



Research Article

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Examining Educator Satisfaction and Well-Being: A Rigorous Analysis of Higher Education Instructors in Gulf Cooperation Council Countries

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Abstract

Background: A distinct correlation exists between the happiness of teachers and the academic accomplishments of students. Similarly, the happiness interventions for teachers in an educational institution have been shown to increase productivity by 10%–12%. However, there is currently a dearth of a comprehensive review specifically centered on teacher happiness of higher education in the Gulf Cooperation Council (GCC). *Objective:* This systematic review aims to comprehensively analyze and integrate existing research on the levels and determinants of teacher happiness, job satisfaction, and well-being in higher education settings in the GCC. *Methods:* A comprehensive search from 2013 to 2023 was conducted for quantitative empirical studies in English language across four databases using the PRISMA guidelines. The Quality Assessment Tool for Studies with Diverse Designs (QATSDD) was utilized to evaluate the quality of the included studies. *Results:* A total of seven studies ($n = 1508$) were chosen for the ultimate analysis, representing a range of higher education institutions in GCC countries. According to the QATSDD tool, six studies were classified as having medium quality, while one study was classified as having high quality. The research analysis identified several recurring themes, encompassing the determinants of teacher happiness, the findings specifically related to English language teachers, higher teacher satisfaction in private universities, and the association between teacher well-being and gender. *Conclusion:* Given the heterogeneity of the included studies, it is impossible to draw a strong and reliable conclusion. Nevertheless, the most prevalent component in improving teacher satisfaction was found to be the compensation and support provided by supervisors and colleagues. It is important to note that the included studies were from specific countries, primarily Saudi Arabia and the United Arab Emirates. Therefore, the conclusions cannot be generalized to all countries in the GCC.

Keywords: Teacher happiness, Teacher well-being, Work Satisfaction, Higher education institutions, Gulf Cooperation Council (GCC)

1. Introduction

Eudaimonia or feeling of well-being refers to the state of overall happiness and contentment in an individual, characterised by the presence of positive emotions and the absence of negative emotions

(Stoia, 2016). Similarly, the concept of happiness can be defined as the degree to which one derives satisfaction from their possessions or activities (Arora, 2020).

Individuals engage in professional activities for two primary reasons: monetary remuneration, such as salary and perks, or non-monetary reward, such as psychological happiness obtained from their work (Bhatia & Mohsin, 2020). In turn, the happiness in a job is closely linked to higher levels of performance and productivity, as well as more energy, improved evaluations, faster career progression, higher income, improved well-being, and longer lifespan (Stoia, 2016). In particular, the happiness interventions for teachers in an educational institutions have been shown to increase productivity by approximately 2 units, precisely around 10%–12% (Oswald et al., 2015). Furthermore, a clear relationship exists between the contentment experienced in one's employment and the overall welfare of educators, as well as the achievements of students (Dreer, 2021). A correlation between instructors' job happiness and student accomplishment was discovered in a study conducted by Dicke et al. (2020), indicating a relationship between teachers' satisfaction with their working environment and students' academic success (Dicke et al., 2020). One other empirical investigation conducted on German educators revealed a distinct and adverse association between the emotional fatigue experienced by teachers and the mean academic grades and standardised achievement test scores of their students (Bardach et al., 2022).

The Middle Eastern region is experiencing lower educational standards compared to other regions, as reported by the World Bank. The main difficulties facing the Middle East are caused by an increasing disparity in education levels within countries, a consistent decrease in the quality of education despite higher spending per person, and a growing mismatch between the skills and qualifications demanded by the job market and the ability of the educational system to produce competent individuals (Byman, 2012; Oakes et al., 2018). Among the several factors, one potential factor that could contribute to the reduction in the quality of education is the inadequate level of job satisfaction among instructors. According to a worldwide study, the primary cause driving teacher attrition is the declining status of the teaching profession, coupled with an unsatisfactory working environment. In contrast, it has been found that salaries have a little impact on work unhappiness (Nord, 2010). Likewise, the inadequate working conditions at an educational institution undermine the reputation of the profession and pose difficulties in recruiting new teachers. Nevertheless, augmenting the quantity of educators would not adequately tackle the problem of high staff turnover if a significant proportion of these fresh instructors persist in departing educational establishments due to discontentment with their professional status and working conditions. Furthermore, the process of recruiting, hiring, and educating new teachers involves significant financial costs (Fisher, 2010). These expenditures exhaust resources that could otherwise be allocated to enhancing the working conditions of educational institutes, a crucial factor in retaining proficient teachers (Worth & De Lazzari, 2017).

The data on job satisfaction among teachers varies across different regions. For example, a study conducted in Canada found that female teachers have greater job satisfaction as a result of their increased self-confidence in their abilities, active participation in professional development opportunities, and focus on working together with colleagues (Klassen & Chiu, 2010). Similarly, a study conducted in Sweden revealed that educational institutions that receive greater support from their leadership/management, prioritise student discipline, and provide instructors with increased decision-making authority and independence tend to have higher rates of teacher satisfaction (Toropova et al., 2021).

Although there are existing reviews that examine the correlation between job satisfaction and overall well-being in educational institutions at both the school and higher education levels (Kasalak et al., 2022; Sumanasena & Mohamed, 2022), there is currently a lack of a systematic review specifically focused on higher education in GCC. Therefore, the purpose of this systematic review is to thoroughly examine and combine available research on the levels and factors influencing teacher happiness, job satisfaction, and well-being in higher education settings in the GCC. The objective of this thorough analysis is to determine the primary factors that impact these elements and to offer

valuable observations on how these factors differ across various cultural and institutional settings in the region.

2. Methods

2.1 Search Strategy

An extensive search across four databases including PubMed, Google Scholar, ScienceDirect, and PsycInfo were conducted in accordance with PRISMA guidelines (Moher et al., 2009). This search spanned a decade, from 2013 to 2023, ensuring the incorporation of the most recent and relevant data. The databases chosen were PsycInfo, for its specific relevance to the field, and PubMed, Google Scholar, and ScienceDirect for their broad coverage of information. In addition to these database searches, there was a thorough examination of bibliographies of selected studies and a manual search in key international and open-access journals, particularly those focusing on teacher education and educational psychology. This comprehensive approach was designed to capture a broad spectrum of pertinent studies.

The scope of the research was confined to empirical studies that had been published in peer-reviewed journals, and only those written in English were considered. The search strategy was centered around specific keywords such as "Teacher Happiness", "Job Satisfaction", "Well-Being OR Wellbeing", and "Determinants of Teacher Happiness", with a particular focus on the context of higher education in GCC countries. Boolean operators like AND/OR were strategically employed to combine these keywords, which helped in refining the search process and in obtaining more thorough and accurate results. The details of this search strategy, including the specific keywords and combinations used, can be found in the supplementary material 01

Two authors, independently identified and reviewed the titles and abstracts of the articles they retrieved. Articles failing to meet the inclusion criteria were removed, while those potentially qualifying underwent full-text screening for inclusion. Any disagreements were settled through a consensus meeting.

2.2 Selection Criteria

We included the quantitative empirical studies in English language published between January 1, 2013, and June 31, 2023. These studies were required to empirically evaluate teacher happiness in higher education institutions within GCC countries, using rigorous experimental research methods instead of solely theoretical approaches. Our focus was to identify studies that centered around the factors of teacher happiness, job satisfaction, and overall well-being. Additionally, studies that explored various determinants impacting these aspects were also considered. However, studies focusing on intervention strategies was excluded. Similarly, the studies that establish the relationship between happiness, satisfaction, and well-being with specific conditions such as COVID, but not with the teaching employment, were also excluded. Likewise, articles that were not peer-reviewed, lacked full-text availability, or were in the form of case reports, review articles, editorials, commentaries, letters to the editor, and conference abstracts were also excluded.

2.3 Quality Assessment and Data Extraction

The Quality Assessment Tool for Studies with Diverse Designs (QATSDD) was employed to assess the quality of the included studies (Sirriyeh et al., 2012). This tool is designed to compare studies with varying research designs and has been recognized for its strong reliability and ease of use in multi or mixed-methods research (Harrison et al., 2021).

The QATSDD uses 16 evaluation indicators, each rated on a 4-point Likert scale (ranging from 0 to 3, where 0 is 'not at all', 1 is 'very slightly', 2 is 'moderately', and 3 is 'completely'). In our review, we

applied the 14 criterion as the other two pertained solely to qualitative designs. The scores obtained were summed and presented as a percentage of the maximum achievable score to determine the quality of the included studies. Articles scoring over 80% were deemed high quality, those with scores between 50% and 80% were considered medium quality, and those scoring below 50% were categorized as low quality.

A data extraction form in duplicate was created and utilized to gather pertinent information from the selected studies. Two reviewers independently extracted the following details using a structured format: author(s), publication year, study's country of origin, design, sample size, participant demographics (age and gender), metrics for measuring work satisfaction and well-being, critical factors impacting teacher happiness, main findings, and limitations. In cases of differences, the first two reviewers engaged in discussions to reach a consensus. For unresolved discrepancies, the third author provided a resolution.

2.4 Data Analysis

The selected studies that met the inclusion criteria were systematically classified according to the evidence they provided, enabling the identification of key conceptual themes. The inductive thematic analysis approach was employed to identify and categorize both emergent and significant themes that were relevant to the objectives of this review (Braun & Clarke, 2006).

3. Results

3.1 Literature Search

A thorough search of four databases generated 558 results. After removing 101 duplicates, 457 studies were subjected to the screening based on abstracts and titles. At this stage, 342 studies were excluded due to different reasons depicted in figure 01. After a thorough review of the remaining 115 full-text studies, excluded 110 studies for various reasons. These were not about the GCC countries (n = 38), improper study designs (n = 22), no correlation with job satisfaction/wellness/happiness (n = 22), interventional studies (n = 16), not related to work environment (n = 07), and targeted primary or secondary schools only (n = 05). The final list comprised five studies from January 2013 to June 2023. We also found two studies using bibliographic and article searches (Figure 01). The final analysis included seven studies (Agha, 2017; Alemu & Pyktina, 2020; Alqarni, 2021; Alzahrani, 2023; Asan & Wirba, 2017; Jawabri, 2017; Jawabri et al., 2019). The flowchart for searching and screening studies is presented in figure 01.

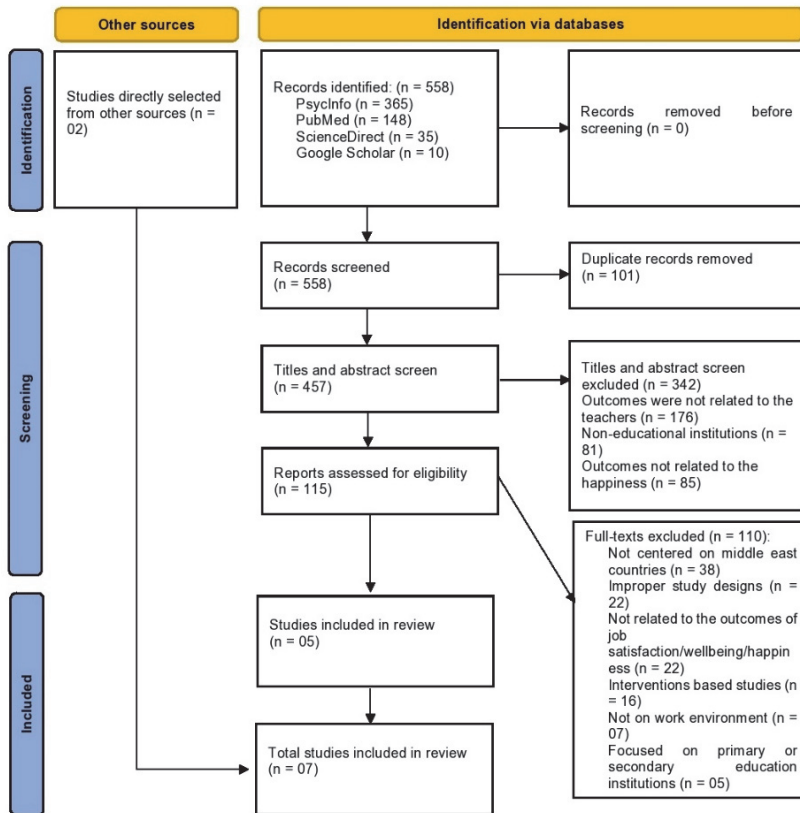


Figure 01. Flowchart for searching and screening studies

3.2 Quality Assessment and Baseline Characteristics in Included Studies

Studies were evaluated using the QATSDD and according to our pre-set criteria, six studies were medium quality and one is high quality. The criteria with consistently low ratings across the studies were related to consideration of sample size, data collection tool(s), detailed recruiting data, statistical assessment of reliability and validity of measurement tool(s), user's involvement in the study, and strengths and limitations. The detail assessment of the quality of included studies is presented in table 1.

Table 1. Quality assessment of included studies through Quality Assessment Tool for Studies with Diverse Designs (QATSDD)

Study	Explicit theoretical framework	Aims in main report	Setting described	Sample size considered	Sample of reasonable size	Data collection methods	Choice of data collection tool(s)	Detailed recruitment data	Measuring tool assessed	Question and method fit - data collection	Question and method fit - analysis	Analysis method selected	Users involved in design	Strength/ limitation in discussion	Total (% of maximum)
Alzahrani, 2023	2	3	2	0	2	2	0	1	2	3	3	1	0	0	50%
Alqarni, 2021	2	3	3	0	2	2	0	1	2	3	3	3	0	1	59.5%
Alemu & Pyktina 2020	3	3	3	3	3	2	3	3	3	3	3	3	1	2	90.5%
Jawabri et al., 2019	3	3	1	3	2	2	1	1	0	2	2	2	0	2	57.1%
Jawabri, 2017	3	3	1	1	2	2	1	1	2	2	2	2	0	0	52.4%
Asan & Wirba, 2017	3	3	2	2	1	2	2	2	1	2	2	1	0	1	57.1%
Agha, 2017	2	2	3	2	3	2	3	2	2	2	2	2	1	1	69%

The review comprised five quantitative empirical studies, one cross-sectional research, and one non-experimental correlational study. One study specifically examined a single university in Saudi Arabia (Alqarni, 2021), whereas the remaining studies gathered data from multiple higher education institutions in Saudi Arabia, the United Arab Emirates (UAE), and Oman. Additionally, a study utilised data obtained from higher education institutions in GCC countries (Alemu & Pyktina, 2020). The types of higher education institutions encompassed a diverse range, however, two studies specifically focused on public (Jawabri et al., 2019) and private universities (Jawabri, 2017) in their investigation.

The review included a total of 1508 participants, with 45.6% of them being female. Two research examined English lecturers and English as a foreign language teacher (Alqarni, 2021; Alzahrani, 2023), while the other study utilised data from academics of diverse ranks, educational backgrounds, and areas of expertise. The claimed experience was diverse; nevertheless, the duration of experience in one study ranged from 1 to 33 years (Alqarni, 2021). The data collection instrument was either adopted from previous authors or custom-designed by the authors themselves. The table 02 presents a concise overview of the key characteristics of the studies that were included.

Table 2. Summary characteristics of included studies

Study	Study design	Type of Institution and country	Sample size and demographics	Key measures	Major Findings	Factors effecting teacher happiness	Main Limitations
Alzahrani, 2023	Quantitative empirical study	Universities in Saudi Arabia	129 participants (English lecturers and instructors), 51% female, with varying ranks, from different cultural backgrounds, and with teaching experience ranging from 4 to 15 years	Maslach Burnout Inventory (MBI) assessing Emotional Exhaustion (EE), Depersonalisation (DE), and Personal Accomplishment (PA)	Moderate levels of emotional exhaustion and high levels of personal accomplishment among participants. Low depersonalisation scores indicate a positive attitude towards occupational issues.	Emotional exhaustion, depersonalisation, personal accomplishment, teaching conditions, workload, and emotional resources	Focused on English as second language teachers in Saudi universities, limiting generalizability.
Alqarni, 2021	Cross-sectional design	King Khalid University, Saudi Arabia	53 English as a foreign language teachers, ages 25-56, 64% female, varied nationalities, teaching experience from 1 to 33 years.	PERMA-Profilr measure (positive emotion, engagement, relationships, meaning, and accomplishment), Perceived Stress Scale	Significant negative relationship between well-being and levels of stress; women exhibited higher levels of well-being than men; significant positive relationship between well-being and physical health.	Perception of stress, health, gender, number and types of stressors.	Limited to English language teachers at one university, may not generalize to other contexts; causal relationships not established.

Alemu & Pyktina 2020	Non-experimental correlational design	Higher education institutions in the Gulf Cooperation Council (GCC) countries.	139 faculty members from various nationalities and academic ranks, predominantly expatriates, 36% female, 43% working for government, 43% private for-profit, and 14% nonprofit universities.	Questionnaire assessing faculty intention to stay, time spent in research, teaching, service, and perceptions about work and working conditions.	overall faculty satisfaction: $R^2 = .710$, $R^2 = .710$, $F(1, 123) = 60.255$, $p < .005$.	Job satisfaction, supportive research environment, competitive compensation, collegiality, fair treatment, and city/region fondness.	Cross-sectional design limiting trend analysis, potential response bias due to unupdated institutional websites affecting participant emails.
Jawabri et al., 2019	Quantitive empirical study	Public universities in the United Arab Emirates (UAE).	350 academic staff members, age 41-50 years, 37% female, work experience of 2-5 years.	Structured and close-ended questionnaire developed by the authors	Higher job satisfaction among staff in private universities compared to public ones.	Pay and growth opportunities, work-related stress, work role expectations, job status, work-family balance, and overall job satisfaction.	Sample size and non-generalizable findings
Jawabri, 2017	Quantitive empirical study	Private universities UAE.	212 academic staff members working in 15 private universities, 40% female	5-point Likert scale instrument on assessing job satisfaction, divided into ten internal and external factors	Academic staff of private universities in the UAE were significantly satisfied with their jobs	Supervisor support, promotion opportunities, and support from colleagues positively influenced job satisfaction. In contrast, recognition and rewards negatively impacted job satisfaction	Not reported
Asan & Wirba, 2017	Quantitive empirical study	Academic institutions in the Eastern Province of Saudi Arabia	30 academic staff members	Job Satisfaction Questionnaire developed by Spector (1997) consisting of 36 items designed to assess employees' attitudes about various aspects of their jobs	Varied responses across the nine facets of job satisfaction were observed	Pay, promotion opportunities, competency of supervisors, fringe benefits, contingent rewards, operational conditions, coworker relationships, nature of work, and communication	Limited number of academic staff in a specific region of Saudi Arabia, which may affect the generalizability of the findings.
Agha, 2017	Quantitive empirical study	Higher education institutions in the Sultanate of Oman	$n = 625$	Measured work-life balance (WLB) and its impact on job satisfaction (JS) and teaching satisfaction (TS)	Only focused on the factors that can effect teacher happiness	Work-life balance, specifically the balance between work interference with personal life, personal life interference with work, and work personal life enhancement	Not reported

3.3 Findings Associated with Teacher Happiness in GCC Education Institutions

The obtained data from the included studies exhibited variability in relation to the level of teacher satisfaction in higher education institutions in the Middle East. Similarly, there have been studies that specifically examined the factors that influence teacher happiness, resulting in variable outcomes. Therefore, we have classified these observations into several common themes.

3.3.1 Common Factors Effecting Teacher Happiness

In general, the happiness of teachers seems to be a complex concept that is influenced by several personal, professional, and environmental aspects. Job satisfaction emerges as a key factor, influenced by elements like supportive work environments, including supervisor and colleague support, fair treatment, and collegiality. Additional prevalent elements include the balance and interplay between professional and personal life, whereby both work interference on personal life and personal life interference on work can impact overall well-being. Similarly, emotional elements, such as the state of being emotionally drained, the sense of stress, and the presence of emotional resources, have a

substantial impact. Compensation and growth opportunities, including pay, promotion opportunities, and competitive compensation, are also crucial. Interestingly, while recognition and rewards are generally seen as positive, they can sometimes negatively impact job satisfaction if not perceived as fair or adequate.

3.3.2 *Well-being of English language Teachers*

Most of the studies included in the review did not place any limitations on the selection of teachers in terms of the subjects they taught. Nevertheless, two research have out in Saudi Arabia especially targeted English language teachers. The initial study conducted by Alzahrani reveals that the Saudi English language teachers who participated in the research exhibited notably high levels of well-being. This is evident from their low depersonalisation scores and relatively high personal accomplishment scores. However, the instructors' average emotional exhaustion score suggests that they experienced a moderate level of work overload, fatigue, and emotional weariness (Alzahrani, 2023).

The other study specifically focused on the factors that affect the happiness of English language teachers. However, it was noticed that female teachers have a higher level of psychological well-being compared to their male counterparts among foreign language teachers. The quantitative analysis revealed a substantial inverse correlation between well-being and stress levels. The results also demonstrated a substantial positive correlation between the well-being of English language teachers and their sound physical health. The multiple regression analysis revealed that elevated levels of well-being were associated with reduced levels of stress and favourable physical health. The results also indicated that a demanding lifestyle characterised by a high workload and financial worries can have an adverse effect on the overall well-being of language teachers (Alqarni, 2021).

3.3.3 *Comparison of Teacher Happiness in Public and Private Universities*

Two studies were undertaken in the UAE, specifically comparing teacher happiness levels in public and private universities. An evident disparity was noted in the assessment of job contentment among academic staff in relation to teacher happiness.

The findings unveiled that teachers at private higher education institutions expressed higher levels of job satisfaction in comparison to their counterparts at public universities. This can be attributed to numerous factors, including as the total number of hours worked, potential for advancement, consideration of proposals, amount of responsibility, recognition and rewards, support from senior staff, opportunity to employ one's strengths, job variety, remuneration, and support from colleagues. The results indicated that a greater proportion of participants from private universities showed a preference for their own institutions in terms of work satisfaction, across the majority of the variables investigated. The respondents exhibited a notable inclination towards public universities, however their preference is relatively diminished in comparison to private universities. The sole metric that exhibited no correlation with heightened job satisfaction in private universities was the aggregate quantity of hours dedicated by the teachers to their profession. Upon reflection, a larger percentage of teacher from public universities were likewise engaged in extended periods of work, thus rendering the matter of working hours indistinguishable for both groups. However, as both the studies were specifically conducted in the UAE, its findings cannot be extrapolated to other Middle Eastern countries (Jawabri, 2017; Jawabri et al., 2019).

3.3.4 *Teachers Well-Being and Gender*

There were two studies conducted in Saudi Arabia and UAE that examined the facets of gender and its correlation with well-being in higher education institution. Alqarni et al. found a statistically significant difference between women ($M = 8.04$, $SD = 1.1$) and men ($M = 7.16$, $SD = 1.6$) in their levels

of well-being. Women had greater levels of well-being than males ($t(53) = -2.24, p \leq .02$) (Alqarni, 2021). In another study, although no difference in satisfaction was seen, women considered "Support from supervisor" to be a more significant element affecting teacher contentment (Jawabri, 2017). There was also a study conducted to investigate the factors that influence a faculty member's decision to quit or remain at GCC universities. The study revealed that gender in the GCC Universities had no significant influence on the faculty members' intentions to either resign or remain in their positions (Alemu & Pyktina, 2020).

4. Discussion

The objective of this systematic review was to comprehensively analyse and integrate existing research on the levels and determinants of teacher happiness, job satisfaction, and well-being in higher education settings in the GCC. From the studies included, we identified several recurring themes such as common factors that influence teacher happiness, findings related to well-being of English language teachers, teacher happiness in public and private universities, and the association between teacher well-being and gender. However, due to heterogeneity and a limited number of studies, these findings require further research for confirmation.

In the review, several included studies have discovered multiple common elements that can influence teacher happiness. Among these aspects, remuneration has consistently been recognised as a significant component. Additionally, the positive support of supervisor and colleagues was also noted as a recurring element. We have discovered certain theories that establish a correlation between these two factors and subjective well-being. Ahuvia (2008) indicated that after fulfilling fundamental requirements, characteristics such as positive support and work satisfaction had a greater impact on overall well-being than gains in money (Ahuvia, 2008). Similarly, Veenhoven's (1991) absolute theory posits a correlation between the fulfilment of fundamental needs and subjective wellbeing. They highlights the existence of a minimum threshold where the impact of increased earnings on well-being becomes insignificant (Veenhoven, 1991). Therefore, it can be concluded that remuneration has a significant role in subjective well-being of teachers. However, after its fulfilment, other aspects such as the support of a supervisor and colleague gain more relevance.

There were two studies that explicitly assessed the levels of happiness among English language teachers. In general, a substantial degree of well-being was seen (Alqarni, 2021; Alzahrani, 2023). Nevertheless, as no comparison was made with other subject teachers, the resulting outcomes should be considered purely hypothetical. Similarly, due to the limited sample size and the fact that both studies were done in Saudi Arabia, the findings cannot be generalised to a larger population. Consequently, exploring possible discrepancies across distinct subject teachers and degrees of happiness might be an intriguing field of investigation.

In contrast to the findings for English language teachers, the observation of high level of well-being among teachers in private universities then public universities can be supported from the previous studies. While in our case, both the related studies were carried out in the UAE, however, we have come across studies from several other nations that have produced similar results. For instance, a study was conducted with a sample size of 160 teachers from Pakistan, consisting each of 80 public and private university instructors. The researchers administered a Job Satisfaction Survey (Spector, 1997) to assess job satisfaction. The outcome indicates that private university teachers exhibited higher job satisfaction compared to public university teachers (Ayub, 2010). A separate study conducted in Georgia, USA primarily focused on analysing both public and private schools. Nevertheless, the outcomes were comparable to the findings of the studies we included. Private school educators exhibited greater levels of job satisfaction in contrast to their counterparts in public schools (Small & Buckman, 2021). Similarly, Gius (2015) conducted a study involving a substantial number of teachers from both public and private schools, and found comparable outcomes (Gius, 2015).

Although the two included studies identified multiple factors contributing to high job satisfaction of private university teachers, further research is necessary to comprehensively evaluate the components connected with this satisfaction in order to reach a definitive conclusion. Similarly, additional research is required to investigate the relationship between gender and teacher well-being. This is necessary because the findings from our included studies diverged significantly and focused on various gender-related outcomes (Alemu & Pyktina, 2020; Alqarni, 2021; Jawabri, 2017).

There are multiple limitations associated with the included studies that need to be acknowledged. Firstly, the studies included in this analysis were limited in number, had a small sample size, and were conducted only in specific countries, mainly Saudi Arabia and the United Arab Emirates. Due to these reasons, the findings could not be extrapolated to encompass all GCC countries. Moreover, the studies incorporated in the review exhibited inconsistency in terms of the employed methodologies. The studies employed several types of measurement scales to assess teacher happiness, well-being and job satisfaction that can produce diverse conclusions. Furthermore, the studies were centered on multiple outcomes that complicate our ability to form a comparison. Lastly, the quality of the included studies, though categorised as moderate, is more precisely shown by the fact that five out of seven studies obtained scores ranging from 50 to 60%, which is deemed poor. Hence, it is imperative to conduct forthcoming rigorous and comprehensive research in multiple GCC countries, employing a significant sample size, in order to obtain a reliable and conclusive result. Similarly, in order to ensure accurate evaluation, studies should prioritise specific outcomes rather than concentrating on multiple outcomes.

5. Conclusion

The level of teacher happiness in higher education institutions in GCC nations is impacted by multiple factors. Nevertheless, compensation and support from supervisors and colleagues are important recurring factors in fostering teacher satisfaction. Moreover, there is a difference in levels of happiness among teachers in various academic settings. The teachers at private higher education institutions expressed higher levels of job satisfaction in comparison to their counterparts at public universities. While some studies have also addressed the subject of well-being of English language teachers and the correlation between teacher well-being and gender, additional research is necessary to establish a conclusive finding. Furthermore, the studies included in this review were limited in number, had a small sample size, and were conducted exclusively in specific countries, primarily Saudi Arabia and the United Arab Emirates. Therefore, the results could not be extrapolated to encompass all GCC countries.

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