



A STUDY ON JOB SATISFACTION AMONG TEACHERS IN PRIVATE HIGHER EDUCATION INSTITUTIONS

¹ Atul Babu, ²Dr. Gulab Singh

¹Research Scholar, ²Supervisor

¹⁻² Department of Management, Sunrise University, Alwar, Rajasthan

Abstract

Job satisfaction is an important factor in the professional performance of teachers working in private higher education institutions. It reflects the level of contentment teachers feel toward their job, work environment, salary, job security, promotion opportunities, institutional policies, and professional recognition. In higher education, teachers play a major role in shaping students' academic and professional growth. Therefore, their satisfaction directly influences teaching quality, motivation, commitment, institutional performance, and student outcomes. The present study focuses on understanding the factors affecting job satisfaction among teachers in private higher education institutions. It also examines how satisfaction or dissatisfaction influences teachers' motivation, teaching effectiveness, professional development, and institutional stability. The study highlights that satisfied teachers are more likely to remain committed, productive, and actively involved in academic activities, while dissatisfaction may result in stress, low morale, absenteeism, and reduced teaching effectiveness. Thus, improving job satisfaction among teachers is essential for strengthening the quality and effectiveness of private higher education institutions.

Keywords

Job Satisfaction, Teachers, Private Higher Education, Work Environment, Motivation, Teaching Effectiveness, Institutional Performance, Professional Commitment

Introduction

Job satisfaction is a significant concept in organizational behavior and human resource management. It refers to the positive emotional state and contentment that employees experience when their job expectations are fulfilled. In the field of education, job satisfaction among teachers is especially important because teachers are directly responsible for the academic, intellectual, and professional development of students. In private higher education institutions, teachers often face challenges related to workload, salary, job security, promotion opportunities, institutional policies, and professional growth. These factors influence their satisfaction level and affect their overall performance. A satisfied teacher is usually more motivated, committed, and effective in teaching, while dissatisfaction may lead to stress, low morale, absenteeism, and reduced teaching quality. Therefore, the study of job satisfaction among teachers in private higher education institutions is necessary to understand the factors that improve teacher performance and institutional effectiveness.

Objectives of the Study

1. To study the level of job satisfaction among teachers in private higher education institutions.
2. To identify the major factors affecting job satisfaction among teachers.
3. To examine the impact of job satisfaction on teaching effectiveness and institutional performance.

Concept of Job Satisfaction



INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION

A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
<https://avjournals.com/> e-ISSN: 2347-7687, Vol 13, Issue 2, July-Dec. 2025

Job satisfaction is one of the most widely studied concepts in the field of organizational behavior and human resource management. It refers to the level of contentment employees feel about their work and the extent to which their expectations from the job are fulfilled. In educational institutions, particularly in higher education, job satisfaction among teachers is crucial because it directly affects teaching quality, student outcomes, and institutional performance.

The concept of job satisfaction has attracted considerable attention from researchers and educators over the past several decades. Scholars have attempted to define and explain job satisfaction from different perspectives, including psychological, sociological, and organizational viewpoints. Generally, job satisfaction reflects the emotional and psychological response of employees toward their job roles, work environment, and organizational policies. In the context of higher education institutions, job satisfaction becomes particularly significant because teachers play a key role in shaping the intellectual and professional development of students. A satisfied teacher is more likely to be motivated, committed, and productive, while dissatisfaction may result in low morale, stress, and decreased teaching effectiveness.

Meaning of Job Satisfaction

Job satisfaction can be understood as the positive emotional state resulting from the appraisal of one's job or job experiences. It is influenced by various factors such as salary, work environment, job security, promotion opportunities, relationships with colleagues, and organizational policies. One of the earliest definitions of job satisfaction was provided by Hoppock (1935), who described job satisfaction as a combination of psychological, physiological, and environmental circumstances that cause a person to say "I am satisfied with my job." This definition highlights that job satisfaction is not determined by a single factor but by the interaction of several personal and organizational elements.

Another widely accepted definition was given by Locke (1976), who defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. According to this perspective, job satisfaction is closely related to how employees perceive and evaluate their work. Similarly, Spector (1997) defined job satisfaction as the extent to which people like or dislike their jobs. He emphasized that job satisfaction represents employees' attitudes toward their work and the different aspects of their job.

From an organizational perspective, Robbins and Judge (2017) described job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics. According to them, employees with high job satisfaction tend to have favorable attitudes toward their work, while those with low job satisfaction often display negative attitudes. In the educational sector, job satisfaction refers to the degree to which teachers feel fulfilled and motivated in their professional roles. Teachers' job satisfaction is influenced by factors such as teaching autonomy, professional recognition, supportive leadership, opportunities for professional development, and relationships with students and colleagues.

Researchers have also emphasized that job satisfaction among teachers plays a critical role in maintaining the quality of education. When teachers feel satisfied with their jobs, they are more likely to be enthusiastic about teaching, invest time in preparing lessons, and support students' academic and personal growth (Skaalvik & Skaalvik, 2011), job satisfaction can be viewed as a multidimensional concept that reflects employees' overall feelings and attitudes toward their work. In higher education institutions, ensuring job satisfaction among teachers is essential for improving both academic performance and institutional effectiveness.

Characteristics of Job Satisfaction

Job satisfaction possesses several important characteristics that help in understanding its nature and impact on employees and organizations. These characteristics highlight that job satisfaction is a complex and multidimensional phenomenon influenced by various internal and external factors.



1. Job Satisfaction is a Psychological State

One of the primary characteristics of job satisfaction is that it is a psychological and emotional state. It reflects how employees feel about their job roles, responsibilities, and work environment. These feelings may range from highly positive to highly negative depending on the individual's experiences and expectations (Locke, 1976).

2. Job Satisfaction is Subjective

Job satisfaction is subjective in nature, meaning that different individuals may experience different levels of satisfaction even in similar working conditions. What satisfies one employee may not necessarily satisfy another. Personal values, expectations, personality traits, and life experiences influence the level of satisfaction individuals derive from their jobs (Spector, 1997).

3. Job Satisfaction is Multidimensional

Another important characteristic of job satisfaction is that it is multidimensional. It does not depend on a single factor but rather on a combination of various job-related aspects. These may include salary, promotion opportunities, working conditions, relationships with colleagues, recognition, and job security (Robbins & Judge, 2017).

4. Job Satisfaction Influences Work Behavior

Job satisfaction significantly affects employees' behavior at the workplace. Employees who are satisfied with their jobs tend to demonstrate higher levels of motivation, commitment, and productivity. On the other hand, dissatisfaction may lead to absenteeism, low morale, and increased turnover (Herzberg, Mausner, & Snyderman, 1959).

5. Job Satisfaction Changes Over Time

Job satisfaction is not a static concept; it may change over time depending on various circumstances such as changes in job responsibilities, organizational policies, leadership style, and career progression. Employees may feel satisfied at one stage of their career and dissatisfied at another stage depending on their evolving expectations and experiences.

6. Job Satisfaction Affects Organizational Performance

High levels of job satisfaction among employees contribute to better organizational performance. Satisfied employees are more likely to cooperate with colleagues, participate in organizational activities, and contribute to achieving institutional goals (Robbins & Judge, 2017).

7. Job Satisfaction is Linked with Motivation

Job satisfaction is closely related to motivation. Employees who feel satisfied with their jobs are generally more motivated to perform their tasks effectively. Motivation theories such as Maslow's hierarchy of needs and Herzberg's two-factor theory explain how the fulfillment of employees' needs contributes to job satisfaction (Herzberg et al., 1959).

These characteristics indicate that job satisfaction is a complex concept influenced by various personal and organizational factors. Understanding these characteristics helps organizations design policies and work environments



that enhance employee satisfaction and productivity.

Importance of Job Satisfaction for Teachers

Job satisfaction among teachers is a crucial factor in the effectiveness and success of educational institutions. Teachers play a central role in the teaching-learning process, and their level of satisfaction directly influences the quality of education provided to students.

1. Improvement in Teaching Effectiveness

When teachers are satisfied with their jobs, they tend to demonstrate greater enthusiasm and dedication toward teaching. They are more likely to prepare lessons carefully, use innovative teaching methods, and engage students actively in the learning process. This ultimately improves the overall quality of education (Skaalvik & Skaalvik, 2011).

2. Higher Motivation and Commitment

Job satisfaction enhances teachers' motivation and commitment to their profession. Satisfied teachers are more willing to invest time and effort in academic activities such as research, curriculum development, and student mentoring. Their commitment contributes to the overall growth and reputation of educational institutions.

3. Reduced Stress and Burnout

Teaching can be a demanding profession that involves heavy workloads, administrative responsibilities, and emotional interactions with students. Job satisfaction helps reduce stress and burnout among teachers by providing them with a sense of fulfillment and professional accomplishment (Kyriacou, 2001).

4. Better Student Outcomes

Teachers who are satisfied with their jobs are more likely to establish positive relationships with students and create supportive learning environments. Such environments encourage students to participate actively in academic activities, resulting in improved academic performance and personal development.

5. Lower Turnover Rates

High levels of job satisfaction help reduce employee turnover in educational institutions. When teachers feel valued and supported, they are less likely to leave their jobs in search of better opportunities. Lower turnover rates help institutions maintain stability and continuity in academic programs.

6. Positive Organizational Climate

Job satisfaction among teachers contributes to the development of a positive organizational climate. When teachers feel satisfied, they tend to cooperate with colleagues, share knowledge, and participate in institutional activities. This fosters teamwork and collaboration within the institution.

7. Professional Growth and Development

Satisfied teachers are more likely to pursue professional development opportunities such as attending workshops, seminars, and training programs. Continuous learning enables teachers to improve their teaching



skills and stay updated with new developments in their fields.

8. Institutional Reputation

The reputation of an educational institution largely depends on the quality and dedication of its teachers. Institutions with satisfied and motivated faculty members are more likely to achieve academic excellence and attract talented students and researchers. In the context of private higher education institutions, job satisfaction becomes even more important because teachers may face challenges such as job insecurity, heavy workloads, and limited promotion opportunities. Addressing these challenges and ensuring teacher satisfaction is essential for maintaining the quality and effectiveness of higher education.

Higher Education in India

Higher education in India plays a crucial role in the development of human capital, economic growth, and social progress. It provides advanced knowledge and skills that help individuals contribute effectively to national development. Over the past few decades, India has developed one of the largest higher education systems in the world, comprising universities, colleges, and specialized institutions offering a wide range of academic and professional programs. The expansion of higher education has been driven by factors such as population growth, increasing demand for skilled professionals, globalization, and government initiatives aimed at improving access and quality in education. The higher education system in India includes institutions that offer undergraduate, postgraduate, doctoral, and professional programs in disciplines such as arts, commerce, science, engineering, management, medicine, and technology (Agarwal, 2009).

According to the All India Survey on Higher Education (AISHE), India has more than one thousand universities and over forty thousand colleges providing higher education to millions of students across the country. This vast network of institutions reflects the increasing importance of higher education in the modern knowledge-based economy (AISHE, 2022). The Indian higher education system is regulated and coordinated by various governmental and statutory bodies such as the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), and other professional regulatory authorities. These organizations ensure that institutions maintain academic standards and provide quality education.

Structure of the Higher Education System

The structure of higher education in India is complex and diverse, consisting of different types of institutions and governing bodies. The system is designed to provide education across various academic and professional fields while maintaining standards of quality and accessibility.

1. Universities

Universities represent the highest level of institutions in the higher education system. They are responsible for conducting teaching, research, and granting degrees.

- Universities in India are classified into several categories such as **central universities, state universities, private universities, and deemed-to-be universities**.
- Central universities are established by the central government and are funded and administered by it.
- State universities are established by state governments and mainly cater to the educational needs of students within the respective states.
- Private universities are established through state legislation and are funded by private organizations or trusts.



INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION

A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
<https://avjournals.com/> e-ISSN: 2347-7687, Vol 13, Issue 2, July-Dec. 2025

- Deemed universities are institutions that have been granted university status by the government based on their academic excellence (Agarwal, 2009).

2. Colleges

Colleges constitute a large portion of the higher education system in India.

- Most colleges are affiliated with universities and follow the curriculum prescribed by the affiliating university.
- They offer undergraduate and postgraduate programs in various disciplines.
- Some colleges are granted **autonomous status**, allowing them to design their own curricula and conduct examinations while still being affiliated with a university (AISHE, 2022).

3. Institutes of National Importance

India also has several prestigious institutions that are recognized for their excellence in education and research.

- These include institutions such as Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and National Institutes of Technology (NITs).
- They operate under special legislation and focus primarily on advanced research and professional education.

4. Professional and Technical Institutions

Professional and technical institutions provide specialized education in fields such as engineering, management, medicine, law, and teacher education.

- These institutions are regulated by professional councils such as AICTE, Medical Council of India (MCI), and Bar Council of India (BCI).
- They play an important role in preparing skilled professionals required for various sectors of the economy.

5. Distance and Open Learning Institutions

Another important component of the higher education structure is distance and open learning.

- Institutions such as open universities provide flexible learning opportunities for students who cannot attend regular classes.
- Distance education programs help expand access to higher education and support lifelong learning (Tilak, 2015).

Overall, the structure of higher education in India is designed to accommodate diverse educational needs and promote academic excellence across various disciplines.

Role of Private Higher Education Institutions

Private higher education institutions have become an integral part of the Indian education system. Over the past few



INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION

A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
<https://avjournals.com/> e-ISSN: 2347-7687, Vol 13, Issue 2, July-Dec. 2025

decades, the private sector has played a significant role in expanding access to higher education and meeting the growing demand for professional and technical education.

1. Expansion of Educational Opportunities

Private institutions have contributed significantly to increasing the number of universities and colleges in India.

- The rapid growth of private institutions has helped accommodate the large number of students seeking higher education.
- Many private colleges and universities have been established in both urban and semi-urban areas, thereby increasing accessibility (AISHE, 2022).

2. Reduction of Pressure on Public Institutions

Public universities and colleges often face limitations in terms of infrastructure, funding, and faculty resources.

- Private institutions help reduce the burden on government institutions by providing additional educational facilities.
- They enable students to pursue higher education even when public institutions have limited seats (Agarwal, 2009).

3. Promotion of Professional Education

Private institutions have played a major role in expanding professional education in fields such as engineering, management, pharmacy, and information technology.

- Many private colleges specialize in career-oriented courses that align with the needs of modern industries.
- These institutions contribute to producing skilled professionals who support economic growth.

4. Introduction of Innovative Teaching Methods

Private institutions often adopt innovative teaching methods and modern technologies to enhance the learning experience.

- They may use digital learning platforms, smart classrooms, and industry-oriented curricula.
- Collaboration with industries and international institutions is also more common in private universities (Tilak, 2015).

5. Contribution to Regional Development

Private higher education institutions contribute to the social and economic development of regions where they are located.

- They create employment opportunities for teachers and administrative staff.
- They also attract students from different areas, contributing to the local economy.



6. Promotion of Research and Skill Development

Some private universities have invested in research facilities and innovation centers.

- They encourage faculty members and students to participate in research projects and academic conferences.
- Skill-based programs offered by private institutions help students

Conclusion

Job satisfaction plays a vital role in improving the quality of higher education. Teachers who are satisfied with their jobs show higher motivation, better commitment, improved teaching performance, and stronger involvement in institutional activities. In private higher education institutions, job satisfaction depends on several factors such as salary, work environment, job security, promotion opportunities, recognition, leadership support, and professional development. When these factors are positive, teachers feel valued and motivated to contribute effectively. However, dissatisfaction may create stress, reduce teaching effectiveness, and affect institutional growth. Therefore, private higher education institutions should focus on creating a supportive, fair, and development-oriented work environment to improve teachers' job satisfaction and overall educational quality.

REFERENCES

- Ahmeti, A., & Stankovska, G. (2023). Self-esteem and job satisfaction among the academic staff in higher education. *Corporate Governance and Organizational Behavior Review*, 7(2), 306–313. <https://doi.org/10.22495/cgobrv7i2sip9>
- Asfahani, A. M. (2024). Nurturing the scientific mind: Resilience and job satisfaction among Saudi faculty. *Frontiers in Psychology*, 15, 1341888. <https://doi.org/10.3389/fpsyg.2024.1341888>
- Eryilmaz, N., Kennedy, A. I., Strietholt, R., & Johansson, S. (2025). Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics. *Studies in Educational Evaluation*, 86, 101474. <https://doi.org/10.1016/j.stueduc.2025.101474>
- Han, J., Yin, H., Wang, J., & Zhang, J. (2020). Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. *Educational Psychology*, 40(3), 318–335. <https://doi.org/10.1080/01443410.2019.1674249>
- Kim, L., & Maijan, P. (2024). An exploration process on job satisfaction in higher education. *Social Sciences & Humanities Open*, 10, 101097. <https://doi.org/10.1016/j.ssaho.2024.101097>
- Pérez Fuentes, C. A., Alvarez Maestre, A. J., Cardona Rivas, A. M., Aguilar Barreto, A. J., & Sanabria Alarcón, R. K. (2023). Job satisfaction and teacher education: Correlational study in postgraduate graduates in education. *Education Sciences*, 13(2), 198. <https://doi.org/10.3390/educsci13020198>
- Stephen, V. A. (2024). Key factors influencing job satisfaction among academic staff in the university. *Journal of Human Resource and Sustainability Studies*, 12, 399–414. <https://doi.org/10.4236/jhrss.2024.123022>
- Szromek, A. R., & Wolniak, R. (2020). Job satisfaction and problems among academic staff in higher education. *Sustainability*, 12(12), 4865. <https://doi.org/10.3390/su12124865>
- Zaimoğlu, S., & Dağtaş, A. (2025). Enhancing well-being in higher education: The role of job satisfaction and resilience among ELT instructors. *Frontiers in Psychology*, 16, 1629498. <https://doi.org/10.3389/fpsyg.2025.1629498>
- Zhang, Q., Li, X., & Gamble, J. H. (2022). Teacher burnout and turnover intention in higher education: The mediating role of job satisfaction and the moderating role of proactive personality. *Frontiers in Psychology*, 13, 1076277. <https://doi.org/10.3389/fpsyg.2022.1076277>