

Impact of Institutional Environment on Teacher Job Satisfaction in Northern Kerala's Self-Financing Colleges

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ABSTRACT

This research article sets out to study how the institutional environment affects teacher job satisfaction in Northern Kerala Self-financing colleges. The data were analyzed using Pearson Correlation, multiple regressions, a mediated effect test, factor analysis, and ANOVA of 384 teachers. Results show large positive relations between organizational culture with job satisfaction ($r = 0.65$, $p < 0.01$) and significant effects of leadership style on job satisfaction ($R^2 = 0.45$, $F(3, 381) = 45.67$, $p < 0$); Dependency Injection Effect = 0.35, Indirect Effect = 0.25, Total effect = 0.60; Sobel $p < 0.01$; Professional development opportunities partially mediated the relationship between organizational support and job satisfaction; Principal Components Analysis brought out four distinct factors of job satisfaction, that is, work environment, Compensation, Professional Development and Job Security (KMO = 0.82, Bartlett's Test $p < 0.01$) table. The results of the ANOVA indicated that job satisfaction for kindy teachers significantly differed according to age ($F = 6.25$, $p < 0.01$) and years of experience ($F = 5.48$, $p < 0.01$), but not gender ($F = 2.15$, $p = .12$). These results indicated the need for a structured approach at all levels of organizational culture, leadership, professional development and key job satisfaction factors differentially by demographic subgroup to improve teacher job satisfaction.

Keywords: Teacher job satisfaction; Self-financing colleges; Organizational culture; Leadership styles; Professional development; Compensation; Work environment; Job security; Pearson correlation; Factor analysis.

1. Introduction

Teacher job satisfaction is an important factor in essential elements of educational success, most notably the quality of instruction and student outcomes. In recent years, the paradigm has changed and researchers started focusing on the factors that contribute towards job satisfaction according to faculty members, especially in self-financing college tiers, which will be discussed below under various heads for detailed analysis. Such institutions outside government financing tend to have very different organizational dynamics compared to publicly funded ones. This context also can be best realized from the perspective of Northern Kerala, which provides a different social-cultural-educational space dynamism. The institutional environment is broad and could carry from organizational culture, leadership styles, infrastructure, and workload. Each of these contributes to the overall teacher experience and satisfaction. A study done by Singh and Sharma (2023), showed job satisfaction greatly influences whether an individual has a good organizational culture consisting of values, norms, and practices. A culture of support and inclusivity provides faculty with feelings of fit and enhances their motivation and overall job satisfaction. The institutional environment is also a very important element of the leadership styles. We found that transparent, participatory decision-making and recognition of faculty contributions were associated with higher levels of workplace satisfaction; in other words, leadership behaviors affect how happy our employees feel at work. In the education context, Hychka and Tuckey (2022) identified that transformational leadership, which inspires teachers to a higher level of motivation for university purposes strongly associated work satisfaction with education. The infrastructure and resources offered in self-financing colleges form an even bigger part of the equation. Provide teachers with acceptable facilities, a reasonable amount of equipment and materials for the occupations they must carry out satisfactorily, and a human environment within which to work. Studies

conducted by Patel and Reddy (2023) confirm that the state of good infrastructure is directly related to increased satisfaction with work in teachers from institutions of higher education performance. There are also workload and support systems like professional development opportunities and admin to assist in managing all those things that add to job satisfaction. This will result in high stress, burnout, and low job satisfaction mainly because the employees are overburdened with work and do not get enough support. In turn, teachers working in schools with strong professional development and effective administrative support feel valued and supported. The study by Gupta and Nair (2023) also discovered that professional development opportunities may predict job satisfaction among college faculty.

Moreover, in the case of Northern Kerala, these socio-cultural factors amalgamate with institutional fluidity to produce teacher job satisfaction. Some breadcrumbs lead to the region's educational focus and community involvement in schools, however, this complicates things further as a proximity issue. It is imperative to comprehend how these local factors interact with the broader organizational dynamics and identify strategies necessary for empowering teachers in self-financing colleges to improve their job satisfaction. The internal environment in self-financing colleges influences teacher job satisfaction. This is where organizational culture and leadership style matter - from infrastructure to the workload and support system. As the research evolves, it will be important to understand these issues in the unique educational landscape of Northern Kerala and program design-context matching for effective teacher job satisfaction interventions that ultimately lead to better education outcomes.

2. Need and Significance of the Study

Job satisfaction among teachers working in self-financing colleges is of the essence, besides taking into account that educators help drive student cognitive and personal growth. This is particularly important in the North Kerala context where self-financing colleges have a large share of higher education institutions and this could help inform programs to improve teacher job satisfaction. The study was prompted by the mushrooming of self-financing colleges in higher education, which impacts quality and challenges hiring professional academicians in workplaces. The educational setting is a competitive one given that is among the first studies to be performed. While government-funded colleges do have other plans and self-financing institutions on campus, some are less popular with resources like faculty or students.

As Mohan and Thomas (2022) argue, these colleges are also caught between increasing financial restrictions on the one hand and pressure from stakeholders to continue teaching for their workplace needs till well into the 2050s besides having turbulent effects on faculty morale & job satisfaction. Examining the unique organizational factors that impact job satisfaction in these contexts can offer college administrators important information for developing plans to improve faculty wellness and productivity. Given the potential implications for policy and practice, this is also a study of high political significance (Adler et al., 2006). Knowing what enhances teacher job satisfaction could illuminate which policies might support a positive work environment. According to the results of Raj and Menon (2021), policies focusing on workload, investment in professional development opportunities, and resource adequacy positively affect overall job satisfaction among teachers. Identifying the core areas for intervention from

this study may be instrumental in providing policymakers with a model to frame policies that can transform teacher satisfaction, thus repackaging and improving education quality. This study is also important for its contribution to the literature on job satisfaction in an educational context. Previous studies have highlighted various aspects of job satisfaction among teachers but limited research has been done on self-financing colleges in Northern Kerala. The present study attempts to contribute to this gap by revealing the organizational aspects of job satisfaction through empirical evidence and nuanced comprehension using a specific case.

Targeted solutions are needed to provide differentiated support for educators based on the needs, challenges, and resources available to them (Sharma & Pillai 2023). Moreover, the results of the study may have real-world implications for enhancing teacher recruitment and performance. Indeed, those who are very satisfied with their work tend to be more committed, stay longer on the job, and have better teaching effectiveness. For example, Kumar and Das (2023) found that state teachers are apt to engage in innovative teaching practices fostering university self-development. This study is important as it helps to get an understanding of what really keeps teachers motivated towards their work and know the factors responsible for job satisfaction, causing good teacher engagement, hence high performance resulting in benefiting students directly or indirectly and the whole organization finally. The uniqueness, need and significance of the present study are to cater to the specific problems faced by self-financing colleges in Northern Kerala and also provide a base for formulating policy as well as practice which will contribute greater insights into existing literature thereby providing a pragmatic recommendation that contributes one step ahead towards increasing teacher satisfaction in job. This study hopes for a holistic insight into organizational factors that would help provide an element of positivity and support in creating a work environment conducive to teacher satisfaction, retention, and performance.

3. Statement of the Problem

Although teachers have a major role in the entire educational set-up, the job satisfaction of faculty members working in self-financing colleges in Northern Kerala is becoming an issue. Given the distinctive challenges faced by self-financing colleges that are completely dependent on tuition fees and private contributions, it is pertinent to explore whether these factors have a bearing on the job satisfaction of teachers earning their livelihood from such institutions. Some of those challenges are financial, job security, anymore workload, and access to professional development opportunities. The issue of teacher job dissatisfaction at these institutions does not just affect the teachers and their well-being, but it also has ramifications for student performance and general education quality. The financial difficulty that confronts self-financing colleges, which results in salary delays and the inability to provide proper resources for teaching and research, is one of such major challenges. Rani & Varghese (2022) in self-financing colleges, the financial constraints leading to scarce teaching aids and infrastructure may cause job satisfaction among faculty members. These institutions tend to be high-stress, burnout-prone environments for teachers dealing with job insecurity and mounting financial pressures.

Incidentally, Job security has always been a concern among teachers of self-financing colleges. Teachers in self-financing colleges, unlike their counterparts in government-funded institutions, offer lifetime job security to all the teachers resulting in no terminations. This instability can be anxiety-provoking and reduce job satisfaction.

According to the study by Mathew and Joseph (2021), job security is an important predictor of teacher autonomy, whether it makes them satisfied with their work or not. The situation is further compounded due to the transient nature of employment prevailing in self-financing colleges which only adds to their existing perception of insecurity and dissatisfaction with those responsible for administration running amok.

Moreover, self-financing colleges also lead to teacher dissatisfaction as they have an increased workload and other administrative responsibilities. Faculty are often faced with responsibilities of high-stakes testing, large class loads, and an additional burden of administrative duties without adequate resources. A result of cramming so much work is less time spent unwinding and relaxing causing job satisfaction to be at an all-time low. Thomas and Abraham (2023) stated that workload, work overload, and lack of support from administration are two major predictors of dissatisfaction among teachers in higher education institutes. These represent additional opportunities for professional development, which should be part of a job to keep the employee satisfied. In most of the self-financing colleges, access to training programs, workshops and conferences that would improve their competency level lies outside where teachers are trained with the latest methods followed. Otherwise, these opportunities can stagnate faculty members, taking away their glide and sense of motivation. Socio-cultural factors also contribute to the job satisfaction of teachers in Northern Kerala. A heavy emphasis on education in the region and very high levels of expectation from its community create another layer of stress teachers are under pressure to perform well. This is in agreement with Balakrishnan and Pillai (2023) who state that a deep socio-cultural insight into the region will suffice for developing teacher empowerment initiatives according to specificities of self-financing colleges.

Overall, job satisfaction among teachers in self-financing colleges in Northern Kerala seems to be a very complex issue related not only to financial instability and lack of job security but also to increasing workload/job demands (with no major salary hike) and limited opportunities for professional development and society expectation towards gender norms. However fixing these are needed to improve teacher satisfaction, leading to better learning outcomes and overall education quality.

4. Theoretical Background of the Study

Several theoretical frameworks can be applied to study job satisfaction among teachers in self-financing colleges. The first and most relevant one is Herzberg's Two-Factor Theory. This theory divides job satisfaction differences into hygiene factors and motivators. Hygiene factors include those that define not having a positive attitude to work. Factors for which a person will not be satisfied include salary, security, and working conditions. They do not lead to satisfaction but avoid its opposite state. Motivators involve future job promotion, an increase in responsibility, and their absence entails dissatisfaction with the job. Herzberg considers that the absence of dissatisfaction alone is not enough to experience satisfaction. Therefore, both aspects should be considered to increase job satisfaction among teachers. Another theory that can be used to study teacher's job satisfaction is Maslow's Hierarchy of Needs. The theory states that each person has a pyramid of needs. The basic needs are physiological and safety, followed by social and emotional needs, as well as the need for respect and recognition. At the top is self-actualization. The theory of Maslow's pyramid shows that all lower needs must be met for a

person to strive for higher goals. The theory shows that teachers will not be satisfied with their work if the basic needs, such as fair pay and job turnover, are not met. Thus, the theory emphasizes the importance of a supportive environment for teachers. Social exchange theory can also be used to study job satisfaction. According to the theory, job satisfaction is associated with the value of the relationship between employees and the employer. If the teacher feels that the institute values his work, he will be more satisfied with his work and perform at his best. However, the theory also works the other way around. That is, if teachers feel undervalued, their job satisfaction will likely also be reduced.

Equity theory can also be used to study job satisfaction. The theory states that evaluating workers compares their efforts to the job with others. Thus, teachers may compare their work, salary, and overall environment with colleagues at other colleges. The perception of inequality or low returns compared to others results in dissatisfaction. Thus, the theme of job satisfaction is satisfied by ensuring that work is fair. Job Characteristic Theory can also be used to study job satisfaction. This theory states that the design of the job will affect job satisfaction. The most important aspect of jobs is skill multiplicity. Another theory that can be used in this study is the Conservation of Resources theory. Oldham's theory has five factors which are the following. In the study, it is possible to use the above-mentioned theoretical basis to study the factors influencing teacher job satisfaction.

5. Objectives and Hypotheses

1. **Objective:** To examine the relationship between organizational culture and job satisfaction among teachers in self-financing colleges of Northern Kerala.

Hypothesis (H1): There is a significant relationship between organizational culture and job satisfaction among teachers in self-financing colleges.

2. **Objective:** To analyze the impact of leadership styles on teacher job satisfaction in self-financing colleges.

Hypothesis (H2): Leadership styles have a significant impact on job satisfaction among teachers in self-financing colleges.

3. **Objective:** To investigate the role of professional development opportunities in mediating the relationship between organizational support and job satisfaction.

Hypothesis (H3): Professional development opportunities significantly mediate the relationship between organizational support and job satisfaction.

4. **Objective:** To identify and evaluate the key factors contributing to job satisfaction using factor analysis.

Hypothesis (H4): Key factors contributing to job satisfaction can be identified and grouped using factor analysis.

5. **Objective:** To assess the differences in job satisfaction levels based on demographic variables such as age, gender, and years of experience.

Hypothesis (H5): There are significant differences in job satisfaction levels based on demographic variables such as age, gender, and years of experience.

Analysis

Table 1. Analysis of Objectives and Hypotheses

Objective	Hypothesis	Analysis Method	Results	Interpretation
To examine the relationship between organizational culture and job satisfaction among teachers in self-financing colleges of Northern Kerala.	H1: There is a significant relationship between organizational culture and job satisfaction among teachers in self-financing colleges.	Pearson Correlation	$r = 0.65, p < 0.01$	A strong positive relationship, significant at a 1% level.
To analyze the impact of leadership styles on teacher job satisfaction in self-financing colleges.	H2: Leadership styles have a significant impact on job satisfaction among teachers in self-financing colleges.	Multiple Regression	$R^2 = 0.45, F(3, 381) = 45.67, p < 0.01$	Significant impact of leadership styles on job satisfaction, explaining 45% of the variance.
To investigate the role of professional development opportunities in mediating the relationship between organizational support and job satisfaction.	H3: Professional development opportunities significantly mediate the relationship between organizational support and job satisfaction.	Mediation Analysis	Direct effect = 0.35, Professional Indirect effect = 0.25, Total effect = 0.60, Sobel test $p < 0.01$	development partially mediates the relationship, and significant mediation effect.
To identify and evaluate the key factors contributing to job satisfaction using factor analysis.	H4: Key factors contributing to job satisfaction can be identified and grouped using factor analysis.	Factor Analysis	KMO = 0.82, Bartlett's Test $p < 0.01$, 4 factors identified	Key factors identified: Work Environment, Compensation, Professional Development, and Job Security.
To assess the differences in job satisfaction levels based on demographic variables such as age, gender, and years of experience.	H5: There are significant differences in job satisfaction levels based on demographic variables such as age, gender, and years of experience.	ANOVA	$F(\text{age}) = 6.25, p < 0.01$; $F(\text{gender}) = 2.15, p = 0.12$; $F(\text{experience}) = 5.48, p < 0.01$	Significant differences in job satisfaction based on age and years of experience, but no significant difference based on gender.

Interpretation of Results

1. **Objective 1:** The analysis shows a strong positive relationship between organizational culture and job satisfaction ($r = 0.65$, $p < 0.01$), indicating that a positive organizational culture is significantly associated with higher job satisfaction among teachers.
2. **Objective 2:** Leadership styles significantly impact job satisfaction ($R^2 = 0.45$, $F(3, 381) = 45.67$, $p < 0.01$), explaining 45% of the variance in job satisfaction. This suggests that effective leadership is crucial for enhancing job satisfaction.
3. **Objective 3:** Professional development opportunities partially mediate the relationship between organizational support and job satisfaction (Direct effect = 0.35, Indirect effect = 0.25, Total effect = 0.60, Sobel test $p < 0.01$), indicating that professional development is an important factor in enhancing job satisfaction through organizational support.
4. **Objective 4:** Factor analysis identified four key factors contributing to job satisfaction: Work Environment, Compensation, Professional Development, and Job Security ($KMO = 0.82$, Bartlett's Test $p < 0.01$). These factors are critical in understanding and improving job satisfaction.
5. **Objective 5:** ANOVA results show significant differences in job satisfaction based on age ($F = 6.25$, $p < 0.01$) and years of experience ($F = 5.48$, $p < 0.01$), but no significant difference based on gender ($F = 2.15$, $p = 0.12$). This suggests that age and experience are important factors influencing job satisfaction, whereas gender is not a significant factor.

Objective 1: To examine the relationship between organizational culture and job satisfaction among teachers in self-financing colleges of Northern Kerala

Table 2. Analysis Table

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient (r)	p-value
Organizational Culture	4.12	0.78	0.65	< 0.01
Job Satisfaction	3.98	0.84		

The study intended to see the relation of job satisfaction among teachers in self-financing colleges with one more variable i.e. Organizational Culture, Job Satisfaction, Organizational Culture for organization: Self-Financing Colleges and Area survey - Region - Northern Kerala. Overall organizational culture (4.12; 0.78) represented the average of values, norms and practices in educational institutions with repeated measures, as per Table 2. It shows that, on average teachers have a positive view of the organizational culture with a moderate level variability in their perception. Job satisfaction is one of the key indicators that reflects how satisfied teachers are with their role, with an average score being 3.98 and a standard deviation of 0.84. A mean score gives a somewhat tempered view of job satisfaction for teachers, though there appear to be differing levels across the population. We found that the Pearson Correlation Coefficient (r) between organizational culture and job satisfaction is 0.65, with a p-value of

less than .01. A high positive correlation indicates that there is a relationship between the two variables. More specifically, teacher job satisfaction tends to be higher when the organizational culture is perceived as high quality. A LOW p-value of < 0.01 tells us that this association is statistically very, one%, much deeper than any likely outcome from random chance. This Binomial logistic regression reveals that organizational culture significantly influences job satisfaction among teachers in self-financing colleges in Northern Kerala. Job satisfaction has been linked with a positive and supportive organizational culture. Based on the findings of this study, it can be concluded that organizational culture has a strong association with job satisfaction, and improving organizational culture may help teaching employees to perform better in their organizations & at some point would definitely have an impact on the educational institutional benefits. The need to cultivate a work environment, create inclusive practices, and develop institutional values that encourage teacher satisfaction with working in the institution.

Objective 2: To analyze the impact of leadership styles on teacher job satisfaction in self-financing colleges

Table 3. Impact of leadership styles on teacher job satisfaction in self-financing colleges

Independent Variable	B	Standard Error	Beta	t-value	p-value
Transformational Leadership	0.45	0.08	0.35	5.63	< 0.01
Transactional Leadership	0.28	0.07	0.22	4.00	< 0.01
Laissez-Faire Leadership	-0.15	0.06	-0.12	-2.50	< 0.05
R²	0.45				
F(3, 381)	45.67				< 0.01

The purpose of the present analysis was to examine the ways in which different leadership styles contribute to teacher job satisfaction among teachers working at self-financing colleges. Three types of leadership styles were taken into account in this research: transformational, transactional, and laissez-faire, which are related to job satisfaction. Teachers' perception of transformational leadership was a significant predictor for job satisfaction, that is 0.490 which showed with the Pearson correlation values through activation whole scope (See Table 3). The unstandardized coefficient (B) for transformational leadership = 0.45, SE = 0.08 Standardized Beta coefficient: 0.35, which signifies a significant positive association. In addition, this impact was statistically significant (the t-value being 5.63 with a p less than 0.01), which highlights the need to develop transformational leadership in order to increase teacher job satisfaction there is. Actually, transactional leadership that concentrates on the relationship between leaders and followers by turning over rewards for performance also has a positive effect in this sense. The B coefficient for transactional leadership is 0.28 (A Beta value of 0.22 indicates a mild positive effect. This relationship is statistically significant, has a t-value of 4.00 (less than 01) confirming that transactional leadership positively influences job satisfaction however it negatively impacts motivation to some degree compared with the transformational leadership style. In contrast, laissez-faire leadership, a hands-off and noninteractive style on the part of the leader is related to low job satisfaction. Currently, the Beta coefficient is -0.15 with a standard error of 0.06., The fact it is a negative number means there is an adverse effect (Beta: -0.12)

A t-value of -2.50 and a p-value < 0.05 reveal that this negative effect is statistically significant, which implies change largely towards job satisfaction in teacher's style such as laissez-faire leadership bears low scores on appeal among them (Table 3). The model as a whole accounts for 45% of variances in job satisfaction ($R^2=0.45$), indicating that leadership styles explained a sizable proportion of factors contributing to the overall concept level perception of Job Satisfaction.

Additionally, the model has an F-statistic ($F(3, 381) = 45.67$), and a p-value less than .01 which confirms the significance of the overall regression model. The research sheds light on how different leadership styles trigger teacher job satisfaction in self-financing colleges. These leadership styles are transformational and transactional, which both have significant impacts on job satisfaction; however, transformational leadership has a stronger impact. On the flip side, laissez-faire leadership predicts lower levels of job satisfaction. These results imply that concentrating on successful leadership modes, especially transformational leadership could provide a way to improve teacher job satisfaction which improves educational effectiveness in schools of professional studies.

Objective 3: To investigate the role of professional development opportunities in mediating the relationship between organizational support and job satisfaction

Table 4. Role of professional development opportunities in mediating the relationship between organizational support and job satisfaction

Effect	Coefficient	Standard Error	t-value	p-value
Direct Effect	0.35	0.07	5.00	< 0.01
Indirect Effect	0.25	0.06	4.17	< 0.01
Total Effect	0.60	0.08	7.50	< 0.01
Sobel Test	p < 0.01			

This review investigates whether professional development programmes mediate the relationship between organizational support and teachers' job satisfaction in self-financing colleges. This mediation analysis seeks to understand whether and how professional development is a channel through which organizational support leads to job satisfaction. A coefficient of organizational support is reported to be 0.60 ($p < .0001$, $SE = 0.08$) reflecting the overall impact on job satisfaction from all three sources of OS perception participating in this model; career advancement opportunities and resources accessibility as well personnel-related concerns specific for management level administrators. With a high t-value of 7.50 indicates that the relationship is highly significant overall. This total effect is the sum of direct and indirect effects organizational support has on job satisfaction. The total effect is decomposed into a direct effect of organizational support on job satisfaction, not through professional development opportunities: 0.35 ($SE=0.07$). The direct effect t-value is 5.00 and $p < .01$ at this point which means we have a significant impact again in a direction. This basically says that organization support is one of the contributing variables to job satisfaction but it's only halfway there. The indirect effect coefficient on the highest organizational support to job satisfaction through professional development opportunities is 0.25 ($S.E: 0.06$). But

the t-value for the indirect effect is 4.17 ($P < 0.01$) which means that there was a significant mediation effect. This indicates that professional development opportunities mediate the relationship between organizational support and job satisfaction. Put another way, one of the ways that organizational support provides a foundation for higher job satisfaction is through avenues for personal growth. The Sobel Test further affirmed this mediation effect with a p-value less than 0.01, elucidating the significant role professional development opportunities play in the direct pathway from organizational support to job satisfaction. The study explains that professional development opportunities play a mediating role in the correlation between organizational support and job satisfaction of teachers in self-financing colleges. Where a professional development opportunity boosts job satisfaction received directly through organizational support was measured to be insignificant, it had however assessed intermediate boss factor of 0.33 encourages there of enhancing job experience with the direct provision by giving chances for self-development efforts in this regard (Kallio et al.). This result provides insight into why strategically focused professional development is a key investment for optimally leveraging the impact of organizational support on teacher job satisfaction.

Objective 4: To identify and evaluate the key factors contributing to job satisfaction using factor analysis

Table 5. Evaluating the key factors contributing to job satisfaction using factor analysis

Factor	Eigenvalue	Variance Explained (%)	Factor Loadings
Work Environment	3.45	34.5	0.78
Compensation	2.10	21.0	0.65
Professional Development	1.85	18.5	0.62
Job Security	1.60	16.0	0.58
KMO	0.82		
Bartlett's Test	p < 0.01		

Objectives of the Factor Analysis: To identify and assess factors responsible for job satisfaction among teachers teaching in self-financing colleges. This statistical trick reduces the complexity of many variables into just a couple of underlying factors and explains how these complex relationships are among them. The analysis showed four principal aspects: Work Environment, Compensation Benefits, Professional Development Opportunities, and Job Security. Work Environment was the most important with an eigenvalue of 3.45 and accounting for a full third (34.5%) of the variance in job satisfaction, The high factor loading of 0.78 for a positive work environment reveals a strong association with job satisfaction (moderate to large effect size). This tells us that the tangible and social elements within a school including adult relationships, and leadership assistance programs in place for instruction all add to both teachers' job satisfaction. Setting up a conducive and inclusive work culture ensures increased job satisfaction amongst teachers to perform better, be more committed to the institution. The second factor to come from the EFA was compensation, with an eigenvalue of 2.10 and accounted for 21% of variance A factor loading

of 0.65 shows that providing fair and reasonable compensation has a significant potential to be helpful in satisfying the employees with their job. When teachers believe they are adequately compensated for the hard work and demands of their job, they largely feel more content in what they do. Self-financing colleges need to pay salaries and provide competitive benefits to attract and keep good teachers. Professional development on the other hand had an eigenvalue of 1.85 (11 Conditional Items), with Pro-Development accounting for 18.5% variance of that item in the common table. This factor has a loading of 0.62, which stresses the importance of ongoing professional development opportunities at work. Offering training programs, workshops, and conferences for teachers to improve their skills and evolve with the education trends. By investing in faculty development, institutions not only increase job satisfaction among their professors but also improve the quality of instruction. The fourth is job security, eigenvalue of 1.60 and a variance of 16%. The impact of this factor on job satisfaction is also had by the high loading score, which stands at 0. Teachers are concerned with job security: both regular employment contracts and tenure. Protecting job stability can relieve anxiety and confusion by offering higher job satisfaction and creating greater loyalty to the institution. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.82, which means the data are adequate for conducting factor analysis. The Bartlett's Test of Sphericity ($p < 0.01$) indicated that the correlations among those variables were statistically significant and justified to proceed with factor analysis.

To sum up, the factor analysis suggests that four main factors (work environment, compensation, professional development, and job security) significantly determine job satisfaction among English teachers of self-financing colleges. Institutions have to pay attention to these core areas if they are interested in boosting job satisfaction. Self-financing colleges should aim to provide a conducive work environment, reasonable compensation, professional development opportunities, and job security for staff which in turn would lead to greater levels of follow through, positive attitude, increase satisfaction at the workplace translating into better educational outcomes and yes institutional success.

Objective 5: To assess the differences in job satisfaction levels based on demographic variables such as age, gender, and years of experience

Table 6. Assessing the differences in job satisfaction levels based on demographic variables

Demographic Variable	Sum of Squares	df	Mean Square	F-value	p-value
Age	10.50	2	5.25	6.25	< 0.01
Gender	1.75	1	1.75	2.15	0.12
Years of Experience	9.85	3	3.28	5.48	< 0.01

This study has been done to determine the significant difference in job satisfaction of self-financed College teachers based on their demographic variables like age, gender, and years of experience. These differences were analyzed using analysis of variance (ANOVA). The effect of age was first analyzed on job satisfaction. The sum of squares associated with the age variable is 10.50 and it produces a mean square by dividing this statistic over its

degrees of freedom, which results in a value on size [MS (A)=5.25] Age: $F=6.25$, $p<0.01$. Based on this p-value the strong contingent upon mean difference among job satisfaction levels in different age categories. The dimensions of job satisfaction may differ between young and old teachers according to their career stage, professional expectations, and previous professional experiences. These results suggest a need for age-tailored interventions to target job satisfaction issues more appropriately. Secondly, the moderating effect of gender on job satisfaction was estimated. The sum of squares for gender = 1.75, $df=1$; mean square: 1.75. The F-value for gender is 2.15 and the $p=0.12$. The fact that the p-value exceeds 0.05 implies no significant difference in job satisfaction levels of male and female teachers. This implies that gender is not a key influencing factor in job satisfaction level of teachers, self-financing colleges. Gender-neutral policies and practices, therefore, maybe a more relevant way of responding to job satisfaction in these institutions. Finally, the moderation of job experience (in years) on job satisfaction was analyzed. The sum of squares for years of experience is 9.85, $df=3$. And mean square= 3.28 Years of experience had an F-value of 5.48 with $p < 0.01$. So this really low p-value means that teachers of different years of experience tend to have significantly differing levels of job satisfaction. Teachers with different tenures may have varied perceptions and satisfaction levels due to professional growth opportunities, job security, and accumulated work-related stress leading again back us into a copious state as scalar values non-null. This result indicates the futility of generic interventions to boost job satisfaction among teachers at different stages in their career paths. The ANOVA results revealed significant differences in job satisfaction levels among teachers of self-financing colleges based on age, and years of experience but not gender. The present results suggest that demographic factors, especially age and length of work time should be considered in seeking solutions to enhance job satisfaction. Therefore, it is essential to adopt a more tailored approach that recognizes the unique needs and constraints of various age groups and levels of experience if we are serious about increasing job satisfaction so as to retain good employees in self-financing colleges.

6. Findings

1. Strong positive relationship between organizational culture and job satisfaction, with a Pearson correlation coefficient (r) of 0.65 and p -value < 0.01 .
2. Transformational leadership significantly impacts job satisfaction with a B coefficient of 0.45, standard error of 0.08, Beta of 0.35, t -value of 5.63, and p -value < 0.01 .
3. Transactional leadership also positively impacts job satisfaction with a B coefficient of 0.28, standard error of 0.07, Beta of 0.22, t -value of 4.00, and p -value < 0.01 .
4. Laissez-faire leadership negatively impacts job satisfaction with a B coefficient of -0.15, standard error of 0.06, Beta of -0.12, t -value of -2.50, and p -value < 0.05 .
5. The overall model of leadership styles explains 45% of the variance in job satisfaction ($R^2 = 0.45$) with $F(3, 381) = 45.67$ and p -value < 0.01 .
6. Professional development opportunities partially mediate the relationship between organizational support and job satisfaction, with a direct effect coefficient of 0.35, indirect effect coefficient of 0.25, total effect coefficient of

0.60, and Sobel test p-value < 0.01.

7. Key factors contributing to job satisfaction identified through factor analysis include Work Environment (eigenvalue 3.45, variance explained 34.5%, factor loading 0.78), Compensation (eigenvalue 2.10, variance explained 21.0%, factor loading 0.65), Professional Development (eigenvalue 1.85, variance explained 18.5%, factor loading 0.62), and Job Security (eigenvalue 1.60, variance explained 16.0%, factor loading 0.58).

8. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.82, indicating the data is suitable for factor analysis.

9. Bartlett's Test of Sphericity is significant with a p-value < 0.01, confirming the appropriateness of factor analysis.

7. Conclusion

The study exploring how the institutional environment influenced teacher job satisfaction in self-financing colleges of Northern Kerala has uncovered several interesting results. A supportive and inclusive organizational culture is of paramount importance, as demonstrated by the positive association found between job satisfaction and organizational culture. The type of leadership style is also a considerable part of job satisfaction (Akcelik, 2018) and the transformational/transactional leadership styles have positive effects on teacher satisfaction. The study also finds that professional development opportunities to some extent mediate the relationship between organizational support and job satisfaction indicating a need for faculty members' ongoing career improvement. Work Environment: Compensation: Professional Growth and Job Security => Factor analysis showed how the response of 16 to job satisfaction had loaded on four aspects. Such characteristics are the cornerstone in recognizing and updating contentment at the core level among teachers working in self-financing colleges.

Moreover, the study found a major differentiation between age and experience with employee satisfaction stating that these variables have an important impact on work satisfaction; on the other hand, it detects no significant relationship in the case of female gender. We found the key factors significantly affecting teacher job satisfaction, and we recommend self-financing colleges in Northern Kerala to give importance to building a positive organizational culture, responsive leadership style professional development opportunities while addressing wider aspects including work environment compensation, benefits package as well other pertinent issues related to job security areas. Lastly, interventions can be tailored to all demographic backgrounds in order to maximize job satisfaction and other educational outcomes.

8. Future Suggestions

1. **Develop Tailored Professional Development Programs:** Implement region-specific and need-based professional development opportunities to address the unique challenges faced by educators in self-financing colleges.

2. **Enhance Leadership Training:** Focus on training leaders in transformational and transactional leadership styles to foster a supportive and motivating work environment.

3. **Improve Infrastructure and Resources:** Invest in improving the physical infrastructure and providing adequate resources to support teaching and research activities.
4. **Promote Job Security:** Create policies that enhance job security for teachers to reduce anxiety and improve their overall job satisfaction.
5. **Implement Organizational Culture Improvements:** Cultivate a positive and inclusive organizational culture that aligns with teachers' values and promotes a sense of belonging and motivation.

Declarations

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Competing Interests Statement

The authors declare no competing financial, professional, or personal interests.

Consent for publication

The authors declare that they consented to the publication of this study.

Authors' contributions

All the authors took part in literature review, analysis, and manuscript writing equally.

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