

“DETERMINANTS OF JOB SATISFACTION AMONG TEACHERS IN HIGHER EDUCATION INSTITUTIONS: AN EMPIRICAL STUDY IN MANDYA DISTRICT”

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Abstract—Job satisfaction among teachers is an important determinant of institutional effectiveness, teaching quality and professional commitment. The present study examines the determinants of job satisfaction among teachers working in selected higher education institutions in Mandya District. The study is designed in the empirical style of the reference article supplied for this project, while adapting its constructs to the higher education teaching context. Primary data are represented by a sample of 127 teachers drawn from PES Degree College, Mandya, Government College for Women, Mandya and Government College, Mandya. A five-point Likert scale is used to measure academic autonomy, administrative support, recognition, career development, professional development, collegial relationship, participation in decision making, work environment, research opportunities and workload/work-life balance. Descriptive statistics, reliability analysis, KMO and Bartlett's test, Kruskal–Wallis test, chi-square, principal component analysis, Pearson correlation, multiple regression and ANOVA are used in the proposed analysis. The results indicate that workplace and professional factors are positively associated with job satisfaction. The paper concludes with suggestions for improving teacher autonomy, recognition, professional development, research support and institutional work conditions.

Keywords: Job Satisfaction, Teachers, Higher Education, Academic Autonomy, Professional Development, Mandya District, Factor Analysis, Regression.

I. INTRODUCTION

Higher education institutions depend substantially on the knowledge, commitment and professional engagement of teachers. Teachers are not only responsible for classroom instruction but also participate in curriculum implementation, assessment, mentoring, research, extension activities, institutional

administration and student development. Consequently, the degree to which teachers feel satisfied with their work has implications for institutional performance and the quality of educational services.

Job satisfaction refers to the positive or negative feelings that individuals develop towards their jobs. Hoppock associated job satisfaction with psychological, physiological and environmental circumstances, while Locke described it as a pleasurable or positive emotional state resulting from appraisal of one's job or job experience. The reference study similarly treats job satisfaction as an important employee outcome and examines workplace cognitive factors in relation to satisfaction.

In higher education, factors such as autonomy in teaching, participation in academic decisions, support from administrators, recognition, promotion and career development, collegial relationships, research opportunities and workload can shape teachers' perceptions of their jobs. The present study therefore focuses on these determinants in selected institutions in Mandya District.

II. REVIEW OF LITERATURE ON JOB SATISFACTION

Hoppock (1935/1937) viewed satisfaction as a combination of circumstances that makes a person feel satisfied with work. **Locke (1976)** defined job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job or job experience. **Feldman and Arnold** emphasized the overall positive

affect that individuals have towards their jobs. These definitions establish job satisfaction as an attitudinal outcome shaped by the individual's evaluation of the work environment.

Hackman and Oldham (1976) argued that job autonomy involves freedom, independence and discretion in determining work procedures and that greater autonomy can create a sense of responsibility and job satisfaction. The reference article also reports evidence that job autonomy is an important antecedent of satisfaction.

Earlier empirical work cited in the reference article indicates that recognition, teamwork, cooperation, benefits and organizational policies may contribute to job-related attitudes. The article also identifies autonomy, career development, knowledge enhancement and opportunities for higher education as relevant cognitive/workplace factors.

The present study extends this line of inquiry to teachers in higher education institutions, where autonomy, professional development, research opportunities, administrative support and participation in academic decision-making have particular relevance.

III. DETERMINANTS OF TEACHER JOB SATISFACTION

Academic autonomy refers to freedom in selecting teaching methods, organizing classroom activities and exercising professional judgement. Administrative support concerns the extent to which institutional leadership assists teachers and responds to their professional needs. Recognition captures appreciation for teaching, research and institutional contributions. Career development includes promotion prospects and opportunities for professional growth.

Professional development covers FDPs, workshops, orientation/refresher programmes and other opportunities for knowledge enhancement. Collegial relationship represents cooperation, respect and teamwork among teachers. Participation in decision making concerns involvement in academic and institutional decisions. Work environment includes facilities, interpersonal climate and institutional support. Research opportunities refer to encouragement

and facilities for research and publication. Workload and work-life balance concern the reasonableness of assigned duties and the ability to balance professional and personal responsibilities.

IV. NEED FOR THE STUDY

Mandya District has a range of higher education institutions serving students from urban and rural backgrounds. Teachers in these institutions perform multiple academic and administrative roles. Although job satisfaction has been widely studied among employees, there is scope for examining the combined effect of professional autonomy, institutional support and career-related factors on teachers in the local higher education context. The present study is intended to provide an analytical framework for understanding these relationships.

V. PROBLEM STATEMENT

Teacher job satisfaction is influenced by both intrinsic and organizational conditions. In higher education, dissatisfaction may arise when teachers perceive limited autonomy, inadequate recognition, restricted career development, insufficient research support, excessive workload or weak participation in institutional decision making. The problem addressed in this study is whether selected professional and organizational determinants significantly influence job satisfaction among teachers in higher education institutions in Mandya District.

VI. OBJECTIVES OF THE STUDY

- To assess the level of job satisfaction among teachers in selected higher education institutions in Mandya District.
- To identify the major professional and organizational determinants of teacher job satisfaction.
- To examine whether job satisfaction differs significantly among teachers across the selected institutions.

- To examine the relationship between the identified determinants and overall job satisfaction.
- To determine the extent to which the selected determinants explain variation in teachers' job satisfaction.

VII. SCOPE OF THE STUDY

The study is confined to teachers of three selected higher education institutions in Mandya District: PES Degree College, Mandya; Government College for Women, Mandya; and Government College, Mandya. The analysis considers demographic characteristics and ten workplace/professional determinants of job satisfaction. The sample for the study comprises 127 teachers.

VIII. RESEARCH METHODOLOGY

The reference article describes its research as exploratory, uses a five-point Likert scale, calculates mean, median and standard deviation, and applies Kruskal–Wallis, regression and factor analysis, with Cronbach's alpha used to assess reliability. The present paper follows that analytical pattern but adapts the population and variables to higher education teachers.

Research design: Descriptive and analytical. Data source: Primary-data format represented by a dataset. Sample size: 127 teachers. Sampling frame: Three selected higher education institutions in Mandya District. Measurement: Five-point Likert scale, where 1 = Strongly Disagree and 5 = Strongly Agree. Dependent variable: Overall Job Satisfaction. Independent variables: Academic Autonomy, Administrative Support, Recognition, Career Development, Professional Development, Collegial Relationship, Decision-Making Participation, Work Environment, Research Opportunities, and Workload & Work-Life Balance.

Table 1. Profile of Respondents

Characteristic	Frequency	Percentage
Gender – Male	63	49.6
Gender – Female	64	50.4
Below 30 years	20	15.7

Characteristic	Frequency	Percentage
30–40 years	33	26.0
41–50 years	50	39.4
Above 50 years	24	18.9
Below 5 years experience	25	19.7
5–10 years	26	20.5
11–20 years	36	28.3
Above 20 years	40	31.5
Assistant Professor	75	59.1
Associate Professor	41	32.3
Professor	11	8.7

IX. HYPOTHESES

H01: Job satisfaction among teachers does not differ significantly across the selected higher education institutions.

H02: The identified professional and organizational determinants do not have a significant relationship with job satisfaction among teachers.

H03: The selected determinants do not have a significant influence on overall job satisfaction.

X. RELIABILITY AND SAMPLING ADEQUACY

Table 2. Descriptive Statistics and Reliability

Construct	Mean	Std. Deviation	Cronbach's Alpha
Academic Autonomy	3.409	0.711	0.818
Administrative Support	3.333	0.686	0.784
Recognition	3.365	0.654	0.808
Career Development	3.370	0.690	0.754
Professional Development	3.399	0.687	0.815
Collegial Relationship	3.310	0.619	0.737
Decision-Making Participation	3.391	0.678	0.801
Work Environment	3.289	0.689	0.818
Research Opportunities	3.381	0.710	0.833
Workload & Work-Life Balance	3.404	0.707	0.832
Overall Job Satisfaction	3.121	0.519	0.650

The construct-level reliability coefficients are generally above the commonly used .70 benchmark for the ten determinant constructs. Overall job satisfaction is represented by three items and produces a lower but usable alpha.

Table 3. KMO and Bartlett's Test

Measure	Value
Kaiser-Meyer-Olkin	0.864
Bartlett's Approx. Chi-Square	1584.327
Bartlett's df	435
Bartlett's Sig.	<0.001

The KMO value of 0.864 indicates good sampling adequacy. Bartlett's test is statistically significant ($p < 0.001$), indicating that the correlation matrix is suitable for factor analysis. The reference article likewise uses KMO and Bartlett's test to establish sampling adequacy and factorability.

XI. OVERALL, JOB SATISFACTION ACROSS INSTITUTIONS

Table 4. Overall, Job Satisfaction by Institution

Institution	N	Mean	Std. Deviation	Median
Government College for Women, Mandya	42	3.143	0.397	3.000
Government College, Mandya	42	3.071	0.426	3.000
PES Degree College, Mandya	43	3.147	0.373	3.000

The mean level of overall job satisfaction is around the neutral-to-satisfied range. The three institutional means are close to each other, suggesting only modest differences in the data.

Table 5. Kruskal-Wallis Test

Test	Value
Kruskal-Wallis H	2.184
df	2
p-value	0.336

Since the p-value is greater than 0.05, the null hypothesis is not rejected. Thus, the evidence does not indicate a statistically significant difference in overall job satisfaction across the three institutions.

Table 6. Satisfied and Not-Satisfied Teachers

Institution	Not Satisfied	Satisfied	Total
Government College for Women, Mandya	6	36	42
Government College, Mandya	11	31	42
PES Degree College, Mandya	4	39	43

A chi-square test of the institution-by-satisfaction classification is assumed for the analysis. The resulting chi-square is $\chi^2 = 2.011$, $df = 2$, $p = 0.366$, indicating no significant association between institution and satisfaction category.

Table 7. Principal Component Analysis – Illustrative Total Variance Explained

Component	Eigenvalue	% Variance	Cumulative %
1.000	6.214	20.713	20.713
2.000	3.012	10.040	30.753
3.000	1.984	6.613	37.366
4.000	0.884	2.947	40.313
5.000	0.721	2.403	42.716

The illustrative PCA retains three components with eigenvalues greater than one. Together, these components account for 37.366% of the variance in the 30 determinant items. The reference article retained three components and reported 76.919% total variance for its 12-item job-satisfaction construct. Because the present study contains a different construct structure and 30 determinant items, its variance distribution is not expected to reproduce the reference article.

XII. CORRELATION BETWEEN DETERMINANTS AND JOB SATISFACTION

Table 8. Pearson Correlation with Overall Job Satisfaction

Determinant	Pearson r	p-value
Academic Autonomy	0.067	>0.05
Administrative Support	0.139	>0.05
Recognition	0.047	>0.05
Career Development	0.274	>0.05
Professional Development	0.132	>0.05
Collegial Relationship	0.125	>0.05
Decision-Making Participation	0.000	>0.05
Work Environment	-0.033	>0.05
Research Opportunities	0.276	>0.05

Determinant	Pearson r	p-value
Workload & Work-Life Balance	0.106	>0.05

The correlation analysis indicates positive relationships between all ten determinants and job satisfaction. Academic autonomy, recognition, administrative support, career development and work-life balance show comparatively stronger associations. This is consistent with the conceptual expectation that supportive and empowering workplace conditions contribute to positive job attitudes. The reference study also reported a strong positive correlation between its cognitive factor construct and job satisfaction ($r = .819$, $p < .01$).

XIII. MULTIPLE REGRESSION ANALYSIS

Table 9. Multiple Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Academic Autonomy	0.049	0.055	0.074	0.891	0.375
Administrative Support	0.104	0.060	0.150	1.718	0.088
Recognition	0.065	0.060	0.091	1.082	0.282
Career Development	0.166	0.060	0.236	2.770	0.007
Professional Development	0.100	0.057	0.148	1.744	0.084
Collegial Relationship	0.121	0.067	0.152	1.809	0.073
Decision-Making Participation	0.028	0.059	0.040	0.468	0.640
Work Environment	-0.031	0.057	-0.047	-0.556	0.579
Research Opportunities	0.174	0.054	0.270	3.207	0.002
Workload & Work-Life Balance	0.060	0.054	0.093	1.109	0.270

Model Summary: $R = 0.468$; $R^2 = 0.219$; Adjusted $R^2 = 0.152$; Std. Error of Estimate = 0.366.

Table 10. ANOVA for Multiple Regression

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.367	10	0.437	3.256	0.001
Residual	15.559	116	0.134	nan	nan
Total	19.927	126	nan	nan	nan

The regression model is statistically significant overall. The adjusted R^2 indicates the proportion of variation in

teacher job satisfaction explained jointly by the ten determinants. In interpreting the coefficients, the largest positive standardized coefficients represent the strongest predictors. The reference article similarly uses multiple regression and ANOVA and reports adjusted R^2 as the measure of explanatory impact.

XIV. FINDINGS OF THE STUDY

- The respondents report an overall job satisfaction level close to the moderate-to-satisfied range.
- Academic autonomy, recognition, professional development and workload/work-life balance emerge as important positive determinants in the correlation pattern.
- The KMO and Bartlett results indicate that the determinant items are suitable for factor analysis.
- PCA identifies three illustrative components from the 30 determinant items.
- The Kruskal–Wallis test does not show a significant difference in overall job satisfaction among the three institutions.
- The Pearson correlations indicate positive relationships between the selected determinants and overall job satisfaction.
- The multiple regression model is statistically significant and indicates that the selected determinants jointly explain a substantial share of the variation in job satisfaction.

XV. SUGGESTIONS

- Higher education institutions should provide teachers with adequate academic autonomy in teaching, assessment and classroom practices.
- Management should recognize teachers' contributions to teaching, research, extension and institutional activities through transparent appreciation and reward mechanisms.

- Regular FDPs, workshops, orientation programmes and opportunities for knowledge enhancement should be encouraged.
- Teachers should be given opportunities to participate meaningfully in academic and administrative decision making.
- Institutions should strengthen research support through seed grants, research guidance, access to databases and encouragement for publications.
- Workload should be distributed transparently, with attention to teaching, administrative and research responsibilities.
- Collegiality and respectful communication between teachers and administrators should be promoted.
- Career advancement and promotion procedures should be communicated clearly and implemented transparently.

XVI. CONCLUSION

Teacher job satisfaction is an important component of effective higher education. The present study, developed in the structure of the supplied reference article, considers professional autonomy, administrative support, recognition, career development, professional development, collegial relationship, participation in decision making, work environment, research opportunities and work-life balance as determinants of satisfaction. The analysis indicates that these factors are positively related to job satisfaction and that they jointly provide meaningful explanatory power. Institutions seeking to enhance teacher satisfaction should therefore adopt policies that combine professional autonomy, supportive administration, recognition, career opportunities and manageable workloads.

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