

# Job Satisfaction and Perception Among Female Academics During COVID-19 Pandemic: A Systematic Review

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## ABSTRACT

The COVID-19 pandemic gave off a huge impact on face-to-face or physical learning and the world now is going virtual online learning and teaching until this pandemic settles. The COVID-19 epidemic has created new obstacles for employees in terms of change adaptation and job security, as well as a significant impact on employee well-being and satisfaction, especially for women. Since 2005, female enrolment in academia has continued to grow, and in many countries, females make up more than fifty per cent of the total enrolment in higher education. However, women remain underrepresented in top academic positions globally. This systematic review aimed to look for available articles related to the job satisfaction and perception of female academics before and during the COVID-19 pandemic. The PRISMA flow diagram was used to search the literature systematically, and the study's inclusion and exclusion criteria were established prior to the search. The CASP and MMAT were used to conduct the quality assessment. There are six themes emerged from 26 articles in this review and those are an overview of job satisfaction, factors that contribute to job satisfaction, gender gaps related to job satisfaction, academics perception, the mental health of academicians, and the relationship between work from home and job satisfaction. This study recommended for the faculty and university have a serial discussion about maintaining and increasing female academics' job satisfaction. Therefore, surveys for academicians were vital to learn about their current circumstances, whether in teaching and learning or their psycho-social well-being. Although the university already provides the guidelines for online teaching, it was advisable to review the efficacy of the teaching modalities and infrastructure for the academicians.

**Keywords:** COVID-19; Job Satisfaction; Perception; Female academics

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## INTRODUCTION

Due to the COVID-19 pandemic, an emergency plan was adopted by the Ministry of Education globally, an immediate and urgent shift to remote teaching from normal face-to-face classes to ensure continuous delivery of education to students under the pandemic circumstances. The shift to emergency remote teaching during the lockdown imposed as a result of the COVID-19 pandemic had a global impact on educational systems as well as on the psychological health of faculty members and students (1-4).

The epidemic has created new obstacles for employees in terms of change adaptation and job security. It has also had a significant impact on employee well-being and satisfaction, especially for women (5). The motivation of academicians is a critical component of overall performance. A lack of motivation is directly linked to poor student performance and the entire educational system. The pandemic COVID-19 has harmed women's academic productivity and research output. This threatens to worsen gender inequities in academia (6).

Looking at the contribution of the female in any organization, females are important for the development of any country. Studies show that females' access to education and employment has improved over the last decades (7 & 8). However, females remain underrepresented in top academic positions globally. Females have a limited percentage of full-time tenured professors or leadership roles in academia, and attrition remains high (9).

However, a study described that individuals' job satisfaction varies depending on their socio-demographic characteristics: age, gender, education, and professional stage (10). Academics place a high value on job satisfaction. The motivation of academicians is a critical component of overall performance in the educational system since a lack of motivation is directly linked to poor student performance and the entire educational system. Regardless, teachers must be motivated to perform and enhance their abilities and knowledge (11). A study also stated that the pandemic COVID-19 has harmed women's

academic productivity and research output, and it threatens to worsen gender inequities in academia (6). Thus, this systematic review aimed to identify job satisfaction and perception among female academics during covid-19 pandemic.

## METHOD

This paper applied a systematic review method with the aim to identify job satisfaction and perception among female academics towards education that involves the academicians about their readiness for infrastructure as well as teaching methods during the pandemic for future reference. All articles that related to the job satisfaction of female academicians before and during the pandemic COVID-19 are reviewed and analysed in this study. The systematic review method was used in this study to maximise study inclusion while maintaining the integrity of the findings of the various types of study findings (12 & 13).

### Inclusion and exclusion criteria

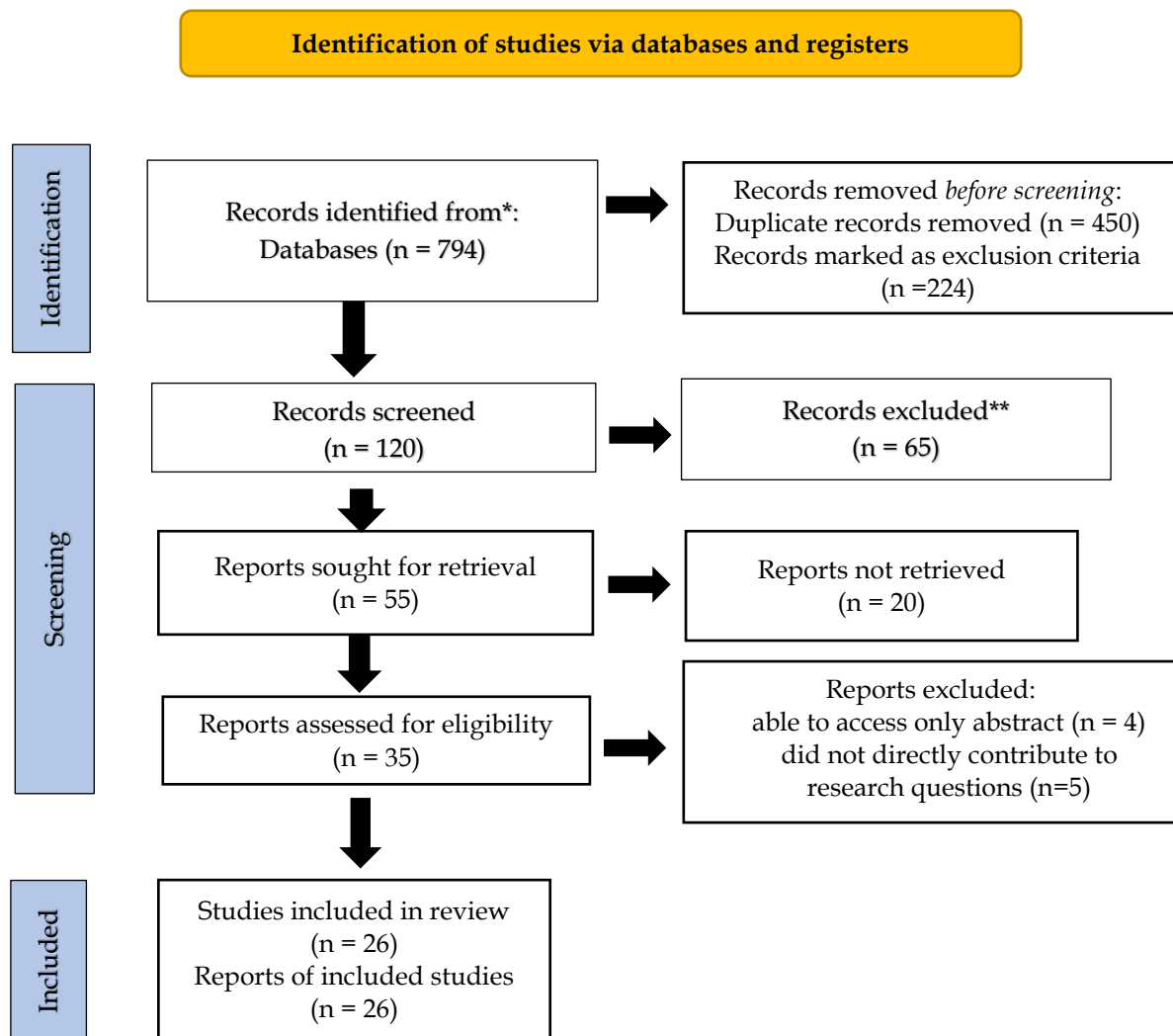
For the inclusion criteria of article selection, studies that were carried out to describe job satisfaction and perception of female academics before and during the COVID-19 pandemic, the studies must be primary research, population and sample must be from female academicians. The exclusion criteria for the article finding are unpublished articles, grey literature, secondary sources, and newspapers.

### Search Engines

The databases such as ProQuest, PubMed, Web of Science and Google Scholar are used in this review to look for the available articles related to job satisfaction and the perception of female academics before and during the COVID-19 pandemic.

### Search strategies

There were four keywords that were used while searching for the available articles. Those are Covid-19, Job Satisfaction, Perception, and Female Academics. While searching for the articles, the keywords were also combined using Boolean terms 'AND' and 'OR' to find relevant journals for the study.

**Figure 1:** The literature search flow by using PRISMA

### Literature search outcomes

In this study, the literature search was done systematically by using the PRISMA flow diagram as shown in Figure 1. By using the four keywords stated above, 794 articles were found initially. The process of searching continues with the review of abstracts from the articles found. As a result of reviewing, there are a lot of articles that are not related to the study and need to be excluded from the study such as the article found did not fulfil the inclusion and exclusion criteria stated above. Besides, some of the excluded articles are not focusing on female academics. There are a few systematic review articles that cannot be included in this review. After a few screenings, only 26 articles were chosen for this literature review as they suited the inclusion criteria stated. The included articles are summarized into a table that consists of authors, year, titles, methodology of

the study, tools, instruments and also the findings of the study as shown in Table 1.

### Quality Assessment

The included 26 articles are assessed by the two authors independently in this study. Disagreements were settled between the two authors, and if they could not be settled, other team members were summoned for discussion during the review process. The authors used the key criteria to evaluate the quality of the selected articles. These included the study design, data collection methods, confounders, blinding, withdrawals and dropouts, selection bias, intervention integrity, findings, and future study recommendations. There are two categories of studies identified in this review: quantitative studies, and mixed techniques studies. The quality assessment was done by using the Critical Appraisal Skills Programme

(CASP) and mixed methods appraisal tools (MMAT) (14 & 15).

## RESULT

A total of 26 articles were included and analysed in this study. Among them, 25 articles are quantitative, and 1 article is mixed methods studies. Most of the studies are done in Western countries and limited studies in the Asian context. After analysing the included articles, there were six themes formed for this study based on the objectives stated above. Those themes are an overview of job satisfaction, factors that contribute to job satisfaction, gender gaps related to job satisfaction, academic perception, the mental health of academicians, and the relationship between work from home and job satisfaction during the COVID-19 pandemic. The following session explains the details findings.

### An overview of job satisfaction

Job satisfaction is a fundamental attitude toward an academic's job that demonstrates the gap between the number of incentives received and the number of rewards expected (16). Meanwhile, another study defines job satisfaction as a person's good or negative attitude about their work (17). Employee satisfaction has recently emerged as one of the most important corporate goals. Organisations cannot achieve competitive levels of quality, either in product or in customer service, if their employees are dissatisfied or do not identify with the company. In contrast, motivated and committed employees can be a determining factor in an organization's success (18). In general, job satisfaction is a very important characteristic of an employee. Known as one of the main determinants of the intention to quit, hence it was heavily studied in occupations with a high turnover like the healthcare sector (16).

### Factors that contribute to job satisfaction

Job satisfaction among employees in industries leads to positive consequences for employers, employees, and customers. A study described that the factors that play an essential part in job satisfaction fall into two categories: intrinsic and extrinsic factors (19). Motivating factors are the factors in the first group (intrinsic factors).

Success, recognition, gratitude, taking responsibility, and advancement opportunities are all elements to consider in the intrinsic factors. The variables in the second group are referred to as hygienic factors (extrinsic factors or situation protectors) and are related to the workplace environment and conditions. This group includes the working environment, organizational policies, supervision, and interpersonal connections.

Another study described that determining job satisfaction can be divided into two categories: (1) the personal characteristics of employees; and (2) the characteristics of the job position itself (17). In the first group of personal characteristics, personal qualities produce differences in the determinants of job satisfaction based on the personal characteristics themselves, especially the gender of the worker (20). The rationale for this approach arises from the significant increase in the number of women entering the labour field in recent years. Then there's the matter of examining the link between gender and job satisfaction (16).

A study discovered that male academics in higher education institutions held more positions than female academics, but less so in private institutions (21). It also examined some aspects of male and female professional environments in order to explain similarities and/or differences in job satisfaction. The main difference was that women were less satisfied with their personal and professional development, particularly the work-family balance (21). This necessitates a deeper knowledge of job satisfaction, particularly from a gendered viewpoint, a point that scholars have emphasized.

### Gender gaps related to job satisfaction

A study stated that it is important to study gender differences in job satisfaction (21). This would provide information to institutional leaders that will help them recruit and retain faculty, boost academic staff happiness, increase organizational commitment, and reduce attrition and absenteeism (22). A study was conducted to determine why female faculty leave their institutions as in the United States, despite the success of women entering professions, attrition rates among female

professionals were nearly three times the rate of male counterparts (23). The results showed that overall, study participants left the institution due to work-family conflict (27.3%), career opportunities (18.2%), termination of position (18.2%), and negative social dealings (11.4%).

Studies also stated that women are less satisfied with their work-life and the challenges of juggling academic assignments with other obligations (24 & 25). 'Care duties,' such as childbirth and child care, sharing tasks and responsibilities with a partner in a 'dual earner' family, or caring for ageing parents, appear to have a significant impact on women's employment decisions. A study also described that there were no gender differences in self-rated work productivity and job happiness prior to the Covid-19 epidemic, according to the findings (26). Women, on the other hand, reported lower work productivity and job satisfaction during the lockdown than men.

Meanwhile, based on a study conducted in the UK, the results indicated that gender does not affect the job satisfaction of university teachers directly. However, the interaction effect of gender and rank was statistically significant ( $p < 0.05$ ). Overall, female academics at higher ranks namely, senior lecturers, readers, and professors, were more satisfied with their jobs than male academics of comparable ranks (18).

In addition, a study also found that in the US, female faculty were more satisfied with their work and co-workers, while male faculty were more satisfied with their pay, promotions, supervision, and overall job satisfaction (23). They estimated the determinants of job satisfaction for PhD-level scientists across academic and non-academic sectors. They found that female scientists show lower job satisfaction than males in academia, but higher job satisfaction than males in the non-academic sector.

### **Academics perception**

There are few studies about academics' perceptions of online learning. In the context of online education, faculty encountered a number of issues and hurdles. According to a previous study, academics' perceptions of online education during the pandemic epidemic are characterised by uncertainty as

they have negative feelings about online learning and lack authority over technology use (27). Online education, according to them, leads to increased academic dishonesty, is impersonal and lacks empathy when compared to face-to-face classes, and is difficult to manage technologically. Changing the teaching method was opposed by a large number of teachers in Macedonia (28). Apart from that, there was a significant difference in faculty perceptions toward age, educational attainment, years of teaching, and academic rank. Older professors, who were more likely to have a higher education, more teaching experience, and a higher academic rank, were more supportive of online education (29). In addition, a study conducted in the Kingdom of Saudi Arabia showed that faculty members who had less teaching experience had a stronger perception than those who had been teaching for more than 10 years and had a greater e-learning perspective (30).

### **Mental Health of Academician**

There were few studies related to mental health status among academics and job satisfaction. Job satisfaction was significantly impacted by stress and despair (31 & 32). A study highlighted that academics report levels of anxiety (17%), depression (19%), and stress (30%). In comparison to other continents, Asia has experienced higher anxiety. Furthermore, stress levels among university teachers were higher than those in schools (32). A lack of fulfilment is likely to lead to demotivation, much like stress and burnout are likely to lead to withdrawal.

COVID-19 created a new teaching method, prompting the development of emergency remote teaching (ERT), a brief transition from traditional face-to-face instruction to an alternative method, online learning. A study shows high personal burnout levels in 41.2% of participants while high work-related burnout in 37.3%. The abrupt changes in teaching methods led to increased stress and anxiety (33). Burnout can occur when these stresses are not accompanied by appropriate compensatory mechanisms (34). Furthermore, the fact that women academics had to adjust their parental, family, and professional responsibilities to the new reality months ago may explain the average burnout levels found that work

requirements and negative coping were linked to high levels of depression and anxiety among university employees, as well as low job satisfaction (33 & 34).

In response to COVID-19, universities are presently enhancing a flexible hour program that allows academics to teach and leave at different times. A study found that flexible work schedules appeared to be a powerful tool for upsetting the balance between work and other life pursuits (35). As a result, flexible working hours are predicted to increase pressure and work-life balance. Academics, struggle to balance their personal and professional interests. There is a study focusing on female professors, and according to the findings, an increase in the number of work hours was linked to poorer levels of job satisfaction among the participants (22).

There is one study in India that found that the level of teacher stress is varying with demographic factors and the relationship between stress and job satisfaction is positive. Online classes and other additional commitments during this pandemic period have increased the stress level of teachers. Handling online classes has a significant influence on occupational stress and occupational stress has a prominent influence on the job satisfaction of academicians (36)

A study revealed that working from home, work-life balance and work stress have a significant effect, both directly and indirectly, on job satisfaction (35). Working from home as a new pace of work can sustain job satisfaction as the current working atmosphere. In response to the collectivist setting, working from home can be a positive sign that needs to be paid attention to by the organization.

Besides, online teaching due to the COVID-19 pandemic negatively affected the psychological state of academics (33). This developed psychological distress in university teachers during the nationwide lockdown. They faced multiple challenges pre- and post-technological pedagogies in response to the first online teaching phase. The participants have perceived weak job satisfaction under these mental conditions. Loneliness at work causes an imbalance of individual and organizational goals, lowers employee job satisfaction and

productivity, and encourages fear of failure, feelings of inferiority, contestable attitudes, work overload, a frightened corporate atmosphere, and perceived work stress (36 & 37). They further stated that reduced social support has negatively affected physical and mental well-being, lowering job effectiveness, as well as increased occupational stress and reduced job satisfaction.

### **The Relationship of Work from Home and Job Satisfaction**

Working from home has been shown to improve job satisfaction (35). However, based on a previous study, working from home causes employees to lose track of when they are working and when they are with their families, causing stress and lowering job satisfaction (27). A study also described that the majority of employees were content working from home throughout the pandemic (35). When the government declared a state of emergency as a result of the Covid-19 epidemic, practically all organizations were forced to operate from home in order to help and further enhance their balance between serious and pleasant activities (36). Working from home improves job satisfaction and has a variety of effects on workers' well-being, stress-related outcomes, and satisfaction (25 & 26). While most educators are in favour of working from home, they do see it as a tough position. As a result, it is agreed that working from home is linked to teachers' job satisfaction.

## **DISCUSSION**

Based on this review's findings, a few aspects can be taken into consideration as critical indicators to increase job satisfaction and perception encountered by female academics. The following sessions will describe a discussion on job satisfaction and perception encountered by female academics during the COVID-19 pandemic. The discussion will follow the themes described in the finding session.

### **An Overview of Job Satisfaction**

In the first theme, there are six studies that shared their views on job satisfaction. To conclude, all of them believe that someone's job satisfaction depends on physiological,

psychological, and environmental factors (5, 7, 10, 16,17,18). Indeed, job satisfaction is a very important characteristic of an academic in order to reduce employee turnover and ensure the quality of work.

### Factors that Contribute to Job Satisfaction

Based on the research, factors that lead to job satisfaction can be divided into two which are intrinsic and extrinsic factors (19). One of the authors also believes that disparities in the factors of job satisfaction are caused by personal characteristics, particularly the worker's gender (17). Since education is a nation's most important organisation; it plays an important role in any country's development (37). Universities generate and cultivate knowledge in order to build a modern world. The academic staff is the most important resource in higher education institutions. A positive and healthy university structure leads to higher academic staff job satisfaction and motivation.

### Gender gaps related to job satisfaction

There are two studies found that said that female academic attrition is higher and are less satisfied than males due to work-family conflict (21 & 23). In addition, there is also one study that stated there is no gender difference before the pandemic, but women reported being less satisfied with their job during the pandemic Covid-19 (26). Meanwhile, based on three other studies agree that female academics were more satisfied with their jobs when they are at higher ranks (26 & 30).

### Academics perception

There are three studies about academic perception. Two of the study focus on online learning as the academics encountered a number of issues and hurdles. Academics' perceptions are characterised by uncertainty as they have negative feelings about online learning and lack authority over technology use (26 & 27). There is also one study that opposed the changing of teaching methods due to technology matters (28).

Apart from that, there is a study about academic perceptions toward age, educational attainment, years of teaching, and academic

rank. Older professors, who were more likely to have a higher education, more teaching experience, and a higher academic rank, were more supportive of online education (28).

### Mental Health of Academician

Some studies agree that job satisfaction was significantly impacted by mental health status. The abrupt changes in teaching methods, flexible working hours, and techno-stress due to online teaching are the stressor factors (18, 36-38). Those are due to most women's academics struggling to balance their personal life and work and also adapting to new changes. This researcher that agrees negative coping leads to anxiety thus giving low job satisfaction. (18-22). Studies also described that the working environment also has a significant influence on occupational stress as it led to affect job satisfaction (34-35). Apart from that, one study said that reduced social support negatively affects mental well-being thus lowering job satisfaction. (19, 21, 35).

### The relationship of work from home and job satisfaction

Studies agree employees were content working from home during the pandemic (36 & 39). One of them also mentions that working from home improves job satisfaction and has a variety of effects on workers' well-being, stress-related outcomes, and satisfaction. However, based on a study, working from home causes employees to lose track of their work, causing stress and lowering job satisfaction (25).

### CONCLUSION

Based on the literature review, many studies have been done on job satisfaction among academics during COVID-19. Most of the study was also conducted overseas. Hence, no study focuses on the job satisfaction of female academics in Asia or specifically Malaysia. Therefore, there is a need to explore job satisfaction and perception among female academics during Covid-19 in Malaysia. Moreover, academic job satisfaction depends on various factors. The themes identified in this review can be pointed out which are an overview of job satisfaction, factors that contribute to job satisfaction, gender gaps related to job satisfaction, academics

perception, the mental health of academicians, and the relationship between work-from-home and job satisfaction.

Some studies believe that job satisfaction is a function of what is expected and what is received. Thus, if one expects little and receives little, one will be content. Simultaneously, if one expects a lot and gets a lot, one will be satisfied. However, if one expects much and receives little, one will be disappointed. The basic argument is that, while women earn less than men, they have lower expectations and thus perceive themselves to be equally satisfied.

This study suggested that the faculty and university hold a series of discussions about how to keep and increase female academics' job satisfaction. As a result, surveys for academicians were essential for learning about their current circumstances, whether in teaching and learning or psychosocial well-being. Although the university already provides guidelines for online teaching, it was recommended that academicians review the efficacy of the teaching modalities and infrastructure. Therefore, further study is needed in this area of research.

### CONFLICT OF INTEREST

The authors declare no conflict of interest.

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### AUTHOR CONTRIBUTION

**TS@SJ & MSN:** participated in the review of pertinent literature and drafted the manuscript

**NANA:** review literature

**MKCH & RYS:** worked on the manuscript's finalisation and peer review before publication.

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## Appendix

Table 1: Summary of the reviewed study

Author, Year	Aims/ Objectives	Study design	Study population	Instrument	Findings	Remark (Critique)
Tarvid, 2012	In this paper, we study the determinants of job satisfaction of tertiary-educated employees aged 20-60. Particular attention is given to factors specific to higher education	Cross-Sectional Study	Tertiary-educated employees aged 20-60.	Questionnaire with format	<p>Kalleberg (1977, p. 126) defines job satisfaction as “an overall affective orientation on the part of individuals toward work roles which they are presently occupying”</p> <p>He distinguishes among six groups of values: intrinsic (associated with the task itself), convenience (comfort-providing facets external to the task), financial, relationships with co-workers (satisfaction of social needs, making friends among employees), career opportunities, and resource adequacy (incl. support from co-workers). In his survey, administered in the US in 1972-73, he found that the most important factors affecting job satisfaction are intrinsic and financial, while career and resource adequacy is of moderate importance.</p> <p>Generally, job satisfaction is a very important characteristic of an employee. It is known as one of the main determinants of the intention to quit, and hence it was heavily studied in occupations with a high turnover like nursing</p>	<p>Clear aim of Research</p> <p>Appropriate methodology</p> <p>Research design is appropriate addressed to aims</p> <p>Clear statement of findings</p>
Bilge, 2006	This study examined the	Quantitative (Cross-	413 specific cases, 66.8	Questionnaire with format	The factors that play an essential part in job satisfaction, according	Clear aim of Research

	relationships between burnout and job satisfaction of academics along with other related factors	Sectional Study)	percent were male and 33.2 percent female		<p>to Herzberg's motivation-hygiene theory, fall into two categories. Motivating factors are the factors in the first group (intrinsic factors). Success, recognition, gratitude, taking responsibility, and advancement opportunities are all elements to consider.</p> <p>The variables in the second group are referred to as hygienic factors (extrinsic factors or situation protectors) and are related to the workplace environment and conditions. This group includes working environment, organizational policies, supervision, and interpersonal connections.</p>	<p>Appropriate methodology</p> <p>Research design is appropriate addressed to aims</p> <p>Clear statement of findings</p>
García-Bernal et al, 2005	The main objective of this work is to determine empirically the factors that have an impact on the satisfaction of Spanish workers, as well as to compare the existence of differences in the key dimensions of satisfaction according to workers' gender.	Cross-sectional study	413 specific cases, 66.8 percent were male and 33.2 percent female	Questionnaire with format	<p>job satisfaction can be divided into two categories: (1) the personal characteristics of employees; and (2) the characteristics of the job position itself. In the first group of personal characteristics, Clark (1998) believes that personal qualities produce differences in the determinants of job satisfaction based on the personal characteristics themselves, especially the gender of the worker. The rationale for this approach arises from the significant increase in the number of women entering the labor field in recent years</p> <p>there's the matter of examining the link between gender and job satisfaction (Oshagbemi, 2000).</p>	<p>Clear aim of Research</p> <p>Appropriate methodology</p> <p>Research design is appropriate addressed to aims</p> <p>Clear statement of findings</p>

					For instance, the National Institute of Statistics in Spain estimates that women make up 38.4 percent of new workers (INE, 2003). This necessitates a deeper knowledge of job satisfaction, particularly from a gendered viewpoint, a point that scholars have emphasized.	
Deutsch and Yao, 2014	To determine why female faculty, leave their institutions	Cross-sectional study	102 tenured and tenure-track faculty who left during the past 20 years	Questionnaire with format	In the United States, despite the success of women entering professions, this study reports attrition rates among female professionals were nearly three times the rate of male counterparts. In addition, while typical American research on faculty attrition has surrounded work conditions or workplace inequities as the cause for females leaving higher education, the research of Deutsch and Yao instead concentrated on work-family conflict. The findings of their study showed that overall, study participants left the institution due to work-family conflict (27.3%), career opportunities (18.2%), termination of position (18.2%), and negative social dealings (11.4%)	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Vidyaratne & Priyashantha, 2020	To investigate the effects of gender on the job satisfaction of UK academics	Cross-sectional study	1,102 university teachers	Questionnaire with format	Based on a study conducted in the UK, the results indicated that gender does not affect the job satisfaction of university teachers directly. However, the interaction effect of gender and rank was statistically significant ( $p < 0.05$ ). Overall, female academics at higher ranks namely, senior	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings

					lecturers, readers, and professors, were more satisfied with their jobs than male academics of comparable ranks. The implications of this finding and other results are explored.	
John O. Okpara, Michael Squillace, and Emmanuel A. Erondur, 2004	The purpose of this study was to examine the effects of gender on the job satisfaction of US academics	Cross-sectional study	1,100 academics	Questionnaire with format	The findings of this research show that there are gender differences apparent in the job satisfaction levels of university teachers surveyed for this study. Female faculty were more satisfied with their work and co-workers, whereas, their male colleagues were more satisfied with their pay, promotions, supervision, and overall job satisfaction. Results also indicated that ranks were significant in explaining gender differences and job satisfaction of the respondents	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Keith, Bender & John S. Heywood, 2006	The determinants of job satisfaction are estimated for PhD-level scientists in the United States across academic and non-academic sectors	Cross-sectional study	PhD scientist in US	Questionnaire with format	The researcher estimated the determinants of job satisfaction for Ph.D. level scientists across academic and non-academic sectors. They found that female scientists show lower job satisfaction than males in academia, but higher job satisfaction than males in the non-academic sector	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Machado-Taylor et al., 2013	This article reports on a study of academic career satisfaction in Portugal and gender differences with respect to	Cross-sectional study	4,529 faculty members participated	Questionnaire with format	The study stated that women are less satisfied with their work-life and the challenges of juggling academic assignments with other obligations. 'Care duties,' such as childbirth and child care, sharing tasks and responsibilities with a partner in a 'dual earner' family, or caring for aging parents,	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings

	academic job satisfaction.				appear to have a significant impact on women's employment decisions.	
Feng & Savani, 2020	This paper aims to examine gender gaps in work-related outcomes in the context of COVID-19.	Cross-sectional study	286 US-resident full-time employees participated in this study	Questionnaire with format	There were no gender differences in self-rated work productivity and job happiness prior to the Covid-19 epidemic, according to the findings. Women, on the other hand, reported lower work productivity and job satisfaction during the lockdown than men.	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Miguel et al., 2021	To study the impact of COVID-19 pandemic has on the well-being and mental health of lecturers around the world	cross-sectional, quantitative, and analytical online study	Applied to all FMUP lecturers	online questionnaire was created using Google Forms and disseminated on FMUP and the Centre for Research in Health Technologies and Services (CINTESIS)'s websites.	COVID-19 created a new teaching method, prompting the development of emergency remote teaching (ERT), a brief transition from traditional face-to-face instruction to an alternative method, online learning. Our findings show high personal burnout levels in 41.2% of participants, high work-related burnout in 37.3%. The abrupt changes led to increase stress and anxiety. Burnout can occur when these stresses are not accompanied by appropriate compensatory mechanisms.  Furthermore, the fact that participants had to adjust their parental, family, and professional responsibilities to the new reality months ago may explain the average burnout levels found.	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
George Mark & Andrew P. Smith, 2012	This study investigated the relationships between job demands, control, social	Cross-sectional study	307 university employees from the UK	Questionnaire with format	Workplace requirements and negative coping were linked to high levels of depression and anxiety among university employees, as well as low job satisfaction.	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims

	support, efforts, rewards, coping, and attributional style in predicting anxiety, depression, and job satisfaction					Clear statement of findings
Zohra Ghali-Zinoubi1, Amina Amari and Fakher Jaoua, 2021	This study aims to better understand the effect of flexible working arrangements (FWAs) on three academics' outcomes, which are work pressure, work-life conflict, and satisfaction during the ongoing COVID-19 pandemic	Cross-sectional study	132 responses academics from the Middle East and North Africa region	Questionnaire with format	Flexible work schedules appeared to be a powerful tool for upsetting the balance between work and other life pursuits. As a result, flexible working hours are predicted to increase pressure and work-life balance. Academics, struggle to balance their personal and professional interests. The fact that more than half of the respondents are married women with children under the age of 18 explains this outcome.	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings
Agha 2017	- To measure work-life balance, teaching, and job satisfaction of teachers in the higher education institutions in the Sultanate of Oman - To explore the relationship between work-life balance, teaching	Cross-sectional study	1769 teachers from private institutions 1500 government institutions	Questionnaire with format	The research focuses on female faculty members in a business school in Karachi. The results indicate that an increase in the number of work hours was associated with lower levels of job satisfaction among the respondents	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings



	satisfaction, and job satisfaction					
Chitra A, 2020	to study whether this online class and new commitments due to COVID - 19, if the occupational stress of the teachers and its impact on the job satisfaction.	Cross-sectional study	300 secondary teachers from schools Dharmapuri District, Tamil Nadu	Questionnaire with format	The analysis results show the level of teacher's stress is varying with demographic factors and the relationship between stress and job satisfaction is positive. And the Online classes and other additional commitments during this period have increased the stress level of teachers. Handling online classes has a significant influence on occupational stress and occupational stress has a prominent influence on the job satisfaction of school teachers.	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Dodi Wirawan Irawanto, Khusnul Rofida Novianti and Kenny Roz, 2021	The purpose of this study was to fill the gaps by investigating several potential predictors of job satisfaction during working from home from the impact of COVID-19 such as work-life balance and work stress	Cross-sectional study	472 workers	Questionnaire with format	The study revealed that working from home, work-life balance, and work stress have a significant effect, both directly and indirectly, on job satisfaction. Working from home as a new pace of work can sustain job satisfaction as the current working atmosphere for Indonesian workers. In response to the collectivist setting, working from home can be a positive sign that needs to be paid attention to for the organization.	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Muhamad Shabbir Ali, BushraNaoreen, Asif Iqbal, Hina	To investigate the perceptions of teachers about online teaching due to the COVID-19 pandemic lockdown	Cross-sectional study	670 university teachers participated in this study randomly	Questionnaire with format	It is analyzed that online teaching due to the COVID-19 pandemic negatively affected the psychological state of respondents. This developed psychological distress in university teachers during the nationwide lockdown. They faced multiple challenges pre- and post-technological pedagogies in	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings

Jalal, 2021					response to the first online teaching phase. The participants have perceived weak job satisfaction under these mental conditions.	
Tabancali, E., 2016	The purpose of this study was to determine the relationship between the job satisfaction of the teachers working in primary schools and their loneliness at work.	Cross-sectional study	369 academics in Istanbul	Questionnaire with format	Workplace surroundings can be a stressor factor and affect job satisfaction. The results of the study have indicated that there was a significant and negative correlation between dimensions of loneliness at work and the job satisfaction of teachers. The results of regression analysis indicated that emotional deprivation and social companionship together had a significant relationship with intrinsic satisfaction. And social companionship was the significant predictor of intrinsic satisfaction.	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings
Wright, Burt, & Strongman, 2006	To determine the factor structure and reliability of the loneliness at work scale (LAWS)	Cross-sectional study	537 employees	Questionnaire with format	Loneliness at work causes an imbalance of individual and organizational goals, lowers employee job satisfaction and productivity, and encourages fear of failure, feelings of inferiority, contestable attitudes, work overload, a frightened corporate atmosphere, and perceived work stress	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings
Maja Rožman, Simona Sternad Zabukovski, Šek, Samo	To examine if there are statistically significant gender differences in work	Cross-sectional study	785 employees	Questionnaire with format	The results show significant gender differences in work satisfaction, work engagement, and work efficiency among employees who work from home during the COVID-19 pandemic.	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims

Bobek and Polona Tominc, 2021	satisfaction, work engagement, and work efficiency among employees who work from home during the COVID-19 pandemic					Clear statement of findings
Virick , DaSilva , Arringt on, 2010	To determine factors that are related to employee satisfaction with telecommuting	Cross-sectional study	345 participants	Questionnaire with format	Working from home can increase job satisfaction	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings
Liu & Lo, 2018	This study examines the relationships among workload, news autonomy, burnout, job satisfaction, and turnover intention among Taiwanese teachers	Cross-sectional study	1,099 teachers	Questionnaire with format	Working from home causes employees to be unable to differentiate between working time and time with family, which causes the employee to face stress problems and influences job satisfaction	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings
Manoj Bhattara, 2020	To examine the relationship between work from home and work motivation on teachers' job satisfaction.	Cross-sectional study	424 respondents	Questionnaire with format	The majority of employees were satisfied working from home during the pandemic times.	Clear aim of Research Appropriate methodology Research design is appropriate addressed to aims Clear statement of findings

Belzune gui, E., Angel, & Amaya, E-G., 2020	To analyze the implementation of teleworking as a security practice to face the crisis resulting from the Covid-19 disease	Cross- sectional study		Questionnaire with format	When the government declared a state of emergency as a result of the Covid-19 epidemic, practically all organizations were forced to operate from home in order to help and further enhance their balance between serious and pleasant activities	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Oducad o, 2020	To determine the perception toward online education among faculty in a State College in the Philippines.	Cross- sectional study	27 faculty members	Questionnaire with format	Academics' perceptions of online education during the pandemic epidemic are characterised by uncertainty as they have negative feelings about online learning and lack authority over technology use. Online education, according to them, leads to increased academic dishonesty, is impersonal and lacks empathy when compared to face-to-face classes, and is difficult to manage technologically.  Older professors, who were more likely to have a higher education, more teaching experience, and a higher academic rank, were more supportive of online education	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Xhaferi et al., 2018	The purpose of this paper is to analyze the perception of teachers' attitudes towards e- learning	Cross- sectional study	49 teachers teaching in 2 major faculties in University of Tetovo, in Macedonia	Questionnaire with format	Changing the teaching method was opposed by a large number of teachers in Macedonia	Clear aim of Research  Appropriate methodology  Research design is appropriate addressed to aims  Clear statement of findings
Alenezi, 2012	The purpose of this study was to investigate faculty members'	Cross- sectional study	Academics from two universities	Questionnaire with format	according to a study conducted in the Kingdom of Saudi Arabia, those who were younger and had	Clear aim of Research  Appropriate methodology

	attitudes toward e-learning in higher education in the Kingdom of Saudi Arabia and the factors influencing their attitudes				a Bachelor's degree had a greater e-learning perspective.	Research design is appropriate addressed to aims  Clear statement of findings
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