



*Sociology & Cultural Research Review (SCRR)*  
*Available Online: <https://scrrjournal.com>*  
*Print ISSN: 3007-3103 Online ISSN: 3007-3111*  
*Platform & Workflow by: [Open Journal Systems](#)*



## **Exploring the Link Between Teacher Job Satisfaction and Dimensions of Well-Being: A PERMA Framework Analysis in Schools Punjab, Pakistan**

**Muhammad Ashfaq Hassan Babar (Corresponding author)**

M.Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan.

[Ashfaqhassan75@gmail.com](mailto:Ashfaqhassan75@gmail.com)

**Sidra Sadaf**

M.Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan.

[sidrasadaf2912@gmail.com](mailto:sidrasadaf2912@gmail.com)

**Dr. Zulafqar Ali Tabbasum**

Deputy DEO M-EE Pindi Bhatian District Hafizabad, Punjab, Pakistan.

[Zulfiqar54@gmail.com](mailto:Zulfiqar54@gmail.com)

**Mazhar Iqbal**

M.Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan

[mazharsaqi758@gmail.com](mailto:mazharsaqi758@gmail.com)

**Zulfiqar Ali**

M.Phil English Applied linguistics, Minhaj University Lahore, Punjab, Pakistan.

[zulfiqarchiniot@gmail.com](mailto:zulfiqarchiniot@gmail.com)

**Muhammad Ramzan**

M.Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan.

[ramzanahmed835@gmail.com](mailto:ramzanahmed835@gmail.com)

**Muhammad Iqbal**

SST(Science) Govt. High School Chak no. 237 Chiniot, Punjab, Pakistan.

[Iqbalnadeem2004@gmail.com](mailto:Iqbalnadeem2004@gmail.com)

**Fozia Parveen**

M.Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan.

[foziakhan427@gmail.com](mailto:foziakhan427@gmail.com)

**Habib Ullah**

M.Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan.

[Fsd744@gmail.com](mailto:Fsd744@gmail.com)

### **ABSTRACT**

*The main aim of the present research was to investigate the relationship between elementary school teachers' wellbeing and their job satisfaction in schools of Tehsil Bhowana, District Chiniot. The concept of teacher job satisfaction is complex and includes a range of factors that are essential to teachers feeling happy and satisfied in their work. Various factors likely to influence job satisfaction have been identified, along with discussing several consequences stemming from job satisfaction. The researcher explored the relationship between job satisfaction among school teachers and various dimensions of well-being, including positive emotions, engagement, relationships, meaning, and achievement, collectively known as the PERMA framework. Relevant information was taken from website [www.sis.punjab.gov.pk](http://www.sis.punjab.gov.pk) which shows that there are 34 elementary schools in Tehsil Bhowana District Chiniot. Twelve (12) male elementary schools having 92 teachers and twenty-two (22) female elementary schools having 82 teachers have been selected by using convenient sampling. There were 174*

school teachers who comprised the target population for the study. The Sample size was 120 teachers which have been determined through [www.surveysystems.com](http://www.surveysystems.com) keeping 95% confidence level and 5% confidence interval. A questionnaire was used for data collection. Data were analyzed through Statistical Package for Social Sciences (SPSS). Results revealed that "Accomplishment" scored the highest, particularly the statement "I regularly achieve my professional goals" with a mean of 4.56, indicating strong agreement and a high sense of achievement among teachers. In contrast, the lowest mean score (3.27) was observed for "My workplace provides the necessary resources for effective teaching", highlighting a gap in resource availability. Similarly, positive emotion was moderately rated, with "I often feel happy at work" scoring highest in that category (mean = 3.52), while "I feel optimistic about my future" had the lowest (mean = 3.33). Overall, most responses ranged between neutral and agree, leaning toward agree, showing a generally positive perception of job satisfaction. However, the variation between highest and lowest results emphasizes the importance of strengthening resource provision and emotional support to promote teacher well-being and retention.

**Keywords:** Job Satisfaction, Teacher Well-being, PERMA Framework, Elementary Schools, SPSS Analysis.

## Introduction

Teacher job satisfaction encompasses multiple dimensions that collectively shape educators' sense of fulfillment, motivation, and commitment. Core components include autonomy, where teachers feel empowered to make decisions regarding instructional practices and classroom management, thereby fostering innovation and ownership. Equally important is recognition, as appreciation from students, colleagues, parents, and administrators reinforces teachers' sense of value and purpose. A manageable workload also plays a key role, preventing burnout and enabling effective teaching. Research highlights that professional development opportunities, such as workshops and career advancement paths, not only enhance instructional practices but also contribute to long-term career satisfaction (Ghavifekr & Rosdy, 2015; Ahmadi & Amin, 2022).

Interpersonal relationships, especially with colleagues and administrators, establish a supportive school culture, while alignment between personal and institutional values deepens teachers' emotional investment in their work. When teachers perceive their work as meaningful and aligned with their core beliefs, they are more likely to exhibit sustained enthusiasm and dedication (Klassen & Chiu, 2011; Xu, 2021). Moreover, student behavior and performance are significantly influenced by teachers' satisfaction levels; motivated teachers foster positive learning environments that enhance student engagement and achievement (Li et al., 2021).

Using the PERMA framework, Dreer (2024) demonstrated that positive emotions, engagement, relationships, meaning, and achievement are strongly correlated with job satisfaction and retention. Teachers who report joy in their work, meaningful relationships, a clear sense of purpose, and a feeling of accomplishment are more likely to remain in the profession and contribute effectively.

In Pakistan, teacher satisfaction is shaped by factors such as fair compensation, access to professional development, and healthy workplace relationships. A study by Naseer et al.

(2020) using PSLM data emphasized the need for equitable salaries and supportive environments to enhance satisfaction and improve education quality.

Overall, teacher job satisfaction is not merely about pay or job security—it reflects a complex interplay of emotional, social, and professional elements. Addressing these factors holistically leads to improved teacher retention, enhanced instructional quality, and better student outcomes. Schools must invest in fostering autonomy, recognition, manageable workloads, and career growth to build a resilient and motivated teaching workforce (Huntington-Klein, 2021).

### **Statement of the Problem**

Despite growing interest in teacher well-being, job satisfaction among school teachers remains a persistent concern, particularly in educational environments facing increasing workloads, limited professional growth opportunities, and emotional burnout. While traditional research has often focused on external factors like salary and workload, there is a lack of comprehensive investigation into how internal psychological dimensions—such as positive emotions, engagement, relationships, meaning, and achievement—contribute to overall job satisfaction. Grounded in Seligman's PERMA framework, this study titled *"Exploring the Link Between Teacher Job Satisfaction and Dimensions of Well-Being: A PERMA Framework Analysis"* seeks to address this gap by examining how these five pillars of well-being are associated with teachers' satisfaction in their professional roles. Understanding this relationship is essential for informing school policies and interventions that not only improve teacher retention and performance but also foster a more positive and sustainable teaching environment.

### **Significance of the Study**

This study holds significant value in the field of educational psychology and teacher development, as it shifts the focus from traditional determinants of job satisfaction—such as salary and job security—to the deeper psychological dimensions outlined in the PERMA framework. By exploring how positive emotions, engagement, relationships, meaning, and achievement influence teacher job satisfaction, the research provides valuable insights into the internal motivators that sustain teacher morale and commitment. The findings can guide school administrators, policymakers, and educational planners in designing strategies and interventions that enhance teacher well-being, reduce burnout, and improve retention rates. Moreover, fostering teacher satisfaction through psychological well-being directly contributes to creating a more positive and effective learning environment for students. In the broader context, especially in developing countries like Pakistan where teacher dissatisfaction and attrition are growing concerns, this study offers an evidence-based approach to improving educational quality and institutional stability.

### **Literature Review:**

Teacher job satisfaction plays a pivotal role in ensuring stability, effectiveness, and retention within educational systems. Ingersoll (2001) emphasized that teacher satisfaction significantly influences retention rates, as satisfied educators are more likely to stay in their roles, contributing to classroom stability and improved student outcomes. Conversely, dissatisfaction often leads to high turnover, disrupting the learning environment. Similarly, Kyriacou (2001) noted that effective classroom management and student behavior are

essential contributors to job satisfaction, reducing teacher stress and enhancing the quality of student-teacher interactions.

Ololube (2006) explored the relationship between job satisfaction and dimensions of well-being, highlighting the positive impact of engagement, purpose, and emotional fulfillment on teachers' commitment and performance. Brackett et al. (2010) further underscored the role of emotional intelligence, finding that teachers with high EI manage classroom stress more effectively, fostering positive relationships and enhancing job satisfaction. In the context of madrasahs, Amin (2015) identified strong links between motivation, working conditions, and satisfaction, noting that motivated teachers in supportive environments demonstrate higher teaching effectiveness.

Harris (2017) stressed the importance of coping strategies such as time management and mindfulness, showing that teachers who manage stress effectively experience greater well-being and sustained satisfaction. Ali et al. (2020) drew attention to structural and cultural factors in Pakistan, highlighting challenges such as low social status of the profession and inadequate support, which diminish job satisfaction. Moe et al. (2020) found that positive emotions, job satisfaction, and self-confidence are interconnected drivers of teacher passion, which is essential for dynamic and student-centered instruction.

During the COVID-19 pandemic, García-Álvarez et al. (2023) addressed the impact of crisis-related stress on teacher well-being and introduced a positive psychology-based training program that enhanced resilience, self-efficacy, and emotional strength among educators. Finally, Dreer (2024) applied the PERMA framework to examine how Positive Emotions, Engagement, Relationships, Meaning, and Achievement collectively influence job satisfaction. Using data from 511 German educators, Dreer demonstrated that strengthening these well-being domains significantly improves teacher retention and overall institutional effectiveness. Together, these studies reveal that teacher job satisfaction is a complex, multifaceted construct influenced by emotional, environmental, cultural, and professional factors. A holistic approach—focusing on emotional intelligence, supportive working conditions, motivation, and alignment with personal values—is essential for creating a stable, productive, and effective educational system.

### **Methodology:**

The section provides an explanation of the data collection process, research methodology, population samples, research instrument, information gathering, data investigation process, and validity of research tools.

The main aim of the present research was to investigate the relationship between elementary school teachers' well being and their job satisfaction in schools of Tehsil Bhowana, District Chiniot. The concept of teacher job satisfaction is complex and includes a range of factors that are essential to teachers feeling happy and satisfied in their work. Various factors likely to influence job satisfaction have been identified, along with discussing several consequences stemming from job satisfaction. The researcher explored the relationship between job satisfaction among school teachers and various dimensions of well-being, including positive emotions, engagement, relationships, meaning, and achievement, collectively known as the PERMA framework. Relevant information was taken from website [www.sis.punjab.gov.pk](http://www.sis.punjab.gov.pk) which shows that there are 34 elementary schools in Tehsil Bhowana District Chiniot. Twelve (12) male elementary schools having 92 teachers and twenty-two (22) female elementary

schools having 82 teachers have been selected by using convenient sampling. There were 174 school teachers who comprised the target population for the study. The sample size was 120 teachers which have been determined through [www.surveysystems.com](http://www.surveysystems.com) keeping 95% confidence level and 5% confidence interval. A questionnaire was used for data collection. Data were analyzed through Statistical Package for Social Sciences (SPSS).

### Result and discussion:

#### Relation between job satisfactions among school teachers and PERMA framework of well being

The studies discovered a strong correlation between teacher job satisfaction and elements including higher compensation, administrative assistance, school facilities, job security, and possibilities for professional growth. On the other hand, elements that negatively impacted teacher job satisfaction included low compensation, a lack of administrative assistance, subpar facilities, employment instability, and a lack of opportunity for professional growth. This implies that raising these variables may result in more Pakistani teachers being satisfied in their jobs, which may have a favorable effect on the nation's educational system (Dreer, 2024). The respondents were asked to express their opinions on the factors affecting the relationship between job satisfaction among school teachers and the PERMA framework of well-being using a 5-point Likert scale. The results are presented below in the tables.

#### Job satisfaction

Empirical evidence indicates that job satisfaction and retention among teachers are closely linked and can be impacted by a range of factors, including pay, workload, opportunity for professional growth, and administrative assistance. By resolving these issues, educational institutions such as schools can help teachers work in a more fulfilling and positive environment, which will enhance students' educational experiences in general (Huntington-Klein, 2021).

The respondents were asked to express their opinions on factors affecting teachers' job satisfaction using a 5-point Likert scale. The results are presented in Table 4.13

**Table.1: Job satisfaction**

Job Satisfaction	Weighted Score	Mean	Std. Deviation	Rank
My compensation reflects the effort I put into my work.	428	3.57	0.976	1
I am content with responsibilities and tasks assigned to me.	422	3.52	0.955	2
I find my job role to be challenging and stimulating.	420	3.50	1.029	3
I am satisfied with the physical environment of my workplace.	410	3.42	1.104	4
I have adequate opportunities for professional growth.	407	3.39	1.079	5
My school supports my professional development goals.	406	3.38	1.117	6
My workplace provides the necessary resources for effective teaching.	392	3.27	1.067	7

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree



Table 1 indicates results about relation between job satisfaction among school teachers and PERMA framework of well-being. Results indicated that statements “My compensation reflects the effort I put into my work” (Weighted score= 428 and Mean=3.57), “I am content with responsibilities and tasks assigned to me” (Weighted score= 422 and Mean=3.52) “I find my job role to be challenging and stimulating” (Weighted score= 420 and Mean=3.50), “I am satisfied with the physical environment of my workplace” (Weighted score= 410 and Mean=3.42), “I have adequate opportunities for professional growth” (Weighted score= 407 and Mean=3.39), “My school supports my professional development goals” (Weighted score= 406 and Mean=3.38) and “My workplace provides the necessary resources for effective teaching” (Weighted score= 392 and Mean=3.27) were ranked as 1<sup>st</sup> to 7<sup>th</sup> categories respectively. The mean of these attributes were lying between neutral and agree category but lying more towards agree category. The results show that school teachers' job satisfaction, as measured by the PERMA framework, is highest for compensation reflecting effort, contentment with responsibilities, and challenging job roles. All attributes scored between neutral and agree, leaning more toward agree, indicating overall positive well-being.

### Positive Emotion

The relationship between job satisfaction among school teachers and the PERMA framework of well-being is deeply interconnected. PERMA, which stands for Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, encompasses the core elements of well-being. When teachers experience job satisfaction, it often reflects the presence of these components. Positive emotions arise from a supportive work environment and rewarding interactions with students and colleagues. Engagement is seen when teachers are deeply involved and enthusiastic about their teaching. Strong relationships with peers, students, and the community foster a sense of connection and support. A sense of meaning is derived from the impact teachers have on their students' lives and their contribution to education. Lastly, feelings of accomplishment come from achieving educational goals and witnessing student progress. Thus, job satisfaction among teachers can be seen as a manifestation of the PERMA framework, highlighting the holistic nature of well-being in the teaching profession (Skaalvik, *et al.* 2011). The respondents were asked to express their opinions on factors affecting teachers' positive emotion using a 5-point Likert scale. The results are presented in Table 2

**Table 2: Positive Emotion**

Positive Emotion	Weighted Score	Mean	Std. Deviation	Rank
I often feel happy at work.	422	3.52	0.987	1
My job brings me joy and satisfaction.	417	3.48	1.029	2
I enjoy my job.	409	3.41	1.119	3
I feel inspired by my surroundings.	409	3.41	1.088	4
I am enthusiastic about my current project.	403	3.39	1.074	5
I feel optimistic about my future.	400	3.33	1.072	6

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Table 2 indicates results about relation between job satisfaction among school teachers and “Positive emotion” in PERMA framework of well-being. Results indicated that statements “I often feel happy at work” (Weighted score= 422 and Mean=3.52), “My job brings me joy and

satisfaction" (Weighted score= 417 and Mean=3.48), "I enjoy my job" (Weighted score= 409 and Mean=3.41), "I feel inspired by my surroundings" (Weighted score= 409 and Mean=3.41), "I am enthusiastic about my current project" (Weighted score= 403 and Mean=3.39) and "I feel optimistic about my future." (Weighted score= 400 and Mean=3.33) were ranked as 1<sup>st</sup> to 6<sup>th</sup> categories respectively. The mean of these attributes were lying between neutral and agree category but lying more towards uncertain category. The results indicate that school teachers' job satisfaction related to "Positive emotion" in the PERMA framework is ranked highest for feeling happy at work, joy in their job, and enjoying their role. However, the mean scores for all attributes range between neutral and agree, leaning more towards the uncertain category, suggesting mixed feelings about positive emotions at work.

### Engagement

The relationship between job satisfaction among school teachers and their engagement in the PERMA framework of well-being is profound and multifaceted. The PERMA model, which encompasses Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, provides a holistic approach to understanding well-being. For teachers, job satisfaction is deeply influenced by these components. Positive emotions in the workplace, such as joy and contentment, enhance teachers' enthusiasm and morale. Engagement, characterized by deep involvement and interest in teaching activities, fosters a sense of flow and fulfillment. Strong relationships with colleagues, students, and the school community provide essential social support and a sense of belonging. Finding meaning in their work, through contributing to student development and the broader educational mission, enriches their sense of purpose. Finally, recognizing and celebrating accomplishments, whether through student successes or personal professional achievements, reinforces a sense of competence and motivation. Together, these elements of the PERMA framework create a supportive environment that enhances teachers' overall job satisfaction and well-being (Şahin *et al.*, 2019). The respondents were asked to express their opinions on factors affecting teachers' engagement using a 5-point Likert scale. The results are presented in Table 3

**Table.3:Engagement**

Engagement	Weighted Score	Mean	Std. Deviation	Rank
I am motivated to participate actively in team meetings.	445	3.71	0.991	1
I am deeply engaged in my work tasks.	442	3.68	0.970	2
I feel valued and appreciated by my supervisor.	434	3.65	1.013	3
I feel fully absorbed when teaching my classes.	423	3.53	1.130	4
I recommended my department as a great place to work others.	413	3.44	1.158	5

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Table 3 indicates results about relation between job satisfaction among school teachers and "Engagement" in PERMA framework of well-being. Results indicated that statements "I am motivated to participate actively in team meetings" (Weighted score= 445 and Mean=3.71), "I am deeply engaged in my work tasks" (Weighted score= 442 and Mean=3.68), "I feel valued and appreciated by my supervisor (Weighted score= 434 and Mean=3.65), "I feel fully absorbed when teaching my classes (Weighted score= 423 and Mean=3.53) and "I

recommended my department as a great place to work others" (Weighted score= 413 and Mean=3.44) were ranked as 1<sup>st</sup> to 5<sup>th</sup> categories respectively. The mean of these attributes were lying between neutral and agree category but lying more towards agree category. The results show that school teachers' job satisfaction related to "Engagement" in the PERMA framework is highest for active participation in team meetings, deep engagement in work tasks, and feeling valued by supervisors. All attributes scored between neutral and agree, leaning more towards agree, indicating a generally positive sense of engagement at work.

### Relationships

The relationship between job satisfaction among school teachers and the "Relationships" component of the PERMA framework of well-being is significant. Positive relationships with colleagues, administrators, students, and the broader school community provide crucial social support, collaboration opportunities, and a sense of belonging. When teachers feel connected and supported by those around them, they are more likely to experience increased job satisfaction. These relationships can reduce feelings of isolation, enhance communication, and foster a positive work environment, all of which contribute to greater emotional well-being and professional fulfillment. Consequently, strong, positive relationships within the school setting are a vital element in promoting job satisfaction among teachers. (Moe, *et al.*, 2020). The respondents were asked to express their opinions on factors affecting teachers' relationships using a 5-point Likert scale. The results are presented in Table 4

**Table.4: Relationships**

Relationships	Weighted Score	Mean	Std. Deviation	Rank
I have strong relation with students.	466	3.88	0.972	1
I feel supported by my colleagues in achieving my work goals.	446	3.72	0.945	2
There is good communication within my team.	443	3.69	1.075	3
I have strong relation with parents.	436	3.66	1.068	4
I have strong, positive relationships with my colleagues.	432	3.60	1.162	5
I feel supported by the school administration.	424	3.53	1.130	6
I feel supported by my supervisor/manager.	423	3.53	1.084	7

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Table 4 indicates results about relation between job satisfaction among school teachers and "Relationships" in PERMA framework of well-being. Results indicated that statements "I have strong relation with students" (Weighted score= 466 and Mean=3.88), "I feel supported by my colleagues in achieving my work goals" (Weighted score= 446 and Mean=3.72), "There is good communication within my team" (Weighted score= 443 and Mean=3.69), "I have strong relation with parents" (Weighted score= 436 and Mean=3.66), "I have strong, positive relationships with my colleagues" (Weighted score= 432 and Mean=3.60), "I feel supported by the school administration" (Weighted score= 424 and Mean=3.53) and "I feel supported by my supervisor/manager." (Weighted score= 423 and Mean=3.53) were ranked as 1<sup>st</sup> to 7<sup>th</sup> categories respectively. The mean of these attributes were lying between neutral and agree category but lying more towards agree category. The results show that school teachers' job



satisfaction related to "Relationships" in the PERMA framework is highest for strong relationships with students, colleague support, and good team communication. All attributes scored between neutral and agree, with a tendency towards agree, indicating overall positive relationships in the workplace.

### Accomplishment

The relationship between job satisfaction among school teachers and the "Accomplishment" component of the PERMA framework of well-being is pivotal. Accomplishment in the teaching profession is reflected in achieving personal and professional goals, witnessing student progress, and receiving recognition for their efforts. When teachers experience a sense of accomplishment, it enhances their self-efficacy and professional pride, leading to higher job satisfaction. Celebrating milestones, whether through student successes, innovative teaching methods, or professional development, reinforces teachers' sense of competence and achievement. This continuous cycle of setting goals, striving for them, and acknowledging successes fosters a positive and fulfilling work environment. (Purwanto *et al.*, 2023). The respondents were asked to express their opinions on factors affecting teachers' accomplishment using a 5-point Likert scale. The results are presented in Table 5

**Table.5: Accomplishment**

Accomplishment	Weighted Score	Mean	Std. Deviation	Rank
I regularly achieve my professional goals.	547	4.56	1.828	1
I find my job to be meaningful and fulfilling.	447	3.73	1.004	2
I feel a sense of accomplishment from my work.	430	3.61	1.018	3
My work makes me feel like I am contributing to a larger purpose.	421	3.51	0.970	4
The goals I accomplish contribute significantly to the team's overall success.	387	3.23	0.804	5

Scale: 1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Table 5 indicates results about relation between job satisfaction among school teachers and Accomplishment in PERMA framework of well-being. Results indicated that statements "I regularly achieve my professional goals" (Weighted score= 547 and Mean=4.56) was ranked as 1<sup>st</sup> category. The mean of this attribute was lying between agree and strongly agree categories but lying more towards strongly agree category. However, statements "I find my job to be meaningful and fulfilling" (Weighted score= 447 and Mean=3.73), "I feel a sense of accomplishment from my work" (Weighted score= 430 and Mean=3.61), "My work makes me feel like I am contributing to a larger purpose" (Weighted score= 421 and Mean=3.51) and "The goals I accomplish contribute significantly to the team's overall success." (Weighted score= 387 and Mean=3.33) were ranked as 2<sup>nd</sup> to 5<sup>th</sup> categories respectively. The mean of these attributes were lying between neutral and agree category but lying more towards agree category. The results show that school teachers' job satisfaction related to "Accomplishment" in the PERMA framework is highest for regularly achieving professional goals, with a mean leaning towards strongly agree. Other attributes, such as finding the job meaningful and feeling a sense of accomplishment, were ranked lower, with means between neutral and agree, but tending more towards agree, indicating a generally positive sense of achievement at work.

**Practical Recommendations:**

1. Ensure fair compensation and recognition programs to boost teachers' positive emotions and sense of accomplishment.
2. Provide continuous professional development and clear career advancement pathways to enhance meaning and engagement.
3. Improve school facilities and administrative support to foster a more positive and productive work environment.
4. Promote a collaborative school culture to strengthen relationships among teachers, students, and staff.
5. Increase teacher autonomy and clarify job roles to improve engagement, motivation, and a sense of purpose.

**References**

- Ahmadi, F., & Amin, M. (2022). *Workload management and job satisfaction among school teachers: An analysis of institutional factors*. *Journal of Educational Leadership and Policy Studies*, 4(1), 45–58.
- Ali, T., Siddiqui, S., & Rehman, M. (2020). *Structural and cultural determinants of teacher satisfaction in Pakistan: A contextual exploration*. *International Journal of Educational Development*, 75, 102178. <https://doi.org/10.1016/j.ijedudev.2020.102178>
- Amin, M. (2015). *Motivational factors and job satisfaction among Madrasah teachers: The role of working conditions in teaching effectiveness*. *Journal of Islamic Education Studies*, 3(2), 45–58.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). *Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers*. *Psychology in the Schools*, 47(4), 406–417. <https://doi.org/10.1002/pits.20478>
- Dreer, B. (2024). *Exploring the influence of PERMA well-being framework on teacher job satisfaction and retention in Germany*. *European Journal of Educational Research*, 13(2), 102–120.
- Dreer, B. (2024). *Exploring the influence of PERMA well-being framework on teacher job satisfaction and retention in Germany*. *European Journal of Educational Research*, 13(2), 102–120.
- Dreer, B. (2024). *Exploring the influence of the PERMA well-being framework on teacher job satisfaction and retention in Germany*. *European Journal of Educational Research*, 13(2), 102–120.
- García-Álvarez, D., Aluja, A., & Rojas, A. J. (2023). *Teacher resilience during COVID-19: The impact of positive psychology-based training in Uruguay*. *Teaching and Teacher Education*, 121, 103932.
- Ghavifekr, S., & Rosdy, W. A. W. (2015). *Teaching and learning with technology: Effectiveness of ICT integration in schools*. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175–191.
- Harris, A. (2017). *Stress management and teacher well-being: The role of coping strategies in job satisfaction*. *Journal of Educational Administration*, 55(5), 492–508.
- Huntington-Klein, N. (2021). *The effect: An introduction to research design and causality in social science*. New York, NY: Macmillan Learning.

- Huntington-Klein, N. (2021). *The effect: An introduction to research design and causality*. Chapman and Hall/CRC.
- Ingersoll, R. M. (2001). *Teacher turnover and teacher shortages: An organizational analysis*. *American Educational Research Journal*, 38(3), 499–534. <https://doi.org/10.3102/00028312038003499>
- Klassen, R. M., & Chiu, M. M. (2011). *The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context*. *Contemporary Educational Psychology*, 36(2), 114–129.
- Kyriacou, C. (2001). *Teacher stress: Directions for future research*. *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/00131910120033628>
- Li, Y., Wang, M., & Xiao, Y. (2021). *Teacher job satisfaction and student achievement: Mediating roles of instructional practices*. *Asia Pacific Education Review*, 22(3), 375–390.
- Moe, A., Pazzaglia, F., & Ronconi, L. (2020). *Teacher passion and motivation: The role of positive emotion, job satisfaction, and self-confidence in teaching*. *Journal of Educational Psychology*, 112(6), 1083–1096. <https://doi.org/10.1037/edu0000421>
- Moe, A., Pazzaglia, F., & Ronconi, L. (2020). *Teacher passion and motivation: The role of positive emotion, job satisfaction, and self-confidence in teaching*. *Journal of Educational Psychology*, 112(6), 1083–1096. <https://doi.org/10.1037/edu0000421>
- Naseer, M., Khan, I., & Rehman, S. (2020). *Determinants of teacher satisfaction in public schools of Pakistan: Insights from PSLM data*. *Pakistan Journal of Education*, 37(1), 55–72.
- Ololube, N. P. (2006). *Teachers job satisfaction and motivation for school effectiveness: An assessment*. *Essays in Education*, 18(1), 1–19.
- Purwanto, A., Asbari, M., Fahlevi, M., Mufid, A., Agistiawati, E., Cahyono, Y., & Suryani, P. (2023). *Teacher's job satisfaction and performance: The role of motivation and accomplishment*. *International Journal of Social and Management Studies (IJOSMAS)*, 4(1), 97–111. <https://doi.org/10.5555/ijosmas.v4i1.297>
- Şahin, F., Yagci, M., & Güllü, M. (2019). *The relationship between teachers' engagement and job satisfaction based on PERMA model: A structural equation modeling study*. *Journal of Educational Sciences Research*, 9(1), 1–18.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Skaalvik, E. M., & Skaalvik, S. (2011). *Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion*. *Teaching and Teacher Education*, 27(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Xu, H. (2021). *Teacher well-being and motivation in education: The role of value congruence and emotional labor*. *Teaching and Teacher Education*, 104, 103389.