Religious Affiliation Of The Respondent	Islam	255	97.7%
	Christianity	6	2.3%
	Hinduism	0	0.0%
	Other	0	0.0%
Teaching Experience Of The Respondent	1 to 5	81	31.0%
	5 to 10	86	33.0%
	10 to 15	63	24.1%
	15 and above	30	11.5%
Monthly Income Of The Respondent	50K to 100K	77	29.5%
	100K to 150K	99	37.9%
	150K to 200K	49	18.8%
	200K and Above	36	13.8%
Job Status Of The Respondent	Lecturer	159	60.9%
	Assistant Professor	60	23.0%
	Associate professor	24	9.2%
	Professor	18	6.9%
Family Size Of The Respondent	1 to 3	35	13.4%
	4 to 6	111	42.5%
	7 to 9	83	31.8%
	10 and above	30	11.5%

Note: N=261

Table 2 shows that most (66.7%) participants were female in this survey. Most of the participants in the level of education of the respondent (59.8%) have an MS. According to this survey, the university where respondents serve the majority of participants, 145 (55.6%), work at government university. The majority of the respondents, age 93 (35.6%), were 30 to 35 age group. According to the findings, 178(68.2%) individuals are married, 255 (97.7%) of the participants identify as Muslim, and 86 (33.0%) of the participants had taught for 5-10 years. The level of income per month, the majority of the 99 participants (37.9%) make between 100,000 and 150,000 PKR per month. According to the findings, 159 (60.9%) are lecturers and the majority, 111 (42.5%) of the participants had a family size of 4-6.

Table 3
Correlations with Work Satisfaction and Teachers' Subjective Well-Being

		Satisfaction with the economic	State of mind and emotions	Satisfaction with job	Satisfaction with general life	Subjective well-being
Satisfaction with the economic	Pearson Correlation	1				
State of mind and emotions	Pearson Correlation	.097	1			
Satisfaction with job	Pearson Correlation	.363**	.170**	1		
Satisfaction with general life	Pearson Correlation	.143*	.097	.159**	1	
Subjective well-being	Pearson Correlation	.607**	.242**	.513**	.184**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that the results of Pearson's correlation study showed a strong, favourable, moderate link between satisfaction with the general life, satisfaction with economic situation, satisfaction with job performance, state of mind and emotions, and subjective well-being. Subjective well-being and contentment with the economic condition were strongly positively correlated by Pearson's correlation analysis ($r = 0.607$, $p < 0.001$). A moderate to strong association between the variables is shown by the correlation value of 0.607. The correlation coefficient of 0.607 indicates a moderate to strong relationship between subjective well-being and satisfaction with the state of the economy. A correlation study revealed a positive link between subjective well-being and emotions and mental state ($r = 0.242$, $p < 0.001$). A Pearson's correlation analysis revealed a favourable relationship between subjective well-being and job performance satisfaction ($r = 0.513$, $p < 0.001$). Pearson's correlation study, subjective well-being and satisfaction with general life were positively correlated ($r = 0.184$, $p = 0.003$, $N = 261$). This result implies that the two constructs have a weak but statistically significant association, with somewhat higher subjective well-being scores being associated with greater satisfaction with overall life values (Gignac & Szodorai, 2016).

Table 4
Regression Analysis on work satisfaction on teachers' subjective well-being

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Results
	B	Std. Error	Beta			
(Constant)	-.532	.363		-1.464	.144	
Satisfaction with economic situation	.488	.050	.474	9.831	.000	supported
State of mind and emotions	.289	.095	.138	3.038	.003	supported
Satisfaction of job performance	.343	.054	.309	6.337	.000	supported
Satisfaction with general life	.056	.048	.053	1.168	.244	No support

Dependent Variable: *Subjective Well-Being (SWB)*

Table 4 displays the subjective well-being of teachers about their work satisfaction. Regression analysis is used to find statistically significant relationships

between the variables that are linked to subjective well-being. The independent variables that are tested are state of mind and emotions (H4), job performance (H2), general life satisfaction (H1), and economic situation (H3). Subjective well-being is positively and significantly impacted by economic condition satisfaction ($\beta = .474$, $P < .000$), state of mind and emotions has a positive impact ($\beta = .138$, $P < .003$), satisfaction with job performance ($\beta = .309$, $P < .000$), and satisfaction with area of general life ($\beta = .053$, $P > .244$). Thus the H2, H3 and H4 has the supported or significant relationship partially H1 (satisfaction with area of general life) has the non-significant relationship with the subjective well-being by statistically.

Discussion

Based on data from District Sialkot, Punjab, Pakistan, the current study determined the connection between teachers' subjective well-being and work satisfaction. The study's findings demonstrate a strong positive correlation between instructors' subjective well-being and job satisfaction. This suggests that teachers are more likely to report feeling emotionally and mentally well if they are happier in their work. These results support the initial hypothesis and are in line with a previous research by (K. Hussain, Iqbal, & ur Rehman, 2023), which found that job satisfaction significantly improves teachers' mental health and life satisfaction. Furthermore, the study found that work satisfaction was more strongly correlated with the emotional component of well-being such as feeling happy, satisfied, and at ease than with the cognitive component, such as life satisfaction or outlook on the future. This trend could be a reflection of the emotionally taxing nature of teaching, since everyday job situations heavily rely on instantaneous emotional reactions.

The results of this study rely on two theories: Maslow's hierarchy of needs theory and Herzberg's two-factor motivational theory. According to these ideas, the satisfaction of fundamental psychological, social, and societal requirements, including competence, security, social connection, accomplishments, etc., enhances intrinsic motivation and also well-being. These psychological demands are probably met by teachers' capacity to contribute significantly and be acknowledged, which improves their subjective well-being.

According to Hypothesis 1, teachers' satisfaction with general life or overall degree of life satisfaction and their subjective well-being are strongly correlated. As anticipated, the regression findings show non-significant connections with a 0.244 value. Consequently, Hypothesis 1 is not validated. The results of earlier research, such as those by (Leung, Ha Cheung, & Liu, 2011), which found has a positive relation between subjective well-being and life satisfaction, are in opposition to this conclusion. The disparity might be the result of contextual variations, including cultural norms, sample demographics, or different definitions and measurements of wellbeing. Although the new conclusion is not statistically significant, it adds to the continuing scholarly discussion by emphasising how multifaceted and intricate wellbeing is. Future studies should look at potential mediating or moderating factors may have an impact on the relationship between subjective well-being and life satisfaction, including stress at work, mental health, and coping strategies (Veenhoven, 2011).

A significant positive correlation ($p < 0.001$) was found between subjective well-being and job performance and work satisfaction, suggesting that university instructors who are happy with their work and job performance (H2) also frequently have higher levels of subjective well-being. This result is consistent with prior research that

demonstrated a strong correlation between work satisfaction and subjective well-being (Caprara et al., 2006).

SWB and satisfaction with financial circumstances (H3) are significantly positively correlated. This suggests that university professors who are content with their financial situation also tend to be more subjectively satisfied. The p-value is 0.000, as anticipated, indicating the significance of the relationships. The relationship between financial well-being, income, and happiness may be explained by (Constantinescu, 2013), who proposed that a larger income allows one to have more pleasurable experiences for both oneself and other people, which makes one feel good.

According to the study's findings, emotional and mental state (H4) and well-being were significantly positively correlated ($p=0.003$), indicating that contented and upbeat university teachers are more likely to do well on their self-report. Previous evidence from the current research of (Baş, 2011) People who can control their emotions are better able to handle stress, feel more good emotions, and are less prone to negative emotions. Other emotional competencies, such as the capacity to recognise and comprehend emotions, which enable individuals to identify signals and promote self-regulation, can have an indirect impact on the quality of emotional experiences. (Van Veldhoven & Peccei, 2014) Increased work satisfaction Emotional tiredness has a favourable impact on teachers' emotional and mental states, but it also has a detrimental effect on their subjective well-being and job performance.

Conclusion

The researcher has concluded in the light on the information acquired from respondents. This study explored the impact of work-related satisfaction on teachers' subjective well-being (Evidence from District Sialkot, Punjab), by examining four independent variables: satisfaction with life in general, satisfaction with job or work performance, satisfaction with economic situations and state of mind and emotions. The study was designed to be quantitative, with a focus on the survey technique by an adaptive questionnaire.

The findings of this study demonstrate that work satisfaction significantly influences teachers' subjective well-being. Regression analysis conducted through SPSS indicates that H2, H3 and H4 had a positive and statistically significant impact on subjective well-being. However, the H1 did not show a significant effect, indicating that it may not directly contribute to well-being in the context of this study.

This underlines the need for locally tailored strategies to improve teachers' satisfaction, which in turn can enhance not only their well-being but the overall quality of education. Ensuring that teachers feel valued, supported, and empowered is not just beneficial, but it's essential for a thriving education system.

Theoretical Implication

There has never been a study that looks at the theoretical relationship between the four aspects that affect subjective well-being such as emotional and mental states, work performance, financial situation, and general life satisfaction. By highlighting the significance of the characteristics that predict subjective well-being among university teachers in Pakistan, the study's findings add to the corpus of research on subjective well-being that was previously available in Chapter four. By drawing on well-established

frameworks such as Maslow's Hierarchy of Needs and Motivational Two Factor Theory, the study provides theoretical support for our understanding of the intricate interactions among psychological, social, and economic elements that impact subjective well-being.

The study's findings highlight the importance of addressing work-related satisfaction as a first step towards achieving higher levels of well-being and advise educators and policymakers to prioritise policies that support university instructors' stability and financial security. This study also highlights the need for culturally sensitive approaches to well-being promotion by elucidating the contextual factors that affect the relationship between subjective well-being and work satisfaction in Pakistan. The study's conclusions together have significant ramifications for theory, practice, and research.

Practical Implications

The study's conclusions have important real-world ramifications for legislators, public servants, and educators. Institutions may improve the subjective well-being of university instructors by putting in place measures and policies that promote financial stability and security, such as offering competitive salaries, perks, and chances for professional development. Universities can also provide seminars and training programs to help teachers improve their general health and lessen financial stress. To improve the welfare of college instructors and the general public, officials should also take into account initiatives that combat economic inequality and advance financial inclusion. Universities may create a productive and happy work atmosphere that improves research output, teaching quality, and overall institutional success by putting their faculty members' financial satisfaction and well-being first. These results might be used by organisations to create policies that are friendlier to teachers, implement wellness initiatives, and create a more encouraging work atmosphere.

Methodological implications

This study used a quantitative correlational research technique to examine the relationship between teachers' subjective wellness and occupational satisfaction. The population comprised university teachers from public and private universities (GC Women's University and University of Sialkot) in District Sialkot, Punjab, Pakistan. We used a multiple-stage sampling procedure to increase the validity and reliability of our findings, building on previous studies that have demonstrated the efficacy of this method in choosing representative samples (Kalton, 1983; Groves et al., 2009). It's noteworthy that our work adds to the accuracy of our estimations, improving upon earlier studies. A questionnaire that was adopted was used to gather data. Participants provided their informed consent once permission was given by the relevant university authorities. In the statistical analysis, which was conducted using SPSS, descriptive statistics, Pearson correlation, and regression testing were used to assess the direction and strength of the relationship between the variables.

Recommendations

Notwithstanding the benefits of the study, several drawbacks need to be mentioned. First off, this study just looked at the connection between work satisfaction and teachers' subjective well-being; it disregarded other variables like student conduct, school resources, or individual traits that can have an impact on teachers' well-being. The study's results may not apply to other professions because its sample was limited to teachers. Additionally, limitations may be introduced by the study's reliance on

adaptive measures of subjective well-being and work satisfaction. This study focused on the small geographic region (District Sialkot) that was surveyed. The results might not apply to other Pakistani districts or regions. Furthermore, the study's findings cannot be extrapolated to other regions with distinct circumstances, such as the district's industrial sectors.

To improve generalizability, it is advised that future studies employ larger and more varied samples that comprise educators from different origins, educational levels (primary, secondary, and higher education), and geographical locations. Researchers should think about using longitudinal study designs to look at how the connection between wellness and work satisfaction changes over time. Qualitative techniques like focus groups and interviews may also aid in gaining a better understanding of the personal experiences and environmental factors affecting teachers' well-being. To further comprehend the complexities of this connection, future research may also examine moderating or mediating variables as stress, workload, leadership style, or institutional support. Comparative research between urban and rural schools or public and private sectors may also highlight significant variations that might guide focused solutions.

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